

Fond du Lac Tribal and Community College

2010 -2012 Strategic Plan



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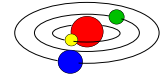
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Strategic Plan Background



The COLLEGE: A unique path to knowledge

The Fond du Lac Tribal and Community College is the only Tribal College and Community College partnership in the nation. It is a student-centered college rooted in Anishinaabe values and culture with a history of academic accountability and fiscal responsibility. The college is committed to developing a confident, self-assured, culturally diverse student body challenged to confront local, tribal and global responsibilities and has successfully served its regional community for over two decades. The faculty and staff at the college 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 ways of thinking 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.

The STRATEGIC PLAN: A collective path to education excellence

Since October 2008, the entire College community has mobilized to assure that Fond du Lac Tribal and Community College continues its strong and unique service to the community. A Strategic Plan has served as the roadmap for development. At the start of the process, community and college stakeholders identified ten key reasons why planning was critical at this juncture of the Fond du Lac Tribal and Community College journey:

We wish to chart our own course:

1. *Be proactive* and control our development versus simply reacting to outside forces
2. *Develop* a framework for future growth that gives us clear clues for day-to-day, operational decision-making
3. *Create* a written plan to answer “where are we going?” because unwritten plans are simply a dream

We wish to build and maintain our unique role and service responsibilities:

4. *Assure* that we meet the requirements and opportunities of our partnership, tribal college and land grant status
5. *Meet* the requirements/goals of the MN State Colleges and Universities and the Higher Learning Commission
6. *Enhance* and redefine how our institution fits into our communities – local, tribal and worldwide
7. *Differentiate* ourselves from any other institutions

We wish to initiate continuous and collective responsibility for improvement and leadership

8. *Incorporate* all perspectives in mapping out a future for the college – and continue to do so
9. *Set up* a practice of analyzing data, measuring performance, accountability and increasing effectiveness
10. *Provide* a catalyst and demonstration of how all parts of the college can plan and think strategically

The 2008-2010 Strategic Plan was developed with the direct involvement of over one hundred members of the college and the community. In eight focus groups, participants assessed the current strengths and challenges of the College and recommended possible future directions. Based on the input, a team of 30 people from across the college drafted a 3-5 year directions, 1-2 year strategies and a 6-12-month action plan. Action committees were assigned to implement needed improvements in three key directions of the vision - *strengthening* foundational partnerships, *delivering* responsive education and *supporting* student service capacity.

The 2010-2012 Strategic Plan re-commits the College to the three key directions with focused new goals and action priorities. The plan builds on the momentum and progress of the previous months and was developed in May 2010 by the Leadership Team, representatives of all previous planning committees and other planning initiatives - Academic Master Planning, Core Competencies Assessment Team, Master Facilities Planning and Lean Student Services Process – using the following steps:

1. *Evaluate* the results of improvement actions taken since 2008 and *debriefed* lessons learned about effective change-making
2. *Assess* the external trends and challenges that will impact college operations in the next biennium
3. *Carry over* important initiatives still in process and *target* concrete, actionable goals and action priorities for the next two years of college development
4. Delegate implementation responsibility to teams of faculty, staff and administrators

Plan At-A-Glance

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* scholarships 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

Strategic Road Map

1-2 Year Priority Actions: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	2-3 Year Goals What are expected results and outcomes?
Direction I: <i>Enhance Partnership Foundations</i>	
See Details PP. 10-11	
A. <i>Pursue an equal and reciprocal collaboration with the tribe:</i> Continue to strengthen the tribal partnership as the most critical partner of the college	
<ol style="list-style-type: none"> 1. Establish dual communication and dialogue on an ongoing basis (face-to-face, written, etc.) 2. Continue implementation of the Memorandum of Understanding 3. Respond to, refer and fulfill requests 4. Establish and measure the response process 5. Assist the tribe with Land Grant initiatives 	<ol style="list-style-type: none"> A. Increased mutual trust and responsiveness to requests for collaboration initiated by the tribe B. Mutual recognition as a true partner C. Shift from co-governance to effective partnership operations
B. <i>Interact proactively with all key community partners and stakeholders:</i> Establish close working relationships with key community partners and stakeholders to meet and support mutual education needs	
<ol style="list-style-type: none"> 1. Continue regular communication to the community about college activities and initiatives 2. Ensure early dual involvement with internal and external stakeholders 3. Set up an Advisory Group 	<ol style="list-style-type: none"> A. Ongoing partnership relationships and activities strengthened and mutual benefits optimized B. Active advisory group established to help inform and guide college development
C. <i>Lead cross-cultural education in the college and community:</i> Renew and expand the cultural activities, training, modeling and practices that are our uniqueness	
<ol style="list-style-type: none"> 1. Offer, track and communicate existing, ongoing cultural events, opportunities and programs actively 2. Expand opportunities for cultural awareness to educate internally at the college and externally in the community 	<ol style="list-style-type: none"> A. Continued and visible offering, tracking and communication of cultural events, opportunities and activities B. New initiatives explored and initiated to take cross-cultural leadership to the next level of depth and breadth

Plan At-A-Glance Continued

1-2 Year Priority Actions: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	2-3 Year Goals What are expected results and outcomes?
Direction II: <i>Deliver Responsive Education</i>	
See Details PP. 12-13	
A. Increase and monitor student success: <i>Increase student graduation, transfer or completion of other goals by managing, supporting and measuring the success of every student from entry to exit</i>	
<ol style="list-style-type: none"> 1. Coordinate student success measures 2. Develop new student support/retention strategies 3. Develop long-term enrollment/recruitment goals and activities based on enrollment study 4. Pursue grant resources 5. Complete basic reporting process 	<ol style="list-style-type: none"> A. Appropriate measures of student success identified and established - graduation, transfer and other completions B. Data gathered and used to show and prove results C. A system set-up to manage each student's progress D. Needed services set-up to support student success
B. Increase options for students: <i>Assure education options that are relevant and responsive to students and the community</i>	
<p>Set up an ongoing effort (group) to increase effective education options</p> <ol style="list-style-type: none"> 1. Identify roadblocks to student success and improve identified areas of weakness 2. Explore new education content and delivery options 3. Establish working academic partnerships 4. Seek resources 	<ol style="list-style-type: none"> A. Deepened, coordinated and more flexible program opportunities including certificate options, licenses, etc. B. Education programs responsive and attentive to student and workforce needs C. Diversified and effective delivery options D. Organized and effective academic outreach
C. Establish assessment processes for all aspects of college operations: <i>Create effective measurement process for program and institutional level assessment of core competencies</i>	
<p>Continue to improve and deepen assessment practices</p> <ol style="list-style-type: none"> 1. Refine data collection method of classroom-based rubrics 2. Continue to refine broad Competencies Across the Curriculum assessment tool 3. Draw lines between classroom, program, and institutional assessment of core competencies 4. Align portions of CCSSE and SENSE surveys with core competencies assessment 5. Identify external measures that link to FDLTCC's core competencies 6. Regularize reporting to public about assessment of student learning 7. Continue to implement Assessment of Student Learning Strategic Work Plan 	<ol style="list-style-type: none"> A. Core competencies established for academic, student services and all other aspects of campus operations B. Campus-wide awareness and implementation of competencies C. Ongoing tracking and coordination of assessment of competencies
Direction III: <i>Support Service Capacity</i>	
See Details PP. 14-16	
A. Build fiscal stability: <i>Continue aggressive and collective attention to the financial foundations of the college</i>	
<ol style="list-style-type: none"> 1. Maintain transparency and CFI figures 2. Intensify budget management 3. Develop a plan for using all available financial resources 4. Use innovative ways to expand staffing capacity 	<ol style="list-style-type: none"> A. Needed revenues generated in unstable times B. Full reserve goal achieved C. Continued use of a transparent, broad-based budget process
B. Improve student services continually and intentionally : <i>Continue the Lean Improvement Process in order to constantly improve the quality, capacity, variety and cost-effectiveness of student services</i>	
<ol style="list-style-type: none"> 1. Implement the <i>Lean</i> process on an ongoing basis and revisit periodically 2. Build in ongoing measurement mechanisms to assess and monitor services improvement 	<ol style="list-style-type: none"> A. <i>Lean</i> improvement process continued, implemented and assessed B. Process participation expanded to all personnel at the college
C. Maintain and improve campus facilities and grounds: <i>Protect and improve facilities and the environment to optimize the campus experience</i>	
<ol style="list-style-type: none"> 1. Complete the updating of the Master Facilities Plan 2. Identify facility improvements that align with the Master Plan 3. Identify common expectations for helping to keep facilities clean 4. Develop a plan for forest management 	<ol style="list-style-type: none"> A. Investments made in cleaning and mechanical maintenance B. Facilities Master Plan implementation underway C. Facilities remodeled to meet academic and service needs D. Assure spaces that are environmentally friendly and address health issues E. Active forest management on campus in progress
D. Establish common expectations for a respectful learning environment: <i>Establish individual expectations for members of the campus community based on the mission and values of the college</i>	
<ol style="list-style-type: none"> 1. Identify individual expectations based on the core values of the college 2. Develop a plan to communicate and promote individual expectations across the campus. 3. Provide communication and training in process and practices that implement our mission and values 	<ol style="list-style-type: none"> A. Individual expectations identified, communicated, understood and practiced by ally B. Benefits and impacts of instituting expectations evaluated and measured

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* scholarships 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

Status Assessment: 2008-2010 Achievements



The detailed results of all strategic actions taken since 2008 are listed in Appendix A. The following is a narrative evaluation of the overall progress made in the past two years of implementing the strategic plan and improving college operations.

ACHIEVEMENTS: What have we accomplished with our action overall?

A. Effective ACTION:

- We have come a long way....
- We identified areas that need improvements and proceeded to make the changes
- A lot of work has been done in a short time and progress has been made in all strategic areas
- We kept our nose to the grindstone and will continue to do so

B. Big picture AWARENESS

- We have realized that what we do makes the difference for the college
- Everyone is so much more aware of all aspects of the college – the big picture
- We became more engaged as a whole with more people taking responsibility and ownership of the college
- We are sweating the small stuff less and concerned more about the big picture and the future of the institution

C. College-wide COLLABORATION:

- The process has been inclusive of all people and departments. Everyone has been asked for input and they have provided input
- Teams and work groups continued to get together and report out progress
- Interweaving happened as we were implemented action items. We recognized intersections, aligned strategies and projects and avoided duplication of effort
- We proved that we can move forward farther and more effectively as a group and plan to do so in the next phase of college development

D. Data-driven DECISION-MAKING

- We are more aware of data and getting more practiced at using it
- We've become better at the "strategic thing;" collectively evaluating where we are and identifying needed next steps that affect the institution

E. Improved EDUCATIONAL SERVICE

- We are serving students and the community better
- We are healing our relationship with the tribe and continue to develop a respectful partnership
- We are finding our voice. We have become better at knowing , improving and expressing who we are
- As a result of all the work and action, more external opportunities are coming our way

LESSONS LEARNED: What have we discovered about strategic planning and action?

1. It takes everyone – we can and need to share ideas
2. It takes substantive energy and time
3. It takes addressing things we may not have dared to address before
4. It takes having a formal, written plan and clear accountability
5. It takes stating things in a way that asks "what is measurable? what does success look like?"
6. It takes acting and decision-making based on data
7. It takes understanding this is truly a scientific experimentation process - getting bad data, not meeting goals, making errors, etc. is OK!

Status Assessment: Current Advantages and Opportunities



A. Serving underserved students at an opportune time

- Student population; we serve mainly underserved students
- The underserved student population is a major focus at the state and federal levels
- Increased funding opportunities for serving underserved students; now can do the service
- Got our feet wet on some initiatives such as Minnesota Engagement Institute; Gates Foundation (advising); graduation rates initiative AGI; student loans – Pell Grants/ community colleges serving minorities

B. Strong partnership track record and new opportunities

- We are a young institution that has not over-tapped the resources in the community
- Strong existing and potential partnership opportunities
- Good public schools relationships; many now seek partnerships due to their budget cuts; new superintendents
- Continued Tribal partnership
- Private sector and company partnerships formed because we are a very cost-effective training and politically correct resource
- Many banks are open to alliances that promote and educate for financial literacy
- Potential to partner with other institutions that have not seen us as an academic asset yet
- We have transfer relationships with four-year institutions that rely on us for students

C. Cultural leadership as a distinctive advantage in a diverse and evolving society and social mindset

- Cultural leadership is a priority at this college
- Societal awareness and movements are emerging that align with the Anishinaabe culture. We need to pay attention and take advantage of this trend
- As we build our tribal and community college identity, we gain momentum from a student body that continues to diversify in backgrounds and cultures

D. Internal competence, initiative and resolve

- Depth of talent in our administration, staff and faculty
- Volunteer efforts are in place such as *Safe and Green*
- The time is right and the institution is ready because we have to and desire to be; we are fighters in fight mode
- We have the ability to think about things and make needed changes in how we operate
- Lean* process is in place for constantly improving student service
- As we have retirements, new hiring opportunities allow for a new look at what is needed and gain from the budget implications and other benefits of bringing in a new generation of faculty

E. System support and understanding for a unique college

- Current relationships with the system are good at several levels; they know our institution and understand the uniqueness of FDLTCC
- There seems to be system willingness to broaden success measures for students

F. A state-of-the-art facility that attracts students and enhances education

- The college building is new, beautiful and a “draw”
- Facilities planning enables focus on remodeling to support active and collaborative learning styles

Status Assessment: Present Challenges and Threats



A. Increasing student support needs of our diverse and underserved population

- Losing existing and added resources to serve the diverse and underserved population
- Increasing number of students unfamiliar and unprepared for college-level education; how do we serve them better?
- Aligning with the system goals and success measure that focus solely on graduation and transfer rates
- Need better measures and tracking for student success using a broader range student goals and intents

B. Pressures and tensions on cultural continuity and leadership

- Cultural leadership is a priority but getting students to participate in activities and opportunities outside class is a challenge – especially those new to the campus
- Regular jobs and ongoing development work leaves less to no time for staff and faculty time to attend cultural events
- The “western” pressures and forces we need to comply with tend not to align well with Anishinaabe culture.
- Diversity has increased and has brought new challenges to operating as a community of multiple cultures

C. Need for effective partnership management

- Now is the time to “do” all our relationships very well
- As we seek partners and support, we need to clearly identify what we need as a college – from educational support to jobs for students
- Need to pay attention to the Tribal partnership and implications of a tribal technical college in the works

D. Expected system-level changes in leadership and financial status

- Transition to a new Chancellor in 1-2 years
- Tremendous unknowns of finances with major deficits The projection known as “the cliff ” predicts the good scenario as a budget cut of \$6-8 billion
- There may be major system-level directives; “tough stuff” such as the potential for campus closings

E. Assuring needed facility maintenance and expansion

- Keeping the new and beautiful building and facilities maintained and growing
- The challenges of considering structural changes to accommodate service and academic needs. Need to avoid losing our facilities’ uniqueness through expansion
- With increased activities, partnerships etc. the campus will need more parking and space for events

F. Continued need for internal cooperation, agility and coordination in order to make needed changes

- This is the time to implement real and effective changes. Narrow focus on daily tasks will hinder taking responsibility for the whole
- We need to embrace the realism of being able to wear multiple hats
- Lean Process has identified decision-making gaps and processes that need to be improved
- Faculty focus on teaching makes it difficult to stay on top of all that is happening at the college. We need keep faculty on board and invite participation in Lean projects and other key campus action priorities

G. Planning for succession of faculty and staff in a way that sustains our values and distinctive competence

- The faculty is getting older; we need to prepare for a significant transition
- In planning for succession; we need to clarify the hiring qualifications and requirements that sustain our values, advantages, assets and uniquenesses
- Need to assure effective knowledge transfer and management to maintain the campus culture
- Need to address the deferred compensation challenges



2010-2012 Direction I: *Enhance Partnership Foundations*

1-2 Year Priority Actions: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	2-3 Year Goals What are expected results and outcomes?
<p>A. Pursue an equal and reciprocal collaboration with the tribe</p> <p>Continue to strengthen the tribal partnership as the most critical partner of the college</p>	
Implementation Leadership: Larry Anderson, Convener.	
<ol style="list-style-type: none"> 1. Establish dual communication and dialogue on an ongoing basis (face-to-face, written, etc.) 2. Continue implementation of the Memorandum of Understanding 3. Respond to, refer and fulfill requests 4. Establish and measure the response process 5. Assist the tribe with Land Grant initiatives 	<ol style="list-style-type: none"> A. Increased mutual trust and responsiveness to requests for collaboration initiated by the tribe B. Mutual recognition as a true partner C. Shift from co-governance to effective partnership operations
<p>B. Interact proactively with all key community partners and stakeholders</p> <p>Establish close and regular working relationships with key community partners and stakeholders to meet and support mutual education needs</p>	
Implementation Leadership: Larry Anderson, Convener. (FDLTCC Foundation, CT/CE)	
<ol style="list-style-type: none"> 1. Continue regular communication to the community about college activities and initiatives <ul style="list-style-type: none"> <input type="checkbox"/> Highlight and promote academics to the public <input type="checkbox"/> Communicate strategic goals and accomplishments to the larger community <input type="checkbox"/> Monitor and continue to evolve the government affairs strategies 2. Ensure early dual involvement with internal and external stakeholders <ul style="list-style-type: none"> <input type="checkbox"/> Engage College in Schools <input type="checkbox"/> Conduct outreach and seek grants to support working alliances <input type="checkbox"/> Expand customized training 3. Set up an Advisory Group <ul style="list-style-type: none"> <input type="checkbox"/> Identify potential stakeholders and members (internal and external). Include Tribal (reservation), business, political, cultural and academic sectors <input type="checkbox"/> Identify group role and mission. Establish a clear role as an advisory vs. a governance-related group <input type="checkbox"/> Identify manageable group size, make-up and process <input type="checkbox"/> Invite members and initiate the Advisory Group 	<ol style="list-style-type: none"> A. Ongoing partnership relationships and activities strengthened and mutual benefits optimized B. Active advisory group established to help inform and guide college development <ul style="list-style-type: none"> <input type="checkbox"/> Information and connections generated to keep to keep our fingers on the pulse of the community <input type="checkbox"/> Assure and institution-wide focus that incorporates project/program specific partnerships



2010-2012 Direction I: *Enhance Partnership Foundations* Continued

1-2 Year Priority Actions:

What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?

2-3 Year Goals

What are expected results and outcomes?

C. *Lead cross-cultural education in the college and community*

Renew and expand the cultural activities, training, modeling and practices that are our uniqueness

Implementation Leadership: Larry Anderson, Convener.

1. Offer, track and communicate existing, ongoing cultural events, opportunities and programs actively
2. Expand opportunities for cultural awareness to educate internally at the college and externally in the community
 - Take advantage of emerging societal awareness/movements that align with the college mission and values
 - Acknowledge the rich cultural assets and challenges of a diverse campus as an opportunity for in-depth dialogue and active demonstration of respectful cooperation and meaningful inter-cultural interaction

- A. Continued and visible offering, tracking and communication of cultural events, opportunities and activities
- B. New initiatives explored and initiated to take cross-cultural leadership to the next level of depth and breadth



2010-2012 Direction II: *Deliver Responsive Education*

1-2 Year Priority Actions:

What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?

2-3 Year Goals

What are expected results and outcomes?

A. *Increase and monitor student success*

Increase student graduation, transfer or completion of other goals by managing, supporting and measuring the success of every student from entry to exit

Implementation Leadership: Manage Enrollment Team. Conveners: Anita Hanson and Tom Urbanski

1. Coordinate student success measures
 - Identify success measures
 - Monitor graduation, transfer and completion date
 - Develop and use appropriate data collection
2. Develop new student support/retention strategies
 - Identify existing strategies (A.A., PROP, EARS, class lists, Academic Seminar, etc.
 - Develop needed new student support retention strategies
 - Define, design and implement college-wide support by improving every step of the process - registration, advisement, scheduling process
 - Improve follow-up contacts to at-risk students
 - Include 'student loan default' in follow-up phone calls with at-risk students
 - Improve tracking efforts of CIHS students
3. Develop long-term enrollment/recruitment goals and activities based on enrollment study
 - Establish goals for retention and enrollment
 - Establish enrollment figures with administration; seek other groups to be part of a discussion to answer the key question: What is the service/building capacity?
 - Establish a focused effort for American Indian student recruitment
4. Pursue grant resources
 - Grant Implement 2nd phase of Noel Levitz project – grant?
 - Engaging Budget Committee to get tasks completed
5. Complete basic reporting process
 - Finalize jargon for Anita and Tom's Report
 - Follow-up report written by Tom and Anita (basic set of information we will track over the years)

- A. Appropriate measures of student success identified and established - graduation, transfer and other completions
- B. Data gathered and used to show and prove results
- C. A system set-up to manage each student's progress
- D. Needed services set-up to support student success



2010-2012 Direction II: *Deliver Responsive Education* Continued

1-2 Year Priority Actions: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	2-3 Year Goals What are expected results and outcomes?
B. Increase options for students Assure education options that are relevant and responsive to students and the community	
Implementation Leadership: Education Priorities. Convener, Anna Fellegly (assessment committee, program coordinators, institutional research, online committee, CT/CE, College in the High Schools, Red Lake faculty and administration)	
Set up an ongoing effort (group) to increase effective education options 1. Identify roadblocks to student success and improve identified areas of weakness 2. Explore new education content and delivery options <ul style="list-style-type: none"> <input type="checkbox"/> Team teaching, paired courses, paired classroom activities, method share practices, new approaches to classroom instruction <input type="checkbox"/> Improve effectiveness of online offerings; technology requirements <input type="checkbox"/> Develop infrastructure between education and workforce <input type="checkbox"/> Explore/expand internships and other community-based opportunities across disciplines 3. Establish working academic partnerships 4. Seek resources <ul style="list-style-type: none"> <input type="checkbox"/> Target institution education grants and government contracts to develop infrastructure <input type="checkbox"/> Target support for professional development of faculty, staff, and administration 	A. Deepened, coordinated and more flexible program opportunities including certificate options, licenses, etc. B. Education programs responsive and attentive to student and workforce needs C. Diversified and effective delivery options D. Organized and effective academic outreach
C. Establish assessment processes for all aspects of college operations Create effective measurement process for program and institutional level assessment of core competencies	
Implementation Leadership: Education Priorities. Convener, Anna Fellegly (assessment committee, program coordinators, Institutional Research, FDLTCC faculty)	
Continue to improve and deepen assessment practices <ol style="list-style-type: none"> 1. Refine data collection method of classroom-based rubrics 2. Continue to refine broad Competencies Across the Curriculum assessment tool 3. Draw lines between classroom, program, and institutional assessment of core competencies 4. Align portions of CCSSE and SENSE surveys with core competencies assessment 5. Identify external measures that link to FDLTCC's core competencies, such as portions of licensure exams and transfer data that include assessment of communication and problem solving 6. Regularize reporting to public about assessment of student learning 7. Continue to implement Assessment of Student Learning Strategic Work Plan 	A. Core competencies established for academic, student services and all other aspects of campus operations B. Campus-wide awareness and implementation of competencies C. Ongoing tracking and coordination of assessment of core competencies



2010-2012 Direction III: *Support Service Capacity*

1-2 Year Priority Actions:

What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?

2-3 Year Goals

What are expected results and outcomes?

A. *Build fiscal stability*

Continue aggressive and collective attention to the financial foundations of the college

Implementation Leadership: Stephanie Hammit, Convener. (Budget Committee)

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Maintain transparency and CFI figures <ul style="list-style-type: none"> <input type="checkbox"/> Continue the budget committee <input type="checkbox"/> Report out on a regular basis <input type="checkbox"/> Provide training on the budget; train on how to find information 2. Intensify budget management <ul style="list-style-type: none"> <input type="checkbox"/> Create a 5-year budget <input type="checkbox"/> Increase the reserve <input type="checkbox"/> Prioritize spending <input type="checkbox"/> When possible, increase budget to support in key areas such as facilities, IT and communications
(Provide increased (vs. adequate) resources to support communication efforts) 3. Develop a plan for using all available financial resources <ul style="list-style-type: none"> <input type="checkbox"/> Achieve academic priorities creatively without being blocked by a “no money” mindset. Increase student enrollment <input type="checkbox"/> Research and seek grants to support the mission <input type="checkbox"/> Be responsible with your spending – always make sure it is necessary <input type="checkbox"/> Partner to reduce costs 4. Use innovative ways to expand staffing capacity <ul style="list-style-type: none"> <input type="checkbox"/> Explore the use of interns to help IT <input type="checkbox"/> Review vacant positions to see if changes are needed <input type="checkbox"/> Conduct cross-training in departments <input type="checkbox"/> Build capacity based on the key needs within strategies <input type="checkbox"/> With no funding for staff, offset current staff hours | <ol style="list-style-type: none"> A. Needed revenues generated in unstable times B. Full reserve goal achieved C. Continued use of a transparent, broad-based budget process |
|---|--|



2010-2012 Direction III: *Support Service Capacity* Continued

1-2 Year Priority Actions: <small>What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?</small>	2-3 Year Goals <small>What are expected results and outcomes?</small>
<p>B. Improve student services continually and intentionally</p> <p>Continue the <i>Lean</i> Improvement Process in order to constantly improve the quality, capacity, variety and cost-effectiveness of student services</p>	
<p>Implementation Leadership: Candi Broeffle, Convener. (<i>Lean</i> Project Teams)</p>	
<p>1. Implement the <i>Lean</i> process on an ongoing basis and revisit periodically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conveners meet on a regular basis <input type="checkbox"/> Distribute reports to all <input type="checkbox"/> Expand <i>Lean</i> to faculty <input type="checkbox"/> Align the current and future projects with the strategic plan <input type="checkbox"/> Develop a solid implementation plan with timelines <p>2. Build in ongoing measurement mechanisms to assess and monitor services improvement</p>	<p>A. <i>Lean</i> improvement process continued, implemented and assessed</p> <p>B. Process participation expanded to all personnel at the college</p>
<p>C. Maintain and improve campus facilities and grounds</p> <p>Protect and improve facilities and the environment to optimize the campus experience</p>	
<p>Implementation Leadership: Mark Bernhardson, Convener. (facilities team, recycling committee)</p>	
<p>1. Complete the updating of the Master Facilities Plan</p> <p>2. Identify facility improvements that align with the Master Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Budget for major repairs <input type="checkbox"/> Define a plan for replacements to avoid emergency costs <p>3. Identify common expectations for helping to keep facilities clean</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote respect for earth, respect for self and respect the college <input type="checkbox"/> Provide tools for keeping work areas neat and clean – Central garbage receptacles, vacuum cleaning supplies, etc. <input type="checkbox"/> Encourage everyone to pick up one piece garbage on your way to the building <p>4. Develop a plan for forest management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore Potlatch for training opportunities <input type="checkbox"/> Partner with the DNR for thinning the forests 	<p>A. Investments made in cleaning and mechanical maintenance</p> <p>B. Facilities Master Plan implementation underway</p> <p>C. Facilities remodeled to meet academic and service needs</p> <p>D. Assure spaces that are environmentally friendly and address health issues</p> <p>E. Active forest management on campus in progress</p>



2010-2012 Direction III: *Support Service Capacity* Continued

1-2 Year Priority Actions: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	2-3 Year Goals What are expected results and outcomes?
D. Establish common expectations for a respectful learning environment Define our college more clearly for members of the campus and community based on the mission and values of the college	
Implementation Leadership: Leadership Team, Convener (Campus community discussions TBA)	
<ol style="list-style-type: none"> 1. Develop a core values statement for the college <ul style="list-style-type: none"> <input type="checkbox"/> Make more explicit what characterizes us as an institution, such as “hands-on” or family-like rather than an air of separation or of cold/bureaucratic 2. Communicate about the processes and practices that implement our mission and values <ul style="list-style-type: none"> <input type="checkbox"/> Structure open and regular communication; build on the foundation of transparency <input type="checkbox"/> Develop “Did you know” items in the employee and student handbooks <input type="checkbox"/> Provide general knowledge of each department for all <input type="checkbox"/> Provide cross-training and extra-training opportunities by our personnel – e.g. DARS, ISRS <input type="checkbox"/> Draw out how our mission and values are evident in other strategies including cultural leadership (I-C), creative approach to resources (III-A), facilities management (III-D), etc. 	<ol style="list-style-type: none"> A. Core values made more explicit and communicated, and practiced by students, staff and faculty B. Improved understanding of FDLTCC, especially by those new to or outside the college.

Plan Coordination



The Leadership Team will serve as the primary forum for communication and coordination in implementing the 2010-2012 Strategic Plan and all other college improvement activities. The specific roles and responsibilities include the following:

1. *Assign implementation leadership roles and responsibilities*

Delegate implementation roles in a way that matches the needs of action initiatives with appropriate positions and the preferences, interests and skills of college staff, faculty and administration and enables a broad-base of people to share the college improvement workload

- Clarify and affirm suggested team assignments identified in the plan
- Facilitate a campus-wide opportunity to sign up for 2010-2012 strategic action teams and related planning efforts

2. *Facilitate regular communication between implementation efforts and teams and the college as a whole*

Provide frequent and “hands on” interchange between implementation and improvement teams and/or team leaders. Assure that everyone in the college is aware of the 2010-2012 Strategic Plan goals, action priorities and is regularly briefed on progress using various means of communication.

- Schedule regular team reporting and coordination at Leadership Team meetings and Duty Days

3. *Establish a clear decision-making process for the implementation process*

Identify and clarify how and who reviews, refines, approves and implements action steps and changes proposed by committees and teams.

- Debrief the challenges encountered in the past 20 months and develop a supportive, reliable and timely decision-making processes for implementing recommendations and changes proposed by strategic, Lean and other improvement initiatives
- Clarify ongoing operating responsibilities of administrators and supervisors and how they differ and complement decision-making related to recommending and implementing college improvements and changes

4. *Convene cross-functional work sessions to develop action plans and address issues*

As needed, set-up forums or work sessions for issues and action areas that require clarification, problem-solving, coordination between multiple stakeholders or initiating new action initiatives. The following were identified as priority candidates for a cross-functional workshop to initiate and delegate the action:

- Expand opportunities for cultural awareness (Direction I-C)
- Establish common expectations for the campus community (Direction II-D)
- Advisory group model development (Direction I –B)

5. *Coordinate creative and collaborative sources and uses of funding and other resources*

In an era of severe resource challenges, use the Leadership Team as an ongoing venue for brainstorming, sharing, researching and pursuing existing and new sources of funding, resources and support for all college development/improvement efforts, programs, budgeting and other needs

Appendix: 2008-2010 Results of Actions Taken

A. 2008-2010 Strategic Plan Summary.....	19
B. Strategic Planning Committee Reports.....	20
C. Lean Student Service Improvement Project Reports.....	27

2008-2010 Plan Summary

3-5 Year Directions: Where do we want to be in 3-5 years? What are our goals?		
<p>“Being the best Fond du Lac Tribal and Community College” Embody and demonstrate the respect for all cultures and promotes the unique role and mission of the College</p>		
I. Enhancing PARTNERSHIP FOUNDATIONS between the state, tribe and community	II. Delivering RESPONSIVE EDUCATION to the students and community	III. Supporting SERVICE CAPACITY for student-centered education delivery
C.TRIBAL and COMMUNITY PARTNERSHIP Keep the tribal and state partnership as the essential “heart” that makes the college healthy, unique and supported by many community partnerships	A.DUCATION OPPORTUNITIES Strategically expanded and improved education opportunities that support student employability and transferability and the needs of the community	F.SERVICE PERSONNEL Sustained staff and faculty capacity to deliver legendary customer service
D.LAND GRANT EMPHASIS Understand and expand the unique opportunities of a Land Grant institution and make them an integral part of the college.	B.MANAGED ENROLLMENT A responsive, managed and competitive enrollment plan that is responsive to community needs, understood by all and self-sustaining	G.FISCAL STABILITY Proactive vs. reactive fiscal health, stability and sustainability
E.CULTURAL LEADERSHIP Constantly live, create, grow and promote a visible and holistic culture of respect that is rooted in Anishinaabe culture		H.QUALITY FACILITIES Functional facilities that are people and environment-friendly
1-2 Year Strategic Directions: What priority actions and initiatives will implement the goals?		
Strategic Directions	6-12 Month Outcomes	
<u>Strategy A:</u> <i>Manage Enrollment Growth</i> Refine and enhance a coordinated enrollment process to improve recruitment, retention, completion and transfer for a multi-dimensional student population	Enrollment study in process Recruitment goals and strategies developed and launched	
<u>Strategy B:</u> <i>Prioritize Education Strategies</i> Develop and implement a strategic plan and processes for expanding education* opportunities (*academic, co-curricular)	Customized Training survey of area needs Process developed for education opportunities programming Longer-term plan for education programming focus areas	
<u>Strategy C:</u> <i>Operationalize Partnership Systems</i> Advocate, support and maintain the Tribal-State partnership that defines, advances and enhances the institution, students and community	Successful accreditation site visit Established Tribe/State OU and communication systems Land Grant Advisory Committee and opportunities identified Long-term partnership governance systems developed	
<u>Strategy D:</u> <i>Expand Community Communication</i> Set-up and implement coordinated communication systems that enable everyone to promote college visibility – locally, regionally, statewide, nationally and globally	Calendar of campus events Short-and long term systems and processes for all to promote the College and outreach to the community Plan for regular interchange with governmental/community leaders	
<u>Strategy E:</u> <i>Fortify Service Staffing</i> Plan, project and assure staffing capacity to serve students	Short-term staffing needs identified, prioritized and hiring in process Plan developed for longer-tern staffing based on all expansion plans	
<u>Strategy F:</u> <i>Implement a Student Service Improvement Process</i> Establish an ongoing process for student service improvement	Identify priority service issues to address and develop improvement projects Implement projects and identify new ways to improve service quality, capacity and cost effectiveness	
<u>Strategy G:</u> <i>Establish Financial and Decision-making Mechanisms</i> Establish shared financial and decision-making processes to assure institution stability	Develop 2009-1010 Budget and a transparent and decentralized budget process will all trained/involved One cycle followed through. Process adjusted and revised Data-gathering plan to track college performance and make decisions	
<u>Strategy H:</u> <i>Assure Supportive Facilities</i> Update and implement the current master facilities plan in order to serve the students and community	Campus facilities committee formed Immediate facilities issues addressed Public review of Facilities Master Plan and a revised Facilities Master Plan for the long-term	

<p>A plan for communicating to all internal stakeholders And explaining the real numbers and jargon</p> <p>Retention committee efforts of Fall 2008, Spring 2009, Fall 2009 Services advisors/counselors. -Revamped Academic Alert process and started using Class Lists at the 3rd & 7th weeks to identify at-risk students.</p> <p>phone) from Student</p>	<p>The committee has met and is in the process of developing jargon language.</p>	<p>The committee needs to finalize the jargon for Tom/Anita's written report. Goal: July 1, 2010.</p> <p>Improve follow-up contacts to at-risk students (by Spring 2010.</p> <p>Include "student loan default" conversation in the phone contacts and add default info. to form letter that goes out to students</p> <p>Conversation and decisions with college administration ---on establishing enrollment figures (i.e. goals) that meet the needs of the college. So far, we've not formerly addressed this topic: "What are our ideal enrollment figures?"</p> <p>What is the service/building capacity for our facility? Other Strategic Plan groups need to be part of the conversation. Per course? Per CTE Program? Per athletic team? Etc</p>
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Strategy B: Prioritizing Educational Strategies

Leader/ Reporter: Anna Fellegy

Members: Marla Ahlgren, Candi Broeffle, Nancy Broughton, Mick Gillespie, Lyz Jaakola, Kristin Peterson, Sara Sorenson, Donna Statzell, Connie Waapels, Andy Wold

Done:	In-Progress	To Be Done
<p>Completed Customized Training Survey. Data used to inform decisions in CE/CT.</p> <p>Reviewed MnSCU program inventory for accuracy. Corrected/updated program inventory</p> <p>Reviewed articulation agreements posted at MnSCU site for accuracy. Removed outdated articulations; identified additions. Discussion also led to bullet 1 under "To be done."</p> <p>Discussed regional workforce trend data related to health occupations. Recommended that FDLTCC adopt the broad-based AS in Health Sciences offered through the system. Began discussion of certificate options in the health occupations. Also tangentially fed ideas regarding potential regional collaborations at NE CAO meetings.</p> <p>Pre-strategized for the next round of strategic planning. Began discussion of increasing flexible academic options. Program coordinators took on strategic program planning.</p> <p>Spin-offs</p> <p>Building a more effective academic outreach. Spring 2010 yielding good process-related results.</p> <p>Began regular meetings with program coordinators. Completed initial writing of program learning goals and outcomes. Improved input on scheduling. Strategic program planning on the docket.</p>	<p>Discussion of flexible academic options continues.</p> <p>Waiting for final system version of broad-based AS in Health Occupations.</p>	<p>What typically unnoticed aspects of academics can we use to further promote a positive image our academic offerings, such as articulation agreements?</p> <p>Continue discussion of workforce trends in other fields, particularly for deepening/refreshing existing programs.</p> <p>Create benchmarks for the specific areas of focus for the next two years in Prioritizing Education Strategies.</p> <p>Determine whether or not other previously suggested "visions" can be realistically developed, and if so, create benchmarks.</p>

Strategy C : Operationalize Partnership Systems

Leader/ Reporter: Larry Anderson/Donna Statzell

Members:

Done:	In-Progress	To Be Done
<ul style="list-style-type: none"> <input type="checkbox"/> Grants <ul style="list-style-type: none"> - STEM –related grants - South Central partnership involving Customized Training and Departments of Energy-and Labor - MDE grant for training to go to college - Mahnomen Grant/U of M - Albrook Partnership - NR/Tribe (?) - <i>(List other partnerships that have been continued and/or set up)</i> <input type="checkbox"/> Memorandum of Understanding (MOU) developed between Tribe and College <ul style="list-style-type: none"> - Fully implemented with some challenges - Clarifies the management of Title III grant partnerships that are available because of the Tribal partnership - sorted out who manages what <input type="checkbox"/> Tribal leaders participated actively in the HLC visit <input type="checkbox"/> Tribe/College Communication enhanced - more dialogue 	<ul style="list-style-type: none"> <input type="checkbox"/> Setting up other partnerships <ul style="list-style-type: none"> - NSF Grant in the works that needs to be put together - Department of Energy partnership for a Home Energy Auditor program - Perpich Center for the Arts partnership for an American Indian Program related to arts and culture - <i>(List other partnerships in the works)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Tribe and College partnership is still and needs to continue to be at the heart of this institution <ul style="list-style-type: none"> - Continually evolving - Need to develop the governance process – what does it mean to be tribally controlled? <input type="checkbox"/> Explore setting up an advisory “super board” for the College that includes reservation and community stakeholders

Strategy D: Expand Community Communication

Leader/ Reporter: Tom Urbanski (submitted April 14, 2010)

Members: Elizabeth Sedgwick, Sara Marie Sorenson, Sterling Rathack, Tony DeLeon, Jeannie Kermeen, Candi Broeffle, Charlin Diver, Diane Rauschenfels, Mary Soyring, Patricia Grace

Done:	In-Progress	To Be Done
<ul style="list-style-type: none"> - in meetings and planning, discussed methods to assure our group's strategies and implementation efforts embody the college mission, partnership and respect for others - canvassed entire college for annual events to build an annual events calendar; published list and distributed; used primarily at Information Window as a reference for scheduling other events - updated and re-built the college mailing list of key community leaders and business representatives, elected officials, state, tribal and private college contacts; utilized database format for ease of ongoing updating and revising - discussed potential plan/process for college employees to promote a campus event or share a possible story idea - collected examples and discussed ideas for enhancing the government affairs efforts of the college; reviewed current and past government affairs efforts of the college and individuals representing the college 	<ul style="list-style-type: none"> - final step is to put the process in writing and share with others to complete implementation - next step is to draft the plan, discuss with president and continue with existing practices and implement new strategies 	<ul style="list-style-type: none"> - increase the budget to support communication efforts

Strategy E: Fortify Service Staffing

Leader/ Reporter: Louise Lind

Members: Leah Leno, Joan Johnson, Roberta Torgerson, Diane Kauppi, Paula Hagenah, Loran Wappes, Dave Sutherland

Done:	In-Progress	To Be Done
<p>Eliminate 2 OAS intermittent clerical positions and create 1 part-time clerical position to save dollars and better serve needs of college.</p> <p>Reviewed FDLTCC hiring practices and suggested changes to incorporate into new revision.</p> <p>Compared staffing at similar size colleges to help determine numbers of staff needed in various departments.</p> <p>Staff positions created and filled: Sponsored Programs/Grant Writer, Zero to Forty advisor, Title III Assistant.</p> <p>Staff changes: New Chief Financial Officer, Student Support Services Supervisor, General Maintenance Worker.</p>	<p>Incorporate related LEAN group plans into our strategic plan. This includes: Reconfigure office Locations</p> <p>Explore option of using interns from a four year university to help in IT department</p> <p>Ongoing review of staffing as positions change or are vacant to see if they still meet our needs or if changes are needed.</p> <p>Organizational chart is being reviewed, and new administrative positions are being developed. The new supervisory positions will change the basic structure of the organizational chart.</p> <p>Vacant Student Support Services advisor position needs to be filled.</p>	<p>Incorporate related LEAN group plans into our strategic plan. This includes:</p> <ul style="list-style-type: none"> • Having LEAN/Departments/Programs report at student services meeting • Cross train departments • Review lunch coverage <p>Fill vacant advisor position Meet challenges of 2012 budget crisis</p> <p>Prioritize hiring needs – this is difficult with current budget restrictions.</p>

Strategy F: Implement LEAN Student Service Improvements

(See Lean Project Progress Report pp. 27-31)

Coordinator: Candi Broeffle

Members: See list of project conveners and team members in the appendix

Done:	In-Progress	To Be Done

Strategy G: Financial Decision-Making Mechanisms

Leader/ Reporter: Stephanie Hammitt

Members: Combined Budget Committee with Strategic Plan Committee. **Members include:** Joan Johnson, Mary Gayle Pucel, Rae Sullivan, Paula Hagenah, Mary Monson, Brian Clark, Loran Wappes, Tom Urbanski, Kathie Jubie, Louise Lind, Larry Anderson

Done:	In-Progress	To Be Done
<ul style="list-style-type: none"> • Established Budget Committee • Established Budget Wheel in FY09 for planning purposes and has been used each year since. • Budget by cost center posted publicly for all campus to view. • Reports sent out quarterly and available upon request. • Annual Budget requests sent out to all faculty and staff so they can list needs and priorities. • Budget is a focus in many meetings with attempts to align spending priorities with planning initiatives. • Budgets were submitted to MnSCU by deadline for both FY09 and FY10. • New operating processes have been established and followed. • Tribal College Grants that have been awarded are following the MOU with the Tribe and being accounted for at FDL Reservation Accounting Office in partnership with FDLTCC CFO. 	<ul style="list-style-type: none"> • Budget reports are reviewed and adjusted according to constituent’s needs and questions. • Campus-wide budget reports are issued rather than departmental reports. • 5-year budget plan is being developed. Requests were sent to all faculty and staff to be used in budget preparation and for planning purposes. • Budget reserve is still a priority but need to get to 5%. Reserve should be at \$150,000 by end of FY10. • Developing reports that are used for decision-making including but not limited to the following: <ul style="list-style-type: none"> College in The Schools Athletic Reports Adjunct Costs Master Schedule Costs • Reviewing differential tuition with program directors. • Resolve remaining audit findings in preparation for Higher Learning Commission visit. • Evaluate current financial practices for ease and use by staff and faculty. • Exploring grant opportunities and other sources of revenue or program support. 	<ul style="list-style-type: none"> • Timelier reports to staff • Reports on CE/CT, Bookstore, and Housing need to be developed and communicated to staff/faculty. • Annual Report needs to be developed and issued to campus constituencies. • Create and issue the 5-yr budget plan to all staff and faculty. • Refine any current practices for ease and use by staff and faculty. • Exploring grant opportunities and other sources of revenue of program support.

Strategy H :Assure Supportive Facilities

Leader/ Reporter: Mark Bernhardson

Members: Mark Bernhardson, Bryan Jon Maciewski, Andy Wold, Scott Lyons, Brad Bohlmann, Nancy Broughton, Margaret Roth

Done:	In-Progress	To Be Done
<p>Fire & Life Safety survey completed. Currently working on minor corrections. There were no findings that warranted immediate action.</p> <p>OSHA survey completed. Working on minor corrections.</p> <p>MPCA survey completed. Working on minor corrections.</p> <p>Security survey completed. Recommendations from surveyor are under consideration.</p> <p>OCR (Office of Civil Rights) self audit completed. ADA compliance issues identified and corrected. Currently reviewing code for complete compliance.</p>		<p>Internal & External Signage</p>

Fond du Lac Tribal and Community College

Progress Report on *Lean* Projects

March 5, 2010



Overview

Meeting Purpose:

Conveners of the Student Services *LEAN* Improvement teams met March 5, 2010 to debrief the progress made in implementing service improvement projects and assess how the improvement efforts have contributed to achieving Strategic Plan goals and priority directions.

Meeting Results:

A. **Debriefing Lean Action:** *What are achievements and progress underway?*

Each team reported on:

- What has been done,
- What in progress and
- What is yet to be done.

The details of the progress are listed in the next pages.

Overall, the group concluded that a lot has been accomplished. Members of the *LEAN* teams have expended a great deal of productive energy and time researching improvement needs, developing options and identifying improvement solutions. Many projects are ready to be implemented and will require a change in how and where services are conducted. Implementing recommendations will now require leadership direction and college-wide coordination.

B. **Connect to College Strategies:** *How do Lean efforts support Strategic Directions?*

LEAN Relationship to the Strategic Plan: The group reviewed the 2008-2010 Strategic Plan and discussed how the *LEAN* efforts have contributed to implementing the Strategic Plan. They agreed that the *LEAN* process of improving student services has helped implement Strategy E: Fortify Service Staffing - Plan, project and assure staffing capacity to serve students. However the effort has really been an additional and critical strategy on its own.

- Quality, customized student service is foundational element of the FDLTCC mission and vision. Improving
- Student Service should be treated as a key strategy and continued in the 2010-2015 Strategic Plan

LEAN Reporting at the Planning Session: The conveners discussed how the *LEAN* Student Service Improvement progress will be communicated:

- The debriefing results of the project progress report will be written-up and distributed to all conveners for review and refinement
- The LEAN report will be presented by Candi Broeffle on behalf of all the teams at the planning session
- Handouts should include the collective project report and any models or materials that are ready to share and important for the college-wide group to see such as:
 - Lean Project and Team list
 - The Student User-Guide
 - The Direct Service Roles and Responsibilities Spreadsheet
 - Others?

Conveners should decide what hand-outs would be essential to share as a part of the planning session.



Progress Report on *Lean* Projects

Done:	In-Progress	To Be Done
I. Increase Student Self-Service Capacity		
Provide User Guides for Students		
<input type="checkbox"/> User Guide developed – Includes student e-service menu	<input type="checkbox"/> User Guide bring reviewed and refined – Getting feedback from stakeholders – Ready to roll-out soon	<input type="checkbox"/> User Guide roll-out – Student distribution plan – Getting all staff notified <input type="checkbox"/> Create a process for updating and improving the User Guide on an ongoing basis
Set up Student E-services		
<input type="checkbox"/> Three computers moved to the registration areas		<input type="checkbox"/> Develop a plan for adding more student e-services <input type="checkbox"/> Include library services <input type="checkbox"/>
Integrate Outreach Site Operations		
<input type="checkbox"/> Improved working relationship to the Red Lake site: – Direct contact between site/main campus contacts eliminates communications issues – Mirroring systems – Face-to-face staff orientation <input type="checkbox"/> Decision to not go to the Mille Lacs site but have it served in other ways due to : – Cost considerations, – Availability of other resources, – Enabling the best possible option to a tribal connection and – Providing optimal customer service	<input type="checkbox"/> Developing a model for all current and future outreach sites <input type="checkbox"/> Developing online applications for Red Lake	<input type="checkbox"/> Develop consistency in the College In High Schools process – Putting all pieces together – Getting better but need more information/organization and 1-to-1 contact enforcement
II. Diversify Campus Services		
<input type="checkbox"/> ATM in place <input type="checkbox"/> More student sundries in the store <input type="checkbox"/> Survey for deli food and services <input type="checkbox"/> Student added to the committee	<input type="checkbox"/> Working out the bugs in the ATM use and its impacts – need for change for \$20 bills, addressing machine noise, etc.	<input type="checkbox"/> Develop an ongoing ATM “operating and maintenance” plan <input type="checkbox"/> Develop a criteria and process for WHEN , WHY and HOW to add new services <input type="checkbox"/> We may need to require getting bids for auxiliary campus service vendors



Progress Report on *Lean* Projects Continued

Done:	In-Progress	To Be Done
III. <i>Improve Frontline Service Access</i>		
Roll-out Enhanced Website		
<input type="checkbox"/> Identified gaps in current website <input type="checkbox"/> Information requests sent to all departments <input type="checkbox"/> Some new information is up i.e. schedules	<input type="checkbox"/> Waiting for requested information	<input type="checkbox"/> Develop a chart that shows a schedule for when and who is responsible for updating information on an ongoing basis <input type="checkbox"/> Continue to look at ways to optimize the website as a n information and service tool <ul style="list-style-type: none"> - Provide more/better student/staff information - Enable student services and transactions - Provide effective public communication and interaction
Re-configure Service Locations		
<p>LEAN group has met 3 times to discuss office locations. Meetings were held: 11/30/09, 1/21/10 and 3/31/10.</p> <p>The LEAN group presented two ideas at our Leadership Team on March 10th . Additional ideas were generated by the Leadership team at this meeting.</p> <p>President Anderson made a decision on March 22 to move one person from Financial Aid to the Sponsored Programs Office. President Anderson then asked the LEAN group to re-convene again to have further discussion on office location.</p> <p>The LEAN group met for a third time on 3/31/10 to come up with an idea to present to the S.S dept. The LEAN group presented their ideas to the S.S. dept. on 4/5/10.</p>	<p>On 4/5/10, the LEAN group presented its new idea to the S.S dept. Further discussion took place amongst staff and more ideas were generated. The suggestion was made to get student input too.</p> <p>Anita will ask some students to provide suggestions and input on current configuration.</p>	<p>Once the students have input, the LEAN will meet again and present new suggestions to our Leadership Team. This will take place in the next couple weeks. (By April 21)</p> <p>The goal is to have a decision made (by Administration) by mid-May 2010.</p>
Expand Service Hours and Coverage:		
<input type="checkbox"/> Lunch hours coverage started as a pilot <ul style="list-style-type: none"> - Developed ideas - Presented to leadership - Implementation delegated to supervisors <input type="checkbox"/> Evening hours scheduled as next step <ul style="list-style-type: none"> - Submitted room-use map - Researching the demand for what needs/offices require expanding evening hours 	<input type="checkbox"/> Not implemented yet, no change in hours yet <input type="checkbox"/> Completing evaluation of how lunch hour coverage is working	<input type="checkbox"/> Need to re-present the lunch hour coverage model and evaluation at Leadership Meeting <input type="checkbox"/> Need to decide and clarify: <ul style="list-style-type: none"> - What are the hours when we need to have services available to students? - How do we assure consistency in hours for all services? - How do they need to be communicated to students? - How do we honor promises?
Adopt Service Code of Conduct		
<input type="checkbox"/> Developed a code at the Lean work session	<input type="checkbox"/> Distributed to conveners	<input type="checkbox"/> Need to distribute to everyone and reinforce as the expected service conduct



Progress Report on *Lean* Projects Continued

Done:	In-Progress	To Be Done
IV. Streamline Service Support Processes		
Define Service Roles and Relationships		
<input type="checkbox"/> Information chart that show direct student service roles – find overlaps – better referral	<input type="checkbox"/> Spreadsheet on roles – refine and correct – finalize – put out to all	<input type="checkbox"/> Ongoing updating process <input type="checkbox"/> Adjust to any changes in organization chart
Intensify Communication and Training		
<input type="checkbox"/> Getting meeting minutes out to all <input type="checkbox"/> Setting-up inter-department orientation at student services meetings <input type="checkbox"/> MnSCU training session planned for use of the calendar <input type="checkbox"/> Motivational speaker well-received and will be continued	<input type="checkbox"/> Rolling out the electronic board/switchboard for coordinating and communicating events, calendar, room scheduling, etc.	<input type="checkbox"/> Staff survey will be sent out to identify glitches and gaps in internal/student services areas that could be improved through training <input type="checkbox"/> Training for all staff to be campus tour guides <input type="checkbox"/> More cross-training between departments
Improve Internal E-Services		
<input type="checkbox"/> G-mail research conducted and concluded – Recommendation is to move forward – Deemed to be a good, cost/effective service <input type="checkbox"/> Need to align with MnSCU policies/acceptable uses	<input type="checkbox"/> Plan to implement G-mail starting Fall 2010 <input type="checkbox"/> Testing purchasing cards <input type="checkbox"/> Need more research on feasibility of charge card	<input type="checkbox"/> Investigate wireless individual security access