

Northwest Indian College's Landscape of Teaching and Learning



“You can teach them to pull canoe or you can teach them to want to pull canoe.”

Willie Jones, Sr., Native Studies faculty and one of the founders of Northwest Indian College. A long-time canoe skipper, Willie often shares how he learned leadership and teaching through canoe pulling.



Intellectual Capacity Building

What is it for students to want to pull canoe?

- Educational aspirations
- Dreams of the ancestors
- For future generations

Results in:

- Restorative experience
- Personal sovereignty
- Student motivation
- Student engagement

We build this capacity through a focus on faculty development and support for Native voices and leadership

Strategies for Building Intellectual Capacity

Faculty Development and Native Leadership

- Historic and modern Native experience
- Development of resources and skills
- Leadership development

Achievements of the Project

- Improved knowledge, skills and abilities of faculty leading to improved student success
- Complemented institutional initiatives focused on student success measures
- Faculty are able to improve their teaching practices

FOCUS AREAS

Native Scholarship

Native Leadership

Teaching and Learning

Promote education and scholarship for Native faculty

Guide and Cultivate current students and younger staff to become the next generation of leaders

Faculty development leading to improved student success

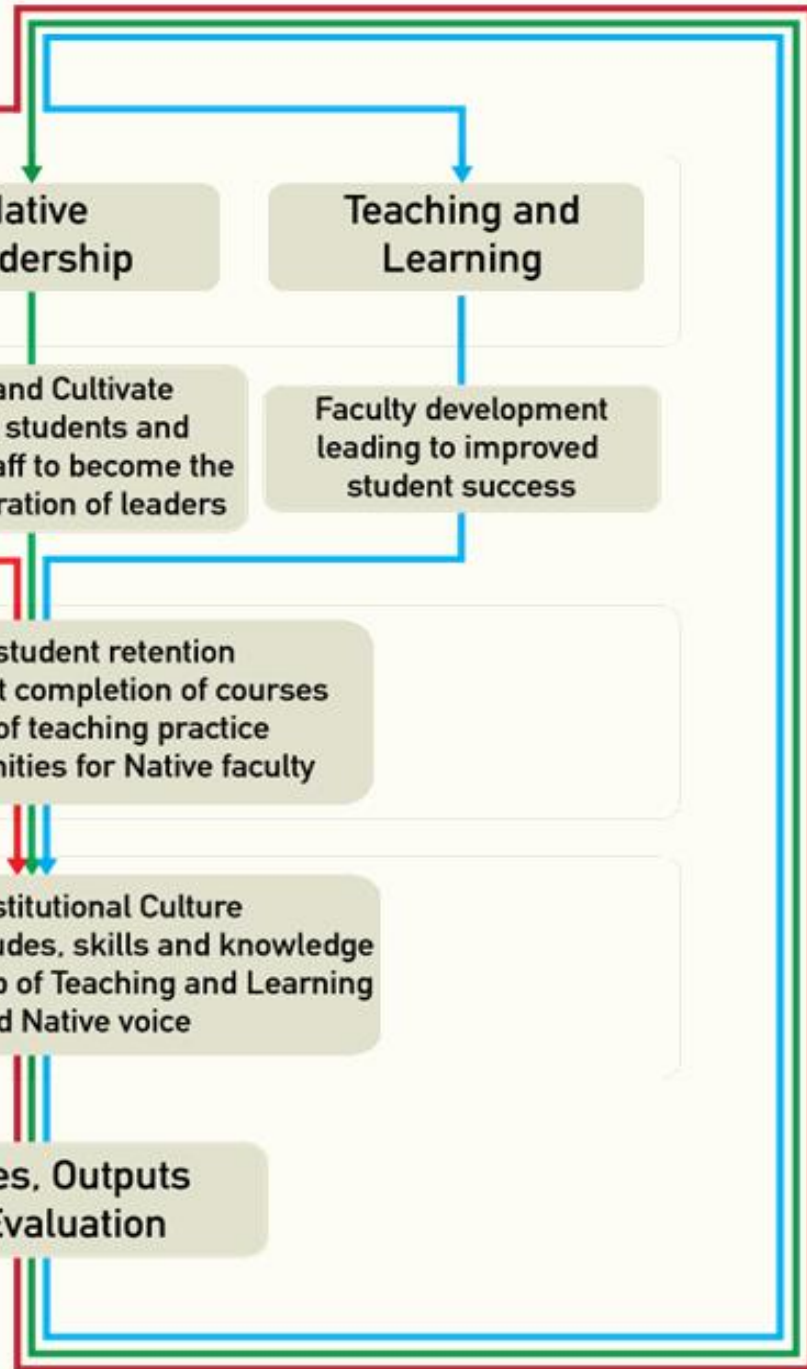
OUTCOMES

Increase in student retention
Increase in student completion of courses
Improvement of teaching practice
Increase opportunities for Native faculty

IMPACT

Improved Institutional Culture
Improved faculty attitudes, skills and knowledge
Increased Scholarship of Teaching and Learning
Increased Native voice

Activities, Outputs and Evaluation



Measures and Evaluative Tools

- Survey of Teaching and Learning Environment at NWIC (2009 and 2011)
- Course Evaluations (quarterly)
- Community College Survey of Student Engagement (2005 and 2011)
- Faculty Classroom Evaluations (annually)
- Evaluations/comments from the Teaching and Learning Institutes
- Institutional Data (course completion, retention and graduation rates)
- Anecdotal evidence from observations, debriefings and discussions
- Student and faculty focus groups

NATIVE SCHOLARSHIP



Native Scholarship

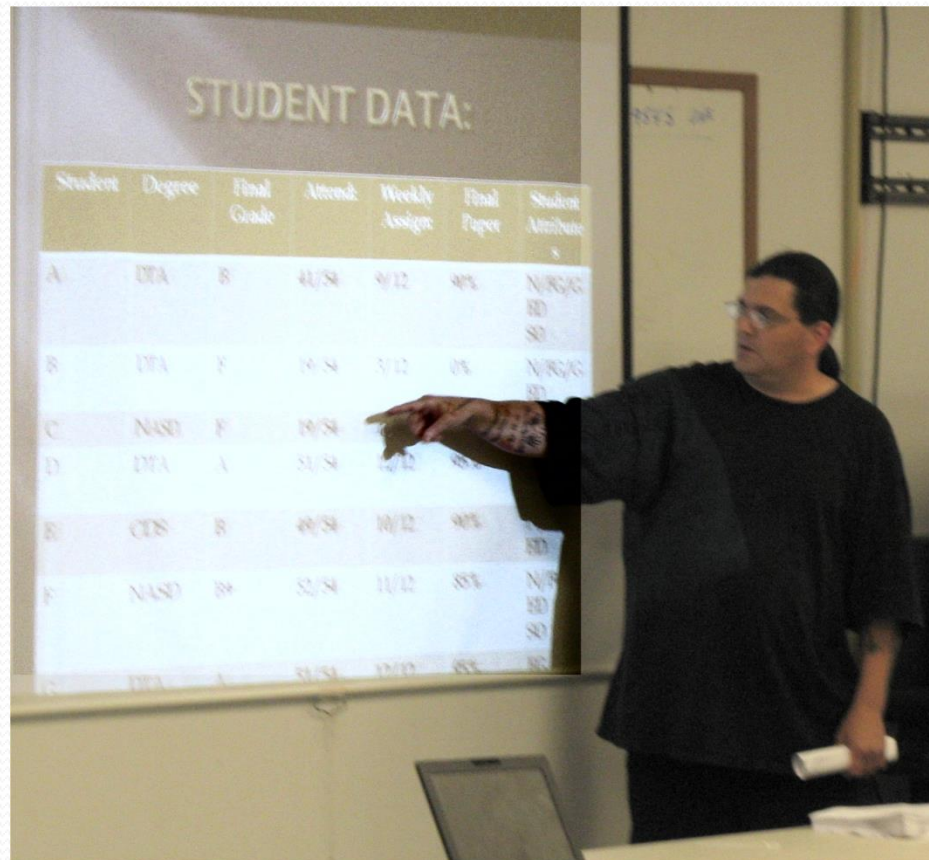
Institutional Impact

- NWIC mission: *Through education, NWIC promotes indigenous self-determination and knowledge*
 - increased clarity
 - focus on sovereignty and indigenusness
- Teaching and Learning Environment
 - surveys
 - institutional practices
- NWIC Philosophy of Teaching and Learning
- *Creating a Landscape for Teaching and Learning* article

Native Scholarship in Action

- Strengthen pedagogy of teaching and learning from a tribal college perspective
- Native faculty
 - presentations
 - course development
 - academic decision making
- Action research projects
- Advanced degrees
- Case study development
- Native studies 4-year degree
 - Traditional tribal leadership
 - Indigenusness
 - Sovereignty
 - Program & Course Outcomes
- Lummi Language courses and curriculum
- Annotated bibliography
- Professional conferences

Native Scholarship



STUDENT DATA:

Student	Degree	Final Grade	Attend.	Weekly Assign.	Final Paper	Student Attributes
A	DFA	B	41/54	9/12	90%	N/R/G/G SD SD
B	DFA	F	16/54	3/12	0%	N/R/G/G SD
C	NASD	F	19/54			
D	DFA	A	51/54	7/12	80%	
E	CTS	B	49/54	10/12	90%	SD
F	NASD	B+	52/54	11/12	85%	N/R SD SD SD
G	DFA	A	51/54	12/12	85%	SD

Don McCluskey, Lummi faculty member, action research in teaching and learning presentation at the 2011 Teaching and Learning Institute ([click to view video](#))

Action Research Project

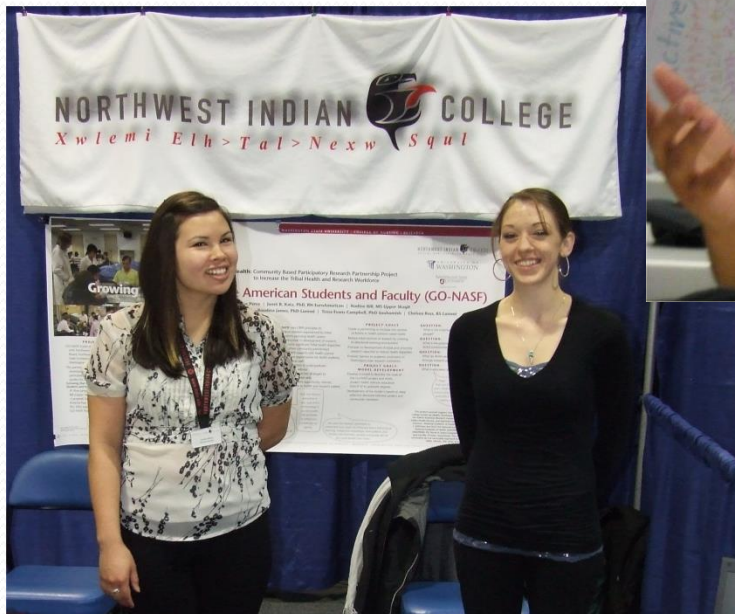
Dispelling the Myth Of Indian Time

Instructor: Don McCluskey

- Project intervention: *connect punctuality and successful completion of assignments to traditional fishing practices*
- Assessment:
 - *Improved student experience*
 - *Culturally relevant experience*



Native Leadership



Cultivating our Next Generation of Tribal and College Leaders

- Emerging leaders cohort
- Conferences participation
- Emerging Native scholars and faculty
- Develop resident expertise
- Native Studies 4-year program of study development
- Institutional teams and committees
- Represent College to communities
- Accreditation participation

Emerging Native Leadership



[Click to view video](#) of Greg Mahle discussing the qualities of Native leadership at the 2010 Teaching and Learning Institute

Teaching and Learning



Teaching and Learning Initiative

Woksape Oyate goals:

- Increase student course completion
- Increase student Fall-to-Fall retention
- Improve teaching practices
- Improve opportunity for Native scholarship and leadership

Purpose of Teaching and Learning Initiative:

- Institutionalize strategies
- Faculty self-knowledge
- Impact faculty skills :
 - Teaching
 - Cultural integration
 - Content

Strategies and Outputs

- Teaching Toolkit
 - Pre/in-service training
 - Faculty designed
- Action Research Projects
 - Training
 - Link with Assessment
- Website and print resources
- Teaching and Learning Committee
- Philosophy of Teaching and Learning
- Teaching and Learning Institutes (2010 and 2011)
- Program outcomes
- Assessment strategies
- Program, course and faculty evaluations
- Curriculum development

Evaluation Questions

- *How do we know and in what ways have faculty improved their teaching and learning skills, content knowledge, cultural integration and methodologies?*
- *In the three areas of impact – faculty, students and institution-wide - what are we learning and how will we know?*

Impact on Students



Course Evaluations

- Revised – from 22 to 6 questions
 - more focused approach
 - teaching and cultural knowledge
- Questions about the course, the instructor and comments.
- Question - instructor created a learning environment that supported optimal learning
- Question – course made connections to tribal and Native American topics
- Analyze course evaluation results

Student Comments

- *I enjoyed myself a lot in this class. I learned so much and it helped to decide to go after my BS degree in ethno botany.*
- *The instructor was supportive of every element of my class. He also built on previous experience and the most important thing was how he had access on information that was relevant to my region.*
- *The instructor in this class made a real turn around in his teaching methods and made math something I wanted to learn not something I had to take. Good job.*

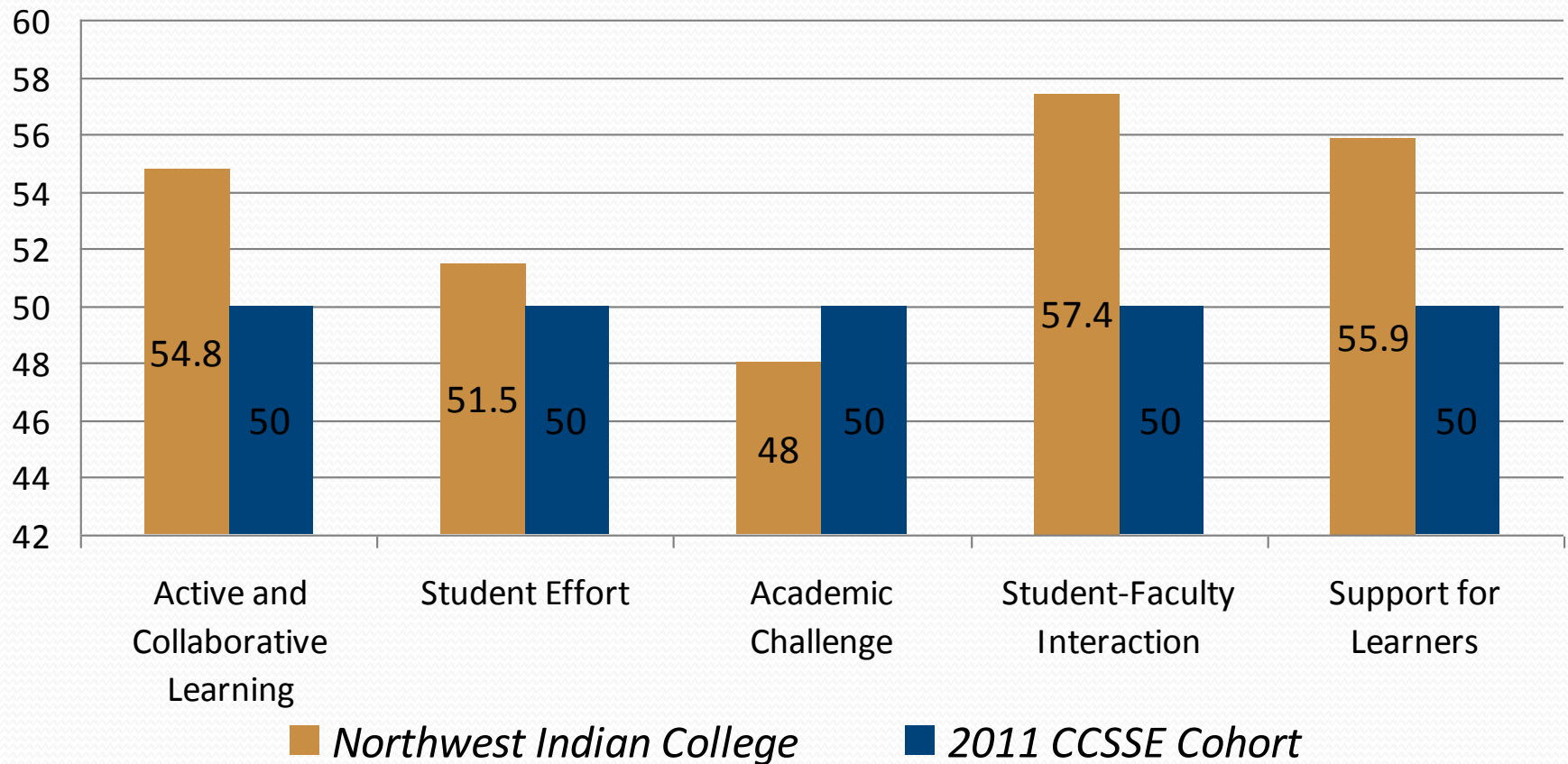
Student Comments

- *I loved the off campus experiences and the learning we did through observation and self examination. The students in this class were very supportive and sincere making a great environment for discussion. The case studies and presentations were a highlight and a great 'out of the box' way to understand sociology.*
- *The course was fantastic. It was culturally relevant and provoked much thought from me.*
- *The Native American content is Awesome!*

Student Perspectives

Community College Survey of Student Engagement (CCSSE)

Benchmarks for Effective Educational Practice - 2011 Comparative Data



Student Perspectives

Comparison of 2005 and 2011 CCSSE Responses

CCSSE Benchmark	2005 Report 124 participants	2011 Report 233 participants	% change
Active & Collaborative Learning	52.8%	54.8% reported active engagement	+2%
Student Effort	51.0%	51.5% reported their perceptions of how their own behavior influenced learning	+0.5%
Academic Challenge	45.9%	48.0% reported intellectually challenging experiences	+2.1%
Student-Faculty Interaction	66%	57.4% reported high levels of contact	-8.6%
Support for Learners	59.4%	55.9% reported high non-academic and academic supports	-3.5%

Impact on Students

Annual Course Completion Rate (college level courses)

Academic Year	Projected rate	Actual rate	% change from prior year
06-07	68% (actual)	68%	
07-08	72%	76%	+8%
08-09	76%	79.6%	+3.6%
09-10	80%	78%	-1.6%
10-11	84%		
From 06-07 to 09-10			+10% from beginning of project
* source: NWIC Registrar			

Impact on Students

Fall-to-Fall Retention Rate (college level courses)

Academic Year	Projected rate	Actual rate	% change from prior fall
06-07	39% (actual)	39%	
07-08	44%	34%	-5%
08-09	46%	37%	+3%
09-10	54%	42%	+5%
10-11	59%		
From 06-07 to 09-10			+3% from beginning of project
* source: NWIC 2010-11 Student Success Report			

Impact on Faculty



Faculty and Dean create their image of what teaching and learning means at NWIC

Development of an NWIC

Philosophy of Teaching and Learning

- Summer 2006 – Fall 2010 -Faculty brainstormed and drafts of philosophy are developed
- Spring -Fall 2010 – Faculty/Instructional Leadership generate images that are combined to form the NWIC Teaching and Learning Initiative symbolic image
- Spring and Summer 2011 – Image and faculty input used to articulate philosophy
- Fall 2011 - Faculty begin drafting individual philosophies based on NWIC philosophy and integrate them into their work plans

Landscape of Teaching and Learning

The NWIC Philosophy of Teaching and Learning Image



The image represents the interrelationship of land, ancestors, family, natural world, home, culture and language, universe, art, economy, and the journey that education represents

Stating our Pedagogy of Tribal College Education: NWIC Philosophy of Teaching and Learning

Our teaching and learning philosophy is based on the understanding that NWIC provides education that is:

- place-based within a learning environment that intentionally focuses on cultural context and integrated cultural experiences;
- informed by the highest expectations that students be self-motivated, disciplined, and willing learners;
- committed to the development of the skills of our students to address issues of social justice and support the vision of their communities;
- intergenerational with a specific focus on the development of young leadership; and
- holistic in support of students' understanding of who they are and their sense of place.

Excerpts from Faculty Drafts of Personal Teaching and Learning Philosophies

- I honor and respect the knowledge and richness that each student brings to our classroom community,
- I will engage each of my students and encourage them to continually push the envelope of their learning.

I will never abandon a student, nor will I ever stop trying to encourage a student to achieve success.
- I am teacher; I am a student. For me teaching is not a one-way street; rather it is an opportunity to listen, to engage, to learn and to inspire.
- [I] bring my students into their own natural world. First I want them to “be” in the woods, on the beach, in the streams. They will connect, and I ask them to remember and to ask their elders what they know about the things they encounter in those wild places.

Teaching and Learning Initiative

Components of the formal NWIC Teaching and Learning Initiative:

- Development of a Native-based teaching and learning philosophy,
- Articulation of best practices in Native-based teaching and learning in a Teaching and Learning Toolkit,
- Development of a comprehensive teaching and learning website,
- Training of full and part-time faculty in best practices and methodologies,
- Incorporation of best practices into all aspects of teaching and learning at NWIC, including cultural integration in the faculty evaluation process,
- Use of classroom-based action research projects designed, implemented and assessed by faculty, the result of which are shared among faculty and, in some cases, prepared for future publication,
- Use of data and evaluation to substantiate the development of the intellectual capacity of the faculty particularly focused on improvement of instructional practices, cultural and content knowledge and the impact on student learning.

A Faculty Member's Story

- ❖ *Reflection on my prior teaching experiences in light of the framework of the Teaching and Learning Initiative helped me to put my ideas about the informative and transformative powers of critical thinking, place-based education and student-centered active learning approaches into practice in my teaching.*
- ❖ *I think that the diversity, complexity and cultural relevance of study sites also contributed significantly to increased student interest and engagement. I also noted that student enthusiasm, energy and perseverance seemed to be generally enhanced in this process and several times during the summer the students continued to work well beyond scheduled class times.*

Reflections by NWIC faculty member, Brian Compton, on the impact of the Teaching and Learning Initiative on his own teaching practice

Brian's connection to students and our place reflected in his teaching philosophy

❖ *As a final reflection, my thoughts turn to the waters of this place; waters that may be calm or turbulent, fresh or salty, hidden away and under the surface of the earth, or present in all-encompassing torrential downpours. In all its different manifestations water remains sacred, restorative and necessary, attributes I regard as inherent to teaching and learning at Northwest Indian College.*



Faculty Development Resources

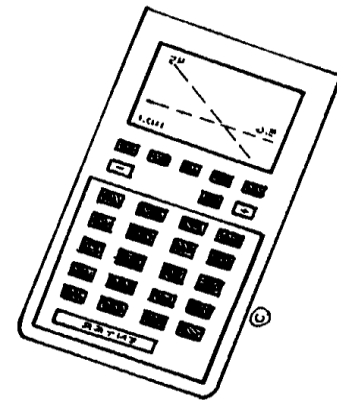
- Faculty web resources
<http://blogs.nwic.edu/faculty>
- Access to print and media resources
- Teaching Toolkit
 - methodologies
 - readings
 - learning commons resources
 - blogs
- Action Research Reports
- Shared readings:
 - Culture and Tradition in the Millennium
 - The Hank Adams Reader
 - Numerous articles posted on the Teaching and Learning Initiative web site

Action Research Project

Rethinking Precollege Math: Measuring Student Attributes

Faculty: Matteo Tamburini, Cassandra Cook, John Frey,
Jessica Urbanec (the Math FIG)

- Project intervention: restructure class time, introduce “number talks,” restructure grading scheme, refocus course topics
- Assessment:
 - *course assessments*
 - *survey and periodic interviews*



Teaching and Learning Institute

Three day faculty institute - summers of 2010 and 2011

- Annual event that brings together full-time and part-time faculty, from all NWIC sites
- Focus on specific teaching and learning topics, including college readiness, cultural integration, action research, and Native leadership.
- Facilitates interaction between full- and part-time faculty and between faculty from different educational sites
- Allows for deeper discussion of teaching and learning and cultural integration



Teaching and Learning Institute

- Over 30 faculty plus academic administrators attended in 2010 and 2011
- Participants' evaluations overwhelmingly indicate that the Institute met or exceeded hoped for outcomes
- Institutionalized as an annual event



Institutional Impact



Institutional Impact

Academic Excellence

- Evaluations demonstrate incorporation of new methodologies
- Faculty have incorporated learning from action research projects into courses
- Program and course outcomes and strategies demonstrate more place-based, culturally relevant and current curricula
- Increased and higher expectations for student performance
- Increased focus on student completion
- Increased participation in teaching and learning activities with a research, best practice focus

Institutional Impact

Challenging Learning Environment

- Faculty focus on
 - enhanced curricula
 - instructional approaches
 - new outcomes and assessment strategies
- Use of informal, just-in-time assessment
- Rethinking Math project
- Increased faculty understanding of tribal education
- Deeper discussions
- Increased collaboration

Institutional Impact

Strategic Approach

- NWIC core themes and Strategic Plan emphasize student success and indigenous knowledge
- NWIC Board of Trustees adopted Student Success goals
- Continuous improvement model supported by data-informed decision making
- Additional institutional resources attracted in support of Student Success Agenda and promotion of tribal mission

The NWIC Model

Ingredients for Success

- Commitment of Leadership
- Development of Shared Governance
- Multiple approaches to faculty development
- Incentives for participation
- Integrated approach



The NWIC Model

Summary of Our Success – A Tribal College Pedagogy of Teaching and Learning

Student success and academic excellence

- promotes student self-identity, and
- strives for indigenous knowledge as the foundation of all programs of study

Faculty enhance the teaching and learning experience

- through curriculum design that is relevant and current
- action research projects
- toolkit contributions on teaching methodologies and practices
- making changes in curriculum and instruction, particularly influencing classroom practices and academic content

Native faculty and leadership lead the process of

- curricular change and development,
- improvement and promotion of high expectations
- research, and intellectual capacity building

NWIC Academic Model: Promote a Holistic and Integrated Teaching and Learning Environment

