

# NORTHWEST INDIAN COLLEGE

2016 Survey Results on Assessment of 2010-2017 Strategic Plan

## *NWIC MISSION*

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

### NWIC INSTITUTIONAL STRATEGIC PLAN ASSESSMENT SURVEY

The purpose of conducting the 2016 Institutional Strategic Plan Assessment Survey was to gather employee opinion on how successful the Strategic Plan was in fulfilling the mission of the college. Survey Monkey was used to conduct the online survey. However print copies of the survey were made available for those employees that did not have easy access to a computer.

### SURVEY RESULTS

There were **144 employees** that responded to the survey. This report highlights responses related to fulfillment of each core theme. The preliminary survey results were shared with all staff at their respective Core Theme Team meeting and additional comments collected. The Takeaway section of this report features topics for consideration in the next planning cycle.

## CORE THEME 1: ENGAGE INDIGENOUS KNOWLEDGE

### HIGHLIGHTS FROM THE DATA

Some of the most frequent comments regarding successful ways NWIC engage in Indigenous Knowledge:

- The required Foundational Courses are grounded in Indigenous Knowledge.
- The intention of the NWIC Institutional Learning Outcomes—*Native Leadership; Way of Life; Inherent Rights; and Community Minded* is to engage students in Indigenous Knowledge.
- Progress made in selection of culturally competent department chairs.
- Teaching and Learning Institute supports developing culturally competent faculty.
- The Vine Deloria Symposium supports the sharing of the indigenous body of knowledge.
- Sponsored community based research opportunities are accessible, especially through the Salish Sea Research Center and the NWIC Center for Health.

### TAKEAWAY

- Revisit the vision of our ancestors as a continual process.
- Streamline access to resources for curriculum development.

## CORE THEME 2: COMMITMENT TO STUDENT SUCCESS

### HIGHLIGHTS FROM THE DATA

- The annual Student Success Report provides data to inform plans for student success including: enrollment trends, retention rates, and graduation rates for associate and baccalaureate degrees.
- NWIC was successful in obtaining a TRiO-Student Support Services grant to address student success issues to increase student retention.
- The Native Studies Leadership program is a good example of a curriculum design that is relevant and current.
- The Indigenous Service Learning program works with faculty on co-curricular outcomes and activities that support students' growth and development.
- The First-Year Experience program is very dynamic and works hard to deal with student issues.

### TAKEAWAY

- Consider adding job placement services for graduates
- Expand services to students to prepare for graduate programs such as GRE test practicum, transfer fairs, etc.
- Increase student services staff to include personal counseling services to guide students in resolving needs i.e., substance abuse remediation, childcare, transportation, etc.
- Give instructors more time to prepare for academic year
- Assessment of programs, use results to develop action plans for improvement.

## CORE THEME 3: ACCESS TO HIGHER EDUCATION OPPORTUNITIES AT ALL LEVELS FOR TRIBAL COMMUNITIES

### HIGHLIGHTS FROM THE DATA

- NACTEP grant provides currently provides workforce training opportunities at main campus
- Videoconferencing can reach any student with a computer, internet connection, microphone and webcam. This modality is preferred over iTV.

### TAKEAWAY

- Inventory of workforce opportunities was initiated 5 years ago identified healthcare, computer training, construction trades, etc. but this needs to be updated.
- Increase advertising of workforce opportunities: i.e. greater visibility on website, include in catalog, advertise in tribal news Squol Quol and social media.
- Need assessment of effectiveness and action planning; develop workforce strategic plan; include sites in planning
- Career ladders: the college's identity as a two-year versus four-year college is unclear and needs to be clarified.
- Improve technical support to sites—need review of MOUs with host tribes
- Strengthen academic advising for students at all locations through all modalities.

## CORE THEME 4: ADVANCE PLACE-BASES COMMUNITY EDUCATION AND OUTREACH

### HIGHLIGHTS FROM THE DATA

- Financial Literacy program is very successful.
- Native Plants and Foods programs are excellent
- Consider requesting MOUs with tribes include support from their discretionary funds to sponsor their community education priorities
- Provide opportunity for dream building by engaging faculty, staff, site management and community in planning.
- Develop a comprehensive plan that connects all aspects of the college involved in teaching, research, and extension, and include sites in planning.

### TAKEAWAY

- Continue development of the comprehensive Indigenous Wellness Plan.
- Refer to the 2016 Community Needs Survey results for Community Education for specific areas of interest
- 10% of ISC count is allowable for CEUs so it is important to make this area a priority.
- A newsletter featuring students and their research to share with the community would be helpful