

<u>G.O.I</u> Goal Objective Indicator	<u>Indicator</u> Brief description of the particular indicator	<u>Minimum Threshold</u> Brief description of the threshold for this indicator	<u>Who</u> People collecting the indicator data	<u>Frequency</u> How often data is collected	<u>SPA-Analyze and Report</u> Person who analyzes indicator data and reports it annually
Core Theme One: Engage Indigenous Knowledge					
Goal 1: NWIC promotes student self-identity through the tribal college experience					
Objective 1: Cultural Content in the foundational and capstone courses support s students' self-identity					
Mission-Critical Activities (MCAs) - Activities that are essential to achieving the objective (responsible people are listed in parentheses – the position with an "*" must include this MCA in their work plan)					
MCA: A) Teach and Report on the Assessment of Foundational Courses (NSL Dept. Chair* & assessment administrators-AAA)					
MCA: B) Teach and report on the Assessment of Capstone courses (Dean of Academics and Distance Learning* & Director of IR&A)					
1.1.1	Assessment of NWIC Institutional Outcomes 3 and 5 in the CSOV 101 & CSOV 300 courses	All full-time faculty teaching these courses assess and report student proficiency of institutional outcomes #3 & #5	CSOV 101 & CSOV 300 Instructors	Annual	NSL Department Chair
1.1.2	Assessment of NWIC Institutional Outcomes #3 and #5 for all bachelor's degree students within the capstone classes in their final year.	All full-time faculty members assess and report student proficiency of institutional outcomes #3 & #5 within capstone courses	Capstone Course Instructors & Department Chairs	Annual	Director of Institutional Research & Assessment
Objective 2: Student satisfaction with the Tribal College experience					
MCA: A) Provide NWIC activities which define and promote a positive Tribal college experience and reflect students' ability be self-determined individuals; Assess student satisfaction using the Graduate Survey and Student Satisfaction Survey (Dean of Student Life* & Student Activities Coordinator)					
1.2.1	Student Satisfaction Inventory (Noel-Levitz) regarding overall student satisfaction	Q100* 80% select "somewhat satisfied," "satisfied," or "very satisfied"	Dean for Student Life	2-year cycle: 102 respondents AY 14. Next survey AY 16	Dean of Student Life
1.2.2	Graduate Survey (survey monkey) regarding overall satisfaction	90% or higher graduates respond satisfied or very satisfied	Director of IR & A	Annual	Dean of Student Life
Goal 2: Indigenous knowledge is the foundation for all programs of study					
Objective 1: Foundational courses in all programs of study					
MCA: A) Program of Study Revisions to include Foundational Courses (Dean of Indigenous Education*)					
MCA: B) Provide access to Foundational Courses through multiple modalities including site based (NSL Dept. Chair*)					
2.1.1	Development of foundational courses	7 courses approved by Curriculum Committee by 2012	Coast Salish Institute staff	Completed	Dean of Indigenous Education

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2.1.2	Implement Foundational Core into all programs of study (inclusion in the programs of study and instruction of courses)	100% of all programs of study include appropriate Foundational courses by AY 2017	Dean of IE, Dean of A and DL, Academic Program Developer, and Program Leads	Completed	Dean of Indigenous Education
Objective 2: NWIC faculty have the capacity to support four year degree programming (quality assurance standards – faculty discipline areas)					
MCA: A) Develop and provide culturally accurate and appropriate faculty orientation (Dean of Academics and DL* , Dean of Indigenous Education, HR Director) MCA: B) Implement Teaching and Learning Plan, including host T&L Institute annually, professional development, in service with topics including indigenous scholarship. (Chair of T&L committee* & Dean of Academics and DL)					
2.2.1	Teaching and Learning Institute attendance	90% of full-time faculty attend. 50% Of all part-time faculty attend	Teaching & Learning Institute Committee	Annual	Chair of T&L committee
2.2.2	Cultural Orientation	By AY 2014 all newly hired faculty will participate	Human Resources staff, Dean of A and DL, Dean of IE	Annual	Human Resources Director
Goal 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs					
Objective 1: NWIC conducts research to increase the Indigenous body of knowledge					
MCA: A) Identification and formation of Indigenous Research Policy, Framework and Research Plan (Dean of Indigenous Education* , Chair of Communications-Committee)					
3.1.1	Development of an Institutional Research Agenda	Identification of 3 priority areas for institutional research	Land-grant indigenous research committee	Baseline and reassess every two years	Dean of Indigenous Education
3.1.2	Scholarly Publication Policy (review appropriate indicator - move to goal 3 obj 3)	Policy approved by Board of Trustees	Land-grant indigenous research committee	By End of 2017	Dean of Indigenous Education
3.1.3	Development of an Indigenous research framework	Framework articulated and reviewed by Land Grant Committee	Land-grant indigenous research committee	By end of 2016	Dean of Indigenous Education
Objective 2: NWIC builds the capacity for faculty and students to engage in Indigenous scholarship					
MCA: A) Define Indigenous scholarship (Dean of Indigenous Education* , Dept. Chairs & Dean of Academics), indicators and report the assessment of Capstone Courses (Dean of Academics and Distance Learning* , Dept. Chairs & Director of IR&A)					

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3.2.1	Assessment Capstone Courses for graduates of bachelor's programs	80% of graduates of bachelors programs attain accomplished level for program outcomes	Faculty	Quarterly-Faculty. Annual-Department Chair	Dean of Academics and Distance Learning
3.2.2	Provide In-service/pre-service activities to build capacity of faculty in Indigenous scholarship	2 activities per year	Dean of Indigenous Education	Annual	Dean of Indigenous Education
3.2.3	Participation rate in the Teaching & Learning Institute. (Survey/Evaluation)	80% participation by full-time faculty - coordinate with 2.2.1	Teaching & Learning Institute Committee	Annual	Chair of Teaching and Learning Committee
Objective 3: NWIC Faculty and students publish and disseminate research					
MCA: A) Build faculty/student capacity to publish and disseminate research (Dean of Academics* , dept. chairs & Dean of Indigenous Education)					
MCA: B) Build faculty/student capacity to utilize published research (Dean of Academics* , dept. chairs & Dean of Indigenous Education)					
3.3.1	Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications)	Four publications by AY 2017	Dean of Indigenous Education	Continually	Library Director
3.3.2	Capstone project reports are placed in the collections of the Lummi Library	90% of capstone project reports in library collection	Faculty	Quarterly	Library Director
Core Theme Two: Commitment to Student Success					
Goal 4: NWIC prepares students to be successful at the associate, baccalaureate, and graduate levels					
Objective 1: The curriculum prepares students for professional or advanced degree work upon graduation.					
MCA: A) Teach and report on the assessment of program and institutional outcomes (Dean of Academics and Distance Learning* , Dept. chairs & assessment administrators-AAA)					
MCA: B) Develop a comprehensive framework for assessment with program and institutional outcomes (Director of Institutional Research and Assessment* , assessment administrators-AAA, & Assessment Team)					
4.1.1	Assessment of bachelors' degree program outcomes	80% graduates demonstrate achievement at the accomplished level	Department Chairs for BA/BS programs	Annually	Director of Institutional Research & Assessment

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4.1.2	Assessment of institutional outcomes	All full-time faculty assess and report student proficiency of Institutional Outcomes in courses required for program of study	Department Chairs for BA/BS programs. Dean of A and DL for the 2 year programs	Annually (Faculty complete an annual report)	Director of Institutional Research & Assessment
4.1.3	Graduation Rate	Maintain 15% graduation rate	IPEDS Keyholder (Registrar)	Annually	IPEDS Keyholder (Registrar)
4.1.4	Graduation Survey results from questions addressing preparation for future occupation or continued education	80% of graduates respond <i>exceptional</i> or <i>more than adequate</i> preparation.	Dean of Students	Annually	Dean of Student Life
Objective 2: Co-curricular activities support students' development appropriate to a four-year college					
MCA: A) Develop, implement, and report on the Student Learning Outcomes for all co-curricular activities (see co-curricular definition in year 3 report, page 34) (Dean of Student Life*, Director of Indigenous Service Learning, and Activities Coordinator)					
4.2.1	Assessment of student support learning outcomes	All co-curricular programs assess student attainment of learning outcomes	Dean of Student Life. Student Activities Coordinator, Faculty Club/Organization Advisors	Annually	Dean of Student Life
4.2.2	Assessment of student development as articulated in student learning outcomes	50% of graduates who participate in ISL programs demonstrate proficiency at accomplished level.	Director of Indigenous Service Learning	Quarterly, Annually	Director of Indigenous Service Learning
Goal 5: NWIC promotes student success in college-level courses through the First Year Experience (FYE) program, especially for first generation and low-income students					
Objective 1: Participates in communities of learners that support their educational goals					
MCA: A) Implement, assess, and report on student learning outcomes in all FYE courses. (Developmental Education Coordinator*, FYE Committee & Site coordinators)					
MCA: B) Implementation of Emerging Scholars symposium in HMDV 110 (Developmental Education Coordinator* and HMDV 110 faculty)					
MCA: C) Reporting on retention rate (Director of IR&A* and Retention Committee)					
5.1.1	Quarter to quarter retention rate	Maintain 65% retention rate	FYE Faculty Group	Quarterly	Director of Institutional Research and Assessment
5.1.2	FYE Fall to Fall retention rate	Maintain 50% retention rate	Developmental Education Coordinator	Annually	Developmental Education Coordinator

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5.1.3	Participation rate in Emerging Scholars Symposium	Maintain participation rate- 83% participated in AY 2012	HMDV 110 full time faculty	Quarterly, Annually	Developmental Education Coordinator
5.1.4	CCSSE Benchmark on Active and Collaborative Learning	Benchmark Score in 50 th percentile	Director of IR &A	Every 3 years	Director of Institutional Research and Assessment
Objective 2: Students complete developmental education and First Year Experience (FYE) courses within their first year					
MCA: A) Implement, assess, and report on FYE plan, including professional development, updating courses & tutoring support (Developmental Education Coordinator* , Dean of Academics and Distance Learning , and Math and Writing Center Coordinator)					
MCA: B) Math and Writing Center plan - Develop, implement, and report on tutoring and student success (Math and Writing Center Coordinator* and Dean of Academics and Distance Learning)					
5.2.1	Completion rate of developmental math courses	Increase by 20% in 2017	Developmental Education Coordinator	Quarterly, Annually	Director of Institutional Research and Assessment
5.2.2	Completion rate of developmental English courses	Increase to and maintain 60% completion rate	Developmental Education Coordinator	Quarterly, Annually	Director of Institutional Research and Assessment
5.2.3	Completion rate of FYE core courses	Increase by 5% over previous year to 65% by AY 2017	Developmental Education Coordinator	Quarterly, Annually	Director of Institutional Research and Assessment
Objective 3: Students participate in extra-curricular activities that strengthen personal and tribal identity					
MCA: A) Develop and implement activities and track participation rates (Dean of Student Life* and Student Activities Coordinator)					
MCA: B) Develop, implement, and report on the assessment of student connection to identity and sense of place (Dean of Student Life* and Student Activities Coordinator)					
5.3.1	Participation in extra-curricular activities	Increase by 5% each year	Student Activities and Leadership Coordinator	Annually	Student Activities Coordinator
5.3.2	Assessment of student connection to identity and sense of place	Maintain average of 85% proficiency	Student Activities and Leadership Coordinator	Quarterly, Annually	Dean of Student Life
5.3.3	Assessment of student connection to identity and sense of place	Maintain average of 85% proficiency	Student Activities and Leadership Coordinator	Quarterly, Annually	Dean of Student Life
Core Theme Three: Access to Higher Education Opportunities At All Levels for Tribal Communities					
Goal 6: NWIC offers career and workforce opportunities in response to community and individual needs					
Objective 1: Offer workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities					
MCA: A) Develop work force education plan that includes: student learning outcomes, state credential completion rates, and unemployment rates (Director of WF education*)					

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6.1.1	Workplace and Computer Literacy	60% of students demonstrate achievement at the <i>accomplished</i> level	Director of Workforce Dev. and ABE	Quarterly - baseline AY 2013	Director of Workforce Development
6.1.2	Student attainment of industry-recognized credentials	30% completion rate	Director of Workforce Dev. and ABE	Quarterly – baseline AY 2013	Director of Workforce Development
6.1.3	Student employment upon completion of workforce training	30% employment rate	Director of Workforce Dev. and ABE	Quarterly - baseline AY 2013	Director of Workforce Development
Objective 2: Articulate career pathways from college entry to associate and baccalaureate programs					
MCA: A) Develop a career pathways plan that links work force education and degree programs (Director of WF education*, dept. chairs, Dean of Academics and DL, & Academic Program Developer)					
6.2.1	Articulation of career pathways in college publications such as: college catalog, flyer handed out by advisors, etc.	Establish 2 career pathways	Director of Workforce Dev. and ABE	Annually (Updates in Campus Catalog, in flyers and elsewhere) – At the latest start in January 2016	Director of Workforce Development
6.2.2	Rate of students transitioning along career pathways	20% transition rate along career pathways	Dean of Academics and DL	Annually – At the latest start in January 2016	Director of Workforce Development
Goal 7: NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points					
Objective 1: Opportunities to access college programs are communicated at all entry points					
MCA: A) Create access plan that includes conducting a student satisfaction survey; gaps analysis, student orientation, site support and training for advisors. (Dean of Student Life*, Site based student success coordinator, site managers & Enrollment Management plan work group, Communications Committee)					

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7.1.1	Admissions yield (a measure how many students apply to be a student vs. how many actually enroll)	60% or above	Admissions Assistant	Quarterly	Financial Aid Director
7.1.2	Online Resources - ongoing improvement of student access to useful online resources at NWIC.	Accessible Online Resources will Include: Campus Catalog, Quarterly Course Schedule, Student Handbook, JICS (grades/transcripts/ financial aid), Staff & Program Directory, <u>Canvas</u> etc.	Chair of Communications Committee - Website Work group	Quarterly	Chair of Communications Committee
7.1.3	Percentage of students who declare program of study who previously enrolled as undeclared, including GED, CEU, and Workforce Education. Students who transfer in?	30%	Registrar	Annual	Dean of Academics & Distance Learning
7.1.4	Increase in the Number of transfer students (with recognized associates' degree) who apply, enroll and declare in a baccalaureate degree program at NWIC.	Will increase by _____% (Baseline AY 13/14)	Chairs of Program Departments & Registrar	Annual	Dean of Academics & Distance Learning

Goal 8: NWIC increases access to program of study courses through distance education modalities and site-based services

Objective 1: NWIC provides place-based education at extended campus sites

MCA: A) Develop a distance education plan to increase access to programs of study at extended campus sites (Dean of Academics and Distance Learning*, site managers & e-learning coordinator)

8.1.1	Annualized FTE for off-campus program of study students	3% increase over previous year	Registrar Off-campus site managers	Annual	Registrar
8.1.2	On-time graduation rate for off-campus students	14%	Director of Institutional Research and Assess.	Annual	Director of Institutional Research and Assess.

Core Theme Four: Advance Place-Based Community Education and Outreach

Goal 9: NWIC promotes healthy living and nutrition, leadership, and financial security

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Objective 1: NWIC provides professional development, community education classes, and workshops in support of tribal community training needs					
MCA: A)Develop, Implement, and assess a community education plan that includes: (Dean of Indigenous Education*, Director of Indigenous Service Learning & Director of Center for Health)					
i) planning and delivery of activities/classes/workshops in all appropriate departments					
ii) coordination and training across programs to ensuring all possible CEUs collected					
iii) creation and publication of a master schedule of all community education activities offered quarterly					
iv) creation, dissemination, and regular updating of a centralized list of qualified and approved CEU providers					
9.1.1	Number of professional development and Community education classes and workshops offered each year	Increase overall by 10% to 199 per year. Baseline: 181 in AY2011	Coop Extension. Financial Literacy Class. Cultural Arts, Plants and others. Indigenous Service Learning, Center for Health. Student Activities. Extended Sites. Quarterly email by SPA to all staff to identify any other workshops/ activities	Collected and submitted by classes/work shop facilitators for each event into centralized database. Collated by SPA quarterly and reported annually.	Community Outreach Program Coordinator
9.1.2	Number of enrollments each year in professional development and community education classes and workshops	Increase overall by 10% to 2996 per year (duplicated headcount). Baseline 2,724 in AY2011	Same as for 9.1.1	Collected quarterly and reported annually	Community Outreach Program Coordinator

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9.1.3	Number of Continuing Education Units (CEUs) completed each year by participants	Increase overall by 10% to 3,950. Baseline: 3,590 in AY2011	SPA contacts Registrar quarterly for CEU data, run appropriate infomaker and other data reports	Collected quarterly and reported annually	Community Outreach Program Coordinator
<p>Objective 2: NWIC conducts research and product development of curriculum resources for professional and community education</p> <p>MCA: A) Develop, implement, and assess a curriculum dissemination plan which coordinates with the Indigenous research framework and processes and addresses: (Dean of Indigenous Education*, Dean of Academics and DL)</p> <p>i) approval process for curriculum and products that addresses cultural intellectual property rights and norms</p> <p>ii) identification of purpose and audience for each</p> <p>iii) evaluation, as appropriate.</p>					
9.2.1	Number of curriculum resources developed and disseminated	Increase number of resources overall by 20% to 13. Baseline: 11 in AY2011	Coop Ext = SPA identifies all other college departments and	Annually	Community Outreach Program Coordinator
<p>Objective 3: NWIC provides Tribal communities opportunities for leadership development</p> <p>MCA: A)Develop, implement, and assess Native Leadership Development Plan that addresses: (College President*, Dean of Indigenous Education, NSL Chair)</p> <p>i)institutional prioritization of development of the next generation of Native leaders</p> <p>ii)dissemination and use of the Traditional Leadership Curriculum</p> <p>iii)coordination of leadership development across departments</p> <p>iv)coordination with Teaching and Learning Plan and Committee to support development of Native faculty, in coordination with the Coast Salish Institute</p>					
9.3.1	Traditional Leadership Curriculum is available and accessible.	Curriculum is posted online and made available to NWIC extended campus sites and communities served by NWIC.	Teaching and Learning Committee	Post online in AY2015, report on in-service trainings Annually AY2015 and AY2016	Chair of Teaching and Learning Committee

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9.3.2	Traditional Leadership Curriculum is incorporated into programs of study	Bachelor of Arts in Native Studies Leadership implemented	NSL Dept. Chair	Already Completed – NANSL implem. September 2012	Dean of Indigenous Education

Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources
Objective 1: NICMERE maintains positive reciprocal relationships with tribal, state, and federal agencies and institutions of higher learning focused on shared research interests and support of students

MCA: A) Develop, implement, and assess NICMERE Plan to include: **(Director of NICMERE* & VP of Campus Development)**

i) development and documentation of partnerships

ii) scheduling of regular partner meetings to include goals and meeting minutes

10.1.1	Annual meetings are held with existing and potential partners in collaborative projects	A representative from NICMERE / NWIC will meet with partners in collaborative projects at least once per year	NICMERE Director. Director of Center for Health	Annually	NICMERE Director
10.1.2	Number of collaborative projects	Increase to seven (7). Baseline: 3 in AY2011	Science Dept. Chair, Dir. Of Center for Health. NICMERE Dir.. IRB, VP for Campus Dev.	Annually	NICMERE Director

Objective 2: NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education

MCA: A) Develop, implement, and assess plan and processes to coordinate NICMERE and Science Department offerings in research and education, to include: **(Director of NICMERE*)**

i) creation and revision of courses within the Science Department and other programs that coordinate with NICMERE

ii) development and approval of MOU agreements with Bellingham Technical College and other institutions, as appropriate

iii) Coordination, maintenance, and extension of internship offerings

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10.2.1	Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization	Increase to five (5). Baseline: Zero (0) in AY2011	Science Dept. Chair, Exex. Assistant to the President (for other institutions)	Annually	Chair of Science Department
10.2.2	Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations	Increase at the rate of one (1) per year to 21. Baseline: 15 in AY2011	Internship coordinator	Annually	Chair of Science Department
<p>Objective 3: NWIC provides education, training, and workforce developmental opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Training departments</p> <p>MCA: A) Create and implement mechanism for partner NWIC programs to collaborate including a mechanism for stakeholder input (Director of NICMERE*, Dean of Indigenous Education, and Director of Workforce Development)</p> <p>MCA: B) Develop, implement and assess a collaborative plan that includes: (Director of NICMERE*, Science Dept. Chair & Director of WF)</p> <p>i) update the 2004 list of desirable trainings (identified by Lummi Natural Resources)</p> <p>ii) develop and offer workforce offerings to articulated LNR needs</p> <p>iii) expand offerings to other extended campus sites, as appropriate</p> <p>iv) develop mechanism to survey former students and community members to determine which aquaculture and natural resources workforce trainings they want to be offered.</p>					
10.3.1	Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education and Workforce Training office	One (1) meeting per year	Marco Hatch	Annually	NICMERE Director
10.3.2	Number of new workforce development courses in aquaculture and natural resources offered	Increases to two (2). Baseline: Zero (0) in AY2011	Dir. of Workforce Dev and NICMERE Dir.	Annually	Director of Workforce Development