

## Core Themes, Goals, Objectives, and Indicators from the NWIC Year Three Self-evaluation Report

Note: Visit the NWIC Assessment website to view the full year three report

### **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 courses support students' self-identity.

Indicators:

1. Assessment of [NWIC Institutional Outcomes](#) #3 (what it means to be a people) and #5 (sense of place) for all students in CSOV 101 "Introduction to Cultural Sovereignty" or CSOV 300 "Cultural Sovereignty Transfer Seminar." Minimum Threshold: All full-time faculty teaching these courses assess and report student proficiency of institutional outcomes #3 and #5.
2. Assessment of NWIC Institutional Outcomes #3 and #5 for all Bachelor's degree students within the Capstone classes in their final year. Minimum Threshold: All full-time faculty members assess and report student proficiency of institutional outcomes #3 and #5 within the Capstone courses.

**Objective 2:** Student satisfaction with the tribal college experience.

Indicators:

1. Student Satisfaction Inventory (Noel-Levitz). Minimum Threshold: Response to question #100 about overall satisfaction is that 80% select "Somewhat Satisfied" or "Very Satisfied." Baseline: Comparative data from the 2003 ACT Student Opinion Survey where student responses averaged 4.05 on a 5 point scale (4=Satisfied, 5=Very Satisfied) regarding overall satisfaction.
2. Annual Graduate Survey. Minimum threshold: Maintain 90% or higher graduate satisfaction at level of "satisfied" or "very satisfied." In the 2013 survey 97.1% of graduates surveyed responded "satisfied" or "very satisfied" regarding overall satisfaction.

Goal 2: Indigenous knowledge is the foundation for all programs of study.

**Objective 1:** Foundational courses in all programs of study.

Indicators:

1. Development of foundational Courses. Minimum threshold: Created and approved by the Curriculum Committee in fall 2012.
2. Implement Foundational Core into all programs of study. Minimum threshold: 100% of all programs of study will include appropriate Foundational Core courses by AY2017.

**Objective 2:** NWIC faculty have the capacity to support four year degree programming.

Indicators:

1. Teaching and learning institute attendance. Minimum threshold: 90% full-time faculty attend and 50% of part-time faculty contracted for fall term attend. Baseline: 49% attendance in 2011.
2. Cultural orientation. Minimum threshold: By AY2017, all newly-hired faculty will participate.

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.

Indicators:

1. Development of an Institutional Research Agenda. Minimum Threshold: Identification of three (3) priorities for institutional research.
2. Development of a Publication Policy. Minimum Threshold: Policy approved by Board of Trustees.

**Objective 2:** NWIC builds the capacity for faculty and students to engage in Indigenous scholarship.

Indicators:

1. Assessment of Capstone courses for graduates of bachelor's programs. Minimum Threshold: 80% of graduates attain the 'Accomplished' level of proficiency for program outcomes. Baseline: 33 of BSNEs graduates achieved Accomplished level of proficiency in AY2012.
2. In-service/pre-service activities intended to build the capacity of faculty in Indigenous scholarship. Minimum Threshold: 2 activities per academic year. Baseline: 0 in AY2011.
3. Participation rate in the annual Teaching and Learning Institute. Minimum Threshold: 80% participation of full time faculty. Baseline: 49% in AY2011.

**Objective 3:** NWIC faculty and students publish and disseminate research.

Indicators:

1. Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications). Minimum Threshold: Four (4) publications by AY2017. Baseline: Two (2) publications.
2. Capstone project reports placed in the collections of the Lummi Library. Minimum Threshold: 90% of Capstone project reports in library collection. Baseline: Zero (0) reports in AY2010.

### **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 that prepares students for professional or advanced degree work upon graduation.

Indicators:

1. Assessment of bachelor program learning outcomes. Minimum threshold: 80% of graduates demonstrate achievement at the accomplished level. Baseline: Of seven (7) AY2013 BSNEs program graduates, three (3) were assessed for two (2) learning outcomes. 1 of 3 students reached the "accomplished" level and 2 of 3 reached the "developing" level for the outcomes assessed.
2. Assessment of institutional learning outcomes. Minimum threshold: All full-time faculty assess and report student proficiency of institutional outcomes in courses required for programs of study. Baseline: 75% of full-time faculty participated in the assessment of student proficiencies in AY2013.
3. Core course completion, graduation and transfer rates. Minimum threshold: Maintain a 15% graduation and 10% transfer rate. Baseline: 14% graduation rate and 10% transfer rate in AY2013.
4. Graduation survey results from questions addressing preparation for future occupation or continued education. Minimum threshold: 80% of graduates report "exceptional" or "more than adequate" preparation. Baseline: 73.5% of graduates report "exceptional" or "more than adequate" preparation for future occupation or education.

**Objective 2:** Co-curricular activities support students' development appropriate to a four-year college.

Indicators:

1. Assessment of student support learning outcomes. Minimum threshold: All co-curricular programs will be assessed for student attainment of articulated proficiencies. Baseline: Three (3) programs are fully participating in assessment of learning outcomes in AY2014.
2. Assessment of student development as articulated in student learning outcomes. Minimum Threshold: Develop baseline for freshmen to senior student skill development by end of AY2015 and 50% of graduates who participate in ISL programs demonstrate proficiency at the "Accomplished" level by AY2017.

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.

Indicator:

1. Quarter to quarter retention rate. Minimum Threshold: Maintain a minimum retention rate of 65%. Baseline: 66% degree-seeking, total Fall to Winter retention 56%, and Winter to Spring retention of 59% in AY2011.
2. FYE Fall to Spring retention rate. Minimum Threshold: Maintain rate of 50%. Baseline: 48.65% in AY2012.
3. Participation rate in the Emerging Scholars Symposium. Minimum Threshold: Maintain participation rate. Baseline: 83% of HMDV students participated in AY2012.
4. Community College Survey of Student Engagement (CCSSE) Benchmark on Active and Collaborative Learning. Minimum Threshold: Benchmark score in 50<sup>th</sup> percentile. Baseline: 54.8<sup>th</sup> percentile in AY2011.

**Objective 2:** Students complete developmental education and First Year Experience (FYE) courses within their first year.

Indicator:

1. Completion rate of developmental math. Minimum Threshold: Increase by 20% in AY2017. Baseline: 28.3% in AY2012 and 34.6% in AY2013.
2. Completion rate of developmental English. Minimum Threshold: Increase to and maintain 60% completion rate. Baseline: 36.6% in AY2012 and 63.6% in AY2013.
3. Completion rate of First Year Core courses. Minimum Threshold: Increase by 5% over previous year to 65% by AY2017. Baseline: 54.8% in FY2012 (50% for MATH 98, 50% for ENGL 98, 66% for CMST 100, 57% for HMDV 110 and 51% for CMPS 101).

**Objective 3:** Students participate in extra-curricular activities that strengthen personal and tribal identity.

Indicator:

1. Participation in extra-curricular activities, AIMS Table 6.1: Extra-curricular Activities and Service to Community. Minimum Threshold: Extra-curricular activities—187, Service to Community—798. Increase by 5% over previous year.
2. Assessment of student connection to identity and sense of place. Minimum Threshold: Maintain an average of 85% achievement of proficiency. Baseline: 93% of First Year students assessed in HMDV 110 and pre-college English achieved “Accomplished” level proficiency of self-awareness and connection to identity and 78.8% of graduates “strongly agree” they improved knowledge of sense of place, Noel-Levitz survey AY2014.

### ***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.

Indicators:

1. Assessment of workforce program outcomes. Minimum Threshold: 60% of students will demonstrate achievement at the accomplished level. Baseline: To be established in AY2014.
2. Student attainment of industry-recognized credentials. Minimum Threshold: 30% completion rate. Baseline: To be established in AY2014.
3. Student employment upon completion of workforce training. Minimum Threshold: 30% employment rate. Baseline: To be established in AY2014.

**Objective 2:** Provide career pathways from college entry to associate and baccalaureate programs.

Indicators:

1. Articulation of career pathways in college publications. Minimum Threshold: Establish 2 career pathways. Baseline: 0.
2. Rate of students transitioning along career pathways. Minimum Threshold: 20% transition rate along career pathways. Baseline: 0%.

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.

Indicators:

1. Admissions yield. Minimum Threshold: 60% or above.
2. Percentage of students in a program of study accessing online accounts. Minimum Threshold: 50%. Percentage of students who declare a program of study who previously enrolled as an undeclared student, including but not limited to GED, CEU, and Workforce Education. Minimum Threshold: 30%.

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.

Indicators:

1. Annualized FTE for off-campus program of study students. Minimum Threshold: 3% increase annually.
2. On-time graduation rate for off-campus students. Minimum Threshold: 14%.

#### ***Core Theme Four: Advance Place-based Community Education and Outreach***

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

**Objective 1:** NWIC provides professional development, community education classes, and workshops in support of tribal community training needs.

Indicators:

1. Number of Community education classes and workshops offered each quarter. Minimum Threshold: Increase overall by 20% to 982. Baseline: 818 in AY2011.
2. Number of enrollments each quarter in professional development and community education classes and workshops. Minimum Threshold: increase overall by 20% to 3,269 (duplicated headcount). Baseline: 2,724 in AY2011.
3. Number of Continuing Education Units (CEUs) completed each quarter by participants. Minimum Threshold: Increase overall by 10% to 3,950. Baseline: 3,590 in AY2011.

**Objective 2:** NWIC conducts research and product development of curriculum resources for professional and community education.

Indicator:

1. Number of curriculum resources developed and disseminated. Minimum Threshold: Increase overall by 20% to 13. Baseline: 11 in AY2011.

**Objective 3:** NWIC provides tribal communities opportunities for leadership development.

Indicators:

1. Traditional Leadership Curriculum is available and accessible. Minimum Threshold: Curriculum is posted online and made available to NWIC extended campus sites and communities served by NWIC.
2. Traditional Leadership Curriculum is incorporated into programs of study. Minimum Threshold: Bachelor of Arts in Native Studies Leadership implemented.

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.

Indicators:

1. Annual meetings are held with existing and potential partners in collaborative projects. Minimum Threshold: A representative from NICMERE / NWIC will meet with partners in collaborative projects at least once per year.
2. Number of collaborative projects. Minimum Threshold: Increase to seven (7). Baseline: 3 in AY2011.

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

Indicators:

1. Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization. Minimum Threshold: Increase to five (5). Baseline: Zero (0) in AY2011.
2. Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations. Minimum Threshold: Increase at the rate of one (1) per year to 21. Baseline: 15 in AY2011.

**Objective 3:** NWIC provides education, training, and workforce development 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.

Indicators:

1. Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education and Workforce Training office. Minimum Threshold: One (1) meeting per year.
2. Number of new workforce development courses in aquaculture and natural resources offered. Minimum Threshold: Increases to two (2). Baseline: Zero (0) in AY2011.