

Fond du Lac Tribal & Community College

Presentation to:

Minnesota House Higher Education Finance & Policy Division

February 3, 2021



Fond du Lac Tribal and Community College

Mission

Provide higher education opportunities in a welcoming, culturally diverse environment. To achieve this mission, we will:

- Promote scholarship and academic excellence through transfer and career education and provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experiences, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

Vision Statement

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation and unity.



Core Values

Five core values are used as guiding principles on campus:

- Respect: Manaaji'idiwin
- Integrity: Gwayakwaadiziwin
- Stewardship: Ganawenjigewin
- Innovation: Maamamiikaajinendamowin
- Compassion: Zhawenjigewin

What Makes FDLTCC Unique?

- Only Tribal and State Community College in the country
- Member of Minnesota State and the American Indian Higher Education Consortium (AIHEC)
- Higher Learning Commission (HLC) and World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation
- Land grant Institution
- Only Community College approved by MN Legislature to offer 4-year Baccalaureate Degree
- Achieving the Dream participant (HSS and Project Success grants)

FDLTCC Students

- A full 77% of our undergraduates from FY20 were classified as underrepresented. Students were either non-white, OR Pell eligible, OR first generation.
- FDLTCC's undergraduate population is 21% higher than the system's.
- 62% of FDLTCC's undergraduates were Pell eligible which is a 24% higher rate than the system college average.
- 42% of the student population was non-white.

Student Success

- Since FDLTCC's inception, equity and student success has been our focus – it's been our mission.
- In the last three years, programming has centered on:
 - American Indian students
 - First-year students
 - Housing students
 - Student-athletes
 - Entering A.A. degree seeking students

FDLTCC Student Success Goals

- Increase term GPAs, completion rate and fall-to-fall retention rates of Native American students by 2.5% each year.
- Increase term GPAs, completion rate and fall-to-fall retention of first-year students by 2.5%.
- Increase term GPAs, completion rate and retention rates of housing students by 2.5%.
- Increase term GPAs, completion rate and retention rates of student athletes by 2.5%.
- Increase course completion of all students.

Serving Native Students with Holistic Student Supports Goals for 2020-2021

➤ Online Orientation Module

- As a result of the pandemic, in summer 2020, we quickly transitioned our orientation programming to better serve students.

➤ Advising Redesign

- Paired approach to advising between Student Services Advisors and Faculty Program Coordinators.
- Identify areas for improvement in our advising and career counseling work with students.
- Develop a process/protocol and New Student (Intake) Questionnaire to be used when meeting with new and returning students.

➤ Starfish (North Star) Implementation

- A platform for students, staff, and faculty to more seamlessly communicate and collaborate to promote student success.

➤ Career Counseling with first year A.A. degree seeking students.

H.S.S. Vision Statement:

Guided by our core values (respect, compassion, innovation, integrity, stewardship, knowledge, and strength of heart), FDLTCC will provide proactive, personalized, and integrated supports to improve student retention. FDLTCC's efforts focus on helping students identify and strive toward achieving their educational goals, build capacity to nourish their ability to overcome challenges, and foster a spirit of self-determination. This foundation leads students out of generational poverty, ultimately creating the opportunity for a stronger, more option-filled, future.

FDLTCC's use of Key Performance Indicators (KPI)

Key Performance Indicator: a quantifiable measure used to evaluate the success of an activity.

Our *HSS Action & Evaluation Plan* includes 6 core KPIs:

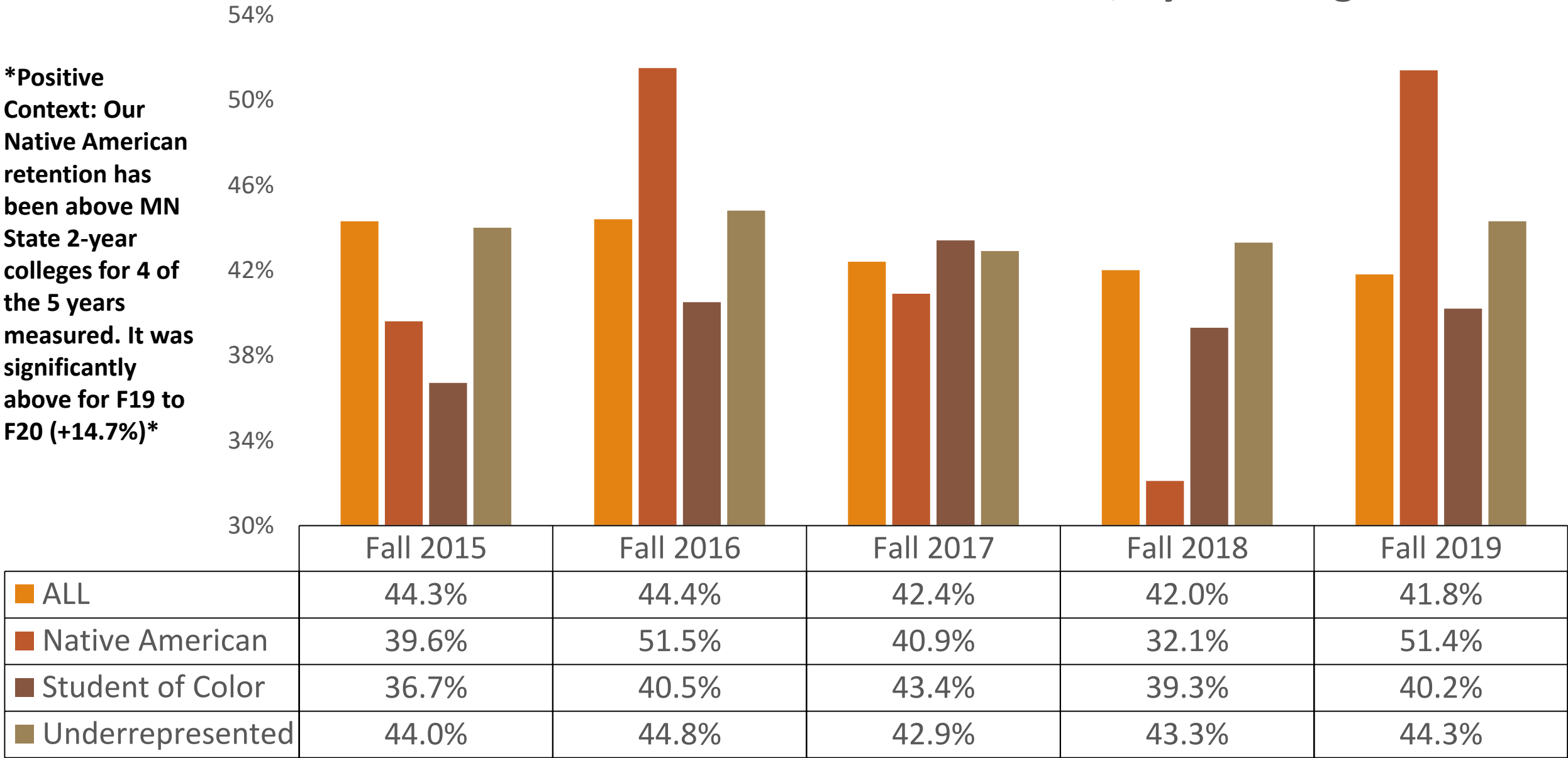
- KPI-1: Credits completed divided by credits attempted (term completion rate)
- KPI-2: Students who complete college-level math in their first year
- KPI-3: Students who complete 6 and 12 credits in their first term
- KPI-4: Students who complete college-level English in their first year
- KPI-5: Students who complete both college-level math & English in their first year
- KPI-6: Students who return the next year after their first fall term (2nd Fall / fall-to-fall retention)

Promising Results Regarding Retention Work

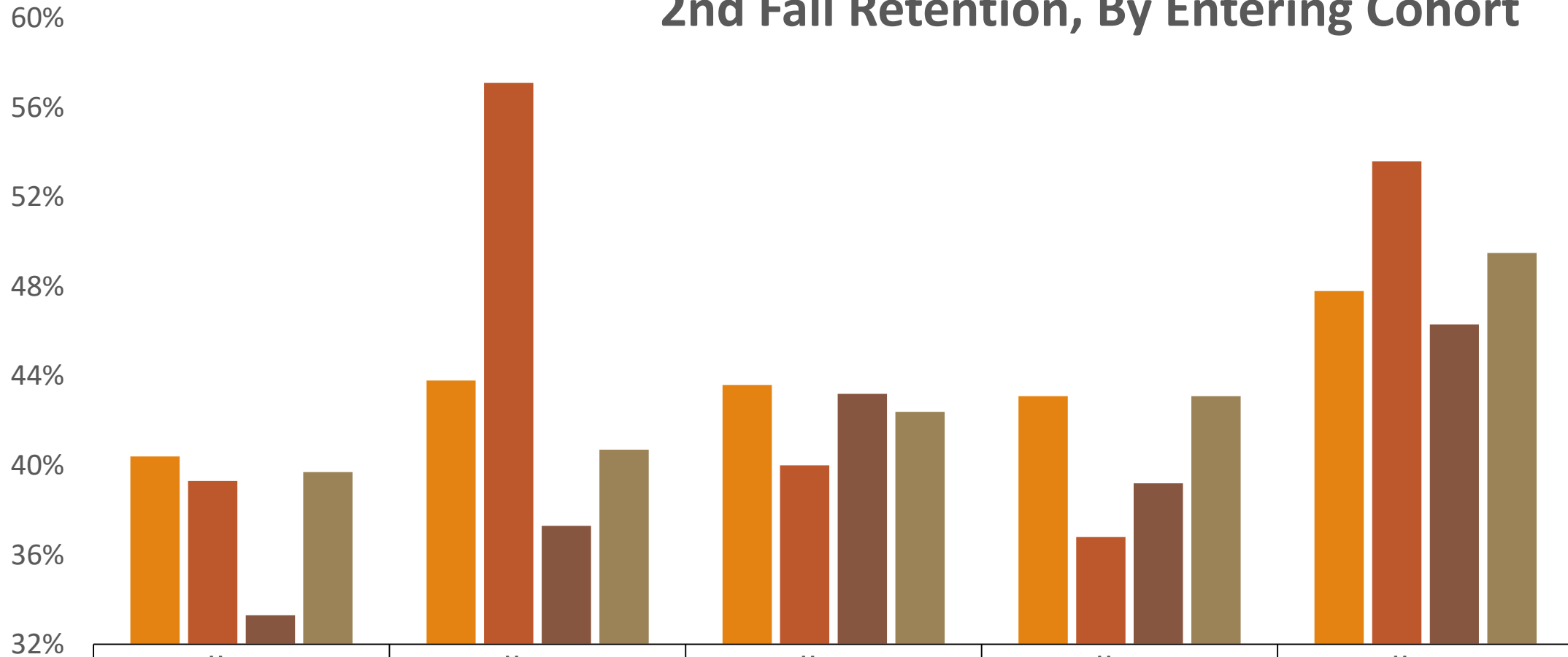
- FDLTCC's Fall 2019 to Fall 2020 retention rate for Native American, first-time college students increased by +16.8% compared to our fall 2018 cohort and presently stands at 53.6%.
 - This marks our highest rate since the Fall 2016 cohort.
 - Compared to the MN State 2-year colleges cohort, FDLTCC's Fall 2019 to Fall 2020 Native American retention was +14.9% higher.
- FDLTCC's Fall 2019 to Fall 2020 retention rate for first-time college students increased by +4.7% compared to our prior cohort and stands at 47.8%.

FDLTCC First-time and Transfer Student 2nd Fall Retention, By Entering Cohort

***Positive
Context: Our
Native American
retention has
been above MN
State 2-year
colleges for 4 of
the 5 years
measured. It was
significantly
above for F19 to
F20 (+14.7%)***



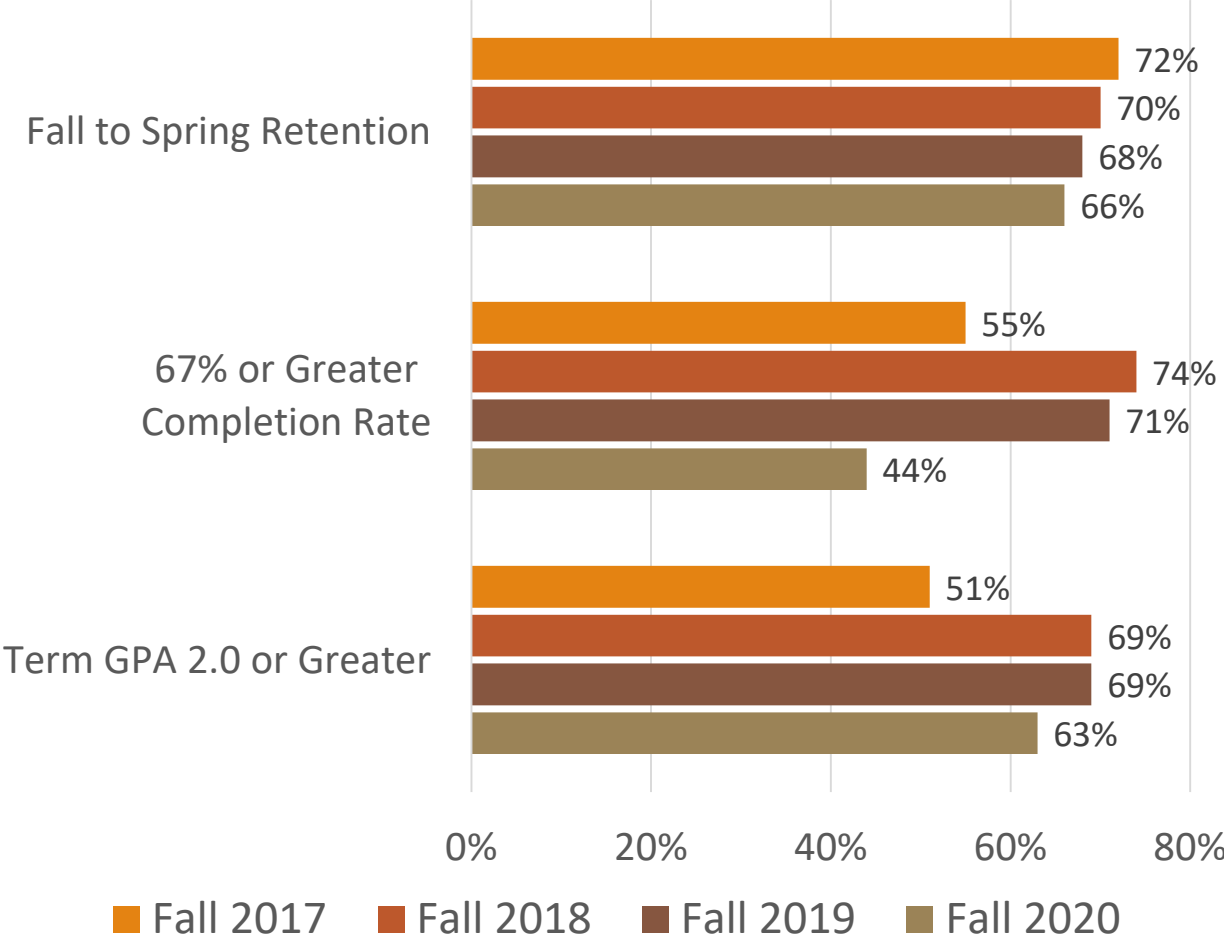
FDLTCC First-time College Student 2nd Fall Retention, By Entering Cohort



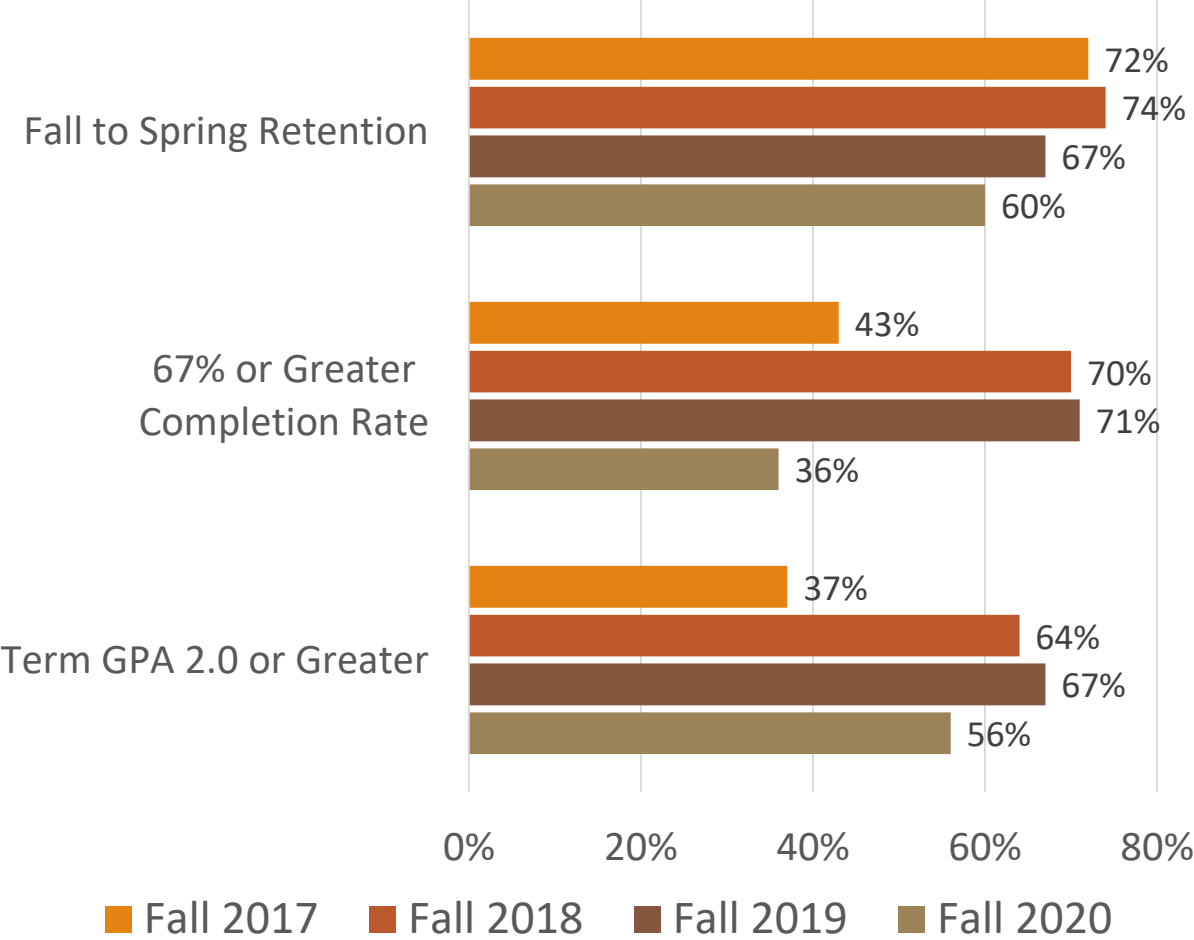
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ALL	40.4%	43.8%	43.6%	43.1%	47.8%
Native American	39.3%	57.1%	40.0%	36.8%	53.6%
Student of Color	33.3%	37.3%	43.2%	39.2%	46.3%
Underrepresented	39.7%	40.7%	42.4%	43.1%	49.5%

Housing Outcomes

All Housing Students

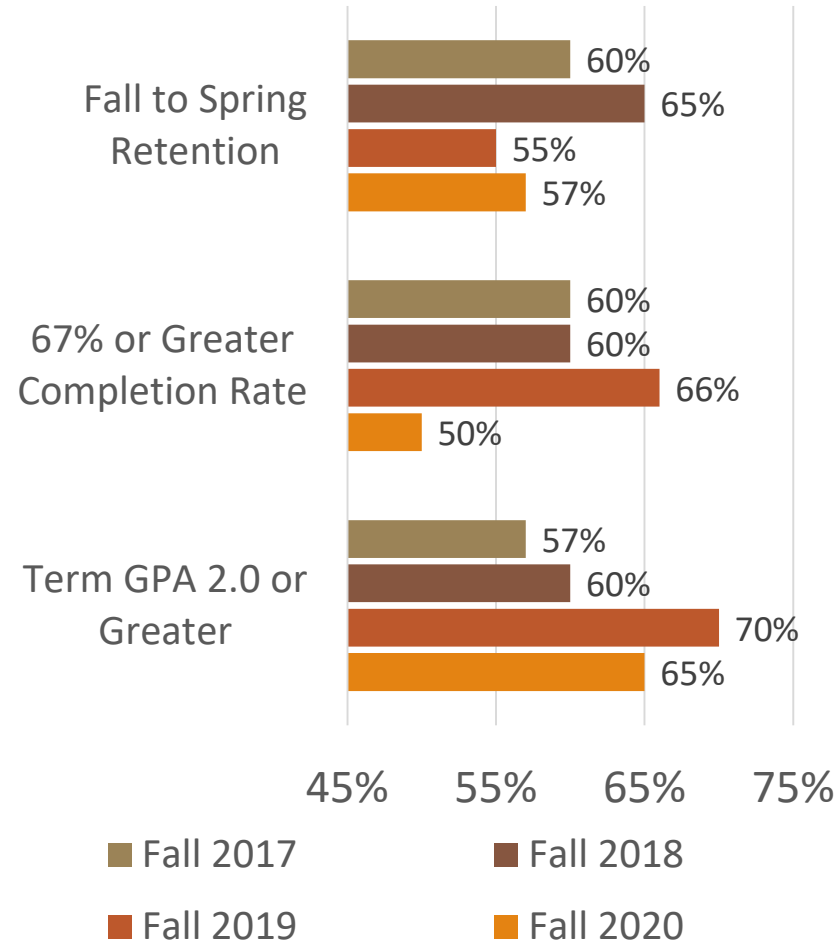


First Time College Students in Housing

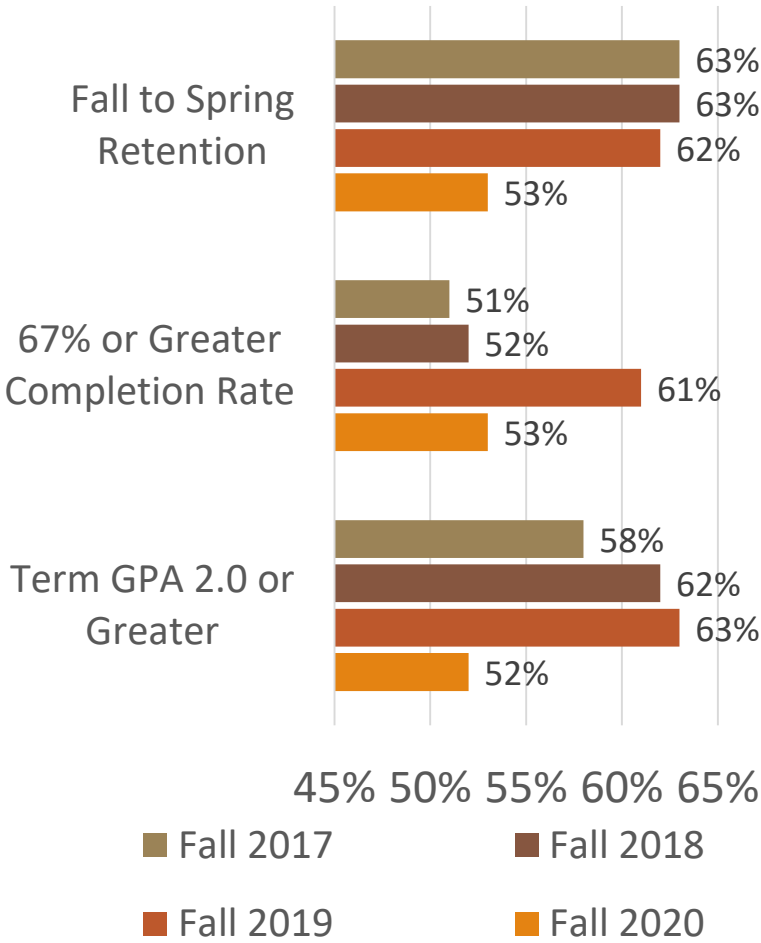


Equity Lens – All Undergraduates

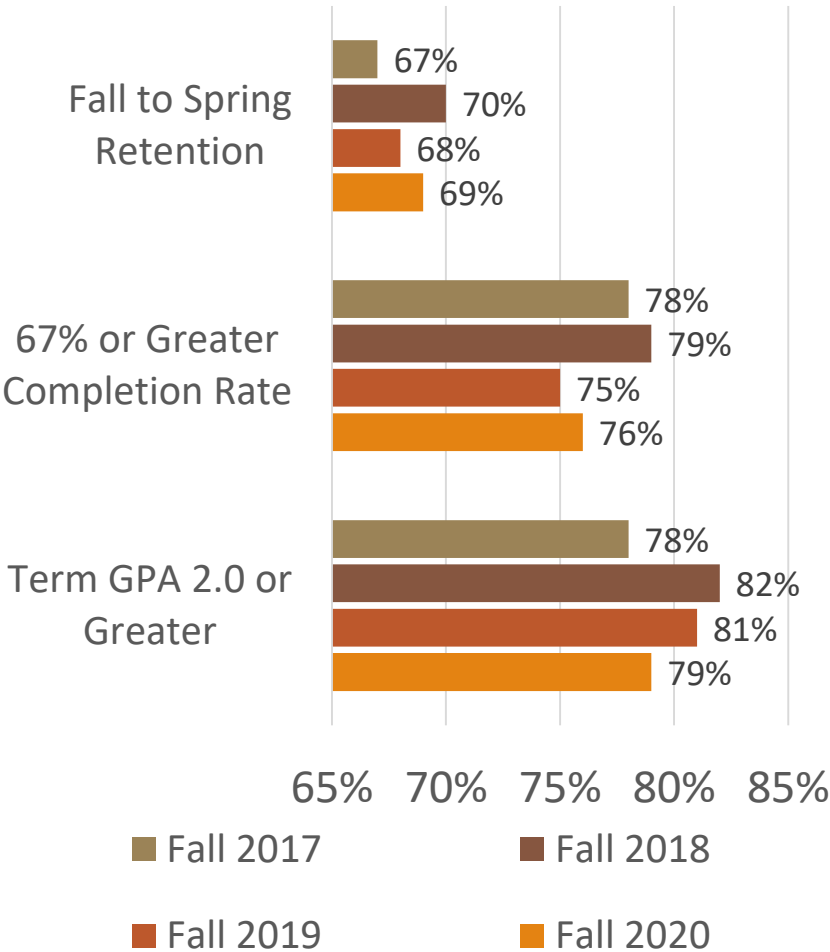
Black



Native American



White



Equity Lens – First Time College

