

CCCC Strategic Plan

Developed: Fall 2004

Approved/Implemented: Dec 2005

Modified/Updated: Feb 2008



Originally developed as a component for the accreditation comprehensive visit in April 2005, the CCCC strategic plan has been the ‘guideline’ for improvement, change, and development for the Spirit Lake tribal college. Planning is a critical aspect for any organization and especially for a higher learning institution. Planning helps to better understand the work needed to be done, but sets the detailed ‘vision’ as to where we need to go based on past experiences. Toward the goal of updating the Colleges’ strategic plan, CCCC partnered with the Spirit Lake Tribal Planning office to conduct a series of focus groups with various stakeholders. Three reports were issued from those forums – May 2007, July 2007, and January 2008 – and are available for review.

Based on the Dec 2005 planning document and the three reports, the following represents a compilation of the information, recommendations, and strategies for CCCC. This is the updated CCCC strategic plan for the next four years (2008-2012).

MISSION:

To provide higher education opportunities, at the community college level, including vocational and technical training. As a tribal community college, we emphasize the teaching and learning of Dakota culture and language toward the perpetuation of the Spirit Lake Dakota Nation. The goal is student independence and self-sufficiency through educational achievement.

VISION:

Through the education and training of its residents a strong and viable Dakota community that enjoys physical, mental, emotional, and spiritual wellness and growth.

KEY VALUES:

Shared Responsibility...

- We are respectful of each other
- We believe in the value of education and vocational training
- We believe in the potential of our students
- We value working together

Commitment to Quality...

- We strive to be the very best tribal community college
- We employ qualified faculty and staff
- We maintain accreditation standards
- We structure the institution to optimize the skills and contributions of all stakeholders

Goals as declared by the CCCC Board of Regents By-Laws:

1. To develop the human resources of the Spirit Lake Tribe necessary to meet its overall workforce needs.
2. To help preserve the Dakota language and Dakota heritage through academic curriculum.
3. To provide the first two years of college education for those students wishing to continue their academic study.
4. To provide vocational education in keeping with local employment needs, yet of such quality that the student is not limited to only local employability.

Three 'categories' evolved in analyzing the previous plan and the findings in the three reports: Administration/Infrastructure; Academic Programs/Services; and Student Services. Under each of the three categories are specific priorities or goals.

CCCC strategic plan priorities/goals:

1. **Academic programs/services**
 - a. **Provide appropriate and quality academic programs that emphasize successful student outcomes that are linked to the mission.**
 - b. **Contributor/facilitator toward the perpetuation of Dakota culture and language.**
 - c. **Enhance course offerings including trades/vocational certificates.**
 - d. **Plan for the establishment of bachelor degree programs.**
2. **Student Services**
 - a. **Establish an early childhood learning center for child care services as component of the academic program.**
 - b. **Double the student enrollment.**
 - c. **Establish a transportation service.**
3. **Administration/Infrastructure**
 - a. **Enhance Native American faculty recruitment/retention.**
 - b. **Improve faculty development opportunities.**
 - c. **Establish institutional counselor/advisor position.**
 - d. **Establish institutional development officer position.**
 - e. **Stable and adequate financial resources.**
 - f. **Stable and accountable management structure.**

The January 2008 Institution Planning Priorities document outlines more detail for each priority including action items and evaluation strategies to assure processes are documented and accountable.

To assist in this process, CCCC has established twelve 'teams' inclusive of all faculty and staff but without the five vice presidents. These teams previously functioned as committees that were

organized based on the accreditation process. The realigned teams will coordinate and implement the 2008 planning priorities with the support and assistance of the vice presidents, the president, and the CCCC Board of Regents. The teams were organized in December 2008 with a designated purpose. The teams are:

1. Assessment
2. Curriculum
3. Accreditation
4. STEM (Science, technology, engineering, & math)
5. Library
6. Recruitment
7. Retention
8. Financial Aid (scholarships)
9. Activities/Services
10. Public Relations
11. Facilities
12. Management

Each team will determine which of the planning priorities ‘fits’ with its respective purpose and will implement the action items and evaluation methods. This will be an on-going process that will be reviewed on an annual basis by the Management Team and the CCCC Board of Regents.

During the accreditation review, the visiting group noted that CCCC was most effective when the various committees were established as this process ‘moved communications upward’ to the administration instead of ‘top down’ directives. All employees and stakeholders are better engaged via the reorganized teams in formulating goals, priorities, accountability for institutional processes that center on the mission and vision of the organization.