

2023 - 2028 Strategic Plan

Fond du Lac  Tribal & Community
College

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Executive Summary

Beginning in October 2022, Fond du Lac Tribal and Community College (FDLTCC) engaged Northspan to conduct a strategic planning process. The process built on foundations created by a previous strategic plan and looks to continue its work while adapting to new priorities. It began with the goal of developing a five-year strategic framework including a practical vision, underlying contradictions, strategic directions, and action planning to guide its implementation.

During the process, the FDLTCC strategy committee reaffirmed the following mission, vision, and core values:

VISION: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

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 to 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 experience, 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.

CORE VALUES:

- Respect (Manaaji'idiwin)
- Integrity (Gwayakwaadiziwin)
- Stewardship (Ganawenjigewin)
- Innovation (Maamamiikaajinendamowin)
- Compassion (Zhawenjigewin)

In its strategic planning sessions, the group established five strategic directions to guide its work in upholding its vision, mission, and values:

STRATEGIC DIRECTIONS:

1. Creating Campus-Wide Holistic Wellness Model
2. Developing Processes to Empower Campus Community
3. Optimizing Opportunities with Community Partners
4. Broadening Supports to Enhance Financial Stability
5. Driving FDLTCC's Progress through Informed & Transparent Plans

This document provides an overview of the new strategic plan, which will guide FDLTCC's work for the next five years. Details on the planning process and supporting documents from that process are available in the appendices.

COLLEGE OVERVIEW

Fond du Lac Tribal and Community College is the only college in the United States that is both a chartered tribal college and part of a public state college system. Since its foundation in the mid-1980s, it has striven to embody a “union of cultures” that recognizes its unique position, embodying both Native American culture and all cultures in the area it serves. This union is evident in the articles of incorporation, which was most recently amended in April 2018 by the Fond du Lac Reservation Business Committee:

“The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community.”

FDLTCC is governed by a seven-member board of directors. At least six members of the board must be enrolled members of the Fond du Lac Band of Lake Superior Chippewa, and the Reservation Business Committee appoints one of its members as an ex officio member. Board members serve four-year terms and meet monthly.

ACCREDITATION

Like all institutions of higher education, Fond du Lac Tribal and Community College seeks accreditation to certify the validity of the degrees and certificates it offers. The college is accredited by the Higher Learning Commission. Accreditation was initially granted by the Higher Learning Commission in 1997 and most recently reaffirmed in 2015-2016. The next reaffirmation is scheduled for 2025-2026, and will take place during the lifetime of this strategic plan. The college currently offers 16 associate degree programs, 1 bachelor’s degree program, and 18 certificate programs.

The tribal branch of academic and non-academic programming, housed within Anishinaabeg Gikendaasowinan, is additionally accredited by the World Indigenous Nations Higher Education Consortium (WINHEC). Specific programs such as Elementary Education, Nursing and Law Enforcement are also subject to additional accreditation processes or program reviews.

CULTURAL STANDARDS

FDLTCC's Cultural Standards are as follows:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

MINNESOTA STATE SYSTEM

FDLTCC is also a part of the Minnesota State Colleges and Universities system, operating under the Board of Trustees of the Minnesota State Colleges and Universities. Minnesota State has frameworks in which all its constituent colleges and universities must operate, though each college also has a distinct mission that is consistent with, or supportive of, the overall mission of Minnesota State Colleges and Universities. The vision and mission of Minnesota State are as follows:

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities, and taxpayers the highest value/most affordable higher education option.

ADDITIONAL FDLTCC PLANS

This strategic planning process took place within the context numerous existing guiding documents, plans, and accreditations processes that are all essential to FDLTCC's success. For a complete list of these plans and summaries of their contents, see the Strategic Planning Process and the Background Information Appendices.

STRATEGIC PLAN 2023-2028

FDLTCC began its strategic planning work in fall 2022 and completed two full-day workshops in March and April 2023 to build out the plan. The new strategic plan reaffirmed FDLTCC's existing vision, mission, and core values, with both internal and community survey work generating very strong support for existing wording. It brings together FDLTCC's wide-ranging offerings behind a set of strategic directions that provide concrete, measurable steps with which to make the vision a reality. By unifying this new framework with considerable stakeholder input, FDLTCC was able to build a plan that accurately reflects its current state of affairs and sets the stage for the organization to flourish over the next five years.

The college is guided by its longstanding vision, mission, and core values:

Vision: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

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 to provide access to higher education by offering developmental education.
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- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin*)

In the service of this vision, mission, and set of core values, this strategic plan is built around the following elements:

PRACTICAL VISION

What do we want to see in place in five years as a result of our strategic planning actions?

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

What is blocking us from moving toward our Practical Vision?

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

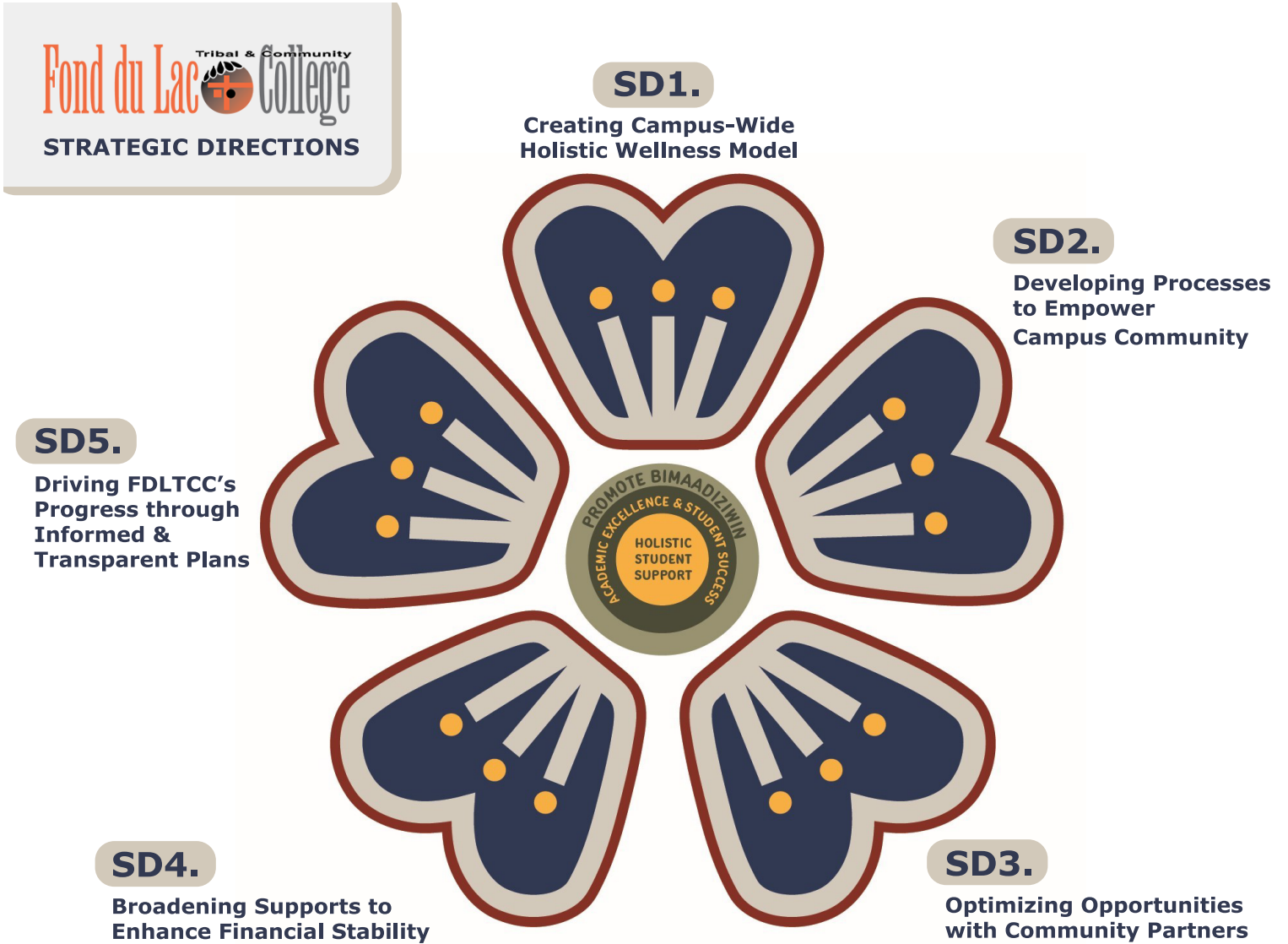
STRATEGIC DIRECTIONS

What innovative, substantial actions will deal with the Underlying Contradictions and move us toward our Practical Vision?

- Creating Campus-Wide Holistic Wellness Model
- Developing Processes to Empower Campus Community
- Optimizing Opportunities with Community Partners
- Broadening Supports to Enhance Financial Stability
- Driving FDLTCC's Progress through Informed & Transparent Plans

Fond du Lac Tribal and Community College developed the graphic below to represent its strategic plan, which shows how the five strategic directions all stem from three core tenets of the college. Throughout the planning process, the strategy committee sought to integrate the college's mission, vision, and core values into its new strategic directions and honored previous work completed to advance these tenets. This graphic works in tandem with the priority wedge on p. 14, which lays out initial action steps on the strategic plan, all of which are also supported by the three core tenets.

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DEFINITION:

This strategic direction strives to build a framework to support student and staff well-being through a comprehensive wellness model. It acknowledges the significant challenges many students face related to financial security, physical wellness, and mental health, along with the lingering effects of the Covid-19 pandemic on the campus community. These efforts aim to build a supportive, culturally relevant network for staff and students, increase retention and graduation, and strengthen a sense of belonging on campus.

ACTION STEPS:

1. Enhance student life programming
2. Create Wellness Committee
3. Develop quantifiable multi-cultural wellness model
4. Expand funding opportunities for credit-based Anishinaabe courses
5. Explore plan to expand child care services on campus
6. Explore plan to bring health services to campus
7. Annually review student success outcome data and enhance student success initiatives to reduce equity gaps among student populations

DEFINITION:

This strategic direction recognizes that supported, engaged employees are vital to student success. It creates processes for faculty and staff input, strengthens resources for professional development, and aligns with the college's mission, vision, and values to build Fond du Lac Tribal and Community College's distinct culture. Successful implementation will lead to more satisfied employees, resulting in visible improvements to the student experience.

ACTION STEPS:

1. Create employee resource guide that includes roles and responsibilities
2. Develop regular schedule of meetings for campus-wide bargaining units
3. Create and implement employee onboarding process
4. Enhance employee understanding and appreciation of college core values
5. Create a professional development committee to plan for and analyze employee empowerment training opportunities
6. Consistently provide feedback mechanisms for all employees
7. Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness
8. Establish a central hub for professional development and related materials
9. Develop a process to analyze PACE survey results and create action plans to address concerns

DEFINITION:

This strategic direction seeks to strengthen Fond du Lac Tribal and Community College's ties to the broader community, including its relationships with the Fond du Lac Band and area employers. It works to build relationships through research and direct outreach, and it explores new areas for collaboration that are consistent with the college's mission, vision, and values. This will leave the college better aligned with community priorities, build awareness of the college within the community, and connect graduates with meaningful, in-demand careers.

ACTION STEPS:

1. Create a community employer satisfaction survey to be administered every 3 years
2. Develop needs assessment and action plan
3. Establish monthly meetings with the Fond du Lac Band
4. Develop a campus-level graduate follow-up tool to seek additional information on where graduates are employed
5. Gather and review disaggregated data by partnerships, programs, and workforce development
6. Create community engagement plan and include baseline and new partnerships
7. Develop a resource and expertise chart establishing roles and responsibilities to leverage social connections

DEFINITION:

This strategic direction acknowledges that the college must have a firm financial foundation to support its staff and provide students with the resources they need. It strengthens alumni connections, builds relationships with employers, and works to build an endowment as a longer-term vehicle to support the college. It works in concert with strategic engagement to build new revenue streams and create a supportive network of community members and alumni to help support the college's efforts.

ACTION STEPS:

1. Establish alumni group utilizing graduate follow-up system
2. Re-establish grants office and grant review policy and procedures
3. Grow Workforce Development Department staff to create more opportunities
4. Increase local employer-funded training programs (workforce development)
5. Work with the Foundation to create a plan to grow the endowment
6. Establish a plan in partnership with the Foundation to manage annual giving

DEFINITION:

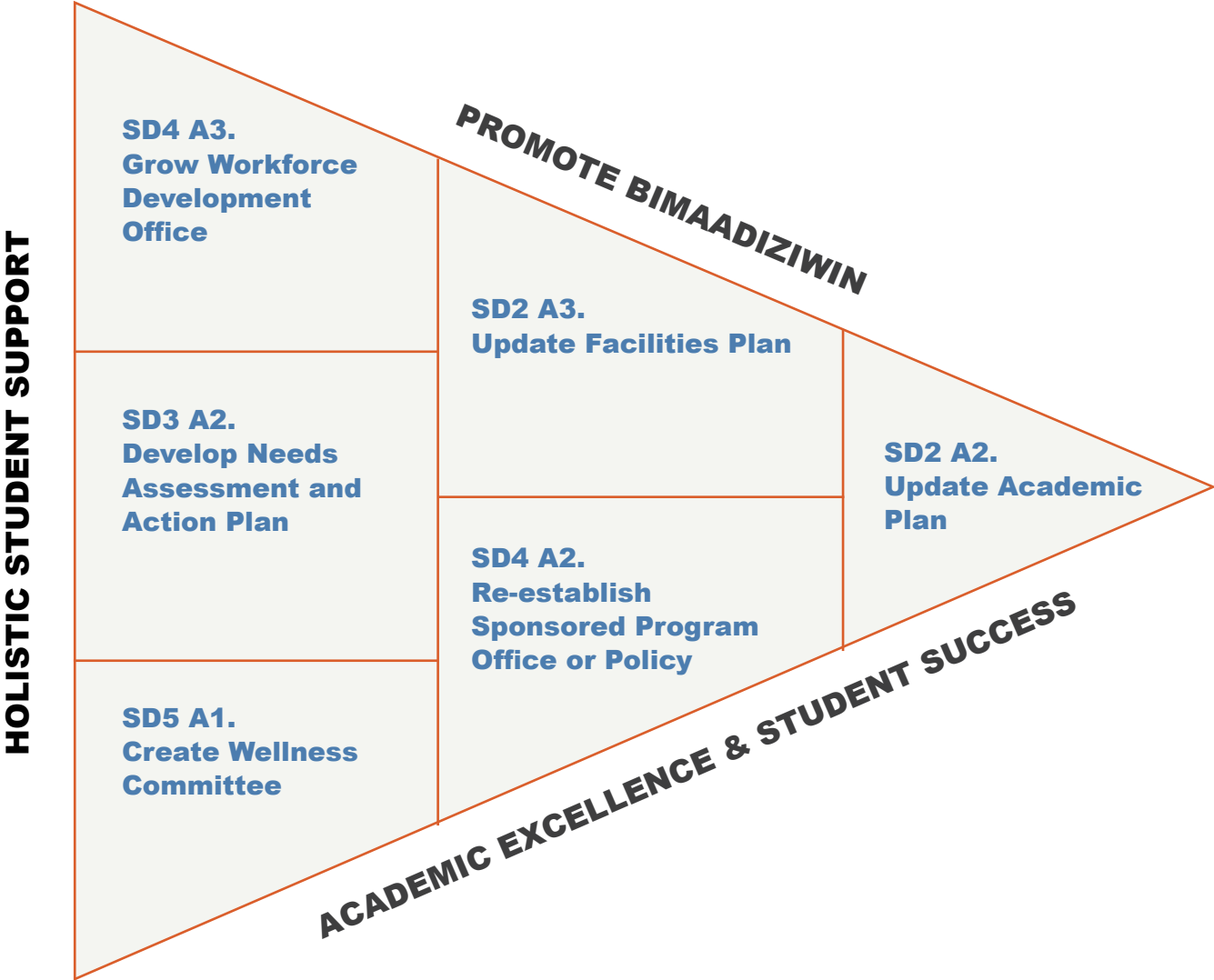
This strategic direction encompasses the extensive planning work necessary to meet current and future campus needs. It updates and expands guiding documents for facilities, academics, and sustainability, all while integrating Ojibwe culture into every planning process. It creates up-to-date plans with avenues for student engagement and aligns them with the Union of Cultures mission at the core of Fond du Lac Tribal and Community College's identity.

ACTION STEPS:

1. Update Master Academic Plan
2. Update Master Facilities Plan
3. Develop a plan to provide signage that highlights the Ojibwe cultural heritage inherent on the campus
4. Create plan to get student government officers in place and participating in campus government and planning
5. Adopt strategies to enable a Student Life Coordinator to lead a vibrant ambassador program and to partner with other student organizations
6. Integrate zero carbon footprint and sustainability into daily practice
7. Create timeline for remodeling with sustainable guidelines to meet zero carbon goals
8. Reallocate spaces for current needs
9. Create integrated planning website with real-time reporting

TIMELINE AND PRIORITIES

Participants placed strategic plan actions on a timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23. Of the actions identified as beginning in the first few months of the strategic plan, strategy committee participants identified the following as the most catalytic for its overall success:



As they discussed the priority actions, participants noted that the integration of Ojibwe culture is essential to the plan’s success and has a role to play in each strategic direction. “Incorporate Ojibwe Culture” therefore overlies the entire priority wedge, and language in each strategic direction references the importance of practices that are culturally relevant and aim to uphold the college’s mission, vision, and values.

Appendices

- 1.** FDLTCC Community Survey Summary 02.24.23
- 2.** FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23
- 3.** FDLTCC Focus Group Summary 03.23.23
- 4.** FDLTCC Summary of All Practical Vision, Underlying Contradiction, and Strategic Direction Survey Ideas 03.23.23
- 5.** FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23
- 6.** FDLTCC Mini Survey Summary 04.21.23
- 7.** FDLTCC Focus Group Summary 04.21.23
- 8.** FDLTCC Current Reality, Success Indicators & Actions 04.24.23
- 9.** FDLTCC Strategic Plan Timeline 04.24.23
- 10.** FDLTCC Priority Wedge 04.24.23
- 11.** FDLTCC Strategic Plan Timeline 04.24.23
- 12.** FDLTCC Priority Wedge 04.24.23
- 13.** FDLTCC Focus Group Summary 06.13.23



APPENDIX 1

Strategic Planning Process

APPENDIX 1

Strategic Planning Process

Fond du Lac Tribal and Community College has prepared this 5year strategic plan to guide its activities and achieve accomplishments consistent with the group's vision and mission. The strategic process steps, session dates, and agendas are included as an attachment, as are the results of the sessions that followed.

PROCESS STEPS

Collection of Background Information & Internal and External Analysis

Community Survey

Strategy Committee, Board, & Staff Survey

Student and Community Focus Groups

03.23.23 Strategic Planning Retreat A

Current Realities Mini-Survey

04.21.23 Summary of Workshop Outcomes Focus Group

04.24.23 Strategic Planning Retreat B

06.02.23 Draft Strategic Plan Review & Feedback

06.13.23 Campus Community Focus Group

08.01.23 Strategic Plan Board Presentation

COLLECTION OF BACKGROUND INFORMATION & INTERNAL AND EXTERNAL ANALYSIS

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

- Charter and Articles of Incorporation
- 2019 Assurance Agreement
- FDLTCC Cultural Standards
- Strategic Plan 2025 (Developed in 2015-2016)
- Higher Learning Commission Accreditation Documentation
- World Indigenous Nations Higher Education Consortium Accreditation Documentation
- Program-Related Accreditation Documentation
- Information Detailing Relationship with Minnesota State Colleges and Universities
- 2014 Facilities Master Plan Update
- 2020-2025 Technology Master Plan
- Annual New Student Recruitment Plan
- Marketing and Recruitment Consultation Reports from RNL, LLC
- 2022-2023 Annual Student Success Plan

COMMUNITY SURVEY

In order to attract broad input into the strategic planning process, FDLTCC conducted a community survey in February 2023. It received 118 responses, exceeding a goal of 100 established at the start of the process. It asked respondents to assess FDLTCC's mission, vision, and values; analyze its strengths, weaknesses, opportunities, and threats; and identify potential elements of the practical vision, underlying contradictions, and strategic directions that will guide the strategic plan. This input was reviewed by the student and community focus groups and presented at the first strategic planning workshop. A survey summary is available in the appendix titled FDLTCC Community Survey Summary 02.24.23.

STRATEGY COMMITTEE, BOARD, AND LEADERSHIP STAFF SURVEY

In order to directly inform the strategic planning process, FDLTCC solicited input from leadership staff, board, and strategy committee members in a survey completed in February 2023. The survey received 20 responses. Participants were asked to rate the organization's execution on its previous strategic plan; assess its existing mission, vision, and values; brainstorm ideas for the practical vision, underlying contradictions, and strategic directions workshops within the strategic planning process; and identify the organization's strengths, weaknesses, opportunities, and threats. The full results of the survey are available in the appendix titled FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23.

STUDENT AND COMMUNITY FOCUS GROUPS

Northspan facilitated two 2-hour focus groups on February 24, 2023, with one focused on students and one focused on community partners. Eleven people attended the two sessions and shared their impressions of FDLTCC, its offerings, and their aspirations for the college as it went through the strategic planning process. They also reviewed results of the community survey and provided input on the practical, underlying contradictions, and strategic directions. A summary of the focus groups is available in the document titled FDLTCC Focus Group Summary 02.24.23.

STRATEGIC PLANNING RETREAT A

AGENDA | MARCH 23, 2023 | 9:00 AM – 4:30 PM

- 8:00 Welcome, Agenda, & Introductions
- 8:30 Context Presentation
- 9:50 Practical Vision Workshop
- 11:50 Break & Lunch
- 12:20 Underlying Contradictions Workshop
- 2:20 Strategic Directions Workshop
- 4:20 Next Steps
- 4:30 Adjourn

On March 23, the strategy committee met for the first time and received a presentation on the results of the background research, surveys, and the two focus groups.

PRACTICAL VISION

In the first workshop of the strategic planning process, the strategy committee developed a practical vision for the process. The thoughts that fed into this practical vision are included in the appendix document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Elements of the practical vision included:

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

The next workshop focused on blocks that prevent FDLTCC from reaching the practical vision outlined in the first workshop. Participants identified four contradictions or blocks that they believed inhibited FDLTCC's efforts. These blocks are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. They include:

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS

With the contradictions in mind, the participants then moved to identify five strategic directions that they believe will allow ALS to overcome these blocks. These strategic directions are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Some changes to the language were made due to feedback from a subsequent focus group, leading to the differences between the plan language and what appears in the appendix.

STRATEGIC DIRECTIONS

1. Developing Processes to Empower Campus Community
2. Driving FDLTCC's Progress through Informed & Transparent Plans
3. Optimizing Opportunities with Community Partners
4. Broadening Supports to Enhance Financial Stability
5. Creating Campus-Wide Holistic Wellness Model

Summary of Workshop Outcomes Focus Group

On April 21, 2023, FDLTCC convened a focus group with a broad audience that sought feedback on the outcomes of the first retreat day. The two-hour event drew 44 participants from the campus community and gave them the opportunity to review the language developed in the first workshop regarding the practical vision, underlying contradictions, and strategic directions. Attendees completed a worksheet that allowed them to provide feedback, and they also shared their opinions in small groups, with reports out to the full group. Additional interested parties provided feedback online. This feedback was shared with the strategy committee at its second retreat.

POST-STRATEGIC DIRECTIONS MINI-SURVEY

After the first retreat day, a mini-survey asked FDLTCC strategy committee members several questions to prepare them for the second workshop by asking about the college's current reality for implementation of the strategic plan. It identified the organization's strengths and weaknesses in relation to the plan, along with the benefits and dangers of its success. The results of this survey are available in the appendix titled FDLTCC Mini Survey Summary 04.21.23.

STRATEGIC PLANNING RETREAT B

AGENDA | April 24, 2024 | 8:30 AM – 2:00 PM

- 8:30 Welcome, Agenda, & Introductions
- 8:50 Focus Group Feedback Focused Conversation
- 9:40 Post-Strategic Directions Mini-Survey Results Review & Conversation
- 10:00 Focused Implementation
 - Current Reality, Success Indicators, Actions
 - Timeline
 - Priority
 - Next Steps
- 1:40 90-Day Plan Teams
- 1:50 Next Steps
- 2:00 Adjourn

On April 24, 2023, Northspan facilitated a second full-day retreat with the strategy committee.

FOCUS GROUP FEEDBACK FOCUSED CONVERSATION

In response to feedback generated at the third focus group on April 21, participants reviewed and revised the practical vision, underlying contradictions, and strategic directions. Edits were made to each component of the strategic plan language based on the input provided by the focus group participants.

FOCUSED IMPLEMENTATION

With the strategic directions' language updated, FDLTCC defined its current reality, identified success indicators, and developed outcomes and accomplishments that will allow the college to move from current reality to success on each of its strategic directions. These accomplishments and the ideas that led to their creation are available in the appendix in the document titled FDLTCC Current Reality, Success Indicators & Actions 04.24.23. The strategy committee then further defined the strategic plan timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23 and identified the most important priorities for the first several months of the strategic plan, which is available in the appendix titled FDLTCC Priority Wedge 04.24.23.

PLAN REVIEW FOCUS GROUP

With the strategic plan fully drafted, Northspan facilitators worked with FDLTCC leadership and the strategy committee to incorporate some elements of the previous strategic plan and review draft language. After making updates to the language, FDLTCC held a final focus group for the campus community on June 13. The focus group drew 28 attendees and the feedback led to some edits on the strategic planning document. With these updates, the plan was presented to the FDLTCC Board on August 1, 2023 and on a subsequent staff duty day.



APPENDIX 2

Background Information

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Background Information

INTRODUCTION

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

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- Annual New Student Recruitment Plan
- Marketing and Recruitment Consultation Reports from RNL, LLC
- 2022-2023 Annual Student Success Plan

A summary of this information was presented at the first strategic planning workshop on March 23, 2023.

CHARTER AND ARTICLES OF INCORPORATION

- Adopted September 1993 and most recently amended in April 2018 by the Fond du Lac Reservation Business Committee
- “The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community.”
- Establishes a 7-member Board of Directors as governing body and outlines its charges
 - At least 6 board members must be enrolled members of the Fond du Lac Band
 - Members serve 4-year terms
 - Reservation Business Committee appoints one of its own members to serve as an ex officio member
 - Regular board meetings the first Tuesday of every month
- Only college in the US that is both a chartered tribal college and part of a public state college system
- “Union of cultures” central to its mission

2019 ASSURANCE AGREEMENT

- Submitted to Higher Learning Commission in preparation for a Standard Pathways site visit, September 2019
- Lays out history of FDLTCC, including successes and accreditation history
- Document lays out how FDLTCC adheres to its vision, mission, values, cultural standards, and how all of these components align with accreditation standards

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VALUES: Fond du Lac Tribal and Community College has established five core values:

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- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin*)

FDLTCC CULTURAL STANDARDS

As part of the process of achieving special accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC), a four-year process culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan (Indigenous American academic and non-academic programming) adopted Gidizhitwaawinaanin (Our Cultural Standards). While Gidizhitwaawinaanin were developed for the college's Anishinaabeg Gikendaasowinan, discussions developed during campus meetings in spring 2019 regarding a merging of the institution's core values and "our cultural standards," which will continue in 2019 – 2020. The cultural standards are:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI’ IDIWIN – Loving and Caring: To encourage students’ acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students’ knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

STRATEGIC PLAN 2025 (DEVELOPED IN 2015-2016)

Direction 1: Promote and share our understanding of Anishinaabe bimaadiziwin while strengthening the union of cultures in an inclusive environment

Direction 2: Embrace the sense of belonging: Campus communication and team building

Direction 3: Promoting social equality and wellness by integrating and centralizing service availability on campus

Direction 4: Using information to analyze and advance a quality education for student success.

Strategic Directions (Strategic Plan 2025):

Prior to this process, FDLTCC’s most recent strategic plan was developed at sessions that occurred on September 10-11, 2015 and October-May, 2016/2016. The process was facilitated by Indigenous Collaboration, which also used a version of the Technology of Participation (ToP) strategic planning method employed by Northspan in this process. The plan was designed as a ten-year plan, though it only outlined strategies for 2015-2017; between the expiration or completion of these priorities and significant changes in the environment FDLTCC operated stemming from the Covid-19 pandemic, the college determined that it needed a new strategic plan.

BACKGROUND INFORMATION COMPILED:

- Historical Scan
- Basic Data About the Organization
- Positive and Negative Trends, Advantages and Disadvantages

CONSENSUS VISION STATEMENTS:

Towards Superior Provision of Services to Students and Community

- Accessible, cutting edge technology judiciously used to deliver & support innovative, culturally relevant curriculum
- Varied resources that expand community relationship opportunities to meet student needs
- Sustainable & consistent financial resources, sponsorships & partnerships

Towards Student-Centered, Culturally Responsive Premier Academics that Graduate Highly Successful Students

- Premier academic leader offering culturally inclusive & responsive education guided by indigenous world view & values
- We graduate highly successful well-prepared Native students who are grounded in their cultural values
- Holistic, multi-dimensional, intergenerational, family-friendly services adaptive to student learning & accessibility needs
- Recognized as an environmentally responsible, welcoming, culturally rich learning community led by the pipe & drum
- Global relationships & opportunities that nurture & inform indigenous inclusion in worldwide learning
- Modern, holistic wellness center that promotes the mental, physical & emotional well-being of all
- Leadership legacy embodies Anishinaabe culture, values & experience

UNDERLYING CONTRADICTIONS:

- We have multiple roles, are reactive & in distress at cost of progress, cooperation, mutual trust and respect
- We don't intentionally or consistently confront or address topics of race, privilege & full diversity among employees (staff & faculty) and students
- Inconsistent efforts to develop funding has undercut our visibility among funders & narrowed our approach to acquiring resources
- We cooperate intermittently & inconsistently own our performance as a team
- We attempt to holistically accommodate virtually every student reality & it's time consuming & resource intensive

STRATEGIES FOR 2015-2017:

- Campus Communication and Team Building
- Developing culture & structure to foster and support values-driven communication & enhance interdependent relationships
- Create Elementary Teacher Education Baccalaureate Degree
- Honoring & celebrating the union of cultures in the 21st century
- Increase Retention by 15%
- Promoting social equality & wellness by integrating & centralizing service availability on campus
- E-Online and Immersive Telepresence Offer Advanced Technology
- Analyzing information to form the baseline for strategic decision-making
- Baccalaureate Degree, Library, Video Production Studio, & WINHEC Accreditation
- Developing our capacity to diversify & securing funding & strategically align it with operational priorities

HIGHER LEARNING COMMISSION ACCREDITATION

- Initially granted by the Higher Learning Commission in 1997
- Most recently reaffirmed in 2015-2016
- Next reaffirmation scheduled for 2025-2026
- 16 associates degree programs, 1 bachelors degree program, and 18 certificate programs

WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC)

ACCREDITATION

- Provided high level commendations for FDLTCC, its leadership, and efforts to integrate mainstream and Indigenous higher education and articulate cultural standards.
- Recommends expanded language coursework for language revitalization, expanded early childhood education, establishment of a dean for the program, and a clearer representation of the organizational structure
- Recognized as a full member of WINHEC, with full accreditation for Dibaajimowinan (Telling Our Story) and provisional status for Nimdaa'o'o gikendasowin

ACCREDITATION – ADN PROGRAM REVIEW

Conditional status from Accreditation Commission for Education in Nursing and Minnesota Board of Nursing due to NCLEX-RN pass rates being below established thresholds

- Led to a consultation with concrete steps for improvement
- Mentorship program for students with higher risk of attrition
- General education requirements and nursing course credit allocations revised
- Curriculum revised to ensure progression
- Disproportionately affected by the pandemic

ACCREDITATION – ELEMENTARY EDUCATION

- Bachelor of Science in Elementary Education degree recommended by accreditors in June 2022
- Found value in offering the degree, successful background work to prepare for it, and adequate capacity to implement it
- Some work necessary to enhance assessment process and resolve issues that could affect financial aid and human resources
- Comprehensive evaluation visit and federal compliance review in 2025-2026

MINNESOTA STATE INFORMATION

Official Name: Board of Trustees of the Minnesota State Colleges and Universities

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

- Each college and university has a distinct mission that is consistent with, and supportive of, the overall mission of Minnesota State Colleges and Universities.
- Minnesota State has frameworks in which all of its constituent colleges and universities operate

2014 FACILITIES MASTER PLAN UPDATE

- Campus includes 185,398 s/f of buildings
- 2006-2014 additions to the plan: Cultural Center addition, library expansion, accessibility improvements, chiller and boiler replacements, main building roof replacement

2014 VISION:

- Complete the Thunderbird (East Wing) for STEM education (has not been funded)
- Ongoing maintenance and retention of unique architecture (part of the above goal)
- Environmental stewardship (ongoing priority)
- Improved parking and pine forest management (only an issue when enrollment is high)
- Right-sizing and enhancing areas for nursing and law enforcement (postponed by Covid-19; some work planned for spring 2023)

ANNUAL NEW STUDENT RECRUITMENT PLAN

1. Conducts a situation analysis, including relevant data
2. Sets quantifiable, measurable, and realistic goals
3. Formulates key strategies and enabling objectives
4. Develops action plans
 - Includes 20 key strategies

2020-2025 TECHNOLOGY MASTER PLAN (REVISED JULY 2022)

- Mission: We provide technological support for achieving success at Fond du Lac Tribal and Community College.
- Our system and campus services:
 - Enhance teaching and learning.
 - Strengthen leadership, planning, and decision-making.
 - Increase user productivity.
 - Generate confident and satisfied students, faculty, and staff.
 - Ensure timely and efficient access to information.
- Purpose is to fulfill the mission, guide IT priorities, and provide data to Minnesota State
- Aligned with existing strategic plan

MARKETING AND RECRUITMENT CONSULTATIONS – RNL, LLC

First engagement: 3 in-person visits in fall 2021

Second engagement: 4 virtual sessions in spring 2022, followed by an in-person visit

Report on an initial visit established the following goals:

- Create clear and realistic new student goals that are quantifiable, including goals for key market segments and dedicated funnels for each
- Define market segments with micro goals
- Enhance website to cater to motives of each segment
- Purchase names of all high school juniors and seniors in primary service area from the ACT
- Aggressively target CITS students
- Determine primary and secondary markets for traditional high school students, based on application and matriculation data
- Top 3-5 business and industry feeders prior to enrollment
- Conduct a market penetration study of primary market high schools
- Determine rhythm of enrollment cycle
- Better promote scholarships for Native American students
- Research yield rates for students who are Pell eligible vs. those who are not

- Provide program coordinators with more information so they aren't making cold calls
- Creation of a yield communication that promotes features and benefits of an FDLTCC education (not just outlining next steps)
- Greater attention to adult marketing
- Creation of free "How to take an online class" course
- Formation of an enrollment management committee

SUMMARY OF SECOND MARKETING AND RECRUITMENT CONSULTATION – RNL

- Developing historical funnels
- Goal of increasing market share at high schools in primary area
- Looking for unduplicated athlete data
- Creates goal setting scenario based on 5-year average

Segments:

- CITS students
- Direct from high school (about 20%)
- Native American (about 30%)
- Athletes
- Transfer-in (including PSEO, but not CITS; about 12%)
- Adults (25 years old and up; about 30%)

Primary area: Around and just north of Cloquet, including Duluth, Superior, south to Pine, and west to Mille Lacs

Secondary area: remainder of Minnesota and Wisconsin

Tertiary area: All other 48 states

Strategies to achieve goal:

Communication plan with prospective students

- Prospects
- CITS
- On-campus visits

Off campus travel with visits to high schools and related events

PERCEPTION RESEARCH (RNL)

Perceptions to promote:

1. Tribal affiliation
2. Good fit for traditional direct high school students who are ready for, or want to ease into, college
3. Law enforcement and nursing
4. Excellent institutional choice and pathway (even if not first choice/attempt)
5. Supportive faculty and staff; students are successful; feels like home; is life changing
6. We are Cloquet's community college (close to home)
7. Union of cultures: diversity, equity, and inclusion
8. Education is life changing
9. Physical campus setting creates optimal learning environment for traditional, residential students

PERCEPTIONS TO OVERCOME:

1. Appears to cater only to Tribal students
2. Not a good fit for non-traditional students
3. Does not have a wide selection of programs, courses, and delivery modalities
4. Not trending in the market
5. Learning environment not optimal for adult students
6. Dearth of on campus activities

RECOMMENDATIONS:

- Be the “college of choice” for students who see FDLTCC as a stepping stone for continued education or workforce entry
- Add value to Cloquet and surrounding communities
- Celebrate Native American heritage and culture; create required introductory course
- Close the gap between inclusivity and perception that FDLTCC is only for Native Americans
- Expand academic catalog for high school students (e.g., online courses)
- Study feasibility of a campus-owned shuttle (or rental car service)
- Survey on student entertainment
- Feasibility of athletic program expansion, e.g., lacrosse

ADDITIONAL RNL RECOMMENDATIONS FROM END OF PROCESS:

- Section on Student Success Plan structuring, implementation of metrics, and key strategies
- Potential for vocational and technical courses, programs, or certificates that would benefit the market area, especially if not offered by Pine Tech or Lake Superior College
- Becoming more visible in Cloquet through civic and leadership roles
- Developing ground rules for meetings
- Thank high schools whose graduates attend FDLTCC
- Run reports on where FDLTCC is up in new and continuing enrollment to track successes
- Consider a low daily rate for housing for adult commuter students when they would benefit from such a situation
- Reach out to all accepted applicants who do not enroll

2022-2023 ANNUAL STUDENT SUCCESS PLAN

- The most recent Annual Student Success Plan includes extensive data on retention and completion and Addresses MN State’s 2030 Equity by Design goals.
- FDLTCC is a member of Achieving the Dream (ATD), the nation’s largest network of community colleges working to become strong engines of student and community growth, since 2017; led to considerable growth in tracking of success. It received Leader College designation, which recognizes and celebrates community colleges that have achieved and sustained substantial improvements in student outcomes, in spring 2022.

Data analysis is ongoing; initial conclusions:

- College struggling to improve overall 2nd fall persistence and completion since fall 2019
- Some successes in disaggregated data, including some improvements for Native American students, and for the AA degree cohort
- 3rd spring graduation rate has been increasing
- Aiming to create retention goals

Holistic Student Support Elements:

- Orientation and Student Transition
- All School Meet and Greet
- New Student Orientation Online Module
- New Student Questionnaire (Basic Needs Intake)
- Seek to Learn (Nandagikendan) Academy
- Advising Redesign/Paired Advising
- Guided Pathways-Work and Grand Planner
- North Star Student Success Platform (Early Alert and Intervention Process)
- Housing and Student Athlete Student Success Process
- TRIO/Student Support Services Program
- Academic Needs Survey
- Online Learner Practices
- Additional General Strategies and Tactics

Re-Enrollment and Recruit Back Processes

- Retention of Currently Enrolled Students Plan
- Re-Recruit to Former Students Plan



APPENDIX 3

Community Survey Summary 02.24.23

BACKGROUND

As part of its strategic planning process, Fond du Lac Tribal and Community College (FDLTCC) solicited input from a wide variety of stakeholders through a community survey. This survey was administered by Northspan and was distributed electronically between February 3 and 19, 2023. It received 118 responses, exceeding a goal established at the start of the process. A paper version of the survey was available for anyone who requested it.

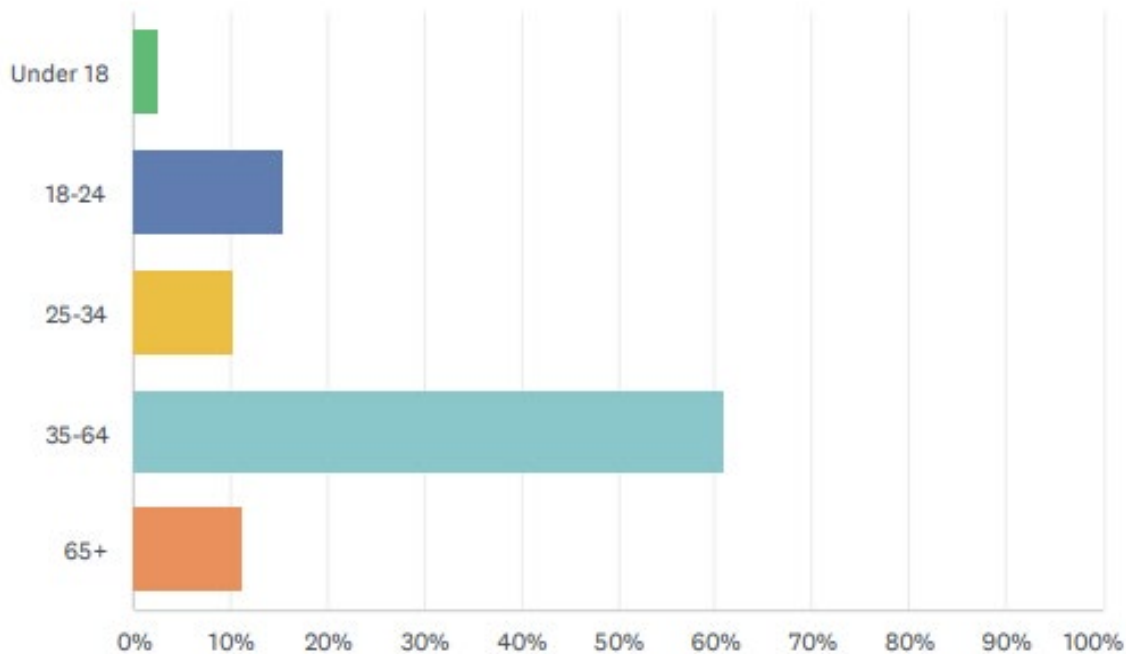
The survey sought feedback from a wide range of groups and successfully reached a broad cross-section of the community. It asked respondents to assess FDLTCC's mission, vision, and values and complete an analysis of its strengths, weaknesses, opportunities, and threats, along with the identification of ideas that could feed into a practical vision for the strategic planning process, underlying contradictions that could prevent the college from reaching this vision, and strategic directions that would allow it to achieve its goals. These ideas follow the same format that FDLTCC's strategy committee will use when it develops these formal elements of the strategic plan and will be shared with the committee for their consideration.

RESPONDENT DEMOGRAPHICS

The survey asked a series of questions to ensure it reached a representative sample.

Age

The first question solicited respondents' ages, and the results showed a wide cross-section; while a majority of respondents were in the 35-64 age range, reflecting the ages of most FDLTCC faculty and staff, it also incorporated a large cross-section of ages, including youth and seniors.



Race, Ethnicity, and Other Self-Identified Categories

Group	Percent
White or Caucasian	76.9%
Native American or American Indian	29.9%
Member of LGBTQ2S+ Community	6.8%
Person with a Disability	4.3%
Black or African American	3.4%
Two or More Races	3.4%
Veteran	2.6%
Hispanic/Latinx	1.7%

The survey asked participants to self-identify their race, ethnicity, or membership in other protected classes. While about three quarter of respondents identified as white, nearly 30 percent said they were Native American or American Indian, a percentage that is nearly identical with the proportion of the student body, according to a marketing and recruitment consultation by RNL, LLC. Other percentages are also roughly in line with those of the student body.

Affiliation with Fond du Lac Tribal and Community College

Respondents were also able to share their affiliation with the college. While the most frequent response was for general community members, over 40% identified as current students in some capacity, and nearly 20% were staff. The survey also drew significant numbers of alumni and local government partners, along with some vendors or contractors with the college. Respondents were able to choose multiple options, leading to some overlapping categories.

Group	Percent
Community Member	33.6%
Full-Time Student	27.6%
Staff	19.0%
Adult Student (Age 25+)	16.4%
Part-Time Student	13.8%
Alumnus	9.5%
Local Government	9.5%
Fond du Lac Band Member	6.0%
Student-Athlete	4.3%
Vendor or Contractor	4.3%
Post-Secondary Enrollment Option (PSEO) Student	3.5%

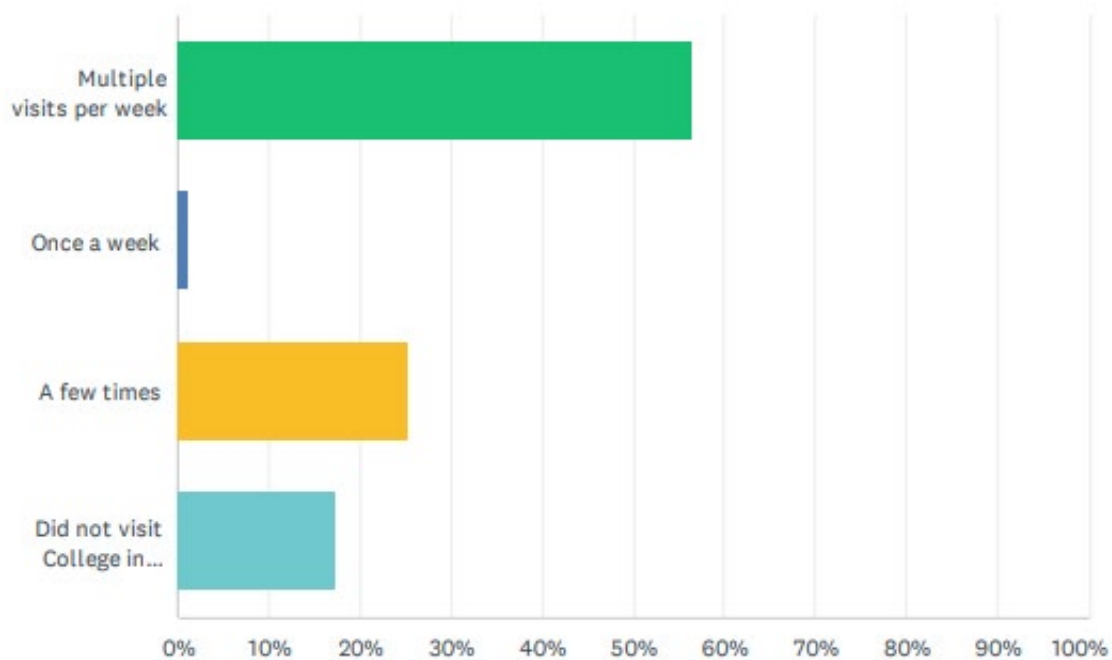
Community of Residence

The next question asked where respondents resided. About 33% lived in Cloquet, while close to 60% were somewhere within Carlton County; beyond that, nearly a quarter of respondents were in Duluth or surrounding areas in southern St. Louis County, while another 5% came from Superior or Douglas County. Ten percent of respondents lived outside these areas, with responses including Pine County, Mille Lacs Band of Ojibwe tribal lands, Aitkin County, and northern St. Louis County, along with a few other locations further afield.

Community	Percent
Cloquet	33.1%
Duluth/Southern St. Louis County	24.6%
Other Community	10.2%
Elsewhere in Carlton County	10.2%
Carlton	7.6%
Esko	5.1%
Superior/Douglas County	5.1%
Fond du Lac Reservation	4.2%

TIME ON CAMPUS

Two questions explored how often visitors come to campus, and for what purpose. Over half of respondents are on campus multiple times a week, while just over a quarter visit a few times a month. About 18% of respondents do not visit regularly but either attend classes or events remotely or are otherwise engaged with the college as community members.



Reasons for Visiting Campus

The most frequent reasons for visiting campus were not necessarily classes; nearly half of respondents came to attend community or cultural events, or some sort of meeting. About of third marked “other reasons,” with a majority of that group using the comments to say they came to campus for work. However, many gave other reasons for visiting, including presentations, child care, board meetings, work as a counselor, or to offer tutoring.

Response	Percent
Attended a community or cultural event on campus	49.4%
Attended a meeting on campus	49.4%
Attended a class on campus	43.7%
Visited campus for other reasons	33.3%
Attended a class online	32.2%
Attended a sporting event on campus	13.8%
Visited campus to learn more about educational programming	6.9%
Attended a community or cultural event online	5.8%

SWOT Analysis

The survey includes an analysis of strengths and weaknesses of the college, along with identification of external opportunities and threats it faces. Responses were clumped into categories and are listed in approximate order of frequency.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Student supports • Faculty and staff • Small, supportive campus • Setting and facilities • Inclusive and welcoming • Integration of Native American culture • Serving non-traditional students; CITS and PSEO • Providing access to higher education • Communication • Cost 	<ul style="list-style-type: none"> • Limited courses/degree programs • Support for vulnerable students • Stretched thin administratively • Lack of campus community • Academic requirements/standards • Leadership turnover/void • Technology support • Location and accessibility • Siloed departments • Focused on single culture • Unsupportive faculty and staff • Hiring processes
Opportunities	Threats
<ul style="list-style-type: none"> • Greater employer engagement • Expanded marketing and recruitment • New programs • Strengthen ties with Fond du Lac • Community events and partnerships • New funding opportunities (grants, state, federal) • Deepen campus community • More flexible scheduling/more online education • Child care or parenting groups • Pathways to further education • More scholarships • Expand transportation/accessibility 	<ul style="list-style-type: none"> • Mismatch between programs and available jobs • Students not seeking higher ed (burnout, generational divides) • Politicization of higher ed • Staffing and workforce • Local demographic trends • Competition from other colleges & online alternatives • Changing technology and AI • Campus and forest maintenance • Increasing bureaucracy • Negative publicity • Lack of awareness • Issues within particular departments

MISSION, VISION, AND CORE VALUES

Next, respondents were asked about FDLTCC's current mission, vision and core values. Recognition of the statements was relatively low, but respondents tended to agree strongly with the sentiments they expressed.

VISION

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

- 62% recognize this as the vision statement
- 91% feel the statement is relevant

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.

- 70% recognize this as the mission statement
- 96% feel the statement is relevant

CORE VALUES

Respect (Manaaji'idiwin)

Integrity (Gwayakwaadiziwin)

Stewardship (Ganawenjigewin)

Innovation (Maamamiikaajinendamowin)

Compassion (Zhawenjigewin)

- 83% recognize these as the value statements
- 96% recognize them as relevant

To achieve this mission, we will...

The mission statement included several elements that FDLTCC sought to do to advance the mission. The survey asked respondents to rate progress on each of these elements, and their responses are summarized in the table below.

	Considerable Progress	Some Progress	Little Progress	Not Sure
Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.	49%	33%	2%	16%
Respectfully promote the language, culture and history of the Anishinaabeg.	70%	18%	1%	11%
Provide programs which will celebrate the cultural diversity of our community and promote global understanding.	52%	34%	5%	9%
Promote a sense of personal respect and wellness.	55%	31%	5%	9%
Provide technological opportunities and experience, preparing students for the future.	48%	36%	6%	10%
Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.	52%	29%	4%	15%

PRACTICAL VISION

The next section of the survey asked participants to consider the question: *“What do you want to see in place in 3 years as a result of our strategic planning actions?”*

Responses clustered into the following themes:

- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions**, addressing the prompt *“What may be blocking or holding us back from moving toward your practical vision?”*

Responses include:

- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *“What innovative things (actions, programs, or efforts) can our community and staff do, create or take one to move your Practical Vision ideas into accomplishments?”*

Seven aggregated strategic direction ideas emerged:

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships