

Student Services Department Strategic Plan

**Fond du Lac Tribal and Community College
Student Services Strategic Plan 2014-2016**

At Fond du Lac Tribal and Community College, the faculty and staff have one thing in mind – the student. Whether it's putting in extra time with students on a one-on-one basis or developing new strategies to help our students apply their knowledge to the real world, our goal is to help students focus on their education and achieve their life goals.

Fond du Lac Tribal and Community College has in its mission statement a goal to provide higher education opportunities for its communities in a welcoming, culturally diverse environment. To support our mission, Student Services department staff provide many opportunities to help students succeed: we are advocates for the success of students throughout their educational experience, and we provide information and programming to enhance students' quality of learning outside the formal classroom environment.

Numerous Student Services personnel have been involved in the college's strategic plan committees and other campus planning activities. As a result of our college-wide focus on accreditation, assessment and student success, our Student Services department has developed its own Student Services Strategic Plan. Our strategic plan aims to support the campus-wide Strategic Plan, in addition to the college's Competencies Across the Curriculum (CAC). The Student Services Strategic Plan has been developed to specifically address and improve the quality and delivery of services to our students from our department's perspective of student learning.

Although many staff attend weekly Student Services meetings, only specific departments who provide direct support services to students took part in developing our strategic plan. During the process, discussion was centered on student learning and staff contributed a Story Board Project as a way to document the work we do to impact student learning at FDLTCC. Below are the Student Services offices that participated in the strategic planning process:

- Admissions
- Advising / Counseling
- Bookstore
- Business Office
- Disability Services
- Financial Aid
- Housing
- Information Technology
- Records Office
- Student Activities
- TRIO

Background on The Competencies Across the Curriculum and the Story Board Project

During Fall 2010, the Student Services department held its initial discussion of the college's Competencies Across the Curriculum led by the college's Vice President of Academics and Dean of Student Services. During this period of time, the college's Institutional Researcher helped create the Story Board document as a way for our department to create a project and to document how the project impacted the college's mission, HLC criteria, the FDLTCC Core Competencies, or other areas, such as: Budget, Time, or LEAN. The Institutional Researcher also helped map how each of the Core Competencies fit within various aspects/questions in the CCSSE, Graduate and New Student Surveys. Data was shared with the Student Services group and many staff created their first Project Story Board, which addressed one or more of the aforementioned areas. A future goal is to see whether the above survey results increase as a result of our Story Board projects and focus on student learning.

The initial Story Board Project of Fall 2010 led the Student Services department to start discussion on creating their own Strategic Plan. This began in May 2011. During our Student Services departmental strategic planning process, we thoughtfully reviewed in detail the college's four Competencies Across the Curriculum (CAC). Staff then answered a series of questions related to how we impact student learning. Staff responses are included in this document as a way to reflect our understanding of the CAC's and how each of our offices has a role in student learning. Some department goals/objectives (as shown in the following Story Board Projects) were written with the intention of addressing one or more of the college's four general education competencies, other projects were developed with a broader approach in mind.

Key questions we asked ourselves as we developed our Student Services Strategic Plan: Phase One Questions:

- What do I want students to know or gain, as a result of my work with them?
- How is each core competency touched on in the work I do with students in my department or my office?
- How does my work, in my department or office contribute to student learning?

Phase Two Question:

- What do I believe is most important in my work with students? (Mission discussion)

Future discussion (after 2015-2016 school year has ended):

- How well are we doing?
- How do we know? How can we measure the effectiveness of what we do?
- How do we use the information to improve or celebrate successes?
- Do the improvements we make work?
- Will the results of college surveys (used to assess students and their academic experience at FDLTCC) improve as a result of our work?

These surveys include:

- New Student Survey
- Graduation Satisfaction Survey
- CCSSE 2014- 2015
- SENSE (administered every other year, started Spring 2011)

Fond du Lac Tribal and Community College's Mission Statement

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.

Student Services Department and Mission Discussion

During the strategic planning discussion, staff talked about whether to create our own separate mission statement or not. Student Services staff agreed that the department did not need to develop a new mission statement, but rather, we wish to say that we promote the mission of the college, support the college's Strategic Plan with staff commitment to various committees, we enhance student learning with programming and services, and, we work closely with faculty throughout the student's educational experience to support student success.

In addition to supporting the college's mission, we are here to:

- Help students meet their educational goals and help them prepare for the next step.
- Assist students in developing the skills necessary to successfully navigate through their educational experience and beyond.
- Teach students strategies to reach attainable goals.

- Help students attain their personal, educational and career goals.
- Enable students to use the tools at their disposal (DARS, Transferology) to solve their own problems on their way to becoming successful students and creating successful careers.
- Help students meet their educational goals in a supportive, yet teachable manner, so skills gained can be helpful after the students leave FDLTCC.
- Help students transfer and earn a degree.
- Help give students the skills to move forward

FDLTCC's Competencies Across the Curriculum and Student Services

The College's Competencies Across the Curriculum (CAC) address four key general education areas identified by the faculty at FDLTCC. The Student Services department in their discussions and responses to each question have shown how their work touches on all four competencies.

Competency definition 1: **Information literacy:** The student will be able to demonstrate the ability to use print and non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.

Competency definition 2: **Ability to communicate:** The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats.

Competency definition 3: **Problem solving:** The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

Competency definition 4: **Culture:** The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity.

The Student Services department recognizes its role in student learning and many of our goals/objectives developed for 2014 — 2015 are a reflection of the work we do for and with students at FDLTCC. The following pages include staff responses to the series of questions posed; evidence of our staff's commitment to the work we do with students at Fond du Lac Tribal and Community College.

FDLTCC Student Services Department: Strategic Planning Questions and Responses - Spring 2015

What do I want students to know or gain, as a result of my work with them?

We want students to learn to be comfortable with technology and know it is just a tool to use for their needs.

We want students to be able to use the technology tools we provide to be successful in college.

Students should feel welcome at FDLTCC; that they are important as learners and as persons; supported in their efforts and needs.

Students should have the opportunity to: experience personal, physical and intellectual growth and development; take part in healthy and fun social activities; and engage with groups and experiences that will help foster their future personal, academic, and professional success.

I want students to connect with outside resources and alumni. My goal is to take the intellect they gain from the classroom and bring it to the dorms by providing multiple resources for each student.

Knowledge of procedures relating to business services, i.e. student accounts, Financial Aid, purchasing, reimbursement forms etc.

How to access student accounts.

Let students know they have access to staff for questions and inquiries in a welcoming environment.

Know that they can succeed (self-confidence). At first, students need help, they should increase their self-confidence and eventually be able to analyze information, create goals for themselves, plan for obstacles and determine how they will overcome them. They will become confident in their use technology to complete their degree and transfer to another college.

Gain skills. Students should learn how to find answers and where to access help directly on the college campus, in the community, and through technology.

How to process necessary paperwork to help them so that they are more secure and knowledgeable when attending a future term. Or giving the student the confidence when they transfer on to a new institution.

I want students to feel like they understand what is required of them by our college to obtain their degree. I feel they should know the classes required in their program and what it will take for them to graduate and transfer to a four year school. Our students should feel like they have knowledge of what they are doing and like they have control over their education, not like the advisors are just picking classes for them.

Our students have a lot of choices here, and I want them to feel like THEY are doing this with our help, not like we are controlling their plan, we are just resources to assist them.

I want our students to gain a sense of ownership in their education, and know that it is ok for them to have their own plan for their schooling.

There is no right or wrong, they can take as many or as few classes as they feel they can be successful with, as long as they are working towards their own goals. It is important for our students to gain confidence in being able to look into the four year college of their choice and see what will be/is required of them in order to be successful there. Looking ahead and planning for a future is important, and I feel the more we encourage our students to plan and look ahead, the more prepared they will be for the next step.

Through my work with our TRIO Program it is nice to be able to spend more time with some students really getting to know them and having them feel like they have another advocate here at our college. Our goals in the TRiO Program go right in line with what we try to do with each of the students we see every day.

I would like students to be well informed about what O-40 can provide for them to increase academic success, how to go about getting additional help and be informed on the housing rules.

I want students to become confident in controlling their own college career.

I want students to know where to get the help they need, no matter what it is (whether it applies to my job or not).

I would like students to leave the Bookstore feeling as though they could easily find their textbooks, have individualized assistance as needed, feel welcomed and comfortable asking any questions they may have.

Knowing graduation requirements, their class schedule, we are here to help them succeed, also think it is important the students gets an understanding of what our college is all about (mission).

The confidence to independently complete multi-stepped processes.

To learn both self-reliance, and how and when to ask for help, and a healthy balance between the two.

Understand the financial aid application process, and the responsibilities of debt and repayment.

To have more knowledge on making career decisions.

To have the support they need for mental health issues, bereavement, etc. and to coordinate with outside sources, if needed.

To understand general education requirements and transfer requirements and how to work with a higher education system in achieving career goals.

I want students to learn how to do the FAFSA on their own, meaning they can complete the FAFSA online and understand it to the best of their knowledge.

How is each core competency touched on in the work I do with students in my department or my office?

Competency I: Information and technology literacy:

By assisting students in accessing their accounts online via the business office counter computer we are furthering their IT literacy.

By talking students through the process of accessing their student accounts in phone conversations we are furthering their IT literacy.

We want students to learn to be comfortable with technology and know it is just a tool to use for their needs.

We want students to be able to use the technology tools we provide to be successful in college.

Student government students have access to a copy machine, printer, laptops, and computers in the Student Life offices; they have full access to these tools for use in fulfilling their responsibilities and communicating with the student body; they have access to full technological resources on campus for presentations and events. Training is provided to help student government discover ways to be more effective through technology.

Student Life uses various technological means to communicate with the student body and to gain student input on programs. Students are encouraged to use school e-mail;

contests have been held to this end, with tech-related prizes awarded to the winners. Elections will use electronic balloting, using laptops in a new way to elect student government representatives.

I will train Resident Assistants (RA's) on reports such as incidents, fire logs, daily rounds, visitor sign in/out, check in/out procedures and policies to help students become well-rounded individuals.

By assisting students in accessing their accounts on-line we are furthering their IT literacy.

Giving students total freedom to access their information at anytime as needed.

Provide information on Business Services website to assist in getting answers.

TRiO workshops teach access to email, FDLTCC account, on-line classes (D2-L) and will be adding GPS LifePlan. The Scholarship workshop shows students how to access web sites that help with scholarship searches.

2. Individual assistance is given to students in a variety of areas including email, FDLTCC account access, on-line (D2-L) access and use.

Students are shown how to access their own transcripts, schedules and DARS reports through the college web site. Students are trained to research possible transfer colleges and scholarship web sites.

I encourage our students to manage their own information on their Student Account. Some of them are not comfortable with this system, or have problems with it, or forget passwords. Even when it is time consuming, I slow it down for them and let them use my computer and trouble shoot the program until they are able to log in and figure it out. I do not do it for them, even though that is often what they want, once they get it themselves, it becomes easier for them and they can have access to many of the documents that they are looking for.

I think it is very important to encourage our students to use their Student Accounts and Email because that is how a lot of information is being shared and passes along. Also, when they move on to a four year school, or look to apply for a job, it will help them to be more savvy with computers because MOST information, applications, and notifications will be online. I also encourage students to access our website and look up information and forms that they may need, it helps them to rely more on themselves and saves a drive into the college every time they need information.

The website for athletics has information for future and current student athletes such as applications, and forms-as well as how to apply online to transfer and housing information is also available online.

Help students access and understand their eServices accounts. I send letters and help via phone, email and in person.

We have started having labs during orientation to teach students how to access their accounts and show them the benefits of doing so.
I encourage them to apply and register online (if eligible).

The current booklist is available online and Bookstore announcements are sent out via email.

Teaching and helping students use their e-services.

Because the entire financial aid process is electronic, a large portion of the educating/customer service we do is on the topics of websites, passwords, and interpreting the information.

Ability for student to use eservices to register, read their DARS, email, etc.

The student will be able to go online and process their own FAFSA online, loan entrance and hopefully understand the material.

Competency 2: Ability to communicate:

As students learn more about financial aid, college policy and tuition they are better able to communicate their questions regarding tuition payments.

We work with students to more easily and capably use their email accounts and other services on campus so that they can more effectively communicate with instructors and eventually in a work environment.

I will demonstrate a sense of care and concern for others, their feelings, and their need for conditions that support their personal growth and development.

Student Life communicates in various ways with the student body and campus in general: bulletin boards, electronic screens, flyer distribution, posters, student e-mail, announcements at events, monthly activity calendars, the school newspaper, presentations, open meetings, information tables, brochures, and fact sheets. Students holding governmental positions use these means to get important information out to the

campus and also receive training in communication techniques. Clubs are encouraged to use these various means of communications for their purposes as well.

Student Life encourages the student body to communicate their views, needs, and desires via surveys, personal visits to the Student Life offices, personal contact at events and activities, and student e-mail.

Students and staff need to feel comfortable in asking questions.

Help students/staff sort through questions to help them find answers.

Individual meetings with students help to improve communication skills of students. Meetings are used to model goal setting, education planning and problem solving. Students must think about their education plan and communicate that information to their advisor. Revisions of existing plans are ongoing. Students learn how to work with their advisor, instructors, tutors and peers to communicate their needs in order to find solutions to life's obstacles.

Verbal communication is improved by participation in the TRiO tutoring and study group participation. Social interactions at pool parties, bowling and soup lunches encourages improved verbal communication. Scholarships require a written essay. Training is provided in Scholarship Workshop in the areas of Scholarship Application Letters, and Scholarship Thank You letters.

Understanding the DARS and Uselect programs, transfer and graduation requirements.

Our college has a very hands on learning, open, atmosphere I think that it is very crucial for our students to feel like they can access our staff and instructors easily and communicate with them openly. I encourage students every day to talk to their instructors, no matter what the issue. I help them understand that face-to-face talk time is a very good way to get your point across and to be assertive about any issues. I explain that email and phone calls are also good since every student and instructor's comfort level with communication differs.

I tell every student to call or stop in if they have any questions or concerns about anything. We as a staff are here to serve the students and I think the more we encourage them to ask questions and talk about their concerns the better understanding they will have of their education, time, effort, and money spent. I'm able to communicate with students through email, texting, phone calls, and letters.

During tours, I am sure to point out the CAA and encourage students to get tutoring or instructors help ASAP when needed.

I encourage students to call me for anything so I can connect them to the right person. I tell them never to hesitate to ask us for any help.

I send out emails periodically announcing Book Buy Backs, new merchandise, etc. Upcoming events are posted throughout the school.

Having students communicate with instructors or whomever they need to. Having confidence when they do communicate.

The financial aid and scholarship applications and processes require a lot of reading and some writing. Most scholarships offered at FDLTCC require an essay (Foundation and AICF, for instance).

Increase ability to communicate effectively with others regarding his/her personal goals, such as speaking with other higher education institutions, express what is needed with outside mental health professionals, etc.

That the students feel comfortable to come into the office and get answers, and that no question is stupid.

Students are able to solve the problem of getting tuition paid.

We lead students through the process of retrieving lost passwords. The way the MnSCU systems are setup, we have no access to them, but lead the students through the process of requesting a password reset from MnSCU and using their email accounts to recover it. This reinforces the idea of using email as a primary means of communication.

Student government attends workshops in conflict resolution, goal-setting, engaging in teamwork, overcoming mistakes, developing effective programs, and other trainings that will assist in their ongoing efforts to represent the student body and enhance the educational and social experiences of students.

Student Life provides opportunities for students to engage in problem solving through planning, sponsoring, and funding various events, clubs, trainings, and service opportunities, (e.g. Academic Late Night tutoring, student conferences). Students are encouraged to take part in important decisions-making processes such as the annual budget, planning student activities and campus-wide strategic planning.

I will train RA's to deal with minor roommate problems and situations that arise in the dorms. I'll provide immediate feedback and mediation.

Providing information and directions, to assist in problem solving or to help develop further questions.

Providing pertinent information so students know options available that will best suit their needs and situation.

TRiO Financial Literacy workshop includes a specific problem solving model for students to use in all aspects of their lives.

TRiO staff base a model with TRiO problem students with solving process and teach students how to approach problems. Problems are discussed and solutions found.

Keeping students on task and working with them to complete holds.

Everything we do teaches and helps our students problem solve. This is a very broad topic and I think our students solve problems every day. Many of our students struggle with finding a place to live and/or transportation, I have many resources for them to look through that can help out with that. I show them options and people that can better assist them and then they have to actually go through the process of figuring it out and finding what suits them best.

It is SO important for me to instill in students that it is ok for them to ask questions and understand how our systems work. They will not always be happy with the answer they get, but trying to solve their own problems, and seek out someone who can better help them understand is very important.

In problem solving at any level, it takes patience and an ability to communicate the issue at hand, our students gain so much when they look to solve their own problems. That is why I encourage our students to step up to the plate and be proactive in their education.

I work with students with issues such as financial aid, grades, groceries, and just general day to day issues.

Learn how to access student accounts online to check their own grades, financial aid, bills, etc.

Transfer students have to have all of their previous transcripts sent, some have trouble for various reasons and it is up to them to procure the documents, but I give them options to solve their dilemma.

Problem solving is based on an individual basis as issues/situations vary.

Working though a problem that arises, bill, not doing well in a class, incomplete and so on. What can we do to solve the problem?

We help students navigate the various websites and applications, as well as how to interpret questions and regulations. By doing so, we do teach some problem solving skills. We also help students resolve personal budget challenges, debt management and other financial related issues.

Utilize information to synthesize a plan for his/her future to meet personal, career and educational goals. The student will be able to understand the tracking letters and be able to back online and do their corrections.

Competency 4: Culture:

The students are living in an age of the digital culture. We work to make them comfortable in that culture.

Student Life plans and implements cultural events throughout the year and encourages student attendance and participation (e.g. Pow-wow, Biboon Festival, Pipe Ceremonies, Drum Feasts)

Student Life brings diverse groups together through dual government representation and the events it plans, funds, and supports.

I will acknowledge diversity in people, ideas, and opinions and strive to learn from others' differences. I will be committed to the support for all equal rights and opportunities for all individuals.

Recognize, respect, and celebrate the cultural differences among students by letting them be who they are but at the same time helping them understand the culture of our business operations.

TRi0 staff provide individual interviews to students who want to learn more about Anishinaabe Culture.

TRi0 staff bring students to a Kwanzaa celebration and offer a workshop called "Union of Cultures" as well as a "lunch and learn" about Anishinaabe Culture.

To meet directly with the student instead of make all processes on the web.

From the moment students step onto our campus culture is reflected all around them. I personally have a lot of students who don't understand why they have to take the class "Anishinaabeg of Lake Superior" or what it is. This gives me a chance to talk to them a little bit about what we as a campus stand for and support. Most students have an open mind, and embrace the culture that surrounds them, and usually they have questions because they are unaware or not familiar with certain ideas. Our program specifically, runs a "Union of Cultures" workshop each semester that answer some questions for

students. It is a good way for students to gain understanding of different cultures in an open, diverse environment.

I help students understand that everyone has voice on this campus. Through athletics students learn to respect all cultures and differences.

When conducting tours, I point out the architectural and other symbols of the native culture and explain the "union of cultures" motto. I also discuss the advantages of attending a smaller, more friendly college.

The Bookstore carries Ojibwe language texts, general Native texts & items of interest, as well as Dream Catchers and various items for smudging.

Helping students realize the mission of our college may take a couple semesters but I think it is very important.

We assist students when they apply for many scholarships, and some are cultural in nature. For instances, many native students are eligible for scholarships either from their Tribe, the MN Indian Scholarship program, or the American Indian College Fund.

Educate students regarding general information on a tribal college and required general education course on the Anishinaabeg.

How does my work, in my department or office contribute to student learning?

The Fond du Lac learning experience is expanded by interactions taking place at our Business Office counter. If a student has not been introduced to the college website and his or her student account, staff will provide hands on learning with our counter computer. Staff will answer questions regarding tuition and fees, the payment thereof, basic financial aid, important dates and more!

In the I.T. office, we provide support to the students to enable them to be successful in their college and, eventually, professional careers.

Student Life encourages, plans, and/or financially supports learning enrichment activities such as: help with studying for finals, field trips, workshops, conferences, field-related clubs and organizations, educational speakers and presentations, and information tables.

Student Life is developing a service-learning component. Student Life plans and implements events and programs that encourage competencies that complement and enhance academic learning: cultural learning, socialization, leadership skills, physical education, physical and mental health, fine arts experiences, etc.

While living in the dorms, students will need to be respectful, responsible, and great communicators. I want students to gain self-motivation and have intrinsic value to share experiences and teachable moments with each other. I want to take the intellect that students gain in the classroom and continue to grow on that within the student dorms by bringing in outside resources and sharing ideas and opportunities from different cultures and backgrounds to meet the needs of all students.

Broadly, the work performed in the Business Services area helps provide them with the tools to manage their finances through payment plans provides supplies equipment through purchasing to help them in the classroom learning process and generally provides direction on where to find answers to questions.

Before a student can be successful at teaming in the formal educational setting of the classroom, they must first believe it is possible to succeed.

They must experience overcoming obstacles, before they will believe they are capable of succeeding. They must find their own strengths and learn how to prepare for life changes that could become a problem. Students need to find a balance between school, work and life and learn to make adjustments as necessary when things become out of balance. In so doing, they experience success, sometimes for the first time in their lives, and then can go on to succeed in other areas as well as college.

Our department contributes to student learning by working with them on e-services and the registration process.

Degree audits and to take some responsibility for their own education choices.

In our department it is my responsibility to provide the tools and resources for students to learn. Any information that I can share with students that will give them a better understanding of our requirements and standards for success the better off they will be.

On a daily basis my time spent answering general questions, revising academic plans, assisting with student account login, referring students to the right department, all contribute to student teaming. Over time the students will get more proficient at the systems we use on campus and will even share that information with other students.

Many of our students like face-to-face interaction with staff, I think our college does a great job of providing online resources as well as real people who are available to attend to the needs of our students. I also think that the more our staff is open to learning new things on a daily basis, the more we are able to share with our students.

The work I do help students to grow as people. We teach students how to live in a community that is diverse. We also help with the transition to college and dorm life. Students also gain the knowledge on transferring to four-year schools or join the work

force after FDLTCC. We help students grow through sports and teamwork both on and off the field. They are given the experience to volunteer on campus and in the community.

I encourage students to keep on top of their admission requirements, financial aid app and requirements, register early, access their eServices accounts and to let their instructors know if they are having any trouble academically.

I ask students to come see me with questions about anything and I will direct them to the right person to further their knowledge of college requirements.

Everyone contributes to our welcoming environment, whether it's textbook questions or just general questions. I feel having the warm environment that we do contribute to student learning by them knowing they are supported from everyone not just faculty.

I think just the process of going to college helps the student realize that there are processes that happen in everyday life.

I try to gauge the skill level of a student and give them just enough help so that they can stretch to reach what they are trying to attain. This personalized, need-based assistance insures success, establishes a foundation of information, builds on their skill-set, and develops confidence.

I believe by supporting the students and where they are at, will increase their retention and ability to achieve their individual goals. The counseling department can assist in solidifying their educational, career, and personal goals and assist in their path to getting there.

The students get a better understanding of financial aid and the process we must do and they learn the timelines.

The purpose of the Student Services Strategic Plan is educate the public on our efforts at Fond du Lac Tribal and Community College to help students be successful with their interactions in the Student Services Department of the college. The plan has been developed to specifically address and improve the quality and delivery of services to our students from our department's perspective of student learning.