

2021-2025 STRATEGIC PLAN



UNITED TRIBES[®]
TECHNICAL COLLEGE

STRATEGIC AREA #1: COMMITMENT TO STUDENT LEARNING AND ACADEMIC SUCCESS

Strategy 2021.1a: Improve and sustain instruction through the assessment of student learning outcomes

OBJECTIVES	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME / EVIDENCE	RESPONSIBLE; TIMELINE
i. Implement assessment of all ILOs	<ul style="list-style-type: none"> Analyze and revise oral communication instrument; reassess writing and oral communication on a 3-year cycle Assess and analyze student learning in critical thinking; determine instructional strategies based on findings Assess student learning in social responsibility (co-curriculum) Assess student learning in quantitative and scientific reasoning 	<ul style="list-style-type: none"> Writing assessed in 2018-19; collected and scored oral com 2020 Piloted critical thinking (TER) in 2020 Beginning co-cur. assessment 	<ul style="list-style-type: none"> Improved student written and oral communication; ASL Minutes (2021) Critical Thinking assessment data; ASL Minutes (2022) Student learning data from co-curriculum on social responsibility (2023) Student learning data on quantitative and scientific reasoning (2024) 	VPAA, ASL, Faculty, Co-Cur. Team; ongoing
ii. Determine and address equity gaps in student performance on ILOs	<ul style="list-style-type: none"> Disaggregate student performance data Analyze and discuss gaps in performance Develop instructional and institutional strategies to address gaps in performance 	<ul style="list-style-type: none"> New activity 	<ul style="list-style-type: none"> Disaggregated performance data by entrance type, gender, first gen, age, program, and degree type Improved student performance on ILOs 	OIR, ASL; begin January 2022; ongoing
iii. Utilize student learning assessment data to improve instruction, delivery, and design.	<ul style="list-style-type: none"> Faculty use course level data to improve instructional delivery Academic program chairs use program level data to improve course and program design Faculty use program level outcomes to determine student proficiency at the program level Faculty use institutional level data to improve instructional delivery, course structure, and program design Co-Cur. Team use data to improve co-curricular support activities 	<ul style="list-style-type: none"> In progress 	<ul style="list-style-type: none"> Course matrices used to document and make changes Program Assessment Summary is used to document and make program changes Student proficiency on identified assessments that measure program/course outcomes Increase student course completion rates Increase degree completion rates (150% time) 	ASL, Faculty, Dept. Chairs, Dean, CTE Director Co-Cur. Team, Distance Ed Director; Ongoing
iv. Utilize student learning assessment data to inform planning and budgeting	<ul style="list-style-type: none"> Develop methods to standardize student learning assessment data reporting Aggregate student learning data across academic departments Analyze and interpret student learning data to inform planning and budgeting 	<ul style="list-style-type: none"> Process is informal 	<ul style="list-style-type: none"> Student learning assessment data regularly and formally informs college planning and budgeting 	ASL, OIR, IEC, Co-Cur. Team, VPAA; 2023

Strategy 2021.1b: Continually improve academic offerings

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Collaborate with other colleges to expand current degree and course offerings.	<ul style="list-style-type: none"> Needs assessment of collaborating colleges' capacity Seek out collaborators Identify shared faculty for STEM and language courses Develop MOAs and matriculation agreements 	<ul style="list-style-type: none"> Articulation is managed primarily through the ND Common Course Numbering 	<ul style="list-style-type: none"> 1 STEM and 1 language course MOAs / matriculation agreements with the North Dakota Association of Tribal Colleges and/or the North Dakota University System 	VPAA, Dean of Instruction, CTE Director, Registrar; 2025
ii. Expand regular general education and core course offerings through development of online options.	<ul style="list-style-type: none"> Assess course needs Identify faculty to develop the courses online Provide training and instructional design support for faculty Develop the courses 	<ul style="list-style-type: none"> Average 15 courses offered online per semester 	<ul style="list-style-type: none"> Program degree trees expanded Increased # general education (including STEM) and core courses offered online 	VPAA, Dean of Instruction, Distance Education Director; 2025
iii. Integrate social justice into academics and co-curriculum	<ul style="list-style-type: none"> Provide professional development on social justice Survey students and employees regarding social justice issues Identify opportunities to integrate social justice into academics and co-curriculum Intentionally design social justice into academics and co curriculum 	<ul style="list-style-type: none"> The Thunder Society does social justice activities 	<ul style="list-style-type: none"> Professional Development on Racial and other implicit bias Course syllabi Course reviews 	VPAA, Dean of Instruction, CTE Director; 2025
iv. Refine a quality assurance process for online courses and online instruction	<ul style="list-style-type: none"> Hire Distance Education Director and Instructional Designer Provide continuous training for faculty on best practices for teaching online Facilitate online course development according to established quality assurance process 	<ul style="list-style-type: none"> Online course rubric and faculty training for teaching online developed 	<ul style="list-style-type: none"> Online course rubric improved Fully staffed distance education office Professional development records New training for online faculty 	VPAA, Distance Education Director, Dean of Instruction; 2025

Strategy 2021.1c: Expand academic supports for students

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Refine CARE Center support for students	<ul style="list-style-type: none"> Assess CARE Center pilot services Expand tutoring options for students Work with STEM faculty to develop and offer peer tutoring offerings in STEM Implement Academic Success Plans for all students 	<ul style="list-style-type: none"> Pilot year complete 9 Smarthinking sessions 118 faculty tutoring sessions Implemented Academic Success Plans with Gen Studies, TES, and NUT students 	<ul style="list-style-type: none"> CARE Center Action Plan Increased Smarthinking use to 25% of students; increased faculty tutoring use by 25% annually Peer tutoring sign in sheets; 2 STEM peer tutors each semester 100% entering students have Academic Success Plan by end of first semester 	<p>SARA; by 2024 SARA, Dept. Chairs; annually</p> <p>IRRC, ESR; by 2022</p> <p>SARA; by 2025</p>
ii. Improve communications to students about academic supports	<ul style="list-style-type: none"> Include academic supports in online Orientation List academic supports in academic communication (syllabi) Develop and implement method to capture student needs data to match academic supports to Disabilities provide more proactive support for students who qualify Work with students to improve communications about academic supports 	<ul style="list-style-type: none"> Some supports listed in Orientation Provide disability services for students who qualify, about 16 annually Did student data walk; preliminary information collected 	<ul style="list-style-type: none"> Online student orientation use increases throughout semester Communication documents Intake documentation method Increase in population served by disabilities services by 20% Student perspective data; increase in satisfaction in communications about academic supports 	<p>SARA; ongoing</p> <p>CTE Dir., Dean of Instr.; ongoing</p> <p>OIR, Wellness Director SARA; 2022</p> <p>Wellness Director; 2025</p> <p>SARA, OIR; annually beginning 2021</p>
iii. Improve use of the Retention Module to help proactively students	<ul style="list-style-type: none"> Expand the Retention Module Team, including a student Use the risk model for incoming students Refine referrals for intentional interventions for special populations Develop and implement Kudos system to recognize positive academic behaviors 	<ul style="list-style-type: none"> Small management team in place New risk model developed Alert system is in place and utilized New activity 	<ul style="list-style-type: none"> Fall to fall retention goal of 55% for FTEIC achieved by 2025 Increase fall to fall retention for all incoming students Faculty Handbook; Fall to fall retention goal of 55% for FTEIC achieved by 2025 Faculty Handbook; Retention Plan 	<p>Retention Team; 2021</p> <p>Retention Team; 2025</p> <p>Retention Team; 2025</p> <p>Retention Team; 2025</p>

STRATEGIC AREA #2: STUDENT RECRUITMENT AND INNOVATIVE PROGRAMMING

Strategy 2021.2a: Increase student enrollment through recruitment strategies

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Determine goals for enrollment	<ul style="list-style-type: none"> Assess program level capacity Study current and expected enrollment capacity for online and on campus 	<ul style="list-style-type: none"> 435 enrollment On campus student housing capacity is 564 	<ul style="list-style-type: none"> Program capacity determined Enrollment targets established disaggregated according to program, on campus, and online 	Admissions, OIR, Dean of Instruction, CTE Director; 2021
ii. Assess current recruitment strategies for effectiveness	<ul style="list-style-type: none"> Determine application to admit to enrolled conversion rates disaggregated by student characteristics Assess Admissions web hits, visitors and site stickiness in JICS Determine the rate that applicants go to other colleges, not UTTC 	<ul style="list-style-type: none"> 670 applications average New activity New activity 	<ul style="list-style-type: none"> Historical yield rates from prospects to enrollment established JICS analytics National Student Clearinghouse report 	Admissions, OIR; 2021 Admissions; 2021 OIR; 2021
iii. Develop recruitment and communications plans aligned with instructional programs.	<ul style="list-style-type: none"> Develop outreach plans and communications based on assessment of strategies Leverage ACT data lab data Set recruitment targets by program and delivery option Revise recruitment activities timeline Determine recruitment budget 	<ul style="list-style-type: none"> We believe that tours, student mentors, and personal visits produce the strongest results All programs do own recruiting Timeline in place, not formally documented Admissions communications documents are being updated 	<ul style="list-style-type: none"> Integrated, targeted, and comprehensive recruitment plan with timeline is in place and reviewed annually Conversion rates from inquiry to enrollment are monitored through a dashboard 	Admissions; 2022
iv. Implement Recruitment Plan	<ul style="list-style-type: none"> Assess and revise recruitment activities Increase online student enrollment 	<ul style="list-style-type: none"> 80 high school counselors in the area that we contact New activity 	<ul style="list-style-type: none"> Increase applications by 15% (34 each semester) to 770 applicants Increase in conversion rate from inquiry to application to enrollment 	Admissions; 2022 and ongoing
v. Revise college marketing plan to align with recruitment strategies	<ul style="list-style-type: none"> Modify existing plan to support recruitment plan Identify budget, responsible players, and timeline for activities Disseminate and implement plan 	<ul style="list-style-type: none"> Current plan developed by MABU 	<ul style="list-style-type: none"> Look Book Annual Fact Book Online strategies to recruit students Database of contacts 	College Relations; 2022

Strategy 2021.2b: Streamline the admissions process for prospective students

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Improve process for communicating with students throughout the admission process	<ul style="list-style-type: none"> Identify ideal communications (text, email, letter) for each applicant type and stage Develop the communications for each applicant type and stage Implement and assess communications for each applicant type and stage 	<ul style="list-style-type: none"> Working on improving outdated communications (emails and letters) to prospective students in the admissions process 	<ul style="list-style-type: none"> Consistent and inviting communications that target each applicant type (N, T, R, Matriculating to next level) and stage Student agreements are part of the Admissions processes Information is available for families on what to expect 	AD Director; 2022 AD Director; 2023
ii. Implement career exploration and planning for all students, prior to and during the admissions process	<ul style="list-style-type: none"> Develop a method to integrate proactive career planning into the admissions process for prospective students Integrate information into Admissions communications 	<ul style="list-style-type: none"> Include in admissions marketing materials career services information about career counseling and contact information Undecided students and students who want to change their majors are referred to Career Services 	<ul style="list-style-type: none"> All prospective students have intentional career planning 	AD Director; Career Services Director; 2024
iii. Improve process for students to apply and be admitted to college in an online format	<ul style="list-style-type: none"> Implement a process to allow students to upload required documents Identify an efficient method for student accounts and financial aid to verify incoming students Streamline criminal background check process 	<ul style="list-style-type: none"> The committee review process is cumbersome 	<ul style="list-style-type: none"> Required documents are uploaded into the admissions application (i.e. Official Transcripts, Immunization Records, CIB, etc.) Applicants required to complete criminal backgrounds are automatically notified Average time of 2 weeks to “accepted and ready to register” 	AD Director, FA Director, Student Accounts; 2023
iv. Improve process for admitted students to access campus services	<ul style="list-style-type: none"> Develop communication for students on accessing services Develop online methods for students to apply for services 	<ul style="list-style-type: none"> New activity 	<ul style="list-style-type: none"> Applications for Housing, Student Health, Disabilities, TJES, and Childcare online 	Wellness Director, AD Director, VPCS; 2024

Strategy 2021.2c: Provide innovative academic programs that align with Tribal and regional workforce needs

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Determine current Tribal and regional workforce needs	<ul style="list-style-type: none"> • Survey TERO Directors and Tribal Administration Human Resources offices in the region • Connect with the SLDS, NDATC and AIHEC for workforce needs data • National Association of Colleges and Employers workforce data • Analyze data along with regional workforce data to determine options for new academic programs 	<ul style="list-style-type: none"> • New activity 	<ul style="list-style-type: none"> • We understand workforce needs of the Tribal communities in the region as evidenced by an annual report • Identified the high need areas that we don't already offer 	OIR; 2022
ii. Expand degree programs offered online.	<ul style="list-style-type: none"> • Establish Office of Distance Education to increase capacity of college to offer degree programs online • Develop Business and other AS and BS degree programs online 	<ul style="list-style-type: none"> • Oversight of online education under Dean of Instruction • 2 programs (Gen Studies, CJU AS) programs offered online 	<ul style="list-style-type: none"> • Distance Education Director and Instructional Designer in place • 6 programs of study offered online at UTTC by 2025 • All faculty have access to training on how to teach online 	Distance Education Director, Dean of Instruction; 2025
iii. Expand academic program offerings	<ul style="list-style-type: none"> • Develop minors/concentrations for Business • Explore certificates that can transition into Business BS degree • Investigate potential STEM program offerings • Develop plan to offer identified STEM programs 	<ul style="list-style-type: none"> • No minors offered • No business certificates offered • ESR (AS/BS) and ENR (AS) offered; developing AS in Env. Engineering 	<ul style="list-style-type: none"> • Hospitality or hotel management offered as minor or concentration • Human resources management offered as minor or concentration • One new STEM program offered 	VPAA, Dean of Instruction, BAD Dept. Chair (Title III), STEM Dept. Chairs, Land Grant; 2025
iv. Determine potential new CTE program offerings	<ul style="list-style-type: none"> • Investigate potential CTE program areas • Assess resources (space, faculty, costs) needed to expand CTE program areas • Develop plan to offer identified program areas 	<ul style="list-style-type: none"> • New Sustainable Agriculture program 	<ul style="list-style-type: none"> • A plan to offer an additional CTE program is in place that is "grant ready" 	VPAA, CTE Director; 2025
v. Expand Bachelor degree program offerings	<ul style="list-style-type: none"> • Investigate potential program areas • Develop plan to offer identified program areas 	<ul style="list-style-type: none"> • Working on Bachelor of Social Work 	<ul style="list-style-type: none"> • HLC approval of one new bachelor degree program 	VPAA, Dean of Instruction, CTE Director; 2025

STRATEGIC AREA #3: STUDENT RETENTION AND COMPLETION

Strategy 2021.3a: Increase student retention through targeted retention strategies

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Identify cohort groups based on New (N), Transfer (T), Returning (R) (stop out)	<ul style="list-style-type: none"> Assess current persistence, retention, and completion rates for N, T, and R Disaggregate N, T, and R by special populations (i.e. gender, race, residence, age, marital status, etc.) 	<ul style="list-style-type: none"> Assessed persistence, retention, and completion of first time ever in college (FTEIC) students Students who enter on academic probation or are from out of state are at higher risk for success 	<ul style="list-style-type: none"> Historical persistence, retention, and completion targets for retention are determined for identified special populations (i.e. gender, race, residence, age, marital status, etc.) 	OIR, SARA; 2021
ii. Determine goals for retention	<ul style="list-style-type: none"> Disaggregate persistence and retention to determine gaps Set disaggregated targets for retention 	<ul style="list-style-type: none"> New activity 	<ul style="list-style-type: none"> Persistence, retention, and completion targets for retention are set for identified special populations (i.e. gender, race, residence, age, marital status, etc.) 	OIR, SARA, Dean of Instruction, CTE Director, Wellness Director; 2021
iii. Develop and implement integrated, targeted, and comprehensive retention and communications plans aligned with goals	<ul style="list-style-type: none"> Assess current retention strategies for effectiveness Set leading indicators for risk (i.e. attendance, grades, etc.) Develop retention plans based on student needs Set retention activities timeline Implement retention activities accordingly 	<ul style="list-style-type: none"> 62% fall to spring persistence for new FTEIC students 42% fall to fall retention for new FTEIC students 14% 3-year completion rates for new FTEIC students 	<ul style="list-style-type: none"> 70% fall to spring persistence for FTEIC starting students 55% fall to fall retention for FTEIC starting students 30% 3-year completion rates for new FTEIC students Increase persistence, retention, and completion for identified special populations 	OIR, SARA, Dean of Instruction, CTE Director, Wellness Director; 2024
iv. Refine Retention Processes	<ul style="list-style-type: none"> Assess and revise retention processes Design use of Retention system “assign” function Assess and refine use of technology to support student retention 	<ul style="list-style-type: none"> Retention system in use 	<ul style="list-style-type: none"> Updated Retention Plan Retention Model is used to proactively support students 	OIR, SARA, Dean of Instruction, CTE Director, Wellness Director; 2025

Strategy 2021.3b: Improve quality and integration of services throughout the learner experience

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Improve service coordination between Academic Student Services and Campus Services to support student retention and completion	<ul style="list-style-type: none"> Evaluate processes between Wellness, Housing, Registrar, Retention, and Financial Aid Identify areas for improvement Develop strategies to address areas for improvement Implement improvement strategies 	<ul style="list-style-type: none"> Early alert system in place 	<ul style="list-style-type: none"> Reduce incidence of people in dorms who are not registered students Process in place to ensure Wellness services are proactively provided to all students Increased student retention and completion Student focus groups or survey (4 of 5) 	VPCS, VPAA, Wellness Director, Housing Director, SARA, FA Director, Registrar
ii. Improve service coordination between Academic Student Services, College Relations, and Finance Services to support student retention and completion	<ul style="list-style-type: none"> Evaluate processes between Bookstore, Student Accounts, Financial Aid, and Registrar Identify areas for improvement Develop strategies to address areas for improvement Implement improvement strategies 	<ul style="list-style-type: none"> Online Bookstore implemented 2020 Direct deposit for students in progress 	<ul style="list-style-type: none"> Student focus groups or survey (4 of 5) Student satisfaction with student disbursements, including direct deposit and clarity of disbursement process Expand scholarship opportunities for students Student satisfaction with Bookstore processes Increased student retention and completion 	VPAA, CFO, Registrar, FA Director, Bookstore Manager, College Relations Director; 2025
iii. Improve service coordination between Finance Services and Campus Services to support student retention and completion	<ul style="list-style-type: none"> Evaluate processes between Wellness, Housing, Cafeteria, and student accounts Identify areas for improvement Develop strategies to address areas for improvement Implement improvement strategies 	<ul style="list-style-type: none"> Early alert system in place 	<ul style="list-style-type: none"> Student focus groups or survey (4 of 5) Increased student retention and completion Meal plan in place for students upon campus move-in 	VPCS, CFO, Wellness Director, Housing Director, Food Service Managers; 2025
iv. Improve service coordination between Academic Student Services, Campus Services, and IT to support student retention and completion	<ul style="list-style-type: none"> Evaluate processes between IT, Wellness, Retention, and Registrar Identify areas for improvement Develop strategies to address opportunities for improvement Implement improvement strategies 	<ul style="list-style-type: none"> Early alert system in place 	<ul style="list-style-type: none"> Student focus groups or survey (4 of 5) Students and employees have updated computers and adequate access to web resources Ensure students with disabilities have access to appropriate adaptive technology Increased student retention and completion 	VPCS, VPAA, IT Supervisor, SARA, Wellness Director, Registrar; 2025

v. Evaluate and improve communications with students across campus to support student retention and completion	<ul style="list-style-type: none"> • Conduct communication audit • Determine duplications and gaps • Develop communications plan 	<ul style="list-style-type: none"> • Internal AD process assessment • External review of FA communications to students 	<ul style="list-style-type: none"> • Student communication plan with timeline • Increased student retention and completion • Student focus groups or survey (4 of 5) 	VPCS, VPAA, CFO
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Strategy 2021.3c: Improve advising processes for new, returning, transfer, and continuing students

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Adopt an advising model for the college	<ul style="list-style-type: none"> • Identify the advising model appropriate for UTTC today • Analyze current processes for alignment with the model • Ensure the academic policies support the processes that align with the advising model 	<ul style="list-style-type: none"> • We have an advising handbook that identifies an “intrusive” model for advising at UTTC 	<ul style="list-style-type: none"> • Updated Advising Handbook 	Dean of Instruction, CTE Director, SARA, VPAA; 2021
ii. Support student readiness and success through current best advising practices	<ul style="list-style-type: none"> • Advisors complete training for advising and using the Early Alert system • Advisors attend professional conference training • Develop a method for ensuring students get and understand information about services available • Refine in person orientation to align with information provided in online orientation 	<ul style="list-style-type: none"> • Advising practices in place; want to refine 	<ul style="list-style-type: none"> • Annual training provided for advising • Increased use of services available to students 	CTE Director, Dean of Instruction, SARA, VPAA; 2023
iii. Provide first year advising for students	<ul style="list-style-type: none"> • Provide career inventory for all new first year students • Refine the process for new and transfer students to meet with SARA prior to the start of their program • Help students connect with their Faculty Advisor to register for classes 	<ul style="list-style-type: none"> • Work with Gen. Studies, ESR, and Culinary students 	<ul style="list-style-type: none"> • All first year Gen Studies and unsure students have intentional career planning • All first time students complete Academic Success Plan 	SARA, Dean of Instruction, CTE Director, Career Services Director; 2024
iv. Provide intentional advising for continuing, transfer, and returning students on academic probation	<ul style="list-style-type: none"> • Define method for ensuring faculty and SARA are aware of probationary status • Assess and refine use of technology to support effective and efficient advising • Develop strategies appropriate for students on academic probation • Communicate strategies for students on academic probation to faculty 	<ul style="list-style-type: none"> • Updated retention model to identify students on probation • Use early alerts to track concerns 	<ul style="list-style-type: none"> • All students on academic probation have an academic success plan • “Assign” and other Retention features system used effectively • Handbook includes strategies to support students on academic probation 	Retention Team; 2025

Strategy 2021.3d: Improve tracking of internship and job placement or transfer rates

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Refine internship processes	<ul style="list-style-type: none"> Determine degree program internship needs based on degree requirements Clearly define roles and policy for formal internship processes Expand internships for Associate programs of study 	<ul style="list-style-type: none"> Culinary, BAD BS, HPR, Graphic Design, Sustainable Ag programs require internship courses Average 10 interns placed annually (2016-4; 2017-7; 2018-13; 2019-18) 38% of internships are bachelor degree students 	<ul style="list-style-type: none"> Increase internship placements by 20% annually Career Services coordinates placement sites to support programs Department Chairs, or faculty assigned to internship courses, manage the internship placement. 50% of internship placements are associate degree students in line with degree level enrollments 	VPAA, Career Services Director, Dean of Instruction, CTE Director, Dept. Chairs; by 2023
ii. Increase internship opportunities for students	<ul style="list-style-type: none"> Identify barriers for students to access internships Coordinate supports (esp. childcare, transportation) to address insecurities for students in internships 	<ul style="list-style-type: none"> Internships are grant supported 81% achieve A or B grade on internship (2016-2019) 	<ul style="list-style-type: none"> Partnership agreement with Internship placement sites 90% achieve A or B grade on internship 	Career Services Director, Dean of Instruction, CTE Director, Dept. Chairs; by 2024
iii. Improve collection and tracking of job placement data for graduates	<ul style="list-style-type: none"> Track employment and transfer data for graduates in Jenzabar Pursue options for accessing UI data from ND SLDS to track job placement and wage data on graduates Create First Destination report of graduates' placement 1 year after graduation 	<ul style="list-style-type: none"> Career Services provides employment search support for graduates Average 75% documented employed for CTE programs Data sharing agreements with ND SLDS, ND CTE, and NSC 	<ul style="list-style-type: none"> Career Services Director disseminate placement reports to programs. Increase percentage graduates of employed/continuing college reporting by 10%. First Destination report after 6 mos. to a year after graduation via the career services platform. 	Career Services Director, OIR; 2021 OIR; ongoing Career Services Director; 2022

Strategy 2021.3e: Develop comprehensive alumni services

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Develop an outreach plan to engage UTTC Alumni	<ul style="list-style-type: none"> • Develop a listing of alumni with contact information • Form an Advisory Council of UTTC Alumni (Alumni Association) to help connect and build relationships with current UTTC Administration 	<ul style="list-style-type: none"> • Alumni data in Jenzabar • New activity 	<ul style="list-style-type: none"> • Alumni list with physical and email addresses • Alumni Association framework or bylaws • Alumni Advisory Council meeting minutes 	College Relations, OIR; 2021 College Relations, 2022
ii. Provide alumni services to promote ongoing engagement and involvement with the College	<ul style="list-style-type: none"> • Hold Alumni Events • Build a UTTC Alumni Association • Strengthen relationships with alumni 	<ul style="list-style-type: none"> • Events Week • New activity 	<ul style="list-style-type: none"> • 1-2 Alumni Events annually • Annual Alumni Association meetings held • Increase Alumni Association membership 	College Relations; 2021 and annually College Relations; 2021 College Relations; 2025
iii. Develop an Annual Report for Alumni and other stakeholders	<ul style="list-style-type: none"> • Design a template for the annual report • Publish annual report 	<ul style="list-style-type: none"> • New activity • New activity 	<ul style="list-style-type: none"> • Template in place and approved • Annual report distributed to Alumni and other stakeholders 	College Relations, OIR, Graphic Arts; 2021 College Relations; 2022 and annually

STRATEGIC AREA #4: MISSION-DRIVEN INSTITUTIONAL EFFECTIVENESS

Strategy 2021.4a: Promote and document continuous improvement in all departments

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Utilize departmental action plans to improve Campus Services	<ul style="list-style-type: none"> Review departmental action plans to determine strengths and opportunities for improvement Collect and analyze data relevant to opportunities for improvement Revise departmental action plans Implement action plans Evaluate and document progress annually 	<ul style="list-style-type: none"> Each department is at a different place in the unit plan development 	<ul style="list-style-type: none"> Scope of work defined and articulated for expanded Wellness Services Department (Unit) Action Plans Action Plans are updated annually with summary of progress 	VPCS, Wellness Director, Housing Director, Food Services Managers, Child Care Directors, TJES Principal, Athletics Director; 2023
ii. Utilize departmental action plans to improve Academic Student Services	<ul style="list-style-type: none"> Review departmental action plans to determine strengths and opportunities for improvement Collect and analyze data relevant to opportunities for improvement Update existing action plans to reflect 2021-2025 strategic plan Evaluate and document progress annually 	<ul style="list-style-type: none"> All departments have an action plan that is standardized that are based on the 2015-2020 strategic plan 	<ul style="list-style-type: none"> Department (Unit) Action Plan goals updated to reflect 2021-2025 strategic plan Action Plans are updated annually with summary of progress 	VPAA, Financial Aid Director, Registrar, Admissions & Recruitment Director, Career Services Director, Student Activities and Retention Administrator
iii. Utilize audit and other evidence to improve Financial Services	<ul style="list-style-type: none"> Review audits to determine strengths and opportunities for improvement Collect and analyze data relevant to opportunities for improvement Revise Financial Services processes and policies as appropriate Implement processes and policies Evaluate and document progress annually 	<ul style="list-style-type: none"> Annual audit conducted 	<ul style="list-style-type: none"> Updated financial policies and processes as appropriate Unmodified audits Training videos available for UTTC stakeholders to understand and follow policies 	CFO; ongoing
iv. Expand institutional research capacity at UTTC to support institutional decision-making	<ul style="list-style-type: none"> Develop and implement internal data sharing plan Expand appropriate data sharing with external stakeholders Improve utilization of website for internal and external data sharing 	<ul style="list-style-type: none"> Web pages in place 	<ul style="list-style-type: none"> Data Communications Plan in place KPI Dashboards on website Annual Fact Sheet 	OIR Director, IEC; ongoing
v. Utilize unit plan to ensure safety and emergency operations are up to date	<ul style="list-style-type: none"> Review safety and emergency operations plan to determine strengths and improvement opportunities Update plan to address improvements needed 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Updated safety and emergency operations are in place Continuity of Operations plan in place 	Safety Director; ongoing

vi. Ensure continued accreditation with the Higher Learning Commission	<ul style="list-style-type: none"> Expand involvement in accreditation criterion evidence development and documentation All areas of campus contribute to and understand their role in the HLC accreditation process Maintain accreditation standards across the institution Incorporate HLC criterion into campus professional development days 	<ul style="list-style-type: none"> Accreditation visit completed in November 2020 	<ul style="list-style-type: none"> Continued accreditation All HLC criterion met 	President, PAA, VPCS, IEC; ongoing
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Strategy 2021.4b: Expand research capacity at UTTC

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Define research philosophy for the college	<ul style="list-style-type: none"> Determine appropriate balance of research, teaching, and community service Define research faculty vs teaching faculty Develop a one sentence research philosophy with key research stakeholders on campus Ensure UTTC's roots as a training center and technical college are recognized 	<ul style="list-style-type: none"> Continued from previous plan 	<ul style="list-style-type: none"> Percentages for research expectation / allowance by role determined Overarching research philosophy completed and aligned with mission 	President, VPAA, Land Grant, IRRC, researchers; 2021
ii. Foster a culture of research in STEM and Social Sciences	<ul style="list-style-type: none"> Provide research opportunities for students Faculty develop research proposals and publications Provide research and service internships and opportunities Collaborate with intra- and inter-disciplinary partners (tribal, industry, higher education, etc.) in research and service projects 	<ul style="list-style-type: none"> Process not formalized across the institution 	<ul style="list-style-type: none"> Students engage in research and service in classes and internships Records of research proposals submitted by research authors or partners Copies of peer reviewed research publications by UTTC faculty/staff Archives of research papers, products, publications, and presentations 	Land Grant, IRRC, faculty, directors, researchers; 2023 Library; 2022
iii. Increase Institutional support to promote sustainability for grants and research	<ul style="list-style-type: none"> Develop a process for tracking and approving grants and grant funded research projects Align research and grant writing activities to support teaching Provide grant writing training and mentorship Track grants, project outcomes, evaluation findings 	<ul style="list-style-type: none"> New activity 	<ul style="list-style-type: none"> Sustainability for research is institutionalized at UTTC 	Project Development Coordinator, IEC; 2021

iv. Provide professional development and skill building to support responsible research	<ul style="list-style-type: none"> • Offer professional development regarding human subjects research • Provide support for professional conferences and meetings • Provide release time for professional development 	<ul style="list-style-type: none"> • CITI Membership • CTE certification 	<ul style="list-style-type: none"> • Increased use of CITI resources • #faculty per discipline w/updated skillsets • #CEUs, #certificates, 	IRB, OIR, Directors / Supervisors; ongoing
v. Promote professional development toward credential building	<ul style="list-style-type: none"> • Conduct needs analysis for degrees that enhance employee capacity for their positions not currently offered by UTTC • Establish policy regarding how advance degree support will be provided to the institution (i.e. grant funding) • Establish professional development policy for non-faculty personnel 	<ul style="list-style-type: none"> • UTTC Tuition Waiver • Advanced Degree Tuition Reimbursement • 6 hrs/week of release time (15%) 	<ul style="list-style-type: none"> • Official Transcripts, #bachelors, #masters, and #PhDs 	Supervisors, VPs, HR, and President

Strategy 2021.4c: Integrate American Indian Culture and Arts

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Increase student access to courses specific to Indigenous culture, art, and language	<ul style="list-style-type: none"> • Develop more Indigenous studies courses offered at UTTC that address contemporary topics relevant to UTTC students • Pass Indigenous studies courses through the Curriculum Committee • Develop partnerships with other TCUs to make language courses available to UTTC students 	<ul style="list-style-type: none"> • Limited offerings available on campus 	<ul style="list-style-type: none"> • Increased number of Indigenous studies courses onsite and online • Increased number of students taking Indigenous studies courses • MOUs/MOAs with other TCUs • Increased number of students taking Indigenous language courses 	VPAA, Dean of Instruction, CTE Director; 2022
ii. Increase student access to Indigenous culture, art, and language learning opportunities outside of academics	<ul style="list-style-type: none"> • Designate/Hire someone to lead cultural activities on campus (outside of Events Week) • Determine what Indigenous culture, art, and language learning opportunities should be offered at UTTC • Create an institutional budget for cultural activities 	<ul style="list-style-type: none"> • AICF Grant, Diversity Committee, Land Grant, Student Clubs 	<ul style="list-style-type: none"> • Coordinated cultural activities plan with a budget 	VPCS, College Relations, Land Grant, Diversity Committee President; 2025

STRATEGIC AREA #5: INFRASTRUCTURE AND FISCAL STABILITY

Strategy 2021.5a: Improve funding base and fiscal resources

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Develop collaborations with tribal partners for development of funding mechanisms	<ul style="list-style-type: none"> • Develop a relationship with Shakopee with visits* • Hold presentations with individual tribal governments* 	<ul style="list-style-type: none"> • Past support from MHA Nation and Shakopee Mdewakanton Tribe 	<ul style="list-style-type: none"> • Established relationship with Shakopee • Enhanced relationship with UTTC governing tribes 	President, College Relations
ii. Continue looking for non-federal revenue sources	<ul style="list-style-type: none"> • Identify potential non-federal external revenue sources (i.e. individuals, businesses, foundations) • Identify facility rental spaces (gym, meeting rooms, offices, etc.) • Attract special programs to utilize space in the summer* 	<ul style="list-style-type: none"> • Limited rental of building and office spaces • Limited rental for meeting spaces 	<ul style="list-style-type: none"> • Increase in non-federal revenue 	Facilities Director, VPCS, CFO; 2025
iii. Maximize internal revenue sources	<ul style="list-style-type: none"> • Identify potential internal revenue sources (childcare, bookstore, meals, Welding Testing, etc.) • Analyze internal enterprises and services for maximizing profits 	<ul style="list-style-type: none"> • New activity 	<ul style="list-style-type: none"> • Mission and cost analysis complete 	VPCS, CFO, Facilities Director; 2024
iv. Seek additional funding resources	<ul style="list-style-type: none"> • Identify potential funding sources • Investigate how to be interact or access the funding sources • Develop a plan for interacting with the funding source 	<ul style="list-style-type: none"> • I.H.S., State of North Dakota, DOE, NSF, USDA, BIE, BIA, AICF, AIHEC 	<ul style="list-style-type: none"> • Plan for accessing new funding resource, if applicable 	President, College Relations, VPAA, VPCS; 2025

*post pandemic

Strategy 2021.5b: New Construction and Remodels

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Develop master plan for campus	<ul style="list-style-type: none"> • Complete a needs assessment for physical infrastructure in coordination with AICF • Complete facilities master plan 	<ul style="list-style-type: none"> • In progress 	<ul style="list-style-type: none"> • Conceptual plan for enhanced Traditional Arts physical space • Campus master plan for north and south campus 	President, College Relations, Facilities, VPAA, VPCS; 2021
ii. Establish and secure funding for infrastructure according to the master plan	<ul style="list-style-type: none"> • Ensure Roads and Walkways are safe and meet code • Ensure IT and cyber infrastructure meets needs of students and staff • Define funding mechanism • Access funding 	<ul style="list-style-type: none"> • USDA TCU Grant helped with roads and walkways • Cares Act helped with IT infrastructure 	<ul style="list-style-type: none"> • Budget in place to support master plan 	President, College Relations, Facilities, CFO; 2025
iii. Construct new Land Grant Buildings	<ul style="list-style-type: none"> • Construct all season greenhouse • Construct Land Grant programs building 	<ul style="list-style-type: none"> • Plans in progress; budget identified 	<ul style="list-style-type: none"> • Greenhouse in place by end of 2021 • Land Grant building in place by 2024 	President, College Relations, Facilities, Land Grant Director; 2025
iv. Construct new elementary school	<ul style="list-style-type: none"> • Complete a needs assessment for new elementary school construction planning • Award architectural contract • Develop architectural plan • Get cost estimate for construction 	<ul style="list-style-type: none"> • Planning funds are identified 	<ul style="list-style-type: none"> • Conceptual plan and budget for construction of new elementary school within campus master plan 	TJES Principal, President, VPCS, CFO, Facilities; 2025
v. Rehabilitate the Education Building	<ul style="list-style-type: none"> • Complete the interior spaces • Move programs into the Education Building • Develop the Japanese Garden courtyard • Hold ribbon cutting ceremony 	<ul style="list-style-type: none"> • Project is underway 	<ul style="list-style-type: none"> • State of art classrooms • Library and College Archive • Program office space • Student computer lab with study spaces for students 	Facilities, College Relations, VPAA; 2021
vi. Increase and update Student Housing	<ul style="list-style-type: none"> • Remodel existing buildings to create new student apartments (ex. 1a and 1b) • Rehabilitate dormitory space 	<ul style="list-style-type: none"> • Master planning; some houses have been updated with new interior features 	<ul style="list-style-type: none"> • All campus (including student residences) hard wired for high speed internet • Increased student housing units available 	President, VPCS, CFO, Housing Director, Facilities; 2025
vii. Better utilize existing space	<ul style="list-style-type: none"> • Assess current utilization of space of science labs • Assess current utilization of space in STC and SC to support education and operations 	<ul style="list-style-type: none"> • Master planning in progress; space assessment beginning 	<ul style="list-style-type: none"> • Infrastructure supports STEM disciplines and research • Infrastructure support welcoming environment for students • Increased office space for faculty and staff 	Facilities, Dean of Instruction, VPAA, VPCS, CFO, President; 2023

Strategy 2021.5c: Establish a firm fundraising foundation

OBJECTIVE	ACTIVITIES	2020 BASELINE	MEASURABLE OUTCOME or EVIDENCE	RESPONSIBLE; TIMELINE
i. Stabilize fundraising relationships	<ul style="list-style-type: none"> • Ensure internal donations are in place • Identify potential donors and levels of potential giving in the Bismarck/Mandan community • Identify potential donors and levels of potential giving in the governing tribes • Strategize and leverage tribal relationships 	<ul style="list-style-type: none"> • Have had meetings with community leaders 	<ul style="list-style-type: none"> • Increased endowment and/or capital campaign for scholarships, maintenance, and capital building projects 	President, College Relations; 2025 (ongoing)
ii. Expand fundraising relationships	<ul style="list-style-type: none"> • Establish database for alumni • Annual Report sent to alumni and stakeholders 	<ul style="list-style-type: none"> • New activity 	<ul style="list-style-type: none"> • Increase total number of donors 	President, College Relations; 2025 (ongoing)
iii. Seek private foundation support	<ul style="list-style-type: none"> • Collaborate with Johnson Scholarship Indigenous Consultant to identify potential foundations • Identify local and regional foundations for potential support 	<ul style="list-style-type: none"> • Some local foundation support 	<ul style="list-style-type: none"> • Increase foundation support 	President, College Relations; 2025 (ongoing)