

CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Strategic Plan

2019-2025

CCCC Wolves

Think Dakota  Live Dakota

Mission Statement

Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

Vision Statement

Cankdeska Cikana Community College builds a strong and viable Dakota community that enjoys physical, mental, emotional, and spiritual health.

Key Values

Shared Responsibility

We are respectful of each other.

We believe in the value of educational and vocational training.

We believe in the potential of our students.

Commitment to Quality

We strive toward being the best tribal community college.

We employ fully qualified faculty and staff in all positions.

We maintain accreditation.

We structure the institution to optimize the skills and contributions of all.

History and Context for CCCC's Strategic Plan 2019-2025

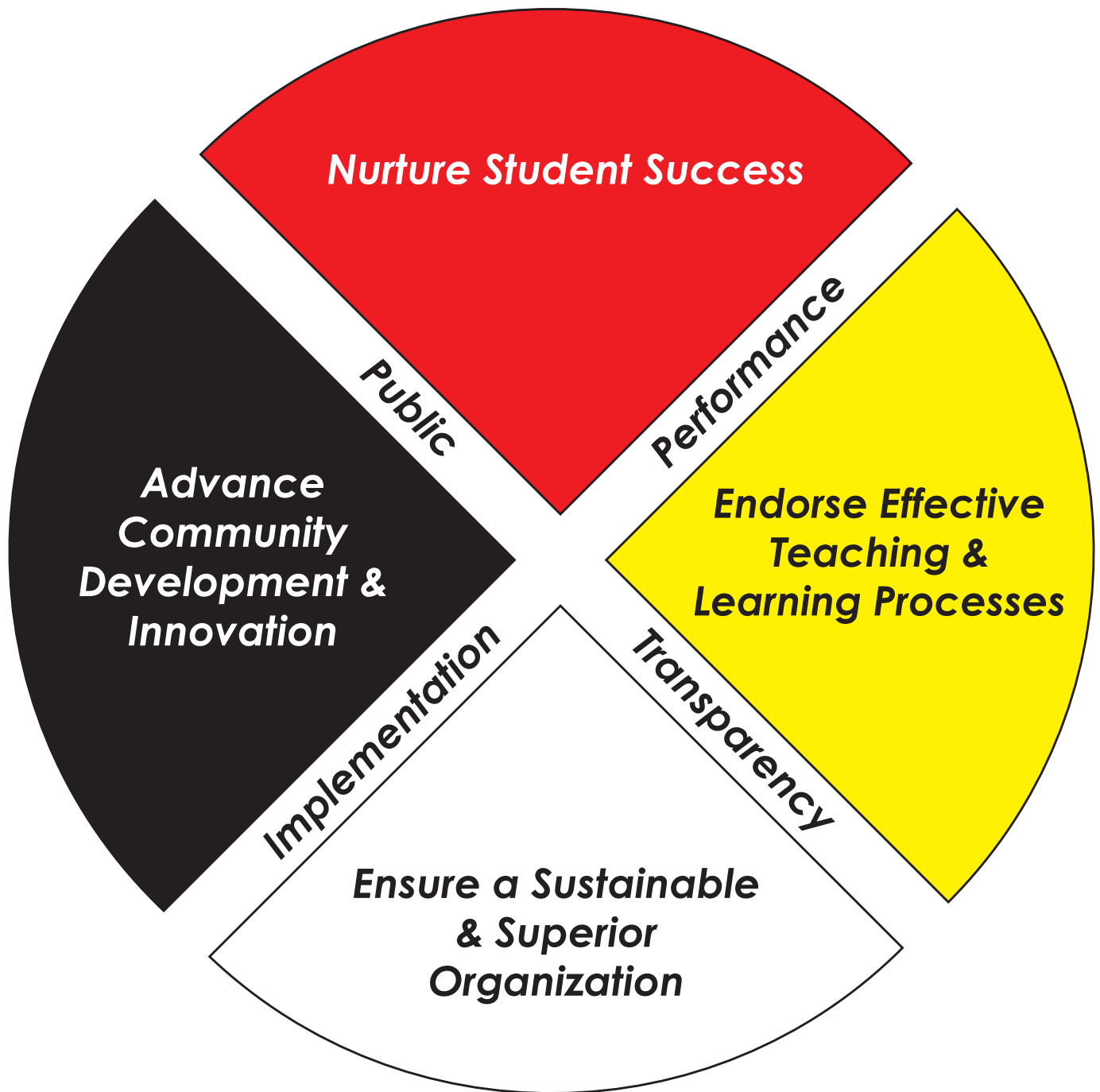
As a very small, rural, and isolated tribal, community college, Cankdeska Cikana Community College (CCCC) is continually reviewing and updating the plan within the context of needs, availability of resources, and most importantly from the input of our community stakeholders and the follow through by faculty and staff. The goal is to have a viable plan that is easily understood and utilized wherein there is consensus and effort for successful student outcomes.

Over the years CCCC has utilized various tools and processes to update its strategic plan. This included SWOT (strengths, weaknesses, opportunities, threats - 2004, 2005, 2008, 2013), NGT (nominal group technique - 2005, 2006, 2007, 2009, 2010, 2011), listening sessions (cultural/annual), a retreat - 2016, and the development of a Comprehensive Community Assessment (CCA - 2014-16) that included a household survey. Each of these processes engaged the various stakeholders from the tribal community we serve (Spirit Lake Dakota reservation).

The new iteration of the strategic plan attempts to combine the previous plan with the Enrollment Management Plan for a simpler guide – what are we trying to, how do we get it done, and who is responsible? CCCC had been told that we were trying too hard to ‘be everything, for everybody’ and given our size and resources, that is an impossible task. Streamlining goals, priorities, and objectives into reasonable action items that reflect resources (human and financial) is the ‘new iteration’ of CCCC's strategic plan. This plan also incorporates the past several years (2017-2020) of work as part of the Achieving the Dream (ATD) network related to data and data management. The new plan has a medicine wheel framework with four primary ‘themes’ that incorporates the previous eight goals from the most recent plan (2015-2020). The medicine wheel framework is cultural-relevant and appropriate as a tribal college and is also the updated framework for the assessment of student learning.

CCCC will celebrate 50 years of higher education services for the Spirit Lake Dakota community in 2024! The CCCC Strategic Plan 2019-2025 gets us to that milestone with a foundation of continuous improvement for student success stories.

Strategic Plan Themes/Priority Areas



Though labeled as “Priority I, II, III, IV” each theme/priority is interconnected and equally important.

PRIORITY I: Nurture Student Success

Who's Responsible? All CCCC employees with input from Academic Dean, Registrar, Financial Aid Director, Communication/Outreach Director, Career Services Director, CTE Director, Student Academic Mentors, and Student Academic Advisors with leadership from the Recruitment Committee, Retention Committee, Data Management Committee/ATD and Financial Aid Committee.

1.1 Increase Student Recruitment

- a. New student enrollment will increase by 5 students per semester

Improve outreach/engagement with area high schools and communities

Continue to provide tuition waivers (as funding allows) to all high school seniors, veterans, elders, and GED graduates

Improve tracking of high school students engaged in CCCC weekend/summer academies, also Talent Search participants

Implement consistent and updated marketing strategies

Discover workforce needs and opportunities to strengthen tribal and community relationships, including CTE fields

Increase awareness of events, activities, and opportunities using established social media links

1.2 Improve Student Retention

- a. Increase fall-to-fall student retention rate, persistence rate, graduation rate by 3% each year

Assign Student Academic Advisor immediately upon enrollment

Assign Student Academic Mentor within first two weeks of semester

Set educational plan/pathway for each student that includes expectations/milestones

Utilize data to identify performance gaps and develop necessary interventions

Schedule regular contact/meeting times for the semester

Utilize honor students for the ICE-TI program as peer mentors or tutors

Require the First Year Experience class for all new students

Provide co-curricular activities and opportunities, that include Student Support Services and CTE/NACTEP

Address child/family needs for students within the educational plan, as appropriate

Require student orientation for new students and encouraged for all students

Improve financial literacy of all students

- b. Increase number of completed student financial aid applications by 3% per semester
- c. Increase number of applications for scholarships by 3% per semester
- d. Student housing development plans implemented

PRIORITY II: Endorse Effective Teaching and Learning Processes

Who's Responsible? *All faculty with input from Academic Dean, Registrar, Dean of Administration, CTE Director, and President with leadership from the Assessment Committee and the Curriculum Committee.*

2.1 Constant and consistent academic improvement

- a. Innovative course delivery that maintains course integrity/rigor (syllabi)
- b. Continue to expand project-based and career-focused learning experiences for students
- c. Meet standards in line with state institutions (GERTA, articulation agreements, common course numbering and objectives)
- d. Assessment of student learning is understood, utilized, and reviewed each semester
- e. Identify areas and/or courses from data showing student success to identify areas and/or courses which need improvement
- f. Evaluate and monitor student learning outcomes and Essential Studies Outcomes
- g. Faculty/course evaluation (annual/each semester)
- h. Maintain master course schedule that is innovative and supportive of student status, established and maintained
- i. Program Review is understood, utilized, and evaluated
- j. Faculty and staff professional development is required, supported, and documented in personnel file
- k. Conduct faculty and staff in-service in fall and spring
- l. All courses/programs of study include a Dakota cultural or language component
- m. Advisory Boards maintained for all CTE programs of study to garner industry perspective and guidance for student pathways
- n. Development of the Dakota Studies program to bachelor's level
 - A tribal member 'faculty/teacher' development program is implemented
- o. Continue and enhance support for the early childhood education and social work 2+2 programs
 - Develop other programs for the 2+2 pathway
- p. Ensure majority of faculty are ND/CTE certified

PRIORITY III: Advance Community Development & Innovation

Who's Responsible? CCCC Board of Regents, President, Management Committee, Land Grant, and CTE programs, all CCCC employees and programs, community stakeholders, including Spirit Lake Tribal Council and elders, with leadership from the Data Management Committee/ATD and Management Committee.

3.1 Conduct Comprehensive Community Assessment (CCA) every 5 years

- a. Update for the CCA 2020-21
 - More focus on local (reservation) workforce/employer needs
 - Renew partnerships, particularly with the local employers and service organizations
- b. Maintain and update baseline data contained in the CCA
 - Link data with programs of study, job opportunities
 - Create new opportunities via housing, advanced manufacturing, child care, social services, and CDL (plus other areas)
 - Link work-study, internships, and apprenticeships to academic pathways and community career/employment

3.2 Offer, as appropriate, more community education classes

- a. Support Valerie Merrick Memorial Library for these offerings
- b. Assure strong Dakota cultural component as well as courses (i.e. quilt making, bead work, tanning hides, etc.)
- c. Focus on sustainable development, stewardship role with environment, living a balanced lifestyle (Dakota values)
- d. Emphasize CTE programs including Non-Traditional Fields

3.3 Seek outside resources and collaborations for student-led economic development ideas

- a. Continue to provide business courses as part of the academic programming
- b. Schedule external sources on business development for regular campus visits/activities
- c. As appropriate and depending on resources, utilize CCCC as incubator for business/economic development

3.4 Improve understanding and utilization of Land Grant status

- a. Provide community education and outreach opportunities
- b. Promote stewardship of land, food, and environment using Dakota values and philosophy
- c. Listen to community needs, respond as appropriate
- d. Promote community garden and farmers market projects for food security

PRIORITY IV: Ensure a Sustainable & Superior Organization

Who's Responsible? *President, Academic Dean, Dean of Administration, CFO, Human Resource Director, Board of Regents, Data Management Committee/ATD, all faculty and staff, with leadership from the Management Committee.*

4.1 Dakota values are integral to all work with the foundation being respect and integrity

Wisdom, humility, courage, generosity, fortitude, respect and honesty (woksape, wicowahba, wowaditake, wawokiya, wowaditake, waohoda, and ohañ owotana)

4.2 Stakeholders receive various reports on annual basis

- a. Annual report
- b. Institutional Profile (data summary)
- c. Financial audits
- d. Accreditation status
- e. AIMS/AKIS and IPEDs (tribal college and federal data reports)
- f. Student Profile(s)

4.3 Mission and vision are understood and core to all work

4.4 Policy documents are reviewed and updated annually

4.5 Communication methods are reviewed and improved annually

- a. Regular training is provided to all employees/students regarding technology and communications including social media use

4.6 Appropriate and affordable marketing strategies are utilized

4.7 Succession planning is integrated as a component of strategic plan with emphasis on tribal, staff/faculty development

- a. Implement recruitment, mentoring, job-shadowing roles for all key positions
- b. Assure each employee has opportunity for professional development/affiliation
- c. Work study, internships, and apprenticeships are employment options for all CCCC positions

4.8 CCCC Board of Regents have annual training on role/responsibilities

4.9 Establish a CCCC Alumni Association and host Alumni Events

4.10 Create a Development office for research capacity and fund raising

4.11 Maintain Master Campus Facilities Plan

- a. Maintain master inventory of all equipment, furniture, etc. in finance office
- b. Schedule depreciation, expected maintenance/repairs/upgrades
- c. Funding and plans for landscaping, curbs and sidewalks, art installations
- d. Prioritize security of all employees/students

-
- e. Document and address campus violence, assaults, complaints per policy
 - f. Plan and schedule training drills for disasters, safety in concert with local law enforcement
 - g. Review/update Campus Safety/Security Plan annually
 - h. Make appropriate signage visible, understood for safety/security protocols
 - i. Realize student housing (dorms) (faculty/staff housing also)

4.12 Technology infrastructure is state-of-the-art and secured

- a. Staff have access to training
- b. Develop and set dates for digital archiving of all student records (dependent on funding and space)
- c. Recruit/hire Tribal members/CCCC students for technology positions
- d. Use work-study, internships, and apprenticeships as a pathway for development of Native staff



Dakota Values

Woksape - Wisdom

Wicowahba - Humility

Wowaditake - Courage

Wawokiya - Generosity

Wowaditake - Fortitude

Waohoda - Respect

Oñañ Owotana - Honesty

