**Program Prioritization Criterion 10 Response for AAS in General Direct Transfer 2014**

Criterion 10: Opportunity Analysis of the Program

This criterion is meant to encourage innovative suggestions that have not previously been considered by the institution. This criterion gives each program the opportunity to explain how it could be improved and what resources or opportunities would allow that to happen.

1. In 500 words or less describe how the program could be enhanced or strengthened.

The nature of the DTA is that it has been designed to prepare students to go elsewhere, and it could be enhanced if we consider how to allow DTA students more room at NWIC to self-design, pipeline into specific degrees, or create continuity with an NWIC Bachelor’s. If we begin to think about the DTA as a degree in and of itself, perhaps transforming into an Associate’s, we can consider the needs for students’ own enrichment along with the academic foundation.

NWIC must consider the necessity of online and hybrid classes within the DTA, and even the need for online developmental education classes. The DTA faculty who teach developmental writing could benefit other faculty by working in close contact with the faculty who teach upper-division classes, in order to aid with scientific writing and create greater continuity.

The DTA program could also be enhanced by closer work with Lummi tribal school and even Lummi students at Ferndale High School, or local high schools at the sites. The DTA generally under-prepared college students, or Running Start students. More outreach at the high school level will create a bond between NWIC and at-risk high school students who can perceive the DTA as a pipeline.

2. In 500 words or less describe how this program is prepared to transform in new and innovative ways.

The DTA faculty are prepared, with the help of the e-learning coordinator, to consider more useful instructional technology and find ways to incorporate instructional technology into classes. Faculty have also been availing themselves more fully of available technology. With the incorporation of the sites, and an eventual analysis of the DTA as a more holistic degree, more classes will be available online and in hybrid format.

By involving part-time faculty on committee work for the First-Year-Experience and within the FIGs, the DTA is reaching out to more and more students.

In conversation with administrative staff who also take classes here, we imagined what it would be like for students who come up through the Lummi Tribal School and attend their first two years of College here. The ideas in Eng. 102 would be transformative for them in a way that surpasses the current experience of most students; their already-strong cultural foundation supporting their learning in 102 might make that class a springboard for students who seek to introduce Native modes of discourse into Western education as part of their educational experience. The DTA would make it easy for them to transition from NWIC to other schools, and a prep school or high school outreach program would make it easier to graduate high school and enroll at NWIC.

3. In 500 words or less describe the future outlook of the program?

Ultimately, the DTA might better serve our students by transforming into an Associate’s of Liberal Studies, which will allow students to begin reaching out to other institutions, take more electives, and perhaps design a Bachelor’s in Liberal Studies. The very name of the DTA does not detail the cultural foundation within its class framework.

In conceptualizing this degree as a more holistic experience, we will be better able to reach out to the students in the pipeline for the DTA at Ferndale and Lummi high schools. We will be able to present a more cohesive plan to part-time faculty teaching the dev ed classes in the DTA pipeline.

The DTA has typically served as a pipeline and a way to create options for students, but in the future it will be better served as a more holistic experience preparing students for a specific Liberal Studies Bachelor’s degree or self-designing study for a degree they will transfer to.