INTRODUCTION

Northwest Indian College (NWIC) is a tribal college with a baccalaureate level of accreditation with a focus on meeting the higher education needs of the tribal communities in the Pacific Northwest. The mission of the College is:

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

The tribal values, educational philosophy, and purpose as defined in the charter provide the framework for the periodic review of the college mission and strategic plans.

The following strategic plan was adopted by the NWIC Board of Trustees for the period of 2010-2017. It has four major core themes and ten goals. The plan informs the development of annual department and program work plans. Both the strategic plan and annual work plans have measurable objectives. The assessment of these plans will measure institution effectiveness and informs action plans in a model of continuous improvement.

Core Themes:

1. Engage Indigenous knowledge

2. Commitment to Student Success

3. Access to Higher Education Opportunities at All Levels for Tribal Communities

4. Advance Place-Based Community Education and Outreach

Goals:

1. NWIC Promotes student self-identity through the tribal college experience.

2. NWIC promotes Indigenous Knowledge as the foundation for all programs of study.

3. NWIC actively engages faculty and students in research and scholarship in support of the College's mission and programs.

4. NWIC prepares students to be successful at the associate, baccalaureate and graduate levels.

5. NWIC promotes student success in college-level courses through the First-Year Experience program, especially for first-generation and low-income students.

6. NWIC offers career and workforce opportunities in response to community and individual needs.

7. NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points.

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

9. NWIC promotes healthy living and nutrition, tribal leadership, and financial security through place-based community education.

10. NWIC promotes Land Grant programming that builds institutional and community capacity in the marine sciences, aquaculture and natural resources.

CORE THEME ONE: ENGAGE INDIGENOUS KNOWLEDGE

GOAL 1: NWIC PROMOTES STUDENT SELF-IDENTITY THROUGH THE TRIBAL COLLEGE EXPERIENCE

Objective 1: Increase student satisfaction with the tribal college experience

Standard for Success	Measures
High student satisfaction with access to cultural experiences and knowledge	• Community College Survey of Student Engagement (CCSSE) • Alumni Survey • Student course and program evaluations
Demonstrated student and faculty engagement in academic and cultural education	• CCSSE
Student experience with Native language programming.	• Participation • Admissions data (AIMS) and progress

Analysis and Timeline: Biannual review of CCSSE by Office of Research and Sponsored Programs (ORSP) (fall); annual review by the Instruction and Student Services Team (ISST) in late summer.

One of the strengths of the tribal college experience is the ready access to indigenous knowledge and experiences. NWIC focuses on bridging historical and contemporary knowledge in a cultural context. Cultural knowledge is shared both inside and outside of the classroom by tribal scholars and researchers, local cultural teachers, native language speakers, community leaders, advocates and elders. Students are the beneficiaries of this cultural knowledge and share their own knowledge all of which helps foster a positive self-identity development and future outlook.

Objective 2: Ensure cultural content in courses, supports student self identity and indigenous knowledge

Standard for Success	Measures
Course outcomes and content reflect the NWIC cultural outcomes	• Number of courses providing culturally integrated learning activities organized around themes of local significance and across subject areas • Course syllabi and curriculum mapping process
Students demonstrate an understanding of the NWIC cultural outcomes (Sense of place and What it is to be a people)	• Students demonstrate through course assessments and other evaluative criteria (public presentations, written publications, portfolios)

Analysis and Timeline: Program heads and directors review new and revised courses prior to adoption by the Curriculum Committee; biannual review of courses according to the assessment plan; and faculty and content area groups continuously review student demonstrations and report on an annual basis.

GOAL 2: INDIGENOUS KNOWLEDGE IS THE FOUNDATION FOR ALL PROGRAMS OF STUDY

Objective 1: Develop and cultivate a body of knowledge that supports curriculum including the NWIC requirements, general education and core Native Studies courses.

Standard for Success	Measures
Students and faculty access Coast Salish Institute catalog of available Native knowledge resources including bibliography.	• Annual publications of an updated Coast Salish Institute catalog • Increased use of Coast Salish Institute catalog
Integrated approaches are demonstrated in core Native Studies, NWIC Requirements and general education courses.	• Review of syllabi content • Faculty evaluations, especially demonstration of NWIC Educational Philosophy

Analysis and Timeline: CSI annually reports catalog publications and use; Dean and Associate Dean of Academics and Distance Learning implement annual faculty evaluation; and syllabi reviewed through assessment plan and Curriculum Committee processes.

Objective 2: Support four-year degree programs with culturally competent core Native Faculty

Standard for Success	Measures
Increase the number of Native faculty teaching in content areas	• Increased number of Native faculty • Number of courses in 2009-2011 annual schedule taught by Native faculty • Number of courses taught by Native faculty in subsequent schedules.
80% of full-time and part-time faculty completes cultural teacher competencies using birth to elder table.	• Number of faculty demonstrating competency
Increase the number of Native faculty engaged in advanced training.	• Number of advanced trainings completed by faculty

Analysis and Timeline: Director for Human Resources and Vice President for Instruction and Student Services annually in summer quarter will analyze prior year's course versus faculty ratio, report annual progress, and include recommendations for improvement.

Objective 3: Support high quality student learning with culturally competent faculty

Standard for Success	Measures
All NWIC faculty engage in orientation and annual experiences that support the NWIC	• Products of the Teaching and Learning Initiative, including action research

philosophy of teaching and learning.	projects, teaching toolkit items, modern and historic experience assessment, participation and survey data; and the link of these measures to student retention and completion.
All faculty engage in improved methodologies of instruction inclusive of the modern and historic native experience.	• Faculty participation in activities • Annual self-reports by faculty on improvements they have made to instructional methodologies.

Analysis and Timeline: Teaching and Learning Committee provides annual report and data analysis. Dean and Associate Dean of Academics and Distance Learning supply summary of faculty evaluations.

Objective 4: Native Language is foundational for all students learning

Standard for Success	Measures
All certificates and programs will have native language requirements.	• Number of certificates and programs that have Native language requirements above the 2009-2011 catalog baselines.
All courses demonstrate inclusion of language, where appropriate.	• Course syllabi, where appropriate, include Native language instruction and materials

Analysis and Timeline: Director of Coast Salish Institute and Vice President of Instruction and Student Services will annually review and report each summer for prior year with recommendations for improvement.

GOAL 3: NWIC ACTIVELY ENGAGES FACULTY AND STUDENTS IN RESEARCH AND SCHOLARSHIP IN SUPPORT OF THE COLLEGE'S MISSION AND PROGRAMS

Objective 1: Increase the indigenous body of knowledge through a supportive environment for scholarship and research.

Standard for Success	Measures
Publication and dissemination of Coast Salish Institute catalog.	• Written Coast Salish Institute catalog • Website access
Increased library access to collections and publications.	• User data
Increased participation in research activities by students, staff, and faculty.	• Self-reported and program summary data (AIMS, faculty evaluations, course syllabi)
Development of Institutional research policies, guidelines, and procedures including for student research.	• Completion of Institutional Review Board (IRB) Policy and Procedures • Institutional research policy implementation

Analysis and Timeline: Director of Coast Salish Institute annually reports on status and use of Coast Salish Institute catalog; Director for Library Services annually reports user data; and Director for Institutional Research reports participation data and status of institutional research policies.

Objective 2: Increase capacity for research and scholarship particularly among students and Native scholars

Standard for Success	Measures
Increased opportunities for sponsored research.	• Institutional investment in sponsored research (i.e. funds; release time)
Link internships and service learning opportunities to research.	• Curricular mapping processes
Writing and research is fully implemented across the curriculum.	• Curricular mapping processes
Collaborative research opportunities with other organizations and institutions.	• Collaborative research projects

Analysis and Timeline: Office of Research and Sponsored Programs staff track research opportunities through AIMS, faculty evaluations and grants reports; Associate Dean of Academics and Distance Learning and department heads provide periodic review based on curriculum mapping experiences and student assessment.

Objective 3: Publish and disseminate research

Standard for Success	Measures
Establish an NWIC press that publishes research inclusive of both original and reprinted publications	• Increased number of publications including submission and institutionally published documents based on 2010-2011 baselines. • Annual (AIMS) faculty survey
Web presence inclusive of both data and reports.	• Web user data
Preservation of current and archived research.	• Report on preservation

Analysis and Timeline: Research review team comprised of President, Vice President for Research and Sponsored Programs, and Director of Coast Salish Institute annually in the fall of each year reviews research environment and provides a report to the NWIC community.

CORE THEME TWO: COMMITMENT TO STUDENT SUCCESS

GOAL 4: NWIC PREPARES STUDENTS TO BE SUCCESSFUL AT THE ASSOCIATE, BACCALAUREATE AND GRADUATE LEVELS

Objective 1: Enhance the teaching and learning experience through curriculum design that is relevant and current.

Standard for Success	Measures
Students demonstrate achievement of learning	• Demonstrated through student

outcomes at the program and institutional levels.	portfolios and other assessments of competency attainment.
Faculty demonstrates ability to integrate cultural knowledge into teaching methodologies.	• Faculty participation in Teaching and Learning Initiatives
Improved course completion, graduation and transfer rate.	• Course completion by quarter • Transfer rates • Transfer reports from receiving institutions • Graduate data • Alumni survey

Analysis and Timeline: Vice President of Instruction and Student Services, Deans, Associate Deans, along with institutional leadership annually reviews the Student Success Report.

Objective 2: Demonstrate that co-curricular outcomes and activities support students' growth and development appropriate to a four-year college

Standard for Success	Measures
Through a systematic integrated approach academic programming and student services efforts are aligned to ensure academic success.	• Student participation in co-curricular activities like service learning, cultural activities, indicators of the Family Education Model, internships, conferences, and speakers • Retention rate • First Year Experience (FYE) implementation plan and its evaluation • CCSSE

Analysis and Timeline: Quarterly review by Instructional and Student Services Team (ISST) and annual review of measures of student data and preparation of annual summary report including any changes made to improve success (Student Success Report; AIMS; individual programmatic reports).

GOAL 5: NWIC PROMOTES STUDENT SUCCESS IN COLLEGE LEVEL COURSES THROUGH THE FIRST YEAR EXPERIENCE PROGRAM ESPECIALLY FOR FIRST GENERATION AND LOW-INCOME STUDENTS

Objective 1: Build a community of learners that persists in accomplishing each student's educational goals

Standard for Success	Measures
Student engagement in communities of learners using cohort model where appropriate.	• Percentage of student participation in each community of learners
Student access and increased participation in support resources for student groups as indentified by student need.	• Number and areas of faculty engagement with each community of learners

	• Development and participation in support groups
Student achievement of educational goals	• Admissions information-intake, identify educational goal and demonstration of completion of educational goal • Fall to fall retention and completion rates for First Year and First Generation student cohorts

Analysis and Timeline: ISST and Director for Assessment to review data and activities on a quarterly basis.

Objective 2: Successfully transition program of study students from developmental education and First Year Experience core courses into program of study courses

Standard for Success	Measures
Increase completion rates in developmental education courses	• Tracking student completion rates of college preparatory courses and successful transition to required general education courses
Demonstrated skill development in core First Year courses	• Portfolios documents and other assessments that measure student comprehension of successful learning skills • Successful completion of core First Year courses

Analysis and Timeline: Associate Dean of Academics and Distance Learning and Director for Assessment facilitates quarterly review of data and activities with faculty.

Objective 3: Promote Native leadership through exploration of self identity, tribal identity, connection to place, and civic responsibility

Standard for Success	Measures
Students demonstrate an understanding of what it is to be a people and sense of place	• Student portfolios, student presentations, participation in AIHEC activities
Students demonstrate foundational knowledge and civic responsibility	• Participation in service learning

Analysis and Timeline: Vice President for Instruction and Student Services brings together the First Year Seminar instructors, Director for Service Learning, Director for Student Leadership/Activities, and Director for Assessment/FYE to prepare an annual report and meet by September to analyze progress and make recommendations as appropriate.

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 high quality workforce programs that support employment opportunities

Standard for Success	Measures
Programs are offered in response to workforce needs in tribal communities.	• Student enrollment data
Workforce programs meet the student's employment goals.	• Placement data indicate students are employed in demand occupations.
Workforce programs run at or near capacity	• Student satisfaction surveys indicate students receive cultural and academic instruction that meets their needs.

Analysis and Timeline: Director of Workforce Education provides annual end-of-school year report analyzing student enrollment data, placement data, and student satisfaction.

Objective 2: Develop career ladders articulated with associate and baccalaureate degree programs

Standard for Success	Measures
70% of students or higher continue or return for next step on career ladder.	• Annual enrollment data • Number of students who continue to next level of achievement
Articulated programs exist in health, natural resources, early childhood education, energy or construction	• Published articulations describe relationship between career ladder programs and degree programs.

Analysis and Timeline: Director of Workforce Education provides yearly analysis of enrollment data, student transcripts, and employment records indicating 1) Moving up on Career Ladder; 2) Going to work in their field of study; or 3) Going on for associate or baccalaureate degrees.

GOAL 7: NWIC PROVIDES ACCESS TO AND OPPORTUNITIES FOR ENGAGEMENT IN THE TRIBAL COLLEGE EXPERIENCE AT ALL ENTRY POINTS

Objective 1: Remove barriers to student success at all entry points

Standard for Success	Measures
Increased enrollment of students at multiple points of entry including Lummi campus, sites, and distance education modalities.	• Enrollment data
Improved admissions and advising process encourages early enrollment and completion of admissions and financial aid processes.	• Increased early enrollment • Increased and on-time submission of financial aid applications

Analysis and Timeline: Associate Dean for Student Services/Director for Admissions and Registrar prepare quarterly reports of enrollment data inclusive of financial aid data.

GOAL 8: NWIC INCREASES ACCESS TO PROGRAM OF STUDY COURSES THROUGH DISTANCE EDUCATION MODALITIES AND SITE-BASED SERVICES

Objective 1: Provide quality educational programming especially for rural tribal communities

Standard for Success	Measures
Increased student completion of program of study using multiple modalities	• Student enrollment including course completion, graduation and transfer rates with a student success report specifically for sites.

Analysis and Timeline: Office of Research and Sponsored Programs staff and Dean of Academics and Distance Learning will prepare and review an annual report.

CORE THEME FOUR: ADVANCE PLACE-BASED COMMUNITY EDCUATION AND OUTREACH

GOAL 9: NWIC PROMOTES HEALTHY LIVING AND NUTRITION, LEADERSHIP AND FINANCIAL SECURITY

Objective 1: Increase professional development and community education offerings that are supportive of tribal community and individual priorities and training needs

Standard for Success	Measures
Increase in CEU students and increased revenue each year through delivery of CEU and credit courses in current and new areas of	• Comparative Enrollment, CEU course completion data, and financial statements

cooperative and community education	
Increase event attendance in outreach hosted programs.	• Curriculum and syllabus reflect institutional outcomes
Increase customized training opportunities through analysis of tribal program and community needs and use of diverse body of trainers.	• Program and course evaluations(student satisfaction data)

Analysis and Timeline: Director of Outreach and Extension monitors enrollments each quarter and provides an annual report in early summer of each year.

Objective 2: Conduct research and product development associated with current and new curriculum and training projects.

Standard for Success	Measures
Develop research projects tied to curriculum and outreach services in current or new areas of programming.	• Published research and/or related products such as curriculum produced over the 7-year strategic plan
Publish materials related to tribal food sovereignty.	• Research and product development associated with current and new programming is widely disseminated

Analysis and Timeline: Research review team comprised of President, Vice President for Research and Sponsored Programs, and Director of Coast Salish Institute annually reviews research environment and provides a report to the NWIC community.

Objective 3: Increase opportunity for leadership development throughout the NWIC service area

Standard for Success	Measures
Provide place-based leadership development workshops and courses periodically at all staffed NWIC sites.	• Short-courses offered with the service area with enrollment data including evaluations • Leadership development curriculum offered as part of regular academic schedule at all staffed sites
Implement on-line traditional tribal leadership program	• Course schedules, course evaluations, and enrollment data

Analysis and Timeline: The instructional leadership (Vice President and Deans) shall annually report leadership development activities to the President. This report shall be completed by December for the prior year.

GOAL 10: NWIC PROMOTES LAND GRANT PROGRAMMING THAT BUILDS INSTITUTIONAL AND COMMUNITY CAPACITY IN THE MARINE SCIENCES, AQUACULTURE AND NATURAL RESOURCES

Objective 1: Implement National Indian Center for Marine Environmental Research and Education (NICMERE) Memorandums of Understanding with partners including NOAA,

National Marine Fisheries, Fish and Wildlife, Northwest Fisheries Science Center, Sea Grant and other agencies.

Standard for Success	Measures
Implementation of the objectives between partners, grants, internships and training received. Reference the Department of Commerce NOAA MOU as the primary document.	• Increased access to federal and other agency resources for NWIC programs • Increased participation by NWIC students with scholarships, internships, and research projects • Support by federal and other agencies of NWIC priorities including financial support.

Analysis and Timeline: The Director of NICMERE in April of each year provides a written report to the NICMERE Advisory Board and the NWIC President.

Objective 2: Development of the Salish Sea Institute as an overarching institutional approach to natural resource and aquaculture programming

Standard for Success	Measures
Facilities design and fundraising plan developed and implemented with input from the NICMERE Advisory Board, community partners and NWIC development team.	• Integrated use of NSF funded research lab with operational needs (office/conference/classroom) of Salish Sea Institute through expanded design and additional funding for space
Demonstrate integration of NICMERE strategies and activities with the mission and purposes of the Salish Sea Institute	• Long range plan for NICMERE/Salish Sea Institute implemented with objectives pertaining to tribal research, student participation and public education.

Analysis and Timeline: The Director of NICMERE in April of each year provides a written report to the NICMERE Advisory Board and NWIC President.

Objective 3: Provide education, training, and workforce development opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Institute, NWIC Continuing Education and Workforce Training offices

Standard for Success	Measures
Providing training, education and workforce development opportunities	• Number of training offerings • Number of new courses
Annual schedule of training programs delivered to local and regional partners and tribal members.	• Enrollment and participation data
Timely response to tribal program requests for short course training that is related to work force development and natural resources	• Evidence of constituency satisfaction though evaluations

programming.	
Research projects designed for public dissemination shared through training and publication.	• Streamlined NWIC process combined with pool of trainers and faculty supports training calendar and timely response

Analysis and Timeline: The Director of Extension and Outreach, Director of Work Force Education, and Director of NICMERE analyze responsiveness and training opportunities and participation on a quarterly basis.

Glossary

Action Plans	Actions taken to improve the program or assessment process based on the analysis of results.
Analysis of Findings	Examination of the data gathered during the assessment cycle, including reflective consideration about what actions, if any, should be taken.
Articulation Agreement	Articulation agreements encourage partnerships between the College and other institutions. Examples include student transfer from community colleges into our baccalaureate program; our students transferring to a degree program at another college. Or, articulation agreement may be developed to support career ladder goals with potential employers.
Assessment	The systematic collection, review and use of information about educational programs and other support programs undertaken for the purpose of program improvement, student learning, and development.
Assessment Method	A process employed to gather assessment information (direct or indirect) • Direct Methods—Processes employed to assess student learning directly by requiring students to demonstrate knowledge and skills. • Indirect Methods—Processes employed to assess a program and/or student learning indirectly by gathering indirect information related to student learning or program success. Examples of indirect methods include questionnaires which ask students to reflect on their learning and satisfaction surveys.
Assessment Plan	(Institutional) The NWIC Assessment Plan is a five-year institutional plan focused on institutional effectiveness in supporting student learning, retention, and graduation. (Program) A document which identifies expected outcomes for a program and outlines how and when the identified outcomes will be assessed.
Assessment Report	An annual document based on the Assessment Plan that presents and explains assessment results and shows how assessment results are being used to improve the program.
Capstone Project	Provides the vehicle for students to show overall competency in their particular degree program. Under supervision of a faculty advisor, the student selects an appropriate subject, performs the necessary research and presents the results. (2009-2011 Catalog, CMPS 260, p 75)
Career Ladder	An articulated series of steps providing direction for students to progress in their academic and career goals.
Coast Salish Institute	Northwest Indian College enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society. The Center for Coast Salish Studies is a model for tribal teaching, research and development. The Center oversees programs that introduce students to Tribal language, culture and history and the Center staff serves as the advisors for

	students who choose the Native Studies Degree program. (2009-11 Catalog, p. 43)
Co-Curricular	Along with the academic program, the co-curricular program adds experience and a valuable dimension to the student's education outside the classroom.
Cohort	All students admitted for study within a particular academic year. The cohort year in which a student enters the college will be used to track "time to degree completion"
Community of Learners	A practice designed to develop a sense of belonging and community among students, faculty and staff. A place where student learners are made to feel that their prior knowledge, the knowledge they are acquiring, and the skills they are learning in order acquire future knowledge are all tied together.
Continuing Education	Coursework that meets community needs at time and locations convenient for working adults.
Continuing Education Unit (CEU)	Continuing Education Unit (CEU) is equivalent to at least 10 contact hours for each unit with no outside work implied. CEUs have only pass/no pass grading and do not apply toward a degree or certificate.
Cooperative Extension	The NWIC Cooperative Extension program provides community education services to tribes in our service population. Their mission is *to empower indigenous people in ways that help them solve problems*. It is funded by United States Department of Agriculture (USDA) grants.
Core Courses	The program specific courses required to earn a degree; or the required courses for a program such as First Year Experience.
Core Theme	A manifestation of a fundamental aspect of institutional mission with overarching goals that guide: 1) planning for contributing programs and services; 2) development of capacity and application of resources to accomplish those goals; and 3) assessment of achievement of those goals.
Course Evaluation (curriculum committee)	Courses are periodically reviewed for a number of reasons. *The Curriculum Committee Handbook* contains information regarding course review requirements, which involve the use of a "Course Evaluation Form."
Curriculum Map	A matrix representation of a program's learning outcomes showing where the outcomes are taught within the program.
Educational Goal	NWIC promotes a range of educational opportunities including: degree completion; work force education; continuing education; developmental education, and personal enrichment. Students indicate their educational goal in the admissions process.
Faculty	Full-time—Full-time faculty members are those NWIC employees who have been contracted 100% of full-time as "faculty" on an annual basis. Most full-time faculty members are assigned to teach primarily, although some may not teach courses and may support faculty activities, such as assessment. Some full-time faculty members may have administrative responsibilities as part of, or in addition to their teaching duties. Part-time—Part-time faculty members are hired on a quarter-to-quarter basis,

	almost always to teach specific courses during any given quarter. <u>Adjunct faculty</u>—Adjunct faculty are faculty members that may not be employees of NWIC, and are paid directly by tribes, other entities or sponsored programs. \<u>Pro-rata</u>—Pro-rata faculty members differ from full-time faculty members in having less than 100% full-time annual contracts and for whom a definition of the calculation of Full-Time Equivalent (FTE) faculty position would apply, from 0.5-0.99 FTE.
Findings	Results (data and/or information) gathered from assessment measures.
First Generation	A student is considered a first generation if neither of his/her parents has a four-year degree.
First Year Experience	The First Year Experience program is experientially grounded in Native perspectives and values. The FYE goals are: 1) Build a community of learners that increases student success and support; 2) Aid students in completing pre-college math, English, and successful learning skills; 3) Develop student's ability to think contextually, and to integrate content; and 4) Increase students' self-awareness, and connection to their past and their identity; 5) commitment to community and engagement in tribal leadership
General Education Courses	The courses required by all students to earn a degree. They provide a foundation for the additional program specific core courses in a student's major.
Goal	Goals are end statements—what we want to achieve (NOT the things we do) and answer the following questions: 1) What difference do we want to make? 2) Whom do we want to affect? And 3) What level of cost-efficiency do we want to achieve?
Indigenous Knowledge	Indigenous knowledge includes the wisdom, values, and beliefs unique to each tribal culture. Through a culturally integrated curriculum, indigenous knowledge frames our thinking and orientation, including historical, societal, and educational perspectives.
Institutional Effectiveness	Is the measure of our success as a tribal college. It is a systemic, continuous and documented comparison of the Core Themes in meeting the College Mission; and the performance at institutional and program level in accomplishing its strategic goals.
Integrated Learning	Integrated learning at NWIC includes cultural learning outcomes and pedagogical practices that encourage students to apply indigenous knowledge in their academic discipline. Development of learning communities; interdisciplinary thematic courses; team-teaching; experiential learning; and faculty action-based research are a few examples of practices that support integrated learning.
Land Grant Institution	The term "land grant" is applied to colleges and universities that Congress designated as having a formal relationship with the Federal Government through the United States Department of Agriculture (USDA) to provide practical education in the agricultural and mechanical arts and associated disciplines. Tribal Colleges and Universities were given Congressional land grant status under the Equity in Education Land-Grant Status Act of 1994.
Mission (Program)	A concise statement outlining the purpose of a program
Modalities	Instructional modalities include face-to-face; distance education (asynchronous-on-line; synchronous—Interactive TV) …
NWIC Required	Courses required by NWIC to earn a degree that are in addition to Core courses

Courses	in the discipline; and in addition to general education courses.
Objective	Objectives are what you want to achieve by the end of a specified time-frame (not the things you do).
Outcomes	A specific, measurable learning goal focusing on the end result of learning, such as a student/faculty ratio or program completion rate.
Pedagogy	The approach to teaching and learning, the way content is delivered and what the students learn as a result of the process.
Persistence	Student persistence is the progression students make toward their academic goals. Positive and/or negative forces (family, friends, job, child care, and health) impact student persistence. The students that persist include those that may "stop-out" but return to classes when they are able to.
Place-based	Teaching curriculum from the place we call home. Distinctive characteristics: 1) it emerges from the particular attributes of place; 2) in is inherently multidisciplinary; 3) it is inherently experiential; 4) it is reflective of an educational philosophy that is broader than "learning to earn"; and 5) it connects place with self and community *(2010 T&L Toolkit)*
Program Evaluation	All active programs of study are reviewed by the Curriculum Committee preceding the publication of the next college catalog. The review is designed to determine which programs should remain active and to ensure that all programs have appropriate and up to date information.
Retention Rate	Student retention refers to the percent of students entering each fall quarter as degree-seeking students who return as second-year student. Students are counted in each major according to the last major in which they enrolled because of the possibility that students can change majors after first enrolling.
Sense of Place and What It Is To Be a People	Two NWIC Institutional Learning Outcomes are *Sense of place* and *What it is to be a people*. These values-based learning outcomes provide a foundational understanding of tribal origins (place) and way of life (language, kinship, sacred beliefs and teachings).
Standard for Success	A target, benchmark, or value that will represent success at achieving a given outcome. In the context of the NWIC Strategic Plan the Standards for Success are the measures that will be reviewed annually to determine effectiveness in accomplishing the NWIC mission.
Student Course Evaluation	Students are asked to evaluate each of their courses. This provides the NWIC administration and instructors with feedback valuable for retention purposes and for future effective teaching.
Student Entry Point	There are several possible points of entry for students to NWIC. For example: personnel and cultural enrichment, career enhancement, GED, high school completion (including Running Start/Early College), first-time degree seeking, transferring in from other higher education institutions, returning students, and continuing education.
Syllabus	A document provided by the course instructor that describes the content and learning outcomes of a course, the grading policy, a list of assignments and due dates, and related information such as the required textbooks and other course materials, the instructor's office hours, contact information, etc. (Syllabi, the plural of Syllabus)

16(Board Approved Nov. 2010 |updated March 1, 2011)

Tribal Baccalaureate Community College	Northwest Indian College is a Tribal College-with baccalaureate level of accreditation. A four-year institution with the focus of meeting the higher education needs of tribal communities.
Work Force Education	Educational programs intended to prepare participants for the workforce preferably in high-wage/high demand fields that respond to the workforce needs of the surrounding community and local employers.

Acronyms

AIHEC	American Indian Higher Education Consortium—AIHEC's mission is to support the work of the tribal colleges and universities and the national movement for tribal self-determination.
AIMS	American Indian Measures for Success—an initiative that defines measures for Tribal College and University (TCU) success that are relevant to AIHEC colleges and their communities. The AIMS Key Indicator System (AKIS) is an annual aggregate report for all participating TCUs.
CCSSE	Community College Survey of Student Engagement
FYE	First Year Experience; NWIC offers the First Year Experience courses to help students in their first year of college succeed in an environment that respects, honors, and acknowledges Native perspectives and values.
FEM	Family Education Model
ISST	Instruction and Student Services Team
ORSP	Office of Research and Sponsored Programs—the institutional division of the college that includes the following programs: Office of Institutional Research; Office of Institutional Assessment and; Office of Sponsored Programs. These programs collectively provide support services related to institutional effectiveness and a practice of continuous improvement.
MOU	Memorandum of Understanding
NICMERE	National Indian Center for Marine Environmental Research and Education
NIFA	National Institute of Food and Agriculture (NIFA) is an agency within USDA. NIFA replaces the former Cooperative State Research, Education, and Extension Service (CSREES). Its mission is to advance knowledge for agriculture, the environment, human health and well-being, and communities by supporting research, education, and extension programs in the Land-Grant University System.
NOAA	National Oceanic and Atmospheric Administration