# AIMS: American Indian Measures for Success

A project of the American Indian Higher Education Consortium

Supported by the Lumina Foundation

# Northwest Indian College

BELLINGHAM, WASHINGTON

# AIMS Fact Book 2005

## PART 2: INDIVIDUAL TCU REPORT

### BASED ON AIMS KEY INDICATOR SYSTEM (AKIS-2005)

**OCTOBER 2006**

PREPARED BY SYSTEMIC RESEARCH, INC.

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## American Indian Measures for Success (AIMS)

*Project sponsored by:*
American Indian Higher Education Consortium (AIHEC)
*For Tribal Colleges and Universities*

The American Indian Measures for Success (AIMS) project was initiated in 2004 by the American Indian Higher Education Consortium (AIHEC) for all Tribal Colleges and Universities in the United States.

### Vision and Goals defined by AIHEC in 2005

Through capacity building in data collection and analysis at this nation's American Indian Tribal Colleges and Universities (TCUs), this project will be the foundation for systemic reform that significantly increases–and, for the first time, accurately measures–American Indian success in higher education.

This important initiative has four goals:

1. Define relevant quantitative and qualitative indicator data of American Indian student success, as determined by the tribal colleges and their communities.

2. Develop and implement a strategy for collecting, analyzing, and presenting annually the student success indicator data using electronic information management tools.

3. Develop American Indian specific student engagement and student satisfaction survey instruments for use by TCUs as part of their ongoing accreditation and assessment processes.

4. Implement a plan for sustaining a comprehensive and coordinated data collection strategy at all TCUs and within the umbrella organizations of the American Indian Higher Education Consortium and the American Indian College Fund.

### AIMS Key Indicator System (AKIS) and AIMS Fact Book

The AIMS Key Indicator System (AKIS) was developed during 2004-2005 by Systemic Research, Inc. with guidance from AIHEC, the AIMS Advisory Panel, Tribal Colleges and Universities presidents, registrars, institutional research staff, and IT staff. AKIS consists of two parts: Part A–Quantitative Indicators and Part B–Qualitative Indicators. The first version of AKIS, AKIS-2004, was developed and tailored for each TCU according to their degree and major offerings, Indian Student Count or full-time equivalence, and academic calendar. This report presents the second cycle of data collection using AKIS-2005.

Systemic Research compiled the data collected in AKIS-2005, which was due in October 2005, and prepared AIMS Fact Book 2005 for each of the 34 TCUs (two TCUs are new members of AIHEC and will be included in the next round of data collection). Each AIMS Fact Book contains ten sections with a total of 45 indicators of quantitative and qualitative data. Numerous American Indian student success stories are also presented. The Fact Book has two parts:

Part 1: Overall Progress Report (Compiled Summary of all 34 TCUs)
Part 2: AIMS Fact Book for each TCU (34 books)

**AIMS Advisory Panel Members:**

EX-OFFICIO MEMBERS:

- JOE MCDONALD, President of Salish Kootenai College and Former President of the AIHEC Board of Directors
- GERALD GIPP, Executive Director, AIHEC

PANEL MEMBERS:

- KAREN SWISHER, President, Haskell Indian Nations University
- CHERYL CRAZY BULL, President, Northwest Indian College
- JAMES SHANLEY, President, Fort Peck Community College
- LESLIE LUNA and ANNE MARIE STEVENS, Registrars, Tohono O'odham Community College
- JAMIE MERISOTIS, President, The Institute for Higher Education Policy
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# Northwest Indian College

Northwest Indian College is a tribally controlled institution chartered by the Lummi Nation. Its mission is to promote tribal self-determination through education and indigenous knowledge.

Located on the Lummi Indian Reservation in Washington State, 20 miles from the Canadian border, Northwest Indian College is the only accredited tribal college serving Washington, Oregon and Idaho. NWIC grew from the Lummi Indian School of Aquaculture (founded in 1973), which was a single-purpose institution developed to provide a supply of technicians for employment in Indian owned and operated fish and shellfish hatcheries throughout the United States and Canada. In 1983, the Lummi Indian Business Council recognized the need for a more comprehensive postsecondary institution for tribal members, and so the school was chartered as Lummi Community College, an Indian-controlled, comprehensive two-year college designed to serve the postsecondary educational needs of Indian people living in the Pacific Northwest. On January 20, 1989, in acknowledgement of its wider mandate, Lummi Community College became Northwest Indian College. Northwest Indian College was granted accreditation by the Northwest Association of Schools and Colleges effective September 1993.

Northwest Indian College enrollment has grown steadily from 79 FTE in AY 1983-84 to 554 FTE in AY 2004-05. The traditional northwest economies are changing radically as fishing and logging fade; therefore, Northwest Indian College offers a unique curriculum which is a blend of traditional Indian culture, college-level courses, basic skills enhancement, and technology at the campus on the Lummi Reservation and at as many as two dozen learning centers of varying sizes in tribal and urban Native communities throughout Washington, Oregon and Idaho.

Nearly 60% of NWIC students are members of federally recognized tribes. They come to NWIC mainly from tribes in the Pacific Northwest, but in any given quarter, the college will enroll students of 70 to 100 tribes from all over the United States and Canada. Women make up 64% of our student body, and nearly half of all NWIC students (46%) are in the 30-49 year age group.

## Degrees Offered

**Associate of Arts and Science**

- Native American Studies, Oksale: Education, General Direct Transfer

**Associate of Science**

- Life Sciences

**Associate of Technical Arts**

- Chemical Dependency Studies, Computer Maintenance & Networking, Early Childhood Education, Individualized Program

**Certificate**

- Computer Repair Technician, Early Childhood Education, Individualized Program and Native American Studies

**Award of Competency**

- Computer Repair Technician

# Institution Profile

| | |
|---|---|
| year founded | **1989** |
| chartering tribe | **Lummi** |
| academic term | **Quarter** |
| highest degree offered | **2 year** |
| accrediting agency | **Northwest Commission of Colleges and Universities** |
| land granted status | **Yes** |
| operational funding source | **Title I, Tribal College Act** |
| location | **On Reservation** |
| institution address | **2522 Kwina Road, Bellingham, WA 98226-9217** |
| institution website | **www.nwic.edu** |

**institution undergraduate fall enrollment by major group: fall 2005**

| | | | |
|---|---|---|---|
| American Indian Studies | 110 | Human Services | 56 |
| Art | 1 | Individualized Program | 3 |
| Building Trades | 0 | Liberal Arts/General Studies | 77 |
| Business | 3 | Life Sciences | 7 |
| Computer Technology | 8 | Office Administration/ Technology | 2 |
| Education-Professional | 22 | Undeclared/Nondeclared | 199 |
| Environmental Science/ Natural Resources | 7 | | |
| Hospitality Industry | 0 | **total** | **495** |

**institution undergraduate fall enrollment demographics: fall 2005**

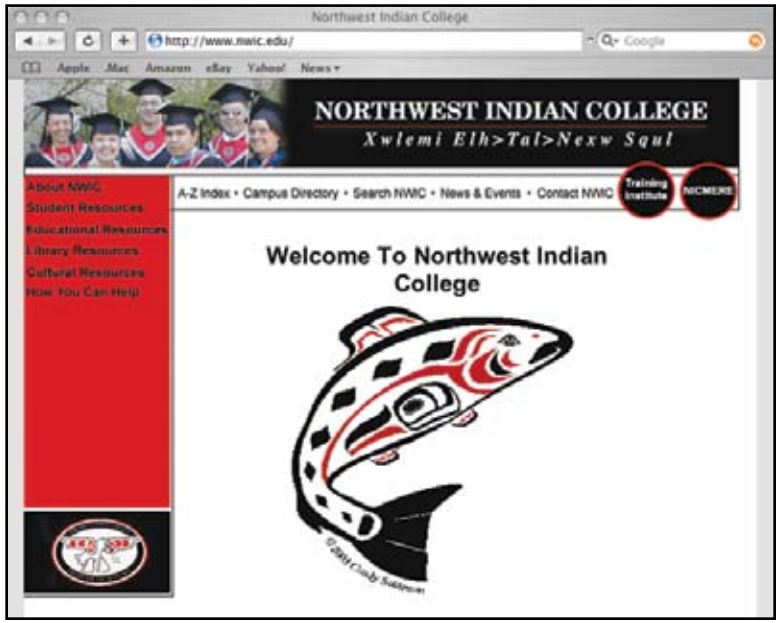
| | | | |
|---|---|---|---|
| full time | 252 | American Indian female | 264 |
| part time | 243 | American Indian male | 118 |
| **total** | **495** | **American Indian total** | **382** |
| | | non-Indian female | 67 |
| | | non-Indian male | 46 |
| | | **non-Indian total** | **113** |
| | | **total** | **495** |

**institution graduation: AY 2004-05**

| | |
|---|---|
| master's | 0 |
| bachelor's | 0 |
| associate | 66 |
| certificates | 12 |
| other graduates | 0 |
| **total** | **78** |

**institution faculty/administrators/staff: AY 2004-05**

| | |
|---|---|
| full time | 121 |
| part time | 99 |
| visiting | 0 |
| **total** | **220** |



## Contact Information

| | |
|---|---|
| President | **Cheryl Crazy Bull** |
| Assistant to President | **Tami Julius** |
| Chief Financial/Business Officer | **Barbara Barr** |
| Chief Academic Officer | **Rissa Wabaunsee** |
| Chief Student Service Officer | **Lisa Santana** |
| Registrar | **Lisa Santana** |
| Financial Aid Officer | **Michael Fentress** |
| Information Technology (MIS, LAN, Internet, email) | **Padric Daugherty** |
| Institutional Research | **Anne Marie Karlberg** |
| Assessment Officer | **Anne Marie Karlberg** |
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Dr. Cheryl Crazy Bull , President

## Quantitative data submitted by:

| | | |
|---|---|---|
| **Anne Marie Karlberg** | Institutional Research/ Assessment Officer | amkarlberg@nwic.edu |

## Qualitative data submitted by:

| | | |
|---|---|---|
| **Anne Marie Karlberg** | Institutional Research/ Assessment Officer | amkarlberg@nwic.edu |

Northwest Indian College
BELLINGHAM, WASHINGTON

# President's Vision: Achievements, Highlights and Future Planning

## Outstanding accomplishments

1. NWIC has established an excellent service-learning component that closely links students, faculty and community-based organizations in services that improve the quality of life in our community. For example, Headstart students worked with NWIC students to plant a garden for the Lummi elders to demonstrate the importance of healthy lifestyles across generations.
2. NWIC launched a capital campaign in support of the over $5 million in current funding for a new campus on the Kwina estate property. Included in the development is the College's first student housing facility, a major step in the growth and development of the institution and a key aspect of the College's development as a four-year degree granting institution.
3. NWIC expanded its sites to include the Colville Reservation in eastern Washington and committed to building its first extended campus facility at the Swinomish Nation's homelands near La Conner. This is part of the College's expanded services to the Pacific Northwest aided in part by a nearly $1 million grant from the Bill and Melinda Gates Foundation and a construction grant from Title III.
4. NWIC has initiated a tribal governance enhancement project to develop a training curriculum for current and emerging elected tribal leaders directed at improving their capacity to make culturally competent decisions for their communities. This project, funded by a grant from the Northwest Area Foundation, pairs elected tribal leaders with community activists to design a process for community-based decision making.

## Exemplary programs or projects

NWIC has a first year experience project that is a successful model of collaboration between faculty and student services staff to design a wrap-around program for students who are taking college level classes for the first time. This program provides a cohort of students with a specific set of courses that provide a combination of general education and cultural studies that lay the foundation for a successful post-secondary experience. Students in the first year experience benefit from the NSF TCUP resources, from targeted advising services and from early intervention. NWIC has been recognized as semi-finalist in the MetLife Foundation's best practices program as a result of its high level of student/faculty interaction as demonstrated by the Community College Survey of Student Engagement conducted through the CCSSE.

## Most significant current (next three years) and long term plans

NWIC has four primary plans for the next few years:

1. Increase academic and vocational program offerings in human services, entrepreneurship, education and the sciences toward establishment of four-year degree programs in collaboration with other higher education institutions.
2. Expand the services of the Coast Salish Institute to assist tribes in the Pacific Northwest as they revitalize their languages and cultural practices including curriculum development in history, culture and language and through greater services in cultural arts and cultural resource management.
3. Improve our support of entrepreneurship and economic development with tribes and individual citizens by expanding our direct services to potential and existing business owners, by collaborating with tribes in training and development, and by establishing for-profit auxiliary enterprises.
4. Continue our capital campaign for expanded student housing, classroom/office facilities, library/technology center, Coast Salish Institute and in support of operating and endowment goals.

Tribal Councilmen, community members, NWIC president, headstart student, and NWIC student break ground at site for new campus

## Significant grants and external funding

In February 2005, Northwest Indian College developed the Office of Research and Sponsored Programs for the purpose of developing sustainable programs in accordance with the priorities of the four NWIC strategic initiatives. The following are examples of grants awarded that match the strategic initiatives.

1. NWIC strengthens individual and tribal prosperity through excellent and culturally relevant academic and vocational education, research and training.
   - A grant from the Institute of Museum and Library Services will increase the Native American library holdings and provide professional development for the Library Director.
   - A Department of Health and Human Services five-Year Head Start Partnership Grant will sponsor a degree program in Early Childhood Education.
   - The National Science Foundation TCUP Grant funds the recruitment and retention of students into STEM fields of study.
   - A USDA Tribal Education Equity grant will support the development of a four-year program in Natural Resources.
   - Research grants from the National Oceanic and Atmospheric Administration will engage students in habitat restoration and marine biotechnology projects.
   - An instrumentation grant from the National Science Foundation for environmental science research equipment to provide research experience for students especially in the area of water quality.

2. NWIC increases resources to fulfill its mission.
   - Construction grants from the Department of Education and USDA will assist in completing Phase I of the new campus (including classroom facilities, the Center for Student Success [offices], and a model distant education classroom at the Swinomish Extended Campus).
   - Distance education capacity building grants from the Bill and Melinda Gates Foundation, National Aeronautics Space Administration and NSF's All Nations Louis Stokes Alliance for Minority Participation will significantly increase access to program of study courses at selected extended campus locations.
   - Student services grants include the Department of Defense sponsoring a math tutoring lab and TRIO Student Support Services.
   - Other capacity building efforts come from the Northwest Indian College Foundation, which manages a Title III Challenge Grant Endowment and Scholarships with a value of $7.5 million.

3. NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.
   - Next year will be the final year of a five-year Department of Education, Title III Grant that has the goal of developing a model tribal language program.
   - A USDA grant will incorporate the traditional use of plants in a healthy lifestyles model to reduce incidence of diabetes among Native Americans in the Pacific Northwest.

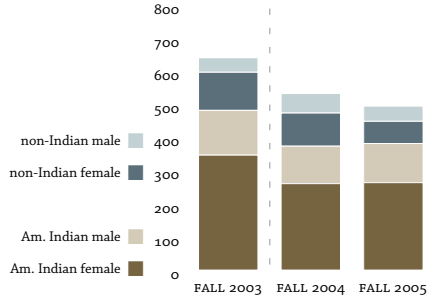
4. NWIC builds sustainable tribal communities and people through promotion of healthy living, leadership development and community development.
   - A five-year grant from the National Institute of Health supports diabetes-based education in tribal high schools and the Institute for Museum and Library Services sponsors a children's library. In collaboration with Washington State and Tribal resources, adult basic education opportunities are offered at several locations.
   - A USDA grant will sponsor the development of a Cooperative Extension Office and the first community projects will include youth leadership, parenting, and financial literacy.
   - The Northwest Area Foundation grant will sponsor the development of culturally responsive, community-based leadership training in tribal governance.

SECTION I

# Educational participation, attainment, and retention

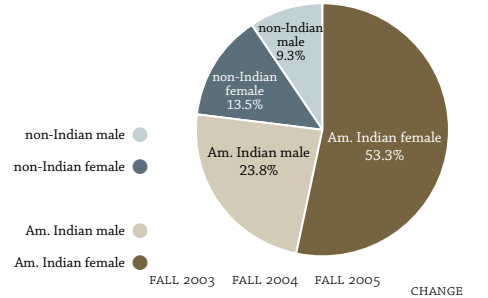
## INDICATOR I.1
## Institution total fall enrollment trends (headcount)

### *by American Indian/non-Indian and gender*



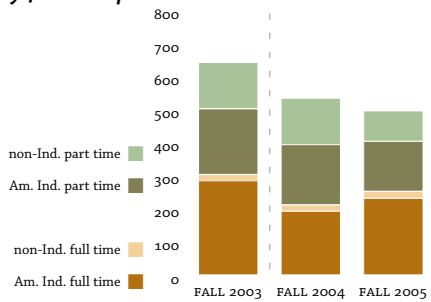

| | | BASELINE FALL 2003 | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 347 | 261 | 264 | -24% |
| | male | 135 | 113 | 118 | -13% |
| | **total** | **482** | **374** | **382** | **-21%** |
| NON-INDIAN | female | 115 | 100 | 67 | -42% |
| | male | 44 | 59 | 46 | 5% |
| | **total** | **159** | **159** | **113** | **-29%** |
| | **institution total** | **641** | **533** | **495** | **-23%** |

### *(fall 2005)*



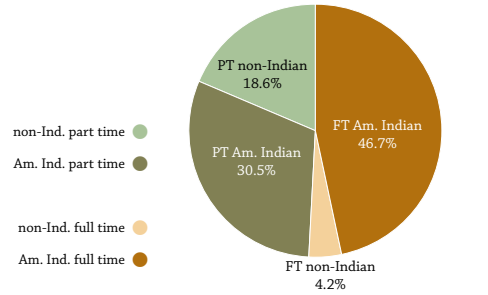

| | | BASELINE FALL 2003 | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | % female | 54.1% | 49.0% | 53.3% | -0.8 PP |
| | % male | 21.1% | 21.2% | 23.8% | +2.8 PP |
| | **% Am. Indian** | **75.2%** | **70.2%** | **77.2%** | **+2.0 PP** |
| NON-INDIAN | % female | 17.9% | 18.8% | 13.5% | -4.4 PP |
| | % male | 6.9% | 11.1% | 9.3% | +2.4 PP |
| | **% Non-Indian** | **24.8%** | **29.8%** | **22.8%** | **-2.0 PP** |

### *by full and part time*




| | | BASELINE FALL 2003 | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| FULL TIME | Am. Indian | 284 | 192 | 231 | -19% |
| | non-Indian | 19 | 19 | 21 | 11% |
| | **total** | **303** | **211** | **252** | **-17%** |
| PART TIME | Am. Indian | 198 | 182 | 151 | -24% |
| | non-Indian | 140 | 140 | 92 | -34% |
| | **total** | **338** | **322** | **243** | **-28%** |
| | **institution total** | **641** | **533** | **495** | **-23%** |

### *(fall 2005)*




| | | BASELINE FALL 2003 | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| FULL TIME | % Am. Indian | 44.3% | 36.0% | 46.7% | +2.4 PP |
| | % non-Indian | 3.0% | 3.6% | 4.2% | +1.3 PP |
| | **% full time** | **47.3%** | **39.6%** | **50.9%** | **+3.6 PP** |
| PART TIME | % Am. Indian | 30.9% | 34.1% | 30.5% | -0.4 PP |
| | % non-Indian | 21.8% | 26.3% | 18.6% | -3.3 PP |
| | **% part time** | **52.7%** | **60.4%** | **49.1%** | **-3.6 PP** |

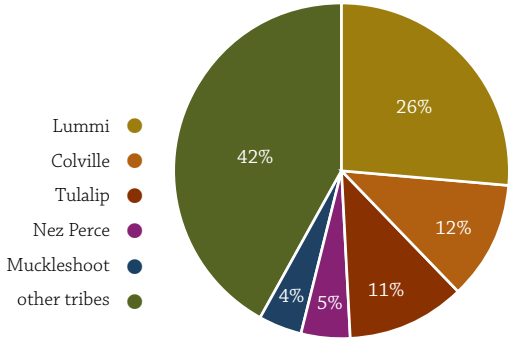
*tribal affiliations of Indian students*[*1]

| | FALL 2003 BASELINE | |
|---|---|---|
| Lummi | 160 | 33% |
| Tulalip | 38 | 8% |
| Muckleshoot | 29 | 6% |
| Nez Perce | 26 | 5% |
| Skokomish | 20 | 4% |
| other tribes | 209 | 43% |
| **Am. Indian total** | **482** | |

| | FALL 2004 | |
|---|---|---|
| Lummi | 97 | 26% |
| Tulalip | 38 | 10% |
| Nez Perce | 29 | 8% |
| Muckleshoot | 19 | 5% |
| Alaska | 15 | 4% |
| other tribes | 176 | 47% |
| **Am. Indian total** | **374** | |

| | FALL 2005 | |
|---|---|---|
| Lummi | 101 | 26% |
| Colville | 44 | 12% |
| Tulalip | 43 | 11% |
| Nez Perce | 18 | 5% |
| Muckleshoot | 16 | 4% |
| other tribes | 160 | 42% |
| **Am. Indian total** | **382** | |

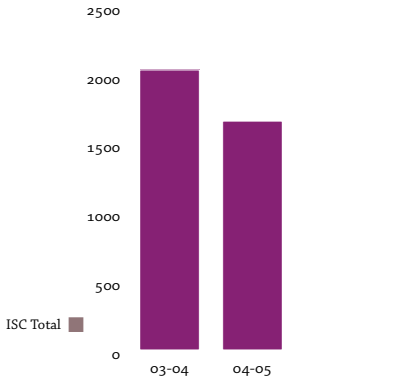
*fall 2005 tribal affiliations*




[*1] Each TCU reported the tribal affiliation of their enrolled students: the number of students enrolled in each of the five most represented tribes and the remaining Indian students as "other tribes."

## INDICATOR I.2
# Indian student count trends

### *Indian Student Count*




| | BASELINE | | CHANGE |
|---|---|---|---|
| ISC Total | 2035.40 | 1663.60 | -18.3% |
| ISC Average | 678.47 | 554.53 | -18.3% |

An Indian student count calculation for any given semester/quarter is as follows: TCH / 12 = ISC

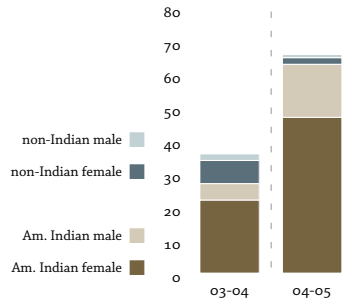
- TCH (Total Credit Hours) is the total number of part time, full time, and continuing education units (CEUs) of any give academic term.
- The academic term's ISC is determined by dividing the TCH by 12.
- Credit hours converted from CEUs are counted toward the computation of the ISC. The formula for conversion of CEUs to credit hours is 15 contact hours for one semester, 10 contact hours for one quarter credit hour.

ISC Total is for the entire academic year

ISC Average is the average ISC per semester or quarter

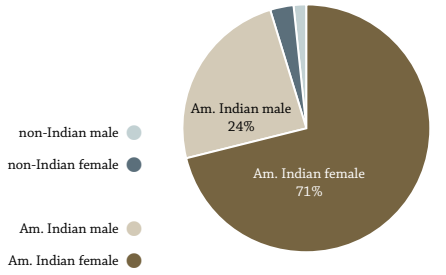
## INDICATOR I.3
# Institution degrees/certificates conferred trends

### *associate degrees conferred*



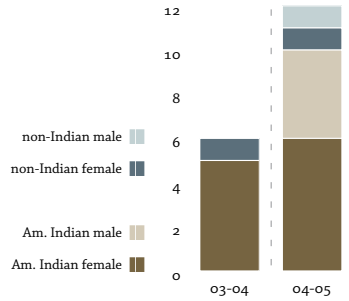

| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | female | 22 | 47 | 114% |
| | male | 5 | 16 | 220% |
| NON-INDIAN | female | 7 | 2 | -71% |
| | male | 2 | 1 | -50% |
| | **inst. total** | **36** | **66** | **83%** |

*AY 04-05*



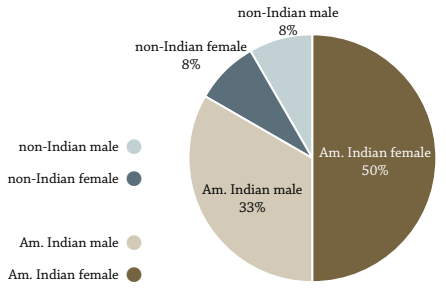

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | % female | 61% | 71% | +10 PP |
| | % male | 14% | 24% | +10 PP |
| | **% Am. Indian** | **75%** | **95%** | **+20 PP** |
| NON-INDIAN | % female | 19% | 3% | -16 PP |
| | % male | 6% | 2% | -4 PP |
| | **% Non-Indian** | **25%** | **5%** | **-20 PP** |

### *certificates conferred*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | female | 5 | 6 | 20% |
| | male | 0 | 4 | na |
| NON-INDIAN | female | 1 | 1 | no change |
| | male | 0 | 1 | na |
| | **inst. total** | **6** | **12** | **100%** |

*AY 04-05*




| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | % female | 83% | 50% | -33 PP |
| | % male | 0% | 33% | +33 PP |
| | **% Am. Indian** | **83%** | **83%** | **+0 PP** |
| NON-INDIAN | % female | 17% | 8% | -8 PP |
| | % male | 0% | 8% | +8 PP |
| | **% Non-Indian** | **17%** | **17%** | **+0 PP** |

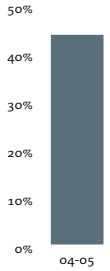
**INDICATOR I.4**

# Institution total degree seeking student retention and graduation

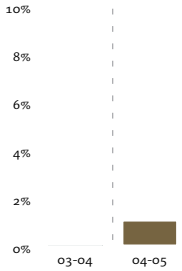
## *first-time entering Associate degree seeking students*

| | | | | | |
|---|---|---|---|---|---|
| **Entering Student Cohort (03-04)** | 03-04 | The total number of Associate degree seeking students entering the institution for the first time in AY 2003-04 (all semesters or quarters), including both regular full time, part time, and transfer students. | 225 | | |
| | | The number of students who graduated with an Associate Degree in AY 2003-04. | 0 | Cumulative graduation rate | 0% |
| | | The number of students who returned in AY 04-05. | 100 | Retention rate | 44% |
| | 04-05 | The number of students who graduated with an Associate Degree in AY 2004-05. | 2 | Cumulative graduation rate | 1% |

***Retention rate***




***Cumulative Graduation rate***




| | | | | | |
|---|---|---|---|---|---|
| **Entering Student Cohort (04-05)** | 04-05 | The total number of Associate degree seeking students entering the institution for the first time in AY 2004-05 (all semesters or quarters), including both regular full time, part time, and transfer students. | 98 | | |
| | | The number of students who graduated with an Associate Degree in AY 2004-05. | 0 | Cumulative Graduation rate | 0% |

***Cumulative Graduation rate***

**Example of Entering Student Cohort, retention, and cumulative graduation rate:**

200 associate degree seeking students enter the institution for the first time in AY 2003-04. These students comprise Entering Student Cohort 03-04.

- If 10 of the original 200 students graduate at any time during or at the end of AY 03-04, the cumulative graduation rate in 2003-04 is 5%.
- If 140 of the 200 students in Entering Student Cohort 03-04 are enrolled at any time in AY 2004-05, the AY 2004-05 retention rate is 82% [140/(200-10) = 74%].
- If 40 of the original 200 students in Entering Student Cohort 03-04 graduate at any time during or at the end of AY 2004-05, the cumulative graduation rate is 25% [(40+10)/200 = 25%].

**INDICATOR I.5**

# Community education enrollment and program completion

## *Number of students who completed a program*

| | 03-04 | 04-05 |
|---|---|---|
| **students who completed a program** *1 | **16** | **13** |

*1 Completed a program: did not receive a credential (diploma, certificate, degree) but successfully completed requirements of a specific program (e.g. GED, Medical Billing Coder, Firefighter).

## *K-5 students*

***AY 04-05***

| | 03-04 | 04-05 |
|---|---|---|
| NA | | |

Am. Indian non-Indian

## *G6-8 students*

***AY 04-05***

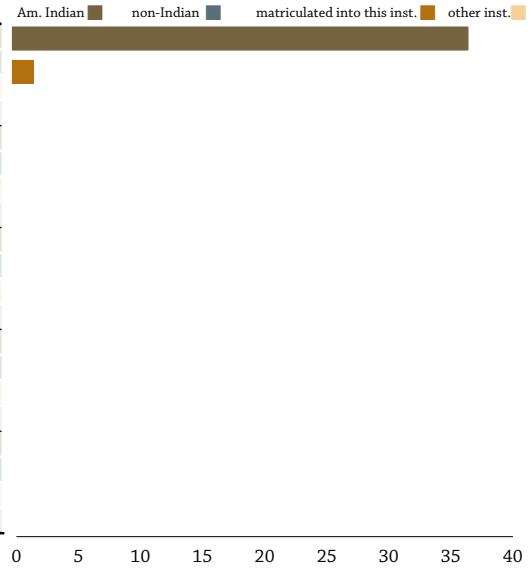
| | 03-04 | 04-05 |
|---|---|---|
| NA | | |

Am. Indian non-Indian

• data missing

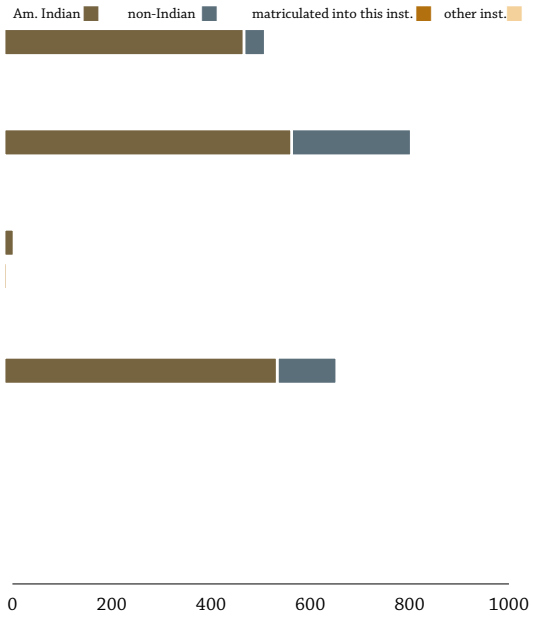
### *G9-12 students*

| | | 03-04 | 04-05 |
|---|---|---|---|
| Summer Youth | Am. Ind. enrolled | 88 | 37 |
| | non-Ind. enrolled | 0 | 0 |
| funding source: Lummi Indian Business Council | matriculated into this inst. | 0 | 2 |
| | matriculated into other inst. | 0 | • |




### *adult students*

| | | 03-04 | 04-05 |
|---|---|---|---|
| GED | Am. Ind. enrolled | 549 | 483 |
| | non-Ind. enrolled | 52 | 43 |
| funding source: Washington State grant and institution | matriculated into this inst. | • | • |
| | matriculated into other inst. | • | • |
| Continuing Education | Am. Ind. enrolled | 738 | 579 |
| | non-Ind. enrolled | 248 | 241 |
| funding source: Northwest Indian College | matriculated into this inst. | na | na |
| | matriculated into other inst. | na | na |
| Work First | Am. Ind. enrolled | 70 | 20 |
| | non-Ind. enrolled | 0 | 0 |
| funding source: Block grant through the State Board of Community and Technical Colleges | matriculated into this inst. | • | 6 |
| | matriculated into other inst. | • | 0 |
| Tribal Training Institute | Am. Ind. enrolled | 86 | 550 |
| | non-Ind. enrolled | 20 | 120 |
| funding source: Grants, contracts, registration fees, institutional funds | matriculated into this inst. | na | na |
| | matriculated into other inst. | na | na |




• data missing

INDICATOR I.6

# Education participation, attainment, and retention

### Institutional performance goals in terms of student enrollment

Performance goals were met in some areas but not in others. Overall there was a decline in enrollment compared to the previous year (as there was an increase in the number of returning students with declared programs of study but a decrease in the number of new students enrolling). The College made changes in its programs of study and in how classes are offered at off-campus locations. Programs with low enrollment were deactivated and personnel at sites were redistributed to meet the growing needs of those locations that were regularly serving 50 or more students. In 2004-2005, an aggressive recruitment effort was made to locate non-returning students and assist them in returning and completing their programs of study. An encouraging result of this action was a dramatic increase in the number of students graduating; however, there was a decline in the number of new students entering for the first time. The lesson learned from this year is that we need to update our admissions and recruiting materials several months in advance of making changes and have a marketing plan to promote the changes as major improvements.

### Major factors affecting student mobility rates

Many factors affect student mobility rates. Most common factors are financial constraints, family obligations, and issues related to relocation (i.e., moving away from home communities and support systems).

### Major factors affecting student retention rates

Major factors affecting student retention rates include students' financial conditions, health (medical concerns), drug and alcohol addiction, and family responsibilities (i.e., dependent care and childcare).

### Programs and services most helpful in retaining students

The following programs and/or services would be most helpful in retaining and attracting students:

1. Better financial support: the greatest hardship our students face is not academic ability but rather having adequate financial resources so they can focus on their studies. It is common for students to either perform below their academic potential or to need to withdraw from classes because of inadequate financial resources.
2. Childcare: Students often miss classes because of lack of childcare. Some NWIC students have few choices other than bringing their children to class with them.
3. Services for medical needs and counseling: Our student population needs on-campus medical and counseling support; however, NWIC does not have the financial resources to adequately address this need. Lummi students can access the Lummi Indian Health Service; however, non-Lummis are not eligible to use these services on the reservation.
4. Increased outreach funding: Because of the nature of our potential student population, NWIC needs to recruit in non-standard locations and use innovative recruiting approaches. Our recruiting efforts must enter more deeply into the community and assist potential students to recognize the possibility of a college education in their future.
5. Student housing: Up until this point, NWIC has not had resident housing for its students. We are currently in the process of constructing student housing that will be able to serve 50 students.
6. Other needs include expanded food-services, improved transportation, and job placement assistance.

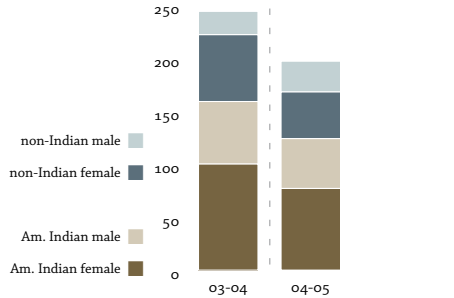
Debbi Williams, Enrollment Services

Cindy Dodd, Retention Specialist

# Student preparedness and socioeconomic characteristics of first-time entering students

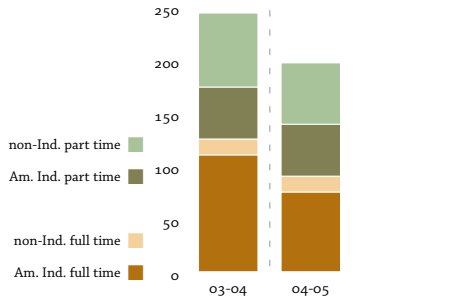
## INDICATOR II.1
## First-time entering students demographics

### *by American Indian/non-Indian and gender*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | female | 100 | 77 | -23% |
| | male | 59 | 47 | -20% |
| | **total** | **159** | **124** | **-22%** |
| NON-INDIAN | female | 63 | 44 | -30% |
| | male | 22 | 29 | 32% |
| | **total** | **85** | **73** | **-14%** |
| | **institution total** | **244** | **197** | **-19%** |

### *by full and part time*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| FULL TIME | Am. Indian | 110 | 75 | -32% |
| | non-Indian | 15 | 15 | no change |
| | **total** | **125** | **90** | **-28%** |
| PART TIME | Am. Indian | 49 | 49 | no change |
| | non-Indian | 70 | 58 | -17% |
| | **total** | **119** | **107** | **-10%** |
| | **institution total** | **244** | **197** | **-19%** |

## INDICATOR II.2
## ACT and/or SAT test scores for first-time entering students

### *ACT composite scores*

Not applicable.

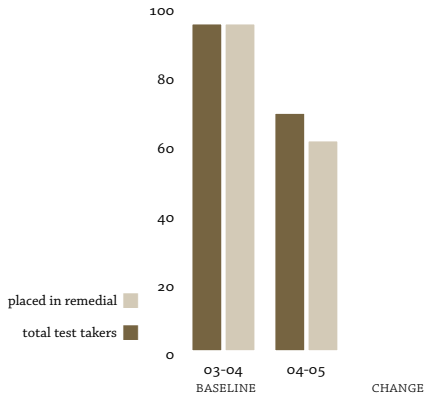
**INDICATOR II.3**

# Skill assessment/placement test scores for first-time entering students

## *Reading (no test given)*

## *Mathematics*

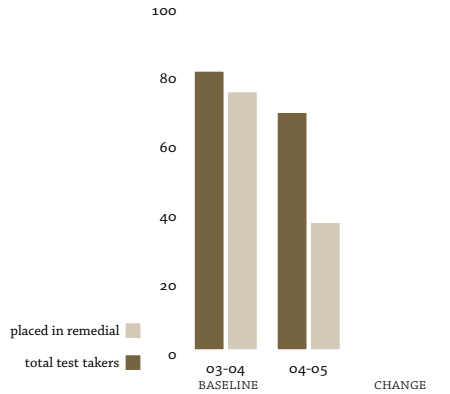
*test name: Compass*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| test takers | 95 | 69 | -27% |
| placed in remedial/ dev. courses | 95 | 61 | -36% |
| percentage | 100.0% | 88.4% | -11.6 pp |

## *Writing/Composition*

*test name: Compass*



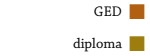

| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| test takers | 81 | 69 | -15% |
| placed in remedial/ dev. courses | 75 | 37 | -51% |
| percentage | 92.6% | 53.6% | -39.0 pp |

## *Science (no test given)*

• data missing

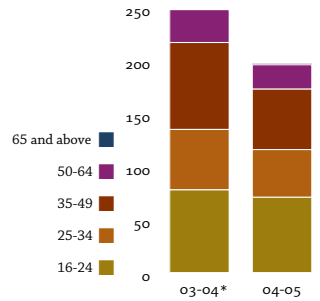
## INDICATOR II.4
# First-time entering students' preparedness and socioeconomic characteristics

### *graduated with diploma or GED*




| | BASELINE | | CHANGE |
|---|---|---|---|
| graduated high school with diploma | • | • | na |
| earned GED | • | • | na |

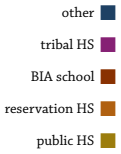
### *age range of students*




| | BASELINE | | CHANGE |
|---|---|---|---|
| 16-24 | 78 | 71 | -9% |
| 25-34 | 57 | 45 | -21% |
| 35-49 | 82 | 57 | -30% |
| 50-64 | 31 | 23 | -26% |
| 65 and above | 0 | 1 | na |

* includes students in addition to first-time entering

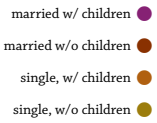
### *type of high school attended*




| | BASELINE | | CHANGE |
|---|---|---|---|
| public HS not on res. | • | • | na |
| reservation based HS | • | • | na |
| BIA school | • | • | na |
| Tribal/Contract HS | • | • | na |
| other HS | • | • | na |

• data missing

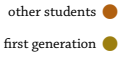
### *family status*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| single, no children | • | • | na |
| single with dependent children | • | • | na |
| married, no children | • | • | na |
| married with dependent children | • | • | na |
| responsible for elderly fam. members | • | • | na |

## INDICATOR II.4 (CONTINUED)

### *first generation students (AY 2004-05)*



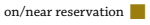

| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| first generation students | • | • | na |
| all other students | na | na | na |

### *native language speakers (self reported)*

| | BASELINE | | CHANGE |
|---|---|---|---|
| fluent | • | • | na |
| advanced | • | • | na |
| intermediate | • | • | na |
| basic | • | • | na |
| none | • | • | na |

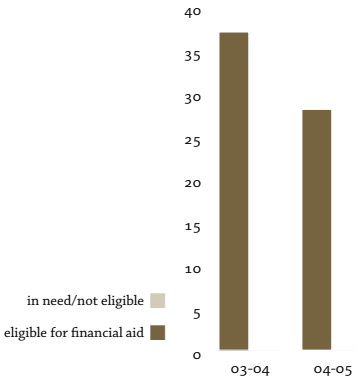
• data missing

### *student primary residence*




| | BASELINE | | CHANGE |
|---|---|---|---|
| on/near reservation (within 60 miles) | • | • | na |
| in-state | • | • | na |
| out-of-state | • | • | na |

### *financial background*




| | BASELINE | | CHANGE |
|---|---|---|---|
| eligible for financial aid | 37 | 28 | -24% |
| in need, but not eligible for aid | • | • | na |
| avg. family income in student's household | $20,715.16 | $26,535.34 | 28% |
| employed less than 20 hrs/week | • | • | na |
| employed 20 or more hrs/week | • | • | na |

**INDICATOR II.5**

# First-time entering students' preparedness and socioeconomic status

## Preparedness to pursue degree or certificate

Between 50% to 75% of entering freshmen at Northwest Indian College are unprepared for college level English/writing/reading and/or math. The following socioeconomic barriers common to those living in poverty are seen in NWIC students: the need for remedial assistance in basic skills; the need for financial assistance with tuition, books, transportation, living expenses, and child care; and, the lack of access to computer technology and other educational resources. Students often deal with health related problems caused by a high incidence of chemical dependency and domestic violence. Many students come to us having encountered racial disparity in the level of support they received in the public school system. As a result of this, Northwest Indian College is given the daunting task of trying to bring a high number of entering freshmen up to college level academics in the first year of college.

## First-time entering student success story highlights

Student A enrolled as a full-time NWIC student in the fall of 2005. Her relationship with the college actually began four years earlier with her involvement in the Upward Bound/Talent Search program housed at NWIC. Student A was attending a mainstream high school near her home on the Lummi Nation and was struggling with family and personal issues. She was an at-risk student but through counseling and advocacy she was able to move to an alternative high school where she graduated on-time and continued in the Talent Search program. She was also able to participate in numerous activities on the NWIC campus, which made the transition to college almost seamless.

Student B spent twenty-six years living on the street before getting clean and sober and starting college at NWIC. In the spring of 2004, she had completed a full year of sobriety and her Vocational Rehabilitation counselor presented several choices. One was to become a chemical dependency counselor. This seemed to be a good route and she was directed to NWIC's program. Although not an enrolled Native, Student B feels the Lummi community has embraced her in a way she has never known before. She is determined to complete her program, continue her education, and work within a tribal community. She has become actively involved in campus activities and was appointed Vice President for Finance for the Student Association in the fall of 2005.

Student C entered Northwest Indian College in the fall of 2004. At that time, she was interested in preparing for a nursing program at another community college, while being a positive role model for her young child. Student C has been an honor student in the Native American Studies, Tribal Culture and Society Program, and plans on receiving her Associates of Arts degree in the fall of 2006. When asked about cultural activities, she responded that she is from Yakama and Tulalip, and participates in the Root Feast and 12 Songs ceremonies at Yakama and the Salmon Ceremony and Tribal Journey/Canoe Family every year. In addition to her usual excellent school work, Student C spends time making cedar baskets, hats, bracelets, and headbands; beading vests and other items; making and decorating moccasins; weaving bags with wool; dying wool traditional ways; making Plains-style yarn bags; carving; sewing; and, decorating blankets, shawls, and other regalia. In the summers, she spends time volunteering at the Tulalip Lushootseed Language summer camp.

## Successful community education programs

Because of the high rate of underprepared students entering Northwest Indian College, a strong emphasis is placed on college bridge programs. The College partners with local high schools to provide culturally responsive college courses to high school students through the Early College Initiative and a summer enrichment program for students in the Lummi High School. NWIC also partners with several tribes in providing adult basic education, high school completion, and credit retrieval.

To address the workforce development needs of tribal communities, the College developed the Tribal Training Institute. In AY 2004-05, the Department of Health and Human Services contracted with the Tribal Training Institute to provide Medical Coding and Billing training to Indian Health Services employees in the Northwest. The Tribal Training Institute also managed a work force development program for people getting off welfare through a Washington State funded Work First grant.

## Reasons for attending our tribal college

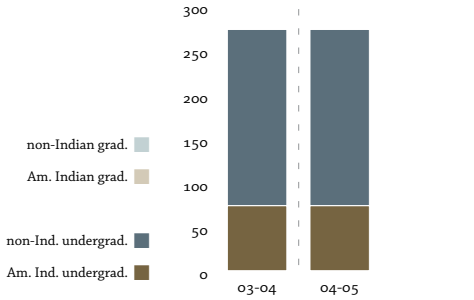
First time NWIC students come here for a variety of reasons. NWIC gets calls from all over the United States from potential students who say they have heard about our college and feel this is the right setting for them. They hear we are a small tribal college that offers more one-on-one contact between students and faculty. They also say that having Native American Studies as the academic core is attractive. They want to attend classes with other Natives who share their respect for Native culture and traditions. When they get here they feel a sense of home, feeling safe here. And by the time a student enrolls at NWIC, they have made connections that will encourage them to accomplish their educational goals.

SECTION III

# Financial resources and student costs

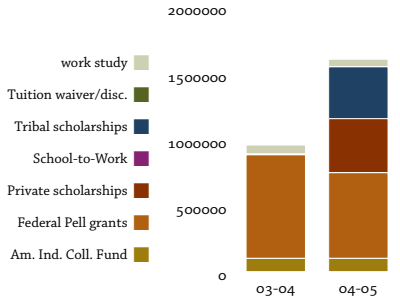
## INDICATOR III.1
## Student tuition, financial aid, and costs

### *tuition cost per credit hour*



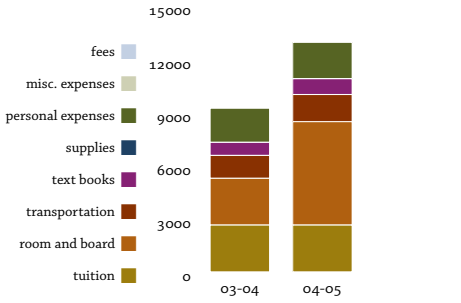

| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | undergraduate | $74 | $74 | no change |
| | graduate | na | na | na |
| NON-INDIAN | undergraduate | $200 | $200 | no change |
| | graduate | na | na | na |

### *sources and amount of financial aid*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| Am. Indian College Fund Scholarship | amt. | $100,000 | $99,993 | 0% |
| | recp. | 113 | 112 | -1% |
| Federal Pell Grants | amt. | $781,510 | $646,703 | -17% |
| | recp. | 348 | 293 | -16% |
| Private Scholarships | amt. | $6,560 | $407,693 | 6115% |
| | recp. | 30 | 251 | 737% |
| School-to-Work | amt. | na | na | na |
| | recp. | na | na | na |
| Tribal Scholarships | amt. | $0 | $391,205 | na |
| | recp. | 0 | 207 | na |
| Tuition Waiver/ Discount | amt. | · | · | na |
| | recp. | · | · | na |
| Work Study | amt. | $67,566 | $56,984 | -16% |
| | recp. | 0 | 54 | na |

### *average full time undergraduate student costs*




| | BASELINE | | CHANGE |
|---|---|---|---|
| tuition | $2,646 | $2,646 | no change |
| room and board | $2,646 | $5,853 | 121% |
| transportation | $1,296 | $1,536 | 19% |
| textbooks | $738 | $894 | 21% |
| supplies | $0 | $0 | no change |
| personal expenses | $1,932 | $2,058 | 7% |
| misc. expenses | $0 | $0 | no change |
| fees | $0 | $0 | no change |
| **total student costs** | **$9,258** | **$12,987** | **40%** |

**INDICATOR III.2**

# Financial resources and student costs

## How students pay their tuition

During the 2004-05 academic year, 42% of our students (i.e., annualized FTEs) received some kind of financial aid. Thirty nine percent (39%) of all students received Pell Grants, 29% received Washington State Need Grants, 35% received Tribal Higher Education Funds, and 15% received American Indian College Funds.

Northwest Indian College
BELLINGHAM, WASHINGTON

SECTION IV

# Physical resources and academic facilities

## INDICATOR IV.1
## Building facilities

| Building Name | Campus Site | Year Built | No. of Stories | Total sq. ft. | Main Function | Own / Lease | Note |
|---|---|---|---|---|---|---|---|
| Building #1 (Central Administration) | Main Campus | acquired in 1991 | 1 | 2,730 | Administration | Assigned by Tribe | modular |
| Building #2 (Foundation) | Main Campus | acquired in 1998 | 1 | 910 | Administration | Assigned by Tribe | modular |
| Building #3 (Learning Assistance Center) | Main Campus | 1935 (acquired and remodeled in 1986) | 1 | 1,300 | Classroom | Assigned by Tribe | wooden structure |
| Building #4 (Faculty offices) | Main Campus | acquired in 1998 | 2 | 2,700 | Administration | Assigned by Tribe | modular |
| Building #4 (Classrooms) | Main Campus | acquired in 1998 | 2 | 1,000 | Classroom | Assigned by Tribe | modular |
| Building #5 (Lummi Library) | Main Campus | 1935 (acquired and remodeled in 1991) | 2 | 7,500 | Library | Assigned by Tribe | wooden structure |
| Building #5 (Business Assistance Center) | Main Campus | 1935 (acquired and remodeled in 1991) | 1 | 900 | Administration | Assigned by Tribe | wooden structure |
| Building #6 (OFPR) | Main Campus | 1935 (acquired and remodeled in 1991) | 1 | 576 | Classroom | Assigned by Tribe | wooden structure |
| Building #7 (Cultural Arts Center) | Main Campus | 1935 (acquired in 1986 and remodeled in 2003) | 1 | 2,800 | Classroom | Assigned by Tribe | wooden structure |
| Building #7A (Cultural Learning Center) | Main Campus | 2001 | 1 | 2,520 | Cultural Center | Assigned by Tribe | log building |
| Building #8 (Computer Lab) | Main Campus | 1989 | 1 | 1,800 | Classroom | Assigned by Tribe | wooden structure |
| Building #9 | Main Campus | acquired in 1986 | 1 | 1,600 | Administration | Assigned by Tribe | modular |
| Building #10 (Financial Aid, Registrar, Administration) | Main Campus | acquired in 1986 | 1 | 4,160 | Administration | Assigned by Tribe | modular |
| Building #11 (Science) | Main Campus | acquired in 1992 | 1 | 3,370 | Laboratory | Assigned by Tribe | modular |
| Building #11 (Distance Learning) | Main Campus | acquired in 1992 | 1 | 3,000 | Distance Learning | Assigned by Tribe | modular |
| Building #12 (Student Services) | Main Campus | acquired in 1992 | 1 | 2,730 | Administration | Assigned by Tribe | modular |
| Building #13 (Student Activities Center) | Main Campus | acquired in 1995 | 1 | 2,000 | Classroom | Assigned by Tribe | modular |

**INDICATOR IV.1 (CONTINUED)**

## Building facilities

| Building Name | Campus Site | Year Built | No. of Stories | Total sq. ft. | Main Function | Own / Lease | Note |
|---|---|---|---|---|---|---|---|
| Building #14 (bookstore/cafeteria) | Main Campus | acquired in 1995 | 1 | 2000 | Auxiliary | Assigned by Tribe | modular |
| Building #15 (Student Union) | Main Campus | acquired in 1996 | 1 | 960 | Student Services/Recreation | Assigned by Tribe | modular |

New NWIC site

Ground-breaking ceremony

**INDICATOR IV.2**

## Library facilities

| Library Name | Total Sq. Ft. | Year Built | Volumes | Periodicals Print | Periodicals Electronic | Catalogue On-line Access | Inter-Library System | Computer Lab w/ Internet | Community Library Status | Community Learning Center |
|---|---|---|---|---|---|---|---|---|---|---|
| Lummi Reservation Library System | 5,300 | 1935 (remodeled in 1991) | 32,000 | 99 | 4,300 full-text articles on 4 different databases | Yes | Yes | Yes | Community Library | No |

Northwest Indian College is currently in Phase I of its Campus Plan. The following buildings are in the pre-design, design or construction phases:

- The student housing building is currently under construction. It will be 18,500 square feet with room for a minimum of 50 student beds. It will have a dining room and kitchen that will be able to serve 150 people.
- The childcare building is planned and ready for bids. It will be 2,278 square feet with two large rooms, one for infants and one for toddlers. In addition, it will have a play area.
- A new classroom/office building is planned and ready for bids. It will be 4,252 square feet and will include six (6) offices, one (1) conference room, two (2) large classrooms, one (1) small classroom and one (1) kitchen/work room.
- The Center for Student Success is in the design development stage. It will be 10,300 square feet and will house Financial Aid, Registration, Enrollment and Student Services.
- The Natural Resources Lab is in the pre-design stage.
- Swinomish Campus' classroom/office building is in the pre-design stage. It will be 4,252 square feet and will include six (6) offices, one (1) conference room, two (2) large classrooms, one (1) small classroom, and one (1) kitchen/work room.

As an interim measure for addressing space needs, two additional modular buildings are being leased to increase the number of classrooms on the existing Lummi campus.

**INDICATOR IV.3**

## Instructional/research equipment and facilities acquired

### AY 03-04

- 1 Photo Bioreactor (Prototype Environmental Chamber), $43,000: For Culturing Algae

### AY 04-05

- GIS Equipment (Plotter, Computers, GPS Equipment), $29,000: For Cultural Research
- Water pump, Water Sterilizer, Temperature Monitor, PH Measurers, Heat Exchanger, Steam boiler, Floor Jacks, $26,000: For Shellfish Hatchery
- Five Video Editing Equipment, $1,200: For Cultural Videos

**INDICATOR IV.4**

## IT infrastructure

# Student enrollment and graduation by major group

## INDICATOR V.1A
## Majors and degrees offered

| Major Group | Majors Offered (type of degree) |
|---|---|
| American Indian Studies | Native American Studies concentrations (AAS): Tribal Law and Government, Tribal Language and the People, Tribal Culture and Society, Tribal Environmental Studies, Multi-disciplinary Studies; also certificate in Native American Studies (CT) |
| Art | Fine Arts (AAS) |
| Building Trades | Construction Trades (CT) |
| Business | Public and Tribal Administration (AAS), Business Administration (AAS) and Entrepreneurship (CT and ATA) |
| Computer Technology | Computer Maintenance and Networking (ATA), Computer Repair Technician (CT) |
| Education-Professional | Native Oksale Education concentrations: K-12 Education (AAS), Early Childhood Education (AAS and CT) |
| Environmental Science/Natural Resources | Tribal Environmental and Natural Resource Management (AAS) |
| Hospitality Industry | Hospitality Management (CT and ATA) |
| Human Services | Chemical Dependency Studies (ATA); (CT) |
| Individualized Program | Individualized Program (CT and ATA) |
| Liberal Arts/General Studies | General Direct Transter (AAS) |
| Life Sciences | Life Sciences (AS), Allied Health (AAS) |
| Office Administration/Technology | Office Assistant (CT and ATA) |
| Undeclared/Nondeclared | Undeclared |

### Glossary:

| | |
|---|---|
| AP | Apprenticeships |
| OP | Occupational Programs |
| DL | Diploma |
| CT | Certificate |
| ATA | Associate of Technical Arts |
| AAS | Associate of Applied Science |
| AA | Associate of Arts |
| AFA | Associate of Fine Arts |
| AS | Associate of Science |
| AA&S | Associate of Arts & Sciences |
| AA & AS | Associate of Arts & Associate of Science |
| BD | Baccalaureate Degree |
| BA | Bachelor of Arts |
| BFA | Bachelor of Fine Arts |
| BS | Bachelor of Science |
| MED | Master of Education |
| MA | Master of Arts |
| MS | Master of Science |

**INDICATOR V.1B**

## New courses, majors, departments and degree offerings

As a result of implementing the strategic plan, identifying local needs, and decreasing enrollments in several programs, Northwest Indian College made a bold move to refocus its curriculum. Native American Studies was chosen as a core program. Now students begin their studies at NWIC as Native American Studies students, rather than as general studies students. Students remain as Native American Studies AA degree candidates or they chose to pursue another degree or certificate program. Programs and certificates are designed so that each program has the same required courses. Since students are encouraged to take required classes first, this helps students keep on track to finish in a timely fashion. The remaining degree programs, including Native Teacher Education, Life Science, and Chemical Dependency Studies, were updated. Two new programs (a Career Enhancement Certificate and a Microsoft Office Specialist Award of Competency) were added. One new faculty was hired in the office occupations area. In AY 2005-06, an Associate Degree in Computer Maintenance and Networking and a Computer Repair Technician Certificate will be added. No grant funds are used to sponsor the above programs.

Based on grant and/or contract funds and the interest of tribes in specific training and workforce development, the following new courses were offered in AY: 2004-05:

- Medical Coding and Billing
- Physical Science 111, Matter and Energy in Physical Systems; Geology 111, Matter and Energy in Earth Systems; and Biology 11, Matter and Energy in Living Systems in partnership with North Cascades and Olympic Sciences
- Mathematics 210, Biostatistics
- In addition, the workforce development grant, Work First, sponsored a series of workshops primarily in the area of office professions

ITV Classroom

**INDICATOR V.1C**

## New programs and strategies to increase enrollment and graduation

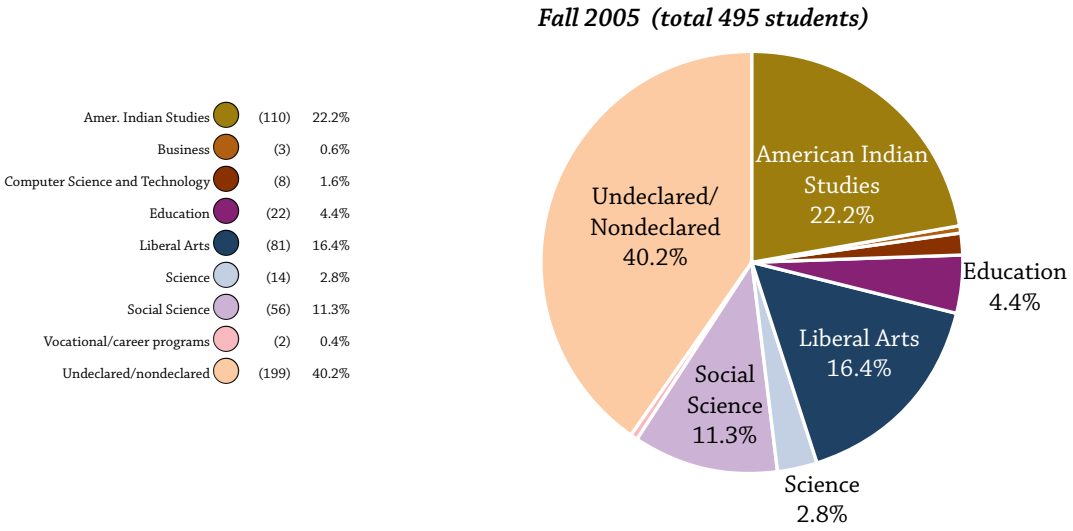
Recruitment: An aggressive recruitment effort was made during the summer of 2004 to contact non-returning students (those who "stopped" out for two or more quarters) who were close to completing their program of study (i.e., within 10 credits).

Retention Strategies: The National Science Foundation sponsored a program to allow NWIC to develop and pilot a "learning community" model to increase students' preparedness for enrollment and completion in science, technology, engineering and math (STEM) programs and courses. The "First Year Experience" model is a collaborative effort between various instructional and student services programs. Culturally relevant competency-based courses have been developed that progressively build skills in reading comprehension, writing, communications, science, mathematics, cultural competency, critical thinking and analytical skills. The First Year Experience Program emphasizes integrated classes; provides extra help in developing writing and math skills; encourages close connection with faculty; and provides for experiential learning experiences through a cohort-based strategy. Developmental courses in study skills and computer skills are also part of the First Year Experience. Each quarter, students progressively advance in their basic skills while taking college courses to hold their interest. An assessment program is used to measure success and information is shared with instructors to make improvements in the curriculum or student services as appropriate. Data has demonstrated that by their third or fourth quarter, these students are better prepared to succeed at college-level course work. Finally, the number of 2004-2005 graduates was the highest in the history of Northwest Indian College. Other strategies used to increase enrollment and/or graduation rates include the following:

- Improvements in instructional technology and training including on-line course development and increased access to ITV classes.
- Increased participation in services learning, internships, and practicum work by students.
- Improved financial aid access and education through FAFSA and scholarship workshops.
- Access to an automated student academic advising system and the implementation of an early warning system for students not attending classes; also, improved communications between faculty and advising and follow-up in outreach to at risk students.

**INDICATOR V.2**

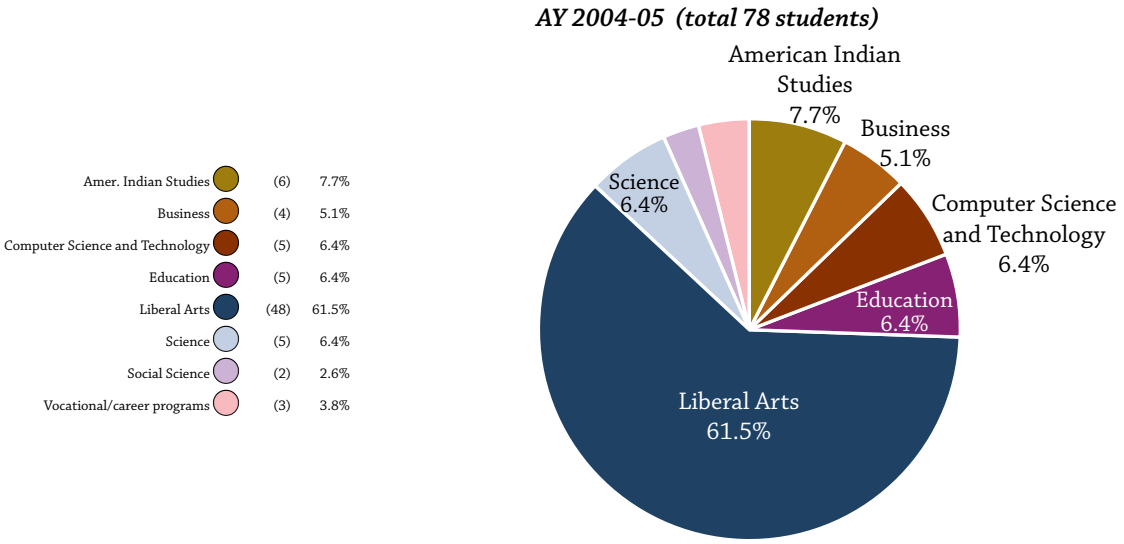
# Institution Fall Enrollment Trends by Discipline: Fall 2003 to Fall 2005




| | Fall 2003 | | | | | Fall 2004 | | | | | fall 2005 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | American Indian | | Non-Indian | | Total | American Indian | | Non-Indian | | Total | American Indian | | Non-Indian | | total |
| | Female | Male | Female | Male | | Female | Male | Female | Male | | Female | Male | Female | Male | |
| **American Indian Studies** | 17 | 10 | 0 | 1 | **28** | 50 | 11 | 0 | 1 | **62** | 81 | 24 | 4 | 1 | **110** |
| **Business** | 31 | 6 | 2 | 1 | **40** | 11 | 0 | 0 | 0 | **11** | 3 | 0 | 0 | 0 | **3** |
| **Computer Science and Technology** | 6 | 8 | 1 | 1 | **16** | 3 | 6 | 0 | 0 | **9** | 1 | 7 | 0 | 0 | **8** |
| **Education** | 45 | 3 | 15 | 1 | **64** | 26 | 2 | 9 | 1 | **38** | 15 | 3 | 4 | 0 | **22** |
| **Liberal Arts** | 135 | 41 | 9 | 4 | **189** | 72 | 26 | 5 | 3 | **106** | 44 | 30 | 7 | 0 | **81** |
| **Science** | 13 | 3 | 0 | 0 | **16** | 6 | 4 | 1 | 0 | **11** | 6 | 6 | 1 | 1 | **14** |
| **Social Science** | 18 | 13 | 49 | 20 | **100** | 20 | 9 | 51 | 33 | **113** | 16 | 7 | 20 | 13 | **56** |
| **Vocational/Career Programs** | 10 | 8 | 1 | 0 | **19** | 5 | 5 | 0 | 0 | **10** | 2 | 0 | 0 | 0 | **2** |
| **Undeclared/Nondeclared** | 72 | 43 | 38 | 16 | **169** | 68 | 50 | 34 | 21 | **173** | 96 | 41 | 31 | 31 | **199** |
| **Total** | **347** | **135** | **115** | **44** | 641 | **261** | **113** | **100** | **59** | 533 | **264** | **118** | **67** | **46** | 495 |

**INDICATOR V.3**

# Institution Degrees and Certificates Conferred by Discipline: AY 2003-04 to AY 2004-05

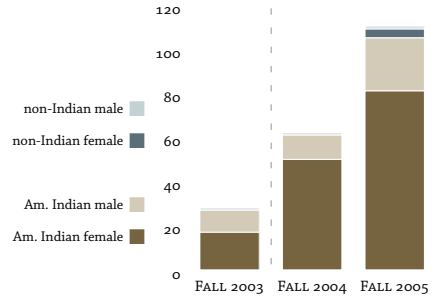



| | AY 03-04 | | | | | AY 04-05 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | American Indian | | Non-Indian | | Total | American Indian | | Non-Indian | | Total |
| | Female | Male | Female | Male | | Female | Male | Female | Male | |
| **American Indian Studies** | 0 | 0 | 0 | 0 | **0** | 6 | 0 | 0 | 0 | **6** |
| **Business** | 1 | 1 | 1 | 0 | **3** | 4 | 0 | 0 | 0 | **4** |
| **Computer Science and Technology** | 0 | 0 | 0 | 0 | **0** | 1 | 4 | 0 | 0 | **5** |
| **Education** | 4 | 0 | 0 | 0 | **4** | 4 | 0 | 1 | 0 | **5** |
| **Liberal Arts** | 17 | 2 | 4 | 0 | **23** | 33 | 12 | 2 | 1 | **48** |
| **Science** | 1 | 2 | 0 | 1 | **4** | 3 | 2 | 0 | 0 | **5** |
| **Social Science** | 1 | 0 | 1 | 1 | **3** | 1 | 0 | 0 | 1 | **2** |
| **Vocational/Career Programs** | 3 | 0 | 2 | 0 | **5** | 1 | 2 | 0 | 0 | **3** |
| **Total** | **27** | **5** | **8** | **2** | **42** | **53** | **20** | **3** | **2** | **78** |

**INDICATOR V.4**

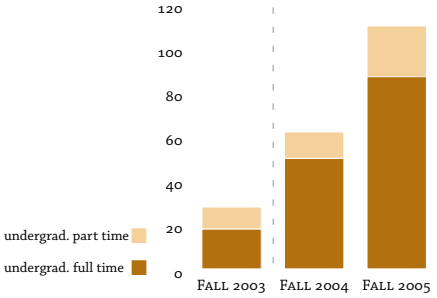
# Major group enrollment and graduation: **American Indian Studies**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 17 | 50 | 81 | 376% |
| | male | 10 | 11 | 24 | 140% |
| | **total** | **27** | **61** | **105** | **289%** |
| NON-INDIAN | female | 0 | 0 | 4 | na |
| | male | 1 | 1 | 1 | no change |
| | **total** | **1** | **1** | **5** | **400%** |
| | **institution total** | **28** | **62** | **110** | **293%** |

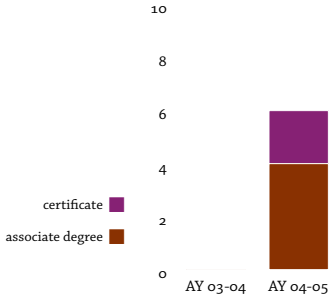
## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 18 | 50 | 87 | 383% |
| | part time | 10 | 12 | 23 | 130% |
| | **total undergrad.** | **28** | **62** | **110** | **293%** |

• data missing

## *by degrees/certificates conferred*




| | | | BASELINE | | CHANGE |
|---|---|---|---|---|---|
| ASSOCIATE DEG. | AM. IN. | female | 0 | 4 | na |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **assoc. deg.** | **0** | **4** | **na** |
| CERTIFICATES | AM. IN. | female | 0 | 2 | na |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **certificates** | **0** | **2** | **na** |
| TOTAL DEGREES | AM. IN. | female | 0 | 6 | na |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **total degrees** | **0** | **6** | **na** |

## *post-graduation*

| | | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|---|
| 4-YEAR PROGRAMS | AM. IN. | female | na | 2 | na |
| | | male | na | 0 | na |
| | NON-IN. | female | na | 0 | na |
| | | male | na | 0 | na |
| | | **assoc. grads admitted to 4-yr program** | **na** | **2** | **na** |
| EMPLOYED | AM. IN. | female | na | 3 | na |
| | | male | na | 0 | na |
| | NON-IN. | female | na | 0 | na |
| | | male | na | 0 | na |
| | | **graduates employed** | **na** | **3** | **na** |

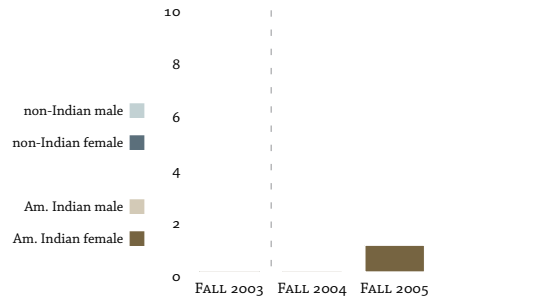
## *enrollment by credit hours*

| | | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|---|
| CREDIT HOURS | AM. IN. | female | • | • | 1,021 | na |
| | | male | • | • | 320 | na |
| | | **total** | **•** | **•** | **1,341** | **na** |
| | NON-IN. | female | • | • | 48 | na |
| | | male | • | • | 14 | na |
| | | **total** | **•** | **•** | **62** | **na** |
| | | **total credit hours** | **•** | **•** | **1,403** | **na** |

INDICATOR V.5

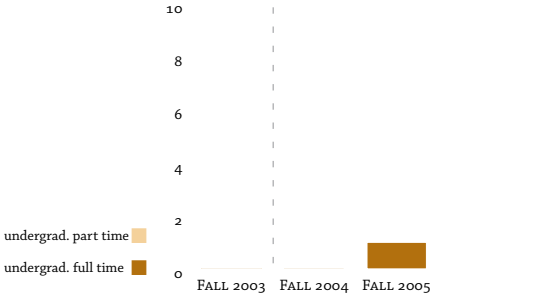
# Major group enrollment and graduation: **Art**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 0 | 0 | 1 | na |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **1** | **na** |
| NON-INDIAN | female | 0 | 0 | 0 | no change |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **0** | **no change** |
| | **institution total** | **0** | **0** | **1** | **na** |

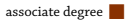
## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 0 | 0 | 1 | na |
| | part time | 0 | 0 | 0 | no change |
| | **total undergrad.** | **0** | **0** | **1** | **na** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| ASSOCIATE DEG. | AM. IN. | female | na | na | na |
| | | male | na | na | na |
| | NON-IN. | female | na | na | na |
| | | male | na | na | na |
| | | **assoc. deg.** | **na** | **na** | **na** |

## *post-graduation*

| | | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|---|
| 4-YEAR PROGRAMS | AM. IN. | female | na | na | na |
| | | male | na | na | na |
| | NON-IN. | female | na | na | na |
| | | male | na | na | na |
| | | **assoc. grads admitted to 4-yr program** | **na** | **na** | **na** |
| EMPLOYED | AM. IN. | female | na | na | na |
| | | male | na | na | na |
| | NON-IN. | female | na | na | na |
| | | male | na | na | na |
| | | **graduates employed** | **na** | **na** | **na** |

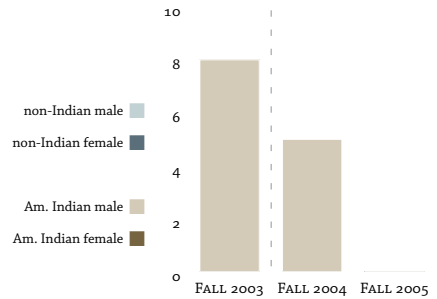
## *enrollment by credit hours*

| | | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|---|
| CREDIT HOURS | AM. IN. | female | 0 | 0 | 16 | na |
| | | male | 0 | 0 | 0 | no change |
| | | **total** | **0** | **0** | **16** | **na** |
| | NON-IN. | female | 0 | 0 | 0 | no change |
| | | male | 0 | 0 | 0 | no change |
| | | **total** | **0** | **0** | **0** | **no change** |
| | | **total credit hours** | **0** | **0** | **16** | **na** |

**INDICATOR V.6**

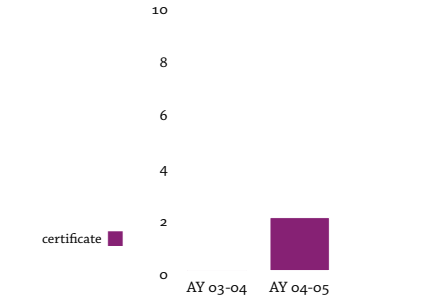
# Major group enrollment and graduation: **Building Trades**

### *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 0 | 0 | 0 | no change |
| | male | 8 | 5 | 0 | -100% |
| | **total** | **8** | **5** | **0** | **-100%** |
| non-Indian | female | 0 | 0 | 0 | no change |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **0** | **no change** |
| | **institution total** | **8** | **5** | **0** | **-100%** |

### *by degrees/certificates conferred*

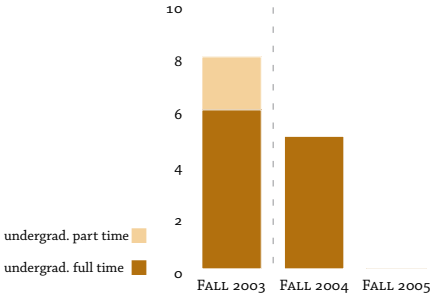



| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| certificates | Am. In. female | 0 | 0 | no change |
| | Am. In. male | 0 | 2 | na |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **certificates** | **0** | **2** | **na** |

### *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| employed | Am. In. female | na | 0 | na |
| | Am. In. male | na | 0 | na |
| | non-In. female | na | 0 | na |
| | non-In. male | na | 0 | na |
| | **graduates employed** | **na** | **0** | **na** |

### *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| undergrad | full time | 6 | 5 | 0 | -100% |
| | part time | 2 | 0 | 0 | -100% |
| | **total undergrad.** | **8** | **5** | **0** | **-100%** |

• data missing

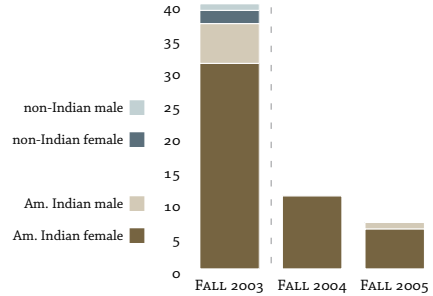
### *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| credit hours | Am. In. female | • | • | 0 | na |
| | Am. In. male | • | • | 0 | na |
| | **Am. In. total** | **na** | **na** | **0** | **na** |
| | non-In. female | • | • | 0 | na |
| | non-In. male | • | • | 0 | na |
| | **non-In. total** | **na** | **na** | **0** | **na** |
| | **total credit hours** | **na** | **na** | **0** | **na** |

INDICATOR V.7

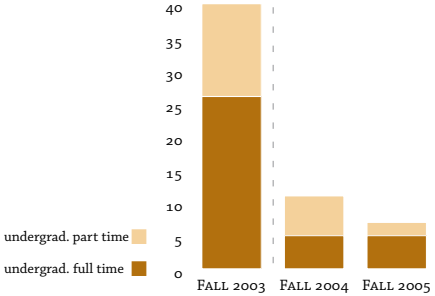
# Major group enrollment and graduation: **Business**

## *by American Indian/non-Indian and gender*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 31 | 11 | 3 | -90% |
| | male | 6 | 0 | 0 | -100% |
| | **total** | **37** | **11** | **3** | **-92%** |
| non-Indian | female | 2 | 0 | 0 | -100% |
| | male | 1 | 0 | 0 | -100% |
| | **total** | **3** | **0** | **0** | **-100%** |
| **institution total** | | **40** | **11** | **3** | **-93%** |

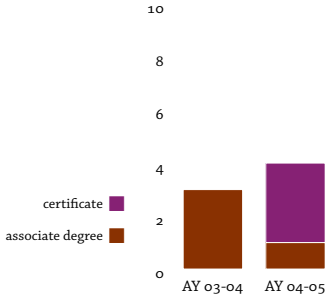
## *by full and part time*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| undergrad | full time | 26 | 5 | 3 | -88% |
| | part time | 14 | 6 | 0 | -100% |
| | **total undergrad.** | **40** | **11** | **3** | **-93%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE AY 03-04 | AY 04-05 | CHANGE |
|---|---|---|---|---|
| Associate deg. Am. In. | female | 1 | 1 | no change |
| | male | 1 | 0 | -100% |
| Non-In. | female | 1 | 0 | -100% |
| | male | 0 | 0 | no change |
| | **assoc. deg.** | **3** | **1** | **-67%** |
| Certificates Am. In. | female | 0 | 3 | na |
| | male | 0 | 0 | no change |
| Non-In. | female | 0 | 0 | no change |
| | male | 0 | 0 | no change |
| | **certificates** | **0** | **3** | **na** |
| Total degrees Am. In. | female | 1 | 4 | 300% |
| | male | 1 | 0 | -100% |
| Non-In. | female | 1 | 0 | -100% |
| | male | 0 | 0 | no change |
| | **total degrees** | **3** | **4** | **33%** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-year programs Am. In. | female | • | 1 | na |
| | male | • | 0 | na |
| Non-In. | female | • | 0 | na |
| | male | 0 | 0 | no change |
| | **assoc. grads admitted to 4-yr program** | **0** | **1** | **na** |
| Employed Am. In. | female | • | 2 | na |
| | male | • | 0 | na |
| Non-In. | female | • | 0 | na |
| | male | 0 | 0 | no change |
| | **graduates employed** | **0** | **2** | **na** |

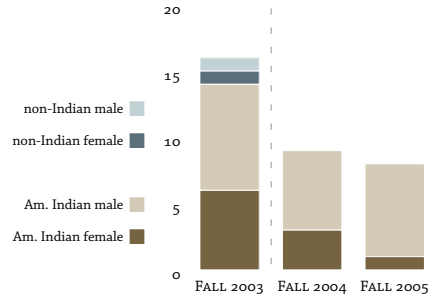
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| Credit hours Am. In. | female | • | • | 44 | na |
| | male | • | • | 0 | na |
| | **total** | **na** | **na** | **44** | **na** |
| Non-In. | female | • | • | 0 | na |
| | male | • | • | 0 | na |
| | **total** | **na** | **na** | **0** | **na** |
| | **total credit hours** | **na** | **na** | **44** | **na** |

**INDICATOR V.8**

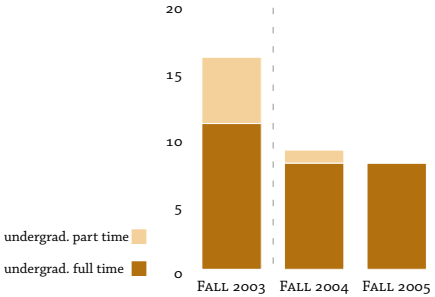
# Major group enrollment and graduation: **Computer Technology**

## *by American Indian/non-Indian and gender*




| | | BASELINE | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 6 | 3 | 1 | -83% |
| | male | 8 | 6 | 7 | -13% |
| | **total** | **14** | **9** | **8** | **-43%** |
| non-Indian | female | 1 | 0 | 0 | -100% |
| | male | 1 | 0 | 0 | -100% |
| | **total** | **2** | **0** | **0** | **-100%** |
| | **institution total** | **16** | **9** | **8** | **-50%** |

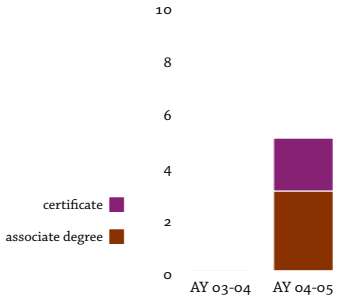
## *by full and part time*




| | | BASELINE | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| undergrad | full time | 11 | 8 | 8 | -27% |
| | part time | 5 | 1 | 0 | -100% |
| | **total undergrad.** | **16** | **9** | **8** | **-50%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE | AY 04-05 | CHANGE |
|---|---|---|---|---|
| associate deg. | Am. In. female | 0 | 1 | na |
| | Am. In. male | 0 | 2 | na |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **assoc. deg.** | **0** | **3** | **na** |
| certificates | Am. In. female | 0 | 0 | no change |
| | Am. In. male | 0 | 2 | na |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **certificates** | **0** | **2** | **na** |
| total degrees | Am. In. female | 0 | 1 | na |
| | Am. In. male | 0 | 4 | na |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **total degrees** | **0** | **5** | **na** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-year programs | Am. In. female | na | 0 | na |
| | Am. In. male | na | 0 | na |
| | non-In. female | na | 0 | na |
| | non-In. male | na | 0 | na |
| | **assoc. grads admitted to 4-yr program** | **na** | **0** | **na** |
| employed | Am. In. female | na | 0 | na |
| | Am. In. male | na | 3 | na |
| | non-In. female | na | 0 | na |
| | non-In. male | na | 0 | na |
| | **graduates employed** | **na** | **3** | **na** |

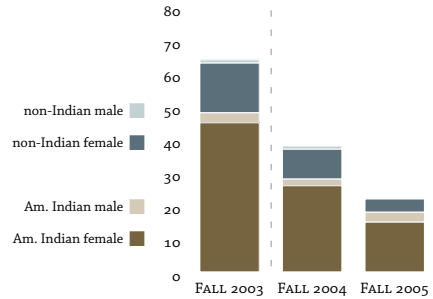
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| credit hours | Am. In. female | • | • | 13 | na |
| | Am. In. male | • | • | 100 | na |
| | **Am. In. total** | **na** | **na** | **113** | **na** |
| | non-In. female | • | • | 0 | na |
| | non-In. male | • | • | 0 | na |
| | **non-In. total** | **na** | **na** | **113** | **na** |
| | **total credit hours** | **na** | **na** | **113** | **na** |

**INDICATOR V.9**

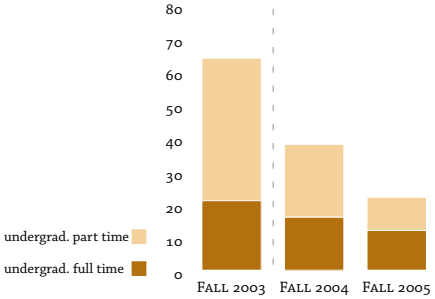
# Major group enrollment and graduation: **Education-Professional**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 45 | 26 | 15 | -67% |
| | male | 3 | 2 | 3 | no change |
| | **total** | **48** | **28** | **18** | **-63%** |
| NON-INDIAN | female | 15 | 9 | 4 | -73% |
| | male | 1 | 1 | 0 | -100% |
| | **total** | **16** | **10** | **4** | **-75%** |
| | **institution total** | **64** | **38** | **22** | **-66%** |

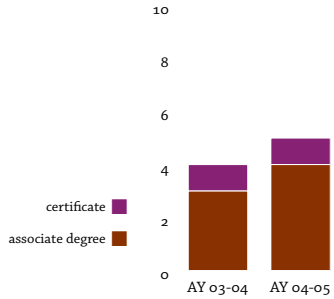
## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 21 | 16 | 12 | -43% |
| | part time | 43 | 22 | 10 | -77% |
| | **total undergrad.** | **64** | **38** | **22** | **-66%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| ASSOCIATE DEG. AM. IN. | female | 3 | 4 | 33% |
| | male | 0 | 0 | no change |
| ASSOCIATE DEG. NON-IN. | female | 0 | 0 | no change |
| | male | 0 | 0 | no change |
| | **assoc. deg.** | **3** | **4** | **33%** |
| CERTIFICATES AM. IN. | female | 1 | 0 | -100% |
| | male | 0 | 0 | no change |
| CERTIFICATES NON-IN. | female | 0 | 1 | na |
| | male | 0 | 0 | no change |
| | **certificates** | **1** | **1** | **no change** |
| TOTAL DEGREES AM. IN. | female | 4 | 4 | no change |
| | male | 0 | 0 | no change |
| TOTAL DEGREES NON-IN. | female | 0 | 1 | na |
| | male | 0 | 0 | no change |
| | **total degrees** | **4** | **5** | **25%** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-YEAR PROGRAMS AM. IN. | female | • | 0 | na |
| | male | 0 | 0 | no change |
| 4-YEAR PROGRAMS NON-IN. | female | 0 | 0 | no change |
| | male | 0 | 0 | no change |
| | **assoc. grads admitted to 4-yr program** | **0** | **0** | **no change** |
| EMPLOYED AM. IN. | female | • | 4 | na |
| | male | 0 | 0 | no change |
| EMPLOYED NON-IN. | female | 0 | 1 | na |
| | male | 0 | 0 | no change |
| | **graduates employed** | **0** | **5** | **na** |

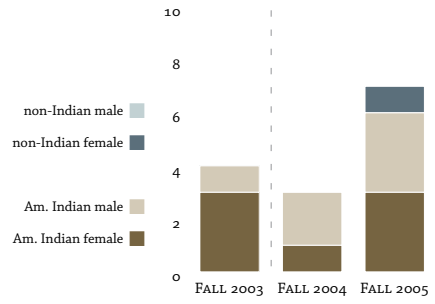
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| CREDIT HOURS AM. IN. | female | • | • | 178 | na |
| | male | • | • | 47 | na |
| | **total** | **na** | **na** | **225** | **na** |
| CREDIT HOURS NON-IN. | female | • | • | 22 | na |
| | male | • | • | 0 | na |
| | **total** | **na** | **na** | **22** | **na** |
| | **total credit hours** | **na** | **na** | **247** | **na** |

**INDICATOR V.10**

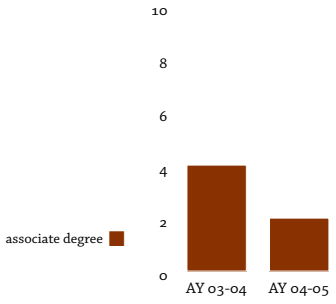
# Major group enrollment and graduation: **Environmental Science/Natural Resources**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 3 | 1 | 3 | no change |
| | male | 1 | 2 | 3 | 200% |
| | **total** | **4** | **3** | **6** | **50%** |
| NON-INDIAN | female | 0 | 0 | 1 | na |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **1** | **na** |
| | **institution total** | **4** | **3** | **7** | **75%** |

## *by degrees/certificates conferred*

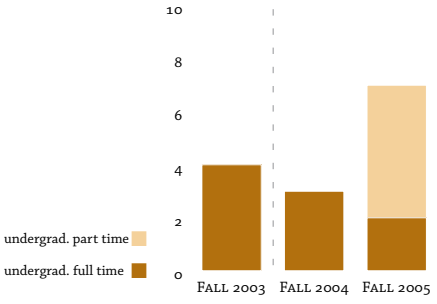



| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| ASSOCIATE DEG. AM. IN. | female | 1 | 1 | no change |
| | male | 2 | 1 | -50% |
| ASSOCIATE DEG. NON-IN. | female | 0 | 0 | no change |
| | male | 1 | 0 | -100% |
| | **assoc. deg.** | **4** | **2** | **-50%** |

## *post-graduation*

| | | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|---|
| 4-YEAR PROGRAMS AM. IN. | | female | • | 1 | na |
| | | male | • | 0 | na |
| 4-YEAR PROGRAMS NON-IN. | | female | 0 | 0 | no change |
| | | male | • | 0 | na |
| | | **assoc. grads admitted to 4-yr program** | **0** | **1** | **na** |
| EMPLOYED AM. IN. | | female | • | 0 | na |
| | | male | • | 0 | na |
| EMPLOYED NON-IN. | | female | 0 | 0 | no change |
| | | male | • | 0 | na |
| | | **graduates employed** | **0** | **0** | **no change** |

## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 4 | 3 | 2 | -50% |
| | part time | 0 | 0 | 5 | na |
| | **total undergrad.** | **4** | **3** | **7** | **75%** |

• data missing

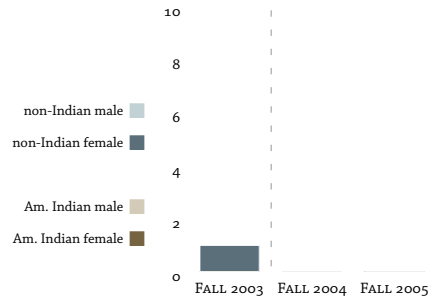
## *enrollment by credit hours*

| | | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|---|
| CREDIT HOURS AM. IN. | | female | • | • | 21 | na |
| | | male | • | • | 28 | na |
| | | **total** | **na** | **na** | **49** | **na** |
| CREDIT HOURS NON-IN. | | female | • | • | 13 | na |
| | | male | • | • | 0 | na |
| | | **total** | **na** | **na** | **13** | **na** |
| | | **total credit hours** | **na** | **na** | **62** | **na** |

**INDICATOR V.11**

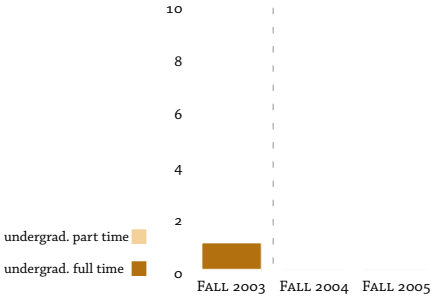
# Major group enrollment and graduation: **Hospitality Industry**

## *by American Indian/non-Indian and gender*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 0 | 0 | 0 | no change |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **0** | **no change** |
| non-Indian | female | 1 | 0 | 0 | -100% |
| | male | 0 | 0 | 0 | no change |
| | **total** | **1** | **0** | **0** | **-100%** |
| | **institution total** | **1** | **0** | **0** | **-100%** |

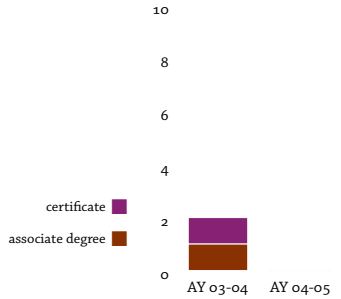
## *by full and part time*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| undergrad | full time | 1 | 0 | 0 | -100% |
| | part time | 0 | 0 | 0 | no change |
| | **total undergrad.** | **1** | **0** | **0** | **-100%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE AY 03-04 | AY 04-05 | CHANGE |
|---|---|---|---|---|
| associate deg. | Am. In. female | 0 | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | 1 | na | na |
| | non-In. male | 0 | na | na |
| | **assoc. deg.** | **1** | **na** | **na** |
| certificates | Am. In. female | 0 | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | 1 | na | na |
| | non-In. male | 0 | na | na |
| | **certificates** | **1** | **na** | **na** |
| total degrees | Am. In. female | 0 | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | 2 | na | na |
| | non-In. male | 0 | na | na |
| | **total degrees** | **2** | **na** | **na** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-year programs | Am. In. female | 0 | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | • | na | na |
| | non-In. male | 0 | na | na |
| | **assoc. grads admitted to 4-yr program** | **0** | **na** | **na** |
| employed | Am. In. female | 0 | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | • | na | na |
| | non-In. male | 0 | na | na |
| | **graduates employed** | **0** | **na** | **na** |

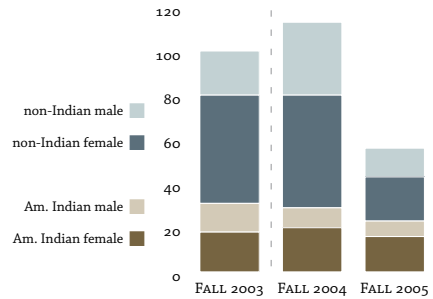
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| credit hours | Am. In. female | • | 0 | 0 | na |
| | Am. In. male | • | 0 | 0 | na |
| | **Am. In. total** | **na** | **0** | **0** | **na** |
| | non-In. female | • | 0 | 0 | na |
| | non-In. male | • | 0 | 0 | na |
| | **non-In. total** | **na** | **0** | **0** | **na** |
| | **total credit hours** | **na** | **0** | **0** | **na** |

**INDICATOR V.12**

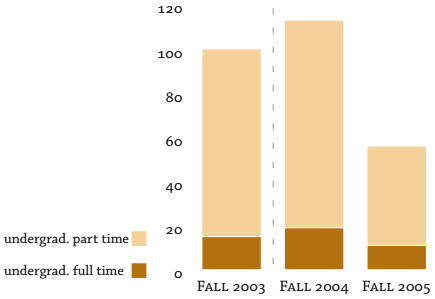
# Major group enrollment and graduation: **Human Services**

## *by American Indian/non-Indian and gender*




| | | BASELINE | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 18 | 20 | 16 | -11% |
| | male | 13 | 9 | 7 | -46% |
| | **total** | **31** | **29** | **23** | **-26%** |
| non-Indian | female | 49 | 51 | 20 | -59% |
| | male | 20 | 33 | 13 | -35% |
| | **total** | **69** | **84** | **33** | **-52%** |
| | **institution total** | **100** | **113** | **56** | **-44%** |

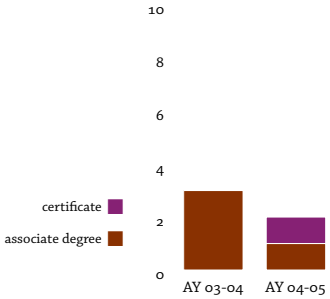
## *by full and part time*




| | | BASELINE | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 15 | 19 | 11 | -27% |
| | part time | 85 | 94 | 45 | -47% |
| | **total undergrad.** | **100** | **113** | **56** | **-44%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE | AY 04-05 | CHANGE |
|---|---|---|---|---|
| ASSOCIATE DEG. | Am. In. female | 1 | 1 | no change |
| | Am. In. male | 0 | 0 | no change |
| | Non-In. female | 1 | 0 | -100% |
| | Non-In. male | 1 | 0 | -100% |
| | **assoc. deg.** | **3** | **1** | **-67%** |
| CERTIFICATES | Am. In. female | 0 | 0 | no change |
| | Am. In. male | 0 | 0 | no change |
| | Non-In. female | 0 | 0 | no change |
| | Non-In. male | 0 | 1 | na |
| | **certificates** | **0** | **1** | **na** |
| TOTAL DEGREES | Am. In. female | 1 | 1 | no change |
| | Am. In. male | 0 | 0 | no change |
| | Non-In. female | 1 | 0 | -100% |
| | Non-In. male | 1 | 1 | no change |
| | **total degrees** | **3** | **2** | **-33%** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-YEAR PROGRAMS | Am. In. female | • | 0 | na |
| | Am. In. male | 0 | 0 | no change |
| | Non-In. female | • | 0 | na |
| | Non-In. male | • | 0 | na |
| | **assoc. grads admitted to 4-yr program** | **0** | **0** | **no change** |
| EMPLOYED | Am. In. female | • | 1 | na |
| | Am. In. male | 0 | 0 | no change |
| | Non-In. female | • | 0 | na |
| | Non-In. male | • | 0 | na |
| | **graduates employed** | **0** | **1** | **na** |

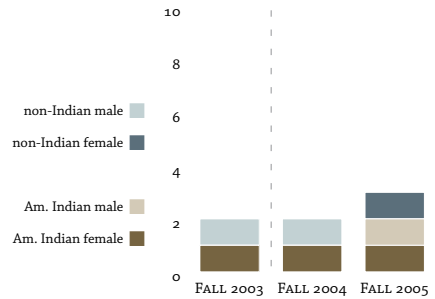
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | FALL 2005 |
|---|---|---|---|---|---|
| CREDIT HOURS | Am. In. female | • | • | 92 | na |
| | Am. In. male | • | • | 49 | na |
| | **Am. In. total** | **na** | **na** | **141** | **na** |
| | Non-In. female | • | • | 104 | na |
| | Non-In. male | • | • | 51 | na |
| | **Non-In. total** | **na** | **na** | **155** | **na** |
| | **total credit hours** | **na** | **na** | **296** | **na** |

**INDICATOR V.13**

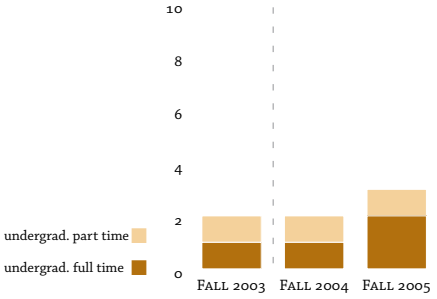
# Major group enrollment and graduation: **Individualized Program**

## *by American Indian/non-Indian and gender*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| Am. Indian | female | 1 | 1 | 1 | no change |
| | male | 0 | 0 | 1 | na |
| | **total** | **1** | **1** | **2** | **100%** |
| non-Indian | female | 0 | 0 | 1 | na |
| | male | 1 | 1 | 0 | -100% |
| | **total** | **1** | **1** | **1** | **no change** |
| **institution total** | | **2** | **2** | **3** | **50%** |

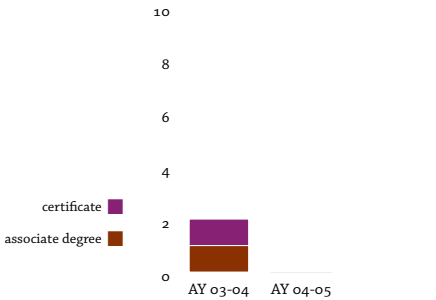
## *by full and part time*




| | | BASELINE Fall 2003 | Fall 2004 | Fall 2005 | CHANGE |
|---|---|---|---|---|---|
| undergrad | full time | 1 | 1 | 2 | 100% |
| | part time | 1 | 1 | 1 | no change |
| | **total undergrad.** | **2** | **2** | **3** | **50%** |

• data missing

## *by degrees/certificates conferred*




| | | BASELINE AY 03-04 | AY 04-05 | CHANGE |
|---|---|---|---|---|
| associate deg. | Am. In. female | 1 | 0 | na |
| | Am. In. male | 0 | 0 | no change |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **assoc. deg.** | **1** | **0** | **na** |
| certificates | Am. In. female | 1 | 0 | na |
| | Am. In. male | 0 | 0 | no change |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **certificates** | **1** | **0** | **na** |
| total degrees | Am. In. female | 2 | 0 | -100% |
| | Am. In. male | 0 | 0 | no change |
| | non-In. female | 0 | 0 | no change |
| | non-In. male | 0 | 0 | no change |
| | **total degrees** | **2** | **0** | **-100%** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-year programs | Am. In. female | • | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | 0 | na | na |
| | non-In. male | 0 | na | na |
| | **assoc. grads admitted to 4-yr program** | **0** | **na** | **na** |
| employed | Am. In. female | • | na | na |
| | Am. In. male | 0 | na | na |
| | non-In. female | 0 | na | na |
| | non-In. male | 0 | na | na |
| | **graduates employed** | **0** | **na** | **na** |

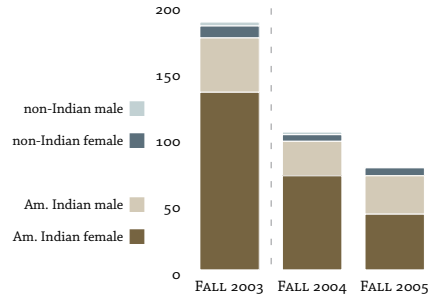
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| credit hours | Am. In. female | • | • | 13 | na |
| | Am. In. male | • | • | 14 | na |
| | **Am. In. total** | **na** | **na** | **27** | **na** |
| | non-In. female | • | • | 9 | **na** |
| | non-In. male | • | • | 0 | na |
| | **non-In. total** | **na** | **na** | **9** | **na** |
| | **total credit hours** | **na** | **na** | **36** | **na** |

**INDICATOR V.14**

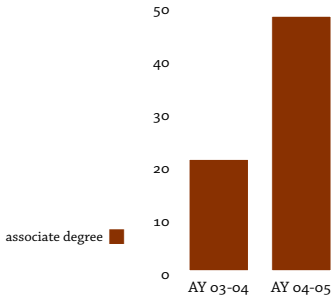
# Major group enrollment and graduation: **Liberal Arts/General Studies**

## *by American Indian/non-Indian and gender*



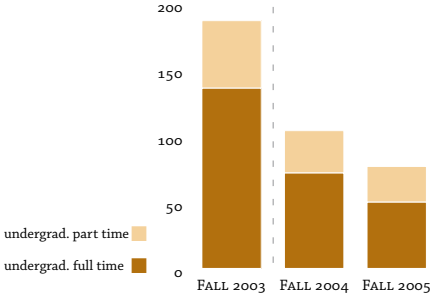

| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 134 | 71 | 42 | -69% |
| | male | 41 | 26 | 29 | -29% |
| | **total** | **175** | **97** | **71** | **-59%** |
| NON-INDIAN | female | 9 | 5 | 6 | -33% |
| | male | 3 | 2 | 0 | -100% |
| | **total** | **12** | **7** | **6** | **-50%** |
| | **institution total** | **187** | **104** | **77** | **-59%** |

## *by degrees/certificates conferred*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| ASSOCIATE DEG. AM. IN. | female | 15 | 33 | 120% |
| | male | 2 | 12 | 500% |
| NON-IN. | female | 4 | 2 | -50% |
| | male | 0 | 1 | na |
| | **assoc. deg.** | **21** | **48** | **129%** |

## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 136 | 72 | 50 | -63% |
| | part time | 51 | 32 | 27 | -47% |
| | **total undergrad.** | **187** | **104** | **77** | **-59%** |

• data missing

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-YEAR PROGRAMS AM. IN. | female | • | 11 | na |
| | male | • | 3 | na |
| NON-IN. | female | • | 1 | na |
| | male | 0 | 0 | no change |
| | **assoc. grads admitted to 4-yr program** | **0** | **15** | **na** |
| EMPLOYED AM. IN. | female | • | 15 | na |
| | male | • | 6 | na |
| NON-IN. | female | • | 2 | na |
| | male | 0 | 0 | no change |
| | **graduates employed** | **0** | **23** | **na** |

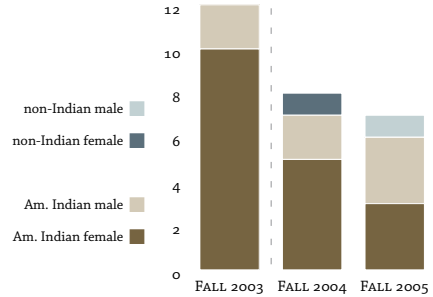
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| CREDIT HOURS AM. IN. | female | • | • | 476 | na |
| | male | • | • | 319 | na |
| | **total** | **na** | **na** | **795** | **na** |
| NON-IN. | female | • | • | 70 | na |
| | male | • | • | 0 | na |
| | **total** | **na** | **na** | **70** | **na** |
| | **total credit hours** | **na** | **na** | **865** | **na** |

**INDICATOR V.15**

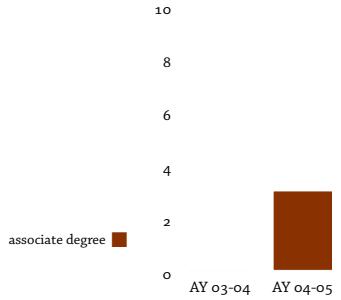
# Major group enrollment and graduation: **Life Sciences**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 10 | 5 | 3 | -70% |
| | male | 2 | 2 | 3 | 50% |
| | **total** | **12** | **7** | **6** | **-50%** |
| NON-INDIAN | female | 0 | 1 | 0 | no change |
| | male | 0 | 0 | 1 | na |
| | **total** | **0** | **1** | **1** | **na** |
| **institution total** | | **12** | **8** | **7** | **-42%** |

## *by degrees/certificates conferred*

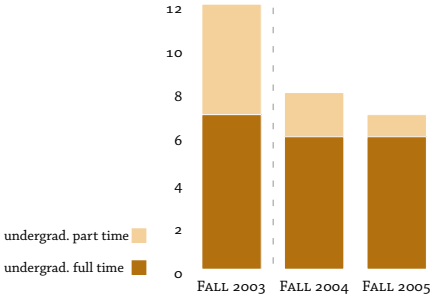



| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| ASSOCIATE DEG. AM. IN. | female | 0 | 2 | na |
| | male | 0 | 1 | na |
| NON-IN. | female | 0 | 0 | no change |
| | male | 0 | 0 | no change |
| **assoc. deg.** | | **0** | **3** | **na** |

## *post-graduation*

| | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|
| 4-YEAR PROGRAMS AM. IN. | female | na | 1 | na |
| | male | na | 0 | na |
| NON-IN. | female | na | 0 | na |
| | male | na | 0 | na |
| **assoc. grads admitted to 4-yr program** | | **na** | **1** | **na** |
| EMPLOYED AM. IN. | female | na | 0 | na |
| | male | na | 1 | na |
| NON-IN. | female | na | 0 | na |
| | male | na | 0 | na |
| **graduates employed** | | **na** | **1** | **na** |

## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 7 | 6 | 6 | -14% |
| | part time | 5 | 2 | 1 | -80% |
| | **total undergrad.** | **12** | **8** | **7** | **-42%** |

• data missing

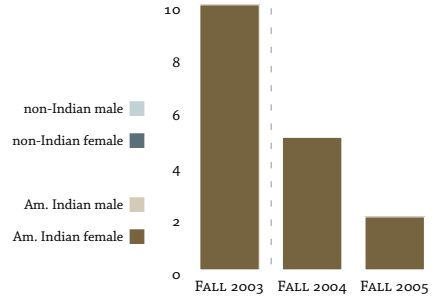
## *enrollment by credit hours*

| | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|
| CREDIT HOURS AM. IN. | female | • | • | 33 | na |
| | male | • | • | 42 | na |
| | **total** | **na** | **na** | **75** | **na** |
| NON-IN. | female | • | • | 0 | na |
| | male | • | • | 17 | na |
| | **total** | **na** | **na** | **17** | **na** |
| **total credit hours** | | **na** | **na** | **92** | **na** |

**INDICATOR V.16**

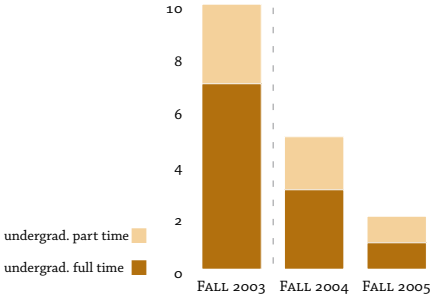
# Major group enrollment and graduation: **Office Administration/Technology**

## *by American Indian/non-Indian and gender*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| AM. INDIAN | female | 10 | 5 | 2 | -80% |
| | male | 0 | 0 | 0 | no change |
| | **total** | **10** | **5** | **2** | **-80%** |
| NON-INDIAN | female | 0 | 0 | 0 | no change |
| | male | 0 | 0 | 0 | no change |
| | **total** | **0** | **0** | **0** | **no change** |
| | **institution total** | **10** | **5** | **2** | **-80%** |

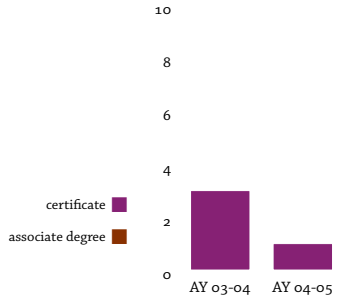
## *by full and part time*




| | | BASELINE | | | CHANGE |
|---|---|---|---|---|---|
| UNDERGRAD | full time | 7 | 3 | 1 | -86% |
| | part time | 3 | 2 | 1 | -67% |
| | **total undergrad.** | **10** | **5** | **2** | **-80%** |

• data missing

## *by degrees/certificates conferred*




| | | | BASELINE | | CHANGE |
|---|---|---|---|---|---|
| ASSOCIATE DEG. | AM. IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **assoc. deg.** | **0** | **0** | **no change** |
| CERTIFICATES | AM. IN. | female | 3 | 1 | -67% |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **certificates** | **3** | **1** | **-67%** |
| TOTAL DEGREES | AM. IN. | female | 3 | 1 | -67% |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **total degrees** | **3** | **1** | **-67%** |

## *post-graduation*

| | | | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|---|---|
| 4-YEAR PROGRAMS | AM. IN. | female | na | na | na |
| | | male | na | na | na |
| | NON-IN. | female | na | na | na |
| | | male | na | na | na |
| | | **assoc. grads admitted to 4-yr program** | **na** | **na** | **na** |
| EMPLOYED | AM. IN. | female | • | 1 | na |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **graduates employed** | **0** | **1** | **na** |

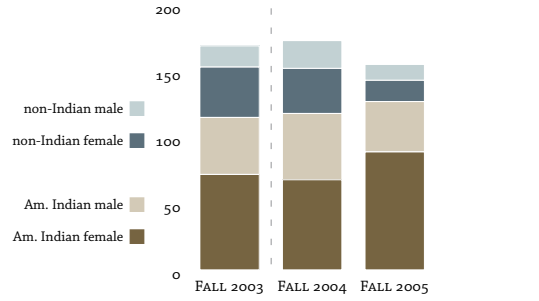
## *enrollment by credit hours*

| | | | FALL 2003 BASELINE | FALL 2004 | FALL 2005 | CHANGE |
|---|---|---|---|---|---|---|
| CREDIT HOURS | AM. IN. | female | • | • | 20 | na |
| | | male | • | • | 0 | na |
| | | **total** | **na** | **na** | **20** | **na** |
| | NON-IN. | female | • | • | 0 | na |
| | | male | • | • | 0 | na |
| | | **total** | **na** | **na** | **0** | **na** |
| | | **total credit hours** | **na** | **na** | **20** | **na** |

## INDICATOR V.19

# Major group enrollment: **Undeclared**

### *by American Indian/non-Indian and gender*

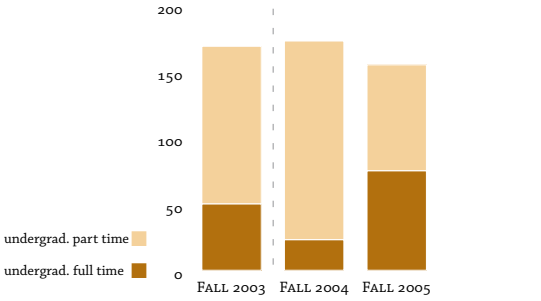



| | | Fall 2003 Baseline | Fall 2004 | Fall 2005 | Change |
|---|---|---|---|---|---|
| Am. Indian | female | 72 | 68 | 89 | 24% |
| | male | 43 | 50 | 38 | -12% |
| | **total** | **115** | **118** | **127** | **10%** |
| Non-Indian | female | 38 | 34 | 16 | -58% |
| | male | 16 | 21 | 12 | -25% |
| | **total** | **54** | **55** | **28** | **-48%** |
| | **institution total** | **169** | **173** | **155** | **-8%** |

### *enrollment by credit hours*

| Credit hours | | Fall 2003 Baseline | Fall 2004 | Fall 2005 | Change |
|---|---|---|---|---|---|
| Am. In. | female | • | • | 888 | na |
| | male | • | • | 397 | na |
| | **total** | **na** | **na** | **1,285** | **na** |
| Non-In. | female | • | • | 63 | na |
| | male | • | • | 87 | na |
| | **total** | **na** | **na** | **150** | **na** |
| | **total credit hours** | **na** | **na** | **1,435** | **na** |

### *by full and part time*




| | | Fall 2003 Baseline | Fall 2004 | Fall 2005 | Change |
|---|---|---|---|---|---|
| Undergrad | full time | 50 | 23 | 75 | 50% |
| | part time | 119 | 150 | 80 | -33% |
| | **total undergrad.** | **169** | **173** | **155** | **-8%** |

• data missing

# Course enrollment and completion (core curriculum and remedial/developmental courses)



## INDICATOR VI.1
## Academic core curriculum courses

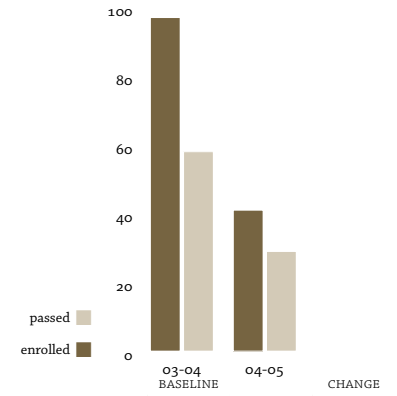
| Course | Course ID(s) | Course Title(s) | Credits Given |
|---|---|---|---|
| English Composition I | ENGL 101 | English Composition I | 5 |
| English Composition II | ENGL 102 | English Composition II | 5 |
| Communications | SPCH 105 | Interpersonal Communication | 4 |
| College Algebra | MATH 151 | Survey of Mathematics | 5 |
| Introduction to Computers | CMPS 101 | Introduction to Computers | 3 |
| Native American Studies | NASD 110 | Introduction to Native American Studies | 3 |
| Human Development | HMDV 110 | Introduction to Successful Learning | 4 |
| History | HIST 111 | Pre-contact Native American History | 2 |
| History | HIST 112 | Post-contact Native American History | 3 |
| Science | BIOL 104 | Biology and Natural History of Puget Sound | 5 |
| Political Science | POLS 225 | History of Federal Indian Policy | 5 |

**INDICATOR VI.2**

# Academic core curriculum course enrollment and successful completion *1

## *English Composition I*

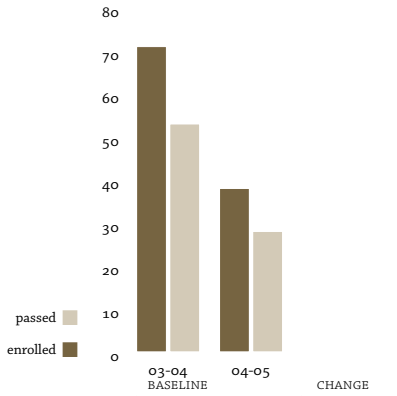
*ENGL 101* — *English Composition I*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 97 | 41 | -58% |
| passed | 58 | 29 | -50% |
| withdrew | 39 | 12 | -69% |
| **% passing** | **60%** | **71%** | **+11 pp** |

## *Communications*

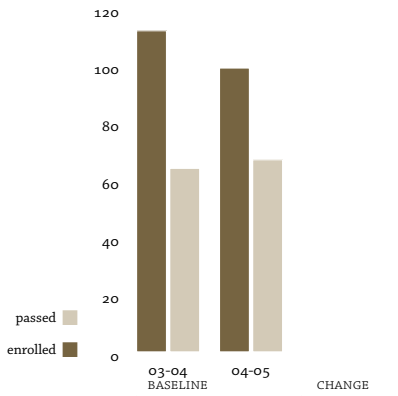
*SPCH 105* — *Interpersonal Communication*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 71 | 38 | -46% |
| passed | 53 | 28 | -47% |
| withdrew | 18 | 10 | -44% |
| **% passing** | **75%** | **74%** | **-1 pp** |

## *Introduction to Computers*

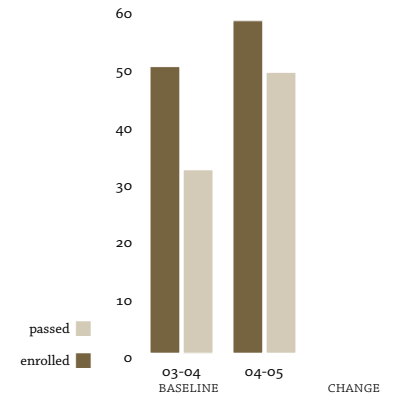
*CMPS 101* — *Introduction to Computers*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 112 | 99 | -12% |
| passed | 64 | 67 | 5% |
| withdrew | 48 | 32 | -33% |
| **% passing** | **57%** | **68%** | **+11 pp** |

## *English Composition II*

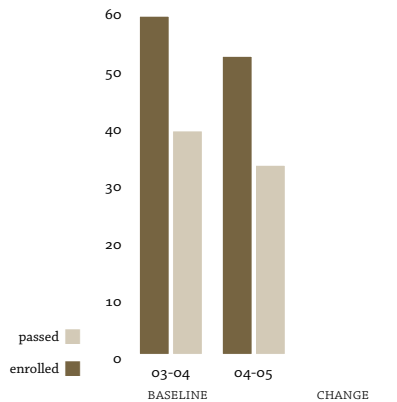
*ENGL 102* — *English Composition II*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 50 | 58 | 16% |
| passed | 32 | 49 | 53% |
| withdrew | 18 | 9 | -50% |
| **% passing** | **64%** | **84%** | **+20 pp** |

## *College Algebra*

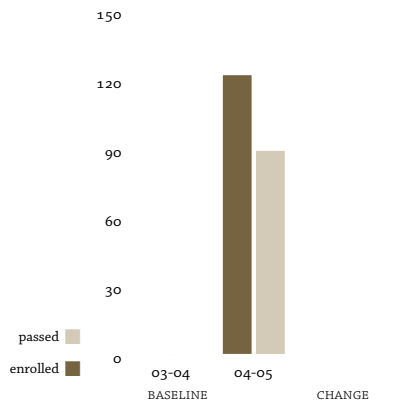
*MATH 151* — *Survey of Mathematics*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 59 | 52 | -12% |
| passed | 39 | 33 | -15% |
| withdrew | 20 | 19 | -5% |
| **% passing** | **66%** | **63%** | **-3 pp** |

## *Native American Studies*

*NASD 110* — *Introduction to Native American Studies*




| | BASELINE 03-04 | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 0 | 122 | na |
| passed | 0 | 89 | na |
| withdrew | 0 | 33 | na |
| **% passing** | **na** | **73%** | **na** |

*1 Successful completion and passed defined as grade 'C' or above.

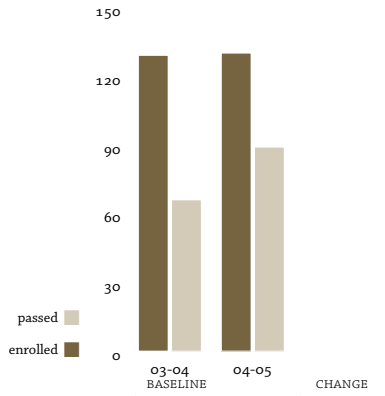
• data missing

**INDICATOR VI.2 (CONTINUED)**

# Academic core curriculum course enrollment and successful completion *1

### *Human Development*

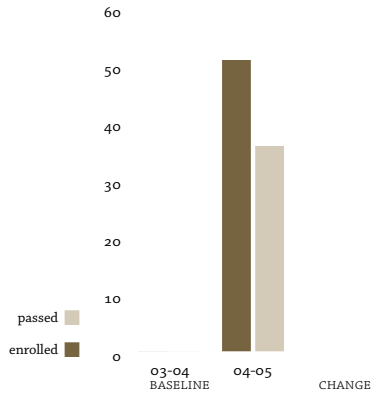
*HMDV 110* *Introduction to Successful Learning*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 129 | 130 | 1% |
| passed | 66 | 89 | 35% |
| withdrew | 63 | 41 | -35% |
| **% passing** | **51%** | **68%** | **+17 pp** |

### *History*

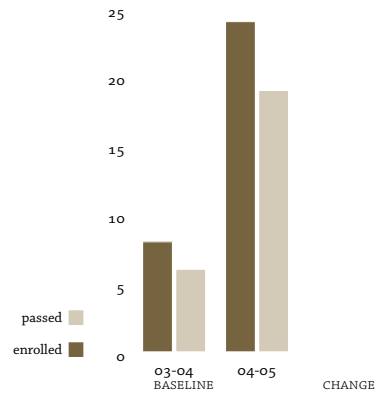
*HIST 112* *Post-contact Native American History*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 0 | 51 | na |
| passed | 0 | 36 | na |
| withdrew | 0 | 15 | na |
| **% passing** | **na** | **71%** | **na** |

### *Political Science*

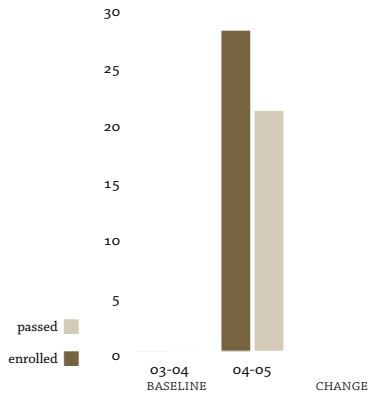
*POLS 225* *History of Federal Indian Policy*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 8 | 24 | 200% |
| passed | 6 | 19 | 217% |
| withdrew | 2 | 5 | 150% |
| **% passing** | **75%** | **79%** | **+4 pp** |

### *History*

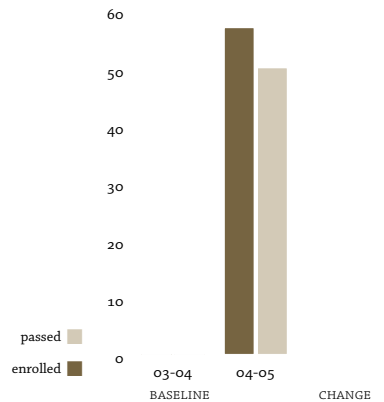
*HIST 111* *Pre-contact Native American History*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 0 | 28 | na |
| passed | 0 | 21 | na |
| withdrew | 0 | 7 | na |
| **% passing** | **na** | **75%** | **na** |

### *Science*

*BIOL 104* *Biology and Natural History of Puget Sound*




| | 03-04 BASELINE | 04-05 | CHANGE |
|---|---|---|---|
| enrolled | 0 | 57 | na |
| passed | 0 | 50 | na |
| withdrew | 0 | 7 | na |
| **% passing** | **na** | **88%** | **na** |

*1 Successful completion and passed defined as grade 'C' or above.

• data missing

**INDICATOR VI.3**

## Vocational core curriculum courses

| Course | Course ID(s) | Course Title(s) | Credits Given |
|---|---|---|---|
| English Composition I | ENGL 101 | English Composition I | 5 |
| English Composition II | ENGL 102 | English Composition II | 5 |
| Communications | SPCH 105 | Interpersonal Communication | 4 |
| General Mathematics | MATH 151 | Survey of Mathematics | 5 |
| Introduction to Computers | CMPS 101 | Introduction to Computers | 3 |
| Native American Studies | NASD 110 | Introduction to Native American Studies | 3 |
| Human Development | HMDV 110 | Introduction to Successful Learning | 4 |
| History | HIST 111 | Pre-Contact Native American History | 3 |
| History | HIST 112 | Post-Contact Native American History | 2 |
| Science | BIOL 104 | Biology and Natural History of Puget Sound | 5 |

**INDICATOR VI.4**

## Vocational core curriculum course enrollment and successful completion [*1]

See Indicator VI.2

## INDICATOR VI.5A
# Remedial/developmental courses

| Course | Course ID(s) | Course Title(s) | Credits Given |
|---|---|---|---|
| Reading | Not Offered | | |
| Writing/Composition | ENGL 095, 098, 099, 100 | Grammar and Punctuation, Constructing the Paragraph, Basic Writing, and Introduction to College Writing | All are 5 credits |
| Mathematics | MATH 070, 085, 098, 099 | Basic Mathematics, Pre-Algebra, Elementary Algebra, Intermediate Algebra | 5 / 3 / 5 / 5 |
| Science | Not Offered | | |

## INDICATOR VI.5B
# Description of remedial and developmental courses with the highest enrollment

NWIC's Career Enhancement Certificate is a basic skills program delivered in the context of workplace skills and the Native American experience. First Year Experience courses include Basic Math, Basic Writing, Interpersonal Communications, Introduction to Successful Learning, and Introduction to Computers.

Students needing additional help can access courses through the Learning Assistance Center. Typical courses offered in the center include Grammar and Punctuation, Constructing the Paragraph, and Basic Algebra. Tutorial services are also available through the Writing Lab and Math Lab.

**INDICATOR VI.6**

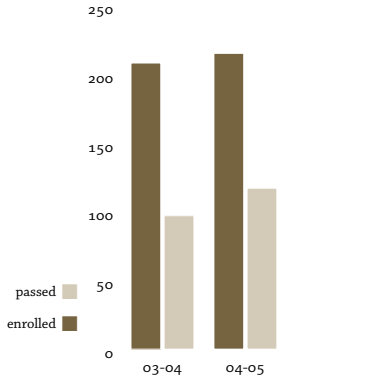
# Remedial/developmental course enrollment and successful completion [*1]

## *Reading*

*No course offered*

## *Mathematics*

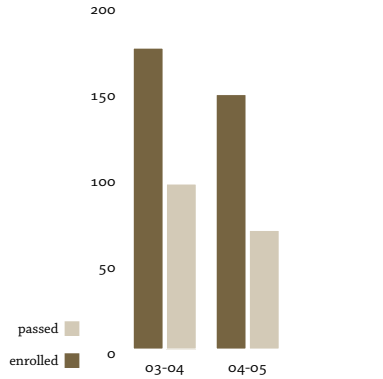
*MATH 070, 085, 098, 099 Basic Mathematics, Pre-Algebra, Elementary Algebra, Intermediate Algebra*




| | BASELINE | | CHANGE |
|---|---|---|---|
| enrolled | 208 | 215 | 3.37% |
| passed | 97 | 117 | 20.62% |
| withdrew | 111 | 98 | -11.71% |
| **% passing** | **47%** | **54%** | **+8 pp** |

## *Writing/Composition*

*ENGL 095, 098, 099, 100 Grammar and Punctuation, Constructing the Paragraph, Basic Writing, and Introduction to College Writing*




| | BASELINE | | CHANGE |
|---|---|---|---|
| enrolled | 175 | 148 | -15.43% |
| passed | 96 | 69 | -28.13% |
| withdrew | 79 | 79 | no change |
| **% passing** | **55%** | **47%** | **-8 pp** |

## *Science*

*No course offered*

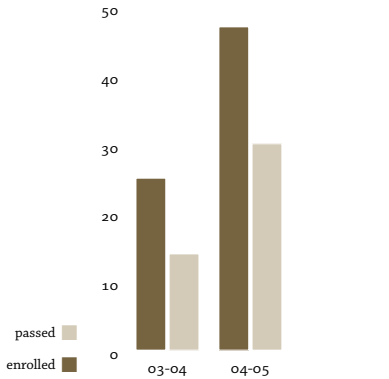
*1 Successful completion and passed defined as grade 'C' or above.

# Online and distance education and instructional teaching



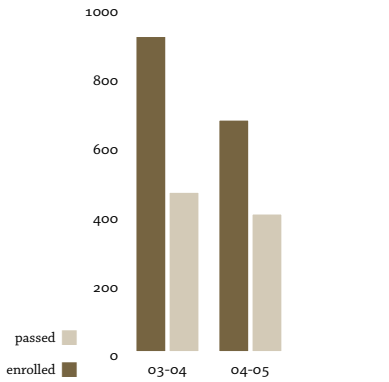
## INDICATOR VII.1
## Online and distance course enrollment and successful completion *1

### *Online courses* *2




| | BASELINE | | CHANGE |
|---|---|---|---|
| enrolled | 25 | 47 | 88% |
| passed | 14 | 30 | 114% |
| wthdrew | 11 | 27 | 145% |
| **% passing** | **56%** | **64%** | **+8pp** |
| courses offered | 5 | 10 | 100% |
| faculty teaching courses | 6 | 10 | 67% |

### *Distance courses provided by this campus* *3




| | BASELINE | | CHANGE |
|---|---|---|---|
| enrolled | 916 | 673 | -27% |
| passed | 463 | 400 | -14% |
| withdrew | 453 | 273 | -40% |
| **% passing** | **51%** | **59%** | **+9pp** |
| courses offered | 253 | 203 | -20% |
| faculty teaching courses | 87 | 64 | -26% |

### *Distance courses provided to this campus* *4

| | BASELINE | | CHANGE |
|---|---|---|---|
| enrolled | | | |
| passed | | | |
| withdrew | | | |
| **% passing** | | | |
| courses offered | | | |

*1 Successful completion and passed defined as grade 'C' or above.

*2 Students enrolled in courses offered by this institution via the internet asynchronously,

*3 Students enrolled in courses offered by this campus via satellite, interactive television, internet etc. to other campuses or institutions synchronously

*4 Students enrolled in courses offered on this campus synchronously taken via satellite, interactive television, internet etc. by external providers,

**INDICATOR VII.2**

## Online and distance education

Northwest Indian College offers several options for students wishing to take courses online and through distance education:

- Independent learning (learning contracts) is text-based instruction with phone and email support.
- Online courses are delivered over the Internet using our course management system, WEBCT.
- Interactive television (ITV) is a two-way interactive video of the instructor and students at all campuses.

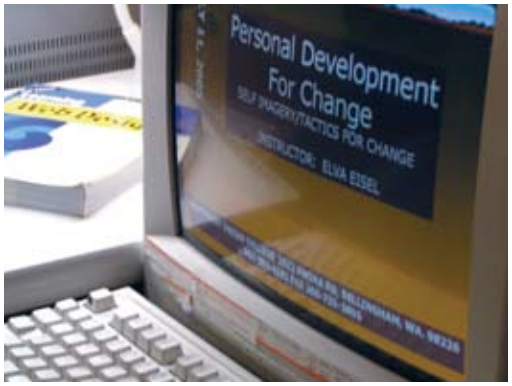
During the 2004-05 academic year, 12 different courses were offered online and 48 were offered via Independent Learning.

**INDICATOR VII.3**

## Improvement in instructional delivery methods

The technology used for distance education is the state sponsored network of interactive television called the "K-20 Network" also referred to as ITV. Several grants have allowed NWIC to increase its ability to use this system at several distant locations. NWIC has expanded its ITV resources by acquiring hardware connectivity, classroom equipment (such as large screen TV monitors), voice activated video cameras, computers, and various types of projectors and accessories. Funds to pay for the annual fee for accessing the network for each classroom are needed.

WebCT is now being used for online courses. In AY 2004-05, faculty developed several on-line courses with the assistance of the Bush Faculty Development grant, which paid for faculty release time.



# Student research, extracurricular, community, and cultural activities and services received



## INDICATOR VIII.1
## Student academic research and extracurricular activities

| students participated: | 03-04 yes/no | 03-04 # | 04-05 yes/no | 04-05 # |
|---|---|---|---|---|
| ***Academic development activities*** | | | | |
| Received Academic Advising | Yes | 850 | Yes | 1120 |
| Attended Orientation | Yes | 150 | Yes | 181 |
| Attended High School to College Bridge Program | Yes | 130 | Yes | 59 |
| Attended Academic Workshop | Yes | 110 | Yes | • |
| Attended Summer Program other than those listed above | Yes | 55 | Yes | • |
| Participated in special faculty/ alumni mentoring program | Yes | • | Yes | • |
| Participated in service learning/ internships | Yes | 15 | Yes | 120 |
| Participated in First Year Experience program | Yes | 25 | Yes | 35 |
| Received Tutoring | Yes | 640 | Yes | 681 |
| ***Academic awards*** | | | | |
| Received Academic Awards from your college | Yes | na | Yes | 23 |
| Received Academic Awards from outside college | Yes | 15 | Yes | 18 |
| ***Research, teaching and active learning activities*** | | | | |
| Research Assistant/Involved in Independent Research | Yes | 1 | Yes | 5 |
| Have been a Teaching Assistant | No | na | No | na |
| Participated in on-campus research internship | No | na | Yes | 3 |
| Participated in off-campus research internship | Yes | 3 | Yes | 5 |
| International Learning Experience | No | na | No | na |
| Served as a Peer Tutor | No | na | No | na |

| students participated: | 03-04 yes/no | 03-04 # | 04-05 yes/no | 04-05 # |
|---|---|---|---|---|
| ***Financial Support*** | | | | |
| Received financial support (need-based) | Yes | 227 | Yes | 391 |
| Received merit scholarships | Yes | • | Yes | 113 |
| Received athletic scholarships | No | na | No | na |
| Participated in work-study program | Yes | 60 | Yes | 52 |
| ***Extracurricular Activities*** | | | | |
| Attended a National Conference | Yes | 35 | Yes | 24 |
| Presented at a National Conference (oral/poster) | Yes | 3 | Yes | 2 |
| Were involved in Student Government | Yes | 9 | Yes | 6 |
| Participated in Student Activity Clubs | Yes | 28 | Yes | 96 |
| Volunteered for on-campus activities | Yes | 10 | Yes | 30 |
| Student Chapters of National Organizations | Yes | 21 | Yes | 80 |
| Participated in Athletic Programs | Yes | 22 | Yes | 32 |
| ***Career Development*** | | | | |
| Received career advising | Yes | 436 | Yes | • |
| Attended career seminar/ workshop | Yes | 560 | No | na |
| work experience internship/co-op on campus | Yes | 18 | Yes | 2 |
| work experience internship/co-op off campus | Yes | 25 | Yes | 20 |
| Received assistance from Placement Office | Yes | 10 | Yes | • |

• data missing

## INDICATOR VIII.2
# Student community and cultural activities

| students participated: | 03-04 yes/no | 03-04 # | 04-05 yes/no | 04-05 # |
|---|---|---|---|---|
| ***Service to the Community*** | | | | |
| Volunteered in youth-related programs | Yes | 10 | Yes | • |
| Volunteered in elder programs | Yes | 5 | Yes | 18 |
| Participated in Tribal Boards or Community Organizations | No | • | Yes | • |
| Volunteered to help with community/cultural events | Yes | 250 | Yes | • |
| Involved in family-oral histories | Yes | • | Yes | • |
| Volunteered to organize pow-wows | No | • | Yes | 4 |
| Other Activities | | | | |
| ***Culturally Relevant Activities*** | | | | |
| culturally relevant learning activities on campus | Yes | 227 | Yes | • |
| Learned traditional tribal knowledge from elders | Yes | • | Yes | 18 |
| Participated in cultural activities outside of college | Yes | • | Yes | • |
| Other activities | Yes | 50 | | |

• data missing

Granny Rose
Still shot from cultural video

## INDICATOR VIII.3
# Student activity highlights

Student D (Lummi Nation, Washington): Over the last two years, Student D, a first year Lummi student, has been working with a local video technician on a documentary video. Their video, Healing Our Spirits, was recently accepted to be shown at three film festivals. The video is about a grave disturbance that occurred on the Semiahmoo Spit in 1999. The Lummi Tribe is reburying the remains of their ancestors according to cultural tradition. This video documents the entire process through the eyes of the Lummi people and the topic is relevant to Native Americans all over North America.

Student E (Yakama Indian Nation, Washington) was an intern for the Research Experience for Undergrads (REU) program during the summer of 2005 under the Organization for Tropical Studies (OTS) program in Costa Rica. She was sent to the La Selva Biological Station to conduct a survey of non-flying mammals. The program required a written proposal detailing what her study and project was going to be and how she was going to conduct it. She was also required to give a power point presentation explaining the project. She spent six weeks surveying and collecting data, and a week and a half writing the paper to explain project results. She also gave a final presentation about the project and its results. The paper and presentation were presented to the REU committee for review and will be added to a collection of other studies conducted at La Selva Biological Station.

Student F (Hoopa Valley Tribe, California) attended the Annual Ecological Society of America meeting in Montreal, Canada in August 2005, where she spoke at a special session organized by Northwest Indian College faculty and by faculty at the University of British Columbia Fisheries.

Student G (Yakama Nation, Washington) is well liked and respected throughout the Northwest Indian College campus. Both his peers and professors see him as someone they can rely on and trust. He has been active in clubs, strong in his academics, and involved in research projects. For example, Student G worked with a faculty mentor all last year on the Native Plant restoration project, where he used his artistic and academic skills to create an environmental education poster. The combination of his drive, enthusiasm, professionalism, dedication, intelligence and academic curiosity make him an ideal student.

Student H (Lummi Nation): Faculty at NWIC have been impressed with Student H since she began at the college in the fall of 2004. She demonstrates academic and professional drive, leadership skills, and a positive attitude. In fact, one faculty was so impressed with her presence that he immediately offered her a job and enlisted her to work with him as a Research Assistant in the Environmental Science department at Northwest Indian College. As a research assistant she has been responsible for organizing and executing native plant restoration projects. She immediately and enthusiastically signed on to the project and has enhanced it through her own direction. She continuously exceeds expectations by going beyond the job description. For example, one of the projects that Student H worked on was to help restore a plot of land on campus to prairie status. She worked expeditiously with other students to plant Native flowers and grasses in a timely and efficient manner. In addition to fully completing her duties, she decided that it would be interesting to conduct a research project on the research site. So, on her own initiative, she is collecting data (and plotting) the plant growth and soil temperature. At the end of the season, she hopes to determine which grasses are better suited for restoration in this area. This type of initiative is invaluable to our community.

Also, during the summer or 2005, Student H participated in an internship/ research project with the Alaska Community Action on Toxics (ACAT) organization in Anchorage. The primary focus of her project was to research and document the burial locations of potentially toxic materials of the Native food supplies on St. Lawrence Island. The research made use of the oral history of the people that live on the island. Student H gathered food samples on behalf of the people of St. Lawrence Island to transport back to Anchorage for ACAT. The samples were a portion of the subsistence food analysis and toxic material documentation for the Siberian Yupik people. She designed and developed a Microsoft Access database for the St. Lawrence Island Health Assessment program to track symptoms of toxic and radiation illness. She also initiated a project for future study of the geographical correlation of the release of toxic wastes and the rate of cancer in the population. Not only does she excel in her academics, she also is an amazing leader. She was recently voted class president of the student body and remains active in the Phi Theta Kappa honor and service society, as well as the American Indian Business Leaders club. Student H fully embraces her college experience and is a leader within the Lummi and student body communities.

Men's basketball team

Women's basketball team

First year student
Cross country race

**INDICATOR VIII.4A**

## Student services utilized

| students participated: | 03-04 yes/no | 03-04 # | 04-05 yes/no | 04-05 # |
|---|---|---|---|---|
| Counseling | Yes | . | Yes | . |
| Day care services | No | na | No | na |
| Health/wellness services | Yes | . | Yes | 87 |
| Housing | No | na | Yes | na |
| Parenting skills | Yes | . | Yes | 43 |
| Transportation services | No | na | No | na |
| Financial management education | No | na | No | na |

**INDICATOR VIII.4B**

## Most frequently used services

NWIC's most frequently used services are the following:

1. Academic advising and personal counseling: Student Services provides comprehensive advising for new students, including transcript evaluation and appropriate course placement. We have two licensed clinical therapists on staff and a referral system for more comprehensive personal and mental health counseling is being developed.
2. Career counseling: Student Services has an advisor whose responsibility is to counsel students about career options. Student Services sponsors an annual career fair, which is well attended by local businesses. We are developing faculty advising and mentoring. Faculty who are content experts in their fields work with students interested in those fields. In addition, we have an extensive internship program which has opened and extended career and academic opportunities for students as well.
3. Tutoring: NWIC has a tutoring center, which is staffed from 8 am to 6 pm weekdays by faculty, advanced students and alumni.
4. Food service: NWIC has a kitchen staffed by a skilled Chilean cook who provides options for breakfast and lunch until about 3 pm daily.
5. Other frequently used services include student leadership training (student government), student clubs (including AISES, AIBL, Culture Club, Art Club, Journalism, and Phi Theta Kappa), athletic programs/student activities, and wellness services (such as a Men's Support Group, Fitness Center, etc.)

Ana, NWIC chef

# American Indian student success stories

**INDICATOR IX.1**

## Outstanding American Indian student success stories

Student I (from Nez Perce, Idaho), a 2005 NWIC graduate of the Nez Perce Learning Center, was a recipient of the President's Medallion for a 4.00 GPA. He is a member of the Nez Perce Tribe and a life long resident of Kamiah, Idaho, located on the Nez Perce reservation in north central Idaho. His educational journey began in January 2002 at which time he was working in the local sawmill. While attending NWIC, Student I balanced daily life as a full-time worker, a full-time student, and most important to him, a full-time caretaker of his wife, daughter and his elderly parents. He devoted his extra time to leadership development as an instrumental Indian parent advocate of the local school district and became involved in a community leadership project funded by the Northwest Area Foundation. The future outlook of the timber industry and an imminent occupational injury to his back resulted in a career change. Today, he serves on the tribal council as the Treasurer of the Nez Perce Tribe's governing body, the Nez Perce Tribal Executive Committee.

Student J (Tulalip) graduated with honors from Northwest Indian College with an Associates of Arts degree in the spring of 2003. Since that time she has been attending classes at Columbia College (where she expects to finish her Bachelor of Arts degree in Criminal Justice in the spring of 2006) and working in the family business (where she assists in all aspects of her family's Port of Subs business). When asked about her future goals, Student J answered that she plans to complete her Master's degree, which has always been a dream of hers. She will be trying to complete that degree by the 2008-09 academic year, and will continue to work in the family business until then. After getting her Master's degree, she would like to work for the tribe as a probation officer or in some other human services capacity helping people in a time of need to continue pursuing their goals. Student J indicated that Northwest Indian College has prepared her well for her current and future education goals. She feels she has received a rigorous and well-balanced education from the College.

**INDICATOR IX.2**

## Outstanding alumni achievements

Student K, a graduate of NWIC's Oksala Teacher Education program, returned to NWIC to teach in the education program. She was born and raised in Southeast Alaska and is a Tsimshaian in the Raven Clan. She has taught special education and has a M.Ed. degree and principal credentials. She uses anecdotes from her own life experiences to encourage teachers in training to choose literacy materials and activities that sustain and promote the integrity and dignity of Native students.

Student L is a member of the Swinomish tribe. She lives on the reservation located in LaConner Washington. While living at home, she attended the NWIC instructional site at Swinomish. She was grateful to be able to attend college in her own community. She is the first person in her family to graduate with a college degree. She graduated from Northwest Indian College in 2002 at the age of 24, with an Associate of Art and Science/Direct Transfer Degree. She then transferred to Western Washington University (WWU). She graduated from WWU in 2005 with a BA degree in Human Services. She had a goal in high school of attending a college, but didn't know if she could accomplish it. Now, she has a vision of being a role model to the younger generation so they too, can accomplish their goals. Currently, she has a job with the Swinomish Tribe in the Recreation Program working with children. Student L said, "I brought all the skills that I have learned through my education back into the Native community." She said that her education has been her biggest accomplishment. She is grateful for all the support she has had from her family and looks forward to setting another goal–to continue her education, beyond what she has accomplished.

**INDICATOR IX.3**

## Overcoming barriers to American Indian student success

Inevitably, when students are asked what their greatest barriers are to achieving their academic goals, other than frequent math anxiety, NWIC students list non-academic issues. The four most often listed barriers include childcare, housing, transportation, and meeting daily living expenses. NWIC is attempting to assist students to overcome these barriers with the following initiatives:

- Currently under construction is the first building of our new campus -- a student housing complex that includes a childcare center. The building is being funded through federal and tribal grants and is a cooperative venture with the Lummi Indian Business Council. The facility will initially house fifty students and is designed for continued expansion.

- NWIC has maintained strong relationships with the Whatcom Transportation Authority. Students at the college have served internships with this organization and the association has allowed the college to have the best bus service possible within the constraints of the college's location. In addition, our Center for Student Success actively maintains car-pool lists for students. Transportation will always remain a problem; however, the college is making a major effort to assist students with this barrier.

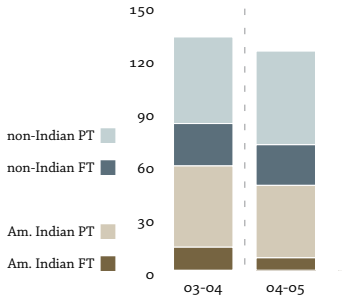
- Under the college's new financial aid director, NWIC is aggressively seeking both traditional and non-traditional funding sources for students. A complete review of the Federal Financial Aid process has occurred and a number of significant changes in disbursement procedures have resulted. These changes do not alleviate the overall problem of too few resources for college students in general, but do assist them to better cope with the immediate barrier.

# Faculty, administrator, and staff demographics, professional development, research, and outcomes



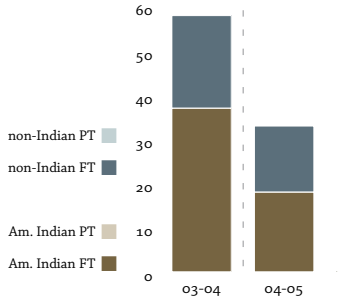
## INDICATOR X.1
## Faculty, administrator, and staff demographics

### *faculty only*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | FT female | 9 | 6 | -33% |
| | FT male | 4 | 1 | -75% |
| | **Am . Indian FT** | **13** | **7** | **-46%** |
| | PT/adjunct female | 35 | 29 | -17% |
| | PT/adjunct male | 11 | 12 | 9% |
| | **Am. Indian PT** | **46** | **41** | **-11%** |
| | **Am. Ind. visiting** | **0** | **0** | **no change** |
| | **Am. Indian total** | **59** | **48** | **-19%** |
| NON-INDIAN | FT female | 14 | 12 | -14% |
| | FT male | 10 | 11 | 10% |
| | **non-Indian FT** | **24** | **23** | **-4%** |
| | PT/adjunct female | 22 | 26 | 18% |
| | PT/adjunct male | 27 | 27 | no change |
| | **non-Indian PT** | **49** | **53** | **8%** |
| | **non-Ind. visiting** | **0** | **0** | **no change** |
| | **non-Ind. total** | **73** | **76** | **4%** |
| | **total headcount** | **132** | **124** | **-6%** |

### *administrators only*

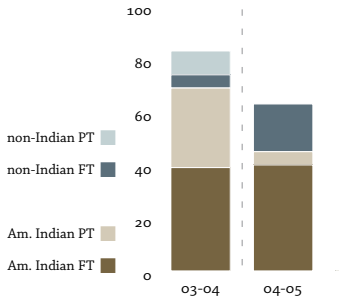



| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| AM. INDIAN | FT female | 31 | 15 | -52% |
| | FT male | 6 | 3 | -50% |
| | **Am . Indian FT** | **37** | **18** | **-51%** |
| | PT female | 0 | 0 | no change |
| | PT male | 0 | 0 | no change |
| | **Am. Indian PT** | **0** | **0** | **no change** |
| | **Am. Indian total** | **37** | **18** | **-51%** |
| NON-INDIAN | FT female | 10 | 6 | -40% |
| | FT male | 11 | 9 | -18% |
| | **non-Indian FT** | **21** | **15** | **-29%** |
| | PT female | 0 | 0 | no change |
| | PT male | 0 | 0 | no change |
| | **non-Indian PT** | **0** | **0** | **no change** |
| | **non-Ind. total** | **21** | **15** | **-29%** |
| | **total headcount** | **58** | **33** | **-43%** |

• data missing

## INDICATOR X.1 (CONTINUED)

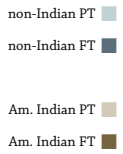
### *staff only*




| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| Am. Indian | FT female | 29 | 29 | no change |
| | FT male | 10 | 11 | 10% |
| | **Am . Indian FT** | **39** | **40** | **3%** |
| | PT female | 13 | 5 | -62% |
| | PT male | 17 | 0 | -100% |
| | **Am. Indian PT** | **30** | **5** | **-83%** |
| | **Am. Indian total** | **69** | **45** | **-35%** |
| non-Indian | FT female | 4 | 11 | 175% |
| | FT male | 1 | 7 | 600% |
| | **non-Indian FT** | **5** | **18** | **260%** |
| | PT female | 4 | 0 | -100% |
| | PT male | 5 | 0 | -100% |
| | **non-Indian PT** | **9** | **0** | **-100%** |
| | **non-Ind. total** | **14** | **18** | **29%** |
| | **total headcount** | **83** | **63** | **-24%** |

• data missing

### *both faculty and administrator/staff*

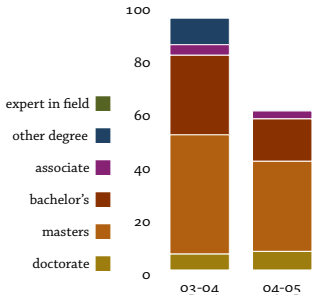



| | | BASELINE | | CHANGE |
|---|---|---|---|---|
| Am. Indian | FT female | 0 | 0 | no change |
| | FT male | 0 | 0 | no change |
| | **Am . Indian FT** | **0** | **0** | **no change** |
| | PT/adjunct female | 0 | 0 | no change |
| | PT/adjunct male | 0 | 0 | no change |
| | **Am. Indian PT** | **0** | **0** | **no change** |
| | **Am. Ind. visiting** | **0** | **0** | **no change** |
| | **Am. Indian total** | **0** | **0** | **no change** |
| non-Indian | FT female | 0 | 0 | no change |
| | FT male | 0 | 0 | no change |
| | **non-Indian FT** | **0** | **0** | **no change** |
| | PT/adjunct female | 0 | 0 | no change |
| | PT/adjunct male | 0 | 0 | no change |
| | **non-Indian PT** | **0** | **0** | **no change** |
| | **non-Ind. visiting** | **0** | **0** | **no change** |
| | **non-Ind. total** | **0** | **0** | **no change** |
| | **total headcount** | **0** | **0** | **no change** |

**INDICATOR X.2**

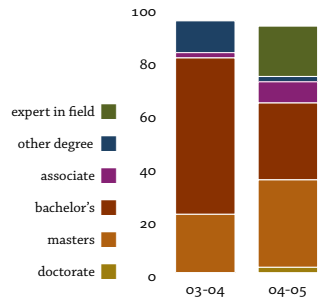
# Faculty, teaching staff, and administrator professional demographics

## *full time faculty, teaching staff, and administrators by highest degree held*




| | | | BASELINE | | CHANGE |
|---|---|---|---|---|---|
| DOCTORATE | AM. IN. | female | 1 | 2 | 100% |
| | | male | 0 | 1 | na |
| | NON-IN. | female | 2 | 1 | -50% |
| | | male | 3 | 3 | no change |
| | | **total** | **6** | **7** | **17%** |
| MASTERS | AM. IN. | female | 8 | 7 | -13% |
| | | male | 2 | 1 | -50% |
| | NON-IN. | female | 18 | 15 | -17% |
| | | male | 17 | 11 | -35% |
| | | **total** | **45** | **34** | **-24%** |
| BACHELOR'S | AM. IN. | female | 12 | 5 | -58% |
| | | male | 4 | 3 | -25% |
| | NON-IN. | female | 7 | 3 | -57% |
| | | male | 7 | 5 | -29% |
| | | **total** | **30** | **16** | **-47%** |
| ASSOCIATE | AM. IN. | female | 4 | 2 | -50% |
| | | male | 0 | 1 | na |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **total** | **4** | **3** | **-25%** |
| OTHER DEGREE | AM. IN. | female | 2 | 0 | -100% |
| | | male | 2 | 0 | -100% |
| | NON-IN. | female | 3 | 0 | -100% |
| | | male | 3 | 0 | -100% |
| | | **total** | **10** | **0** | **-100%** |
| NO DEGREE/ EXPERT IN FIELD | AM. IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | | **total** | **0** | **0** | **no change** |

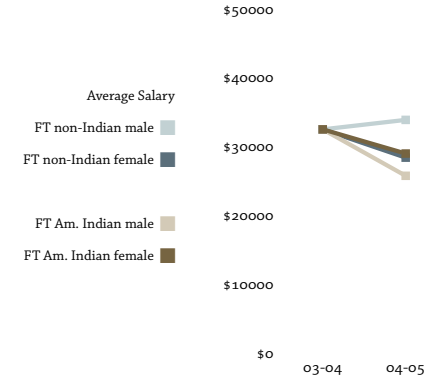
## *part time faculty, teaching staff, and administrators by highest degree held*




| | | | BASELINE | | CHANGE |
|---|---|---|---|---|---|
| DOCTORATE | AM. IN. | female | 0 | 0 | no change |
| | | male | 0 | 0 | no change |
| | NON-IN. | female | 0 | 1 | na |
| | | male | 0 | 1 | na |
| | | **total** | **0** | **2** | **na** |
| MASTERS | AM. IN. | female | 6 | 4 | -33% |
| | | male | 2 | 4 | 100% |
| | NON-IN. | female | 7 | 17 | 143% |
| | | male | 7 | 8 | 14% |
| | | **total** | **22** | **33** | **50%** |
| BACHELOR'S | AM. IN. | female | 9 | 9 | no change |
| | | male | 5 | 3 | -40% |
| | NON-IN. | female | 25 | 6 | -76% |
| | | male | 20 | 11 | -45% |
| | | **total** | **59** | **29** | **-51%** |
| ASSOCIATE | AM. IN. | female | 0 | 4 | na |
| | | male | 1 | 3 | 200% |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 1 | 1 | no change |
| | | **total** | **2** | **8** | **300%** |
| OTHER DEGREE | AM. IN. | female | 8 | 1 | -88% |
| | | male | 3 | 0 | -100% |
| | NON-IN. | female | 0 | 0 | no change |
| | | male | 1 | 1 | no change |
| | | **total** | **12** | **2** | **-83%** |
| NO DEGREE/ EXPERT IN FIELD | AM. IN. | female | 0 | 12 | na |
| | | male | 0 | 3 | na |
| | NON-IN. | female | 0 | 1 | na |
| | | male | 0 | 3 | na |
| | | **total** | **0** | **19** | **na** |

## INDICATOR X.2 (CONTINUED)

### *faculty average salary and teaching load*




| | | | 03-04 | 04-05 |
|---|---|---|---|---|
| Full Time | average salary per academic year[*1] | Am. In. female | $31,900 | $28,389 |
| | | Am. In. male | $31,900 | $25,153 |
| | | non-In. female | $31,900 | $27,792 |
| | | non-In. male | $31,900 | $33,280 |
| | | **non weighted avg** | **$31,900** | **$28,654** |
| | average number of courses taught each year | Am. In. female | 9 | 9 |
| | | Am. In. male | 9 | 9 |
| | | non-In. female | 9 | 9 |
| | | non-In. male | 9 | 9 |
| | | **non weighted avg** | **9** | **9** |
| | average number of students per course | Am. In. female | · | · |
| | | Am. In. male | · | · |
| | | non-In. female | · | · |
| | | non-In. male | · | · |
| | | **non weighted avg** | **na** | **na** |
| Part Time | average salary per credit hour | Am. In. female | $24 | $33 |
| | | Am. In. male | $24 | $33 |
| | | non-In. female | $24 | $33 |
| | | non-In. male | $24 | $33 |
| | | **non weighted avg** | **$24** | **$33** |
| | average number of courses taught each year | Am. In. female | 3 | 3 |
| | | Am. In. male | 3 | 3 |
| | | non-In. female | 3 | 3 |
| | | non-In. male | 3 | 3 |
| | | **non weighted avg** | **3** | **3** |
| | average number of students per course | Am. In. female | · | · |
| | | Am. In. male | · | · |
| | | non-In. female | · | · |
| | | non-In. male | · | · |
| | | **non weighted avg** | **na** | **na** |

[*1] contract duration 10 months

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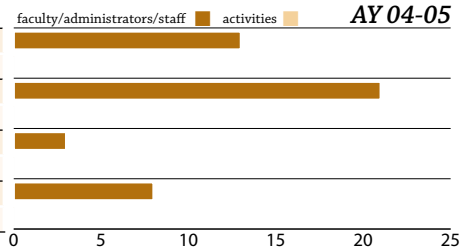
**INDICATOR X.3**

# Faculty and administrator professional development and service

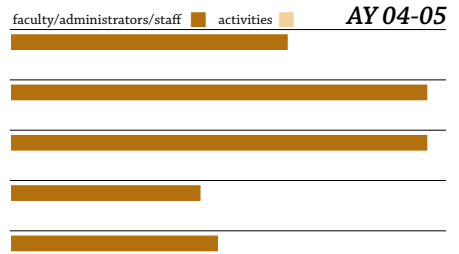
## *professional development*

| | | 03-04 | 04-05 |
|---|---|---|---|
| attended national conferences | num. faculty/admin/staff | 25 | 13 |
| | number of activities | 69 | • |
| attended workshops/seminars | num. faculty/admin/staff | 46 | 21 |
| | number of activities | 234 | • |
| enrolled in study for advanced degree or certificate | num. faculty/admin/staff | 11 | 3 |
| | number of activities | 12 | • |
| participated in summer programs | num. faculty/admin/staff | 14 | 8 |
| | number of activities | 24 | • |




## *service contribution*

| | | 03-04 | 04-05 |
|---|---|---|---|
| student support services (advising, counseling, recruiting) | num. faculty/admin/staff | 0 | 16 |
| | number of activities | 0 | • |
| campus activities/committee services | num. faculty/admin/staff | 38 | 24 |
| | number of activities | 106 | • |
| curriculum/course development | num. faculty/admin/staff | 27 | 24 |
| | number of activities | 63 | • |
| laboratory development/enhancement | num. faculty/admin/staff | 12 | 11 |
| | number of activities | 18 | • |
| community service as a representative of the institution (e.g. tribal committee) | num. faculty/admin/staff | 19 | 12 |
| | number of activities | 27 | • |

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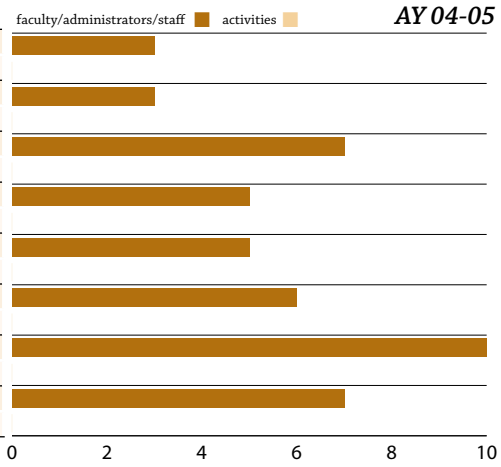
**INDICATOR X.4**

# Faculty/administrator/staff research, creative activities, and outcomes

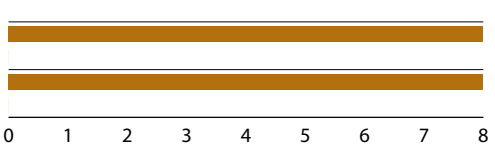
## *publications, creative activities, and presentations*

| | | 03-04 | 04-05 |
|---|---|---|---|
| refereed journal papers submitted | num. faculty/admin/staff | 0 | 3 |
| | number of pub./pres. | 0 | • |
| refereed journal papers published | num. faculty/admin/staff | 6 | 3 |
| | number of pub./pres. | 13 | • |
| other publications (books, chapters, etc.) | num. faculty/admin/staff | 5 | 7 |
| | number of pub./pres. | 7 | • |
| conference proceedings published | num. faculty/admin/staff | 7 | 5 |
| | number of pub./pres. | 11 | • |
| scholarly creative cultural activities | num. faculty/admin/staff | 9 | 5 |
| | number of activities | 13 | • |
| professional presentations at national conferences | num. faculty/admin/staff | 5 | 6 |
| | number of pub./pres. | 18 | • |
| professional presentations at on-campus workshops/seminars | num. faculty/admin/staff | 11 | 10 |
| | number of pub./pres. | 20 | • |
| professional presentations at off-campus workshops/seminars | num. faculty/admin/staff | 9 | 7 |
| | number of pub./pres. | 15 | • |



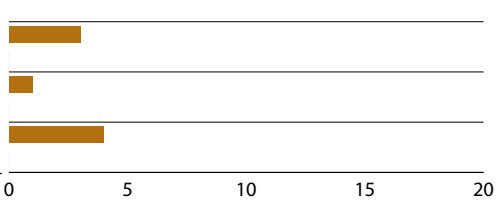

## *proposals submitted and funded*

| | | 03-04 | 04-05 |
|---|---|---|---|
| proposals submitted for external funding | num. faculty/admin/staff | 13 | 8 |
| | number of proposals | 42 | • |
| external proposals funded | num. faculty/admin/staff | 9 | 8 |
| | number of proposals | 26 | • |
| total amount of funded awards ($) | | 3,087,243 | 1,879,940 |




## *faculty/administrator/staff support for research*

| | | 03-04 | 04-05 |
|---|---|---|---|
| release time/reduction of course load | num. faculty/admin/staff | 3 | 3 |
| | avg. hours per faculty mem. | 2 | na |
| provision of professional research staff | num. faculty/admin/staff | 2 | 1 |
| | average hours | 1 | na |
| provision of student research assistant | num. faculty/admin/staff | 5 | 4 |
| | average hours | 8.8 | na |

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Left: Adib

Right: Ane Berrett

Service learning project

**INDICATOR X.5**

## Outstanding achievements by faculty, administrators and staff

As a group, NWIC faculty, administrators and staff have accomplished many outstanding achievements this past year including the following:

- All college constituency groups participated in the development and completion of a Five-Year Strategic Plan. There was widespread faculty participation in the development and implementation of an instructional assessment plan.
- A service-learning program has been initiated and well received.
- There have been scholarly achievements in the Coast Salish Institute in the areas of development of course materials for Native language programs, and various other cultural preservation activities.
- Numerous faculty have developed and adapted courses for online delivery.

In addition, several individuals were recognized in various ways:

- Cheryl Crazy Bull (NWIC's president) was awarded an honorary doctorate by Sinte Gleska University.
- Lisa Santana was named NWIC Employee of the Year in 2005.
- Ted Williams received funding to create a mathematics tutoring lab (through the National Security Agency and National Science Foundation) and to develop science lab curricula and delivery methods through distance learning technology (with Louis Stokes Alliance for Minority Participation funding).
- Michelle Vendiola and Emma Norman participated in the National Service Learning Project and have developed extensive service partnerships between local agencies, faculty and students in our courses. The result has been several successful projects including a joint project with the Lummi Elder home, sociology, biology and psychology faculty and students in developing a community garden with native plants with the elders. Other successful projects included a science night with the Lummi Head Start students.
- Dick Poole has received funding from the National Forest Services and worked in collaboration with the National Oceanic and Atmospheric Administration (NOAA) to develop research opportunities for students in marine sciences.
- Roberto Gonzalez-Plaza received funding from the Department of Defense Science Instrumentation program with the intent of enhancing four different aspects of science: student marine science research in partnership with the University of Washington's research facilities; biology laboratory enhancements; GIS/GPS mapping of cultural sites in the Puget Sound region; and NWIC marine biology instrumentation. He also received funding that supports student research through a National Science Foundation Research Experience for Undergraduates (REU) and a NASA Space grant.

**INDICATOR X.6**

## Faculty participation in professional development activities

Not available.

**INDICATOR X.7**

## Academic and research participation in professional development activities

Not available.