

Oglala Lakota College
Strategic Plan 2012-2017
Goal Revisions (for 2015-2016)

Process for Revising the Strategic Plan:

Strategic goals are developed by the administration and staff of OLC and then reviewed and approved by the Board of Trustees. Once approved the objectives and means to measure progress toward achieving the goals are then developed. Each of the several departments and subdivisions of the college then develop their Institutional Effectiveness Programs that contribute to meeting the Strategic goals.

At the end of each academic year (May-June) the administration examines progress in meeting the goals of the Strategic Plan and makes adjustments to the objectives. Adjustments for Academic Years 2015-2016 are based on the results of our 2013 Self Study, department reports, The HLC Team Report's findings, and other data. The Strategic Plan below is the result of these adjustments. Further adjustments and, perhaps, additional or alternate goals may be added during 2015-2016.

Strategic Planning

In 1971 when the Oglala leaders and elders proposed a tribal college, their key requirement was that the institution be based in the communities and on community needs. The college was to provide educated workers and to study and teach the Lakota culture and language. Beginning as the Lakota Higher Education Center(basically an extension center for mainstream colleges and universities), the college evolved first to Oglala Sioux Community College and then to Oglala Lakota College. The Board of Trustees represents the Tribe, the 9 Districts, the Student organizations, Tribal Elders, and local district college boards. Its task is to assure continuing Wolakolkiciyalpi and that the college meets its mission. OLC provides a wide variety of academic programs ranging from GED and Adult Basic Education, to associate degrees, to bachelor degrees, to master degrees. The college also offers a wide range of cultural enhancement programs, and events, offers a Lakota Immersion School, and works with tribal and local entities to assist them in meeting their needs.

Since 1971 when the college was chartered as an independent organization by the Oglala Sioux Tribe, strategic planning followed by action has allowed the college to meet its mission and goals. The college has expanded steadily in enrollment and in its scope of endeavors. It has achieved financial stability, offered a succession of new degrees, expanded its physical plant in the districts, at Piya Wiconi, and throughout the reservation. It has campuses in Rapid City and Cheyenne River Reservation, a Nursing building, and centers in each of the Pine Ridge districts.

During the course of its history, OLC has moved from informal strategic planning to complex planning. Today, strategic planning involves the interaction of administration, faculty, and staff through their departments, the Strategic Planning Committee, and the Piya Wiconi Okoalakiciye. The Board of Trustees adopts the resulting Strategic Plan every five years but may amend it from time to time. The policy and procedures for strategic planning can be reviewed on the OLC web page. All strategic plans flow from the Vision, Mission, and Purposes of the college.

Oglala Lakota College Vision: Rebuilding the Lakota Nation Through Education

Oglala Lakota College Mission: The mission of OLC is to educate students for professional and vocational employment opportunities in Lakota country. The college will graduate well-rounded students grounded in Wolakolkiciyapi – learning Lakota ways of life in the community-by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.

Goals, objectives, and some Measurement Indicators

Goal 1 Graduate students who have the necessary skills for Indian Country jobs.

- A. OLC will be a leader among the tribal colleges in graduating bachelor and graduate degree students.
 - a. Measurement: Comparison data of tribal colleges offering bachelor and master degrees.

- B. Students will demonstrate college readiness skills necessary to enter and pass college level coursework.
 - a. Measurement: Summary analysis of entering student scores.

- C. Students will demonstrate college level skills before being admitted to bachelors' level programs.
 - a. Measurement: General Education Framework AACU Value rubrics Benchmarks (AACU)
 - b. Measurement: All departments will provide data on Students' meeting academic department entrance requirements.

- D. Graduates will receive a high level of employer satisfaction.
 - a. Measurement: Results of Employer

Goal I: Foster *wolakolkiciyapi* by incorporating Lakota spirituality, culture, and language acquisition throughout the college and within the communities served.

- A. Major events in the college will be observed with Lakota ceremonies. Piya Wiconi and the college centers will sponsor culturally significant events.
 - a. Measurement: Detailed analysis of events from enumeration of annual reports

- B. Encourage language acquisition by requiring language studies at the college, through the language immersion school, and sponsoring various language programs in cooperation with schools and other organizations.
 - a. Measurement: Verification of General Education language requirement in all bachelor degree programs.
 - b. Measurement: Student enrollment data
 - c. Measurement: Delineation of external language cooperative event statistics

- C. Integrate the Lakota perspective into all courses and programs offered.

- a. Measurement: Statistical analysis of student perspective (student course evaluation) of Lakota language acquisition.

Goal II: Provide student support services to facilitate persistence, retention, and completion of student educational goals.

- A. Improve student success in retention, persistence, and completion rates.
 - a. Measurement: Annual reports from EMD, College Centers and Academic units as defined in the EMP.
- B. Assist students to secure financial resources for student related services
 - a. Measurement: Results of Financial Aid satisfaction survey, Financial Aid statistics
- C. Provide effective counseling and academic advising.
 - a. Measurement: Compilation of annual reports from academic and non-academic units and data from the National Survey of Student Engagement (NSSE).
- D. Identify, refer and assist students in utilizing college and community resources.
 - a. Measurement: Early Alert system data will be collected and used to *identify* and support at risk students.
- E. Facilitate student involvement in organizations, athletics, and other activities.
 - a. Measurement: Comparison data from co-curricular activity reports (AIHEC, Athletics, Student Senate, Student Activities, etc.)

Goal III: Enhance the academic quality of the college by emphasizing teaching, service learning and applied research.

- A. Recruit and retain quality faculty.

- a. Measurement: Annual report from Human Resources
- B. Provide opportunities for faculty and staff professional development.
 - a. Measurement: Annual reports of Academic and non-academic units aligned to the Faculty Development Committee plan, budget and report.
 - b. Measurement: Annual reports of Academic and non-academic units. The total number of staff utilizing tuition waivers or educational leave.
- C. Promote faculty-student service learning and research opportunities engaging and responding to needs of the community.
 - a. Measurement: The total number of service learning and field based research activities.
- D. Complete program reviews on a rotating basis.
 - a. Measurement: completed program reviews for academic and non-academic departments on record.

Goal IV: Provide financial resources consistent with the OLC mission.

- A. Provide financial resources to the academic and support services efforts of the college.
 - a. Measurement: grants received and annual operating budget
- B. Continue fund raising activities to increase the college endowments for faculty salaries and student scholarships.
 - a. Measurement: Annual report of funds raised and allocated.
- C. Provide faculty and employee salaries comparable to other tribal and college similar in size.
 - a. Measurement: Comparison data from bi-annual salary surveys.

Goal V: OLC will demonstrate educational achievement and improvement through ongoing assessment of student learning.

- A. Utilize assessment to demonstrate student learning, faculty performance, program performance and institutional effectiveness.
 - a. Measurement: Aggregate data from academic units' institutional effectiveness.
- B. Assess the effectiveness of co-curricular activities to support student learning.
 - a. Measurement: Aggregate data from academic and non-academic units' institutional effectiveness process.

Goal VI: OLC will maintain and enhance facilities, delivery systems, and educational infrastructure to meet the needs of the OLC students, faculty, and staff.

- A. Maintain and improve long term facilities plan.
 - a. Measurement: Written plan and annual report of activities.
- B. Expand educational infrastructure as feasible
 - a. Measurement: Documentation of planning and budgeting for infrastructure expansion as indicated in the facilities plan.
 - b. Measurement: Documentation of statistical data from Woskape Tipi.
 - c. Measurement: Number of students using the OLC newly implemented transportation system.

Goal VII: Provide information and develop collaborative ventures with internal and external stakeholders in the OLC served community.

- A. Develop a Public Information Plan.

- a. Measurement: A public information plan will be created and implemented.
- B. Maintain articulation agreements with schools, colleges, and other entities to support the mission.
 - a. Measurement: Number of approved articulation agreements.

Goal VIII: OLC administration, faculty, staff, and students will be active in the OLC community through programs, individual participation, and collaborations.

- A. Administer and maintain the Pine Ridge Head Start Program.
 - a. Measurement: Headstart will remain in compliance with Federal Guidelines.
- B. Provide facilities for appropriate community engagement activities.
 - a. Measurement: The number of community activities held (Multipurpose building, Piya Wiconi Conference room, Headstart conference room, College Centers).
- C. Offer learning opportunities through continuing education and job training.
 - a. Measurement: Programs offered and student enrollment (TAAC, CNA, CDA, etc.).