



# Strategic Plan

## *2013-2023*



## History of Saginaw Chippewa Tribal College

Saginaw Chippewa Tribal College (SCTC) is a community college located in Mount Pleasant, Michigan. In 1998, the Saginaw Chippewa Tribal Council adopted a resolution establishing a tribally controlled college and forming a governing Board of Regents. While the primary focus was to build a bridge between tribal members and higher education, the college was chartered as a public institution for all people in the community. In passing their resolution to establish the college, the Tribal Council sought to increase access to higher education and to expand educational and career opportunities for the tribal community. The Tribal Council also was taking responsibility to provide for the future of the tribe by investing in its most valuable resource, its members and employees. The establishment of Saginaw Chippewa Tribal College was an important step in an educational empowerment process that seeks to preserve and maintain the Saginaw Chippewa tribal culture. The college strives to provide a quality learning experience and environment designed to sustain the cultural continuity of the Tribe from past to future generations.

With its founding in 1998, Saginaw Chippewa Tribal College joined the larger tribal college movement. In 2007 the Saginaw Chippewa Tribal College became an accredited higher education organization. This accomplishment moved the vision of the Tribal Council, to “enable Native Americans to achieve a significant position in the world’s emerging economy”, to a reality. And while this success provides the opportunity of higher education to Native Americans it does so while promoting values, history, traditions, and wisdom of the Anishinaabe.

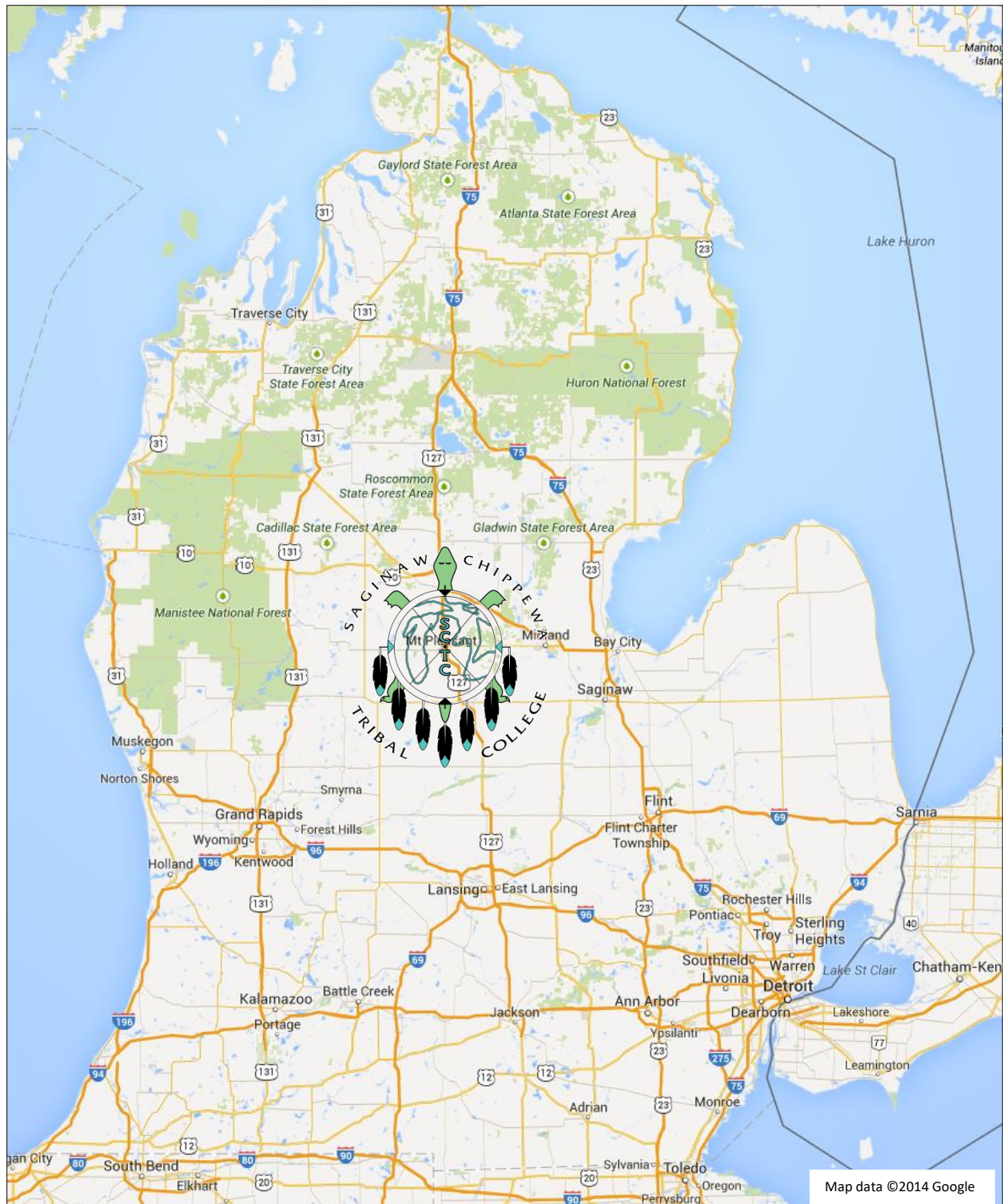
Like other tribal colleges, SCTC had very modest beginnings. Originally, in 1998, the college consisted of an office, two classrooms, and a computer lab in the Nish-na-be-anong residential area of the Isabella Indian Reservation, the first federally funded housing project on the reservation erected in the late 1960s. The office and computer lab then relocated to the Tribal Operations building, while the two classrooms remained at Nish-na-be-anong. The office on Nish-na-be-anong was used to house the newly established Learning Resource Center until it too moved to the Tribal Operations building. In October of 2000, SCTC moved to a leased building one mile from the Tribal Operations building and other tribal buildings.

The new site was made up of a single building that housed several classrooms, a computer lab, administrative offices, faculty offices, and a conference room. It also had a small student study area with tables and chairs and a computer area along one wall. The space was adequate but had little room for growth. By moving to a different building in the same plaza, SCTC expanded its classroom and administrative areas. In August of 2004, SCTC leased a second building at the same location. The second building housed the Learning Resource Center, satellite library of the tribe, student computer lounge, two classrooms and a computer lab. This building also allowed for the establishment of the Aandjikinigan (Ojibwa Language Area).

The second building became a focal point for students to gather and engage in study groups, to do online research, and to socialize with other students. This area is also used by SCTC alumni who attend other area institutions and feel comfortable in returning to a familiar environment.

Establishment of Saginaw Chippewa Tribal College included foundational milestones: membership in American Indian Higher Education Consortium (AIHEC), establishment of eligibility for Tribally Controlled College or University Assistance Act funds, the establishment of Land Grant status, and the securing of eligibility to offer federal student financial aid. These accomplishments have been instrumental in building confidence with students and community. As a tribally controlled two-year college, SCTC offers Associate of Arts degrees.

Currently, three degrees are offered: 1) Associate of Arts in Liberal Arts, 2) Associate of Arts in Native American Studies, and 3) Associate of Arts in Business. Each of these degree programs is intended for transfer to baccalaureate degree programs at local colleges and universities. Saginaw Chippewa Tribal College is chartered as a non-profit, public corporation of the Saginaw Chippewa Indian Tribe of Michigan. The primary geographic service area of SCTC is the Isabella Reservation and greater Mount Pleasant area, which is the principal reservation of the Saginaw Chippewa Indian Tribe. A secondary service area is the Saganing Reservation, which is a subsidiary, smaller reservation of the Tribe.





## Introduction

According to the Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)) and the National Bureau of Economic Research (<http://www.nber.org/>) the United States experienced its latest recession between December 2007 and June 2009<sup>1</sup>. The economic downturn affected all areas of education and ultimately caused reductions in workforce, assets and capitals. In recent years many businesses, institutions and non-profit organizations have begun to shift their focus from higher strategic objectives to daily operational initiatives, resource allocations have been shifting from proactive prevention, assessment and growth to “firefighting”, or addressing an issue once it starts to become a problem. This philosophy guarantees uninterrupted operations and reduced costs, but is far less than desirable when it comes to change management, planning and development.

Organizations have invested substantial time and effort on strategic planning as a way to realign the company’s higher objectives with-daily initiatives. Typically, strategic planning meetings are held with the help of an external consultant, and the company would schedule meetings where executives and management meet. The consultant asks what the core values of the organization are and assists in facilitating the creation of Mission and Vision statements. Objectives and strategic goals are then identified and finally activities, products and services currently supported are “fit” into each goal category. Once the document is completed, with added data and visually appealing graphics, it is distributed among the employees and soon forgotten, overshadowed by day-to-day jobs and activities. While this type of planning justifies the current actions, it leaves very little thought and attention to the company’s strategy, ultimately undermining the future of the company itself.

An effective strategic plan requires vertical thinking and from high altitude to low altitude, looks at effectiveness and success from multiple perspectives of stakeholders, financial stewardship, internal process and organizational capacity. It then ties a shared vision of the future to strategically important programs, services and activities.

Over its 15 years of operation, the Saginaw Chippewa Tribal College (SCTC) had enjoyed only limited success in terms of realizing, and more to the point, implementing other strategic planning processes. While SCTC felt it was more than ready to move forward with a comprehensive strategic plan that would focus on allocating resources and align stakeholder needs with the high-level organizational strategy, the initial determination needed to be made; which strategy instrument to pursue to these ends?

With these questions in mind, in conjunction with Higher Learning Commission (HLC prescriptive) and increasing staff awareness and ownership of progress impediments, a cursory, then subsequently detailed set of research activities were soon initiated with the end result in both cases being the same: the Balanced Scorecard Approach.

Developed by Drs. David Norton and Howard Kaplan of the Harvard Business School, the Balanced Scorecard is a nine-step approach to creating a strategic planning AND management system. Among the hallmarks of this system, and to the point of SCTC’s identified needs, is its emphasis on moving away from an attractive, yet mostly passive document towards a dynamic and empirical process measurement tool. While many people can embrace the ages old axiom on measurement “if you cannot measure it, you can neither manage or improve it”, it is often more difficult to get ones arms around a concise pathway to definitive (and thus implementable) strategic measures.

In early 2013, the Saginaw Chippewa Tribal College’s Staff, Faculty and Board of Regents participated in the Balanced Scorecard Institute’s two-day training workshop held by Mr. Joe DeCarlo, Director of International Operations. During the training, SCTC’s Instructional Technology Specialist Marco Angiolini was nominated as the Balanced Scorecard “Champion” and given the assignment of coordinating the new strategic planning process with the rest of the Staff.

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<sup>1</sup> 2012 US Bureau of Labor Statistics: [\*“Spotlight on Statistics: the Recession of 2007-2009”\*](#)

After completing the training, the SCTC Administration staff, Faculty and Board of Regents began to meet regularly to work on a ten-year strategic plan that would start from the top Institutional goals while defining the process to achieve them in a measurable manner.

The logic components of the Balanced Scorecard system are illustrated in the graphic below:



Starting from the highest point of the pyramid, the “**Mission**” represents the purpose of our institution, what we do and who we serve; the “**Vision**” represents a picture of the future, where we want to be in 10 years.

The four **Perspectives** are the main areas to which metrics, data collection and analysis must relate. The Perspectives identified by our Institution’s Balanced Scorecard Team (**BST**) are: “Customers” (Students and Parents); “Financial Stewardship”; “Internal Process” (Business Process) and “Organizational Capacity” (Learning and growth).

The word “Balanced” refers to the balance between the four Perspectives, so that a strategic plan is equally balanced among the four areas and not making improvements in a particular one while lacking in others.

Various high-level strategic elements are grouped together to create four “**Themes**”. The Themes are the four main focus areas of our institution’s strategic plan. They are used to focus the Staff’s efforts to accomplish the Vision, for each strategic theme there is a “**Strategic Result**”, or desired outcome for the main focus areas of the strategy. Our team identified the four strategic themes as follows: “Build the Student”; “Academic excellence”; “Operational Excellence” and “Environmental Stewardship”.

The **Strategic Objectives** are the key strategic components, the continuous improvement activities, the “building blocks” of which the high level strategy is built. The **Strategy Maps** are a graphic representation of the cause-and-effect relationships across the four Perspectives and between the various Objectives that make up our Institution’s strategy.

The **Performance Measures and Targets** are processes set in place to collect, analyze and report information on how and when a specific objective is reached, they measure the effectiveness, timeliness, efficiency and quality of the actions taken toward achieving a strategic objective.

Finally, the “**Strategic Initiatives**” are the project, the actions that have significant organization-wide impact; they are the means on which the Vision is translated into practical actions used to achieve the strategic results.

### The Balanced Scorecard institute’s Nine Steps to Success™

The Nine Step to Success™ model is a disciplined and practical approach to develop a strategic planning and management system based on the Balanced Scorecard framework: it breaks down the strategic planning process in nine steps represented in a logical succession in the graphic below:



## Step 1: Assessment

The Saginaw Chippewa Tribal College Balanced Scorecard Team (BST) started the process by analyzing the Institution's Enablers and Challenges. The Enablers are the internal strengths as well as external opportunities that support our mission and growth, the Challenges are the internal weaknesses but also the external threats that must be addressed.

The Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis) was conducted in 2013 by a focus group composed of members from the Board of Regents, Staff, and Faculty, and was augmented by a Noel-Levitz Student Satisfaction Inventory, completed by 98% of the student body. As a result of this effort, the BST identified several key points, summarized in the table below:

Assessment - SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
Student Services	Governance/Policy	Growth	Competitors
Cost of Attendance	Facilities	Programming	<del>Loss of accreditation</del>
Welcoming atmosphere	Programming	Facilities	Community Engagement
Outreach	<del>Public Relations</del>	Creating a foundation	Funding
Identity	<del>Staff involvement</del>		Tribal governance
Technology Growth	Student retention		
Caring, helpful and knowledgeable Faculty and Staff			
HLC Accreditation			

The next step of the assessment process completed by the BST was to identify the key issues and organizational "pains" and summarize them so they can be addressed by the Balanced Scorecard project. The results of this assessment are displayed in the table below:

Assessment - Organizational "Obstacles"	
Key Issues	Organizational Obstacles
Funding	Accounting <del>Staff</del> processes
Retention	Business Office
Programming	<del>Communication</del>
Tribal educational leave Policy	HR, Tribal Council (Ed. leave policy)
<del>Assessment academy, process, measures</del>	<del>Student email usage</del>
Facility	<del>Student Information</del>
Student involvement/engagement	Organizational process, interaction with other Departments
<del>Technology Usage</del>	<del>Employee evaluation process</del>
	<del>Staff involvement</del>
	<del>Delegation</del>
	Book orders

The Assessment process continued with the creation of a “Picture of the Future”: a list of projected goals that the Saginaw Chippewa Tribal College is planning to achieve once the Balanced Scorecard system is deployed. The results of this assessment are summarized in the following table:

Assessment - “Picture of the Future”			
Next year	Three Years	Five Years	Ten Years
New Facility Plan	Facility	Institutional recognition	Established diversified Academic and non-Academic programs
Increase in Technology knowledge	Land Grant Office	Expanded Academic programming	Self-Sustaining Campus
Improve internal processes	Complete internal processes and Organizational infrastructure	Develop/Plan growth opportunities	Financial sustainability
Assessment Academy Team	Implement academic programming changes	Continued Community outreach	Continued Student-centered philosophy
Marketing strategies	Fully established Alumni chapter	Aligning technology with needs while retaining traditional tribal lifeways	
Student engagement	Expanded internal and external Student services	Facility development	
Community Ed. Programming			

The team continued to work on the strategic planning project by assessing the capacity of our institution, the results of this assessment displayed a clear picture of the areas that are in need of attention and must be addressed by this strategic plan:

Assessment - Organization Capacity	
Political Support	Low
Department-level and employee support	Adequate
Stakeholder support	Somewhat low
Develop outcome measures	<del>Somewhat low</del> Adequate
Distinguish outcomes from outputs	Adequate
Relate outputs to operations	Adequate
Compare actual results with goals	Adequate
Conduct valid surveys and have staff available to do data analysis	Adequate
Assess data validity and collect timely performance data	Adequate
Ability to compare performance measures to baselines	Adequate
Adequate information technology	Adequate



Building support for the Balanced Scorecard system is imperative to ensure the success and alignment of all parties involved: the following tables display the different ways the Plan will be communicated and by whom. This is represented by a table similar to what is known as a “RAM”, or Responsibility Assignment Matrix:

Assessment – Getting People On Board							
Target Audience	Desired Behavior	Resistance issues	Resolution	Key Messages	Medium and When	Whose Voice	Who releases
Board of Regents	Support Accountability	Change Time Funding Public scrutiny	Service to the Community	Support the Staff Open communication Transparency Effectiveness	BoR meetings e-mails	Strategic Planning Team	Strategic Planning Coordinator
President	Support Accountability Motivation	Change Funding Employee mgmt.	Open communication	Support the Staff Open communication Transparency	Cabinet meetings e-mails	BoR	BoR
Deans	Support Accountability Motivation	Change Time Funding Scrutiny	Open communication	Open communication Transparency Student success	Meetings e-mails	President’s Cabinet	President
Staff and Faculty	Support Action Teamwork	Change Time Fragmentation Isolation	Open communication Recognition	Open communication Transparency Student success Be supportive	Meetings e-mails	Deans	Deans
Students	Accepting change	Transition to change	Conformed support Empowerment Confidence	Positive growth Self confidence Transparency	Meetings e-mails Schoolology announcements	SCTC	ITS

The following table defines the communication plan to build support for the strategic plan throughout the Institution, Community and Stakeholders:

Assessment – Communicating the Changes		
Media	Message Categories	Schedule
Schoolology Announcements	Benefits	Scorecard cascading plans
All Staff meetings	Costs	Next steps
Website posting	Impacts on your job	Sequencing
Memos	Timing	Outputs of each step
Bulletins	Who is affected	
Shareholder meetings	Background (minimal and positive)	
Press announcements	Assessment (updates)	
e-mail	Schedule of events	
Annual Report	Impacts on Organization	
	Reorganization plans	

The final step of the assessment process culminates with the creation of the Mission and Vision statements: The Mission is a message that states who we are and what we do, the Vision is a statement that clearly defines where we are headed, and who we strive to be as an Institution:

Mission and Vision Statements	
<b>Mission</b>	Saginaw Chippewa Tribal College is a Public Community College that provides educational opportunities reflecting Anishinaabe values.
<b>Vision</b>	Saginaw Chippewa Tribal College is committed to maintaining a nurturing environment, which inspires all people to attain higher levels of personal and academic success.



## Step 2: Strategy

The next step in the Strategic Planning process is to determine the Customer Value Proposition of our Institution. The Customer Value Proposition is the value of our products and services as seen by our Students, their families and all other stakeholders. The value is determined by the combination of product/services attributes, relationship and image. The following table is the result of the assessment of the Saginaw Chippewa Tribal College Value:

Customer Value Proposition			
Stakeholder Segment	Product/Service Attributes	Relationship	Image
Students	One on one	7 Grandfathers*	Honest and Fair (Integrity)
Dual enrolled students	Quality instruction	Welcoming	Professional
Workforce	Family oriented	Encouraging	Approachable
Tribal Departments	Student Centered	One on One	Accessible
Other Tribes	Collaborative	Professional	Student Centered
Current and Potential Alumni	Experienced	Collaborative	Accommodating
Community Members	Culturally Relevant	Non Judgmental	Dependable
K-12 Students	Transparent		Credible
Families			Community Present
			Valuable
			Welcoming
			Calculated Risk Takers
			7 Grandfather teachings <sup>2</sup>



<sup>2</sup> Love, Honesty, Courage, Respect, Trust, Wisdom, Humility

The Strategic Plan must be built in consideration of the four different “Perspectives”, which are the different views of our organizational performance. The four main perspectives of our Institution are identified by the BST as: Customers (Students and Parents); Financial Stewardship; Internal Process and Organizational Capacity. The following table defines the four perspectives and what they mean to Saginaw Chippewa Tribal College:

Perspectives			
Customer (Students and Parents)	Financial Stewardship	Internal Process	Organizational Capacity
Satisfaction	Intentional budget planning	Policies/procedures	Staffing
Improved trust and access to services	Funding diversification: Grants	Accountability	Work Culture
Desirable educational choice	Increased financial aid opportunities	Transparency	Professional Development
Academic excellence	Living building <sup>3</sup>	Transferability of courses	Technology
Environmental stewards		Image: TCU movement	Strong Curriculum
		Communication	Governance
		Networking	Facilities
			Delivery methods
			Assessment
			Environmental sustainability



<sup>3</sup> From the Living Future Institute webpage: “The Living Building Challenge™ is a building certification program, advocacy tool and philosophy that defines the most advanced measure of sustainability in the built environment possible today and acts to rapidly diminish the gap between current limits and the end-game positive solutions we seek. The Challenge is comprised of seven performance categories called Petals: Place, Water, Energy, Health & Happiness, Materials, Equity and Beauty. Petals are subdivided into a total of twenty Imperatives, each of which focuses on a specific sphere of influence. This compilation of Imperatives can be applied to almost every conceivable building project, of any scale and any location—be it a new building or an existing structure.” For more information visit: <http://living-future.org/>



The focus and effort of the Saginaw Chippewa Tribal College's strategic planning is now divided into four key Strategic Objectives: Environmental Stewardship, Operational Excellence, Academic Excellence, Build the Student.

### Step 3: Strategic Objectives

The strategic objectives are the foundation on which our Institution's Strategic Plan is built. They are the business drivers that, when related to each other, forms a cause-and-effect link between the work we do, and the results we accomplish.

Strategic Objectives			
Objective #1: Build the Student	Objective #2: Academic Excellence	Objective #3: Operational Excellence	Objective #4: Environmental Stewardship
Create confident community members ready to continue their educational journey or join the workforce with knowledge and pride.	Become a desirable educational choice.	Improve Organizational capacity to create professional stability and integrity.	Build a community-centered Living Building Campus that creates an example in Environmental Sustainability

## Strategic initiatives:

From the “higher” strategic objectives the SCTC BST developed a series of “Initiatives”, these are the practical actions that are the root of the whole strategic plan: the cause-and-effect relationship between strategic initiatives and objectives forms a logic succession of events that ultimately culminates in the completion of all of the strategic objectives and the success of the plan.

The following table is used to prioritize the strategic initiatives, link them to the strategic objectives they support, and to define the deadlines for deliverables.

Objectives supported	Institutional Goals	Measurable Initiatives	Date Due
1, 2, 3, 4	Technology Infrastructure	<del>1. SCTC network</del> <del>2. Smart Classrooms</del> <del>3. Digital Signage</del> <del>4. Online Emergency Alert System</del>	Ongoing Ongoing Spring 2013 Fall 2013
1, 2, 3, 4	Enrollment Management	1. New Student Enrollment 2. Student Retention 3. Indian Student Count 4. Completion Rates	Ongoing Ongoing Ongoing Ongoing
1, 2, 3	Improve Governance	1. Board Development 2. Stakeholder Communication	Ongoing Annual
1, 2, 3, 4	Promote Professional growth	1. Annual Professional Dev. Plan 2. Team recognition/engagement	Annual Annual
1, 2, 3, 4	Diversify funding sources	1. Competitive (Grants, etc.) 2. Formula (BIE) Indian Count Initiative 3. Corporate Sponsorships (Sales pitch presentation, the “Ask”) 4. Capital Campaign/Endowments	Annual Annual Annual Annual
1, 2, 3, 4	Living Building	<del>1. Kick-off meetings</del> <del>2. Living building design progress updates</del> <del>3. Facilities planning meetings</del> 4. Capital Campaign	Feb. 2014 Dec. 2014 Dec. 2014 Jul. 2019
1, 2, 3, 4	Improve Community Outreach	1. Community collaboration 2. Alumni Chapter 3. Community Workshops/Classes 4. Create Land Grant Office	Annual Annual Annual 2020
1, 2, 3	Improve the Learning Environment	<del>1. Assessment Academy</del> 2. G.E.D. Prep and testing 3. Workforce Development	<del>2019</del> <del>2017</del> 2018 2019

## Data definitions:

How do we know we have achieved success when we get there? The following tables define the data source, ownership, units of measure, collection frequency, benchmarks and thresholds that are used to measure the performance of each initiative in relation to the goals and objectives that it supports.

Performance Measures – Data Definitions Technology infrastructure										
Measures	Type	Units of Measure	Measure Location	Measure Owner	Data Source	Collection Frequency	Baseline	Targets Thresholds	Verified/ Validated by	Benchmarked against:
SCTC Network	Process	% of up-to-date systems	ITS office	ITS	G:drive	Annual	FY2013	100% up-to-date systems	D.o.R.	Previous year
Smart Classrooms	Process	% of upgraded classrooms	ITS office	ITS	G:drive	Annual	FY2013	100% smart classrooms	D.o.R.	Previous year

Performance Measures – Data Definitions Enrollment Management										
Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
New Student Enrollment	Result	# of degree seeking students	Registrar's Office	Registrar	Empower	AY	FA 2013	33 20/year (2013-2018) And 2% increase/year	D.o.R.	AY2013
Student Retention	Result	% of degree seeking students	Registrar's Office	Registrar	Empower	AY	FA 2013	10% increase	D.o.R.	AY2013
Indian Student Count	Outcome	ISC FTE	Registrar's Office	Registrar	Empower	AY	FA 2013	5% increase from previous year	D.o.R.	AY2013
Completion Rates	Result	%	Registrar's Office	Registrar	Empower	AY	FA 2013	2% increase from previous year	D.o.R.	AY2013

### Performance Measures – Data Definitions

#### Improve Governance

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Board Development	Process	# of trainings/ attendees	BOR Dropbox	BOR Chair	Meeting Minutes	Annual	FY2013	100%	President	FY2013
Stakeholder Communication	Output	Publications	President's Office	BOR Chair/President	Meeting Minutes/ Reports	Annual	FY2013	100% (transparency)	BOR/ President	FY2013

### Performance Measures – Data Definitions

#### Promote Professional growth

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Annual Prof. Dev. Plan	Process	% of plan completion	Individual plans	Deans/ President	Individual plans	Annual	FY2013	100% completion	Deans/ President	Previous years
Team Recogn. Engagement	Process	# of events	Deans/ President	Deans/ President	Admin	Annual	FY2013	75% total participation	Deans/ President	Previous years

### Performance Measures – Data Definitions

#### Diversify funding sources

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Competitive (Grants, etc.)	Process	# of completed applications	G: drive- Grants	Grants office	Annual report	Annual	FY2013	50% of applications funded	President	Previous Year
Formula (BIE) Indian Count Initiative	Result	ISC (Indian Student Count)	Registrar's office	Registrar	Empower	Semester/ annual	AY2013	5% annual increase	D.O.R.	Previous Year
Corporate Sponsorship	Process	# of proposals	G: drive- Sponsorships	D.O.S.	Progress update report	Quarterly	FY2015	5% funded proposals	President	Previous Year
Capital Campaign/ Endowments	Process	\$	Admin III Files	Admin III	Financial Reports	Quarterly	FY2013	5% annual increase	President	Previous Year



### Performance Measures – Data Definitions

#### Living Building

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Capital campaign	Process	\$	Admin III	Admin III	President's Office	Quarterly	FY2013	\$32M	President	FY2013

### Performance Measures – Data Definitions

#### Improve Community outreach

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Community Collaboration	Output	# of events	Land Grant Office	Land Grant Office	G: drive	Annually	FY2013	10%	Grants Office	FY2013
Alumni Chapter	Output	Attendance per event	Grants Office	Grants Coord.	G: drive	Annually	FY2013	50% Attendance	D.o.S.	FY2013
Community Workshops/ classes	Output	# of classes	Land Grant Office	Land Grant Office	G: drive	Annually	FY2013	Meeting grant's goals	Grants Office	FY2013
Create Land Grant Office	Process	Organizational Capacity	Land Grant Office	Land Grant Office	G: drive	Annually	FY2013	Fully staffed by 2020	Grants Office	FY2013

### Performance Measures – Data Definitions

#### Improve the Learning Environment

Measures:	Type:	Units of Measure:	Measure Location:	Measure Owner:	Data Source:	Collection Frequency:	Baseline:	Targets Thresholds:	Verified/ Validated by:	Benchmarked against:
Assessment Academy	Process	% of participating Faculty	D.O.R. Office	D.O.I.	Worksheets	Semester	Fall 2013	60% of Faculty by Fall 2017	D.O.R.	Previous Year
G.E.D. Prep. and Testing	Output	# of current students without a G.E.D.	Registrar's Office	Registrar	Student files/ Empower	Semester	AY 2016-2017	100% G.E.D. certified students	D.O.R.	AY 2016/2017
Workforce Development	Process	# of certificate programs	D.O.I.	D.O.I.	G: Drive	Annually	FY 2016	1 certificate program by 2019	President	FY 2016