



10 YEAR STRATEGIC PLAN

Created By

Fond du Lac Tribal & Community College

September 10-11, 2015
The Public House at 214
Carlton, MN

October – May, 2015/2016
FDLTCC

Strategic Plan 2025

Facilitated and documented by



Contents

This report contains the results of the 2015-2016 strategic planning process of Fond du Lac Tribal and Community College. There are five sections to this report.



3 – 19 Current Reality and Environment

This section of the report holds the results of conversations designed to plant the strategic planning work in the current reality of the College, the Students, Community and the World. These include responses to questions on basic data, trends, accomplishments and advantages.



20 - 24 Practical Vision

This section of the report holds the group's Vision for the College. The group was asked to identify what is in place in 2025. The group's consensus and motivating image of the future is stated, along with where the Vision moves the college.



25 – 28 Underlying Contradictions Workshop

This section of the report represents the group's analysis of issues and obstacles blocking progress toward the Vision. This insightful look at contradictions assists the group in assuring its development strategies are grounded in reality.



29 – 31 Strategic Directions Workshop

This section documents the two-year strategies that launch the Vision and address the issues. The actions are woven into strategic directions that provide the group with clear statements of the priorities driving decision-making.



32 – 59 Goals, Strategies, Outcomes, and Budget

This section contains the final unabridged strategic work plan for 2017 – 2019 for each of the four strategic directions, including goals, strategies/actions to realize the goals, expected outcomes, and budget related to each.



History & Current Environment Scan

In embarking upon strategic planning, it is important to create a “snapshot” of Fond du Lac Tribal & Community College (FDLTCC) as it currently exists ~ shaped by the history of the work, people, community and their impact on the consciousness and readiness of FDLTCC to undertake planning. The group generated data and information to discuss this history as it lives in the memories and stories of participants, along with the current day reality in which the vision will be developed.

In this session participants shared significant events in the history of FDLTCC, in the arenas of Administration and Services Delivery, Curriculum and Course Offering, and Student Life & Experience. Basic Data, Trends that impact the College’s work, Advantages and Recent Accomplishments that have been achieved in the past 2 years.

These discussions help set the stage for the creation of a practical vision that is grounded in the reality of Fond du Lac Tribal & Community College.

History Grounding FDLTCC's Vision

	1970	1980	1985
	<i>Vision Planning, Development & Community Recognition</i>		
Admin/Services Delivery	<ul style="list-style-type: none"> • Native American Self-determination & Education Asst. Act of 1975 • AI Self –determination and CAP on reservations → Higher Ed. 	<ul style="list-style-type: none"> • Jack Briggs-Inception of College! 	<ul style="list-style-type: none"> • Memorandum of Understanding 1989? • FDLTCC voting member of AIHEC 1989/2014 • FDLTCC was satellite facility of Mesabi until we opened ours • Mesabi Community College “Under” then beginning 1987-1994 • State funded feasibility study for the college • Period of growth – construction, 2nd Chances reaching potential • Planning & funding of community 1986, tribal 1987 • President History: Jack Briggs 1987-2001 • Legislative Approval-design for campus 1987 • BIA funding
	<i>Claiming & Asserting Our Identity, Making Our Own Decisions, on Course Offerings to Best Serve Our Community</i>		
Curriculum/Course Offerings			<ul style="list-style-type: none"> • Anishinaabe language courses • ITV course delivery methods • College classes @FDL Res. • Mesabi was accredited entity
	<i>Creating a Service Environment for Students</i>		
Student Life, Interests, Experience		<ul style="list-style-type: none"> • Student Services to Indian People Program Arrowhead Community College • Campus culture & climate • Mission-welcoming diverse environment-Union of Cultures 	<ul style="list-style-type: none"> • Duo student government: Anishinaabe student council & student senate • CAA Center Academic Achievement (tutoring) • Orientation for students • Various feasts • Trio Grant 1988 • 500 headcount • Giving Thanks Feast

	1990	1995
	<i>Standing on Our Own Two Feet</i>	
Admin/Services Delivery	<ul style="list-style-type: none"> • Each new construction phase brings in a higher number of students • Construction started/New campus • August 1992-moved into our new beautiful building • 1st building project • Separate from Mesabi Community College 	<ul style="list-style-type: none"> • Moved from Garfield 1992 • Recognized as a college • Tribal/State Memorandum of Understanding 1994 • 1994 BIA re-confirms Tribal College status • 1994 Became land grant status
	<i>Claiming & Asserting Our Identity, Making Our Own Decisions, on Course Offerings to Best Serve Our Community</i>	
Curriculum/Course Offerings	<ul style="list-style-type: none"> • AA Degree • Human Services Program • ITV classes • PSEO (Post Secondary Education Option) • Early Childhood & Elementary Education 	<ul style="list-style-type: none"> • Holly Pelerin Lego Camps • River Watch started 1997 • Nursing Program • Law Enforcement Program • Center of Excellence • Business Degree & Entrepreneurship • First Online • 2015 incoming freshman (traditional age students) were born
	<i>Actively Cultivating a Nurturing Environment Focusing on Student Needs & Involving Students in Decision-Making</i>	
Student Life, Interests, Experience	<ul style="list-style-type: none"> • Lil' Thunder (Daycare) 1992 • Library • Campus cleanup • Dr. Peacock always has been there for the college • Student clubs increased in numbers and increased opportunities 	<ul style="list-style-type: none"> • Student tutors • Student Choir • Spring Pow-wows • Focus on value of students • Open door policy for everyone, always • Biboon Week • Housing unit addition 1998 • Summer Concert Series 1998 • Campus life • Student workshops focused on career, • Overall atmosphere @ FDLTCC unique, something special • Student lounge • Dorms increase student enrollment • Dorms- families in dorms

	<ul style="list-style-type: none"> • Computer labs Mac & PC 	<p>stress, grief, & parenting skills</p>
--	--	--

	2000	
	<i>Maturity-Assertion of Self-building <u>Our Own</u> College & Being Recognized & Validated as a Unique Institution</i>	
Admin/Services Delivery	<ul style="list-style-type: none"> • Waakaagan building 2004 • Faculty voting on requiring Anishinaabe of Lake Superior 2001 • Tom Davis- Interim President 2001-02 • Jack as president 1987 – Leader • Jack’s passing 2001 • Sister Therese • Academic expansion 2003 • Only community college approved for B.A. 	<ul style="list-style-type: none"> • Union strike • Jack Briggs walked on 2001 • President history Don Day 2002-2007 • Athletics expanded P.E. Department • Wild rice research grants • Grants • Misunderstanding period 2004-2007 • HLC Focus visit 2003
	<i>Growth & Expansion of Offerings Outside of the Core</i>	
Curriculum/Course Offerings	<ul style="list-style-type: none"> • GIS Program • EUT, GIS, BUS, Social Work 00-05 • Blended on-line learning • Academic expansion opens • D2L • On-line courses • CIS college in the schools 	<ul style="list-style-type: none"> • Environmental Science Degree (AS) 2001 • NCED-NSF GIDAA Camps 2001- • Nursing stand alone 2004 • Elizabeth & John Gustofson Science Grant ‘02 • Choir & music groups in commons • Deli available
	<i>Expanding Richer & More Residential Experience for Students</i>	
Student Life, Interests, Experience	<ul style="list-style-type: none"> • AIHEC on campus • Law Enforcement Skills • College in the school • Student Senate • Career & Job Fairs 2004 • Student Government ASC & Senate • Anishinaabe Student Congress 	<ul style="list-style-type: none"> • Business Title III Sustainability Grants • Shake tent 2003 • Library addition • Welcome Week • Weekend College ‘02 • Language Emersion Camps

	2005	
	<i>Maturity-Assertion of Self-building <u>Our Own</u> College & Being Recognized & Validated as a Unique Institution</i>	
Admin/Services Delivery	<ul style="list-style-type: none"> • Gym Cultural Center 2007 • Hosted WINHEC • HLC visit 2009 • President history Larry Anderson 2007-current • Mending of Fences • BIA funding adjustment 2006 • Urban Outreach site closed & BIA discontinued funding to FDLTCC • Outreach collaboration FDL partnership 	<ul style="list-style-type: none"> • HLC gave wake-up call for needed changes • V.P. Academic Affairs Dr. Anna Fellegly • HLC recommends admin. /chart changes – flat to layered. Added deans & supervisors 2009 • On “notice” by HLC 2009 • Went from sinking ship to a MnSCU leader in financial stability (thank you Stephanie Hammitt) • AIS consolidated 2008 • New M.O.U. signed 2009
	<i>Growth & Expansion of Offerings Outside of the Core</i>	
Curriculum/Course Offerings	<ul style="list-style-type: none"> • Nursing Program state approved ‘05 • Accreditation issues – HLC probation • Assessment audit 2008-09 • College for seniors 2007 • Creation of athletics • New recruitment, demographics, race & age 	<ul style="list-style-type: none"> • Addition of Cultural Center 2004 • Men/Women sports teams 2007 • Weekend College 2006 • EUT Program • Cultural Center Gym expansion ‘07
	<i>Expanding Richer & More Residential Experience for Students</i>	
Student Life, Interests, Experience	<ul style="list-style-type: none"> • GPA 0-4.0 support • Culture Core Values Heart ‘n Soul Event • Pumpkin Run started • Campus life • Cultural Center/Library expansions open 	<ul style="list-style-type: none"> • Dorms – single students • Fine Arts week • 1st open gym challenge brawl • Women’s hand drum practice on campus 2006 • Coffee shop

	2010	
	<i>Challenges Driven by Reaction to Growth, Leadership Changes & Need to Defend Our Uniqueness</i>	
Admin/Services Delivery	<ul style="list-style-type: none"> • Athletics began • First title III grant • AIHEC status reconfirmed • Core Values respect signs around campus • Strong & active foundation board & engaged in fundraising • 25 year anniversary for FDLTCC 	<ul style="list-style-type: none"> • Enrollment growth • Go off HLC accreditation probation 2011 • HLC visit 2010-11 • Focus visit successful • Renewed partnership with Mille Lacs Band 2013 • Environment Institute revitalized 2013
	<i>Programs Maturing to Serve Students More Robustly (2010-2015)</i>	
Curriculum/Course Offerings	<ul style="list-style-type: none"> • Immersion camps • Seek to Learn • Recording studio • Language • College for Seniors • 13 Moons Programs @ FDL • Women's and gender studies • AIS formed • Degree Me Learning Community '14 • WINHEC candidacy '13 • Joined WINHEC '14 	<ul style="list-style-type: none"> • Dadibaakonigewia Cultural Oversight Board • Ojibwemowining & Studio • Jack Briggs Quiz Bowl returns • Our 1st Quality Matters Certified course-Go Elizabeth! • Children's Fire • Early Alert System • Retention • NASA partnerships • AI studies '12 • Football
	<i>Fostering Self-Identity, Authenticity & Nurturing Academic & Personal growth. Providing a Caring & Safe Environment for Students (2010 – 2015)</i>	
Student Life, Interests, Experience	<ul style="list-style-type: none"> • Campus Visit Days '13 • Music room open to students to practice • 25 years of TRIO at FDLTCC '13 • Feasts & ceremonies "regular" schedule • Diversity (race, culture, gender, sexuality, & class) • Student ambassadors • January Pow-Wows @ Black Bear '12 • Round Dance 2013-15 • Young Student Parent Program begins '12 • Snowshoe Trails 	<ul style="list-style-type: none"> • More scholarships available • Bruce Carlson Food Pantry • Respect Campaign • Parking efficiency • Recycling efforts on campus • Open gym • Academic Late Night • Anishinaabe Student Council • Gay-Straight Alliance (2 Spirits Association)

	2015	
	<i>We Offer Enhanced Curriculum & Programs Responsive to Our Needs, We Are Financially Sound, Fully Accredited & Performing Exceptionally- “We are extraordinary”</i>	
Admin/Services Delivery	<ul style="list-style-type: none"> • Full HLC accreditation 10 yrs. • Debwewidam “New Drum” arrives • The college drum came home • Tribal & community inclusive: Union of Cultures • 25th Anniversary Video –created strong sense of pride & community 	<ul style="list-style-type: none"> • HLC visit • MOU with a Mexican University (Universidad Intercultural Maya de Quintana Roo) • Updating & expanding Transfer Agreement with universities • Move from ITV to TelP • Elementary Ed. begins BOT process
	<i>Programs Maturing to Serve Students More Robustly (2010-2015)</i>	
Curriculum/Course Offerings	<ul style="list-style-type: none"> • Updating & expanding Transfer Agreement with universities • Move from ITV to TelP • Elementary Ed. begins BOT process • American Indian Studies Program • Assessment Committee: new assessment system 	<ul style="list-style-type: none"> • Business Program accreditation candidacy • Academy for Academic Excellency • NEH grant for tribal digital archive development • Buzz (bee drawing)
	<i>Fostering Self-Identity, Authenticity & Nurturing Academic & Personal growth. Providing a Caring & Safe Environment for Students (2010 – 2015)</i>	
Student Life, Interests, Experience	<ul style="list-style-type: none"> • AIHEC Handgames Champs, Albuquerque • Re-examine orientation for students & staff • M2C3-Minority Male Community College Collaboration • FDLTCC co-hosting AIHEC National Student Conference in 2016 	<ul style="list-style-type: none"> • Respect & Heart & Soul Feasts • Club Fest! • Core Values

Environmental Scan: Basic Data – Student Facts

These are facts, measurable information and statistics about the current reality of students at FDLTCC.

- 2,700 Head-count
- Approx 700 FYE (full-year enrolled)
- 19% complete on college scorecard
- 29 states represented (2015)
- Average age 22.5
- Student age range extends to over 80 years old
- 50% General Education/Liberal Arts transfer
- 15 student organizations/clubs
- 90+ % utilize financial aid of some sort
- 60%-65% of dorm students are athletes
- 70% or greater students are parents
- 2% of students access disability accommodations when at least 40% of student population have a disability
- Large college in the school/PSEO – 33%
- Many undecided at times of enrollment
- Majority from underserved population
- 1st generation college students
- High Pell grant eligibility
- High Native American student count
- Retention rate high/success rate
- High # of academic successful athletes
- Serve local #/out community #
- Ease of transfer/transferology/DARS
- More AA
- Too many unprepared students face many challenges (technology, money, relationships, mental health)
- Student-driven projects (e.g. recycling)
- Diversity
- Early alert-system awareness

Environmental Scan: Basic Data – College & Systems Facts

These are facts, measurable information and statistics about the current reality of students at FDLTCC.

- We're the only Tribal *and* Community College (Fond du Lac Reservation & state partnership)
- Largest provider CITS in area
- AA, Law, Nursing are our largest college programs
- We also have Human Services, Business, Child Development
- Nursing accreditation in process
- Business accreditation in process
- WINHEC accreditation process
- Only community college with 4-year degree
- In system, only 2 year college with land-grant status
- Newest college in system
- Minnesota's 1st Tribal College
- 3 four-year colleges in the area (UMD, CSS, UWS)
- \$38M economic impact in service region
- Students can start at FDLTCC & transfer in MnSCU w/seamless transfer (depends on program)
- Articulation agreements
- Technology up-to-date
- Moving forward in distance education
- Best faculty/staff in system
- History of legislative support
- Unionized
- Understanding of cultural presence
- MnSCU more diversity-aware
- Turnover of TC presidents
- Turnover of faculty/staff (retirement)
- Loss of institutional memory
- FDLTCC jewel of MnSCU

Environmental Scan: Basic Data – Community Facts

These are facts, measurable information and statistics about the current reality of students at FDLTCC.

- FDL one of the largest employers
- Area becoming more diverse
- Drug abuse is widespread
- Border town
- Broader awareness of FDLTCC
- Access everywhere (tech)
- Employment available – Local & state economy strong
- College partnerships w/community
- Traditionally blue-collar
- We are the only college in Carlton County – educating & adding degrees to community
- 1,500 degrees in Carlton County
- Workforce solutions in training (FKA customized training)
- Large student base to draw from (relative to Ely)
- New middle school being built
- ½ cent sales tax – parks, public works improvements
- Increase in building permits for new housing
- Tight affordable rental housing
- Nice housing facility across street
- Next to vibrant urban area (Duluth/Superior)
- Medical care in area (Medical School)
- Proximity to twin cities w/ I-35 (2 hours)
- Natural Environment
- Lake Superior
- Walmart isn't the only business in town where people say "I saw you there"
- Community pride

Environmental Scan: Positive (+) Student Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride. They provide lift and support our efforts.

- More traditional-age students
- Technology (ownership & skills of technology)
- Increase in diversity on campus and awareness of diversity (e.g. LGBT community)
- Reaching out greater communities (neighboring cities/states)
- High confidence level of student parents
- Many *want* to go to school
- Balancing of time, jobs, classes, family, supporting others (prioritizing)
- Transfer to 4-year college
- Placement of students in jobs/careers
- Come to us as a welcoming & friendly place
- Increase in out-of-state students
- Increase in students w/disabilities
- Increase in autistic students
- Students change major 3-5 times before earning bachelors

Environmental Scan: Negative (-) Student Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Technology
- Getting more younger students but they are not prepared in technology, info skills, etc.
- Drugs
- Decreased enrollment
- Lack of funding vs, cost
- Too many students taking loans
- High student debt
- Students don't apply for scholarships
- Single parent (balance/pressure)
- Lack of preparedness
- Uncertainty of career opportunities
- Balancing of time, jobs, classes, family, supporting others (prioritizing)
- Transfer to 4-year college
- College surfing (bouncing between colleges)
- They come to us already as retention problems
- Students lacking life skills
- Students change major 3-5 times before earning bachelors

Environmental Scan: Positive (+) Community Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride. They provide lift and support our efforts.

- Economy
- Relationship with Rez
- Increasing diversity
- Greater visibility of Ojibwe
- Gas prices are low – helps community students
- Importance of education as family
- FDL & American Indian communities reasserting their culture/language
- Employment trends for programs strong in some fields like law-enforcement & nursing
- Acceptance of the college
- Stability
- Youth employed (job important)
- Sense of pride & connectedness
- More raising of funds from community for FDLTCC Foundation
- Greater awareness of college through events such as the Pumpkin Run, Summer Concerts, College for Seniors
- Greater awareness of college in general
- Understanding of *Union of Cultures*
- Aging population
- Strong union presence
- New businesses – KwikTrip, Ave C Restaurant
- Increase in greater public curious about FDLTCC

Environmental Scan: Negative (-) Community Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Drugs
- Employment opportunities limited
- Increasing diversity
- Employment trends for programs
- Youth employed (job important)
- Misconceptions about the college
- Aging population
- Strong union presence

Environmental Scan: Positive (+) College Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride. They provide lift and support our efforts.

- Traditional student increase
- Students gaining info online
- Moving away from traditional classroom (hybrid)
- Students want to know immediate benefit of attending college
- Distance education
- Tuition costs at FDLTCC stabilized
- Student expectations more demanding in classroom
- Students/employees wearing multiple hats
- Offering more classes
- Increased attention to planning and assessment
- Innovative classroom delivery & techniques – i.e. active student participation
- Global influences
- Indigenous (Ojibwe) –focused influences
- More aware/inclusive
- Reaching into Tribal communities
- Reporting & training mandates
- Title IX requirements
- Innovative technology curriculum delivery using simulation & graphics (online distance learning)

Environmental Scan: Negative (-) College Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Traditional student increase
- Moving away from traditional classroom (hybrid)
- Student expectations more demanding in classroom
- Need to help underprepared students
- Classroom civility
- Awareness of campus violence (Clery Act) & requirements
- Students/employees wearing multiple hats
- Greater need for data for informed decision-making
- Reporting & training mandates
- Funding uncertainties
- Title IX requirements
- Textbooks going to online not being used
- Textbook costs keep increasing

Environmental Scan: Positive (+) World & Economy Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride. They provide lift and support our efforts.

- Sustainability
- Refugees/Immigrants
- Cost effective @ FDLTCC
- Striving/becoming healthy community
- Acceptance of diverse cultures
- Greater world-visibility
- Instant access to knowledge
- Indigenous Nations/People reaffirming culture
- Speed & shared information
- Greater awareness of racism & political correctness
- Mexico looking at training in US (we are in talks w/Mexico on partnership for this)
- Global economy influences

Environmental Scan: Negative (-) World & Economy Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Tuition costs
- Student loan debt amounts rising w/no guarantee of employment
- Sustainability
- Educational funding
- Refugees/immigrants
- Specialized training has more value than liberal arts degree
- Terrorism
- Free college discussion/College costs/loans
- WINHEC
- Wealth distribution
- Racial relations
- Belief in rankings & top-10 lists
- Less trust or faith in the future
- Pressure to have more
- Greater world visibility
- Instant access to knowledge
- Speed of shared information
- Political correctness
- Global warming/climate change
- Economic uncertainty/fragility
- Economic growth vs. environment sustainability - jobs (value for clean water vs. value for oil)

- Resurgence of nuclear threats
- Global economy influences

Environmental Scan: Advantages

Advantages are strengths, resources or expertise we possess that position us to make powerful and significant strides.

- Convenient campus location
- Cost
- State & Tribal partnership
- Campus housing
- Vibrant student life on campus
- Student engagement
- Law enforcement skills component
- AICF, YSP, TRIO, AIHEC, WINHEC
- Land-grant status
- Environmental institute
- Extension programs
- YSP program
- Friendliness/“opendoorness”
- On-campus day-care
- Athletics
- Bruce Carlson Food Pantry
- New/up-to-date technology
- Cultural traditions
- Feasts
- Accepting of everyone
- Self-advocacy – ask questions
- Get to know new people
- Curiosity about cultures is welcome
- Small class sizes
- Access to admin
- Approachability
- Accommodating faculty
- Location – 40 acres of trees
- Rural, with city access – I-35 access
- A lot of resources available (food shelf, social support, etc)
- Close knit community feeling
- Communication lines open – faculty, admin, students, staff
- Level of expertise – high-level (all areas)
- Willingness to go above & beyond – (all areas)
- Campus pride (love to work here!)
- Student services
- Off the highway
- Transportation to/from college
- Trails

- Student friendly
- Learning communities & weekend college
- Study -> Career planning
- ICAA – retention programs
- 0-40, Academic Excellence Academy
- Writing Place
- Early Warning System
- BAT team

Environmental Scan: Recent Accomplishments (2-3 year)

Recent accomplishments give us a sense of confidence as we look toward our continued achievement.

- 10-year accreditation
- Core values established
- WINHEC
- Launched new website
- LMC's patrol modules integration
- Telepresence classroom
- NASA partnership
- Quadcopter project
- 25 year anniversary
- Grant renewals – TRIO, Title III
- Thunder vehicles
- Thunder cycles
- Food for thought
- More effort @ sustainability & recycling
- Recording studio
- Campus alert updating
- American Indian Cultural Center
- Classroom technology (HD)
- Pumpkin Run
- Gigabit Ethernet
- Foundation board stability
- YSP
- Student ambassadors
- Healing Feast
- Core Value Feast
- Tutors in the Commons
- Reduced bottles of water
- Quiz Bowl! Jack Briggs Quiz Bowl back to campus
- AIBL
- Soon to be *Degree Me* graduates
- More outreach & exposure
- Last year big graduating class

- Title 3 Grant end, new Title 3 grant
- TRIO grant
- MnSCU Award – budget committee
- Beginning Elementary Education Bachelor’s degree
- Positive impacts at AIHEC
- Food Shelf
- DRUM (New)
- Multiple community collaborations
- Retention efforts
- Handgames champs
- Environmental Institute initiatives
- Started planning process!
- AIHEC Basketball (Participants & hosted) Tournament
- Consistently graduated more Native American students than any other MnSCU college
- CFO award from MnSCU
- Students being recognized by NASA programs
- Increase in # of grants
- Greenhouse, bee hives, garden programs
- Positive relationships with FDL Rez



Practical Vision

Everyone owns the vision of the future. We each hold it in our imagination. In this workshop, participants are invited to bring their imagination and optimism to the table and help weave a complete picture of the future. The workshop moved the conversation to a broad scope, with participants talking about the motivating image of the future that compels action.

Participants were asked to brainstorm individually, then share their ideas in small groups to discuss and describe the desired future that would be achieved through the work of the Team. It is this image of the long-range future that inspires and motivates progress over time.

The focus question before the group was:

***What Do We See in Place at FDLTCC in 2025
That Tells Us We've Powerfully Delivered the
Mission and Served Our Communities?***



Vision 2025

Consensus Vision Statements

The following statements represent the group’s consensus after discussing the individual elements of the vision. These Vision Elements capture the group’s insight on their collective intent in each arena.

Towards Superior Provision Of Services To Students And Community			Towards Student-Centered, Culturally Responsive Premier Academics That Graduate Highly Successful Students						
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	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

Vision Brainstorm Data

This is the brainstorm data that was the result of the first round of vision discussions. It represents the ideas of many people. The brainstorm data itself does not represent the consensus of the group but it is an important link to what people were thinking about as they discussed each of these vision clusters. The groupings emerged from this seed data. Some ideas are specific, others are more general. They all help us imagine the future 10 years from now.

ACCESSIBLE, CUTTING EDGE TECHNOLOGY JUDICIOUSLY USED TO DELIVER & SUPPORT INNOVATIVE, CULTURALLY RELEVANT CURRICULUM

- 95% resources delivered to/through personal communicators
- Technologically seamless classrooms
- Faculty develop & deliver curriculum that is culturally-relevant using innovative technology (simulations, graphics, etc)
- Expansion of distance education (online, ITV, telepresence & site locations) including Twin Cities

VARIED RESOURCES THAT EXPAND COMMUNITY RELATIONSHIP OPPORTUNITIES TO MEET STUDENT NEEDS

- Service learning volunteerism in the community
- Community kitchen
- Public transportation hub
- Daycare that supports infants through pre-K
- K-12 partnerships – tutors, info lit. & camps
- Facility expansion – dorm, class, gathering space

SUSTAINABLE & CONSISTENT FINANCIAL RESOURCES, SPONSORSHIPS & PARTNERSHIPS

- \$ Million athletic endowment
- \$20 Million endowment with Foundation
- Campus expansion (classrooms, facilities, land, parking, dorms, athletic facilities)
- We will have self-defined measures/metrics for success
- 2000 FYE with 51% Indian

PREMIER ACADEMIC LEADER OFFERING CULTURALLY INCLUSIVE & RESPONSIVE EDUCATION GUIDED BY INDIGENOUS WORLD VIEW & VALUES

- 4-year degree programs & graduate programs (Education, Criminal Justice, Nursing, Business, American Indian Studies)
- Accredited programs (all)
- Remote Sensing/Drone/GIS Center nationally recognized
- Top leader of Indigenous Education in the WINHEC, AIHEC & the world
- Up to 5 new academic programs (e.g. Accounting, Graphic Design, Computer Tech., Honors Program)
- Regionally recognized certification/degree program for Native/Tribal/Other museum curators/staff
- Fine Arts academic & public performance center
- 2 commencement ceremonies – fall and spring

WE GRADUATE HIGHLY SUCCESSFUL WELL-PREPARED NATIVE STUDENTS WHO ARE GROUNDED IN THEIR CULTURAL VALUES

- Increase Native student enrollment out of high school – 50%+ American Indian
- 1,000 people 2nd language speakers of Ojibwe
- Native student body numbers (blood quantum)
- Native students teaching others their culture

HOLISTIC, MULTI-DIMENSIONAL, INTERGENERATIONAL, FAMILY-FRIENDLY SERVICES ADAPTIVE TO STUDENT LEARNING & ACCESSIBILITY NEEDS

- Student run tutoring center
- Welcoming student services center – Students = People
- Academic & other student advisors proportionate to student body
- Student textbook exchange
- 25-30 families living in a new dorm building
- Universal accessibility – address different learning styles
- Housing with full-service cafeteria
- Double dorm accommodations from what's in place today

RECOGNIZED AS AN ENVIRONMENTALLY RESPONSIBLE, WELCOMING, CULTURALLY RICH LEARNING COMMUNITY LED BY THE PIPE & DRUM

- Drum & Pipe opening & closing each week of school
- FDLTCC is the environmental model of the community
- Our library and Ojibwemowining resource the hub of Anishinaabe research, production and training
- Spectacular campus visibility from I-35 (attracting)
- The DRUM

GLOBAL RELATIONSHIPS & OPPORTUNITIES THAT NURTURE & INFORM INDIGENOUS INCLUSION IN WORLDWIDE LEARNING

- Faculty & student exchange programs internationally – Norway
- Student exchange program w/Mexico
- Consistently-offered Spanish class

MODERN, HOLISTIC WELLNESS CENTER THAT PROMOTES THE MENTAL, PHYSICAL & EMOTIONAL WELL-BEING OF ALL

- Field House/Student Health Services/Wellness Center
- Health Clinic on campus – drug program
- Teaching coping skills in a changed world
- Additional campus housing for 300 students
- Students in Nursing Program work & train in Wellness Center

LEADERSHIP LEGACY EMBODIES ANISHINAABE CULTURE, VALUES & EXPERIENCE

- 25% of current enrollment are children of former graduates – “Legacy Effect”
- 2025 – FDLTCC Graduate is President of College
- Grads are in roles of leadership within the communities
- 100% of our students will have job placement @ end of their educational career



Underlying Contradictions

The focus of the Underlying Contradictions workshop is analysis. The underlying contradictions workshop asks the question:

What are the Issues & Obstacles

*Blocking Coordination & Alignment of Efforts, Resources and Approaches
To Achieve the Mission, Values and Vision for FDLTCC in 2025?*

Honest dialogue is required for this clear-headed analysis of the organization's issues. The group's analysis of contradictions is at the heart of this workshop. Participants grappled with the issues and obstacles blocking the Team's Strategic Vision and determined that there were five underlying contradictions. These are shown in the swirl on the next page moving from the most disruptive at the center to the least disruptive.

Underlying Contradictions Data

WE HAVE MULTIPLE ROLES, ARE REACTIVE & IN DISTRESS AT COST OF PROGRESS, COOPERATION, MUTUAL TRUST & RESPECT

- Unfamiliarity of the various responsibilities and various roles
- Informal orientation for new staff "Sink or swim"
- We value flexibility & adaptation over detailed planning at times
- Institutional push to do too much
- Variety of students with different skills that require creative responses
- Compliance issues frequently change & hard to get out in front of it
- Too much on the plate
- One more thing....
- Faculty fear of technology in the classroom
- Reluctance on shifting priorities and problem solving
- Difficulty with problem solving
- Fear of change
- Constantly having to remind each other to care for each other
- Experienced veteran staff aging out – 5 years, whole new world
- Growth of responsibilities outpacing growth of staff – becoming generalists & at risk

WE DON'T INTENTIONALLY OR CONSISTENTLY CONFRONT OR ADDRESS TOPICS OF RACE, PRIVILEGE & FULL DIVERSITY AMONG EMPLOYEES (STAFF & FACULTY) AND STUDENTS

- Complex political histories and distrust
- Indian people are statistically insignificant
- Inadequate internal communication channels
- Left hand not knowing what right has done or is doing
- Not knowing
- Relationships with Tribe and greater community need improvement
- Culture of poverty
- Relationship with band is inconsistent & emerging from a bad place
- Bias toward native people
- Student and staff perception that minority (natives in particular) students get all the benefits

INCONSISTENT EFFORTS TO DEVELOP FUNDING HAS UNDERCUT OUR VISIBILITY AMONG FUNDERS & NARROWED OUR APPROACH TO ACQUIRING RESOURCES

- High competition for funding
- Budget spreads resources too thin
- Maintaining current staff levels challenging
- Loss of key, experienced personnel
- Competition for funds is extremely high
- Current understaffing for existing stuff makes growth scary
- Limited current space
- Culture of poverty
- Development capacity is not fully staffed

WE COOPERATE INTERMITTENTLY & INCONSISTENTLY OWN OUR PERFORMANCE AS A TEAM

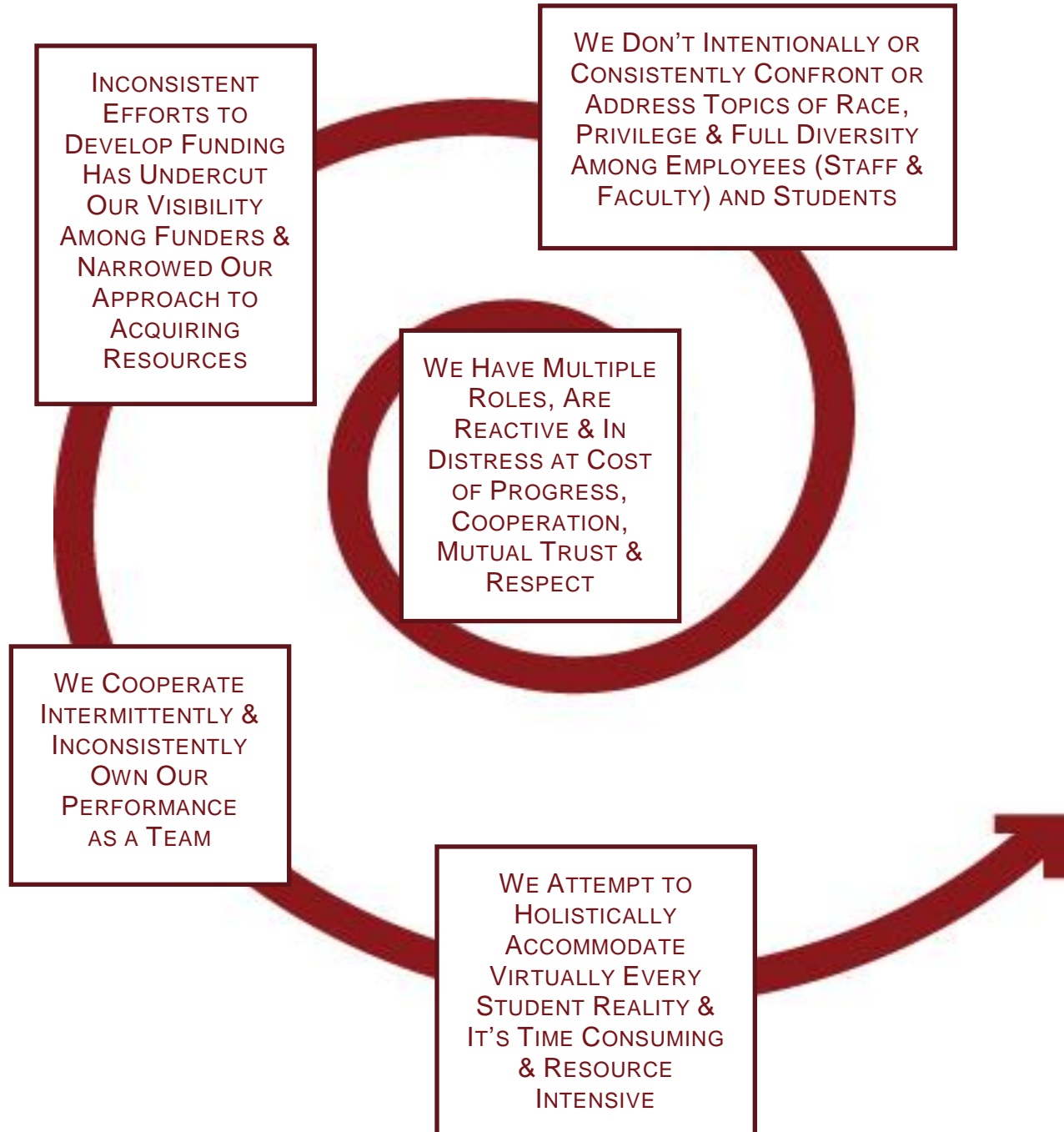
- Me vs. We Agenda
- We're reluctant to embrace change – regionally
- Union Contracts dictate parameters
- “Lake Wobegon” phenomenon (Complacency) – everyone is above average, we focus on positives & maybe congratulate ourselves prematurely
- Turn issues “Ours” not “Mine” creates division
- Lipservice to mission not followed by Action
- Unclear whether everyone busy into & owns the same vision
- Long vs. short term commitment

WE ATTEMPT TO HOLISTICALLY ACCOMMODATE VIRTUALLY EVERY STUDENT REALITY & IT'S TIME CONSUMING & RESOURCE INTENSIVE

- Indoctrinating K-12 students with biased irrelevant curriculum
- Different realities of students
- Students are shadowed & profiled in stores, businesses in area
- Limited financial Aid for students who work part-time
- Continual financial crisis among students
- Students can just be students
- Culture of poverty among students

Contradictions “Swirl”

The issues identified are plotted onto this swirl with those that are the most distracting at the center and working their way outward:





Strategies for 2015-17

In this workshop participants developed potential actions that could be taken in the next two years to launch Fond du Lac Tribal & Community College's Vision. The group then wove those action elements into strategies. The group identified actions that launch vision activities and actions that address the contradictions. The strategies then came together through group dialogue, which in-turn, led to consensus statements describing the *strategic approach* to the work moving forward.

CAMPUS COMMUNICATION AND TEAM BUILDING

DEVELOPING CULTURE & STRUCTURE TO FOSTER AND SUPPORT VALUES-DRIVEN COMMUNICATION & ENHANCE INTERDEPENDENT RELATIONSHIPS

- Create an Executive Director position – as a coordinator for consistent internal communication
- Enhance internal communication
- Implement more structured meeting times for departments and teams
- Improve staff orientation/mentors
- Non-linear systems of management – Clan system as model
- Create more training for communication & teamwork for employees
- Conduct periodic empowerment sessions – “To Air It Out” (Duty Days)
- Communicate to solve problems
- Continue to improve relationship with Band
- Team-building activities: departments; college-wide
- Retreat – foster interdepartment relationships
- Encourage employee attendance @ graduation

CREATE ELEMENTARY TEACHER EDUCATION BACCALAUREATE DEGREE

HONORING & CELEBRATING THE UNION OF CULTURES IN THE 21ST CENTURY

- Bilingual environment
- Spring & Fall Commencement Ceremonies
- Anishinaabeg of Lake Superior for employees

- Develop and empower the diversity department to implement more training (staff/faculty)
- Initiate a campus-wide diversity mapping process with listening sessions
- Ongoing cultural competency education – all employees
- Develop an educational program that empowers faculty, staff & students to be the leaders of cultural responsive communities
- Install Ojibwe signs for all rooms

INCREASE RETENTION BY 15%

PROMOTING SOCIAL EQUALITY & WELLNESS BY INTEGRATING & CENTRALIZING SERVICE AVAILABILITY ON CAMPUS

- Develop partnership with area health facilities to offer medical resources
- Organized student text book exchange
- Develop student public service programs
- Develop a social & poverty issues center
- Develop Cultural Institute – offer communication workshops
- Create Community Health & Human Services Dept. on campus (Spark Point Ctr)
- Build a health & wellness clinic
- Fully develop “Sparkpoint” Center : food shelf; community support; referrals
- Develop Indigenous Leadership Certificate
- Develop more college-wide service learning opportunities
- Create more opportunity for childcare – for students

E-ONLINE AND IMMERSIVE TELEPRESENCE OFFER ADVANCED TECHNOLOGY

ANALYZING INFORMATION TO FORM THE BASELINE FOR STRATEGIC DECISION-MAKING

- Pursue plan to create an equilibrium between # of students, facility size, staff & faculty to ensure quality service to each
- Research & analyze Native learners
- Preserve integrity of dedicated facilities, tech, etc.
- Faculty lead teams to improve on-line and I.T.V classes with technology
- Reassess technology CAC for future relevancy
- Develop new academic plan prioritizing program development
- Research employee demographics & understanding of union roles

BACCALAUREATE DEGREE, LIBRARY, VIDEO PRODUCTION STUDIO, & WINHEC ACCREDITATION

DEVELOPING OUR CAPACITY TO DIVERSIFY & SECURE FUNDING & STRATEGICALLY ALIGN IT WITH OPERATIONAL PRIORITIES

- NEED/Identify a lobbyist
- Hire grant writer
- Reactivate role of grant writer (seeker of “other peoples’ money”)
- Research the funding opportunities for program-specific needs: Law Enforcement; Nursing; Building & Structures; People/Students
- Developing advising/counselor strategies (retention)
- Develop a comprehensive & diverse funding plan identifying: staffing; messaging/communication; priorities
- Develop more scholarship opportunities
- Pursue stronger roles in State/Federal/Tribal decision-making **prior to** making decisions for FDLTCC.
- Budget plan aligned with strategic plan to sustain vision
- Hold a series of listening sessions to quantify: understaffing; overcrowding; limited resources.



Goals, Strategies, Outcomes, and Budget

Following the initial strategic analysis and brainstorming retreat with Indigenous Collaborations, Inc., in fall 2015, FDLTCC’s Institutional Planning and Effectiveness committee selected five conveners to lead five teams of staff, faculty, students, and community members to focus, define, and establish goals, strategies, and measurable outcomes for the five directions initially established during the planning retreat. This work was completed in March 2016. Administration reviewed and discussed the final draft. The five strategic directions were reduced to four, and the goals and strategies from Strategic Direction 5 were folded into the other four directions. Budget figures were then assigned to the work plans for each strategic direction, and the plan was finalized in May 2016 with a kick-off slated for August 2016 as the new academic year begins.

The goals, strategies, measurable outcomes, and budget figures cover 2017 – 2019, during which time the committees attached to each direction will work toward their goals and report their progress at regular intervals; changes and adjustments will be made as necessary based on the results and related discussions. The college will evaluate the overall progress on the plan in 2019. A new set of strategies and measurable outcomes will be established based on the evaluation of overall results and any pertinent changes to the institutional context.

The pages that follow are the unabridged version of FDLTCC’s Strategic Plan for 2017 – 2019 and contain the goals, strategies, expected outcomes, and budget for each strategic direction. The unabridged version of the plan essentially functions as a work plan, a guide to the “every day work” through which we achieve our goals and, ultimately, our vision.



2015-2017 Direction 1: Promote and share our understanding of Anishinaabe bimaadiziwin while strengthening the union of cultures in an inclusive environment

Goal A: Improve campus engagement by incorporating FDLTCC core values throughout the school culture

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
Implementation Leadership: Sara Montgomery, Convener					
<p>A1. Embed FDLTCC core values throughout the campus setting. Plan to include:</p> <ul style="list-style-type: none"> a. Faculty and staff: initiate engagement by incorporating core values into syllabus or orientation? b. Student engagement: Incorporate core values into events at FDLTCC. 	<p>A1. Plan with the results of the baseline information.</p> <ul style="list-style-type: none"> a. Assist faculty and staff to embed the core values into the course syllabus as a process each semester and then yearly for all new employees. b. Core values reviewed and discussed each semester by all employees and students. c. Student activities coordinator will be involved and inform the clubs, club advisors, and governing bodies about the core values. 	<p>A1. 100% of faculty, staff and students incorporate the core values throughout the campus.</p> <ul style="list-style-type: none"> a. 80% of staff will participate in duty day activities to incorporate the core values into the specific practice. Yearly thereafter. <ul style="list-style-type: none"> 1) 100% of faculty will include core values as part of the course syllabus (2017). b. 50% of student events will foster understanding of the Core values for 2017-18. c. 75% of student events will foster understanding of the Core Values during 2018-19. d. 100% of student events will include the core values for 2019-20. 	<p>8*112.7*4hrs*\$30= \$10,819.20</p> <p>200 courses*\$30= \$6,000.00</p> <p>50 hrs * \$30= \$1,500</p>	<p>100 courses *\$30= 3,000.00</p> <p>5 hrs * \$30= 2,250.00</p>	<p>100 courses * \$30= \$3,000.00</p> <p>100 hrs * \$30 = \$3,000.00</p>
<p>A2. Demonstrate FDLTCC core values plan throughout the year to increase campus climate.</p> <ul style="list-style-type: none"> a. Classrooms and the main areas of the campus will display the core values. b. Students demonstrate the Core Values in the events on campus. 	<p>A2. Continue demonstrating and implementing the core values plan throughout campus.</p> <ul style="list-style-type: none"> a. Continue displaying core values. b. Continue to demonstrate core values in the events on campus. 	<p>A2. 100% of the campus will have implemented the core values into campus climate by 2019.</p> <ul style="list-style-type: none"> a. 50% of classrooms and display areas display the core values (2017) and 100% (2018). b. 50% of campus events shall identify the core values. (2017-2018) and 75% (2018-19). 	<p>Printing \$1,000</p>	<p>Printing \$1,000</p>	
<p>A3. Students will incorporate the Core Values into the clubs and governing bodies by incorporating them into the by-laws.</p>	<p>A3. Continue working with the clubs, advisors, and governing bodies to incorporate the core values into the by-laws.</p>	<p>A3. 100% of the student clubs incorporate the core values into the by-laws by 2019.</p>	<p>20 hours * \$30 + \$600</p>	<p>15 hours * \$30 = \$450.00</p> <p>20 hours * \$30 =</p>	

a. Student Activities Coordinator will work with each of the clubs, governing bodies, and advisors for the clubs and governing bodies to assist with the process.	a. Student activities coordinator, and advisors will continue with the process each semester.	a. 50% of student clubs or governing bodies will have incorporated core values by spring 2017. b. 75% of student clubs or governing bodies will have incorporated core values by spring 2018. c. Student clubs will be demonstrate how they practice them by 2018-2019.		\$600	
A4. Increase employee of color to student of color ratio. MNSCU accountability dashboard information for the baseline information: FY14 statistics FDLTCC employees of color was at 17.5% and students were at 21.6% this would define an increase in employees of color by 3%.	A4. Continue to increase employees of color hires to students of color attendance ratio to be of more equal.	A4. Increase in the employee of color ratio by 3%. Employee of color hires should be equal or more than that to the students of color ratio.	Advertising \$1,500	Advertising \$1,500	Advertising \$1,500
Goal B: Improve information, presentation and participation about the Anishinaabe language and lifeways					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
B1. Create a Bilingual environment with signage both in English and Anishinaabemowin throughout FDLTCC (Set up the indoor signage during year 1) a. Set up a Bi-lingual signage committee to determine signage need: (include Mark B (maintenance), Veronica Smith (Ojibwe language information for signs):Dan, Rick, Lucia) and students (April 2017) (suggestion: Bilingual Committee) b. Determine signage needs specifics (May 2017) c. Order signs by June 2017.	B1. Work with Environmental/ Anishinaabe groups for trail/ outdoor signage. a. Develop a committee for outdoor signage. b. Determine signage needs for the trails and around the college fall of 2018. c. Bring list to Bilingual signage committee.	B1. 100% of signs indoors of the college will be bilingual: Anishinaabe/English by June 2017. a. 50% of the outdoor signage will be bilingual signage by June 2018 b. 100% of outdoor signage will be bilingual by January 2019. c. Installed teleprompter by January 2017.	Teleprompter: \$2000	Signage: \$2000	Signage \$2,000
B2. Words of the week on the teleprompters and in the classrooms. a. The said Bilingual committee, with a group of on campus club	B2. Each semester this will need adjustments with the different groups. a. continue each semester	B2. 100% of teleprompters will offer Ojibwe words of the week during the first year. B2. 100% of teleprompters will offer Ojibwe words of the week by year 2.	52 weeks *.5*\$30= \$780.00	2 weeks *.5*\$30= \$780.00	50 hours * \$30= \$1,500

<p>(Newspaper/journalism, Anishinaabe council) gathers information to work with Ojibwe Language experts (Dan/Rick/Niib).</p> <ol style="list-style-type: none"> 1) Develop a process to input information with the IT (or whomever is in charge of Teleprompters). 2) Organize words for the month/semester. 3) Install signs and more Teleprompters (dorms) by 2017. 	<p>The said bilingual committee will update the information each semester with the IT.</p>				
<p>B3. Determine feasibility of offering Language and Cultures Learning Communities on and off the campus.</p> <ol style="list-style-type: none"> a. Developing an “assessment of need” inventory/survey to determine the language/culture needs of communities served by FDLTCC? b. Offer outreach to outlying communities with a need for programs with all of the services. c. Develop a process to include the outlying communities to attend the different functions. 	<p>B3. Develop a plan for piloting a Language and Culture Learning Community to meet the needs of the specific community.</p> <ol style="list-style-type: none"> a. Include both sides of the link for technology purposes. b. Set up a link for outlying communities to connect and become part of the FDLTCC community. 	<p>B3. Increase outreach services to the local tribes and communities:</p> <ol style="list-style-type: none"> a. One community to three communities (2017) and two communities per year (in the years following). b. Language and Culture Learning Community ready to be piloted in 2018/2019. 	<p>100 hours * \$30= \$3,000</p>	<p>50 hours * \$30= \$1,500 100 hours * \$30 = \$3,000.00</p>	<p>60 * 15 hours* \$30 = \$27,000</p>
<p>B4. Discussion of preparing the Web page and marquee with Anishinaabe language information with the said bilingual committee.</p> <ol style="list-style-type: none"> a. Explore the development of inclusion of the Anishinaabe into these areas. 	<p>B4. Implement a plan for the Inclusion of Anishinaabe information into the different areas on the marquee and Web page.</p>	<p>B4. Anishinaabe or American Indian Program pages included into the Web page.</p>	<p>Contracted Service \$2,500</p>		
<p>B5. Develop Cultural In-service for supervisors, staff and faculty.</p> <ol style="list-style-type: none"> a. Build baseline with a pilot cultural in-service to be delivered to supervisors: compressed version of Anishinaabeg of Lake Superior for employees. b. Offer ongoing cultural competency education? 	<p>B5. Implement Cultural In-service to all employees.</p> <ol style="list-style-type: none"> a. Continue with all new employees yearly or as hired. 	<p>B5. 100% of Supervisors will complete the Cultural In-service pilot, specific to the Anishinaabe of Lake Superior by Spring 2017.</p> <ol style="list-style-type: none"> a. 50% of faculty and staff will complete the cultural in-service training. 	<p>Supervisor training completed</p>	<p>60 * 15 hours * \$30= \$27,000</p>	<p>10 hours * \$30 = \$3,000</p>

c. Add more resources for new faculty and staff-i.e. training/ courses: cultural awareness of the Anishinaabeg.					
B6. Continue to expand on the Ojibwemowining (Ojibwemowin center). a. Establish the specific areas and name(s) of the established need areas (main floor of the north wing) b. Acquire and identify more space to expand the hands on and living language experiential learning.	B6. Continue to acquire and identify more space to expand the hands on and living language experiential learning.	B6. 100% of students and community members will have the opportunity to utilize and participate with visual and tangible cultural pieces in open and accessible locations on campus.	Needs assessment 10 hours * \$30 = \$3,000	10 hours * \$30 = \$3,000	\$100,000
Goal C: Offer courses and activities that foster bimaadiziwin at FDLTCC and outlying communities					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
C1. Offer more cultural/language based activities on campus by bringing traditional and contemporary activities to FDLTCC campus: a. Collaborate with Environmental institute and its programs, such as 1) Collaborate with 13 Moons to offer monthly activities at FDLTCC. 2) Increase club involvement with cultural and language activities. b. Formalize the local Anishinaabe experts/ expertise in <u>Traditional Teachings Today</u> with a committee at FDLTCC and outlying communities. c. Develop a language table/opportunities/ activities for FDLTCC community. 3) Organize faculty/staff language lunches weekly d. Explore a master apprentice model for language learning. C2. Develop Cultural In-service for supervisors, staff and faculty.	C1. Utilize local Anishinaabe experts for teaching, expertise in different areas, presentations. a. Continue to network with the Environmental Institute to offer the activities at FDLTCC. b. Participation from the college community in the <u>Traditional Teachings Today</u> will sustain and fund the projects by offering it as credits or CEU. c. Continue and increase participation with the language tables. d. Collaborate with Ojibwemotaadidaa. C2. Implement Cultural In-service to all employees. a. Continue with all new employees yearly or as hired.	C1. A baseline will be established and 10% increase of participation and offerings will occur yearly. a. A combination of the different programs will allow for once a month event/activity on campus. b. Increase the number of local Anishinaabe experts teaching and presenting once a month by 2017. c. Language table offered weekly on campus. d. Plan developed for a master apprentice for the college campus. C2. 100% of Supervisors will complete the Cultural In-service pilot, specific to the Anishinaabe of Lake Superior by Spring 2016.	Elder Gifts \$1,200 Completed	Elder Gifts \$1,200 20 hours * \$30 = \$6000 Mentioned earlier	Elder Gifts \$1,200

<p>a. Build baseline with a pilot cultural in-service to be delivered to supervisors: compressed version of Anishinaabeg of Lake Superior for employees.</p> <p>b. Offer ongoing cultural competency education?</p> <p>c. Add more resources for new faculty and staff-i.e. training/courses: cultural awareness of the Anishinaabeg.</p>		<p>a. 50% of faculty and staff will complete the cultural in-service training by summer 2016.</p>			
<p>C3. Expand the open campus discussions platforms available at all sites including the outreach sites.</p>	<p>C3. Set up committee to plan for the off-site campuses to listen and be part of the open campus discussions.</p>	<p>C3. A committee will be organized by fall 2016, and plan implemented by 2017.</p>			
<p>C4. Develop a digital resource room for Indigenous curriculum, information, and research</p> <p>a. Manage cultural responsive opportunities using the resources available: outdoors, local experts, resources on campus, for the Traditional Indian</p> <p>b. Knowledge, to be compiled in a resource area etc.</p>	<p>C4. Hire personnel for the resource center to translate and compile information</p>	<p>C4. 100% of students and community will have resources available to utilize for the cultural needs within the FDLTCC community.</p>	<p>5 hours * \$30 = \$150</p>	<p>Staff person/Elder \$65,000/\$20,000</p>	
Goal D: Expand Anishinaabeg Gikendaasowinan (American Indian Programs) by offering instruction through traditional and contemporary platforms					
1-2 Year Strategies:	3-5 Year Strategies	What are the expected results and outcomes?	Budget		
What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?		Practice "Actions, Results, Evaluations, Decisions"	2017	2018	2019
<p>D1. Incorporate <i>Gidizhitwaawinaanin</i> (Our Cultural Standards) across and throughout Anishinaabeg Gikendaasowinan (American Indian Programs).</p> <p>a. Incorporate into the course outlines for Dibaajimowinan (American Indian Studies-AIS) by 2016.</p>	<p>D1. Continue incorporating (Our Cultural Standards) into the curriculum.</p> <p>a. Approval of the courses through Dadibaakonigewin by winter of 2016.</p> <p>b. Approval of the courses through Dadibaakonigewin be approved each semester starting with winter of 2017.</p>	<p>D1. <i>Gidizhitwaawinaanin</i> (Our Cultural Standards) will be implemented across and throughout Anishinaabeg Gikendaasowinan (American Indian Programs) course outlines.</p> <p>a. 100% of AIS course outlines will be completed incorporating <i>Gidizhitwaawinaanin</i> by fall 2017.</p> <p>b. All offerings within AIP will completed with course outlines by fall 2018.</p>	<p>50 hours * \$30 = \$1,500</p>	<p>50 hours * \$30 = \$1,500</p>	

<p>b. Incorporate into the course outlines all Anishinaabeg Gikendaasowinan (American Indian Programs-AIP) by 2017.</p>					
<p>D2. Develop a sustainable, culturally appropriate system (policy or process) to adequately compensate Traditional Indian Knowledge holders both inside/outside MNSCU system.</p> <p>a. Explore endowments b. Explore funding options.</p>	<p>D2. Implement the policy and or procedures for the compensation of Traditional Indian Knowledge holders.</p>	<p>D2. A sustainable endowment/fund available to compensate knowledge holders with Dadibaakonigewin being the decision makers</p>			<p>\$50,000 Endowmt</p>
<p>D3.Develop retreats to guide and work with the faculty, staff, and Dadibaakonigewin to incorporate the Gidizhitwaawinaanin (cultural standards) across</p> <p>a. Dibaajimowinan (American Indian Studies) curriculum for the first year.</p> <p>1) Faculty will include a statement highlighting the appropriate Gidizhitwaawinaanin (cultural standards) within the course syllabus.</p> <p>b. Offer the opportunity for faculty and staff in the Anishinaabeg Gikendaasowinan (American Indian Programs) to attend local retreat, trainings to incorporate the Gidizhitwaawinaanin (cultural standards) into the curriculum during the second/third year. (2017 summer/2018).</p> <p>c. Continue work with the Dadibaakonigewin committee to prepare for other courses that are not in the AIP.</p>	<p>D3. Continue with <i>Gidizhitwaawinaanin</i> (cultural standards) implementing into the curriculum by offering retreats, workshops and training.</p> <p>a. Continue with including the statement into course syllabi.</p> <p>b. Continue offering training for Faculty and staff in the Anishinaabeg Gikendaasowinan (AIP) for writing Gidizhitwaawinaanin (cultural standards) into the curriculum.</p> <p>c. New faculty and staff will be offered the training and retreats.</p>	<p>D3. 100% of the AIP faculty and staff will be offered assistance with the Gidizhitwaawinaanin (cultural standards)</p> <p>a. All Faculty of the AIS will include a statement highlighting the appropriate Gidizhitwaawinaanin (cultural standards) within the course syllabus.</p> <p>b. All Faculty of the Anishinaabeg Gikendaasowinan (AIP) will include a statement highlighting the appropriate Gidizhitwaawinaanin (cultural standards) within the course syllabus.(2017)</p> <p>c. New faculty and staff of the Anishinaabeg Gikendaasowinan (AIP) will include a statement highlighting the appropriate Gidizhitwaawinaanin (cultural standards) within the course syllabus (2018)</p>	<p>20 hours * \$30 = \$6000</p> <p>Meeting Stipends \$200*4 mtgs *8 \$6,400</p>	<p>Meeting Stipends \$200*4 mtgs *8 \$6,400</p> <p>20 hours * \$30 = \$6,000</p> <p>10 hours # \$30 = \$3,000</p> <p>Retreat costs \$750</p> <p>Assessment \$1,000</p>	<p>Meeting Stipends \$200*4 mtgs *8 \$6,400</p>
<p>D4. American Indian Studies Faculty begin to demonstrate and incorporate the Gidizhitwaawinaanin (cultural standards) into the classrooms. (2016)</p> <p>a. American Indian Programs begin to incorporate and demonstrate the Gidizhitwaawinaanin (cultural standards) into the classrooms. (2017)</p>	<p>D4. Continue demonstrating the Gidizhitwaawinaanin for the American Indian Programs (cultural standards) into the classrooms.</p> <p>a. Identify the next batch of course outlines that will incorporate <i>Gidizhitwaawinaanin</i> into the classrooms.</p>	<p>D4. All students in the American Indian Programs will demonstrate knowledge of Gidizhitwaawinaanin with an informal assessment.</p>			

b. Complete revisions of AIP-related course outlines for WINHEC accreditation. c. Set up a platform for faculty for the next courses to implement <i>Gidizhitwaawinaanin</i> (Our Cultural Standards).	b. Continue work with the Dadibaakonigewin committee to prepare the WINHEC-related course outlines.				
D5. Create a recognizable artifact (pins/sash etc.) to acknowledge faculty and staff with recognition for demonstrating the <i>Gidizhitwaawinaanin</i> (cultural standards) within the coursework.	D5. Continue with recognition of the faculty and staff incorporating <i>Gidizhitwaawinaanin</i> (cultural standards) into the curriculum	D5. Ten (10) faculty/staff will be acknowledged by 2018 with a leadership pin/certificate as part of the WINHEC accreditation.	Items mentioned above	Items mentioned above Gifts \$100	Items mentioned above
D6. Develop a plan to extend the outreach of the AIS/AIP Programs	D6. Ongoing technology training for all communities including distance learning.	D6. Plan will be in place by 2017	Technology Trng 15 hours * \$30 = \$450	Technology Trng 15 hours * \$30 = \$450 50 hours * \$30 = \$1,500	5 Technology Trng 15 hours * \$30 = \$450 0 hours * \$30 = \$1,500

Goal E: Create an opportunity for a Bachelor’s degree program in Elementary Education that emphasizes the Anishinaabe *Gidizhitwaawinaanin* (Our Cultural Standards) to enhance future culturally responsive classrooms

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice “Actions, Results, Evaluations, Decisions”	Budget		
			2017	2018	2019
E1. Develop an Elementary Program that will empower faculty, staff & students to be the leaders of cultural responsive communities. (Unit Plan) a. Maintain relationship with Winona State University (WSU) to assist with the development of a four-year Bachelor of Science program for American and Anishinaabe Elementary Education (AA EE) (2016-17). Prepare an articulation agreement with WSU. b. Make contact with the MN Board of Teaching (BOT). c. Organize a committee for the American and Anishinaabe Elementary Education	E1. Prepare/Develop an AA and an AS degree with an Anishinaabe and American Elementary Education focus. a. Relationships continues with WSU to mentor the transition from a WSU degree to FDLTCC degree. b. Contacted with WSU, FDLTCC and BOT completed by (2015). c. Contact will need to happen by December 2016 for spring 2017 process to begin. 1) Advisory committee transitions to IFO faculty committee. d. Prepare the framework/Strategic plan for the Bachelor’s Program for American and	E1. AA degree with an Anishinaabe Elementary Education focus offered by fall 2016. E1. AS degree in Anishinaabe Elementary Education focus offered by 2016. a. Articulation agreement with Winona State University completed by 2016. a. A 2+2 Program with WSU in Elementary Education is complete (2016). b. Contact has been made with MN BOT 2015. b. Contact by Dec. 2016 to start the process of our own accreditation to begin. 1) Develop an IFO committee by 2018.	Program Coordinator Time – Annual Salary \$80,000	Program Coordinator Time – Annual Salary \$82,000	Program Coordinator Time – Annual Salary \$84,500

<p>Program (need specific faculty with K-6 teaching license) (Unit Plan). d. Develop the long range strategic plan specific to American and Anishinaabe Elementary education (Unit Plan).</p>	<p>Anishinaabe Elementary Education at FDLTCC.</p>	<p>d. Framework is complete for the Bachelor of Science in American & Anishinaabe Elementary Education (2018).</p>			
<p>E2. Design an Elementary Education four-year degree program with a cultural responsive (specific to Anishinaabeg Gidizhitwaawinaanin -FDLTCC cultural standards) approach interwoven throughout the curriculum offered at FDLTCC. a. Work with the AASC committee to begin the HLC process for the accreditation. b. Provide opportunities for faculty to develop the cultural competencies for the Gidizhitwaawinaanin – (FDLTCC cultural standards) into course syllabi during the workshops and retreats.</p>	<p>E2. Begin the development of writing curriculum to integrate the Gidizhitwaawinaanin (FDLTCC cultural standards) with the board of teaching standards within the curriculum. a. Complete course outlines for the AA and AS degrees in AA EE. b. Continue providing the opportunities for faculty to develop the cultural competencies for the Gidizhitwaawinaanin (FDLTCC cultural standards) into course syllabi during the workshops and retreats.</p>	<p>E2. Coursework approved by AASC and presented to MTC by spring 2016 a. Begin working on elements necessary for HLC approval (2018). b. A 2+2 Program with WSU in Elementary Education is complete (2016).</p>			
<p>E3. Develop the two components of an Elementary Education Program: a. Unit requirements (Unit Leader): 1) Get connected outside the college with the elementary education principals locally & tribally. 2) Organize a committee for the AA EE Program for faculty (need specific faculty with K-6 teaching license) 3) Develop the long range Education Framework specific to American and Anishinaabe Elementary education for FDLTCC. 4) Develop the curriculum pathway for the MN BOT. (PERCA-Program Effectiveness Report for curriculum approval) i. Inclusive of the Anishinaabeg Gidizhitwaawinaanin b. Program requirements 1) Hire a Director for the AA EE program</p>	<p>E3. Hire a Dean of Education (Unit Leader) in preparation of the Unit Requirements for the Board of Teaching accreditation. a. Continue unit requirements 1) Organize into the components of each of the areas specified (Unit & Programs). 2) Develop/transition AA EE Community Advisory group to that of the faculty and principals. 3) AA EE Framework completed 4) Work with Chair of the AA EE program to develop the program. 5) Prepare the PERCA for the MN BOT b. AA EE Director continue with Program requirements 1) Matrix made with WSU assistance. 2) Syllabi developed with resources and assessments within the coursework. 3) Continue with development of curriculum.</p>	<p>E3. Completed Unit by 2019-2010. a. Dean of Education Hired by Fall 2017. 1) Framework ready for BOT by Fall 2018. 2) AA EE program positioned for MN Board of Teaching accreditation by 2020. 3) PERCA is completed for MN BOT by 2020 ready for Accreditation. 4) Complete EPPAS (MN BOT requirement) program requirements. b. Completed Program Requirements 2020. 1) Director of AA EE hired by spring 2017. 2) Matrix for courses complete by Dec. 2017. 3) A Syllabi framework will be completed with Dadibaakonigewin committee to be used interchangeable by fall 2017.</p>	<p>\$65,000 15 hours * \$30 = \$450 12 * 2* \$30 = \$720 \$1000 Salary costs listed above</p>	<p>\$66,700 12 * 2* \$30 = \$720 \$1400 Salary costs listed above</p>	<p>\$68,700 Fees: \$5,000 \$5,000 12 * 2* \$30 = \$720 \$1800</p>

<p>2) Develop courses for an AA and AS degree(s) specific to AA EE.</p> <p>3) Categorize the BOT standards into course outlines as to where the standards will be taught and demonstrated.</p> <p>4) Develop curriculum to meet the MN Board of Teaching (BOT) standards</p> <p>5) Implement (9) new course outlines and curriculum for the AA degree.</p> <p>i. Dadibaakonigewin prepares for the (WINHEC) inclusion of Anishinaabeg Gidizhitwaawinaanin for elementary education program.</p> <p>ii. Contact with the BOT to begin the process of the "Program Component." Start the RIPA (Request for Initial Approval)</p> <p>iii. Prepare for the Assessments specific to the Elementary Program:</p> <p>1) Task Streaming</p> <p>2) Ed TPA</p>	<p>4) Continue with curriculum</p> <p>5) Continue implementing courses into the curriculum.</p> <p>6) Continue implementing Gidizhitwaawinaanin (FDLTCC cultural standards) within the curriculum.</p> <p>7) MN BOT recommend the use of EPPAS-RIPA for continued documentation of the El Ed program.</p> <p>a. Continue incorporating the Anishinaabeg Gidizhitwaawinaanin into the course outline.</p> <p>b. Begin the RIPA process by Fall 2016.</p> <p>c. Implement Assessments</p> <p>1) Faculty of AA EE trained in the use of: task streaming</p> <p>2) Faculty of AA EE trained in EdTPA</p>	<p>4) Six syllabi will be developed each semester until complete.</p> <p>5) Survey classrooms with new Anishinaabeg Gidizhitwaawinaanin coursework in syllabi.</p> <p>6) Prepare for BOT accreditation by 2021.</p> <p>7) Prepare for accreditation for WINHEC accreditation. (2018-2019)</p> <p>8) EPPAS complete for the RIPA first year (2017). Which then turns into PERCA (2018).See the Unit Approval.</p> <p>c. 100% of the course outlines will be inclusive of Anishinaabeg Gidizhitwaawinaanin.</p> <p>d. RIPA complete by 2020.</p> <p>e. Assessments for Elementary Program results:</p> <p>i. First year faculty of the AA AA trained by 2017.</p> <p>ii. Second year faculty trained by 2018</p> <p>iii. Faculty at the IFO level trained for EdTPA.</p>	<p>75 hours * \$30 = \$2,250</p>	<p>75 hours * \$30 = \$2,250</p>	<p>Salary costs listed above</p> <p>100 hours * \$30 \$3,000</p>
<p>E4. Prepare for approvals</p> <p>a. Nine (9) new courses 2016-2018)</p> <p>b. AA and AS degrees in Elementary Education approval by AASC (2016)</p> <p>c. MnSCU approval of AA and AS with Anishinaabe El Ed focus by 2017.</p>	<p>E4. Continue with new approvals</p>	<p>E4. All Course outlines developed by March 2016. AA and AS degrees in Elementary Education approved by AASC by March 2016.</p>		<p>\$150,000</p>	<p>\$155,000</p>
<p>E5. Begin to offer courses for an AA/AS degree (s) and (2016) with the emphasis in Elementary Education with Anishinaabe focus.</p> <p>a. Hire faculty for courses required.</p> <p>b. Fall 2016-summer 2017-four (4) new courses.</p> <p>c. Fall 2017-summer 2018-five (5) new courses</p>	<p>E5. Offer 4 new courses during 2016-2017.</p> <p>E5. Offer 5 new courses during 2017-2018.</p> <p>a. Recruit students from the different reservations. (hire ½ recruiter)</p> <p>b. Advise for the AA/AS program at FDLTCC (hire ½ advisor) then transition with WSU (for two years). Then back to FDLTCC.</p>	<p>E5. 100% completed coursework and offerings for the AA/AS American and Anishinaabe Elementary Education by Spring 2019.</p> <p>a. 100% of Faculty hired for the AI EE AA courses have been hired by spring 2018. 9 adjunct faculty hired for the new courses.</p> <p>b. 20 Students graduate from the AI EE AA/AS program by spring 2018.</p>	<p>\$35,000</p> <p>\$40,000</p>	<p>\$35,900</p> <p>\$41,000</p>	<p>\$37,000</p> <p>\$42,250</p>

<p>d. Recruit 25 students for the Elementary education per year. e. Advise for the AA/AS program at FDLTCC, and then to WSU (for two years).</p>		<p>c. 20 students recruited for the four year program. d. ½ Recruiter hired by 2017. e. ½ time advisor hired by 2017.</p>			
<p>E6. Maintain the relationship with WSU to assist in the development of the rest of the courses to meet the curriculum needs of the MN Board of Teaching (BOT) standards and Dadibaakonigewin (WINHEC) needs for elementary teachers.</p>	<p>E6. Continue the relationship and building the coursework with WSU.</p>	<p>E6. WSU hires faculty for the 2+2. FDLTCC hire adjunct faculty (2 per semester) to incorporate Gidizhitwaawinaanin (FDLTCC cultural standards) into WSU course syllabi. This will transition and become FDLTCC course syllabi.</p>		<p>\$100,000</p>	<p>\$103,000</p>
<p>E7. Transition the Elementary Education Program from Winona to FDLTCC during the final year of the program (2021).</p>	<p>E7. Board of teaching accepts the FDLTCC curriculum for accreditation.</p>	<p>E7. Board of Teaching accreditation approved for FDLTCC for an Elementary Education degree status by 2022.</p>		<p>400 hours *\$30 = \$12,000</p>	<p>300 hours *\$30 = \$9,000</p>
<p>E8. Provide courses to prepare students for a minor in the STEM (inclusive of technology) for elementary education and an Ojibwe Language minor that will be inclusive of the Gidizhitwaawinaanin (FDLTCC cultural standards) a. Find resources for grants to allow for the inclusion Gidizhitwaawinaanin (FDLTCC cultural standards) and STEM with focused careers. b. Incorporate camps/retreats for elementary/middle school age students with a STEM Ojibwe lifeway’s focus (NASA grant). c. Provide FDLTCC to be a site for Ojibwe language upper level coursework. d. Provide opportunity for camps and retreats pertaining to STEM and Gidizhitwaawinaanin (FDLTCC cultural standards) for faculty.</p>	<p>E8. Continue with the STEM focus and Ojibwe Lifeway’s curriculum planning. a. NASA (grants) is implementing the STEM focused career. b. Continue offering camps/retreats c. Continue to provide language coursework at the upper levels. d. continue with other resources for the educational program that will assist with the training inclusion of Gidizhitwaawinaanin (FDLTCC cultural standards) with the training needs of the faculty and staff with a STEM focus</p>	<p>E8. A minor in Anishinaabe STEM will be approved by AASC by 2019. a. 5 new students will be registered for STEM courses at FDLTCC each year. b. A minor in Anishinaabe language will be approved for the bachelor’s degree by 2022. c. Acquire 2 grant resources by spring 2017 to be inclusive of and Gidizhitwaawinaanin (FDLTCC cultural standards).</p>	<p>\$25,000</p>		



2015-2017 Direction 2: Embrace the Sense of Belonging: Campus Communication and Team Building

Goal A: Enhance Internal Communication and Promote a Teaching and Learning Environment

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
Implementation Leadership: Don Carlson, Convener					
<i>Strategy I: Assuring Accurate Documentation</i> A1 Utilizing Technology for Improvement (Update Technology as needed)	A1 Improving Data Storage and Access (servers, drives, processes)	A1 Data storage, backup, and access process in place and instructions posted online and in faculty and staff handbooks.	100 * \$30 = \$3,000	100 * \$30 = \$3,000	100 * \$30 = \$3,000
A2 Develop Model for Consistency in Documentation o Identify Meeting Recorders (Received 2 dots) o Requiring Meeting Agendas and Meetings	A2 Develop Key Roles of Individuals Regarding Communication	A2 Fulfill meeting requirements for HLC, MnSCU, Program Accreditation, Federal Agencies, AKIS AIMS)	500*\$30 = \$15,000	500*\$30 = \$15,000	500*\$30 = \$15,000
A3 Develop a System for Archiving and Accessing Information (Assess Ongoing Needs & Success of This Strategy Implementation) o Accessing Articulation Agreements for Transfer o Accessing Curriculum Information (AASC) o Developing Website Access	A3 Create Committee Members Responsibilities (For Each Committee)	A3 Accessible information at college for students, faculty, staff and community			
A4 Improve Internal Communication Within College o Develop Improved and Defined Systems o Offer Training to Improve Communication (change behaviors). This replaces the concept of and Executive Director of Communications (Continuous Training & Professional Development) (Use of CTL Comm.)	A4 Implement a Non-Teaching Time Slot on Calendar Each Week (no classes can be held) for Employee and Student Meeting Times A4 Develop Mentoring Program A4 Develop Committee Purpose (For Each Committee) A4 Define and Develop the Informal Communication System of College A4 Promoting Non-Linear Management Culture (Clan System Model)	A4 Continuous employee training/improvement process in place A4 Faculty and staff orientation implemented and becoming regularized	500*\$30 = \$15,000 20 * \$30 = \$600	500*\$30 = \$15,000 20 * \$30 = \$600	500*\$30 = \$15,000 20 * \$30 = \$600

<p><i>Strategy II: Improving Teamwork and Organizational Effectiveness</i></p> <p>A5 Assure Quality and Effectiveness of Meetings</p> <ul style="list-style-type: none"> o Create Common (Structured) Meeting Times on College Calendar o Improve Staff and Faculty Orientation o Improve Center for Teaching and Learning Committee o Improve Efficiency of Meetings (Length of Time) o Develop Training for Committee/Team Leaders and Members o Create Standing Committee List (Update Each Semester) 		<p>A5 Mentoring program for new employees in place</p> <p>A5 -Six CTL sessions being regularly delivered each academic year.</p> <p>A5 Consistent open time slot ("college hour") in each term schedule</p> <p>A5 The majority of committee meetings held to one hour or less</p>	<p>25*\$30 = \$750</p> <p>\$1200</p> <p>12*\$30=\$360</p>	<p>25*\$30 = \$750</p> <p>\$1200</p> <p>12*\$30=\$360</p>	<p>25*\$30 = \$750</p> <p>\$1200</p> <p>12*\$30=\$360</p>
<p>A6 Identify a means of sharing the information across the campus</p> <ul style="list-style-type: none"> o Create More Empowerment Sessions (Air Outs) for Employees with College o Define Purpose of Empowerment Sessions o Leave Open for Immediate Needs o Encourage Retreats for Departments, Programs and Entire College to Improve Communication and Processes 	<p>A6 Encourage Quality Circles for Improvement in Communication and Processes Throughout College</p>	<p>A6 Communication and feedback regularly reviewed for improvement of service to students</p> <p>A6 At least one department per semester taking a one-day retreat</p>	<p>\$2500</p>	<p>\$2500</p>	<p>\$2500</p>
<p>A7 Break down silos on campus (originally in Direction 5)</p> <ul style="list-style-type: none"> o Create a regular meeting for sharing of ideas (ex. Law enforcement training contract with Customized Training, Sponsored Programs meeting 1/26/16) o Identify appropriate convener, attendees, and develop a regular meeting schedule 	<p>A7 Improve Program Planners (Survey Students need. Need a Committee to review & recommend)</p>	<p>A7 Program planner review complete and changes, if any, implemented, evaluated, and revised accordingly.</p> <p>A7 Process in place for committee members to take roles that improve time management (minute-taker, facilitator, coach, etc.)</p>	<p>25*\$30=\$750</p>	<p>25*\$30=\$750</p>	<p>25*\$30=\$750</p>
<p>A8 Improve Attendance at Important College Functions (i.e. Graduation)</p> <ul style="list-style-type: none"> o Possibly Covering Costs of Cap and Gown 	<p>A8 Possibly Placing Graduation on a Duty Day</p>	<p>A8 A 25% increase in faculty and staff present at graduation.</p>			
<p>A9 Create a Calendar Clearinghouse (or system)</p> <ul style="list-style-type: none"> o Develop a Standard calendar of Events and Meetings 		<p>A9 Communication and feedback regularly reviewed for improvement of service to students</p>	<p>200 * \$30 = \$6,000</p> <p>30 * \$30 = \$900</p>	<p>200 * \$30 = \$6,000</p> <p>30 * \$30 = \$900</p>	<p>200 * \$30 = \$6,000</p> <p>30 * \$30 = \$900</p>

<ul style="list-style-type: none"> ○ Standardize Use of Google Calendar for Setting up Meetings by all Employees (Implement & Maintain & Improve on Change as Needed) ○ Implement Training and Goals (Duty Day Trainings) 		A9 Standard campus calendar system completed and operational.			
<p>A10 Improve Utilizations of EMS (Consistency)</p> <ul style="list-style-type: none"> ○ Enforce for All Room Reservations ○ Allow More Access to EMS by Employees ○ Develop More Training on EMS ○ More Efficient Methods developed for use of popular rooms/labs at popular times & dual room (i.e. Checking out a computer lab that is not used for entire time) ○ Enforce Current Car Check Out System through EMS and Seek Improvements in Process ○ Create a Backup System for EMS When for Failures/Error – Involve IT Dept. 		<p>A10 Problems with EMS room and car reservations reduced by 25%</p> <p>A10 Communication and feedback regularly reviewed for improvement of service to students</p> <p>A10 Increased Room Utilization reflected in MnSCU reports and Facilities Plan</p>	100 * \$30 = \$3,000	100 * \$30 = \$3,000	100 * \$30 = \$3,000
<p><i>Strategy III: Improve Communication with Students</i></p> <p>A11 Improve Enrollment Management</p> <ul style="list-style-type: none"> ○ Improve Schedule of Courses Offered (Review Processes, Needs, Checklist & Use of Technology) ○ Increase Access and Quality of Advising ○ Increase Number of Counselors/Advisors Serving Students (Continuous with Plan) ○ Define Faculty Role More ○ Inform Students Better on the Resources that are Available to Them ○ Help Students Understand Registration Process and Advising More ○ Help Students Understand Graduation Requirements More ○ Increase Advisors & Counseling Positions 	<p>A11 Develop College Transfer Center Improve Access to Transfer Information</p> <p>A11 Increase Access to DARS (Improving Readability & Training on System)</p>	<p>A11 Transfer guidance/center created in at least a webpage format.</p> <p>A11 Efficiency of Enrollment Management System increased by 25%</p> <p>A11 An improved visual presentation of DARS for students</p> <p>A11 Introduction to DARS training for faculty completed.</p> <p>A11 Effectiveness of schedule in terms of serving students and in terms of revenue generation evaluated each term and changes implemented as necessary.</p> <p>A11 Student satisfaction with advising reported in CCSSE increases 5% (Currently FDLTCC is 2nd among MnSCU colleges)</p> <p>A11 Schedules posted 1 year in advance</p> <p>A11 One new counselor/advisor hired.</p>	<p></p> <p>50 * \$30 = \$1,500</p> <p>\$6,000</p> <p>\$80,000</p>	<p>\$2,500</p> <p>100* \$30 = \$3,000</p> <p>50 * \$30 = \$1,500</p> <p>\$6,500</p> <p>\$82,000</p>	<p></p> <p>100* \$30 = \$3,000</p> <p>50 * \$30 = \$1,500</p> <p>\$7,000</p> <p>\$84,500</p>

A12 Define and Improve Open Door Policy at College	A12 Supervisor Development Retreat on open communications and collaboration and balancing priorities	A12 Maintain open door policy of supervisors A12 Solidify supervisory team.			
A13 Improve Student to Student Communication and Engagement	A13 Student Engagement Committee at college is formed and sets plan <ul style="list-style-type: none"> o Student Life Involvement o CCSSE reviewed 	A13 College implements student engagement plan.	100 * 430 = \$3,000	50 * \$30 = \$1,500	50 * \$30 = \$1500
<i>Strategy IV: Enhancing Cultural Competency</i> A14 Improve Understanding of Cultural Norms (Involve American Indian Staff/Faculty & Students & Non-Native Representatives) <ul style="list-style-type: none"> o Improve Understanding of Cultural Standards and Protocols at Tribal College o Develop More Cultural Training Programs and Immersion 		A14 AMIN 1050 "Training Model" being given to all new employees and completed for existing staff and faculty	See Strategic Direction 1	See Strategic Direction 1	See Strategic Direction 1
A15 Encourage Attendance at Cultural Events <ul style="list-style-type: none"> o Opening and Closing Ceremonies at Feasts 	A15 Improve Educational Opportunity of Cultural Events (Consistently Repeat Telling Story Why We Have Event, Purpose	A15 25 % increase in attendance at FDLTCC Cultural Events			
A16 Develop a Course Outline Format that is Consistently More Culturally Inclusive <ul style="list-style-type: none"> o WINHEC Model may be a Benchmark 	A16 College expands WIHNEC Model to other programs at FDLTCC outside of American Indian Studies.	A16 All existing course outlines in a WINHEC-appropriate format and all new courses utilizing new format			
A17 Develop Competencies in Multiple Cultures (Involve American Indian Staff/Faculty & Students & Non-Native Representatives)	A17 Taste of the Union of Cultures	A17 FDLTCC is a model not only as a Tribal College but a Multicultural Institution promoting social justice in the region			

Goal B: Respecting and Valuing our Community Partners

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
<i>Strategy I: Encourage Participation and Engagement with Professional and Student Associations</i> B1 Campus, Local, State, Federal and Tribal		B1 FDLTCC is represented on at least 5 State, Federal, Tribal, or MnSCU committees	20 * \$30 = \$600	25 * \$30 = \$750	30 * \$30 = \$900

<p><i>Strategy II: Strengthen Relationships with Fond du Lac Reservation and Tribal College Board (Continuous)</i></p> <p>B2 Improve relationships with FDL and Tribal College Board</p>	<p>B2 Assess Current communication processes with FDL and FDLTCC</p>	<p>B2 At least 3 new processes FDLTCC and FDL share information regarding students, curriculum, and college initiatives</p>		<p>30 * \$30 = \$900</p>	
<p><i>Strategy III: Strengthen Relationships with Other Tribal and Indigenous Organizations</i></p> <p>B3 Goal Includes Local/State/National/International</p> <p>B3 Improve Understanding, Purpose and Role of Various Bands and Organizations</p> <p>B3 Develop and Define Roles of Key Person(s) at College Who Officially Communicates with Tribal and Indigenous Organizations</p>	<p>B3 Attending WINHEC, AIHEC and other identified national meetings for support of American Indians in education</p>	<p>B3 American Indian Programs WINHEC accredited</p> <p>B3 Maintain AIHEC relationship and strengthen</p>	<p>Travel - \$5,000</p> <p>20 * \$30 = \$600</p>	<p>Travel - \$5,000</p> <p>20 * \$30 = \$600</p>	<p>Travel - \$5,000</p> <p>20 * \$30 = \$600</p>
<p><i>Strategy IV: Strengthen Relationships with Non-Tribal Agencies and Organizations that are External Constituents of College:</i></p> <p>B4 MnSCU Board of Trustees</p> <p>B4 MnSCU Chancellors Office</p> <p>B4 Other MnSCU Institutions</p> <p>B4 Colleges and Universities Outside of MnSCU</p> <p>B4 K-12 Partners</p> <p>B4 State/Regional Associations</p>	<p>B4 Participation of FDLTCC employees, students, and community members with local, regional, state partners and MnSCU</p> <p>B4 County, City, State Governments</p> <p>B4 Program Advisory Committees</p> <p>B4 Implement Requirement of a FDL or American Indian Member on Each Team</p>	<p>B4 the participation of FDLTCC constituents in local, regional, state & MnSCU partners has increased by 100%</p>	<p>50 * \$30=\$1,500</p>	<p>50 * \$30=\$1,500</p>	<p>50 * \$30=\$1,500</p>
Goal C: Engage community, private and government stakeholders					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
<p>C1. Identify key stakeholders for each group</p> <p>a. Develop general framework that identifies "primary, secondary, key stakeholders"</p> <p>b. Encourage all department/program directors, admin, PIs, etc. to complete a stakeholder analysis</p> <p>c. Establish a platform for understanding stakeholder interests, including asking</p> <p>d. Explore funding needs</p>	<p>C1 Evaluate process for stakeholder engagement</p> <p>C1 Conduct regular "College Open House" discussions with stakeholders</p>	<p>C1 Framework of external stakeholders completed.</p> <p>C1 Interests of stakeholders that align with campus priorities are identified.</p> <p>C1 College Open House with stakeholders established and held on a quarterly basis.</p>	<p>20 * \$30 - \$600</p> <p>4*15*\$30 = \$1,800</p> <p>Treats: \$600</p>	<p>25 * \$30 = \$750</p> <p>25 * \$30 = \$750</p> <p>4*15*\$30 = \$1,800</p> <p>Treats: \$600</p>	<p>25 * \$30 = \$750</p> <p>4*15*\$30 = \$1,800</p> <p>Treats: \$600</p>

e. Set-up advisory committee f. Develop course offerings g. Determine educational partners, articulation agreements					
C2. Develop a hospitality program address local economy a. Internal feasibility study (potential costs vs. gains, capacity) b. Review DOL grant proposal c. Gather labor statistics from Mn DEED d. Identify potential corporate partners (ex. Hyatt, Carlson, Mille Lacs, Fond du Lac, etc.)	C2 Implement program	C2 New program developed in response to community needs within three years 20 students regularly enrolled in program by 2021	150 * \$30 = \$4,500	150 * \$30 = \$4,500	150 * \$30 = \$4,500
C3. Raise FDLTCC Profile a. Find more ways to have FDLTCC Staff/Faculty/Students involved in community activities b. Find ways to incorporate “big community” events into student service projects c. Hold more events—like the Health Fair—off campus	C3 Develop 1-year out and 4-years out surveys for FDLTCC graduates that focus on continuing education experience and/or employment (model on existing CITS surveys)	C3 Potential new corporate partners identified and or involvement with existing partners is in place via the program’s advisory committee. C3 (See Strategic Direction 3 for outcomes related to Service Learning) C3 A 5% increase in ETS grad exam reports regarding involvement of students in on campus events	\$7,500	200 * \$30 = \$6,000 100 * \$30 = \$3,000 \$8,000	100 * \$30 = \$3,000 \$8,500
C4. Develop more scholarship opportunities, for a wide variety of students, especially with regard to textbooks a. Identify areas for expansion b. Establish “target” new scholarship opportunities	C4 Expand scholarship programs C4 Actively engage potential staff/faculty/stakeholders as peer reviewers on federal grants C4 Create a committee (possibly within the foundation) to develop plans for major donations to support specific initiatives at college	C4 By 2021, 50 more students awarded scholarships of some type. C4 5 new community organizations are providing scholarship money	\$10,000	\$12,000	\$15,000
C5. Pursue stronger roles in state/federal/tribal decision making prior to decisions made for FDLTCC (Campus feedback: Develop more formal partnerships with other tribal agencies) a. Identify and articulate campus needs b. Provide regular updates on key projects to MAIC and other organizations		C5 FDLTCC is represented on at least 5 State, Federal, Tribal, or MnSCU committees	Mentioned earlier	Mentioned earlier	Mentioned earlier

c. Regularly convene tribal agencies on campus to update, inform, and connect					
<p>C6. Institutional innovation Explore new business partnership. Find new ways to utilize technology to generate revenue</p> <p>a. Identify, cultivate, and steward potential major donors (facilities, programs, research initiatives)</p> <p>b. Publish institutional innovations</p> <p>c. Explore new business partnerships</p>	<p>C6 Implement a team to develop an annual review document for college with a purpose (including innovation) and a plan for implementation.</p> <p>C6 Create a sub-team to address this goal</p> <p>C6 Develop a plan for a performing arts center</p>	<p>C6 The college has a comprehensive list of major donors supporting the college mission.</p> <p>C6 The college has had 1-2 major projects funded (or partially funded) from donors</p> <p>C6 College has a public, annual review document (paper and online) that has a significant portion dedicated to innovations at the college</p> <p>C6 Surveys implemented and results being discussed and used accordingly.</p> <p>C6 A comprehensive & diverse funding plan completed and being followed.</p> <p>C6 A long-term plan is in place for a performing arts center for the college and community.</p>	<p>20 * \$30 = \$600</p>	<p>200 * \$30 = \$6,000</p> <p>20 * \$30 = \$600</p> <p>50 * \$30 = \$1,500</p> <p>50 * \$30 = \$1,500</p>	<p>200 * \$30 = \$6,000</p> <p>20 * \$30 = \$600</p> <p>50 * \$30 = \$1,500</p> <p>300 * \$30 = \$9,000</p>



2015-2017 Direction 3: Promoting social equality and wellness by integrating and centralizing service availability on campus

Goal A: Enhance Internal Communication and Promote a Teaching and Learning Environment

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
Implementation Leadership: Keith Turner, Convener.					
A1. Develop at least one partnership with an area health facility to offer medical resources to campus community a. Identify possible partners: Raiter, Min-no-aya-win, UMD b. Meet, develop plan, and determine services c. Explore grant opportunities/partnerships	A1. Begin a basic health services on campus- physicals, immunizations, basic medical care A1. Begin using on campus health services as clinical training for nursing students	A1. By 2018 be offering physicals and immunizations on campus and incorporating it as clinical training for nursing students.		500*\$30 = \$15,000	
A2. Improve service to student with mental health issues a. Identify/provide counseling services off campus b. Address transport of students to/from off campus counseling provider	A2. Develop on campus partnership with mental health services A2. Begin using on campus mental health services as training for Human Services students	A2. By 2018 have a working mental health services partnership and be positioned to begin using the partnership for student training.		\$25,000	\$30,000
A3. Investigate Addictions Counselor hire a. Cost of hire b. Other colleges that have the position or on campus recovery programs	A3. Ongoing weekly support groups offered with Addictions Counselor A3. Addictions Counselor educates staff/faculty on proper support of students with addiction issues	A3. Have an addictions counselor in place by 2017-2018.		\$100,000	\$103,000
A4. Evaluate effectiveness of current emergency food resources Chum food shelf, Bruce Carlson Food Pantry and Second Harvest distribution center a. Current procedure effectiveness b. Improvements in meeting student needs	A4. Develop coordinated approach to meet student needs A4. Promote food resources to students off campus	A4. Changes made to current food resources in place. A4. Effectiveness measured through usage increase and complaint decrease. A4. Five-percent increase in off-campus students using food resources			

A5. Continue partnership with Park Avenue fitness	A5. Promote Park Avenue fitness on campus	A5, A6, A7 Increase student use of Park Avenue Fitness by 5% by 2017.	100*\$30 =\$3,000		
A6. Develop more recreational opportunities for students a. Organized sports b. Open gym on Sundays c. The students would benefit from access to quality performances, activities and opportunities to perform in the broader community and on our campus. d. Area recreation activities scheduled (Spirit Mountain, group snowshoe, hike area parks, community bikes...)	A6. Develop student activities board to implement rec activities and promote physical activities of campus community	A5, A6, A7 Increase student use of Park Avenue Fitness by 5% by 2017.			
A7. CYFAR grant staff promoting community wellness in families on Fond du Lac Reservation	A7. Incorporate student involvement on community wellness initiatives	A5, A6, A7 Increase student use of Park Avenue Fitness by 5% by 2017.			
A8. Diversity Grant promoting on campus initiatives		A8. Grant secured			
A9. Nandagikendan Academy developing resilience and preparedness for student academic success		A9. Increase completion rate of Nandagikendan participants by 5% by 2018.		150*\$30=\$4,500	
A10. Assess academic/emotional support needs for veterans a. Review other colleges veteran support programs More information provided to students on sexual assault, relationship violence, stalking and gender identification to promote awareness	A10. Evaluate initiatives regarding academic/emotional support of veterans	A10. Increase number of veterans supported by 5%.	100*\$30=\$3,000		
A11. Provide info on Clery personal safety topics to campus	A11. Continue making Clery-related reports	A11. Clery Act reports built into Campus Duty agenda each year beginning in 2017.	Clery 50*\$30=\$1,500 VA 50*\$30=\$1,500 Gym Supervision- \$5,000	Gym Supervision- \$5,500	Gym Supervision- \$6,000

A12. Investigate options of reliable/consistent transportation for students (to class, events, rec.)	A12 Implement new transportation option(s)	A12. Pilot of new transportation completed by the end of 2017.			
Goal B: Spark interest in social issues and leadership					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
B1. Assess need for Community Health & Human Services Dept. on campus (Spark Point Ctr) a. Determine minimum resources (staffing, location, services) b. Estimate costs and determine funding sources	B1. Begin to locate funding sources for community Spark point center	B1. Two community sites established where students are engaged in service learning	Sparkpoint 50*\$30=\$1,500		
B2. Assess student's unmet childcare needs a. Consider options within the Child care grant to create more options b. Determine other possible childcare grant opportunities/resources	B2. Secure grant funds for childcare	B2. Secure at least \$10,000 in grant fund for childcare assistance		25*\$30=\$750	
B3. Investigate concept of a social & poverty issues center a. Assess trends of students below poverty line to determine issues and unmet needs b. Consider staffing, training, programming and funding sources	B3. Develop programming related to poverty	B3. Baseline data about poverty among students and three primary areas of unmet needs identified	Dr. Beegle -\$15,000		
B4. Develop leadership curriculum	B4. Develop Indigenous Leadership Certificate (consult with Faculty)	B4. Indigenous leadership certificate completed		200*\$30=\$6,000	
B5. Min-no-aya-win discussion for social issue awareness (alcoholism, drug use, abuse, obesity, diabetes) a. Faculty counselor integrated into discussions and developments of initiative	B5. Assess needs and develop social issue awareness and Leadership skills certificate (4-6 years future development: Develop cultural institute to offer communication seminars)	B5. Leadership and social awareness certificate completed.			

Goal C: Integrate public service into student life					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
C1. Assess the feasibility of student service learning hub/office to coordinate service learning offerings a. Consider requiring service learning across athletes and AA degree students	C1. Develop an academic based Service learning course	C1. Service learning course created and integrated into degree program offerings	See earlier amts		
C2. Increase enrollment in Human Service program and increase practicum experience settings	C2. & C4. Develop at least three more sites for service learning and practica opportunities	C2. Enrollment in Human Services program increased by 2% C2. At least two new practicum sites established		30*\$30=\$900 20*\$30=\$600	
C3. Enhance student engagement in current campus initiatives for greater community involvement a. Coat Drive b. Toys for Tots c. Human Services Christmas Party d. Law Enforcement service to surrounding area e. Nursing Blood Drive and awareness of health issues at semester health fair	C3. Secure at least two more sites for community involvement.	C3. & C4. At least two new sites established for campus community initiatives.		30*\$30=\$900	
C4. Consider other avenues to work in the community to promote social equality and wellness of nursing, athletics, law enforcement student through service learning and internships	C2. & C4. Develop at least three more sites for service learning and practica opportunities	C3. & C4. At least two new sites established for campus community initiatives			
Goal D: Promote sound money practices					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
D1. Assess specific needs for a student text book exchange	D1. & D2. Implement and monitor textbook exchange and book vouchering process	D1. Textbook exchange operating for at least one year.	20*\$30=\$600		

	<ul style="list-style-type: none"> a. Rent books online b. Textbook Payment plans for the academic year c. Library textbook loan for current classes each semester 				
D2. Improve and implement book voucher process	D1. & D2. Implement and monitor textbook exchange and book vouchering process <ul style="list-style-type: none"> a. Rent books online b. Textbook Payment plans for the academic year c. Library textbook loan for current classes each semester 	D2. Book vouchering increasing student preparation for classes/aids in retention and student success improvements	25*\$30=\$750 Books: \$10,000	\$12,000 30*\$30=\$900 Clerical for rentals: \$35,000	\$15,000 30*\$30=\$900 Clerical for rentals: \$36,500
D3. Implement FAFSA financial Aid night	D3. Implement and monitor the success of FAFSA financial aid night	D3. & D4. Default rate drops 5%			
D4. Calls made to possible default students	D4. Continue intervention with possible default students	D3. & D4. Default rate drops 5%			
D5. Expand financial literacy workshops offered regarding paying for college, federal student loans (budgeting /repayment info) understand credit, FAFSA, grants, scholarships		D5. At least 10% increase in number of students and parents reached with financial literacy training.			
D6. Increase scholarship opportunities for current and future students	D6. Club Week, include the Foundation to host a table with scholarship applications and available person to answer questions	D6. 25 Foundation scholarships available by 2018			



2015-2017 Direction 4: Using Information to Analyze and Advance a Quality Education for Student Success

Goal A: Enhance Internal Communication and Promote a Teaching and Learning Environment

1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
Implementation Leadership: Anna Fellegly, Convener					
A1. Research and analyze student success (What happens to a student when they come through the door?) a. All social demographics (race/ethnicity, gender identity, sexual orientation, income, caregiver) b. Programs and degrees c. Statuses (PT/FT, admission type) d. Acknowledge, document, and discuss different types of success (for students, AIHEC, HLC, Tribe, State, IPEDS) e. Evaluate success of pathway programs (Weekend College, DegreeMe, AEA)	A1. Develop new academic plan and program opportunities A1. Establish a method of documenting qualitative work on poverty, race, and academic achievement A1. Analyze and report "Attendance and Disappearance at FDLTCC" A1. Create one new retention improvement project based on student success analysis	A1. New Academic Plan complete A1. New retention project in place and being monitored. A1. One new academic program implemented	30*\$30 = \$900 20*\$30=\$600	100*\$30=\$3,000 60*\$30=\$1800 100*\$30=\$3,000 20*\$30=\$600	75*\$30=\$2,250 20*\$30=\$600
A2. Evaluate effectiveness of current retention efforts (phone calls, learning seminars, etc.) (Assess all existing retention programs at college)	A2. Implement improvements to phone calling efforts, learning seminars, as needed.	A2. Continued monitoring and reporting in place of the effectiveness of retention efforts.			
A3. Improve communication with students about academics a. Celebrate small milestones (15 cr., 30 cr., etc.) b. Make "assumed" knowledge transparent/literal c. Create a better visual of DARS A. 4Increase the integration of general education assessment data into institutional decision making	A3. Evaluate effectiveness of celebrating small milestones. A3. Develop version of new DARS visual	A3. Effectiveness of celebrating small milestones complete and changes implemented accordingly. A3. New DARS visual complete and being implemented.	\$1000	\$1000	\$1000

A4. Pilot, and implement based on evaluation results, new approach to proficiency testing for assessment of student learning at an institutional level	A4. Disseminate and discuss proficiency test results and continue testing	A4. Three years of proficiency testing in place and data being distributed and discussed campus wide and to stakeholders. A4. General education assessment results discussed in Shared Governance, Supervisors' meeting, and at Duty Day. Overall retention rises 2%	100*\$30=\$3,000 20*\$30=\$600 100*\$30=\$3,000	100*\$30=\$3,000 20*\$30=\$600 100*\$30=\$3,000	100*\$30=\$3,000 20*\$30=\$600 100*\$30=\$3,000
Goal B: Evaluate and improve on-campus offerings					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
B1. Analyze and develop a strategy to improve basic communication with students/ method to maintain accurate contact information	B1. Implement strategy to improve basic communication with students and maintain accurate contact information.	B1. Inability to reach students improves by 50% (based on ability to contact students in specific student success programming, such as 0-40, academic alerts, and learning seminar).			
B2. Identify and evaluate student academic support offerings and needs	B2. Audit and evaluate evaluation tools B2. Identify new resources to promote on-campus student success. B2. Assess enrollment reporting processes B2. Determine and implement specific improvements to academic support offerings	B2. Improvements to academic support implemented and being monitored.		75*\$30=\$2,250	75*\$30=\$2,250
B3. Develop a cost analysis of the effectiveness of course scheduling.	B3. Determine a specific set of scheduling improvements and implement.	B3. Schedule adjustments implemented and being monitored. A 5% increase in revenue generation based on the scheduling adjustments.	100*\$30=\$3,000	200*\$30=\$6,000	
B4. Create online diagnostics (12 dots) and video tutorial library (8 dots) specific to courses	B4. Continue creating online diagnostics (12 dots) and video tutorial library (8 dots) specific to courses	B4. At least 1 diagnostic tool for a specific course and 4 video tutorials completed and working.			\$100*\$30-\$3,000
B5. Analyze and develop strategies to improve developmental education	B5. Determine a specific set of improvements to developmental education and implement.	B5. Improvements to developmental education implemented and being monitored.			
B6. Develop a sustainable model of education delivery programs at college	B6. Evaluate and implement improvements to outreach site delivery model	B6. One full year of outreach delivery model practiced and evaluated by Spring 2018.			

Goal C: Evaluate and improve off-campus offerings (CITS, Outreach, Distance, Online)					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
C1. Evaluate student success in online and distance offerings	C1. Identify new resources to promote online and distance student success	C1. Practice "Actions, Results, Evaluations, Decisions" cycle			
C2. Continue focus on Quality Matters and professional development and certification of courses.	C2. Continue focus on Quality Matters and professional development and certification of courses.	C2. Two online courses QM-certified by 2018	QM-\$2,000		
C3. Determine improvements needed to make Room L109 an active, cost effective Telepresence room.	C3. & C6. Complete improvements to Room L109.	C3. & C6. Five faculty trained in telepresence and ITV by Spring 2017.			
C4. Develop greater understanding of CITS' (concurrent enrollment) role	C4. Develop and distribute CITS survey results in the Annual Report of Student Learning	C4. CITS survey information included in Annual Report of Student Learning	30*\$30=\$900	30*\$30=\$900	30*\$30=\$900
C5. Develop sustainable model of education delivery for outreach sites	C5. Evaluate and implement improvements to outreach site delivery model	C5. One full year of outreach delivery model practiced and evaluated by Spring 2018.	100*\$30=\$3,000	100*\$30=\$3,000	100*\$30=\$3,000
C6. Develop skills in delivering telepresence and ITV distance education	C3. & C6. Continue skill development in delivering telepresence and ITV distance education	C3. & C6. Five faculty trained in telepresence and ITV by Spring 2017.	10*\$30=\$300	10*\$30=\$300	10*\$30=\$300
Goal D: Develop efficient information resources/processes for reporting and decision making					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
D1. Evaluate space utilization and discuss opportunities	D1. Develop employee profiles and understanding of union roles	D1. Space utilizations improvements in the process of evaluation for effectiveness of changes. D1. Profile of employee positions and union roles complete and posted for campus use		Architects: \$15,000	
D2. Begin updating facilities plans	D2. Complete any updates on facilities plan and update document accordingly	D2 Updated facilities plan complete and ready for use in funding requests			

D3. Improve efficiency of EMS use (establish baseline of problems)	D3. Process in place and being implemented	EMS problems reduced by 5%			
D4. Develop a consistent set of basic institutional data for campus use, including retention, persistence, and other student success measures.	D4. Continue	D4. And D6 Three years of annual statistical profile in place.			
D5. Develop and disseminate Annual Report of Student Learning	D5. Continue	D5. Three years of annual report of student learning in place.			
D6. Develop and disseminate Annual Statistical Profile	D6. Continue	D4. And D6 Three years of annual statistical profile in place.			
D7. Develop and disseminate Annual Budget Report	D7. Continue	D7 Annual budget reporting continued but with new look consistent with other annual reports.			
D8. Provide data for specialized accreditation projects, including NACEP (CITS), WINHEC (Am. Indian Programs), Nursing, Business, and Elementary Education.	D8. Continue supporting specialized accreditation applications D8. Prepare for comprehensive HLC site visit (2019)	D8. Specialized accreditation in progress or received for WINHEC, NACEP; ACBPS, and Nursing Program.	\$5,000	\$7,000	\$7,000
D9. Report campus-wide compliance-related documents: HLC, IPEDS, MnSCU, Trends and Highlights	D9. Continue	D9. Three years of annual campus-wide sharing of compliance related documents in place.			
D10. Determine and develop documentation processes for collecting, inputting, and managing basic student and human resource information	D10. Continue documenting processes for collecting, inputting, and managing basic student and human resource information	D10. Processes documented and defined for collecting, inputting, and managing basic student and human resource information	Wheels	250*\$30=\$7,500	250*\$30=\$7,500
D11. Develop calendar of reporting functions (Business office, Financial Aid, Advising, Disability Services)	D11. Develop calendar of reporting functions (Registrar, Admissions)	D11. Calendars of reporting functions complete and in use.			
D12. Develop a system for maintaining Institutional memory and shared visions (from Direction 5) a. Utilize the template developed by Customized Training/Sappi grant (from Direction 5)	D12. Continue documenting processes for collecting, inputting, and managing basic student and human resource information	D12. Processes documented and defined in business, financial aid, disability services, advising, registrar, and admissions offices			

Goal E: Develop a comprehensive needs assessment, internally and externally					
1-2 Year Strategies: What concrete, measurable, actionable efforts will address challenges, build on advantages and achieve our goals?	3-5 Year Strategies	What are the expected results and outcomes? Practice "Actions, Results, Evaluations, Decisions"	Budget		
			2017	2018	2019
Implementation Leadership: Sherry Sanchez Tibbetts, Convener					
E1. Articulate Current Funding Needs a. Discuss at Budget Committee b. Internally "vet" concept c. Gather information needed (ex: dashboard reports, grant summary, budget, and below) d. Identify external and internal stakeholders e. Identify/discuss impact of culture of poverty (students/staff/resources)	E1. Hold a series of "generational poverty trainings" for staff/faculty	E1, E2, E3. Needs assessment completed and distributed to decision makers for discussion and determination of next actions	100*\$30=\$3,000 30*\$30=\$900	30*\$30=\$900	30*\$30=\$900
E2. Hold a series of listening sessions to quantify: understaffing, overcrowding, limited resources and their impacts	E2. Evaluate findings and report E2. Determine next actions based on findings	E1, E2, E3. Needs assessment completed and distributed to decision makers for discussion and determination of next actions			
E3. Develop draft publication form (Budget, Dashboard benchmarks, Grant listings) a. Present draft version to Budget Committee b. Publish information	E3. Continue with information sharing E3. Further refine grant information (ie., pie chart to breakdown where funding goes)	E1, E2, E3. Needs assessment completed and distributed to decision makers for discussion and determination of next actions		50*\$30=\$1,500	
E4. Research the funding opportunities for program specific needs (law enforcement, nursing, building & structures, people/students)	E4. Submit at least two program-specific grant applications by fall 2018	E4. Receive at least one program-specific grant award.			
Annual Estimated Budget Amount			\$526,230	\$1,140,760	\$1,189,410

