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<tr>
<th>Inspire Learning</th>
<th>Goals</th>
<th>Key Performance Indicators</th>
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| 1.1 Promote excellence in teaching and learning to close the opportunity gap | • Conduct annual professional development to increase faculty and staff cultural and inclusion competency  
• Facilitate employee listening sessions to assess training needs, bi-annually  
• Develop Phase II of the CLC Equity Plan to include Liberal Arts  
• Create cultural competency tool kits for faculty and staff | • Minimum one training annually  
• Listening session conducted in September 2019, 2021, 2023  
• Phase II and tool kits available Spring, 2020 |
| 1.2 Foster strong relationships within our communities to support inclusion and equity work | • Develop Humphrey Center for American Indian Studies Work Plan  
• Secure funding to expand programming within the Humphrey Center to offer education sessions, children’s programs, and expansion of artifacts  
• Establish a CLC American Indian Advisory Board Charter, as required under law  
• Increase participation of American Indian graduates and community members in the American Indian Advisory Council  
• Co-host Mille Lacs Area Race Equity Summit and Youth Summit  
• In collaboration with area probation departments, establish a student success process to create individual student success plans for felons starting college  
• Establish a recovery safe space on each campus for students recovering from addiction and establish gatherings on each campus  
• Establish a community diversity committee in Brainerd and Staples to address all areas of diversity and inclusion  
• Facilitate programming to support mental health awareness and student support services | • Humphrey Center Work Plan in place by November, 2019  
• Funding established by Fall, 2023  
• Charter in place by Fall, 2019; participation increase 5% by Spring, 2020  
• Students from Isle, Onamia, and Nay Ah Shing attend Youth Summit on March 25, 2019  
• Community members from the Mille Lacs Lake region attend Race Equity Summit on May 28, 2019  
• Process in place and implemented by Fall, 2020  
• Recovery safe space established and gatherings in place by Spring, 2021  
• Committee established and meeting by Spring, 2021  
• Make it OK Campaign and iCare strategies embedded into CLC campus culture by Spring, 2023 |
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<th>Advance Innovation</th>
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| 2.1 Increase global and cultural competency of students and community | • Develop an annual cultural, equity and inclusion events calendar at each campus  
• Create an event check list for employees interested in hosting events through an equity and inclusion lens  
• Facilitate conversations on course curriculum to support our campus mission to prepare students for a complex, diverse and global society  
• Develop a 4-year Student Life Cultural Competency Service Learning Project Plan to increase local service learning opportunities | • Campus Climate Survey reflects campus efforts to support increasing skills in global, cultural and inclusion efforts  
• Checklist available to all employees by Fall, 2019  
• AASC will conduct a formal review of Goal Area 7 to ensure courses meet the expectation of preparing students for a complex, diverse, global society by Spring, 2021  
• Host one culturally based service learning, spring break trip per year  
• Increase local service learning opportunities by Spring, 2023 |
| 2.2 Increase Universal Design principals throughout the campus | • Create an Instructional Design position to support campus Universal Design work  
• Develop a college-wide Universal Design Plan  
• Increase faculty utilization of Closed Captioning services and other resources to support Universal Design efforts and ADA Compliance | • Instructional Design staff member will be hired by September, 2019  
• Universal Design Plan Design developed by Spring, 2020  
• Requests for closed captioning services will increase 20% by 2023 |
| Transform Lives | Goals | Key Performance Indicators |
| 3.1 To reduce the opportunity gap, pursue intentional strategies that increase recruitment, persistence, completion, transfer, and placement of students of color | • Develop an English Language Learner Student Services Procedure  
• Implement Phase III of the Dental Assistant Diversity Grant to increase success of students of color and American Indians  
• Facilitate high school transition training for area high school special education teachers to better support students with disabilities to prepare for college  
• Facilitate college-for-a day transition events for area high school students with disabilities considering college  
• Facilitate workshops for CLC students with disabilities to support student success  
• Develop and Implement Phase II of the Campus Equity Plan  
• Establish a TRIO SSS Retention Plan  
• Establish an Accessibility Services Retention Plan | • ELL Student Services procedures in place by August, 2019  
• Increase graduation rate of students of color and American Indian in Dental Assist students by Spring, 2020  
• Provided training to a minimum of 20 area high school special education teachers by Spring, 2021  
• Host one college preparedness/transition event per year |
| and American Indian students | • Establish a plan to host youth camps throughout the year to increase access of underrepresented students to CLC  
• Develop an athletic orientation model  
• Develop plan to increase visibility of Upward Bound in the region by meeting with Upward Bound school boards and promotion through newspapers  
• Facilitate Upward Bound Transition Program for incoming CLC/Upward Bound students  
• Explore an international student recruiting model and potential funding sources  
• Establish a Raider-to-Raider African American Leadership and Mentorship group  
• Participate in Minnesota Association of Counselors of Color College Recruiting Fair | • Host one student success workshop per semester  
• Liberal Arts faculty engaged in design and implementation of the Liberal Arts Equity Plan  
• Workplan in place by Spring, 2020  
• TRIO Retention plan in place by Fall, 2019  
• Marketing plan in place to promote camps by Fall, 2019  
• Implement orientation model Fall, 2019  
• Schedule in place to meet with school boards, articles in newspapers by Fall, 2020  
• Host camp, August 2019  
• Campus-wide engagement to explore international students model by Fall, 2019  
• Increased campus engagement with male students of color by Fall, 2019  
• Attend fall and spring recruiting fairs, 2019-20  
• Improve persistence and success rates of students of color and American Indian students 2% by Spring, 2020  
• Increase the diversity of the student body by 3% by 2023 |
| --- | --- | --- |
| 3.2 Ensure a welcoming, supportive, and safe campus environment | • Develop and implement a campus climate survey focused on diversity issues  
• Conduct campus American with Disability Act (ADA) Compliance Review  
• Develop a Corrective Action Plan based on areas identified through the Office of Civil Rights (OCR) on-site review  
• Facilitate Safe and Drug Free Schools Act: Drug and Alcohol Compliance  
• Implement and evaluate the Title IX-Sexual Violence Prevention Plan  
• Create an inclusive Athletic Office Suite for athletes and their families exploring CLC  
• Conduct LGBTQ Safe Spaces training annually for employees and students | • Implement survey by Spring, 2022  
• Conduct campus practices review by Spring, 2020  
• OCR Corrective Action Plan approved by Minnesota State by Spring, 2019  
• Safe and Drug Free Schools Compliance Plan implemented; MOU with law enforcement agencies updated by Fall, 2019 |
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<th>3.3 Increase Student Life’s role in addressing food insecurity, housing, and transportation issues for students</th>
<th>3.4 Increase and retain diverse faculty and staff</th>
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|  | • Identify a diversity/multicultural center in the Student Services Remodel Planning  
• Identify a meditation room on both campuses |  
• Inclusive Athlete Office Suite created by August, 2019  
• Safe Spaces training conducted annually  
• Multicultural Center space created by Spring, 2023  
• Mediation room created by Spring, 2022 |
|  |  | • Students indicate less food insecurity, fewer housing and transportation concerns by Spring, 2023  
• Dialogue with landlords initiated by Spring, 2020  
• Higher education transportation needs addressed by Spring, 2021 |
|  | • Develop a food insecurity work plan  
• Facilitate a discussion with area landlords to discuss uniformity of student leases and other issues that impact student success  
• Develop a collaboration plan with Region 5 partners to explore college student transportation gaps |  
• Increase employees of color in areas of underrepresentation by Spring, 2020  
• Per the Great Colleges to Work for Survey, employees state CLC values and models inclusion, positive climate and relations by Fall, 2019  
• Maintain compliance with the Office of Civil Rights |
|  |  | • Conduct annual hiring manager trainings to understand the importance of a diverse workforce and how to lead an inclusive search process  
• Promote participation of a member of the diversity committee to serve on search committees  
• Establish implicit bias training module for new employee orientation  
• Establish collaborative inclusion events to promote interaction between faculty and staff |