STRATEGIC PLAN

TURTLE MOUNTAIN COMMUNITY COLLEGE
AN EXPERIENCE IN SELF - DETERMINATION
Belcourt, North Dakota 58316

P.O. Box 340

Updated for the Period
January 1, 2008 - December 31, 2011
TURTLE MOUNTAIN COMMUNITY COLLEGE
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Updated for the Period
JANUARY 1, 2008 – DECEMBER 31, 2011
Leadership Team

Team Leader:
Dr. Jim Davis, President

Lead Assignment
Administration

Committee Members:
Dr. Leonard Dauphainais, Comptroller
Dr. William Gourneau, Human Resources
Larry Henry, Academic Dean
Faculty Representative
Wanda Laducer, Dean of Student Services
Sheila Trottier, Career and Technical Education
Anita Frederick, Institutional Effectiveness
Lyle Poitra, Anishinabe Wellness Director
Wesley Davis, Facilities Manager
Aajun KC, Technology Instructor
Wannetta Bennett, Sponsored Programs Officer
Sandra LaRocque, Director of Adult and Continuing Ed

Lead Assignment
Finance
Professional Development
Academics
Student Services
CTE
Accreditation
Anishinabe Wellness Center
Facilities
Technology
INTRODUCTION

The Turtle Mountain Community College (TMCC), a tribally controlled institution of higher learning, has made tremendous strides since its inception in 1972. TMCC is a tribally-charted institution of the Turtle Mountain Band of Chippewa Indians and primarily serves the reservation and surrounding area populations.

The Turtle Mountain Community College understands that strategic planning is critical to any organization, and the plan must include the environmental trends of the organization and the community which it serves; and the mission, values and strengths of TMCC. TMCC must assess and refine on a continuing basis its priorities, goals and plans for both the short-term and long-term. Measurable outcomes, both qualitative and quantitative, will be specified, reviewed and revised as the college focuses on the important issues that need to be accomplished in the next four years.

TMCC’s current strategic planning defines a process of commitment to continuous fulfillment of the college’s mission. This plan is authored by Dr. Jim Davis, who came on board as President of TMCC in November of 2005. Dr. Davis’s leadership team is the college’s administrative council, which includes the Dean of Academics, Dean of Student Services, Comptroller, Career and Technical Education Director, Human Resource Director, Sponsored Program Officer, Anishinaabe Director, Chief Information Officer, Facility Manager, and Faculty & Staff Representatives. TMCC’s strategic planning process involved a series of administrative council meetings, a review of the draft with the Board of Directors and Board of Trustees and sharing of the goals with the Staff and Faculty on a monthly basis. Upon completion of what was termed the final draft, the Board of Directors completed a final review and gave their approval.

This process or system of planning answered the following three questions: (1) What specifically do we want to accomplish – the Results; (2) what compelling reasons do we have to want to achieve the results – the Purpose statements; and (3) what are we willing to do or must we do to accomplish our results – the MAP or the Massive Action Plan. To effectively respond to these three questions, we used the five master steps to planning. These include (1) Capture, (2) Create, (3) Commit, (4) Schedule, and (5) Implement, Measure, and Celebrate. Steps one and two were used to actually develop the strategic plan; steps three through five are the methodologies and tools that are used to successfully implement the strategic plan.

As this strategic planning process developed, the administrative council assessed the environment in which TMCC exists both internal and external. TMCC understands that successful implementation of the strategic plan depends as much on the external environment as well as its own initiatives. TMCC’s primary obligation is to serve the community of the Turtle Mountain Chippewa Reservation, which includes Rolette County as well as serving enrolled members in other areas of the state of North Dakota and Montana.
The Turtle Mountain Community College has developed, over the past thirty years a number of positive attributes that ensure its success as a Tribal College. TMCC is currently in its second ten year accreditation cycle, and has a solid curriculum foundation in its general education classes, associate of arts and science programs, certificate programs, applied science degrees and its four-year bachelor of science degree in elementary education and secondary science. TMCC’s faculty is highly qualified with all academic faculty having master degrees in their teaching areas, and four having doctoral degrees. Administration and staff have years of experience in the areas that they work, and all are bonded together with a strong commitment to the academic needs of the community.

MISSION STATEMENT
Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career and Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.

INSTITUTIONAL GOALS
1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned businesses and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership.
VALUES
What are the values that TMCC must retain as it moves into the future? The Turtle Mountain Community College was established as a tribal community college with obligations of direct community service to the Turtle Mountain Chippewa Tribe. Under this unifying principle, the college seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

The philosophical foundation of the college is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and expressed in the Seven Teachings of the Tribe.

1. To cherish knowledge is to know WISDOM.
2. To know love is to know PEACE.
3. To honor creation is to have RESPECT.
4. BRAVERY is to face the foe with integrity.
5. HONESTY in facing a situation is to be honorable.
6. HUMILITY is to know yourself as a sacred part of the creation.
7. TRUTH is to know all of these things.

The strategic plan focuses goals (results) in the following ten areas: (1) Finance, (2) Facilities; (3) Professional Development; (4) Academics; (5) Career and Technical Education; (6) Student Services; (7) Administration; (8) Accreditation; (9) Technology; and (10) TMCC’s Anishinabe Culture & Wellness Center. The following are the Results, Purpose, and the Massive Action Plans (MAP) for each of the ten strategic issues for TMCC:

I. RESULT – FINANCE:
Beginning January 1, 2008 and ending December 31, 2011 TMCC will review current overall funding and develop and implement alternative sources of funding; establish a TMCC Endowment; establish and implement a forward funding strategy that will demonstrate our ability to increase our non-federal funding by 5% (without decreasing federal funding) which will allow us to increase quality of services to our students; and, fully implement the recommendations of the institutional effectiveness review/report.
Quarter I Results:
By no later than December 31, 2008, TMCC will have finalized at least two alternative funding effort and implement it; establish a Not-for-Profit 401(c) (3) TMCC Endowment; and will have a first draft outline on a forward funding strategy.
Quarter II Results:
By no later than December 31, 2009, TMCC will have fully implemented one alternative funding effort which will show an increase of non-federal funding by 3%; and, will have a final outline of a forward funding strategy.
Quarter III Results:
By no later than December 31, 2010, we will have increased our non-federal funding by 4%, finalized the third alternative funding source, and fully implemented the forward funding strategy.

Purpose: What are our profound reasons for wanting to achieve the above stated results?
1. To be the most outstanding student-centered college possible.
2. To be the Tribal College model of self-reliance in financial and long-term stability.
3. To know that TMCC has a planning and budgeting process in place that purposely meets or exceeds our needs.
4. To know that TMCC is financially capable of providing an outstanding education to its students and the unique reservation needs of our Indian population.
5. To know that TMCC is financially able to attract, hire, and retain high quality instructional faculty and staff.
6. To know that TMCC is financially able to increase course offerings thus attract more students, provide a service to the reservation community, and improve economic and social conditions.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1. Reevaluate TMCC’s endowments to determine whether or not they are adequate to meet the college’s growing needs.
2.* Identify alternative sources of funding that will reduce TMCC’s reliance on federal funding without lessening TMCC’s current federal funding level.
3.* To add non-federal revenue to our budget, review our investment strategies and look for new investments or modify our current investments in ways that will not violate the federal guidelines.
4. In coordination with facilities, identify sources of funding for vehicle(s) and grounds equipment.
5.* Develop strategies that will allow TMCC to forward fund itself and/or work to have the TCCCU funding become forward funding to have the equivalent of one-year of operational funding in reserve should the annual TCCCU funding be significantly reduced.
6. In coordination with facilities and tribal entities, identify the costs associated with establishing and maintaining a student transportation system.
7. Investigate the possibility of TMCC receiving forgiveness on its loan for construction of Phase I for the college.

II. RESULT - FACILITIES:
Beginning January 1, 2008, and ending December 31, 2011, TMCC’s main campus will be a 90 % "green campus"; a Phase II Career and Technical Education addition will be under construction; Phase III of the
Career and Technical Education facility will be in the planning stage; an overall campus "facility use plan" will have been implemented; all facilities are safe and secure (i.e., incident reports, fire drills) for all employees, students, and visitors; investigate (with the Administrative Council) the need for student housing that will include initial planning and potential sources of funding – all of which are focused on improving student retention, recruitment and learning; and, will have implemented the recommendations of the institutional effectiveness review/report.

Quarter I Results:
By no later than December 31, 2008, we will (in collaboration with CTE and Academics) have a written outline of the overall facilities needs; the Career and Technical Education Phase II facility will have been initially discussed; will have determined and identified the 90% “green campus” facilities; and, assisting the Human Resources Department, will have a rough first draft of a policy on safety, fire drills, tornado, etc. that addresses employee, students, and visitor’s safety and well-being.

Quarter II Results:
By no later than December 31, 2009, a final plan for the overall facility needs will be written; the addition of Phase II Career and Technical Education facility need will have been determined; a second draft plan for student housing will have been written; will have a written plan to become a 90% green campus; and, will implement monthly safety/fire drills.

Quarter III Results:
By no later than December 31, 2010 we will begin preparation for Phase II construction (i.e., design) of the Career and Technical Education facility; a third draft plan for student housing will have been written; will start implementing plans/actions to become a 90% green campus; safety/fire drills will be permanently implemented into school schedules; and if the need is justified, Phase III of the Career and Technical Education facility addition will have a written plan for implementation.

Purpose: What are our profound reasons for wanting to achieve the above stated results.
1. To know that TMCC is a model to other higher education institutions regarding a "green campus".
2. To know that the seven teachings are environmentally connected to improving our facilities and grounds.
3. To know that TMCC is fully committed to the building of facilities that accommodates the needs of students and community.
4. To know that TMCC facilities are providing a safe and secure work and learning environment for students, faculty, and staff.
5. To know that TMCC's outstanding facilities have a tremendous impact on the academic, economic, and social development of the reservation.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1.* Develop and implement a safety manual(s) for buildings, grounds and for the safety and well-being of all students, staff, faculty, and visitors.
2. *Initiate the planning process for student housing.
3. *Involvement in planning and design for Phase II (and Phase III if justified) Career & Tech Education facility addition.
4. Develop and implement an inventory disposal plan.
5. Develop and implement a plan for better building efficiency.
6. Develop an exterior and interior beautification plan which includes planting trees, shrubs, landscaping, flowers, cultural and art displays etc.
7. *Define what is meant by green campus and determine what will make the institution a 90% green campus.
8. Identify and acquire needed vehicles and grounds equipment.
9. Be involved in the planning for Anishinabe Culture and Wellness Center building projects.
10. Coordinate planning and work among all campus sites.
11. Educate entire staff on toxic waste and disposal of materials and equipment.
13. *Develop a campus facility use plan.

III. RESULT - PROFESSIONAL DEVELOPMENT:

Beginning January 1, 2008 and ending December 31, 2011, TMCC, through our identification of leadership, will require that each full time employee specifically identify professional goals, and further, each employee will be required to engage in a minimum of 125 contact hours of activities/training based on the individual development plan all of which lead to improved services to students; and, will have implemented the recommendations of the institutional effectiveness review/report.

Quarter I Results:
By no later than December 31, 2008, TMCC will have decided on a definition of leadership for professional development; each employee, with review and approval by the individual's supervisor, will have specifically identified his/her individual professional goals.

Quarter II Results:
By no later than December 31, 2009, a minimum of 40 contact hours of activities/training will be completed by 100% of the employees based on their individual improvement plan.

Quarter III Results:
By no later than June 30, 2010, a minimum of 85 contact hours of activities/training will be completed by 100% of the employees based on their individual improvement plan.

Purpose: What are the profound reasons for wanting to achieve the above stated results?
1. To have the most highly professional employees who can demonstrate outstanding leadership abilities.
2. So all employees will have strength in mind, body, and spirit.
3. To know that all employees are exemplary leaders in their respective jobs and in their communities.
4. To know that employees are the role models (i.e. leadership, wellness, attitude, communication) for students and those they work with.
5. To develop and retain employees who utilize their special and unique skills for the benefit of students.
6. To know that TMCC has the financial capacity to provide training and development for its employees.

**Massive Action Plan (MAP):** What must we do or are we willing to do to achieve our results as stated above?

1. Create an environment of cooperation and teamwork among employees and students.
2. Focus on personnel issues that enhance one’s ability to provide the best service to patrons of TMCC.
3. Provide in-depth training to all employees on the college’s employee health plan.
4.* Define what leadership is and integrate the features of traditional leadership and the seven teachings into our leadership model.
5. Look at ways a healthy mind, body, spirit can contribute to effectiveness, efficiency, and all that we do at the college.
6.* Create at the college an atmosphere and an environment of health and wellness.
7. Develop some specific places/locations at the college where individuals can participate in mind, body and spirit type activities.
8. Provide all new TMCC employees with an orientation of the college including the history, mission, goals, policies, etc.
9. Include in the training the concepts of ethics in the workplace.
10. Provide training for the improvement of teaching styles, retention, classroom management, teaching methods, classroom environment, etc.
11. Share with students the definition of leadership, the features of traditional leadership and the seven teachings as they apply to present day leadership.
12. Assist employees in applying the seven teachings in their daily work.
13.* Training in teamwork, communication, and attitude will be provided to employees.
14.* All employees will be given the opportunity to learn Ojibwa/Mitchif languages.
15. Determine how we will document the training/activities received by each employee, and follow through each month for each employee.
16. Establish a budget for each department for training and development.
17. Identify and schedule inside personnel who can conduct the training of employees in certain areas of expertise.
18. Identify and schedule outside personnel who can conduct training for employees in specific areas.
19.* Develop a calendar of employee training that will occur during the year.
20. Schedule the classes/training sessions that will be offered for credit and/or CEU’s from TMCC.
21.* Each program/department supervisor will meet with individual employees to determine specific training/staff development needs

22. Develop and use a common format to record training needs and training received for employees.

IV. RESULT - ACADEMICS:

Beginning January 1, 2008 and ending December 31, 2011, TMCC will evaluate and revise its general education courses as they pertain to all academic programs of study (Certification, AA, AS, AAS, BS) by assessing, designing, developing, and implementing these courses that will generate an increase in student success through an absolute understanding by students and employees of all course offerings; incorporate into the curriculum and provide (minimum of 18, 5-hour in-service sessions) Ojibwa/Metis language and cultural experiences to students, staff, and faculty; and, fully implement the recommendations of the institutional effectiveness review/report.

Quarter I Results:
By no later than December 31, 2008, TMCC will have completed a written assessment of general education courses for all programs of study, including language and culture; scheduled and conducted at least three, 5-hour in-service sessions on Ojibwa/Metis language and culture to all faculty and staff (to include students to the extent possible); and the first draft of changes for general education courses will have been completed.

Quarter II Results:
By no later than December 31, 2009, TMCC will have completed the 2nd and final draft of general education courses for all programs of study; and, will have scheduled and conducted at least a minimum of eight, 5-hour in-service sessions on Ojibwa/Metis language and culture to all faculty and staff (to include students to the extent possible):

Quarter III Results:
By no later than December 31, 2010, TMCC will have a board approved revision of the general education courses for all programs of study for the college catalog; and, will have scheduled and conducted at least thirteen, 5-hour in-service sessions on Ojibwa/Metis language and culture to all faculty and staff (to include students to the extent possible).

Purpose: What are our profound reasons for wanting to achieve the above stated results?

1. To know that TMCC’s general education courses for all programs of study are clearly articulated to students, employees, and the general public.
2. TMCC’s instructors will have the tools, methodologies, strategies, and understanding for doing an outstanding job in advising students toward degree/program completion.
3. To know that our TMCC general education courses ensure that our students are the most qualified to compete in the job market, and/or to pursue higher degrees.
4. To know that TMCC clearly differentiates its general education learning goals for Certificate, AA, AS, AAS, and B.S programs.
5. To know that TMCC continues to assess the community in offering new and revised two and four year programs of study.
6. To know that TMCC’s academic programs are clearly articulated to students, faculty, staff and the community we serve.
7. To know that all faculty, staff, and students are actively engaged and participating in the “…cultural and social heritage of the Turtle Mountain Band of Chippewa…” as stated in our Mission Statement.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* Review and revise all TMCC’s general education courses based on assessment data and review number of credits required, as they pertain to all areas of study.
2. Work with Career and Technical Education programs to identify general education courses that will add to their respective programs.
3.* Design all general education courses to support assessment, and establish explicit student learning outcomes for all programs of study.
4. Develop the list of general education courses for the college catalog.
5.* Form a committee to assist in planning, scheduling, and conducting the seminars or workshops on Ojibwa/Metis language and culture.
6. Plan out at least a month ahead of time the agenda for each of the eighteen Ojibwa/Metis language and culture seminars/workshops.
7. Schedule the speakers, moderators for each of the seminars/workshops.
8. Consider offering CEUs or college credit for the number of contact hours each employee will devote to the language and culture of the Ojibwa and Metis.
9. Tie the language and culture activities to the goal of the AICF grant, that of increasing intellectual capital in language and culture.
10. Use each employee’s individual development plan (see HR Result) to tie the language and culture into.
11.* Develop a “master schedule of activities” for each of the years for the Ojibwa/Metis language and culture seminars/workshops for faculty, staff, etc.

V. RESULT - CAREER AND TECHNICAL EDUCATION:

Beginning January 1, 2008 and ending December 31, 2011, TMCC will have Phase I of the CTE facility fully completed, Phase II addition will be under construction, and Phase III will be in the planning stage; a full review and update of all AAS, Certificate, Diploma, industry specific certification programs (with program and course level assessment) of study will have been completed and state/board approved; and will have successfully implemented the recommendations of the institutional effectiveness review/report.

Quarter I Results:
By no later than December 31, 2008, CTE will have fully completed the
construction of Phase I of the CTE facility; will have identified the need and began the initial planning for a Phase II facility addition; and, the review and update of at least 50% of the programs of study will have begun.

**Quarter II Results:**

By no later than December 31, 2009, CTE will have one-half of its programs of study reviewed, updated and be state/board approved; and, will have identified the need and have a written plan for the construction of the CTE Phase II facility addition.

**Quarter III Results:**

By the end of December 31, 2010, the CTE Phase III facility addition (if earlier decided) will be in the planning and funding stages; 75% of the CTE programs of study will have had a formal review and update and be board/state approved; and, the Phase II facility addition will begin construction.

**Purpose:** What are the profound reasons for wanting to achieve the above stated results?

1. To know that our long term desired goal of an expanded CTE facility is becoming a reality.
2. To know that CTE students will have the best program plan of study that drives the local and reservation economy to greater prosperity.
3. To know that the architectural design of the new CTE additions will provide a quality learning environment that is state of the art and offers adequate space for both theory and hands-on learning experiences.
4. To know that the program plan of study will graduate students who are tremendously marketable in the workforce, business, and industry.
5. To know that CTE provides training with current and future cutting edge technology.
6. To know that the designed Career and Technical Education center symbolizes the vision and mission of TMCC, students, employees; and, the economic needs of our community.

**Massive Action Plan (MAP):** What must we do or are we willing to do to achieve our results as stated above?

1.* Conduct community and business surveys to determine Career & Technical Education training needs.
2.* Search for current labor market information such as, state, local and national data to identify and prioritize what programs will be housed in the new CTE facility.
3.* Develop technology enhanced curriculum that meet national and state standards and certification requirements.
4.* Determine the equipment needed and cost for each vocation/trade.
5. Involve students in the planning and design of the Career & Technical Education facility additions.
6.* Complete design and construction of Phase I of the CTE facility.
7. Identify a location that would best be suited for the Phase II and III facility additions.
8.* Based on the results of surveys and current labor market information, identify program and community needs that will dictate the size and architectural design of the CTE facility additions.
9. Get a tribal resolution to support the overall facility/program.
10. Visit other Career & Technical Education centers to visualize other institutional plans and designs for buildings and programs (prep team regarding questions, observations and pictures).
11.* Identify faculty and support staff needs and decide how to fund these positions in advance of designing the Phase II and III facility additions.
12. Decide when and how we will bid out the work for planning and design.
13.* Advertise, interview, and hire the architectural firm to begin planning and the conceptual design for the building.
14.* Secure, develop an approved Phase II and III budget/costs for planning, designing and implementation of the CTE facility additions.
15. Identify and seek out partners (ie. large businesses, industry, advisory boards, students, consultants, architects, funding agencies) in the overall planning process.
16. Comply with UCC building codes in the planning and design of facilities.
17. Decide/Determine heating and cooling systems for the building additions (keep it “green”).
18. Look at environmental issues and review environmental studies.
19. Investigate for-profit ventures and coordinate with fiscal office.
20. Develop and implement career fair/job fairs.
21. Determine a philosophy of entrepreneurship that connects economic development across the curriculum.
22. Research state reimbursement rates based on student participation and type of programs.
23. Develop a student enrollment management plan that addresses recruitment, enrollment, advisement, registration and retention.
24. Increase student involvement in activities such as Career & Technical Education Student Organizations.
25. Increase high school involvement such as duel credit, articulation agreements and bridge programs.
26. Develop and offer online programs to other clients such as Trenton Indian Service Area, Dunseith, etc. (ie: online, IVN)
27. Provide students with more hands-on and work based learning experiences.
28. Develop program specific articulation agreements within the state and surrounding area.
29. Research possibilities whereby TMCC can become a “Student Leadership Institute”

VI. RESULT - STUDENT SERVICES:
Beginning January 1, 2008 and ending December 31, 2011, Student Services (1) will develop and implement an effective student support management plan that will demonstrate outstanding service to students focusing on first-year experience programs; (2) as specified in the Student Support Services (SSS) grant, will enhance student learning, retention, and completion rates of the identified students who receive services from SSS; (3) co-curricular opportunities that promote social responsibility; (4) demonstrate responsiveness to students and employees all of which will increase student retention resulting in a retention rate of first years students from the current 59% to 66%, a graduation rate from the current 11% to 20%, and a 41% increase in FTEs from the current count of 710 FTEs to 1000 FTEs; and successfully implement the recommendations of the institutional effectiveness review/report.

**Quarter I Results:**
By no later than December 31, 2008, the student services department retention plan will be revised and finalized and a draft of the overall student support management plan will be completed; and, have a written rough outline of the first year student experience program.

**Quarter II Results:**
By no later than December 31, 2009, the student support management plan will be implemented, and the first-year student experience program will have been fully implemented.

**Quarter III Results:**
By no later than December 31, 2010, the student support management plan will show a student retention rate of 64% and a graduation increase from 11% to 15%.

**Purpose:** What are the profound reasons for wanting to achieve the above stated results?
1. More students will experience a great sense of accomplishment through their higher education experiences and graduation.
2. The college will grow and be strengthened through increased student enrollment, retention, and graduation.
3. Faculty will feel a greater sense of accomplishment through increases in student retention and graduation rates.
4. With a proven method of managing student services, TMCC will be exemplary in working with students to become successful.
5. The community will look to TMCC as a model of excellence in providing outstanding services to students --- as compared to other institutions.
6. The economy of the reservation will benefit from the achievement of this result/goal/outcome.

**Massive Action Plan (MAP):** What must we do or are we willing to do to achieve our results as stated above?
1. Develop an early-alert and intervention program
2. Work with the Academic Dean to complete a tentative and final year-long course schedule published by March 1st of each year
3. Create weekly updates: What's happening?
4. Enhance orientation for adjunct faculty on services available for students.
5. Continue researching orientation strategies that focus on bonding, rather than information dumping.
6. Organize a road map of college resources (print and post on Web).
7. * Effectively utilize SSS for student learning, retention, and completion.
8. Introduce Recovery Program for students on probation or suspension.
10. Continue implementation of a mentoring program.
11. Increase use of Web as a communication tool.
12. Develop Procedure Manuals for all departments within student services.
13. Design and implement a student disabilities office.
14. * Develop recruiting activities in the school systems to increase enrollment to 1000 FTEs by December 31, 2011.
15. * Increase awareness of TMCC programs and services.
16. Design advertisements for TMCC recruitment activities.
17. * Increase use of technology
   a. Develop online registration,
   b. Update, maintain, and fully implement online advising tools
   c. Increase awareness and use of student services programs such as student support services, tutoring, and learning resource center.
18. Develop co-curricular activities for our students such as;
   a. Workshops on study skills, financial planning, budget management, time-management, human relations, and leadership initiatives.
19. Work with faculty to develop sound student statistical data used to enhance student learning and retention.
20. * Develop a training plan for all staff within the student services department in the following content areas:
   a. Jenzabar (Student Information System)
   b. Infomaker
   c. Retention
   d. Recruitment
   e. Customer Service

VII. RESULT – ADMINISTRATION:
Beginning January 1, 2008 and ending December 31, 2011, TMCC (1) will have planned, designed, developed and fully implemented a foundation that will assist the college is securing private sector resources in the amount of $5,000,000 to fund specific initiatives; (2) will have designed, developed and implemented an office of institutional assessment, evaluation, and research; (3) will continue to improve our personnel evaluation system; (4) in collaboration with the Business Office, evaluate, identify and implement processes and procedures to improve the budgeting of financial and other resources; and, (5) develop and implement a “change process for leadership and continuous improvement” that involves faculty, staff, and students on a broader scale.
Quarter I Results:
By no later than December 31, 2008, TMCC will have completed a first draft plan for the development of its foundation; will have defined and implemented the office of assessment, evaluation, and research; will have completed a critique of the evaluation instrument for its employees; will have researched and experimented with ideas and methods of how to improve our budgeting procedures and processes; and, will have made at least two presentations on the “change process...” involving faculty, staff, and students.

Quarter II Results:
By no later than December 31, 2009, TMCC will have started the implementation of its foundation by soliciting from at least 10,000 potential donors; will have evaluated all employees at least once using an updated evaluation instrument; and will have a first and second draft plan for the “change process....”

Quarter III Results:
By no later than December 31, 2010, TMCC will have solicited from at least 20,000 potential donors towards its foundation which is fully implemented; and will have designed and implemented some of the major components of the “change process....”

Purpose: What are the profound reasons for wanting to achieve the above stated Result?
1. To accept the challenge of developing our foundation and be able to use those resources to fund special initiatives.
2. To know that institutional assessment plays a huge part towards continuous improvement at TMCC.
3. Personnel evaluation is a tremendous tool for use in continuous improvement.
4. To change is to grow to prosper; to not change is to remain stagnant.
5. Improving the budget process will allow people to become empowered and be more accountable for the allocation of resources.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1. Work with the Impact Foundation to develop our college foundation.
2. * Become and remain in contact with Jim Holdmann on a weekly basis for the development of the foundation.
3. Give feedback to Jim on a timely basis on the development of the foundation.
4. Meet with Jim on at least a monthly basis in developing the foundation’s first and second draft.
5. Get input from the Administrative Council and others on the development of the foundation.
6. Review and become very familiar with the training manual and notes taken from the training received in early 2008.
7. Conduct the first run (pilot) on the list of names from AICF.
8. * Get the 10,000 AICF donor names and use them according to our plan.
9. Design and implement “galas” on at least four different occasions.
10. Design, fund, and staff an office for the foundation.
11. Create a working board and later an official board for the foundation.
12. Become registered with the state and federal IRS in regard to the foundation.
13. Continue to work towards completing the office of assessment, evaluation, and research for TMCC.
14. Determine the actual function and responsibilities for the assessment office.
15. * Institutionalize the assessment office into TMCC as a permanent position.
16. Research the duties for the assessment office position.
17. * Critique and evaluate the strengths and weaknesses of the current personnel evaluation instrument, and make the modifications as needed.
18. At least yearly, use the evaluation instrument to evaluate all employees.
19. Seek and research for the methodologies and tools to improve our budgeting system.
20. Get a committee and department managers involved in “advising” for the purpose of developing and implementing our annual budget.
21. Establish and commit to following a strict timeline for completing the annual budget.
22. Provide training to all appropriate personnel in the budgeting process.
23. * Provide ongoing training on the “change process…” for systemic change for all employees.
24. Work with and engage students in the “change process…”
25. * Write a first and second draft, and a final report for the “change process…” within our organization.
26. Review and decide what philosophy to use as a way to bring about systemic change.

VIII. RESULT - ACCREDITATION:
Beginning January 1, 2008 and ending December 31, 2011, TMCC will continue to implement its current plan that focuses on the Higher Learning Commissions focus visit in the fall of 2008; and will continue ongoing progress toward the Higher Learning Commission comprehensive evaluation visit scheduled for the fall of 2013.

Quarter I Results:
By no later than December 31, 2008, TMCC will continue to successfully implement its current accreditation plan on a weekly basis, will have completed the Higher Learning Commission focus visit on implementation of shared governance, assessment of student learning, institutional effectiveness and a strategic planning; will have reviewed the recommendations made by the evaluators as a result of the visit; will have established strategies to address commission concerns if any; and will have assigned all staff, faculty, administration, and board members to an institutional self-study committee.
Quarter II Results:
By no later than December 31, 2009, TMCC will have successfully begun holding quarterly self-study committees accountable to ensure that TMCC is working toward meeting the five criteria for accreditation as established by the higher learning commission.

Quarter III Results:
By no later than December 31, 2010, TMCC will continue to hold quarterly self-study committee meetings to ensure that TMCC is working toward meeting the five criteria for accreditation as established by the higher learning commission.

Purpose: What are the profound reasons for wanting to achieve the above stated results?
1. To know that we continually address and excel at teaching and learning as stated in our Mission.
2. To know that students are receiving the highest level of accredited studies.
3. To know that technology is an integral component to teaching and learning.
4. To know that we have a formalized a system for shared governance throughout the college.
5. To know that accreditation is institutionalized.
6. To know that we are consistently working on institutional effectiveness and continuous improvement.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1. Develop an accreditation steering committee.
2. * Review the organization’s mission documents to ensure they are clear and articulate publicly our commitments.
3. Provide assurance that all understand and support the mission of TMCC.
4. Make certain the organization respects the diversity of its learners, other constituents, and the greater society it serves.
5. Review the organization’s governance and develop an administrative structure, reflected in its organizational chart, which promotes effective leadership and supports collaborative processes that enable the organization to fulfill its mission.
6. Review policy and fiscal procedures to identify and rectify weaknesses as a means of upholding and protecting the integrity of TMCC.
7. Provide assurance, through our strategic planning, that we are prepared for a future shaped by multiple societal and economic trends.
8. Review budget, human resources and strategic plan for flexibility to adjust for growth and downsizing as needed.
10. Enhance the capacity to fulfill the mission through involvement of all employees in the planning process.
11. *Provide effective assessment through clearly stated goals and continuous review of data for each educational program.
12. Provide support for and promote integration of effective teaching models.
13. Review of educational strategies, quality of content, diversity, inclusiveness, and pedagogies for enhanced student learning.
14. Review budgets for support of student learning in every department (i.e.: library, technology, labs).
15. Review professional development plans with Human Resources Director to insure that service learning is a part of the planning and an award process is included.
16. Review education goals and course syllabi to insure they demonstrate acquisition of breath of knowledge and skills and the exercise of intellectual inquiry.
17. Review syllabi for currency and relevance of content to a global, diverse, and technological society, and curricular and co-curricular opportunities that promote social responsibility.
18. Review assessment model for provisions that demonstrate the responsible acquisition, discovery, and application of knowledge.
19. * Conduct surveys with constituencies to determine if TMCC is meeting their needs and expectations.
20. Promote and encourage identified constituencies and communities to collaborate in programs and projects of TMCC.
21. Develop a process for collecting data, reporting, and awarding responsiveness to the needs of the constituencies.
22. * Provide opportunities and a process for internal and external constituencies to express feedback on the services TMCC provides.

IX. RESULT - TECHNOLOGY:

Beginning January 1, 2008 and ending December 31, 2011, the Technology Department will (1) develop and implement an effective technology plan that will strongly influence superior teaching (involving all faculty) and learning (all students) through effective use of technology; (2) provide a broad range of learning-centered technology services by upgrading the college's website for students with an emphasis on quality, convenience, efficiency, recruitment, and retention; (3) develop a secure and reliable infrastructure that will support learning and promote and enhance the use of technology; and (4) design and provide on-line registration, advising, and mentoring capabilities that will enhance our ability to recruit and retain students.

Quarter I Results:
By no later than December 31, 2008, an overall, comprehensive technology strategic plan will be finalized and implemented that will strengthen existing curricula and support meaningful and engaged learning for all faculty, staff, and students.

Quarter II Results:
By no later than December 31 2009, Student Support Services will be fully equipped with all the technology tools required for on-line
admission, registration, advising, mentoring, and retention; appropriate training will be provided to all users of these technologies; and the necessary funds will be available for continuous upgrades including appropriate staffing.

Quarter III Results:
By no later than December 31, 2010, the technology department will have developed and implemented a website infrastructure that supports effective communication, teaching, and learning through the use of technology.

Purpose: What are the profound reasons for wanting to achieve the above stated results?
1. The institution will see a tremendous growth and be strengthened through the use of technology.
7. The process of learning technology in the classroom will become significantly richer through the use of technology.
8. Successfully implementing technology throughout the institution will give our students the upper-hand in a technological rich society.
9. To be a leader amongst all colleges in the area of technology.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1. Implement a streaming media server for video and audio content to be used in and out of the classroom.
2. Research and implement a technology tutor lab.
3.* Develop and implement an online student portfolio system.
4. Establish a reward/recognition system that acknowledges exemplary teaching using technology.
5. Provide opportunities for collaboration and experimentation among faculty who have developed innovative instructional techniques.
6. Create website devoted to communication and demonstration of “best practices”.
7.* Develop proficiency in technology through professional development and collegial support.
8. Research how other institutions are using technology for instruction.
10.* Design a well organized user-friendly website that markets and promotes all aspects of the institution.
11. Secure adequate personnel and/or consulting resources necessary to develop and maintain the college’s web resources.
12. Using Microsoft Outlook, develop a calendar of activities, meetings, and events.
13. Provide public access to technology and post and advertise college hours.
14. Develop a security strategy for all technology and system software to protect college information. Considerations to include are; intrusion detection, authentication, and control of SPAM.
15. Work directly with the state department on wireless standards and possible
solution.

16.* Increase the number of wireless access points throughout the campus.
17. Research and implement monitoring/management software for network and printers.
18.* Upgrade LAN (local area network) to gigabyte Ethernet.
19.* Expand Storage Area Network (SAN) environment by upgrading SAN fabric switches, and adding tape capability.
20.* Evaluate and expand the capabilities of the PBX system to support IP-based telephony.
21. Ensure that all students, faculty, and staff have username and password to gain access to resources on the network.
22. Develop policies, guidelines, and procedures concerning ethical use of technology.
23. Develop and implement a disaster recovery plan that encompasses fail-safe procedures and backup/restore to ensure safeguarding and security of college data.
24. Provide e-mail accounts and server storage for all students, faculty, and staff.
25. Document procedures and create technology access handbook.
26. Develop and implement appropriate plans for expanding access to resources 24X7.
27. Survey faculty and staff on technology training needs.
28. Fully staff help desk center with Computer Support Specialist students.
29. Develop an inventory of current technology and set target dates for replacement and rotation of equipment.
30. Expedite the recycling and disposal of old equipment.
31. Ensure that each faculty and staff member who is computing resources in their position has a computer of sufficient capability to fulfill their responsibilities.
32. Provide e-mail accounts and server storage for all students, faculty, and staff.
33. Identify total cost in areas of technology that include software, professional development, hardware, furniture, networking/internal connections, telecommunications, internet access, maintenance, support, replacement and upgrades.
34. Designate support staff for Distant Education.
35. Research funding opportunities for technology.
36.* Implement LearnLinc or Breeze as an enhancement to WebCT for the Distant Education Department.
37. Make available print and online subscriptions to help faculty, staff, and students keep.
38. Centralize and standardize printing centers for efficient use.
39.* Upgrade the current website to provide easier navigation and dissemination of information.
40.* Integrate appropriate technology into all curricular areas.
X. RESULT – ANISHINABE CULTURAL AND WELLNESS CENTER:
Beginning January 1, 2008, and ending December 31, 2011, the Center (in its focus to become more self-sufficient, and academic, cultural and wellness based), (1) will design, develop and offer teaching and academic courses to at least 300 FTE participants/students in the areas of agriculture, soil and water sciences, gardening and intensive horticulture, nutrition and health and home economics, natural resources, environmental stewardship, fish and wildlife conservation and management, forestry, and renewable energies; (2) will design, develop and offer community extension outreach workshops, seminars, demonstrations, technical assistance, and service learning projects that include but not limited to cultural renewal including arts, crafts, games, season-appropriate stories and songs, drumming, wild food medicine and identification, conservation, harvesting, preparation and preserving foods; and, (3) implement the recommendations of the institutional effectiveness review/report.

Quarter I Result: By no later than December 31, 2008, the Center will have designed, developed and offered to students (40 FTE) academic courses in agriculture, gardening, and environmental stewardship; and within the Community Extension Outreach initiatives, design, develop, and provide activities, classes, etc., in health, nutrition, home economics, and culturally related activities and courses.

Quarter II Result: By no later than December 31, 2009, the Center will continue to design, develop, and offer additional academic courses to students (combined 115 FTE) in soil and water sciences, intensive horticulture (including Greenhouse Operations and Management), nutrition, health, and home economics, and natural resources; and, environmental stewardship, youth leadership, and renewal of cultural practices.

Quarter III Result: By no later than December 31, 2010, the Center will continue to develop and offer additional academic courses to students (combined 200 FTE) in fish and wildlife conversation and management, forestry, and renewable resources; and, will have continued to implement the recommendations from the institutional effectiveness report/review.

Purpose: What are our profound reasons for wanting to achieve the above stated results?

1. To offer our youth and all tribal members the cultural, scientific teachings, and knowledge needed to respect, honor, understand, conserve, restore, protect, manage and work well with the lands, soils, waters, plants, animals, and natural environment that are the foundation to our tribal community and well-being.

2. To provide TMCC students with outstanding opportunities to pursue careers in the health, environmental, nutritional, natural resources, soils, and other fields.

3. To provide TMCC students with opportunities to conduct research in areas such as water, wind, soils, plants, animals, medicines and other natural resources that have a real significance to our community.

4. To know that the outreach activities we provide to our community members (such as gardening) is appreciated by those who are assisted in these ways.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve
our stated result?
1. Decide, develop, and teach courses that are proven to be a need in our community.
2. Identify and cost out the staffing patterns and the instructional positions for the various course offerings.
3. Design and develop and/or strengthen certificate/degree programs for each of the areas noted in the overall result/goal.
4.* Conduct an assessment of past curricula programs that were not only popular but had shown a need, and had good graduation and placement rates.
4. Assess the existing classrooms, offices, laboratories, buildings and facilities of the Center and determine what can be done with what is available without putting other financial resources into these facilities.
5.* With each new curriculum offered, first know where the financial resources are coming from in order to fully fund the program for at least one year but preferably two years.
6. Determine and/or project, as close as possible, the revenue that can be or will be obtained from offering the various classes.
7. In order to work towards self-sufficiency of the Center, identify the costs for maintenance of buildings and overall operational costs.
8. Identify the outdoor resources the Center has that can contribute to the design and implementation of programs without little or no investment on the part of the Center or TMCC.
9.* Conduct a massive marketing and recruitment campaign to get students and community members involved in the course/class/seminar offerings.
10. *Develop and implement successful strategies for outreach activities and programs that will help to strengthen the Center’s programs as they apply to our federal grants and our land grant status.
11. Begin to develop a process for the use of garden products and produce as replacements for those products and produce we have to purchase for our campus cafeteria.
12. Provide opportunities for students to conduct and write research papers while enrolled in classes being offered at the Center.
13.* Redefine the Center to accommodate and incorporate more of the traditional, cultural aspects of the Turtle Mountain Indian Reservation.

Implementation of Strategic Plan:
The implementation of the strategic plan includes Steps 3-5 of the Five Master Steps to Planning. These steps provide the tools, methodologies, and strategies for successful implementation of the strategic plan. TMCC fully commits (Step 3) itself to implementing this plan and will consistently schedule (Step 4) on a weekly basis the
important tasks to be accomplished. Step 5 -- Implementation, Measure, and Celebrate -- will actualize our accomplishments.

Step 5 provides us with the means of measuring our progress on a weekly basis and holding ourselves accountable. By being able to successfully measure our progress on a consistent basis, we will be in a better position to manage our strategic plan and realize the achievement of our established results/goals.

Therefore, bi-monthly the Leadership Team for the strategic plan will: (1) Meet to discuss and determine the progress made and (2) to strategically plan for the long and short term results we desire to achieve. This concept is based on the premise of constant and never ending improvement.

The budgeting process for Turtle Mountain Community College will be tightly integrated with the strategic planning for the institution. Through the current strategic planning process, progress towards achieving strategic goals will be measured, the priorities will be established, new goals articulated, and indicators of success defined. Through an open, and inclusive, budget-review process, resources will continue to be focused on strategic priorities to support progress toward our goals. Strategic plan priorities will determine the allocation of current funds and support the pursuit of new funds from a wide variety of possible sources. This process does not preclude consideration of opportunities that fall outside of the specifics of the Strategic Plan. It does provide a framework for the consideration of such opportunities.

In order to purposefully achieve our results, each team member will “keep score” on a weekly basis by working towards implementing their component of the strategic plan. Above all, by “keeping score” we will be in control and be better managers of our destiny which is to successfully and strategically serve the social, economic, cultural, and academic needs of our students, faculty/staff, community, and other constituents.

Leadership Team members each have an important role to play in the successful implementation of this strategic plan. Fulfilling our commitments and time schedules each week will help guarantee our success. Leveraging others (faculty and staff) to become participants in the implementation of this plan will help in utilizing our combined expertise (communication and teamwork) throughout the Turtle Mountain Community College.

The President’s Administrative Council (Leadership Team) continually assesses progress in implementing the Strategic Plan and, on a cycle of every four years, TMCC will engage in an extensive reconsideration of the plan and its underlying premises. TMCC’s Strategic Plan serves as a basis for all accreditation reviews, self-studies, and similar accountability and assessment activities undertaken by the college.

Approved: __________________________ Date: ________________
President, Turtle Mt. Community College

Approved: __________________________ Date: ________________
President, Board of Directors, TMCC