

Aaniiih Nakoda College Strategic Plan 2024-2028

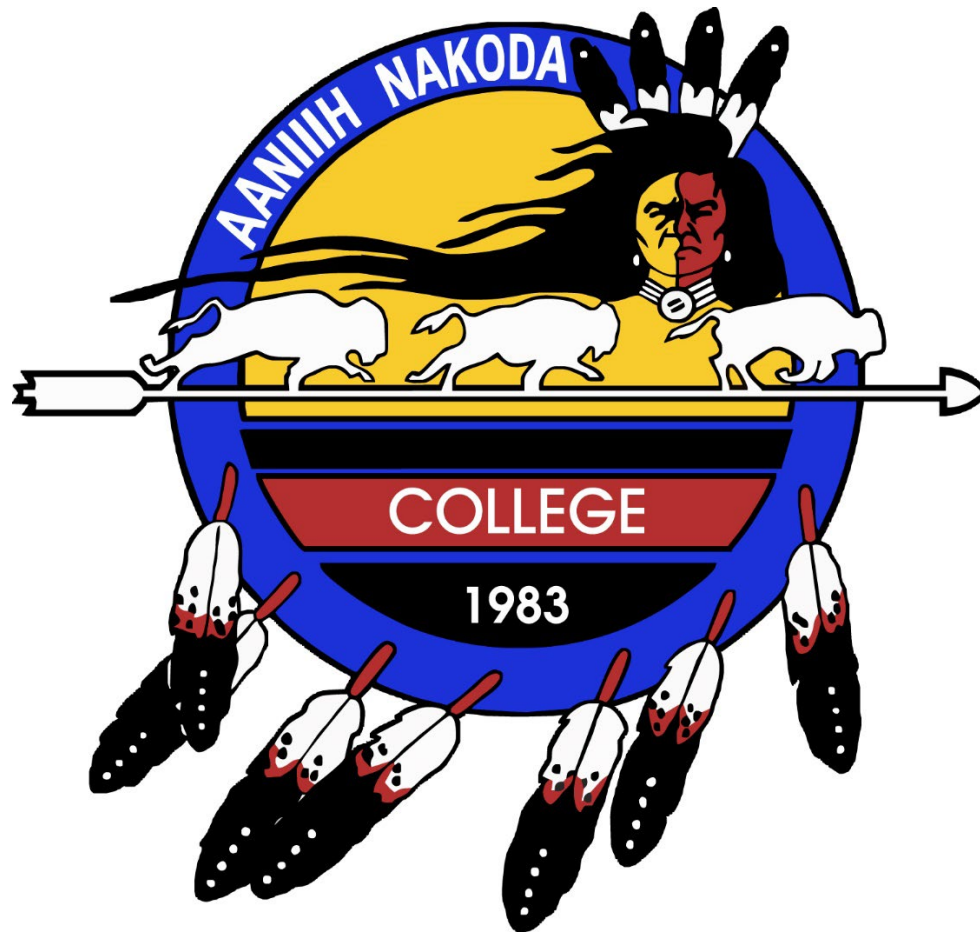


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Background and Context

Executive Summary of Planning Process

As Aaniiih Nakoda College (ANC) was nearing the end of its previous strategic plan (2019-2023), the college initiated a series of planning and assessment processes in spring 2023 that focused on five key topics: (1) institutional capacity, (2) student success, (3) indigenous lifeways, (4) cyberinfrastructure, and (5) community engagement. Results from these efforts were used to guide and inform the institutional strategic planning process, which was formally launched at the college's all staff retreat on August 3-5, 2023. During the retreat, ANC staff, faculty, administrators, and board members participated in two days of intensive planning activities that culminated in charrette-style brainstorming sessions focused on ANC's three mission-based core theme goals for (1) academic quality, (2) indigenous lifeways, and (3) student success. Following the retreat, planning activities continued through the efforts of four working groups addressing these three core theme goals, as well as a fourth goal addressing institutional capacity and sustainability. Working groups met multiple times throughout the fall semester to develop initial drafts of planning tables for each goal that serve as the core elements of the strategic plan. Draft planning tables were then shared with the President's Executive Team for review and revision in January 2024. At this point, the college prepared a complete draft of the strategic plan, which was shared with all staff and faculty for final review and comment before being returned to the college president for final approval and presentation to the ANC Board of Directors. The board voted to adopt the plan on March 26, 2024. Each of the major components of this yearlong planning process is described in greater detail below.

Key Planning Processes

Institutional Capacity Assessment Tool

In late April and early May 2023, all ANC staff and faculty were asked to complete the Institutional Capacity Assessment Tool (ICAT), a survey administered by Achieving the Dream (ATD). The ICAT survey is designed to help colleges assess their capacity, recognize strengths, and identify need for improvement in seven key areas: (1) leadership and vision, (2) data and technology, (3) equity, (4) engagement and communication, (5) teaching and learning, (6) strategy and planning, and (7) policies and practices. Results are reported for each question, as well as for overall capacity areas, and responses are presented for all respondents and broken down by functional area (i.e., student services, academic affairs, administrative services, etc.).

Over 90 percent of ANC's full-time staff and faculty completed the survey. Preliminary results were shared with staff and faculty during a site visit by ANC's two Achieving the Dream Coaches, Constance Green and Dr. Jennifer Hill-Kelley, that occurred in mid-May 2023. ANC's all-staff retreat in early August provided an opportunity to delve more deeply into ICAT results and discuss the findings. Results were also compared with results from the last time ANC participated in the ICAT survey, which was in 2017. In general, survey results showed high levels of capacity across all areas of the institution. Areas of strength were highlighted, and areas with lower scores were discussed. In general, areas identified for improvement were most often related to (1) data and technology and (2) engagement and communication. As a result, strategies for strengthening these institutional capacity areas feature prominently in ANC's new strategic plan, especially under Goal 4 (Institutional Capacity and Sustainability).

Holistic Student Support Action Plan

As part of a three-year grant funded by Achieving the Dream (ATD), ANC launched a Holistic Student Support (HSS) redesign project in January 2023. Over the course of the next few months, ANC's HSS team, under the guidance of HHS coach Jennifer Hill-Kelley and ATD coach Constance Green, engaged in a number of assessment and planning activities that led to the creation of a Holistic Student Support Action and Evaluation Plan in June 2023. Several key activities in that process included an opportunity assessment involving focus group sessions with ANC students, faculty, student services staff, and administrators, as well as a series of virtual working sessions and an on-site visit in May 2023.

The HSS action plan is directly linked to ANC's institutional core themes and includes several objectives and tasks that feature prominently in the college's new strategic plan. These include (1) improving the first term experience for all students, (2) increasing engagement among all students, and (3) addressing the completion of gateway courses in the first year. In addition, early momentum metrics and performance indicators used to measure the HSS plan's progress in carrying out its activities and achieving its anticipated outcomes directly align with those that will be used to measure successful implementation of ANC's strategic plan. The HSS plan was shared with all faculty, staff, administrators and board members attending the summer retreat in August 2023, and it has been thoroughly integrated into planning activities occurring throughout ANC's strategic planning process. This integration is clearly evident in several key tasks and measures of progress and improvement associated with institutional goals one (Academic Quality) and three (Student Success).

Indigenous Lifeways Core Theme Assessment Working Group

In 2022, ANC President, Dr. Sean Chandler, and Director of Sponsored Programs, Scott Friskics, were selected to participate in Cohort Four of The Northwest Commission on Colleges and Universities (NWCCU) Mission Fulfillment Fellowship Program. For their 18-month fellowship's final project, they coordinated a campus-wide effort to develop meaningful and culturally appropriate ways to document and measure the college's success in achieving its Indigenous Lifeways Core Theme Goal of "providing educational services grounded in the lifeways of the Aaniinen and Nakoda nations." To carry out this task, the project established an Indigenous Lifeways Core Theme Assessment Working Group comprised of eleven members who represented a wide range of campus constituencies.

Between January and April 2023, the working group met five times and focused their efforts on three primary tasks. First, the working group expanded the college's use of qualitative evidence to assess mission fulfillment by conducting one-on-one interviews with students scheduled to graduate in May 2023. In March and April 2023, interviews were conducted with 10 soon-to-be graduates (37% of ANC's total graduating class that spring). The interviewer asked a set of questions directly related to the college's Indigenous Lifeways core theme objectives, and responses were recorded, transcribed, and analyzed according to identified themes. Results of this analysis were presented in a summary report and shared with staff, faculty and board members at the college's summer retreat (August 2023) so that these student voices could directly inform institutional planning efforts. Second, recognizing that much of students' cultural learning happens outside the classroom and that much more could be done to assess the impact of college-sponsored cultural activities in promoting its Indigenous Lifeways core theme goal, the working group developed a brief, six-question survey and pilot-tested the survey with students participating in cultural learning activities occurring in late April and early May 2023. Survey results were shared with faculty, staff, and board members during the college's summer retreat (August 2023) and used to inform strategic planning efforts focused on cultural learning. Third, through a slow and deliberate process that included brainstorming sessions, historical document review, and a dot-voting exercise, the working group identified six core institutional values:

- **Prosperity** Nii?iin?ikiik?i; Ohídiga
- **Generosity** ?aa?éhk?i; Oh'ápi
- **Bravery** Téi?ítaahaak?i (harden your heart); Çadét'jza
- **Determination/Persistence** ?iníitootéhk?i (be fierce); Wógida
- **Honesty** θonóoubéhk?i; Wicóga
- **Pride** Nei?iccok?i; Agíc'isaza

President Chandler presented and explained these values to all staff, faculty, and board members attending the summer retreat (August 2023) so that these values could guide the strategic planning process, as well as be incorporated into instructional practices, published in institutional documents, and used to measure both student learning and campus environment. The work of the Indigenous Lifeways Core Theme Assessment Working Group played a critical role in shaping the college's new strategic plan and is most evident in planning efforts for Goal 2 (Indigenous Lifeways). More broadly, however, the six identified institutional values are intended to infuse the entire strategic planning document and to provide direction and guidance as to “how” all planning tasks should be implemented - in ways that reflect and embody these traditional Aaniih and Nakoda values.

Cyberinfrastructure Strategic Plan

In late 2022, ANC, in partnership with the American Indian Higher Education Consortium (AIHEC) Cyberinfrastructure Strategic Planning (CISP) team, initiated a multi-phase planning and assessment process that resulted in the creation of a new, five-year Cyberinfrastructure Strategic Plan. The first phase of the process was an assessment of the current state of the college's Information Systems (IS) organization. The assessment included interviews with college staff and administrators, as well as surveys conducted among key stakeholder groups. Other sources of information that informed the assessment were a third-party Cybersecurity Analysis performed by Glass House Systems and an AIHEC Cyberinfrastructure Study Site Visit Report. In the second phase of the process, the AIHEC CISP team used the assessment data to prepare a maturity analysis that compared various aspects of ANC's IS organization to benchmarks for similar institutions. Finally, results of both the campus IS assessment and the maturity analysis were used as the foundation for developing a draft cyberinfrastructure plan, which was shared with the ANC campus community in July 2023.

ANC's Cyberinfrastructure Strategic Plan is built around twelve strategic goals related to three focus areas: IS governance, strategic operations, and technical strategies. The plan outlines a number of tasks to be accomplished in order to achieve strategic goals for each focus area, from creating an IS Advisory Committee (Governance) to expanding wireless connectivity to students' homes (Technical Strategies). Given the extensive assessment and planning efforts undertaken to prepare the Cyberinfrastructure Plan, ANC has incorporated the CI Strategic Plan, in its entirety, into the institutional strategic plan presented in this document. An abbreviated outline of the CI plan appears under Goal Four, Institutional Capacity and Sustainability as task 4.D.2.

Community Advisory Board Listening Session

On June 4-5, 2023, ANC held a community advisory board retreat in Billings, Montana. A total of 37 individuals attended the retreat, including 20 advisory board members representing several key constituencies, including the Fort Belknap Indian Community Council (FBICC), tribal departments, ANC alumni, tribal elders, local schools, partner institutions of higher education and at-large community members. Although the retreat focused primarily on the college's environmental science and ecology programs, the agenda included a listening session in which advisory board members were asked to provide responses to this general question, "Within the context of its institutional mission and goals, what can Aaniiih Nakoda College do to improve the quality of life on the Fort Belknap Indian Reservation and address community needs, aspirations and priorities?"

Over the course of the two-hour listening session, advisory board members offered a number of valuable suggestions and recommendations. They discussed the need for greater collaboration and improved communication between the college and the community, as well as the need for the college to highlight its successes and share the tremendous impact it has within the community. Advisory board members also stressed the need to plan for the long-term, emphasizing the needs of the children, youth, and future generations. They reiterated the important role the college plays in building the local human capacity ("growing our own") needed to exercise greater autonomy and tribal self-determination. More specific recommendations included the need to increase access to college classes and programs for *all* residents of Fort Belknap through more evening classes, expanded hybrid delivery, and classes offered at satellite locations. A summary of advisory board comments was presented during strategic planning sessions held during the college's all-staff retreat in August 2023, and these suggestions and recommendations were incorporated into planning discussions and, ultimately, into this document.

Summer Planning Retreat, August 3-5, 2023

Following this series of preliminary assessment and planning activities, ANC formally launched its strategic planning process on August 3-5, 2023, at its summer retreat, which was attended by college staff, faculty, administrators and board members. The college kicked off the planning activities by reflecting on some of the accomplishments and challenges that occurred during its previous strategic planning cycle (2019-2023). This was followed by a "Know Our Students" exercise, in which retreat participants reviewed disaggregated and longitudinal student data and discussed enrollment patterns and trends. Outcomes from the five preliminary planning and assessment activities described above were also presented and discussed. Retreat facilitators from Achieving the Dream then presented summary elements of an environmental scan that focused on social/cultural, economic, and educational trends impacting higher education, while other presenters reviewed key elements of the Fort Belknap Indian Community Council's (FBICC) most recent planning documents (Fort Belknap Indian Community Strategic Plan 2018 and FBIC Comprehensive Economic Development Strategies 2021-2026).

After establishing this shared foundation of knowledge, attendees participated in charrette-style brainstorming sessions focused on ANC's three mission-based core themes of (1) academic quality, (2) indigenous lifeways, and (3) student success. Participants were divided into three groups that rotated through three stations, where, under the guidance of a facilitator, they shared potential strategies for achieving each core theme's goal. Participants reviewed and built upon ideas shared by previous groups to generate large lists of rough ideas that would be refined during subsequent phases of the strategic planning process. Cross-cutting ideas that addressed all three core themes were grouped together under the separate heading of Institutional Capacity and Sustainability.

Strategic Planning Working Groups

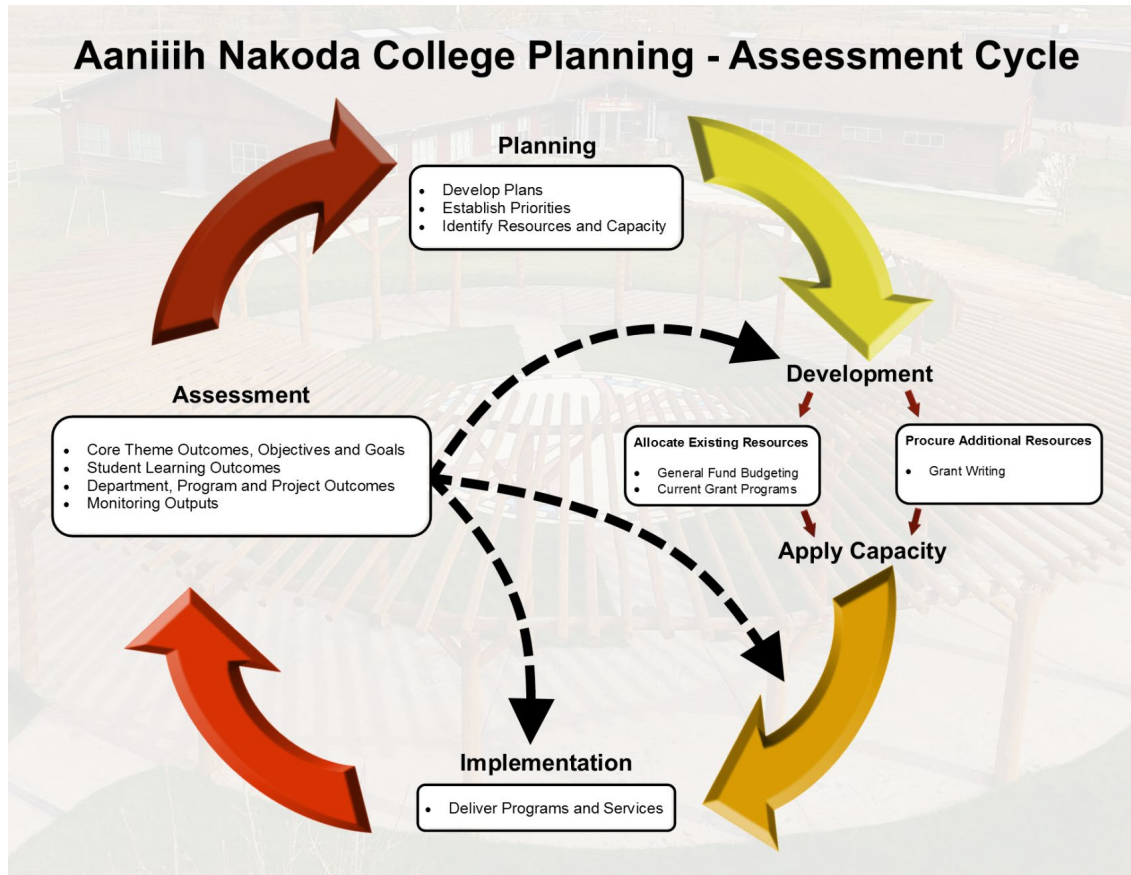
Upon returning to campus for the start of the 2023 fall semester, all staff, faculty, and administrators were assigned to one of four working groups and charged with the task of reviewing and refining the rough ideas generated during the summer retreat and creating planning tables for the three core themes and the institutional capacity and sustainability goal. Over the course of the process, planning tables for each goal were grouped under a series of objectives. Planning tables for each objective outline the tasks to be carried out, as well as the responsible parties, resources needed, timeline, and continuous improvement measures associated with each task. Each objective also includes measures of progress that will be used to assess the college's overall success in achieving that objective. Between October and December 2023, each working group met a minimum of three times during a series of facilitated in-person and virtual meetings. By the end of this phase of the process, each group had produced an initial draft of the planning tables for each of the four institutional planning goals. Following the final meeting, draft planning tables were shared with working group members, who were invited to submit additional suggestions for revision. All suggestions received during this comment period, which concluded December 15, 2023, were incorporated into the planning tables.

Institutional Approval Processes

With the completion of the draft planning tables, the President's Executive Team assumed control of the next phase of the process. Executive Team members reviewed all planning tables and met to discuss changes and revisions. Once the team's suggestions were incorporated into the planning tables, college personnel drafted the strategic plan narrative, inserted the planning tables, and shared the draft document with all faculty, staff, and administrators. An informal review of the draft plan took place on February 9, 2024. Additional suggestions offered at that time were incorporated into the final draft, which was then shared with President Chandler for final review prior to presentation to the ANC Board of Directors. College staff presented the plan to the board at its March meeting, and they voted to approve the plan on March 26, 2024.

Document Organization

For the most part, Aaniiih Nakoda College's Strategic Plan 2024-2028 retains the general form and structure of the college's previous strategic plan (2019-2023). The mission statement and mission-based (core theme) goals remain the same, although a fourth goal has been added to address cross-cutting issues related to institutional capacity and sustainability. Most of the planning objectives also remain the same, with only a few slight changes in wording and emphasis. Planning tables include new sets of tasks and strategies for achieving planning goals and objectives, and they have been expanded to include step-by-step timelines and suggested measures of continuous improvement. With the inclusion of this evaluation information in the planning tables, stand-alone evaluation tables for each objective have been omitted. Instead, measures of progress for each objective are presented immediately following their respective objective. As in the past, these measures directly align with indicators and outcomes used to measure institutional effectiveness and mission fulfillment, as presented in ANC's annual Institutional Effectiveness Report. By aligning the evaluation of its strategic plan's implementation with its ongoing efforts to evaluate institutional effectiveness (mission fulfillment and goal achievement), ANC is able to maximize the value of its integrated planning-assessment cycle (depicted in the illustration on the following page) for supporting continuous institutional improvement.



The Aaniiih Nakoda College 2024-2028 Strategic Plan begins with a statement of the college’s mission and identifies the mission’s three institutional goals. In the following three sections of the plan, each of these mission-derived goals is examined in detail, beginning with a re-statement of the goal, a brief narrative description, and a presentation of the goal’s three or four associated objectives and their identified measures of progress. Each section then presents a planning table for each objective. Planning tables identify specific tasks to be completed in order to achieve each objective, as well as the responsible parties, resources needed, timelines, and measures of continuous improvement associated with each task. Following the discussion of each of the three mission-based core theme goals, the plan includes a fourth section outlining strategies for achieving ANC’s Institutional Capacity and Sustainability Goal, which is intended to facilitate the achievement of the three preceding goals and their objectives. The document concludes with a brief implementation plan that describes how the college will oversee, monitor, assess, and communicate the strategic plan’s implementation.

The college's success in implementing its strategic plan and achieving its planning goals will be assessed using identified measures of progress and continuous improvement. Measure of progress for each planning goal's objectives are linked directly to institutional performance indicators and outcomes identified in ANC's institutional assessment framework. As such, monitoring and evaluating the college's success in carrying out its strategic plan will occur hand-in-hand with its efforts to assess institutional effectiveness and, ultimately, mission fulfillment.

The college mission, goals, objectives, and assessment measures provide the framework for the college's integrated strategic planning and evaluation process. The goals and objectives provide clear direction for where ANC wants to go, while the assessment measures offer equally clear means for evaluating the institution's success in progressing toward – and arriving at – its destination. The strategic plan, then, serves as a 'road map' to help ANC reach its institutional goals and, ultimately, fulfill its mission.

Aaniiih Nakoda College Strategic Plan, 2024-2028

Mission Statement

The mission of Aaniiih Nakoda College is to provide quality postsecondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda Tribes and by preparing students to succeed in an American technological society.

Institutional Goals

- Institutional Goal 1:** **Academic Quality:** ANC will provide high quality postsecondary education opportunities.
- Institutional Goal 2:** **Indigenous Lifeways:** ANC will provide educational programs and services grounded in the lifeways of the Aaniinen and Nakoda nations.
- Institutional Goal 3:** **Student Success:** ANC will help all students succeed in achieving their academic and professional goals.
- Institutional Goal 4:** **Institutional Capacity and Sustainability:** ANC will provide the resources and capacity to develop, maintain, and sustain the programs and services needed to achieve institutional goals related to academic quality, indigenous lifeways, and student success.

The overarching mission of the college is located at the intersection where these interrelated goals meet - in the effective and sustainable delivery of high quality, student-centered educational programs and services grounded in the indigenous lifeways of the Aaniinen and Nakoda nations.

Institutional Goal 1: Academic Quality

ANC will provide high quality postsecondary education opportunities.

Brief Description of Goal 1

Academic programs are designed to provide students with skills and knowledge appropriate to the level of instruction and the standards of each discipline and, in some cases, industry. Each academic program, including general education, identifies the skills and knowledge students are expected to attain upon program completion, as well as required levels of proficiency. Quality academic programs facilitate student success in achieving identified program goals and outcomes and meeting established performance standards.

Objective 1.A: Students will demonstrate proficiency in acquiring identified skills and knowledge associated with their chosen field of study and employment.

Objective 1.B: Faculty will provide quality instruction.

Objective 1.C: Academic programs and course offerings will reflect the educational needs, interests, and aspirations of residents of the Fort Belknap Indian Reservation and surrounding communities.

Goal 1 Objectives

Objective 1.A: Students will demonstrate proficiency in acquiring identified skills and knowledge associated with their chosen field of study and employment.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of student achievement of program learning outcomes and general education competencies.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Review and, as needed, update processes and practices for assessing student proficiency in achieving program learning outcomes and general education competencies.	Academic Dean Faculty	Current administrators and faculty Professional development funds (Title III)	AY 23-24: Conduct annual program review and outline process for reviewing and revising learning outcomes assessment. AY 24-25: Pilot learning outcomes assessment review	Monitor and document changes in program learning outcomes and general education competencies. Compile program and general education learning outcome

			<p>with one or two academic programs.</p> <p>AY 25-26: Expand learning outcomes assessment review to all academic programs.</p> <p>AY 26-27: Initiate learning outcomes assessment review for general education competencies.</p> <p>AY 27-28: Complete general education learning outcomes review and evaluate results.</p>	<p>data using updated assessment practices and processes.</p>
<p>Review and revise Finding Place course on an annual basis so that it provides students in their first term with supports needed to address identified barriers to their success. Require it during students' first term. Incorporate the development of student academic, career, and financial plans into Finding Place coursework.</p>	<p>Academic Dean</p> <p>Faculty</p> <p>Student Support Services (SSS) staff</p>	<p>Holistic Student Support (HSS) Team</p>	<p>AY 23-24: Change the time the course is offered and conduct initial review.</p> <p>AY 24-25: Implement course updates.</p> <p>AY 25-26: Incorporate academic planning into coursework.</p> <p>AY 26-27: Incorporate career planning into coursework.</p> <p>AY 27-28: Incorporate financial planning into coursework.</p>	<p>Monitor the number of students enrolling in and completing Finding Place in their first term.</p> <p>Monitor the number of students completing Finding Place and successfully completing their first year.</p>
<p>Develop and implement strategies for increasing gateway course completion among first-year students. Review and refine, as needed, the writing co-requisite and consider strategies that will contribute to higher level mathematics course</p>	<p>Academic Dean</p> <p>Curriculum Committee</p> <p>SSS staff</p>	<p>HSS Team</p>	<p>AY 23-24: Encourage advisors to place first-year students in gateway courses; continue writing co-requisite and refine as needed.</p> <p>AY 24-25: Identify strategies for increasing higher level mathematics course completion.</p>	<p>Use the SSS student cohort to track the number of students that successfully complete gateway writing and mathematics (and both) in their first year.</p>

<p>completion. Review advising processes and practices to increase first-year student enrollment in gateway writing and mathematics courses.</p>			<p>AY 25-26: Implement strategies for increasing higher level mathematics course completion. AY 26-27: Review efforts to coordinate delivery of supports available to first-year students enrolled in gateway courses.</p>	<p>Establish baseline data and set performance goals to increase the numbers each year.</p>
<p>Review internship offerings and expand in areas where appropriate. Ensure student interns gain knowledge and skills linked to their academic program of study.</p>	<p>Academic Dean Faculty NSF program staff NACTEP Director Dean of Students (Project Success Paid Internship Program Director)</p>	<p>Existing grant funds Current administrators, staff, and faculty</p>	<p>AY 23-24: Continue offering existing internships. AY 24-25: Hold conversations to review current internship opportunities and identify gaps and opportunities to strengthen and/or expand. Determine initial course of action. AY 25-26: Potentially add one more internship offering. AY 26-27: Review processes and practices for assessing student learning in internships, as well as linkages to program learning outcomes.</p>	<p>Initial: Identify the number of campus programs that offer internship opportunities each year. Monitor the number of students who complete internships each year. Future: Use internships to measure student achievement of program learning outcomes for selected programs.</p>
<p>Establish a feedback process to assess job readiness among recent graduates. Work with employers to identify their requirements and needs and to assess student preparedness to enter the workforce. Work with recent graduates to get feedback on their job readiness once employed.</p>	<p>Academic Dean Faculty NACTEP Staff</p>	<p>Current administrators, staff, and faculty</p>	<p>AY 23-24: Hold internal conversations to initiate planning. AY 24-25: Gather input from employers and recent graduates. AY 25-26: Develop formal feedback process. AY 26-27: Pilot process for gathering and sharing</p>	<p>Initial: Gather information on current efforts (e.g., recent graduate panel, nursing program survey, etc.). Future: Document the development of feedback processes and/or instruments. Document use of employer and graduate feedback in the</p>

			<p>employer and recent graduate feedback.</p> <p>AY 27-28: Review efforts and revise as needed; incorporate feedback into program review process.</p>	<p>academic program review process.</p>
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Objective 1.B: Faculty will provide quality instruction.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of student perceptions of faculty availability and faculty knowledge and skills. Sources used to gather student perception data include course evaluations and graduate interviews.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
<p>Provide more professional development for data use. Specific topics include using data for academic program review, learning outcomes assessment, and analysis of disaggregated student achievement.</p>	<p>Academic Dean</p> <p>Faculty</p>	<p>Current administration and faculty</p> <p>Existing grant funds (Title III)</p>	<p>FY 23-24: Build on previous professional development training on assessment and incorporate learning into instructional practices.</p> <p>FY 24-25: Develop a sustainable professional development strategy to address instructors' identified topics of interest/need.</p> <p>FY 25-26: Implement professional development strategy.</p> <p>FY 26-27: Review the success of data-related professional development strategies in meeting instructors' identified needs and revise as needed.</p>	<p>Initial: Conduct informal inventory of data usage practices among faculty for classroom and program assessment.</p> <p>Future: Document enhanced use of data for assessing student learning and achievement.</p>

<p>Improve support and information-sharing processes and practices for full-time and part-time instructors. Host a One Drive folder for all faculty to share information, forms, documents, etc.</p>	<p>Academic Dean Faculty (full-time and part-time)</p>	<p>Current administration and faculty</p>	<p>AY 23-24: Identify information needs among all faculty. Inventory available documents. Identify gaps. AY 24-25: Establish One Drive folder and populate with available documents. Develop processes for sharing information. AY 25-26: Continue to populate and update One Drive folder.</p>	<p>Conduct periodic, informal process checks with faculty to determine levels of use and satisfaction. Use feedback from discussions to make improvements that will result in increased use and satisfaction.</p>
<p>Provide part-time instructors with increased training opportunities to enhance their instructional practices and acquire basic skills for submitting attendance, using Moodle, hosting Zoom classes, etc.</p>	<p>Academic Dean Faculty (full-time and part-time)</p>	<p>Current administration and faculty Existing grant funds (Title III)</p>	<p>AY 23-24: Gather part-time faculty input regarding their instructional support needs and desired methods of delivery. AY24-25: Plan mechanisms to increase part-time faculty participation in faculty development activities. AY 25-26: Expand part-time faculty development opportunities, including videos, self-paced tutorials, etc.</p>	<p>Initial: Conduct informal survey of part-time faculty to assess their needs. Future: Use survey results to provide professional development opportunities in a manner that addresses the needs of part-time faculty, increases their participation in faculty activities, and strengthens their instructional practices.</p>
<p>Increase the number of instructors to reduce stress and burnout. Develop strategies for improving faculty recruitment (e.g., enhance the website to highlight professional opportunities at ANC) and retention.</p>	<p>Executive Team Academic Dean</p>	<p>Additional grant funds Website enhancements</p>	<p>AY 23-24: Review faculty workloads and identify areas of need. Identify and/or secure funding sources to support new faculty hires. AY 24-25: Hire additional faculty based on previously identified needs and available resources. Repeat the</p>	<p>Monitor annual increases and decreases in the numbers of full-time and part-time instructors. Conduct informal process reviews. Identify and respond to reasons for declines; identify and continue reasons for gains.</p>

			workload review and plan for next year. Repeat annually. AY 25-26: Expand website to showcase faculty scholarship and professional development opportunities available at ANC.	Monitor annual changes in faculty retention rates over time.
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Objective 1.C: Academic programs and course offerings will reflect the educational needs, interests and aspirations of residents of the Fort Belknap Indian Reservation and surrounding communities.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of several enrollment indicators (e.g., Indian Student Count, full-time degree seeking, part-time, etc.), as well as through the use of qualitative data gathered from interviews with ANC graduates.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Conduct community needs assessment to identify local needs and interests. Include questions related to course/program content, time of delivery, place of delivery, delivery modality, etc. Make needs assessment surveys available at various community events using multiple methods. Assess institutional capacity to implement programs based on survey results.	Academic Dean Executive Team Community Education Coordinator Faculty	Contracted services for survey administrators Existing grant funds (Title III) Current administrators, staff, and faculty	FY 23-24: Discuss desired outcomes of needs assessment and develop strategy for moving forward. FY 24-25: Contract services of a third-party survey administrator to develop and administer the survey in collaboration with a team from ANC. FY 25-26: Analyze survey results and develop response strategies. FY 26-27: Begin implementation of response strategies.	Initial: Needs assessment survey instrument is created and completed by a representative sample of local residents. A summary report of survey results, including key findings and recommended actions, is prepared and distributed to campus stakeholders. Future: Document changes in the delivery of institutional programs and services based on needs assessment findings and recommendations.

<p>Build external partnerships in all academic programs. Evaluate the existing advisory group model and adapt it in some form across all academic programs.</p>	<p>Academic Dean Community Education Coordinator Faculty</p>	<p>Existing advisory boards</p>	<p>FY 23-24: Faculty share information with each other regarding existing advisory groups. FY 24-25: Assess strengths and challenges of existing advisory boards and discuss modifications and possible adaptations for other academic programs. FY 25-26: Pilot test changes and adaptations. FY 26-27: Expand implementation to additional programs guided by lessons learned from pilot activities.</p>	<p>Initial: Compile information, including assessment data, on existing program advisory boards active at ANC. Future: Track the establishment of new advisory boards and informally assess challenges and opportunities for improvement.</p>
<p>Conduct a comprehensive review of existing degree/certificate programs with focus on future candidate programs. Consider adding new short-term certificate programs, associate degrees, and bachelor's degrees (e.g., heavy equipment operator, CDL training, auto body repair, plumbing, electrical, tribal buffalo technician/manager, agriculture, CIS, business, AIS, social/behavioral science, water program). Consider placing some existing programs in moratorium. Assess institutional capacity to</p>	<p>Academic Dean Curriculum Committee Community Education Coordinator Executive Team</p>	<p>New and existing grant funds Additional faculty Additional instructional space</p>	<p>AY 23-24: Continue existing program review process and discuss institutional processes for adding new programs. AY 24-25: Identify institutional priorities for new programs and conduct feasibility review and program development activities. Pursue funding to support new program implementation. AY 25-26: Complete substantive change request process for new programs with NWCCU. AY 26-27: Offer new degree/certificate program(s). Update institutional priorities and repeat.</p>	<p>Document process activities in terms of new program proposals, feasibility studies, grant proposals, motions of approval (Curriculum Committee, Executive Team and Board of Directors), substantive change proposals, etc. Track the number of new programs added and the number of current programs placed in moratorium. Monitor changes in program enrollment data over time.</p>

expand academic offerings with respect to faculty and instructional space (classrooms and laboratories).				Monitor annual costs of program delivery vs. revenues generated.
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Institutional Goal 2: Indigenous Lifeways

ANC will provide educational programs and services grounded in the lifeways of the Aaniinen and Nakoda nations.

Brief Description of Goal 2

Established by and for the Aaniiih and Nakoda people of Fort Belknap, Aaniiih Nakoda College is defined by, and grounded in, the lifeways and languages of these two nations. These lifeways and languages should permeate all aspects of the institution, find embodiment in the delivery of all programs and services, provide the unifying framework that integrates all college functions, and establish the unique identity of Aaniiih Nakoda College.

- Objective 2.A: Students and the campus community will demonstrate a general knowledge of Aaniiih or Nakoda language and lifeways.
- Objective 2.B: Campus facilities and events will physically and philosophically reflect Aaniiih and Nakoda lifeways.
- Objective 2.C: Aaniiih and Nakoda lifeways will be intertwined throughout each academic course.
- Objective 2.D: ANC will provide members of the Fort Belknap community with opportunities to participate in Aaniiih and Nakoda cultural education activities and programs.

Goal 2 Objectives

- Objective 2.A: Students and the campus community will demonstrate a general knowledge of Aaniiih or Nakoda language and lifeways.
- Measure(s) of progress: Progress toward achieving the student portion of this objective will be measured in terms of their achievement of learning outcomes for Aaniiih and Nakoda language, lifeways, and values. Faculty and staff knowledge will be measured in terms of their achievement of course outcomes in Aaniiih and Nakoda language and history classes.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Teach Aaniiih and Nakoda words and phrases at each staff meeting, retreat, and orientation. Focus on conversational skills that can be used every day and can be taught to students. This needs to start with us. We need to lead by example.	President Chandler and White Clay Immersion School (WCIS) staff for Aaniiih Nakoda language instructor	Current administration, staff, and faculty	AY 23-24: Begin practice with Aaniiih. AY 24-25: Expand practice with Nakoda.	Initial: Document practice with meeting agendas and minutes. Future: Identify and assess staff/faculty competencies; monitor usage; observe impacts.
Require all faculty and staff to audit at least one language class (Aaniiih or Nakoda) and either one history class (Aaniiih or Nakoda) or AIS 100 (6 total credits). Make this mandatory for all new hires. Encourage this for all current employees.	President Chandler Assistant to the President Board of Directors	Policy change Current administration Governing board	AY 23-24: Make changes to policy and job descriptions for all new hires. AY 24-25: Implement practice.	Track number of employees and percentage of new hires completing this requirement.
Publish, teach, and assess ANC's core values based on Aaniiih and Nakoda traditional values. Teach core values in Finding Place and incorporate them into syllabi for other classes, especially general education offerings. Assess student learning and practice, both in a classroom setting and during extracurricular activities. For faculty and staff, include brief discussions of values at staff meetings and retreats. Emphasize ways	President Chandler Indigenous Lifeways Working Group Academic Dean Faculty	Current faculty, staff, and administration	AY 23-24: Currently underway; finalize narrative explanations for each value. AY 24-25: Publish values in institutional documents. Teach values in Finding Place and present at staff meetings and retreats. AY 25-26: Expand values instruction in additional classes. AY 26-27: Develop assessment tools and practices.	Initial: Document final values list in both languages with narratives. Document practice of values instruction through meeting agendas and minutes and Finding Place syllabus (and, in later years, other course syllabi). Future: Develop and implement learning outcome rubrics to assess student learning in Finding

these values can be embodied in practice.				Place, as well as practice at extracurricular activities. Survey staff/faculty to assess perceptions of values practice on campus.
Increase Aaniiih and Nakoda language use across campus – in offices, hallways, classrooms, and meetings. Include more Aaniiih and Nakoda language in institutional publications and on campus signage.	President Chandler Executive Team Indigenous Lifeways Working Group	Current administration, staff, and faculty	AY 23-24: Observe current usage. AY 24-25: Review publications; inventory signage. AY 25-26: Begin implementing changes. AY 27-28: Assess progress and gaps. AY 28-29: Continue implementation.	Initial: Observe current levels of usage in different settings. Document annual changes in Aaniiih and Nakoda language usage in the college catalog and other publications. Document annual changes in campus signage. Future: Survey staff/faculty to assess perceptions of language use on campus.

Objective 2.B: Campus facilities and events will physically and philosophically reflect Aaniiih and Nakoda lifeways.

Measure(s) of progress: Progress toward achieving this objective will be measured in terms of survey responses for students participating in campus events and through student perceptions shared in graduate interviews.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Develop and implement a monthly Outlook calendar of	Dean of Students	New hire	AY 23-24: Develop Outlook calendar and pilot the process	Initial: Document existence of monthly

<p>all campus-sponsored cultural events that could be updated by anyone on campus. Share calendar widely and frequently through e-blasts, Facebook pages, website, campus video monitors, etc. Expand sharing to include the tribal events calendar and local newspapers.</p>	<p>Indigenous Lifeways Working Group Communications Director</p>	<p>Current administration, staff, and faculty</p>	<p>for compiling and sharing information. AY 24-25: Launch updated calendar and link with other internal information sharing forums. AY 25-26: Link calendar to external information sharing forums.</p>	<p>Outlook calendar populated with campus-sponsored cultural events. Track participation numbers at campus-sponsored cultural events. Survey students on changes in knowledge, skills, attitudes, and behaviors.</p>
<p>Host an annual treaty day event in October that coincides with the annual language forum and the commemoration of the immersion school's beginnings.</p>	<p>President Chandler WCIS staff</p>	<p>Current administration and staff</p>	<p>AY 23-24: Continue language forum. AY 24-25: Expand celebration to include treaty day event.</p>	<p>Document occurrence of the annual treaty day through agendas.</p>
<p>Develop short instructional videos providing background information on the names of campus buildings and classrooms. Show videos at student orientation and in Finding Place. Link the videos to the campus map on the website to provide virtual tours. Use QR codes and kiosks in the entryway of each building to access the information.</p>	<p>President Chandler Communications Director Academic Dean Manager of Information Systems (MIS)</p>	<p>Contract videographer New hire Grant funds Current administration, staff, and faculty</p>	<p>AY 24-25: Contract services of videographer and produce videos. AY 25-26: Show videos at student orientation and Finding Place. AY 26-27: Link videos to campus map on website. AY 27-28: Provide access to videos via QR codes and kiosks in building entrances.</p>	<p>Initial: Document completion of videos for each campus building. Document use of videos at orientation and in Finding Place through agendas and syllabi. Document access to videos via ANC website, QR codes and kiosks. Future: Assess student and faculty/staff knowledge of</p>

				building and classroom names.
Host a pow wow. Include an educational component that includes information about the origin and evolution of pow wows, as well as information about different dance styles, songs, etc. Incorporate Native language instruction into the event.	Dean of Students Student Senate	Current administration, staff, faculty, and students	AY 25-26: Plan and host a pow wow. AY 26-27: Evaluate success; determine future plans.	Document that pow wow took place. Gather feedback on effectiveness of the educational components through surveys.
Display historical timelines for the tribes and the college in the new student wellness and success center.	President Chandler	Current administration	AY 27-28: Include timelines as a design feature of the new building.	Document appearance of timeline in the new building.

Objective 2.C: Aaniiih and Nakoda lifeways will be intertwined throughout each academic course.

Measure(s) of progress: Progress toward achieving this objective will be measured in terms of student responses in course evaluations and graduate interviews, as well as syllabus review.

Task	Responsible Parties	Resources Needed	Timelines	Measures of continuous improvement
Require introductions for students making in-class presentations. Increase of use Aaniiih and Nakoda words for assignments and courses.	Academic Dean Faculty	Current administration and faculty	AY 23-24: Continue graduation assessment of student introductions. AY 24-25: Begin requiring in-class introductions for all presentations; revise assignment names and emphasis.	Initial: Document current usage of Aaniiih and Nakoda names for courses (catalog) and assignments (syllabi). Monitor changes over time through annual review of catalog and syllabi.

			AY 25-26: Make first round of course name revisions in the catalog.	Assess student language proficiency during introductions at graduation. Future: Use language proficiency rubric to assess student introductions in their classes.
Provide faculty with resources needed to invite elders and traditional knowledge holders to speak in class. Include a list of potential speakers and points of contact, overview of procedures and protocols, and established guidelines for compensation.	Academic Dean Faculty Indigenous Lifeways Working Group	Current administration, staff, and faculty	AY 23-24: Collect existing lists from individuals and compile master list. AY 24-25: Draft procedures and protocols; agree on compensation guidelines. AY 25-26: Share resource document with current faculty.	Initial: Document development of resource document. Future: Gather data on guest speaker visits to classes across the curriculum. Interview students to gather feedback on guest speaker impact.
Provide faculty with a list of resources and tools available to help them incorporate Aaniiih and Nakoda languages and lifeways in their courses. Include links to online resources and tools (e.g., apps, quizlets, dictionaries, OPI website, language videos, etc.), as well as a bibliography of print materials made available in the library.	Academic Dean Faculty (including part-time language instructors) WCIS staff Library Coordinator Indigenous Lifeways Working Group	Current administration, staff, and faculty	AY 23-24: Compile list of existing resources. AY 24-25 Complete bibliography of print materials in library. AY 25-26: Finalize lists and bibliography and share with all faculty.	Initial: Document development of resource list and bibliography. Future: Gather qualitative data from faculty on the use of materials. Interview students to gather feedback on educational value and impact of materials used.

Objective 2.D: ANC will provide members of the Fort Belknap community with opportunities to participate in Aaniiih and Nakoda cultural education activities and programs.

Measure(s) of progress: Progress toward achieving this objective will be measured in terms of community participation in cultural education activities and programs, as well as responses to post-participation surveys.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Offer more workshops of community interest on Aaniiih and Nakoda languages and lifeways.	Academic Dean Dean of Students AIS and related faculty WCIS staff Indigenous Lifeways Working Group Community Education Coordinator	Current administration, staff, and faculty	AY 23-24: Continue offering existing programs. AY 24-25: Develop and administer community survey of interests. AY 25-26: Review survey results and plan expanded programming based on community feedback. AY 26-27: Offer expanded programming.	Initial: Document number and topic of programs currently offered. Include number of participants at each event. Document changes over time as expanded programming is implemented. Gather survey data to assess community interests. Survey participants on changes in knowledge, skills, attitudes, and behaviors.
Increase the use of KGVA to disseminate information about Aaniiih and Nakoda lifeways and language over the airwaves through storytelling, word-of-the-day and other local programming produced at the station's studio.	KGVA Station Manager AIS and related faculty WCIS staff Indigenous Lifeways Working Group	Current administration, staff, and faculty	AY 23-24: Inventory current cultural programming at KGVA. AY 24-25: Identify topics, resources, and speakers for expanded programming. AY 25-26: Begin producing local cultural programs at KGVA studios.	Gather data on amount of language and lifeways programming from KGVA station logs. Monitor changes over time in terms of broadcast hours, types of programs, number of locally produced programs, etc.

			AY 26-27: Deliver new cultural programming on KGVA.	
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Institutional Goal 3: Student Success

ANC will help all students succeed in achieving their academic and professional goals.

Brief Description of Goal 3

Aaniiih Nakoda College prides itself on being a student-centered institution committed to helping all students achieve their individual educational goals. The college seeks to foster student success throughout the duration of a student’s time at ANC, from admission to graduation. The college also strives to prepare students for success following graduation as they continue their postsecondary education and/or enter the workforce.

Objective 3.A: ANC will provide educational opportunities that are readily accessible to all residents of the Fort Belknap Indian Reservation and surrounding communities.

Objective 3.B: Students will make satisfactory progress in completing their coursework and graduating in a timely manner.

Objective 3.C: Graduates will be prepared for successful transfer and/or employment.

Objective 3.D: ANC will increase student engagement with critical student experience processes and support services to reduce barriers, improve retention, and promote success for all students, including those students who have stopped out of college.

Goal 3 Objectives

Objective 3.A: ANC will provide educational opportunities that are readily accessible to all residents of the Fort Belknap Indian Reservation and surrounding communities.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of disaggregated enrollment data for incoming students.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Update recruitment plan with special emphasis placed on questions of where we recruit	Dean of Students Registrar	Current staff and administration	AY 23-24: Review existing recruitment plan in	Review and revision process occurs, and plans are updated.

<p>and who we recruit (e.g., high school students, transfer students, veterans, working adults, parents, people with disabilities, etc.). Identify options for course methods/times/locations and develop marketing strategies.</p>	<p>Student Success Navigator Communications Director</p>		<p>conjunction with HSS Action Plan. AY 24-25: Update and improve existing plans.</p>	<p>Monitor enrollment data on a semester basis to track new student enrollment. Disaggregate data for identified populations targeted in recruitment plan.</p>
<p>Review examples from other institutions and develop a fillable online application that can be accessed and submitted on the college website.</p>	<p>Dean of Students Registrar Manager of Information Systems (MIS)</p>	<p>Current staff and administration Contract web designer</p>	<p>AY 23-24: New webpage launched. AY 24-25: Refine processes, practices, and protocols for updating the webpage on a regular basis. AY 25-26: Update webpage and improve fillable form to go into the system.</p>	<p>Initial: Written guidance for updating the website is established, published, and shared. Future: Document availability of the application form on the webpage. Monitor the number of applications received from the website.</p>
<p>Identify the financial aid eligibility issues and funding issues that act as barriers for our students. Develop plans for reducing barriers and for educating staff and faculty about these issues.</p>	<p>Dean of Students Financial Aid Officer Business Office</p>	<p>Current staff and administration</p>	<p>AY 23-24: Provide information, training, and assistance for using the new federal financial aid form (beginning Dec. 2023). AY 24-25: Provide students with a copy of their bill at the beginning of each semester. AY 25-26: Provide students with receipts for their bookstore charges at the time of purchase. AY 26-27: Provide in-service training for staff and faculty</p>	<p>Monitor the number of students who successfully submit the new federal financial aid form. Conduct process check to ensure students are receiving their bills and receipts. Compile periodic reports of student-identified financial issues that resulted in students withdrawing from school and/or not returning the following semester. Use</p>

			on basic financial aid issues that impact student success.	these reports to implement responsive actions.
Provide access to campus on weekends for schoolwork. Options include the success center and library. Work out a schedule and system to ensure regular access, security, staffing, etc.	Dean of Students Executive Team Library Coordinator Success Center Coordinator	Current staff and administration	AY 23-24: Meet to discuss pros and cons and agree on a path forward. AY 24-25: Pilot the options generated. AY 25-26: Review results of pilot offerings and determine future course of action based on findings.	Meeting takes place to decide on future action.

Objective 3.B: Students will make satisfactory progress in completing their coursework and graduating in a timely manner.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of early momentum metrics and key student performance indicators for course completion, retention, and graduation.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Update retention plan. Identify reasons for withdrawals, as well as timing of withdrawals. Identify and address causes for decreases in spring enrollment.	SSS Director Dean of Students Student Success Navigator	Current administration and staff	AY 23-24: Review existing retention plan in conjunction with HSS Action Plan. AY 24-25: Update and improve existing plans. AY 25-26: Modify “exit interview” process to gather more useful data on reasons for withdrawals. AY 26-27: Conduct detailed analysis of fall vs. spring enrollment data to identify patterns.	Review and revision process occurs, and plans are updated. Monitor early momentum metrics and key performance indicators, including term-to-term and fall-to-fall retention. Disaggregate data for identified sub-populations of special interest. Monitor the number of withdrawals each semester

			<p>AY 27-28: Implement response initiatives to address the most common reasons for student withdrawals and spring non-returners.</p>	<p>and observe changes over time. Print report of students who totally withdrew from classes at the end of each semester.</p> <p>Monitor the difference in fall and spring enrollment numbers and observe changes over time.</p>
<p>Strengthen and expand tutoring services. Include more tutors in different subjects (e.g., nursing, CIS). Identify additional resources needed (people, online services, study guides, etc.). Provide training for tutoring staff and faculty related to helping students with learning supports and accommodations. Include cultural aspects of providing supports.</p>	<p>SSS Director Success Center Director Library</p>	<p>Current staff and faculty</p> <p>New and/or existing grant funds to support tutoring program, resources materials acquisition, and professional development</p>	<p>AY 23-24: Continue existing efforts (e.g., nursing, in person writing and math tutors, online supplements). Convene meetings with students and faculty to discuss reasons for underutilization of tutor services and identify modifications or enhancements.</p> <p>AY 24-25: Provide in-service training for faculty and staff to improve services for students with disabilities. Secure equipment needed to provide necessary accommodations.</p> <p>AY 25-26: Identify and implement measures to enhance the Student Success Center (e.g., more faculty office hours at the center, acquisition of study guides and support resources, etc.).</p>	<p>Inventory the number and type of tutorial services currently available and monitor changes over time.</p> <p>Monitor tutor usage data disaggregated in terms of subject matter.</p> <p>Conduct informal process checks and surveys (pre/post) with students about the adequacy and effectiveness of tutoring resources.</p> <p>Review graduate interview data for student perceptions regarding tutoring services and resources.</p>

			AY 26-27: Create and pilot a plan for tutors attending classes alongside students. AY 27-28: Assess, refine, and expand plan for having tutors in the classroom.	
Provide more quiet places on campus to study. Options include the library, basement of White Clay People Hall, and new building.	Dean of Students Executive Team Library Coordinator	Existing facilities	AY 23-24: Have a conversation about this and outline a course of action. Hold a library grand (re-) opening celebration in 2024. AY 24-25: Gather student input on their needs for study space. AY 25-26: Implement response plan that attempts to address student-identified needs.	Conduct informal process checks with students about the adequacy of quiet study spaces on campus. Review graduate interview data for student perceptions regarding adequacy of spaces for quiet study on campus.
Provide vending machines (healthy snacks and drinks).	American Indian Business Leaders (AIBL) Advisor Executive Team	Existing student organizations Administrative support	AY 23-24: Bring results of research and planning to Executive Team with a formal request to install vending machines. Develop operational plan based on Executive Team decision. AY 24-25: Install vending machines.	Conduct informal process checks with students about their satisfaction with vending machines. Monitor usage and costs over time.

Objective 3.C: Graduates will be prepared for successful transfer and/or employment.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of graduate transfer and employment rates.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
Offer a series of workshops on transfer preparation and job readiness. Include presentations from recent graduates, tribal employers, and local businesses.	Dean of Students NACTEP staff Academic Dean Registrar Faculty	Current administration, staff, and faculty	AY 23-24: Inventory previously implemented activity and strategies (Finding Place, Business class) and discuss reasons for low participation. AY 24-25: Convene meeting with faculty and student services staff to explore alternative options for transfer preparation and career readiness activities. AY 25-26: Pilot one or two ideas identified during previous year's conversation among faculty and student services staff. AY 26-27: Collectively review results of pilot efforts; revise and expand as appropriate.	Compile baseline transfer and employment data for graduates. Set target standards and monitor data every two or three years. Disaggregate data by degree program. Review graduate interview data for student perceptions regarding their readiness for transfer and/or employment. Gather feedback from previous years' graduates concerning their preparation for successful transfer and/or employment.
Host a local job fair where students can meet with prospective employers.	NACTEP Director	Current staff and faculty	AY 23-24: Review current job fair participants and practices. Identify gaps and potential areas for improvement. AY 24-25: Modify job fair event to address identified gaps and incorporate suggested improvements.	Track the number of prospective employers participating in annual job fairs. Conduct informal process checks with student participants to gather their perceptions and solicit their suggestions for improvement.

<p>Compile local job market data and current job openings and include a description of skills and knowledge needed for each position. Share this information with students on a regular basis.</p>	<p>Academic Dean's Assistant Academic Dean</p>	<p>Current administration, staff, and faculty</p>	<p>AY 23-24: Compile and review existing information. For example, according to the FBIC Program and Enterprise Directory, there are 359 employment positions available and 37 vacancies. AY 24-25: Formalize processes for gathering, maintaining, and sharing current local job market data. AY 25-26: Incorporate local job market information into advising processes. Link program learning outcomes with desired job qualifications. AY 26-27: Continue to build out the development of this resource.</p>	<p>Compile baseline employment data for graduates. Set target standards and monitor data every two or three years. Disaggregate data by degree program. Review graduate interview data for student perceptions regarding their experiences entering the job market.</p>
<p>Expand the use of the Montana Career Information System (MCIS).</p>	<p>SSS Director Faculty</p>	<p>Current staff and faculty</p>	<p>AY 23-24: Inventory where and when students access MCIS for career exploration and employment preparation. AY 24-25: Coordinate MCIS usage to help students gain maximum benefit from using MCIS, from first term to graduation and job placement. AY 25-26: Review MCIS usage and adjust plans as necessary.</p>	<p>Map MCIS touch points and identify gaps and duplicated efforts. Conduct informal process checks with students to gather their perceptions about the value of using MCIS for career exploration and employment preparation.</p>

Explore job shadowing opportunities with local employers.	Academic Dean Faculty NACTEP Director	Current administration, staff and faculty	AY 23-24: Research successful models and inventory current practices. AY 24-25: Hold conversation; assess feasibility; outline plan of action. AY 25-26: Pilot test job shadowing program in one academic program. AY 26-27: Assess results of pilot test and modify/expand as appropriate.	Document evidence of creation and implementation of the program. Track the number of students and sites participating in the program. Gather participant and host satisfaction data.
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Objective 3.D: ANC will increase student engagement with critical student experience processes and support services to reduce barriers, improve retention, and promote success for all students, including those students who have stopped out of college.

Measure(s) of Progress: Progress toward achieving this objective will be measured in terms of quantitative student success measures (i.e. course completion, retention, and graduation), as well as qualitative data gathered from graduate interviews.

Task	Responsible Parties	Resources Needed	Timeline	Measures of continuous improvement
3.D.1. Increase student engagement with critical processes and supports. a. Identify and attempt to mitigate transportation barriers for students. Provide more mental health support. Create and promote consistent supportive messaging from all staff and faculty. Maintain and	Dean of Students SSS Director Academic Dean	Holistic Student Support (HSS) Team Morningstar Counseling	AY 23-24: HSS team guiding conversations on identified issues. Mental health counseling in place. Community resource list distributed. AY 24-25: Identify strategies to address transportation issues. Update community	Conduct informal process check of current engagement strategies (spring 2024). Identify strengths, gaps, and areas in need of improvement. Monitor student usage of and satisfaction with virtual counseling services.

<p>distribute a community and college resource list that is updated regularly. Increase the use of early alerts at the beginning of the semester. Develop mechanisms for faculty and student services staff to coordinate advising and to work with students who are not turning in assignments on time. (HSS Action Plan Objective #2)</p>			<p>resources list and post on website. AY 25-26: Implement collaborative strategies among student services staff and faculty to strengthen early alerts, coordinated advising, and closing the loop. AY 26-27: Evaluate effectiveness of engagement strategies employed to date and modify, as needed.</p>	<p>Gather informal qualitative data from students regarding supportive messaging across campus using SSS cohort. Track data on early alert system usage and outcomes. Gather perceptions of student engagement through graduate interviews.</p>
<p>b. Improve the First Term Experience for all students. Prepare and publish a yearly schedule of classes. Revise Finding Place and require students to take it during their first term to provide them with the resources and supports needed in their first term to overcome identified gaps or barriers to their persistence. (HSS Action Plan Objective #1)</p>	<p>Dean of Students Academic Dean Faculty</p>	<p>HSS Team</p>	<p>AY 23-24: Initial changes to Finding Place are underway. AY 24-25: Continue to explore improvements and alternative scheduling and delivery options. Review advising and outreach practices. AY 25-26: Implement changes and assess results in student performance. Gather student feedback on course effectiveness and incorporate it into review process. AY 26-27: Prepare a yearly schedule of classes.</p>	<p>Monitor Finding Place data over time, including enrollment, attendance, mid-term grades, completion rates, and percentage of first-time-in-college students enrolling and completing the course. Document the preparation and publication of a yearly schedule of classes.</p>
<p>c. Compile and maintain lists of “stopped out” students who have completed 30, 45 and 60 credits; reach out to these students and send them a list of what they need to do to</p>	<p>Dean of Students Registrar SSS Director</p>	<p>Current staff Additional staff (Student Success Navigator)</p>	<p>AY 23-24: Inventory and discuss barriers identified over the past five years (continuation of efforts launched in AY 22-23).</p>	<p>Track by SSS cohort that “leave” and do not continue. Track cohorts for five years by withdrawal, stop out, continue, and complete.</p>

graduate. Follow up with students who withdrew from some/all classes the previous semester, as well as students who returned after being on academic suspension.	Student Success Navigator		AY 24-25: Explore strategies to address barriers and personalize the process: “What can we offer them to come back?” AY 25-26: Implement identified strategies to promote student returns. AY 26-27: Monitor data and modify strategies as needed.	Use AY 21-22 cohort for baseline data. Set targets for future years.
3.D.2. Improve communication with students. a. Inventory and design student communication of supports. Conduct a student communications audit and develop a coordinated plan for sharing information with students.	Dean of Students	Current administration and staff	AY 23-24: Review content, timing, and delivery mechanisms for student communications throughout the year. AY 24-25: Conduct a student communications audit – Who? When? Why? Consider answers in terms of ANC student profile and needs. AY 25-26: Prepare a student communications plan for the year based on audit findings. AY 26-27: Review strengths and challenges and revise plan accordingly.	Initial: Results of student communications audit are compiled and shared with campus leadership. Future: Document completion of student communications plan. Conduct process checks with students to gather their perceptions regarding plan effectiveness.
b. Have a suggestion box. Develop a process for reviewing student suggestions and share that process with campus community.	Student Senate Advisor Executive Team	Student Senate Administrative Support	AY 23-24: Continue having a student suggestion box. AY 24-25: Prepare guidance document outlining the process for review, deliberation, and response. AY 25-26: Share approved process for reviewing and	Document process outcomes on an annual basis, including suggestion content and responses. Conduct process checks with students to gather their perceptions regarding the

			<p>responding to ideas from the suggestion box. Implement process.</p> <p>AY 26-27: Review implementation results and modify, as needed.</p>	<p>value of the suggestion box and institutional responsiveness.</p>
<p>c. Use Moodle to provide an on-line help link to resources for students, such as tutoring, writing center, one-on-one support.</p>	<p>Academic Dean</p> <p>Manager of Information Systems</p> <p>Faculty</p> <p>Success Center Coordinator</p>		<p>AY 23-24: Continue providing Success Center Coordinator with access to Moodle courses. Identify resources currently available to students on Moodle.</p> <p>AY 24-25: Hold conversations with staff, faculty, and students to determine how Moodle can be used to link students with support resources.</p> <p>AY 25-26: Develop plan.</p> <p>AY 26-27: Implement plan.</p> <p>AY 27-28: Review plan, assess outcomes, and modify accordingly.</p>	<p>Initial: Establish baseline data on current availability of resources and their use by students and student support staff.</p> <p>Future: Track student usage of on-line supports accessed via Moodle.</p> <p>Gather qualitative data regarding student satisfaction with on-line supports accessed via Moodle.</p>
<p>3.D.3 Provide professional development. Offer training for staff and faculty to help them recognize students in crisis and to support students with special needs.</p>	<p>Dean of Students</p> <p>Academic Dean</p>	<p>Existing professional development funds (Title III)</p> <p>In-service presenters</p> <p>Morningstar Counseling</p>	<p>AY 23-24: Training initiated with Morning Counseling; track participation among staff and faculty.</p> <p>AY 24-25: Explore options for developing a CARE Team approach and identify a crisis contact person.</p> <p>AY 25-26: Expand options for staff and faculty professional development.</p>	<p>Track participation levels for staff and faculty. Establish baseline data for FY 23-24. Monitor annually.</p> <p>Conduct informal process checks with staff and faculty to evaluate the usefulness of professional development activities.</p>

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Institutional Goal 4: Institutional Capacity and Sustainability

ANC will provide the resources and capacity needed to develop, maintain and sustain the programs and services needed to achieve institutional goals related to academic quality, indigenous lifeways, and student success.

Task	Responsible Parties	Resources Needed	Time	Measure of progress
<p>4.A.1 Outreach & Communications Hire a communications director.</p>	<p>President President’s Assistant SPO Director</p>	<p>Grant funds – current (short term) and new (long term)</p>	<p>AY 23-24: Develop position description. Advertise. Recruit AY 24-25: Hire Communications Director.</p>	<p>Communications Director hired and retained. Communication plans developed and implemented.</p>
<p>Create a communication plan to improve and expand information sharing and engagement within the college and between the college and community. <i>Internal</i> elements may include providing periodic updates from the President’s office; sending out emails for upcoming activities; having conversations at staff meetings to discuss “I don’t know” topics from ICAT survey; sharing “data bites” at staff meetings; and sharing information on classroom processes, academic supports, and assessment with entire campus. <i>External</i> elements include developing a marketing/public relations plan, expanding the use of student ambassadors, showcasing students and programs in multiple media (including KGVA), publishing campus event calendar, and standardizing processes for disseminating print and electronic information to the public (website, social media pages, etc.). Include</p>	<p>Communications Director President Executive Team Community Education Coordinator KGVA Station Manager</p>	<p>Current administration, staff, and faculty Newly hired staff (Communications Director and Community Education Coordinator)</p>	<p>AY 23-24: Continue existing communications efforts at staff meetings and with public-facing outreach. AY 24-25: Establish process for developing communication plan; pilot several new internal and external communication practices. AY 25-26: Implement communication plan and monitor effectiveness.</p>	<p>Monitor and document current communication efforts. Track implementation of new efforts and evaluate success. Use current ICAT results as baseline data for assessing changes in internal communication efforts. Gather input from community members on the efficacy of college</p>

targeted outreach for special populations, including seniors, veterans, etc.			AY 26-27: Review initial implementation and revise as needed.	outreach efforts over time.
Hire a community education coordinator.	President President's Assistant Academic Dean SPO Director	Grant funds – current (short term) and new (long term)	AY 23-24: Develop position description. Advertise. Recruit AY 24-25: Hire Community Education Coordinator.	Community Education Coordinator hired and retained.
Collaborate with Island Mountain Development Group, tribal programs, local businesses, community stakeholders, education partners, and senior centers to identify employee/client training needs and offer courses and workshops designed to meet their professional development needs and/or educational interests.	Community Education Coordinator Academic Dean Curriculum Committee	Current administration, staff, and faculty Newly hired staff (Community Education Coordinator)	AY 23-24: Continue existing process for gathering input on community education needs and interests. AY 24-25: Develop and implement new strategies for gathering community input from key stakeholders. AY 25-26: Develop and pilot additional courses and/or workshops in response to identified community needs and interests. AY 26-27: Continue conversations with	Document current collaborative efforts with key community stakeholders. Establish baseline for community education offerings. Monitor changes in community education offerings over time. Track curriculum changes informed by stakeholder input over time. Monitor participation in community

			<p>stakeholders and deliver additional community education programming.</p> <p>AY 27-28: Evaluate the success of previous efforts and adjust as needed.</p>	<p>education offerings over time.</p> <p>Track changes in enrollment and enrollment patterns over time.</p>
<p>Create an institutional plan and process to share institutional data and use data to inform decision making across campus. Elements of the plan may include the use of student data snapshots, dashboards, pictures and infographics, disaggregated data queries, and data playbooks.</p>	<p>Institutional Data Analyst</p> <p>Academic Dean</p> <p>SPO Director</p> <p>Executive Team</p>	<p>Current administration, staff, and faculty</p> <p>Additional software</p>	<p>AY 23-24: Inventory data reports currently produced across campus (e.g., AIMS, IPEDS, Institutional Effectiveness, etc.).</p> <p>AY 24-25: Develop strategies for coordinating data collection and mechanisms for sharing relevant data among decision makers at programmatic, departmental, and institutional levels. Solicit campus wide input on data needs.</p> <p>AY 25-26: Pilot data distribution processes and practices and assess their usefulness in</p>	<p>Document current data collection, reporting, and dissemination efforts across campus.</p> <p>Track changes in data distribution tools and practices.</p> <p>Conduct informal process check among decision makers to assess the usefulness of newly implemented data sharing practices.</p>

			informing decision making. AY 26-27: Implement initial institutional data plan. AY 27-28: Review plan annually and revise as needed.	
<p>4.B Information Technology Finalize and implement the Cyberinfrastructure Strategic Plan. CI planning goals include: (1) Create an IS mission and vision statement; (2) Create an IS advisory committee; (3) Revise and updated IT P & P document; (4) Create long-term plan for IS infrastructure; (5) Develop IS staffing plan; (6) Adopt recognized security/risk best practices for cybersecurity monitoring and compliance; (7) Build data repository; (8) Establish performance monitoring mechanism for network layer services; (9) Complete migration to SSO for campus level services; (10) Complete network redundancy efforts; (11) Expand ticketing capability; and (12) Expand wireless connectivity to students' homes.</p>	<p>Manager of Information Systems Executive Team</p>	<p>Information Systems (IS) Advisory Committee Grant funds – current and new Additional staff</p>	<p>AY 23-24: Finalize plan and establish IS advisory committee. AY 24-25: Operationalize the CI strategic plan, carry out tasks, and achieve annual milestones and benchmarks associated with its 12 strategic goals. AY 25-26: Conduct review of progress to date and continue with plan implementation. AY 26-27: Repeat review, planning, and implementation cycle for the duration of the CI planning period.</p>	<p>Document completion of CI strategic plan and formation of IS advisory committee. Conduct annual process review of task completion to assess progress. Conduct annual performance review to assess achievement of planning goals related to governance, strategic operations, and technical strategies.</p>
<p>4.C Facilities Build a student success and wellness center.</p>	<p>President</p>	<p>Contract Project Manager</p>	<p>AY 23-24: Contract services of project</p>	<p>Initial: Monitor the completion of</p>

	Comptroller Building Committee	Architect & Engineering Firm Funds from HEERF and other sources (secured)	manager and A & E firm. Establish building committee. Develop initial program of spaces. AY 24-25: Complete project design phase. Hold groundbreaking ceremony. Initiate construction activities. AY 25-26: Complete construction activities and landscaping. AY 26-27: Move into new facility.	project phases on time and within budget. Future: Gather feedback from students, staff, and community on their perceptions of facility program and space usage.
4.D.1 Governance Develop and implement a policy review calendar.	President President's Assistant Executive Team	Current administration, staff, and faculty	AY 23-24: Review current policy review practices and timelines. AY 24-25: Develop systematic policy review and revision process and calendar. AY 25-26: Implement new policy review calendar. AY 26-27: Assess effectiveness of policy review	Track policy changes occurring annually using the new policy review process and calendar.

			calendar and revise as needed.	
Adopt the Human Resources module in MIP to integrate HR tasks.	President's Assistant Executive Team	Funds for training and software patches or modifications – new and existing grant funds	AY 23-24: Review HR module in MIP and discuss costs and benefits of adoption. Inventory strengths and challenges associated with current HR services. AY 24-25: Provide staff training. Make software modifications needed to adopt the HR module. AY 25-26: Prepare for conversion to MIP HR module. AY 26-27: Implement HR module. AY 27-28: Assess success of implementation and modify as needed.	Conduct process checks with staff using MIP HR module to gather feedback concerning its usefulness and value. Conduct process checks with staff and faculty to determine HR challenges and assess improvements using the MIP HR module.

Implementation Plan

Implementation and monitoring of ANC's strategic plan will be guided by four oversight committees, one for each core theme goal. A newly formed Academic Quality Committee will oversee and monitor the implementation of activities included in the Goal 1 (Academic Quality) planning table. For Goal 2 (Indigenous Lifeways), the pre-existing Indigenous Lifeways Core Theme Working Group will serve as the oversight committee, while the current Holistic Student Support Team will serve as the oversight committee for Goal 3 (Student Success). The President's Executive Team will oversee the implementation of activities associated with the plan's Institutional Capacity and Sustainability Goal (Goal 4). The four oversight committees will meet at least three times per year (at the beginning of each semester and the summer session) and be responsible for initiating, advancing, and/or monitoring the implementation of tasks associated with each goal's objectives, according to timelines outlined in the planning tables. Oversight committees will also be responsible for assessing the college's progress in carrying out these tasks using the measures of continuous improvement identified in the planning tables.

Each fall, the committees will summarize their findings and present progress reports to the President's Executive Team and the Board of Directors. At the same time, ANC's Data Analyst will gather data for measures of progress associated with each goal's objectives to assess the extent to which implementation efforts have supported the achievement of key performance outcomes identified as part of ANC's institutional effectiveness framework. These data collection activities will take place throughout the summer months and involve numerous staff and faculty members across campus, including, but not limited to, the academic dean, dean of students, registrar/institutional research coordinator, institutional research assistant, library director, immersion school director, KGVA station manager, AIS Department chair, manager of information systems, Student Success Center coordinator, and Assessment Committee chair. Outcome data will be compiled in the college's annual Institutional Effectiveness Report and shared with the President's Executive Team, Board of Directors, and all staff and faculty on an annual basis. The Institutional Effectiveness Report will consist of two parts: a detailed report and a summary, two-page "scorecard," the latter of which will provide a quick and accessible overview of the college's success in carrying out its planning tasks and achieving its identified measures of success.

Taken together, annual progress reports prepared by the four oversight committees and the annual Institutional Effectiveness Report prepared by the data analyst will enable college personnel to evaluate the college's progress and accomplishments in achieving the institutional goals and objectives identified in the strategic plan. Through this combination of process evaluation and outcomes assessment, the college will gain an accurate and complete picture of the college's progress in implementing strategic planning initiatives, as well as the impact of those initiatives on achieving the college's identified planning goals and objectives. ANC leadership will use the results of this evaluation process to guide decision making and inform resource allocation and capacity application throughout the institution. In addition, annual reviews will provide the opportunity for college personnel to modify existing strategies, timelines, and metrics on a regular basis, thereby ensuring that the plan remains a living document and that identified measures of continuous improvement and progress continue to serve as the most appropriate and meaningful indicators of the institution's effectiveness in achieving its institutional planning goals and objectives.

As stated in the introduction to this document, ANC's strategic plan is based on, and organized around, the college's mission, mission-based goals, and associated objectives. As such, implementation strategies are designed to achieve planning objectives, and the success of those implementation efforts is best measured using the performance measures developed to assess institutional effectiveness in achieving those objectives. To obtain a comprehensive picture of the college's success in implementing its strategic plan and the impacts of those efforts on achieving identified

objectives, readers are encouraged to read the institution's strategic plan within the context of its institutional assessment framework, as presented in annual Institution Effectiveness Reports.