Master Academic Plan: Fall 2024-Fall 2028

Fond du Lac Tribal and Community College
(Updated 12-24-24)
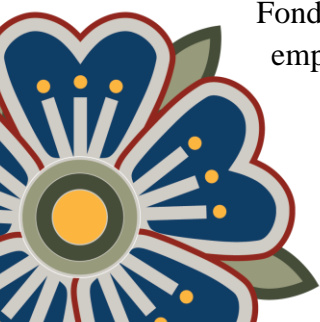
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Purpose Statement

The purpose of the 2024-2028 Master Academic Plan is to guide the development and implementation of strategic initiatives that will ensure the Fond du Lac Tribal and Community College remains responsive to evolving educational needs. This plan addresses critical areas including process improvements, academic affairs initiatives, and the exploration of potential new programs to better serve students and meet workforce demands.

Timeframe and Plan Alignment

- This plan is designed to align with the college Strategic Plan which runs through 2028.
- Although this plan covers the 2024-28 period, it will need to be revisited each year as the world of academics, student interests, and employer needs can change quickly in response to external forces.
- Following the completion of this plan in December 2025, the college will move on to complete its Master Facility Plan which will span 2025-2034.

Plan Components

1. Processes, Procedures, and Transition Planning
2. Academic Affairs Initiatives
3. New and Revised Program Exploration

Component 1—Processes, Procedures and Transition Planning

Statement of Purpose

It is important to prepare for the future by continually reviewing academic processes and procedures and working to improve efficiencies. In addition, making sure the structures that guide our work are up to date, helps to provide a consistent experience for students and ensure the college is ready for the inevitable organizational structure changes that will occur such as leadership transitions, evolving faculty roles, and changing staff, faculty, and student support needs.

Key Elements

- Establish protocols/processes for leadership skill development, faculty transitions, and succession planning
- Standardize college policy structures, improve data-driven decision making, and support faculty/staff workload challenges
- Establish cross-departmental collaborations and skills development, prepare for technology transitions, and adhere to the principles of shared governance

Process/Timeline

Step 1

Review Proposed Action Projects at the Oct. 11 Administration Team Meeting and at the Shared Governance Meeting on Oct. 25

Step 2

The Academic Affairs Administrative Team will then use the feedback from these meetings to finalize the Action Steps and develop a timeline, tracking tools, and outcome measurements for the 2024-28 duration of the plan.

Action Projects

Curriculum and Course Management:

- Work with the AASC to develop an AASC Teams site to facilitate the work of the council
- Work with the AASC to develop an AASC Handbook to document processes and procedures
- Work with the AASC to update the AASC Curriculum Change and Program Approval Process
- Work with faculty and AASC to update all Course Outlines to the current format and include cultural standards in all outlines and updated on the website
- Work with AASC to complete the updating of the MNTC Goal 7 Courses to place them into Option 1 or Option 2 in alignment with the Minn State system directive

- Develop a Course Control Number Master Sheet in alignment with MSCF contract guidelines
- Review cross-listed courses to determine when they are needed and when they do not need to be cross-listed
- Work through Program Navigator to ensure the system curriculum list is accurate and up to date
- Establish a system for more effectively tracking the completion of Course-Level Assessments and Program-Level Learning Outcome Assessments annually
- Establish a system for more effectively tracking the completion of Program and Non-Instructional Program Reviews annually
- Establish a process to ensure that program planners have been moved to the more student-friendly format and are up to date
- Work with system office to complete an Academic Program Audit to ensure compliance with system policies and the NESS Legislation (All credits in a certificate must be included in related diplomas and AAS degrees)
- In collaboration with the registrar's office, explore using additional ISRS Grad Planner features to potentially streamline advising and admissions processes for staff and students

Faculty and Staff Processes:
- Review and update the Faculty Evaluation Process and bring all evaluations current
- Review the Faculty Professional Development Process and establish a tracking mechanism to ensure compliance with system policies
- Ensure all Academic Affairs Position Descriptions are updated annually to ensure continuity with any transitions
- Establish a month-by-month list of key duties for each position and update annually
- Establish a process for onboarding new staff/faculty in understanding our history, mission, and cultural values
- Review and update the process for tracking absences and notifying students when classes are cancelled for the day
- Develop a process for succession planning within identified programs

Administrative and Scheduling:
- Establish a Campus Academic Technology Team (CATT committee) that aligns with the system CATT committee
- Provide training to Deans to manage FWM and additional staff to support FWM and Program Navigator as part of succession planning
- Work to set up a system to complete the Summer Schedule by the end of November and the annual Fall and Spring class schedule by the end of January each year with a target goal of less than 5% major changes (Cancellations, days, times, and delivery methods—Not including tutorials and classes with no enrollment)

Component 2—Academic Affairs Initiatives

Statement of Purpose

As a college, we believe it is important to continually review and re-think what we teach and how we teach, as well as how we serve our American Indian and non-Native students, support each other, and ensure academic rigor. We do this while providing access to higher education opportunities in ways that are sustainable, innovative, and within the context of our mission and values and in alignment with our college-wide strategic plan directions.

Key Elements

- Maintain a focus on curricular improvements and student success initiatives
- Continually refine the curriculum review processes, program mapping, and advising guides
- Enhance academic pathways for students through articulations and stackable credentials, as well as through skill alignment with workforce needs
- Support evolving faculty and staff development needs
- Proactively provide for changing student support needs

Process/Timeline

Step 1

Create a SWOT Analysis Survey listing the Action Projects to be shared with the campus and our extended community including the college Tribal Board, Fond du Lac Band representatives, student leadership, program advisory board members, area school principals and superintendents, and other identified community representatives

- Survey details
  - Tentative Date to Release Survey #1: Oct. 15 (with two weeks to respond)
  - The survey will share the proposed Action Projects, ask for feedback on them, and provide an opportunity to suggest additional Action Projects
- Survey distribution responsibilities:
  - FDLTCC Campus (Kelly Invite)
  - Tribal College Board (Anita Invite)
  - Fond du Lac Band Representatives to include RBC, Dadibaakonigewin, Key Reservation Departments, Executive Director (Anita Invite)
  - Program Advisory Board Members (Program Coordinators)
  - Student Leadership (Damien)
  - Area School Principals and Superintendents (Damien)
  - Other Identified Community Members (Please forward as appropriate)

Step 2

Use Chat GPT to analyze and group the survey results and then share them with the Administration Team and Shared Governance at the December Meetings

Step 3

The Academic Affairs Administrative Team will then use the feedback from these meetings to finalize Action Projects, develop a timeline, identify tracking tools, and develop outcome measurements for the 2024-28 duration of the plan

Action Projects

Faculty and Staff Development:

- Continued work to develop faculty and staff skills in using AI tools
- Expand support and best practice training for D2L and other classroom technology skills for faculty and students, including the Building Quality Course Design Checklist and QM Master Class requirement for new online faculty
- Provide Program Advisory Committee Training for Program Coordinators

Learning Support:

- Explore new ideas for enhancing support of students and faculty in online and remote learning
- Support the continued development of support structures for developmental education remote learners
- Work to expand the use of OER textbooks and an exploration of one or more Z Degrees
- Encourage and expand faculty and student interactions in co-curricular activities

Program and Curriculum Development:

- Review and the possibility of expanding the number of WINHEC accredited programs
- Review all Program Learning Outcomes and align with identified workforce skills
- Explore how micro credentials, alternative semester lengths, or stackable credentials might benefit students
- Continue to build an infrastructure to expand technical education
- Assist Student Services in the identification of online transfer opportunities of students who are place-bound

Student Support and Resources:

- Complete the webpage enhancements for each program, including updated photos, faculty listings, registration guides, articulations, and career information
- Develop Advising Guides in selected programs where students have multiple options for degree completion and transfer
- Assess the alignment of college-level math course requirements and composition course requirements with each degree program
- Develop Transfer Guides for programs for select colleges without articulations
- Review Articulation Agreements to ensure they provide student-value and explore adding ones where there are transfer gaps
- Review the Credit Prior Learning policy and procedures to increase the number of students who utilize them, including the awarding of credits related to military training
- Revise the Student Handbook so that it speaks to students in the first/second person (I/You/We) and in a way that reflects our values throughout the document

Component 3—New and Revised Program Exploration

Statement of Purpose

Developing new academic programs is critical to growing enrollments and serving our varied communities in ways that are relevant, provide sustainable wage jobs or transfer opportunities for our students, and to further our mission in alignment with our values and identity as a tribal college.

Key Elements

- Identify new or revised academic programs to meet workforce and community needs
- Conduct labor market analysis and engage with community input to guide our decision making
- Develop additional short-term credentials and expand the development of stackable credentials
- Work to ensure that all programs are sustainable
- Explore expanded student access while maintaining effective student support, student engagement, and a focus on success

Process/Timeline

Step 1

Host a campus-wide conversation to share the RNL Report on Oct. 11 at 11:00 (with Zoom Access) and the other new program ideas included in the Draft Master Academic Plan to gather feedback on the various options.

Step 2

Use the information and feedback from the Oct. 11 session and from the RNL Report to guide program development with an annual review of the data and ongoing input from the campus community.

Action Projects

- Develop system to review prospective programs
- Each year select one or more prospective new program to explore adding
- Explore the possibility of getting state approval to offer a wide range of Bachelor's Degrees
- Develop a viability index to help guide investment and on-going support for programs as well as to ensure that major program changes such as any possible suspensions or closures are not a surprise

Possible New Programs Currently Under Development
Existing Programs being Redesigned/Expanded

- EUT Re-Design (Electrical Utilities Technician—Lineworker Program)
- Exploration of addition Minnesota State Approved Transfer Pathways

System Transfer Pathway Options	Approved	Maybe	Not Being Considered	Notes
Accounting				
Biology	X			
Business	X			
Chemistry				
Communication Arts & Literature Education				
Communication Studies				
Computer Science				
Criminal Justice	X			
Criminal Justice - Law Enforcement	X			
Early Childhood Education	X			
Economics				
Elementary Education Foundations				
Exercise Science		X		Under Development
History				
Management Information Systems				
Mass Communication				
Mathematics				
Political Science				
Pre-Social Work				
Psychology				
Sociology				
Spanish			X	
Special Education				
Theatre				
Art				
Addiction Studies				
Health/PE Education				
Nursing				
Education related: Communication Arts & Literature Education Early Childhood Education, Elementary Education, Special Education				
Mechanical Engineering			X	

New Program Ideas—RNL Academic and Environmental Scan/Focus Groups

Accounting Technology/Technician and Bookkeeping
CIP Code: 52.0302

- Definition: A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel. Includes instruction in posting transactions to accounts, record-keeping systems, accounting software operation, and general accounting principles and practices.

Feedback from RNL Focus Group Feedback/Career Options
- Accountant/Bookkeeper
- Administrative Assistant—Financial Services Support
- Accounting Technician
    - Notes:
        - "We just recently hired in accounting and in human resources, and I can tell you the qualified applicant pools were extremely small in both those areas."
        - "(There are a) have a variety of options (for jobs in accounting) . . . I'm usually looking for that at a more entry level (but) . . . it's an easy stepping stone to so many different things internally, (such) as an engagement specialist, we call it so working with the financial side of things."
        - "It (would be) nice to see accounting there, you know, at our financial, our employers will support, like the funding of schooling if it's work related. So, when we have those opportunities, especially close by, it (would be) nice to know that that's an option."

Applied Psychology
CIP Code: 42.2813

Definition: A program that focuses on the application of psychological theories and methods to real-world settings and problems, such as business and industry, government, education, military, and community settings. Includes instruction in applications of psychology, industrial/organizational psychology, developmental psychology, social psychology, cognitive psychology, counseling, human factors, research methods and statistics, and program evaluation.

Feedback from RNL Focus Group Feedback/Career Options
- Chemical Dependency Counselor
- Mental Health Outreach Specialist
- Community Mental Health Liaison/Case Manager

- Social work Technician
  - Notes:
    - Specifically, the FDLTCC chemical dependency program was identified as a strength and something to build upon. There were comments from both the law enforcement and mental health-based participants that there are many openings for Licensed Alcohol and Drug Counselors. Beyond chemical dependency, participants identified psychology as an area of opportunity in a broad context with specific focus on community mental health outreach. The participants referenced expanding mental health needs in the region and opportunities for at multiple levels of academic programs. One possibility that stems from the discussion, is expanded pathways for transfer to four-year programs.
    - "We're always looking for senior youth workers and case managers."
    - "I might be biased but of course, I would say continuing to expand the psychology department and also the Chemical Dependency Counselor crossover options."
    - "I would go back to of course, the Community Mental Health, the case manager, and maybe even adding like a crisis piece to that. So, folks are able to help out more with the crisis lines that have become more popular, the mental health outreach specialist, of course, those are always needed."

Health/Medical Admin (billing, records, etc.)

CIP Code: 51.0707

Definition: A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.

Feedback from RNL Focus Group Feedback/Career Options
- Clinical Medical Technician
- Coding and Billing Specialist
- Billing Representative

Human Resources Generalist

CIP Code: 52.1001

Definition: A program that generally prepares individuals to manage the development of human capital in organizations, and to provide related services to individuals and groups. Includes instruction in personnel and organization policy, human resource dynamics and flows, labor relations, sex roles, civil rights, human resources law and regulations, motivation and compensation systems, work systems, career management, employee testing and assessment, recruitment, and selection, managing employee and job training programs, and the management of human resources programs and operations.

Feedback from RNL Focus Group Feedback/Career Options

- Human Resources/ Human Resources Benefits Coordinator

Phlebotomy

Phlebotomists are skilled in blood draws for tests, transfusions, and research. Programs are generally one-semester and include hands-on learning in the classroom and clinical practice, followed with an internship to prepare students for recommended certification testing.

Feedback from RNL Focus Group Feedback/Career Options

- Phlebotomy Technician
  - Note
    - The identified needs in the healthcare field were many but one specific field identified by the "Health and Wellness" focus group was phlebotomy. This recommendation was raised independent of the scripted question as it arose organically in the conversation.

Additional "Dream" List of Possible Future New Programs

Shorter "Dream" Programs (Certificates/Diplomas/AAS/AS Degrees)

- Certificate in Basic Job Skills
- Certificate in Manufacturing Careers
- Paramedic to RN Degree
- EMT to RN Degree
- Partnership with Minnesota Veteran's Affairs to offer a VA Caseworker Certificate

Longer "Dream" Programs Possible Future Bachelor's Degree

- Explore blanket approval from the state to offer Bachelor's Degrees
- Suggested possibilities
- Anishinaabe Language
- Nursing
- Post-Baccalaureate to BS in Nursing
- Sustainability/Environmental Science
- Child Development