Fond du Lac Tribal and Community College

2013-2016 Strategic Plan
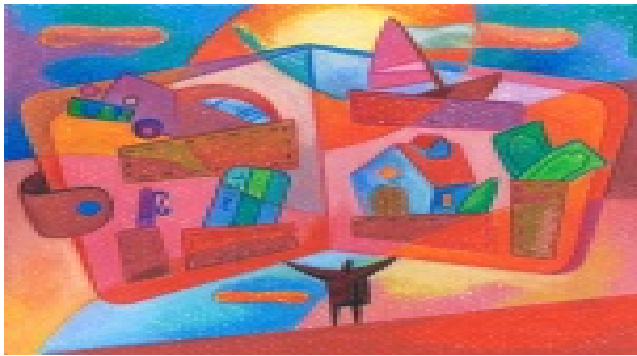
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Planning Background

Revised April, 2013

Assumptions:

The planning discussion recognized that effective development is the results of maintaining the core foundations and seeking needed changes for improvement:

- Truly great organizations understand the difference between **what should never change** and what should be **open for change** – what is sacred and what is not.

- This rare **ability to manage CONTINUITY and CHANGE** – requiring a consciously practiced discipline – is closely linked to the ability to develop a vision.

Objectives:

Set short and long-term directions of the Fond du Lac Tribal and Community College. Specific planning objectives included the following:

    I.   *Seek* **Stakeholder Input**: Conduct meetings, interviews, surveys or other data-gathering with internal and external individuals and organization that have a stake in the college.

    II.   *Set* **Service Directions**: Identify a strategic plan for college growth and development including the following:

- Practical Vision: Identify 3-5 year goals and desired outcomes
- Priority Strategies: Determine 2-3 year strategic directions needed to achieve the vision
- Action Roadmap: Develop steps, roles, measures and coordination to implement the strategies

Process:

A. *Focus* the PLANNING TASK   March 26 - April 20, 2012

- *Identity* all existing plans and commitments
- *Clarify* all MnSCU expectations for service and performance
- *Prioritize* the focus questions for planning
- *Specify* and assign the information gathering task and focus for Steps 5&6

B. *Assess* STRATEGIC INFORMATION   April 16 - September 26, 2012

- *Gather and assess* EXTERNAL intelligence
  - Seek input from stakeholders about current status and future needs
  - Collect existing, relevant data
- *Gather and assess* INTERNAL intelligence
  - Seek input from stakeholders current status and future needs
  - Collect existing, relevant data

C. *Determine* PRIORITY STRATEGIES   December 12-April 9, 2013

- *Compile* a working report of strategic information to use for plan decision-making
- *Develop* draft strategic directions and goals in a planning retreat
- *Refine* draft strategic directions and goals and get suggestions for implementation process and roles

D. *Develop* IMPLEMENTATION STEPS   April 9 - 24, 2013

- *Develop* action plans that implement strategies across the college
- *Identify* roles and approaches for plan implementation
- *Initiate* a new phase of FDLTCC development

Plan-At-A-Glance

Strategic ASSESSMENT

STRENGTHS	CHALLENGES

Internal Assessment:
◾ Strong student life and service
◾ Improved student readiness and retention
 	
External Assessment:
◾ Cross-cultural, student centered college
   - Cost-effective education
   - Education of all ages
◾ Quality of the student population
	Internal Assessment:
	◼ Assuring student success with more effective preparation and retention support
	Recommendations:
	◼ *Facilitate* student success with a balance of education rigor and support
	◼ *Analyze, develop and monitor* retention and completion needs and strategies
	
	External Assessment:
	◼ Decreased performance of high school graduates
	◼ Changing student values and expectations
	Recommendations:
	◼ *Foster* student initiative and responsibility for education and life

Internal Assessment: ◾ All ages of community connecting with the college ◾ Working relationships with the tribe External Assessment: ◾ Inter-institution and community connections ◾ Employer-education collaboration	Internal Assessment: ◼ Meeting the education needs of multiple generations and community sectors *Recommendations:* ◼ *Deliver* education that meets key community needs ◼ *Prepare* students for success in life and leadership ◼ *Diversify* education delivery methods ◼ *Outreach to* communicate FDLTCC value, distinction and leadership External Assessment: ◼ Education to support employment in a competitive market ◼ Getting education for life *Recommendations:* ◼ *Take* responsibility for the future of our community and colleges ◼ *Intensify* education and employer collaboration that benefits all – students, schools employers
Internal Assessment: ◾ Great staff-faculty teamwork in support of students ◾ Structured a supportive and inclusive budgeting process ◾ Incorporating planning and assessment as an important and "living" tool ◾ Supportive leadership and sense of direction External Assessment: ◾ Staff and faculty competence, **openness and ability**	Internal Assessment: ◼ Keeping education affordable for students and our mission funded ◼ Assuring sustainable staffing roles and capacity to cover all needs ◼ Need to keep up the momentum in implementing our assessment process Recommendations: ◼ *Innovate* new resources to fund education and keep it affordable ◼ *Meet and exce*ed accreditation requirements External Assessment: ◼ Decreasing affordability of higher education ◼ Taking responsibility as educators across the community

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Strategic DIRECTIONS

I. Supportive LEARNING ENVIRONMENT

Strategy A:
Create paths of success for all students

Strategy B:
Enhance campus learning facilities

II. Diverse COMMUNITY EDUCATION

Strategy C:
Offer academic programs to meet diverse learner needs

Strategy D:
Expand community partnerships in learning and education

III. Education SUPPORT SYSTEMS

Strategy E:
Assure college longevity, continuity, capacity and accountability

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Revised April, 2013

Mission

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission we will:

- Promote scholarship and academic excellence through transfer and career education, and provide access to higher education by offering developmental education.

- Respectfully promote the language, culture and history of the Anishinaabeg.

- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.

- Promote a sense of personal respect and wellness.

- Provide technological opportunities and experiences, preparing students for the future.

- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

The Foundations

Continue our "extraordinary" history by implementing our MISSION:

A. *Maintain* **a positive learning environment**
- Meet a range of backgrounds and differences - generational, cultural, learning styles
- Foster the value of respect
- Provide a physical facility that support learning and college values

B. *Support* **success for students that are traditionally unsuccessful**
- Student-centered
- Keep the default rate low

C. *Contribute* **to the communities we serve**
- Quality tribal partnership
- K-12 partnerships
- Workforce partnerships

D. *Sustain* **a unique Tribal and Community College**
- Assure financial viability
- Maintain HLC accreditation
- Practice accountability as a way of life - do what we say we will do and show it

Revised April, 2013

FDLTCC 2013-2016 Strategic Directions

What are priority initiatives and goals for the next phase of FDLTCC growth and development?

The 2013-2016 Strategic Directions seek to implement and demonstrate *living the* mission of Fond du Lac Tribal and Community College:

☐ To provide higher education opportunities for its communities in a welcoming, culturally diverse environment,

☐ In a way that promotes positive outcomes and meets or exceeds the expectations of the entities who are ultimately responsible for the success and continuity of the college, namely:
>The Fond du Lac Band and its Tribal College,
>The Minnesota State Colleges and Universities System
>AHEC, and most importantly,
>The faculty, staff and students, current and future, as well as
>The community at large, and

☐ Practice respect in all aspects of our work and life and

☐ Review the implementation of the mission at Quarterly meetings

The 2013-2016 Strategies all contribute to the full mission with special attention to specific elements:

Mission Elements	Strategy A: *Create* paths of success for all students	Strategy B: *Enhance* campus learning facilities	Strategy C: *Offer* academic programs to meet diverse learner needs	Strategy D: *Expand* community partnerships in learning and education	Strategy E: *Assure* college longevity, continuity, capacity and accountability
I. Promote scholarship and academic excellence through transfer and career education, and provide access to higher education by offering developmental education.	▓		▓	▓	
II. Respectfully promote the language, culture and history of the Anishinaabeg.	▓	▓	▓	▓	▓
III. Provide programs which will celebrate the cultural diversity of our community and promote global understanding.	▓		▓	▓	
IV. Promote a sense of personal respect and wellness.	▓		▓	▓	
V. Provide technological opportunities and experiences, preparing students for the future.		▓	▓	▓	▓
VI. Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.	▓		▓	▓	▓

Revised April, 2013

FDLTCC 2013-2016 Strategic Directions

What are <u>priority initiatives and goals</u> for the next phase of FDLTCC growth and development?

Supportive LEARNING ENVIRONMENT

Strategy A: *Create* **paths of success for all students**
Intent: Provide multi-faceted support programs for our diverse student population in a respectful, welcoming learning environment that can be measured by a safe campus and high graduation, retention and transfer rates of students.

Related objectives and intents:
☐ Fortify positive learning environment to meet range of backgrounds – generational, cultural and learning styles
☐ Treat people as people with a campus climate that make students, faculty and staff feel connected
☐ Continue and expand level of excellence in student services
☐ Empower students to pursue education, career and quality of life
  • Recognize student strengths and challenges and provide customized skill development
  • Create student "sense of urgency" to plan, complete, and apply their education to life and future and career
  • Help students transition by teaching job-seeking skills and prepare for next steps after completing degrees
  • Build life skills to ensure student success in education, employment, career, citizenship and personal life
☐ Emphasize student retention, graduation and transfer to further education
☐ Continue proactive recruitment and enrollment including native and under-prepared students
  • Provide mentorship programs for FDLTCC students and K-12 students
  • Teach, foster and practice the core values of the college

Strategy B: *Enhance* **campus learning facilities**
Intent: Enhance campus learning spaces, technology support and other facilities to meet current and long-term education needs.

Related objectives and priorities:
☐ Expand the facility to meet current and future needs
☐ Demonstrate environmental sustainability as a core value in campus development
☐ Enhance the physical space and resources to support new directions
☐ Build a writing lab
☐ Develop sustainable resources and funding to maintain a quality learning environment

What are <u>priority initiatives and goals</u> for the next phase of FDLTCC growth and development?

Diverse COMMUNITY EDUCATION

Strategy C: *Offer* **academic programs to meet diverse learner needs**
Intent: Attract and retain students; be responsive to the communities we serve; and balance the duality of students' backgrounds with external performance requirements.

Related objectives and priorities:

☐ Balance academic rigor with developmental education needs and goals

☐ Build success for students that are traditionally unsuccessful

☐ Diversify program options
   - Implement new academic programs - 2-year degrees, 1-year program, certificates, non-credit courses
   - Offer skills, programs and certificates through on-the-job training partnerships
   - Develop a 4-year sustainability degree
   - Increase and broaden federally funded science and other programs
   - Seek out vocational opportunities

☐ Diversity education delivery
   - Utilize diverse methods of education delivery including cohorts, online, community education, etc.
   - Offer personalized on-line instruction that increases technology literacy, maintains personal interaction between students, instructors and staff, differentiates FDLTCC from other colleges in online instruction, and leads the region in innovation with D2L - online and hybrid education

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Strategy D: *Expand* **community partnerships in learning and education**
Intent: Educate to meet community needs.

Related objectives and priorities:

☐ Evaluate and clarify the role of the college in the community in order to increase services and contribution

☐ Offer interest-specific community programs and courses and continue college for seniors

☐ Increase school partnerships and communication and build a dynamic pipeline of success from K-12 to college

☐ Expand education opportunities through partnerships
   - Grow established and new collaborations that integrate instruction (ABE, CITHS, etc.)
   - Be responsive to employers, future industry, future class delivery and future technology needs
   - Include partners from the county level

What are priority initiatives and goals for the next phase of FDLTCC growth and development?

Education SUPPORT SYSTEMS

Strategy E: *Assure* **college longevity, continuity, capacity and accountability**
Intent: Assure college continuity, survivability, growth and development. Ensure the embedded institutional accountability by making data-driven decisions.

Related objectives and priorities:
- Identify how do we work with community to maintain self-sufficient sustainability
- Continue our "extraordinary" history and remain as a stand-alone institution
- Maintain an innovative approach to support all learners
- Increase and maintain funding for growth and sustainability
- Add needed staff and faculty to assure student-centered academic and support services
- Become practiced in evaluation and data-driven decisions
- Build accountability into all aspects of college operations
  - Implement accountability as a way of life through assessment and planning processes
  - Demonstrate that students with low skills improve and succeed
  - Develop ways to evaluate and demonstrate commitment to and effectiveness of FDLTCC mission and values
  - Provide objective evidence that we do what we say we will do
  - Require and enable students to be accountable for their education
- Identify how we are defined as a tribal and community college
- Assure a successful HLC visit in 2014-15

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2013-2016 FDLTCC Strategic Action Plan				
	Action Steps		**Expected Results**	
Existing Initiatives	**In 2013**	**In 2014**	**By 2015**	**By 2016**
Strategy A: *Create* paths of success for all students *Intent:* Provide multi-faceted support programs for our diverse student population in a respectful, welcoming learning environment that can be measured by a safe campus and high graduation, retention and transfer rates of students.				
Retention, completion and transfer • Hands-on orientation, academies, TRIO, student ambassadors, early registration, • Academic Late Night, Tech training, Support Groups, CAA, Mandatory learning seminar, YSP, CAA, , reverse transfer, Involvement in K-12 students • Nandagikendan Academy for High School students(entering and transfer programming) Success for non-traditional students • Financial literacy training, technology training; ABE on campus; increased tutoring; writing labs, redesigned developmental sections, adjunct math faculty from area high schools, My Foundations Lab; strong interest inventory; Strength Finders Training; 0-40; Learning Seminars ISAP); Early academic alerts Skills for life and job • Internship/research opportunities in some departments; Career center; FasTrac Campus learning environment • Respect campaign	• Align/set the system and FDLTCC student success measures • Tutoring in dorms, student ambassadors, respect campaign • New: all dorm students involved in Academy	• Further development of the Learning Resource Center (adding cultural connections) • Expand academies: all incoming freshmen (orientation)	• 0-40 not returning to learning seminar, continuation of YSP program • TRIO/Study Center, CAA, persistence rates -- GPA academic standing, transfer rate, graduation rate	• Higher/increased retention, completion rate, graduation rate, posting of crime report
Strategy B: *Enhance* campus learning facilities *Intent:* Enhance campus learning spaces, technology support and other facilities to meet current and long-term education needs.				
• Writing lab • Mobile classroom laps -- iPad/laptops • Classroom technology labs	• Current space, better utilize space -- expand "peak times" • Distance Learning Lab -- high impact/low implementation cost • Designated quiet study areas	• Physical change -- add law enforcement vehicle storage with or without shooting range • Expand certificate programs; e.g. Sappi-middle management 6-week night program -- using off-peak hours • Explore/research viability of 3-meal food plan for students -- expand needed services	• Decreased travel time/hours for L.E. students • Less complaints; quality work being turned in	• Possible income opportunity for shooting range rental/use
2013-2016 FDLTCC Strategic Action Plan				
	Action Steps		**Expected Results**	

Revised April, 2013

Existing Initiatives	In 2013	In 2014	By 2015	By 2016

Strategy C: *Offer* academic programs to meet diverse learner needs
Intent: Attract and retain students; be responsive to the communities we serve; and balance the duality of students' backgrounds with external performance requirements.

Existing Initiatives	In 2013	In 2014	By 2015	By 2016

Increase/broaden science and other programs
• Revising corrections and e-crime curriculum
• Review sustainability degree options
• Considering collaborations with LSC etc. in welding, community paramedics, and other ways to assist reservation communities
• NLNAC accreditation work
• Internship/research credits
• College for Seniors
• NASA summer research and internships
• Native Skywathers workshop
• Exploring day-school learning community
Lead region in D2L;online & hybrid)
• Targeting online/hybrid education improvements – training and hands-on orientation for faculty, Quality Matters training
• Financial literacy training
	• Revise curriculum in corrections and e-crimes programs
	• Begin building 2-year sustainability degree
	• Solidify collaboration of area colleges to deliver a community paramedics program to area reservations
	• Solidify the collaboration between area colleges to deliver technical training to FDL reservation
	• Expand student internship and research opportunities by two
	• Enroll at least two more faculty in technology/QM training
	• Offer financial literacy and technology training to at least four parent/community groups
	• Complete technology training of FDL Head Start employees
	• Develop and finalize A.A. offering to FDL Head Start employees; assist with those who need Bachelor's
	• Develop clear performance metrics for all academic programs
	• Academic programs review Student Learning Outcomes
		• Finalize sustainability degree
		• Establish clear performance metrics
		• Post the results publicly
		• Development education
		  - ABE more involved
		  - evaluate results of development re-design
		  - make available self-directed tutoring in CAA, Library
		• Increase online student success
		• Staff existing programs that don't have coordinators
		• Establish a concrete community paramedic collaboration
		• Certificate programs aimed at increasing employability
		• Build online student services
		• Evaluate technology training results
		• Build an improved ITV room or get tele-presence
			• 50% of programs have workplace-focused certificates
			• All faculty teaching online/hybrid receiving professional development
			• 2% increase in online course completion
			• Improved ITV/tele-presence technology utilized by FDLTCC
			• 50% online student services built
			• Enrolling in sustainable degree program (interdisciplinary)
			• Enrolling students in collaborative community paramedic program
			• Evaluate, discuss, and determine next steps based on technology training results
			• Increase online course completion by two percent
			• 100% of academic programs have coordination
			• Deliver SENSE CCSSE surveys; evaluate, discuss & determine next steps based on results.
				• 100% of programs have workplace-focused certificates
				• 100% of online student services built
				• Two-percent increase in online course completion
				• Evaluate, discuss, and determine next steps to increase online student retention
				• Improved ITV/tele-presence technology being utilized by FDLTCC and others
				• Evaluate, discuss, and determine next steps in academic program metrics
				• Evaluate, discuss, and determine next steps based on technology training results
				• Successful NLNAC accreditation visit
				• Determine future directions for programs

Strategy D: Expand community partnerships in learning and education
Intent: Educate to meet community needs.

Existing Initiatives	In 2013	In 2014	By 2015	By 2016
Established partnerships: • MN Power/EUT; SAPPI/FDLTCC; Nursing/CMH • Business has said – need students to have effective workplace behaviors	• Branding: see FDLTCC all over town and in K-12 (notebooks, pencils) • College Connect: K-12 to career opportunities (e.g., nursing, LawE, EUT, biology, journalism); E.g. FDLTCC student book club with middle school	• K-12 connections: See the job; visualize college's role in obtaining local employment; get students to think forward • Host K-12 field trip with area employers	New partnerships: • USG; BOLDT; Upper Lakes Foods • County • Internships with local business;	• Measurement: assess community -- have our students met your needs? • Corporate partnerships with college

2013-2016 FDLTCC Strategic Action Plan

Action Steps			Action Steps	
Existing Initiatives	In 2013	In 2014	By 2015	By 2016

Revised April, 2013

Strategy E: *Assure* **college longevity, continuity, capacity and accountability**
Intent: Assure college continuity, survivability, growth and development. Ensure the embedded institutional accountability by making data-driven decisions.

• Meeting accreditation standards • Maintaining fiscal stability • Continue to develop state/tribal relationships • Increased presence in tribal, regional and systems initiatives • Added staff in IT and financial aid • Respect campaign • Variety of campus/community events • Nandagikendan academies • Planning sessions • Sharing of progress made • Sharing/establishing/communicating expectations or managing change • Centralized data collection system on campus	• Excellent academic programming • Continue to develop relationships with K-12, business and community • Work on continued definition of our tribal college status • Develop ways to embed assessment and accountability into daily routines • Open and transparent communications	• Maintain ability to receive financial aid • Build foundation capacity	• Utilize foundation for institutional support • Utilize data collection for program development, academics and survival • Every individual and department practices assessment • Continued HLC accreditation	• Paradigm shift: align standards, data collection, student success and satisfaction • Meet future academic standards for student success • Diversified funding • Established culture of continuous improvement - When something doesn't work -- try, try again • Data-driven decisions

Implementation Leadership

How do we implement, motivate, coordinate and assure strategic action?

1. **Strategy WORK GROUPS will steer action within each area**
   - ☐ Refine the action plan in April:
     Add, delete, focus, clarify, organize and otherwise finalize the strategy action steps and expected results
   - ☐ Assign project, programs and initiatives within the strategy
   - ☐ Determine the best schedule and approach to working as a group

2. **The SUPERVISORS GROUP will lead overall implementation**
   - ☐ Track and coordinate progress across and within strategy areas
   - ☐ Address any inter-strategy problem-solving needs
   - ☐ Host quarterly gatherings and other coordination activities

3. **College-wide QUARTERLY GATHERINGS will be held to acknowledge and maintain momentum**
   - ☐ Report-out progress
   - ☐ Discuss issues across strategies
   - ☐ Reflect on how we are implementing the mission

4. **Take INDIVIDUAL RESPONSIBILITY for the collective effort**
   - ☐ Communicate and coordinate across work groups, activities
   - ☐ Learn about and help enhance the work being done by colleagues in various functions and areas
   - ☐ Keep an eye on the mission as the overall guide to implementing strategic directions

Strategic Assessment

Internal Strategy Input:
The strategic planning process began with four internal strategy focus groups for FDLTCC faculty, staff and students.
- ☐ Strategic Planning Focus Group Meeting I   April 16, 2012
- ☐ Strategic Planning Focus Group Meeting II   April 16, 2012
- ☐ Strategic Planning Focus Group Meeting III   April 17, 2012
- ☐ Strategic Planning Focus Group Meeting IV   April 17, 2012

The meetings sought input about…

… the changes at FDLTCC since the 2008 planning,

… the distinctive competence of the college

… the current strengths and challenges and

… advice about future directions:

Internal Assessment Summary:

External Strategy Input:
Fond du Lac Tribal and Community College hosted a Community Forum entitled "Our Community's Education, Our Community's Futures" to discuss education needs. Over 30 community educators and education stakeholders to came together September 26, 2012 to…

…assess key trends of learners, employers, communities and educators

…identify current strengths, challenges and opportunities, and

…discuss ways to meet regional education and training needs.

The invitation to the forum stated the following assumption: As we edge more deeply into the twenty-first century, the questions we face, the answers we must formulate, and the actions we must take are challenging; yet, the quality of the coming decades rests on how well we meet the challenges. One thing we know with certainty is that education will play a pivotal role.

As part of Fond du Lac Tribal and Community College's 2013 – 2016 strategic planning process, participants were asked to guests at a forum to talk about education and the futures of the local businesses and industries, K-12 schools, governments, and even the visitors to the area. The focus questions of the session was the following:
What does education need to be in order to best serve our community's futures?

External Assessment:

Revised April, 2013

Internal Status Assessment – Changes Since 2008

Where <u>were we</u> in 2008? ♦ What is the <u>difference</u> between then and now?

We enhanced our <u>service to students and the community</u> by…

> **…. *shifting* from general <u>uncertainty and to stability as a college</u>**
> *Related observations about 2008 and our current status:* We were…kind of lost; "nebulous "and sometimes raining; on our way to trouble, unstable; with a sense of uncertainty and changing targets

> **… *improving* our <u>internal team work</u>**
> *Related observations about 2008 and our current status: A flat m*anagement structure but "pretty good;" not much communication between administration, staff, faculty; it was the pre-Anna, Stephanie, Larry (interim President June 2008) era; a time of leadership changes; and we have been able to keep our President in his role

> **… *transforming* our <u>financial status and competence</u>**
> *Related observations about 2008 and our current status:* Certain areas were not so defined, especially the financial and budgeting process; the budget was not transparent; we had many financial challenges

> **… *revitalizing* our <u>tribal partnership</u> connections**
> *Related observations about 2008 and our current status: We were experiencing a d*isconnect with our tribal partner; the relationship with the tribe needed care and repair

> **… *becoming* believers in <u>continuous improvement practices</u>**
> *Related observations about 2008 and our current status:* We had planning and self-study anxiety; we had unknown internal systems and it was hard to find answers to operational questions; assessment sounded like a vague thing that "had to be done;" a strategic plan seemed like it might be a thing that would sit on the shelf and; we were preparing for the upcoming HLC visit and self-study in 2008.

… *succeeding* as a result of staff and faculty <u>dedication to the mission</u>

Related observations about 2008 and our current status: Everyone kept it together over the years; staff and faculty came in, did their jobs allowing service to students continue.

… *making* the <u>"good to great" shift</u> in FDLTCC service

*Related observations about 2008 and our current status: It was the s*tart of something new; beginning of good things; with nursing just come on; and a lot of construction going on (nursing wing, library, etc.)

Revised April, 2013

Internal Status Assessment – Our Distinctive Competence

What makes this <u>institution unique</u>? ♦ Why should we exist?

A. Care and <u>advancement of under-served students</u>

Related comments: We *t*ake under-represented students and give them hope, support, understanding and encouragement ♦ Minority-serving institution ♦ A needs-based school ♦ Helps students from wherever the student is ♦ Willing to do what is needed to get students and keep them on track ♦ FDLTCC is a "welcoming place with a low faculty to student ratio, open door policy and supportive resources ♦ Students know that "if I go there, I will succeed" ♦ Largest number of first generation students ♦ Those who work here have a strong student service mentality ♦ Teaching responsibility ♦ Provide tools and support for success

B. A strong sense of <u>community with a student-centered education</u>

Related comments: Provide personal service – students are not just a number ♦ Personal accessibility to departments, president, business office, enrollment to classes, technology ♦ Culture and sense of community; a more personable learning place ♦ Student-centered ♦ Campus environment and space that are serene and supportive ♦ Students seen by college staff and faculty as respected people vs. numbers ♦ Openness to discussing topics ♦ Respect for each other and the common space ♦ Strong role for creative expression

C. Talking and walking <u>cross-cultural understanding and unity</u>

Related comments: School with soul ♦ Culture and sense of community; a more personable learning place ♦ Minority-serving institution with American Indian cultural roots that has expanded to multi-cultural - a place to learn about diversity and multi-culturalism ♦ Unique relationship with Fond du Lac tribe ♦ Native students are able to come here and be able to return to their roots and serve tribal community ♦ Celebration of differences in cultures ♦ "Union of cultures" as a foundation ♦ Largest repository of Ojibwe culture, language, art and related artists and a major Ojibwe culture center with art collection, language, etc. ♦ We embody and reflect Anishinaabe egalitarianism ♦ Top in the NE region with respect to diversity of student body and faculty/staff in ethnicity, philosophy, background, academic experience, socio/economic status, age. etc. ♦

D. Recognized for <u>degree program specializations</u>

Related comments: Offer specializations in education and known for key areas - Law enforcement, environment, nursing, clean energy ♦ Do well in focus areas ♦ Nursing ready to move on with private accreditation

E. Fulfilling congressional and legislative <u>education mandates</u>

Related comments: Legislative mandate to serve students in southern St. Louis/Carleton County and native students statewide ♦ Only two-year college with permission to offer a four-year degree – Congressional mandate and land grant ♦ Land Grant Status – Congressional mandate for service tied to the tribe ♦ Part of a two-state Young Scholars program pilot ♦ Top of the state in leadership with high schools – College In Schools, we pay attention to K-12 schools and actively interact with our demographic

Internal Status Assessment – Current Strengths

What strengths have we built? ♦ What is working well? ♦ What opportunities do we need to seize or leverage?

Supportive LEARNING ENVIRONMENT

A. Strong student life and service

Related comments: We have never forgotten we are student-centered. We all do student service ♦ Student life is strong ♦ Half dozen new clubs - Related to study and outside; Newspaper, art club, Anishinaabe culture club, etc. ♦ Young student-parent program ♦ More interaction and getting together between student group and beyond cliques ♦ Dormitories bring additional students from different backgrounds ♦ We have a sign in front, and ATM, a salad bar and other visible changes

B. Improved student readiness and retention

Related comments: Preparation of students - make sure students stay and are successful; We take interest so students take interest as well; Retention focus at the classroom level ♦ Focus on retention – cuts across areas; All functions play a role; Campus-wide priority ♦ Amazed at tutoring funding ♦ More emphasis on student retention with online Academic Alert Form, 50 % range in use and student service gets on the case immediately ♦ Lot of student success!

Diverse COMMUNITY EDUCATION

C. All ages of community connecting with the college

Related comments: Bringing in more community people – College For Seniors ♦ Mindset of reaching out to the community ♦ Multiple generations on campus as learners

E. Working relationships with the tribe

Related comments: Better relations with the tribe ♦ Law suit settled ♦ We are talking with the tribe ♦ Improving relationship with our tribal partner ♦ College and tribe can be a model for partnership - provide neutral ground

Education SUPPORT SYSTEMS

D. Great staff-faculty teamwork in support of students

Related comments: Good team – people willing to help/guide new staff ♦ New person in IT provides needed support in using new tools - priority for IT area ♦ Good at doing a LOT with very LITTLE ♦ Lot of dedicated people – Doing a lot with skeleton crew; All care about students ♦ Competencies across curriculum ♦ Quality of what happens in the classroom – deep commitment and focus to frontline teaching and service

F. Structured a supportive and inclusive budgeting process

Related comments: Clear budgeting process ♦ Willing to listen to people in charge of the process ♦ **Willing to do "16 – A" (?)** ♦ Budgeting process in place - we all know the budget, opportunity for all to be involved, provide input and help develop a budget ♦ Communication and transparency

G. Incorporating planning and assessment as an important and "living" tool

Related comments: As faculty, feel I have a clearer picture about what we are supposed to do ♦ More "bought into" regarding the need and benefits of documentation and assessment ♦ We are all more fully aware and assessment is easier to do ♦ Everyone understands the need for planning – the importance of being aligned vs. "going down our own paths;" it works!

H. Supportive leadership and sense of direction

Related comments: Feel more stability and unity - we have set a good course ♦ Larry had to make big changes and became a good leader - we can approach the President with anything

Internal Status Assessment – Key Challenges

What internal and external <u>challenges</u> do we face at the current juncture? ♦ What <u>needs work</u>?

Supportive LEARNING ENVIRONMENT

A. Assuring student success with more effective <u>preparation and retention support</u>

Related comments: Need to address student challenges - step up a notch in the preparation of students, serve many high risk students, need to address the continuing high turnover and keep retention going ♦ Need Make students more responsible and develop their soft skills ♦ Find better ways to get tutors and help for students – ways to really make an impact ♦ Getting tutoring at the HS/K-12 levels - by third grade is the key, need to take on reading (many have never read a whole book and 45% have never read a book cover to cover since high school) ♦ Not a universal utilization of student support using Academic Alert and making support available for all ♦ Need to get better at reflective teaching ♦ Need improvement in describing/telling the "whole story" on retention – showing student success ♦ Need additional assistance with graduation follow-up ♦ Students are coming in less prepared – study skills lacking ♦ Need a better understanding of generational factors and differences

Diverse COMMUNITY EDUCATION

B. Meeting the education <u>needs of multiple generations and community sectors</u>

Related comments: 0-40 program needs to be kicked up a notch ♦ there is a silent revolution in education; people are gauging the costs and benefits of education very directly and overtly ♦ Need to understand the customer – how do we adjust to the new generation? ♦ Get ourselves "out of our age" and really to connect with TODAY's student – how do we get students to value what we value ♦ Understand and identify key opportunities in CE/CT to serve businesses ♦ Need for continual retraining for faculty to connect and be effective with current generation of students

Education SUPPORT SYSTEMS

C. Keeping <u>education affordable</u> for students and our <u>mission funded</u>

Related comments: Tuition vs. state funding will go to 80% vs. 20% ♦ Limitations of grant funding. Need to plan for sustained funds ♦ Need to build in an operating budget to handle all necessary supports and functions – budgets and people ♦ Increase grant writing

D. Assuring <u>sustainable staffing roles and capacity</u> to cover all needs

Related comments: Under-staffed in some areas such as maintenance ♦ We are not the best in understanding in what areas we are short of service staff and capacity ♦ Still the same people doing a lot - need to involve new people more and get invested ♦ We must anticipate the turnover of staff and faculty - build in an understanding of history and transfer of knowledge ♦ How do we prevent people from burning out? What could we do if we had the time and resources to breathe and create ♦ Do we have the necessary, intentional and rigorous hiring process to bring in people that have a required service mentality?

E. Need to keep up the momentum in implementing our <u>assessment process</u>

Related comments: Maintaining the good course ♦ Need to keep up good budgeting and assessment ♦ Don't go back to old ways ♦ Keep up the transparency ♦ Documenting the good and the bad is still a challenge ♦ continue to refine assessment and add a process for program review

Internal Priority Directions Recommendations

What should be our priorities for the next three years? ♦ What do we need to achieve?

Supportive LEARNING ENVIRONMENT

A. *Facilitate* student success with a balance of education rigor and support

Related comments: Help students – including online with 24/7 access for all classes even when the Help Center is not available; academic support for issues and problems; provide training for faculty to use this tool; look into apps, basic information available; one unscheduled tutor in place; writing Center for any assignment; Kahn Academy" to interact with instructors – include a personal touch ♦ Early assistance with counseling to help select courses and academic direction ♦ Need to make sure we don't become the school for "hand-holding;" find the balance ♦ Teach how we learn vs. just skill training; enable student to learn to be problem-solvers ♦ Help students better identify their own goals/paths - do it early ♦ Encourage those who wish to seek a 4-year degree ♦ Be as school that provides "roots and wings" ♦ Pay better attention to academic programming vs. just credit collection – academic institution with workforce priorities ♦ Meaningful courses/consistent priority ♦ Offer senior students opportunities to support younger students ♦ Maintain rigor/standards while accommodating and assisting students

B. Analyze, develop and monitor retention and completion needs and strategies

Related comments: Figure out retention at a deeper level - how do we support? what causes failure? what can we control and not control? Know why students succeed (e.g. what to add to withdrawal form) ♦ Define retention and completion ♦ Clarify and develop the process for identifying and switching majors ♦ Account for success ♦ Increase retention and completion ♦ Provide job placement and career counseling; show what education will give you ♦ Add apprenticeship programs - in community, in tribe, in business, with high schools, through summer internships ♦ Address retention related to money and affordability - class on personal finance; flexibility in class times; address readiness by building soft skills; foster responsibility

Diverse COMMUNITY EDUCATION

C. *Deliver* education that meets key community needs

Related comments: Prioritize education customers and mobilize programs/resources accordingly - become clear about who is the customer /driver regarding grants; identify what is the reputation of the college in the community and what are marketing challenges; develop a plan to help identify what funds to get and how; profiling our clientele - now and who are we targeting; responsiveness to providing needed programs ♦ Serve employer and employment needs - connect academic programs to high employment areas; tool up existing programs; ramp up meaningful certificate programs to stay viable; continue strong programs and add new in order to contribute employees to the region and beyond; bridge with local businesses and create direct connections between education and jobs (current and future jobs) ♦ *Senior community education - e*xpand focus to include the boomers; serve a full range of learners – more and more older people on campus; respect for elders in native culture feeds into this (credibility – social net) ♦ Increase connection to K-12- increase connection with K-12, Academic Day Camp, etc. ♦ *Grow the tribal partnership- k*eep improving the relationship with the tribe; build our career/technical offerings; maximize what it means to be a "tribal college;" clarify and develop our tribal college status

D. *Prepare* students for success in life and leadership

Related comments: Students' leadership development built into everything – values, academics, activities ♦ Do global awareness building – get students, faculty and staff off-campus ♦ Provide students with critical thinking and problem-solving, etc. ♦ Balance skill-building with teaching the ability to learn ♦ Make liberal arts relevant and valuable - communicate what is in the class and what is important ♦ Meet immediate training needs without "selling our soul" – support a well-rounded education

E. *Diversify* education delivery methods

Related comments: Develop a diversity of learning delivery methods ♦ Expand on key programs – computers, IT, online courses ♦ Look at multiple delivery modes - weekend, evening, online, cohort, learning community, video, etc.to fit into lives ♦ Professional training for staff to use tools and make their life easier ♦ Major theme needs to be flexibility! ♦ Incorporate online

offerings in the right way; create environment online that translates "our" way on that platform and format ♦ Think globally! - sell apps, offer courses for the system, consider national delivery of cultural, music courses (as an accredited college)

Internal Priority Directions Recommendations <small>Continued</small>

What should be our <u>priorities f</u>or the next three years? ♦ What do we need to <u>achieve</u>?

Diverse COMMUNITY EDUCATION <small>Continued</small>

G. *Outreach to* <u>communicate FDLTCC value, distinction and leadership</u>

Related comments: Communicate who we are proactively - we have students who choose us for liberal arts, they say If we get a liberal arts degree, we can we whatever we want to be" ♦ Need to develop a track record and get the word out that FDLTCC students are sought after ♦ Communicate our role and strengths to the rest of the community - use the recording studio, connect with media (e.g. tribal radio, regional stations, etc.) ♦ Find better ways to tell our story ♦ Build relationships in the community ♦ Become a model for environmental sustainability ♦ Serve as a facilitator for the community ♦ Provide bridges in many ways for different ways of being

Education SUPPORT SYSTEMS

F. *Innovate* new resources to <u>fund education and keep it affordable</u>

Related comments: Develop new sources of revenues (grants) and/or find creative use of funds (e.g. Perkins) ♦ Revenue generation and increase in enrollment - be brave enough to seek more ways to make money, develop specializations, find ways for different delivery and packaging, cater to working people ♦ Set up a development office ♦ Develop products)e.g. bulbs that run on solar) ♦ Keep tuition affordable – land grant opportunity maximized

H. Meet and exceed <u>accreditation requirements</u>

Related comments: Get to know the MnSCU Chancellor ♦ Maintain the 2008 goals…keep up the momentum ♦ Conduct self-study for 2014-2015 HLC comprehensive visit - build in proactively ♦ Make assessment a priority - build a process for evaluation; make it effective with broad buy-in, keep is simple but elegant ♦ Need to be prepared to prove to the system that we are VIABLE and VALUABLE – in Liberal Arts transfer, Law enforcement, Nursing, Human Services ♦ Work on private accreditation for nursing

External Status Assessment – Current Strengths

Where have we had *achievements*? ♦ What is *working well*? ♦ What *progress* is evident and underway?

Supportive LEARNING ENVIRONMENT

A. Cross-cultural, student centered college

Related comments:

☐ Cost-effective education: Providing quality education at a reasonable rate and level of investment

☐ Education of all ages: This is very much a "community" college ♦ The College for Seniors program is a great connector ♦ Exceptional opportunity for adult learners to come to campus and feel very comfortable

☐ Student-friendly, cross-cultural campus: Being available for students who may not search out a larger school ♦ This is a valuable role to play ♦ Providing athletics for students - they get to stay in this area and play sports…and the Thunder are winning games! ♦ The college is a unique amalgam of Native American and other cultures a good mix ♦ Others have opportunity to come in and learn more about Native American culture ♦ We look at the remediation-level of students, forward-thinking when looking at schools

B. Quality of the student population

Related comments: We have good people and young kids in the college and region ♦ We've got good young people ♦ We need to tell our young people 'YOU CAN DO IT!'; We DO have success stories ♦ Students discover they have great ability in what they can actually do

C. Diverse COMMUNITY EDUCATION

D. Inter-institution and community connections

Related comments: High schools are advocating for students and promoting transfer to college ♦There are more high school students around campus than ever ♦ Matriculation agreements and partnerships exist with other universities and colleges - students may transfer on to a variety of higher education institutions including UWS, UMD, College of Scholastica

E. Employer-education collaboration

Related comments: MN Power has an internship program for electrical workers - partnering with other colleges including FDLTCC; there will be 54 interns in this program this year ♦ The MN FastTrack Grant that partners with Mn Workforce Center – short term way for students to get a degree or certificate to bulk up their skills and integrate them with the classroom to strengthen their skill; certificate in one- year or less ♦ FDLTCC Openly asking the local businesses "what can we do for you?" ♦Providing short-term building and computer use and training for businesses.

F. Education SUPPORT SYSTEMS

G. Staff and faculty competence, openness and ability

Related comments: Excellence in Financial Management Award this year from MnSCU ♦ Ability for open communication with college staff and faculty whenever outside groups want to share ideas on problem-solving needs (e.g. kids on campus); South Ridge brought in a group of junior and senior high students every Wednesday last year. These were not PSEO or College in the High School students. These students are not typically planning for college.

Revised April, 2013

External Status Assessment – Key Challenges

What are significant community *trends* and *needs*? ♦ What are key *threats* and *opportunities*?

Supportive LEARNING ENVIRONMENT

A. <u>Decreased performance</u> of high school graduates

Related comment: National Average SAT test scores are at the lowest they've been in 40 years. It is no joke how low the skill levels are among students today

B. <u>Changing student values</u> and expectations

Related comments: Difference in expectations among current generations - want to get a lot for a little effort ♦ Often students are not used to be pushed or held to accountability – how do we do it? ♦ Family values must be enforced - raise your family well and with confidence

Diverse COMMUNITY EDUCATION

C. <u>Education to support employment</u> in a competitive market

Related comments: Skills and needs mismatch - the gaps we have where we don't have the skills necessary to meet employers needs; lacking in reading and writing skills ♦ need to link education to careers and work ♦ Vicious cycle of training students for career they don't know about; need better information to students to get them thinking forward on careers; enable them to see the job - know what they want to do and what they want ♦ Connect employer and college ♦ On-the-job training doesn't seem to exist anymore. Connect businesses with students, hire the students, pay for their education while training them on the job ♦ The world has changed. More employers are requiring experience prior to hiring; most jobs in many companies require some level of education; place more students into companies as students - then when they graduate from college they're prepared for the jobs; provide job shadowing, internships, etc. would be beneficial ♦ How do you educate students who have never had a job? need to teach students how to put in the effort in order to succeed ♦ Heavy competition for jobs - for every elementary position, we receives over 200 applications ♦ USG hiring experience showed lack of basic skills - for 50-70 positions we received over 1,000 applications - hard time finding experienced employees who could sell themselves ♦ Need to teach students how to interview, how to sit up straight, answer questions, look folks in the eye, how to do electronic applications; teach basic skills - problem-solving, how to work with others, commit to their employers; employer needs to be willing to invest in ongoing development ♦ Encourage more scholarship opportunities for workers - get more employers to offer this ♦ Offer courses for skills that are needed by employers...MAPS

D. Getting <u>education for life</u>

Related comments: Must have jobs that sustain a life not just make a living ♦ If you have a 40-hour job at McDonald's and you cannot pay the rent, support a career and pay back student loans ♦ need to support student career pathways in industry and for their lifetime

Education SUPPORT SYSTEMS

E. <u>Decreasing affordability</u> of higher education

Related comments: Percentage of tuition paid by the student has been increased - big swing from five years ago for students; eventually students will have to pay all out of pocket tuition ♦ Payment is becoming impossible – this is the biggest concern among students...how to pay for it; the cost of education is escalating too much - even parents cannot pay for it, as they did in the past ♦ High school students taking college courses to lower cost ♦ We need creative ways to deliver what we do and not increase tuition

F. <u>Taking responsibility</u> as educators across the community

Related comments: Tendency to identify "who is not doing their job" vs. collaborating ♦ If I'm a third grade teacher, it doesn't do anyone any good to sit back and say the second grade teachers didn't do their jobs ♦ Tell yourself 'I can do my job WELL, six hours a day, then, do it.

Revised April, 2013

External Priority Directions Recommendations

What short and long-term <u>action is needed</u> to meet community needs?

Supportive LEARNING ENVIRONMENT

A. *Foster* <u>student initiative</u> **and responsibility for education and life**

Related comments:
☐ How do we get students to buy-in? What is well-being? How do others fit in and buy in?
☐ There is a schizophrenic culture today among today's people. How do we work with this?

Diverse COMMUNITY EDUCATION

B. *Take* <u>responsibility for the future</u> **of our community and colleges**

Related comments:
☐ Need to proactively envision the community we want to have
  • We are "remembering" the future in defining needs
  • What can we envision for our future that is better than we are expecting it to be?
  • Can we envision rather than just go with the trends? (E.g. what would we do if/when light rail comes here?)
  • Transactional leadership – is managing in a "business as usual" approach
  • Need to transformative leadership - changing the situation to something better
  • How do we enact this transformative leadership? Who is going to create it?
  • Does this institution create the future or try to fit in to what's being created by others?
☐ Need for a community-wide effort to define the future
  • Do we have any obligation to our community?
  • What DO we want to become? What future do we want as a community?
  • Create common measures (e.g. developing career paths among five employers; offer information to schools)
  • Identify obstacles and figure out how to work through the obstacles
☐ Ability to create our own source of success - what are life and core competencies for life and careers?
  • Different parts of our communities see things through different lenses; our perceptions are different.
  • How do we bring everybody with us? How do we key in to people's lives and make a difference?
☐ Elementary school in North Carolina offered Seven Habits of Highly Effective People and had an overwhelming response. This Aligns with Seven Teachings of Anishinaabe people. It is a grounding way of teaching.

C. *Intensify* <u>education and employer collaboration</u> **that benefits all – students, schools employers**

Related comments:
☐ What are the specific skills that these local industries are looking for?
☐ Shift from agricultural paradigm to on-time learning
  • 2-4 year education based on seat time and 13 years
  • There are gaps in financial aid
☐ Need ways to have employers see commitment in other forms than seat time
  • Now looking at more than a degree; there are more complex portfolios
  • We are looking to meet business needs. Does business think about meeting the needs of today's students?
☐ Institutions such as FDLTCC need to educate employers
  • Come look at this curriculum, does it work for you? Have them give advice
  • Visit the college classroom and talk to students
  • Learn how they evaluate students - learning agility, see potential among them
  • Identify core competencies.
  • Enable training and preparation to be contributing member of society.
  • Priorities - are we offering the types of programming that employers are looking for?
☐ Continue ongoing partner communication - through broadcast; internet; community news; internships

Revised April, 2013

Planning Process

WHAT	WHEN & HOW
A) *Focus* the PLANNING TASK	March 26 - April 20, 2012
1 *Identity* **all existing plans** and commitments	Planning Work Group
2 *Clarify* **all MnSCU expectations** for service and performance	Planning Consultant
3 *Prioritize* **the focus questions** for planning	
4 *Specify* **and assign the information gathering** task and focus for Steps 5&6	
B) *Assess* STRATEGIC INFORMATION	April 16 - September 26, 2012

5   *Gather and assess* **EXTERNAL intelligence**
   ☐   Seek input from stakeholders about current status and future needs
   ☐   Collect existing, relevant data
	Led by External information team

6   *Gather and assess* **INTERNAL intelligence**
   ☐   Seek input from stakeholders current status and future needs
   ☐   Collect existing, relevant data
	Led by Internal information team

C) *Determine* PRIORITY STRATEGIES	December 12-April 9, 2013
9 *Compile* **a working report** of strategic information to use for plan decision-making	Planning Consultant
10 *Develop* **draft strategic directions and** goals in a planning retreat	Fond du Lac Forum: All staff and faculty invited to participate
11 *Refine* **draft strategic directions and goals** and get suggestions for implementation process and roles	
D) *Develop* IMPLEMENTATION STEPS	April 9 - 24, 2013
11. *Develop* **a strategic action plan that** implement strategies across the college	Fond du Lac Forum: All staff and faculty invited to participate
12 *Identify* roles and approaches for plan implementation	CEO, CFO, CAO and Supervisors Group
13 *Initiate and celebrate* **commencement of a new phase of FDLTCC development**	Fond du Lac Forum: All staff and faculty invited to participate

Revised April, 2013