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Background

The current Spirit Lake Reservation was established by Treaty in 1867 between the Sisseton Wahpeton Sioux Bands and the United States Government. The Spirit Lake Tribe (SLT) is part of the Sisseton-Wahpeton Band of Mississippi and originally resided in Minnesota prior to the 1862 Dakota Uprising. Formerly the Devils Lake Sioux Tribe, the SLT people share with other tribes a history of social, health, economic, and educational hardships. The survival of the Dakota and other indigenous people denotes their resiliency and ability to adapt. According to the Bureau of Indian Affairs Labor Force report (2006), the total population of the Spirit Lake Reservation was 6,223, with 5,927 enrolled members of the Spirit Lake Tribe and 296 residents enrolled with other tribes. Spirit Lake Enrollment Office reported 6,229 enrolled members as of August 2007.

In response to the needs and the failure of mainstream institutions, and tribal colleges and universities (TCU) *Cankdeska Cikana* (Little Hoop) Community College (CCCC) was established in 1974 by the Spirit Lake Dakota Nation as a tribally controlled community college serving the residents and communities on and near the reservation. The College is a two year degree granting and federally supported land-grant institution (known as 1994s) providing educational services primarily to the reservation population. CCCC is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools and is a member of the American Indian Higher Education Consortium (AIHEC) and the North Dakota Association of Tribal Colleges (NDATC).

The core mission for all TCU is the teaching, learning, and perpetuation of indigenous culture and language respective to each institution's tribal affiliation. CCCC's vision, mission, and value statements are based in the *Dakota Wiconi* (Dakota Way of Life) and are focused on providing post secondary education among the *Mni Wakan Oyate* (Spirit Lake People) while enhancing their knowledge

of Dakota culture. Research shows that Native students having cultural knowledge are more likely to succeed in their academics (Kanu, 2006; Pember, 2008).

Dignity, honor, and respect for *Wakan Tanka* (Great Spirit), *Unci Maka* (grandmother earth), our heritage, and ourselves are values of the *Dakota Wiconi*. These character values are the foundation for positive self-identity in addressing the needs of our people. This is the work of the tribal colleges – revitalizing that self-awareness and a sense of community.

Strategic Approach

CCCCs vision, mission statement, key values, primary goals, and key strategies within the plan reflect the *Dakota Wiconi* in how we conduct ourselves as individuals, as colleagues, and as a Dakota institution. In determining an updated direction for the institution, previous planning documents that captured ideas and well as wishes were utilized to continue institutional response and development. Many conversations and discussions occurred in a variety of ways to update the dreams and vision for educational opportunities for the Spirit Lake Dakota community. These are similar to the *itancan* (leader) model of our past in that decisions were based on information gathering and planning from smaller groups prior to taking action as a whole unit. This document is an update of previous years work to provide the status of CCCC's progress.

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.

Mission Statement

To provide higher education opportunities, at the community college level, including vocational and technical training. As a tribal community college, we emphasize the teaching



Vision

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Mission Statement

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.

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Key Values

Shared Responsibility...

- ❖ We strive to be 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 toward being the best tribal, community college
- ❖ We employ qualified faculty and staff
- ❖ We maintain accreditation standards as well as financial and governance integrity
- ❖ We structure the institution to optimize the skills and contributions of all stakeholders

Primary Goals

*As declared by the CCCC Board of Regents
By-Laws*

- ❖ To develop the human resources of the Spirit Lake Tribe necessary to meet its overall manpower needs.
- ❖ To help preserve the Dakota language and Dakota heritage through academic curriculum.

- ❖ To provide the first two years of college education for those students wishing to continue their academic study.
- ❖ To provide vocational education in keeping with local employment needs, yet of such quality that the student is not limited to local employment only.

Organization & Key Strategies for Accomplishment

The College is organized with six core areas, led by a vice president: (1) Administration & Finance; (2) Academics; (3) Community & Library Services; (4) Land Grant; (5) Student Services; and (6) Technology & Vocational Education.

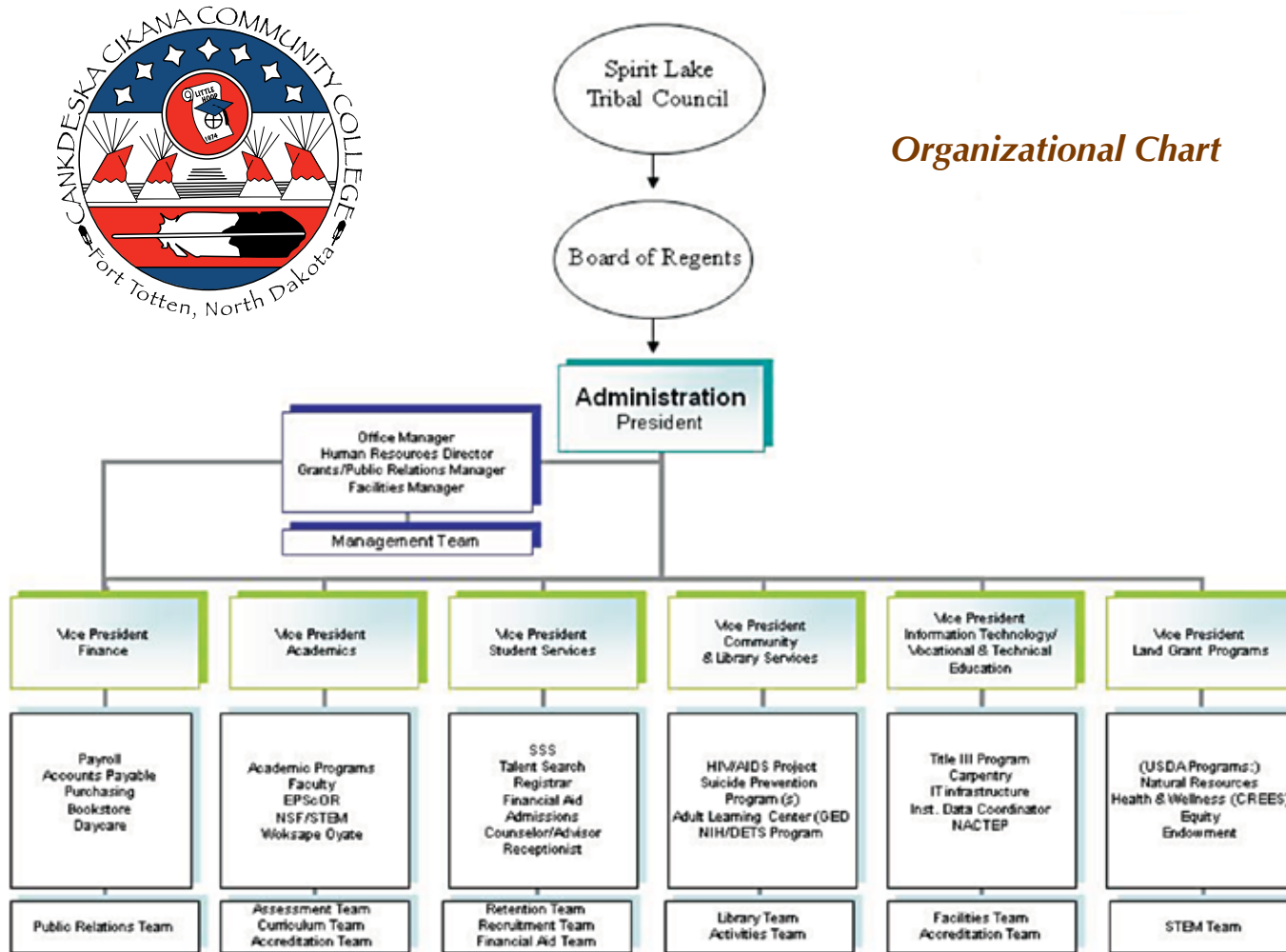
CCCC Teams are working groups comprised of faculty and staff to conduct the business of the college with each employee assigned to at least one team. The work of the Teams facilitates the accomplishment(s) of the strategic plan but also reflects all the work of the various CCCC programs and departments. The Team process assists in keeping everyone informed and engaged toward the ultimate goal of student success and fulfillment of the CCCC mission.

Teams are identified, a purpose described, and a leader (chair) designated. Brief meeting notes are recorded and submitted to the President's office and to the VPs for documentation of the work and as part of the accreditation evidence process. As appropriate, team notes are shared with all employees and Team Leaders are requested to report out at monthly staff meetings.

All employees are assigned to a team, with the exception of vice presidents who serve only on the Management Team. The VPs in-turn, bring forward the work of the Teams via the Management Team or directly to the President when action/response is needed. VPs oversee and coordinate the work of the teams to assure strategic plan follow through

and accomplishment. Team assignments and work efforts are documented as part of each employee's job description and annual evaluation.

The following organizational diagram outlines the various roles and responsibilities:



Modified & BOR Approved 01/28/2009



Updated Planning Sessions

Built on the foundation of the existing strategic plan and the many accomplishments reflected by CCCC's accreditation status, a unique focus group process was used to capture current needs and ideas from those with vested interest in the success of the institution. Three strategic planning sessions using the Nominal Group Technique (NGT) with CCCC stakeholders were held throughout the 2009 calendar year – one with students; one with faculty and staff; and one session with the CCCC Board of Regents (BoR) and the Spirit Lake Tribal Council. The following narrative describes the results of these meetings and provides the background for the Major Goals section.

Results

The Nominal Group Technique (NGT) process was used with: 1) CCCC students on June 1, 2009 to explore ideas for retaining students; 2) CCCC faculty and staff on July 17, 2009 to explore vision for the future; and 3) Spirit Lake Tribal Council and CCCC Board of Regents on October 24, 2009. Vision, mission and community educational needs and ideas, that included from a governmental perspective was the goal. Only the top five priorities are presented except in the case of ties. Additionally, the emerging themes from the top ten priorities are provided as a generalization of issues for each of the meetings.

Student NGT: *Question: What ideas do you have for keeping students in school?*

Top Priority Goals as Identified by CCCC Students

1. **(18)** = Childcare services
2. **(14)** = Four year degree programs
3. **(10)** = More funding available for students (financial aid)
4. **(8)** = Adequate parking
5. **(6)** = Sports/academic competitions

6. **(6)** = Incentive awards
7. **(6)** = Tutors for evenings/weekends

Emerging Themes

- ❖ Supportive services
- ❖ Academic offerings
- ❖ Funding support for student
- ❖ Convenience
- ❖ Recreation

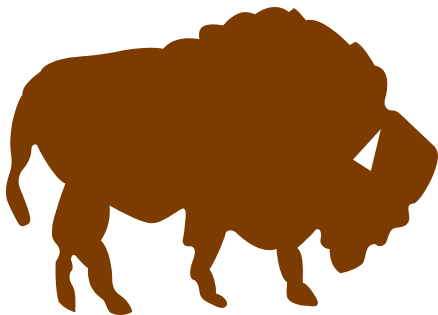
Faculty and Staff NGT: *Question: What do you see CCCC focusing on for the next 5 years?*

Top Priority Goals as Identified by CCCC Faculty and Staff

1. **(81)** = Four year degrees on site
2. **(35)** = Retention
3. **(34)** = Triple student enrollment
4. **(31)** = Housing for students on or near campus
5. **(31)** = Wind generator to power all campus buildings

Emerging Themes

- ❖ Supportive services
- ❖ Academic offerings
- ❖ Student Funding Support
- ❖ Recreation
- ❖ Campus development & expansion with 'green' focus



Tribal Council and Board of Regents NGT:

Question: What is your vision for Cankdeska Cikana Community College for the next 5 years?

Top Priority Goals as Identified by Spirit Lake Tribal Council and Board of Regents

1. **(19)** = More two year and four year degrees
2. **(19)** = Self sustained and self sufficient institution
3. **(18)** = Culture and language emphasis/ focus
4. **(17)** = Student housing
5. **(15)** = Masters degrees or higher

Emerging Themes

- ❖ Post two year degree offering
- ❖ Sustainable academic programs and energy efficiency
- ❖ Cultural and language preservation
- ❖ Student housing
- ❖ Increased or expanded programs of study, including vocational trades

Goal Development

The first step taken to update the CCCC strategic plan was a review of the existing plan (2005-2010) by the Management Team as a formative and summative evaluation process to determine what had been accomplished. The results of the review indicated the majority of objectives and activities for the time period identified were completed. A bulleted report by area for readability was developed by the Management Team for documentation purposes.

The Goal Development section that follows is based on this review and the 2009 NGT findings. These goals are guidelines for the next five years that incorporates continued formative and summative evaluation processes as the foundation for fulfillment of the CCCC mission for educating Spirit Lake Tribe reservation residents.

The following tables include our Accomplishments and Next Steps sections that provide detail to work completed from January 2010 to March 2011.

Dakota culture and language preservation are the foundation for addressing self-identity and the intergenerational issues of historical trauma experienced from federal assimilation policies. This first goal is critical to accomplishing academic initiatives as ongoing research indicates that indigenous people who know their culture are more likely to succeed.



Goal 1: Assist in the learning and perpetuation of the Dakota language and culture.					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 1.1:	Enhanced opportunities for the teaching and learning of Dakota language and culture	Academics	Spring 2010 and ongoing	Dakota Alliance Meetings Dakota Drum course	<ul style="list-style-type: none"> Continue facilitating and coordinating Dakota Alliance among Dakota tribal colleges and courses within CCCC
Objective 1.2:	Recruit qualified faculty	Academics -President	Spring 2011 and ongoing	One adjunct faculty assisted in drum course	<ul style="list-style-type: none"> Recruit two (1 male and 1 female) full time Dakota Studies faculty with a minimum of bachelor's degrees that are fluent in the Dakota language
Objective 1.3:	Stabilize the Dakota studies program	Academics	Spring 2011 and ongoing	Maintaining 1.5 FTE for Dakota Studies faculty	<ul style="list-style-type: none"> Review and refine the Associate of Arts in Dakota Studies to ensure transfer
Objective 1.3:	Implement a Dakota studies bachelor's degree program	Academics	Spring 2015	Met with Dakota Alliance members to review bachelor's degree in Dakota Studies during Spring 2010.	<ul style="list-style-type: none"> Continue to conduct literature searches for Dakota and/or other tribal bachelors undergraduate programs Develop a bachelors degree program in Dakota Studies with an emphasis in the Dakota language
Objective 1.4:	Train Spirit Lake tribal members to teach Dakota culture and language (junior faculty)	Academics	Spring 2010 and ongoing	Three Dakota language immersion classes held	<ul style="list-style-type: none"> Search and identify potential students to learn the language and obtain a bachelors and/or master's degrees
Objective 1.5:	Establish academic classes (for credit) as well as non-credit educational forums toward teaching Dakota culture and language, i.e. wahanpi anpetu	Academics	Spring 2010 and ongoing	Dakota Alliance meetings Language immersion seminars Soup Day Prayer Days Red Road Approach	<ul style="list-style-type: none"> Continue to build relations among Dakota Alliance partners to share best practices for teaching the Dakota language

Goal 1: Assist in the learning and perpetuation of the Dakota language and culture. (continued)

		Responsibility	Timeline	Accomplishments	Next Steps
Objective 1.6:	Develop educational tools to teach the Dakota culture and language such as DVDs, CDs, curriculum, workbooks, and IPODs utilizing technology	Academics-Technology	Spring 2010 and ongoing	Purchased audio and video recording equipment Dakota lapi Kacanku curriculum Dakota Language Alphabet CD Dakota Language I CD Dakota Language II CD Dakota Drum CD – 14 songs All digital recordings are IPOD uploadable	<ul style="list-style-type: none"> Continue to utilize digital audio and video recording equipment to produce and archive oral traditions

Goal 2: Provide mission-driven academic programs emphasizing student outcomes.					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 2.1:	Develop onsite four year degree programs through university partnerships	Academics	Fall 2010 and ongoing	Ongoing meetings are being with Mayville State University to obtain bachelors degrees in business programs	<ul style="list-style-type: none"> • Continue to work with North Dakota University System partners to expand undergraduate and graduate course offerings
Objective 2.2:	Develop more online courses and programs of study	Academics - Technology	Ongoing	Faculty continue to receive online course development training and have increased online and hybrid from 6 to 20 courses	<ul style="list-style-type: none"> • Continue to provide online course development training to faculty until all courses are able to be offered as online and/or hybrid courses
Objective 2.3:	Increase academic competitions within the college	Academics	Fall 2012	No progress has been achieved	<ul style="list-style-type: none"> • The basis for developing internal competitions from the AIHEC national competitions will be expanded
Objective 2.4:	Increase vocational courses and programs	Academics - Technology	Ongoing	The Art Programs have become established and stabilized with the hiring of a Fine Arts and Graphics instructors	<ul style="list-style-type: none"> • Continue to refine and build programs and faculty capacity as faculty remain in these positions
Objective 2.5:	Develop a college athletic department that establishes sport competitions including 'traditional' sports/athletics	President and Student Services	Fall 2012	Athletics development is on hold due to the lack of significant start up funds for this area	<ul style="list-style-type: none"> • Seek funding for start up costs through public and non-public funding sources.

Goal 3: Promote lifelong learning for members of the Spirit Lake community through various community educational activities and services.

		Responsibility	Timeline	Accomplishments	Next Steps
Objective 3.1:	Increase technological access for students and community	Technology	Spring 2010 and ongoing	Implemented online learning management system (Moodle) New IVN system installed in Room 113 Updated IVN equipment in Room 106 Increased technology access in English and Math	<ul style="list-style-type: none"> • Expand online class content • Increase faculty capability for online offerings
Objective 3.2:	Community education forums scheduled each semester	Community and Library Services		<p>Secured funding and participated in New Year's Kick Off 2011 for community with 400 in attendance</p> <p>Yearly Open House is held to showcase library acquisitions and complete patron surveys</p> <p>Secured funding for IMLS library enhancement grant that provides weekend library hours special library programming purchase of materials and library furnishings, and one full time library aide</p> <p>Revitalization of traditional practices is emphasized in all community programs including Valerie Merrick Memorial Library and Wiconi Ohitika project utilizing local experts as instructors</p> <p>Coalition building has been successful; the coalition has guided the suicide prevention project, shared resources, and strengthened partnerships through development of the Spirit Lake Suicide Prevention Plan and Crisis Protocol</p>	<ul style="list-style-type: none"> • Family Nights are scheduled monthly • Special events are held targeting youth and children including guitar lessons, Wii tournaments, and movie matinees. • Traditional practices with learning opportunities are offered that include quilt making, eading, dance styles, and displays showcasing Indian authors.

Goal 3: Promote lifelong learning for members of the Spirit Lake community through various community educational activities and services. (continued)					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 3.2:				<p>Community spiritual growth has been enhanced through the monthly Day of Prayer which is theme based and promotes positive messages of strength and hope.</p> <p>Youth spiritual growth has been promoted by the Dakota Activity Night, held in the outlying districts and facilitated by the Wiconi Ohitika Coordinator and Youth Prevention Specialists. Activities are geared towards helping our youth develop spiritual strength</p>	

Goal 4: Secure and manage adequate resources including fiscal, physical, technological and human.					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 4.2:	Secure reliable funding for college programs	All	2010-2011 and ongoing	Title III (Part F) Next Steps Health Professions PEEC Pre-engineering Northern Plains Cancer Program	<ul style="list-style-type: none"> • Continue to seek funding related to academic mission and strategic plan
Objective 4.3:	Develop operating and academic endowments	Finance	Ongoing	Endowment established.	<ul style="list-style-type: none"> • Need to build up balance to make income enough to sustain operating and academic costs. • Have reinvested all interest to build on principal balance
Objective 4.4:	Progress towards becoming a 'green' campus and investigate wind energy	Land Grants Finance	Spring 2010 and ongoing	LEED construction of new buildings on campus Increased Natural Resources faculty from .5 to 1.5 FTE	<ul style="list-style-type: none"> • Motion sensor switches • Utilize programmable HVAC system • Produce graduates prepared to address reservation environmental issues • Provide culturally relevant environmental education
Objective 4.5:	Expand college parking areas and office areas	Finance	Parking - 2011 Offices - 2012	Funding has been secured on parking lot for administration, early childhood learning center and fine arts wing	<ul style="list-style-type: none"> • Additional parking and office space will continue to be a need as the campus continues to grow
Objective 4.6:	Explore development of a campus recreation area	Finance	2011	Student union under construction with a projected finish date of July 2011	<ul style="list-style-type: none"> • Explore the feasibility of adding recreation area in the new gym/student union

Goal 5: Recruit, enroll, and retain students to double the student body (from the 2005 #200).					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 5.1:	Continued support and expansion of student retention plan	Student Services	Spring 2008 and ongoing	A retention plan was developed and implemented in Spring 2008. Strategies include faculty Early Alert Form (SAAR), Student Needs Assessment, tutoring services, Student of the Month/Semester, Preparatory Plan and Academic Excellence Week (formerly Catch Up Week). Mapworks was purchased and implemented.	<ul style="list-style-type: none"> • Continue to evaluate and refine retention strategies to guide future efforts
Objective 5.2:	Extended tutor lab hours	Student Services	Fall 2010 and ongoing	All tutor services have been centralized through a creation of a tutor lab. A Professional Tutor for CCCC was hired through NATCTEP and peer student tutors are hired through SSS and Title III. Professional Tutoring services are also provided by the TRIO Student Support Services advisors.	<ul style="list-style-type: none"> • Expand tutoring services to provide evening tutor lab hours by hiring additional peer student tutors. Professional Tutors/SSS advisors will continue to tutor when available
Objective 5.3:	Expanded childcare services	Finance	Fall 2010 and ongoing	CCCC awarded a contract to Bright Horizons to operate the childcare center. The Early Childhood Learning Center opened for business in August 2010. Childcare rates were adjusted to recruit additional children.	<ul style="list-style-type: none"> • Continue recruiting families and children • Develop and implement marketing plan • Incorporate CCCC Early Childhood Program of Study into the provision of services as experiential learning
Objective 5.4:	Provide more student financial aid benefits	Student Services	Continuous	Fall 2010, began implementing two FA disbursements.	<ul style="list-style-type: none"> • Financial Aid staff will continue to post and send information to students regarding additional financial aid assistance opportunities.

Goal 5: Recruit, enroll, and retain students to double the student body (from the 2005 #200). (continued)					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 5.5:	Offer career placement assistance	Student Services	Continuous	TRIO Student Support Services and CCCC retention team provide workshops on career planning/development	<ul style="list-style-type: none"> • Explore the feasibility of adding a Career Services center
Objective 5.6:	Develop Student Housing	Finance President	2012	<p>President explored Habitat for Humanity's models for home development</p> <p>A group of carpentry students were taken to South Dakota to assist in building a home</p>	<ul style="list-style-type: none"> • Explore funding sources for residential construction • Determine if homes should remain CCCC property or gifted to students

Goal 6: Maintain a governance/leadership system that assures stability and positive growth.					
		Responsibility	Timeline	Accomplishments	Next Steps
Objective 6.1:	Provide training for the Board of Regents	President	Annual	Held monthly meetings Attended external training at regional and national forums	• Continue
Objective 6.2:	Retain highly qualified trustees to serve on the Board of Regents	Tribal Council	Every 3 years per Charter	Council has re-affirmed membership of existing Board Two BoR members are working on bachelors degree	• Support stability of Board
Objective 6.3:	Continued joint meeting/training between BoR and Tribal Council	President	Annual	Conducted annual joint meetings with both entities as schedules permitted	• Continue
Object 6.4:	Establish a Management Team retreat	President	Annual but Mthly mtgs	Not achieved due to budget and schedule constraints Team does meet monthly	• Seek outside funding to conduct this activity - perhaps include BoR and TC



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