

# Updated Chapter One: Mission, Core Themes and Expectations

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## Executive Summary of Eligibility Requirements 2 and 3

### 1. AUTHORITY

Northwest Indian College, as a Tribal enterprise, was established in accordance with and under the authority of Article VI, Section 1 (a), 1(m), 1(n), and 1(p), of the Constitution and By-laws of the Lummi Tribe of Lummi Reservation, Washington, adopted February 6, 1970. The charter of the Northwest Indian College, as amended February 2010, authorizes the college to provide educational opportunities, including academic, vocational, adult, continuing, cultural, recreational and in-service education leading to appropriate certificates and degrees in accordance with the needs of individual tribal communities. Northwest Indian College is accredited through the Northwest Commission on Colleges and Universities with initial candidacy granted in 1993. Northwest Indian College is also a member of the American Indian Higher Education Consortium that represents 37 Tribal Colleges in United States and Canada.

### 2. MISSION AND CORE THEMES

The mission statement of Northwest Indian College, *“Through education, Northwest Indian College promotes indigenous self-determination and knowledge,”* and its current strategic plan were developed through a comprehensive planning process involving all of the Northwest Indian College’s constituencies. The mission statement was approved by the NWIC Board of Trustees in July of 2004 and the Strategic Plan of 2010-2017 was approved by the NWIC Board of Trustees in November of 2010. The strategic plan clearly describes four core themes and related goals that drive all aspects of the college’s programming. The college’s strategic plan and the charter of Northwest Indian College articulate the college’s primary purpose in providing academic and other educational programming for the students and communities served by Northwest Indian College.

## Standard 1.A Mission

The Northwest Indian College charter reflects the vision of its founders as: “To improve the quality of life with all northwest Indian communities by encouraging, preparing and promoting Indian people to successful completion of secondary and post-secondary education.” Tribal values, educational philosophy, and purpose as defined in the charter provide the framework for the development and periodic review of the College’s mission and core themes.

The process for updating the mission statement was a vibrant and engaging process. For several months, the College hosted staff meetings, planning retreats, and numerous focus groups to gather and consider input at many different levels about the mission and institutional goals. The result was the development of a succinct statement that expresses the aspirational purpose as a tribal college.

**Current Mission statement (adopted by Board of Trustees July 2004)**

***Through education, Northwest Indian College promotes indigenous self-determination and knowledge.***

The mission statement is referenced in college publications including the catalog, strategic plan, and various manuals and handbooks. The mission guides the planning processes at the institutional, department, and program levels.

### **Interpretation of Mission Fulfillment**

The mission of NWIC is first and foremost rooted in a set of core beliefs and values of the Coast Salish people. The foundation of these core values and beliefs are based on the vision of the ancestors and are contained within the language of the traditional Coast Salish people. These values and beliefs, which were formally approved by the NWIC Board of Trustees in 2004, include the following:

- **Sela-lexw**: Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.
- **Schtengexwen**: We are responsible to protect our territory. This means we take care of our land and water and everything that is on it and in it.
- **Xwemi-chosen**: Our culture is our language. We should strengthen and maintain our language.
- **Leng-e-sot**: We take care of ourselves, watch out for ourselves and love and take care of one another.

In a real sense, the mission of NWIC is deeply rooted in our tribal identity, for the values describe who we are, what is important to us, how we view the past and how we face the future. In other words, our mission cannot be separated nor understood apart from our values and core beliefs. For it is through this indigenous lens that our mission and strategic plan is best understood and enacted. Our mission, then, is an expression of indigenous self-determination intended to ensure the survival of our people. The [Strategic Plan](#), which includes the core themes, goals, and objectives, describes how NWIC intends to fulfill the mission. In summary, Core Theme One—*Engage Indigenous Knowledge*—increases access to cultural knowledge through implementation of the Native Studies Leadership degree program and foundational courses. Core Theme Two—*Commitment to Student Success*—involves development and publication of student learning outcomes at the course, program, and institutional level; and improvement of student support services. Core Theme Three—*Access to Higher Education Opportunities to all Tribal Communities*—streamline pathways for program of study students in academic, community, or workforce education services utilizing distance education modalities and site-based programming at out extended campus sites. Core Theme Four—*Advance Place-Based Community Education and Outreach*—develops capacity to implement our land grant mission by providing place-based education, research, and outreach through the Cooperative Extension Office and Salish Sea Research Center programming.

### **Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment**

The NWIC [Report Card](#) provides an annual snapshot of key indicators and minimum acceptable thresholds for achievement to support mission fulfillment. This information is shared with Core Theme Teams, committees and individuals responsible for implementation. In the spirit of the [Continuous Improvement Model](#) this data is used to determine if we are making progress as expected or if action is needed to increase effectiveness of the implementation strategies. Any recommendations for improvement will be documented and reported in future updates to NWIC Self Study reports. The indicators and thresholds for fulfillment use a mixed method approach including institutional data and

direct and indirect indicators to provide a balanced view that respects the students and tribal communities served. This approach integrates the best of both worlds—education that is generally understood and accepted by the general community while preserving and promoting indigenous knowledge for the benefit of tribal communities.

The section on core themes provides more detailed explanation of the indicators and why they were selected as meaningful measures for fulfillment of the objectives, goals, and mission.

## Standard 1.B Core Themes

### *Core Theme One: Engage Indigenous Knowledge*

NWIC engages Indigenous knowledge to support our identity as Native people and to tell our story about the hopes and dreams of our tribal elders and leaders who envisioned a safe place for students to learn. Indigenous knowledge is central to this story in that it reflects our cultural values and beliefs and guides our strategic planning, priorities, decision-making, and future direction. This knowledge is directly tied to the fulfillment of our institutional mission and is a foundational component of all we do.

Goal 1: NWIC promotes student self-identity through the tribal college experience.

**Objective 1:** Cultural content in the foundational supports 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 through 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.

Rationale: The institutional outcomes are the framework that captures where the tribal college experience occurs, particularly outcomes #3 and #5. The objective was updated from the Year One Report to reflect that the development of students' identity is our primary purpose as a tribal college. This indicator is how we assess the development of students' self-identity at the institutional level via the implementation of cultural content within the foundational courses.

Faculty members are consistently engaged in program outcome assessment work, which includes aligning program outcomes with institutional outcomes. Since this work has started only recently, we are still in the process of aligning institutional outcomes with program outcomes, and editing program rubrics and curriculum maps to become assessment-ready. It is reasonable that all full-time faculty teaching the identified courses will be engaged in the assessment of student proficiency by AY2017. Foundational courses are currently implemented in all baccalaureate programs, as described in the [Letter of Notice to the NWCCU](#) dated May 30, 2013.

**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.

Rationale: The Student Satisfaction Inventory (SSI) provides useful insights into the aspects of the tribal college experience that are important to students and their levels of satisfaction with them while they

are in their programs of study. The Graduate Survey is meant to gauge student satisfaction with their experience and is given in the last quarter of their senior year.

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

**Objective 1:** Foundational courses are a part of all programs of study.

Indicators:

1. Development of foundational Courses. Minimum threshold: Created and are rooted in indigenouness 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.

Rationale: The [Foundational Core courses](#) are seven (7) courses totaling 35 credits and contain content from the indigenous body of knowledge. All bachelor-level programs include all Foundational Core courses. Certificate and Associate degree programs will require an appropriate subset of the foundational courses as part of their program requirements. Included in the requirements for all programs of study is CSOV 101, which has a language component in the lessons. Every student must take this course. Most students will also have to complete the requirements for the CSOV 102 course which is wholly-focused on Indigenous Language.

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

Indicators:

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

Rationale: The Teaching and Learning Institute and the Cultural Orientation are our existing training opportunities to enhance cultural capacity. These two activities allow us to maximize the opportunities that exist within the institution to support our engagement of Indigenous knowledge as a part of all of our programs from a delivery standpoint. The purpose of the Teaching and Learning Institute is to build the capacity of NWIC faculty to teach at a four year tribal college. The Cultural Orientation will provide information regarding the native culture to facilitate integration within the college community. As we have moved forward with implementing a new set of Foundational Courses (as noted in Objective 1 of Goal 2), which include a mandatory language requirement to be completed by students, it was evident that the former Objective 4 under Goal 2 repeated the requirement, and it was removed. The required language component is satisfied in part of the CSOV 101 course and in the entirety of the CSOV 102 course. While revising the objectives under Goal 2, it became apparent that the former Objective 2 and Objective 3 addressed the same issue (culturally-competent faculty), and they were combined.

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 Framework. Minimum Threshold: Identification of three (3) priorities for institutional research.

2. Development of an Indigenous Research Framework. Minimum Threshold: Framework articulated and reviewed by the land grant committee.

Rationale: The Institutional Research Agenda is a document that articulates the philosophy, priorities, and guiding principles for research at NWIC and informs individual faculty and student research. It will:

1. Provide structure for research based on existing resources and institutional priorities;
2. Ensure, collectively and consciously, that research activities build toward a common goal of increasing the indigenous body of knowledge;
3. Articulate a plan based on the general interests, strengths, and background of faculty and students in alignment with institutional mission;
4. Identify and prioritize research topics;
5. Determine both short and long term research goals for the institution;
6. Determine which training/professional development opportunities are needed to enhance faculty, staff, and student research skills; and
7. Determine resource allocation to support research activities.

After review of the previous indicator, it was evident that the "Publication Policy" was not an ideal fit and a more appropriate indicator to reflect achievement of the objective would be to develop an Indigenous Research Framework. This framework would need to be articulated and reviewed by the Land Grant Committee.

**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.

Rationale: It is the intention of this objective to encourage faculty and students to engage in research activities and other scholarly work that align with the College mission. NWIC baccalaureate students will have the opportunity to develop and demonstrate their knowledge and research capabilities through their Senior Capstone courses. Students also have the opportunity to engage in scholarship in the Coast Salish Institute, the Center for Health, NICMERE, and with the Teaching and Learning Initiative.

**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.

Rationale: We are fulfilling the goal of actively engaging faculty and students in research and scholarship in support of the college's mission by publishing and disseminating research and original and reprinted materials. With the baseline of two original texts published by the Cooperative Extension, we feel that

an increase to four (4) publications by AY2017 is achievable and measurable. This threshold will contribute to a stronger tribal curriculum and support all degree programs.

### ***Core Theme Two: Commitment to Student Success***

Northwest Indian College is committed to supporting students to achieve their educational goals and intends to prepare students of success regardless of their intended degree or program. Student educational goals may range from certificates to baccalaureate-level degrees at NWIC or may include other baccalaureate or graduate degree programs. Student success at NWIC means that students will be able to demonstrate competency in their chosen discipline and in foundational cultural outcomes. NWIC recognizes that its students have a diverse and distinct place-based identity, and the role of the faculty and student support system is to create programs and services that support students' understanding of their unique cultural identity. NWIC also supports students with diverse cultural activities and experiential learning opportunities that use Native knowledge for the benefit of the student and the tribal community.

#### **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 BSNE 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.

Rationale: Student success relies on promoting success in course work as well as providing development opportunities outside the classroom. NWIC's assessment plan allows faculty to work together to develop criteria, benchmarks, and scoring rubrics to assess student learning. Curriculum mapping is utilized to show how and where students learn and build competencies, and faculty are engaged in program outcome assessment work through the assessment process.

NWIC can demonstrate that students achieved at the "accomplished" level through the assessment of program learning and institutional learning outcomes. Tracking of course completions and the curriculum mapping of courses within a program of study are used as measures of student success and provide information for the analysis of program effectiveness. As a result of our assessment process, curricula is reviewed and revised to improve student learning. Full-time faculty develop new programs

and courses. They also review existing courses at least one over two (2) years and revise them as needed, as curriculum review is part of the updating process before each new release of the college catalog. During AY2013, NWIC faculty and instructional leadership reviewed three (3) programs of study: Early Childhood Education, Chemical Dependency and the Bachelor of Science in Native Environmental Science. Faculty and staff made recommendations based on their findings and updated courses to improve the quality of course materials and instructional design.

**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.

Rationale: Co-curricular activities are functions that provide opportunities for students to learn outside of the classroom. Assessment of student learning as a result of participation in programs like the First Year Experience (FYE) program that prepares students for success, the Indigenous Service Learning (ISL) program that provides opportunities for students to apply their learning within the community, and other student support programs as learning outcomes are developed, will provide evidence of student support and development from year one to graduation. Assessment of student attainment of proficiency is associated with their year of study.

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 persistence 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 Fall 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.

Rationale: The Emerging Scholars Symposium promotes student success as an opportunity to form a learning community and to showcase student research projects. Students select a faculty sponsor who assists students with their research. The sponsor provides information on the topic, assistance with writing, and connects with the student on a personal level. The more actively engaged students are with faculty, other students and with their subject matter, the more likely they are to learn, stick with their studies, and achieve their academic goals. Tracking CCSSE results and FYE retention rates provides evidence of student connections and success.



These indicators have been updated to reflect institutional definitions of retention and persistence.

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

Indicator:

1. Completion rate of developmental math courses. Minimum Threshold: Increase by 20% in AY2017. Baseline: 28.3% in AY2012 and 34.6% in AY2013.
2. Completion rate of developmental English courses. 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).

Rationale: NWIC institutionalized FYE programming in 2002 and is currently implementing strategies in this area developed as a result of commitment to student learning and current grant funding. Since the start of Northwest Indian College's involvement in Achieving the Dream (ATD), there has been an extensive level of commitment from the administration, including the President, to increase completion rates in developmental courses. The ATD initiative is led by two deans, one over instruction and one in student services. Participation in the ATD core and data teams comes from all levels of leadership in student services, faculty, students, and the board. The data team has worked very hard to review and analyze the ATD data as well as several other data sets in order to discover leakage points and create a strong data trail for decisions and actions. It has become common practice at NWIC to hear staff asking for data to back up any proposals or planning. All planning has an evaluation component as part of our continuous improvement strategy.

From the ATD initiative four themes emerged focusing on student success. The four themes are Identity, Achievement, Engagement and Leadership. The Math and English developmental education faculty have implemented these four themes into their classes. A composite summary will be made of student assessment, drawing out each of the four themes. The Gates Grant has provided resources to support Developmental Education instructors to work on assessing FYE outcomes to give this initiative the focus required to develop the structure. The outcomes the group has developed will be used to assess students' connection to the community needs, commitment to service learning, and ability to perform English and math skills at a college level. In addition, math instructors are focused on developing a competency-based curriculum as a way to improve students' pre-college math completion rates.

**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.

Rationale: Student self-awareness and tribal identity are vital to their success in college. Supporting students' ability to maintain and strengthen who they are as a tribal person while pursuing an education encourages them accept learning as part of who they are. Extra-curricular activities are one tool NWIC utilizes to encourage student connection and development of self and tribal identity.

### ***Core Theme Three: Access to Higher Education Opportunities At All Levels for Tribal Communities***

Northwest Indian College serves the educational needs of Tribal communities. This includes a strong focus on culturally-relevant curriculum which includes Native American culture, history, and native language. Providing access to higher education opportunities embedded in native culture helps sustain and further develop our tribal communities. Main campus, on-site, ITV and Distance Learning modalities provide instruction in both academic and vocational programs.

#### **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.

Rationale: At NWIC, Workforce programs are currently under development, and it is our hope that baseline data will be retrieved in AY 2014. Each workforce program currently in development will have established outcomes, rubrics, and qualitative and quantitative measures of success. The workforce program outcomes will be selected to develop students to meet industry-standard knowledge, skills, and abilities for each particular field. Using industry-recognized standards assure national portability of skills and the earning of industry-recognized credentials will lead students to higher monetary gains. For example, NWIC students completing the construction trades programs will also be certified through the National Center for Construction Education and Research (NCCER), which is nationally-recognized by employers. In addition to providing training which provides a standardized credential and supports student achievement of employment goals, NWIC Workforce is developing Memoranda of Agreement with employers to hire graduates of training programs.

**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%.

Rationale: NWIC provides opportunities for students to advance through career laddering or career latticing in several occupational areas. It is projected that the college will add one new career ladder or

career lattice opportunity per year. The assessment of student success will include tracking student enrollment in further training along career pathways.

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%.

Rationale: The NWIC Admissions department in the Center for Student Success (CSS) tracks potential student and current student inquiries, interests, applications, and enrollments. The College aspires to maintain an admissions yield of 60% per year.

The College provides specific enrollment, financial aid, and account information for students online and through student email distribution. The more frequently students access their accounts, the more up-to-date information they will be able to access. Student email distribution is used to inform students of any current campus updates or upcoming events. Faculty and staff also use email to contact and communicate with students.

The college aspires to recruit students from pre-college programs into college-level programs. Students in the Adult-Basic Education (ABE) and GED programs, in Continuing Education (CEU) classes and in Workforce Education programs are encouraged to seek further education in college-level programs. Information on application and enrollment, financial aid, and programs of study can be found on the [NWIC website](#), in the [college catalog](#) and at the CSS.

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%.

Rationale: The student FTE growth of off-campus programs is contingent on on-site classroom space, and number of distance learning courses developed; therefore the projected growth is a conservative 3% per year.

For off-campus students, on-time graduation is one and one-half (1½) years for certificates, three (3) years for associate's degrees, and six (6) years for baccalaureate degrees. Historically, NWIC students have to take reduced loads or stop out for financial or other personal reasons and thus take a little longer to complete their programs of study compared to the national average. Based on trend data, the average on-time graduation rate (2007-2011) is 13%. Therefore our minimum threshold is 14%.

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

Northwest Indian College offers place-based community education programs, workshops, classes, and events that are designed to address the educational needs of tribal communities and help build self-sufficiency in support of the College's mission to promote indigenous self-determination and knowledge. More specifically, the NWIC focuses on building the capacity of tribal communities and people in support of healthy living, leadership and financial security, as well as in the marine sciences and natural resources, which are central to the identity of the tribal communities served by the college. NWIC will continue to achieve this core theme by building strong collaborations between college departments, partner organizations, and tribal communities.

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

Indigenous knowledge includes a core understanding of the role of healthy living, relationships and kinship, and the ability to care for oneself and one's family. To ensure responsiveness to tribal needs and interests, NWIC staff meets regularly with tribal communities and individuals to ensure that the design and delivery of programs, workshops, classes, and events supports tribally-relevant educational goals, family and personal self-determination, individual and community health, citizenship, and wealth management.

**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 year. Minimum Threshold: Increase overall by 10% to 199. Baseline: 181 in AY2011.
2. Number of enrollments each quarter in professional development and community education classes and workshops. Minimum Threshold: increase overall by 20% to 2,993 (duplicated headcount). Baseline: 2,721 in AY2011.
3. Number of Continuing Education Units (CEUs) completed each quarter by participants. Minimum Threshold: Increase overall by 10% to 3,950. Baseline: 3,582 in AY2011.

Rationale: Needs assessments are conducted at the institutional and program levels to ensure responsiveness to tribal needs and interests, supporting the design and deliver of tribally relevant educational programs, workshops, classes and events. More individuals are reached by increasing the number of professional development, leadership, and community education classes offered. Participant satisfaction, monitoring of enrollments and CEUs completed, and other formative uses of data identify the benefits to participants and improvements needed.

**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.

Rationale: Product development and research conducted supports new initiatives, ongoing programs, and advances tribal community engagement and capacity building. NWIC supports research grounded in indigenous methodologies and relevant to tribal interests. For communities and individuals to benefit from these products they must be made available through print media as well as through posting online

and providing training and information on access and use. The monitoring of research and product development, along with tracking utilization and application, helps identify the benefits to tribal communities and college partners.

**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.

Rationale: NWIC supports the development of indigenous leadership capacity for all of its students and for the communities served by NWIC. The development of NWIC students' and tribal communities' leadership capacity is built in several ways using the Traditional Leadership Curriculum. First, the Traditional Leadership Curriculum was designed with the intention that it would be shared with all NWIC sites and with the tribal communities served by NWIC. In doing so, education departments within those tribal communities can use the curriculum to support students and community members to develop indigenous leadership. One of the main components of the Traditional Leadership Curriculum is that it is designed to help students and community members become more secure in their Native identity and to know how to participate, problem-solve, and lead from a Native perspective. Another important way this curriculum can support leadership development is by incorporating modules from the curriculum into courses that are core to the Bachelor of Arts in Native Studies Leadership program of study. This degree will be offered at the Lummi and extended campus sites in a manner appropriate to each place and each tribal community.

Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources.

The National Indian Center for Marine Environment Research and Education (NICMERE) at NWIC was developed to increase the presence and influence of Native American leadership in conservation and natural resource management. NICMERE seeks to prepare the next generation of environmental scientists and leaders by fostering respect for indigenous knowledge of nature, providing opportunities for students to gain a solid background in scientific methods, and fostering critical thinking skills and self-motivation. The Salish Sea Research Center, as an aspect of NICMERE, provides students with the training and tools necessary to address questions and develop solutions relevant to their communities.

**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.

Rationale: NICMERE acts a liaison between outside organizations and NWIC for the development and maintenance of programming related to marine sciences, aquaculture, and natural resources. Through its relationships, NICMERE works to collectively address tribal research interests which address the core theme and college mission of indigenous self-determination and knowledge. NICMERE will increase the

number of partners by exploring new relationships with relevant agencies, thus providing greater access to research opportunities for students and tribal communities.

**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.

Rationale: NICMERE and the Salish Sea Research Center build the capacity of NWIC as a land grant institution in the marine sciences by promoting and engaging in aquaculture and natural resource related programming using a variety of mechanisms, including course offerings, internships, and research. These increase the knowledge base and capabilities of students, the college, and the communities the college serves.

**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.

Rationale: The Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Training departments are focused on different sub-areas but are united by common goals of protecting the environment, increasing employment of tribal members, and supporting the land grant vision. By increasing the coordination of resources and capacities among the departments we increase the effectiveness of our shared efforts in advancing place-based community education and outreach, and more tribal members will be afforded access to workforce development and training opportunities.