

Cankdeska Cikana Community College

Strategic Plan: 2010-2015

Approved by the CCCC Board of Regents 12/09/09



START HERE, GO ANYWHERE!

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, 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 Tonka* (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 thus sense of community.

Strategic Approach

CCCC's 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.

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 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.

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.

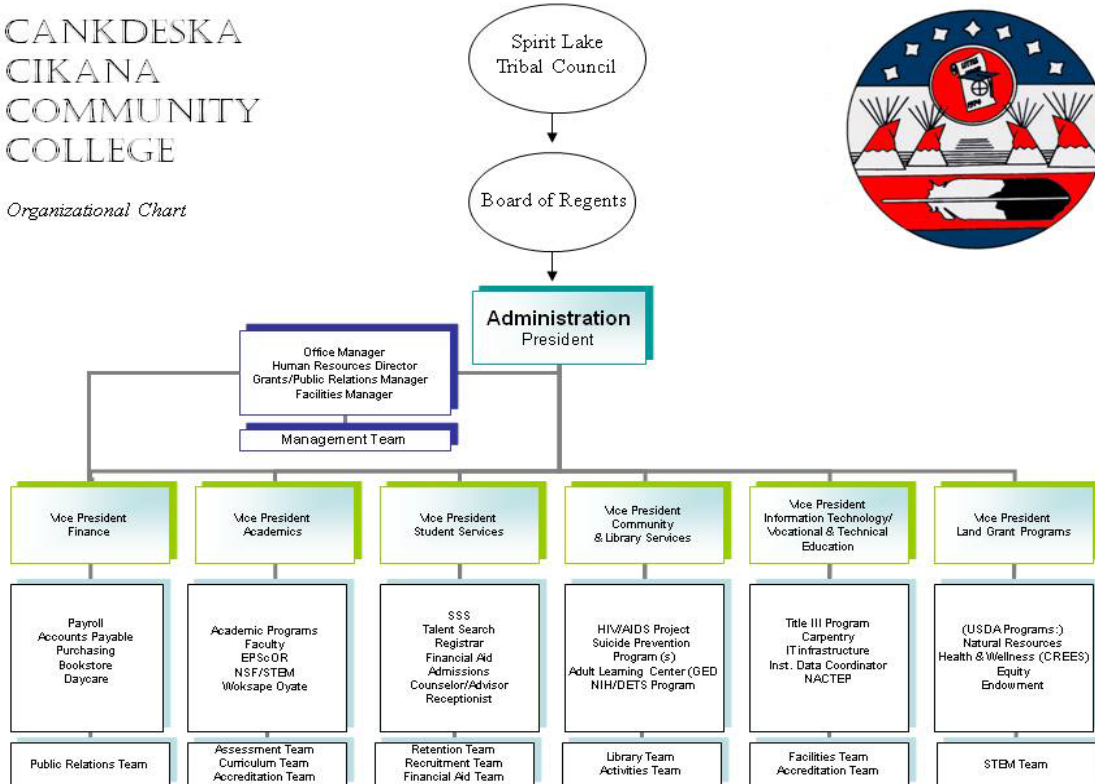
Teams are identified, a purpose described, and a leader (chair) designated. Brief meeting notes are recorded and submitted to the President’s office and to the VPs for documentation of the work and as part of the accreditation evidence process. As appropriate, team notes are shared with all employees 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:

CANKDESKA
CIKANA
COMMUNITY
COLLEGE

Organizational Chart



Modified & BOR Approved 01/23/2009

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 to explore vision, mission and community educational needs and ideas, including from a governmental perspective. 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

As mentioned, 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. (See Accomplishments 2009).

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.

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

goal is critical to accomplishing academic initiatives as ongoing research indicates that indigenous people who know their culture are more likely to succeed.

Goals 2010-2015

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

- Objective 1.1: Enhanced opportunities for the teaching and learning of Dakota language and culture
- Objective 1.2: Recruit qualified faculty
- Objective 1.3: Stabilize the Dakota studies program
- Objective 1.3: Implement a Dakota studies bachelor's degree program
- Objective 1.4: Train Spirit Lake tribal members to teach Dakota culture and language (junior faculty)
- 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
- Objective 1.6: Develop educational tools to teach the Dakota culture and language such as DVDs, CDs, curriculum, workbooks, and IPODs utilizing technology

Goal 2: Provide mission-driven academic programs emphasizing student outcomes

- Objective 2.1: Develop four year degree programs on site with emphasis on Dakota Studies
- Objective 2.2: Develop more online courses and programs of study
- Objective 2.3: Increase academic competitions within the college
- Objective 2.4: Increase vocational courses and programs
- Objective 2.5: Develop a college athletic department that establishes sport competitions including 'traditional' sports/athletics

Goal 5: Recruit, enroll, and retain students to double the student body (from the 2005 # 200)

- Objective 5.1: Continued support and expansion of student retention plan
- Objective 5.2: Extended tutor lab hours
- Objective 5.3: Expanded childcare services
- Objective 5.4: Provide more student financial aid benefits
- Objective 5.5: Offer career placement assistance
- Objective 5.6: Develop student housing

Goal 4: Secure and manage adequate resources including fiscal, physical, technological and human.

- Objective 4.2: Secure reliable funding for college programs
- Objective 4.3: Develop operating and academic endowments
- Objective 4.4: Progress towards becoming a "green" campus and investigate wind energy
- Objective 4.5: Expand college parking areas and office areas
- Objective 4.6: Explore development of a campus recreation area

Goal 6: Maintain a governance/leadership system that assures stability and positive growth.

- Objective 6.1: Provide annual training for the Board of Regents
- Objective 6.2: Retain highly qualified trustees to serve on the Board of Regents
- Objective 6.3: Continued joint meeting/training between BoR and Tribal Council
- Objective 6.4: Establish a Management Team retreat

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

- Objective 3.1: Increase technological access for students and community
- Objective 3.2: Community education forums scheduled each semester
- Objective 3.3:

