



SUBSTANTIVE CHANGE PROSPECTUS

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Bachelor of Arts in Tribal Governance and Business Management

"No right is more sacred to a nation, to a people, than the right to freely determine its social, economic, political and cultural future without external interference. The fullest expression of this right occurs when a nation freely governs itself. We call the exercise of this right Self-determination. The practice of this right is Self-government." - *Joseph B. DeLaCruz (1937-2000)*

Northwest Indian College (NWIC) is submitting a substantive change request to the Northwest Commission on Colleges and Universities (NWCCU) in order to offer a Bachelor of Arts degree in Tribal Governance and Business Management (hereafter, TGBM). This prospectus will address each of the required areas outlined in the Policy A-2 Substantive Change per the NWCCU guidelines.

A. MISSION AND GOALS

NWIC is a baccalaureate level tribal college chartered by the Lummi Nation located in Bellingham, WA. NWIC was accredited at the baccalaureate level in 2010 following successful candidacy and review of the Bachelor of Science degree in Native Environmental Science. NWIC's primary purpose is to provide access to and meet the higher education needs of tribal communities in the Pacific Northwest. The College currently has six extended campus sites located at the Muckleshoot, Nez Perce, Nisqually, Port Gamble S'Klallam, Swinomish, and Tulalip Reservations. The College's proposal to offer a Bachelor of Arts in Tribal Governance and Business Management is directly tied to our mission statement, which is:

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

Given our culture-based mission, offering a Bachelor of Arts degree in Tribal Governance and Business Management is a natural extension of our efforts to promote indigenous self-determination and knowledge through the teaching of tribal sovereignty and leadership, sound decision making and business practices based on cultural values, and organizational concepts in a postsecondary context. The development of the TGBM degree is intended to fulfill our culture-based mission, and advance the self-determination and tribal sovereignty of Native people.

Brief Historical Perspective

Northwest Indian College was a progression of the original Lummi Indian School of Aquaculture (LISA). Founded in 1974, LISA offered fish and shellfish hatchery training for indigenous people from all over the world. During the early 1980s, LISA evolved into Lummi Community College, a tribally chartered post-secondary institution. The success of the courses and training offered eventually expanded to outlying service areas of the college, establishing significant interaction with numerous tribes throughout the Pacific Northwest.

In acknowledging this successful development, Lummi Community College was renamed Northwest Indian College in 1989. In 1993, NWIC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU). Soon after, it became a land grant institution through Congressional action in 1994. In 2010, NWIC became fully accredited at the baccalaureate level following a successful review by the NWCCU. The college currently offers two bachelor programs of study and is planning more to follow in order to address the needs of tribal communities within the College's service area.

Tribal colleges were not created to be mainstream institutions in Western educational systems. In a recent Tribal College Journal article, former NWIC President and current President and CEO for the American Indian College Fund, Dr. Cheryl Crazy Bull stated, ““We are educating tribal people within their homelands or upon the lands where they have come to reaffirm their nationhood. Our education approaches are rooted in tribal knowledge and derive from the teachings of our ancestors. Tribal colleges and universities have emerged from the sacred to do the necessary, present-day work of our ancestors. They teach our languages, socialize our children and support their families, protect and manage our resources and assets, and preserve our identities and our ways of living for future generations.

The importance of education in tribal governance results from collaboration with tribal leaders, managers, scholars and students who recognize the importance to prepare the future leaders of tribal communities. Through the vetting and collaboration process, tribal leaders identified the coursework required needed to include: tribal sovereignty, finance and accounting, principles of tribal management, federal Indian law, and leadership and ethics. The curriculum developed is based on the roles that tribal administrators, leaders and professionals play in official and unofficial situations which support tribal sovereignty and self-determination.

Alignment with our Strategic Plan

The TGBM program aligns in three areas of our strategic plan. In Core Theme One: Goal Two, Indigenous Knowledge is the Foundation of all Programs of Study. The TGBM program utilizes the guiding principles of indigenouness and sovereignty toward the defense of our homelands to link the TGBM framework of rebuilding native nations throughout the curriculum. Coursework, specific to the exploration of the traditional, historic, and contemporary importance of sovereignty, ethics, administration, management, economic development and leadership is core to the program. The TGBM program, which aspires to train future leaders and managers of Tribal communities, aligns with our Core Theme Three of our Strategic Plan: Access to higher education opportunities at all levels for tribal communities, Goal 6: NWIC offers career and workforce opportunities in response to community and individual needs, and finally Core Theme Four: Advance Place-Based Community Education and Outreach, and Goal Nine: NWIC promotes healthy living and nutrition, leadership and financial security, Objective Three: Increase opportunity for leadership development within the NWIC service area. Tribal Colleges have a significant impact within tribal communities. As stated by the current NWIC President, Dr. Justin Guillory, “The vision of NWIC is clear: our goal is to build tribal nations by building people. We want our students to learn the skills and knowledge needed to be leaders in their communities and families.” The structure of the TGBM program of study focuses on structures, processes, and issues specific to tribal governments. It provides current and future tribal leaders with the knowledge and skills needed to work successfully in Indian country. The TGBM program reflects the diversity of issues addressed by tribal governments; including: health, housing, education, youth, welfare, land use, law enforcement, human resources, fiscal policy, and economic development.

Tribal Content

The TGBM program of study is designed to develop the skills that support tribal governance and business management. The program offers students the fundamental knowledge and experience necessary to succeed in the areas of leadership, sovereignty, economic development, entrepreneurship, and management. The TGBM vision, mission, and program outcomes below provide the overarching framework for the program and serves to guide the program structure and content.

Vision: To provide students with the skills, knowledge, and experience to be effective and successful in leading tribal governments and business organizations with respect to sovereignty and cultural values.

Mission: To provide the opportunity for Native American students who are engaged in support of improving the wellbeing of indigenous people through, academic achievement, community service, and self-determination. By recognizing the current and future economic needs of Native American communities, the Tribal Governance and Business Management program provides students with tribal government and business education, leadership skills, and the fundamental qualities needed to successfully manage community organizations. The program of study offers the essential accounting, legal, economic, and management skills to immediately function successfully in tribal government or business organizations.

Curriculum: The foundation of the curriculum is built upon five program outcomes:

1. Sovereignty
2. Leadership
3. Management and Administration
4. Entrepreneurship
5. Economic Development

The TGBM degree will provide students with the fundamental knowledge, skills and organizational concepts in order to effectively perform as self-governed and culturally prepared Administrators or Business Managers with an emphasis to tribal context. The degree will provide the opportunity to train future Native American tribal leaders and managers through courses in:

- Principles of sovereignty
- Native nation building
- Tribal and public administration
- Business management
- Economic development
- Leadership

Cultural elements with service learning components will also be merged into the coursework throughout the program. The TGBM program will provide the training and development for students to effectively serve their tribal communities and build a successful career.

B. AUTHORIZATION

November 2, 2012 Board of Trustees Meeting: A motion was made by Jana Finkbonner and seconded by Levi Jefferson to approve the Tribal Governance and Business Management Bachelor Degree Program as presented. The question was called and the motion carried unanimously.

December 11, 2012 Board of Trustees Meeting: A motion was made by Charene Alexander and seconded by Sandy Finkbonner to approve the development of a Prospectus for the Tribal Governance and Business Management Bachelor Degree Program. The question was called and the motion carried unanimously.

C. EDUCATIONAL OFFERINGS

1. *Descriptive information of the educational offering(s);*

Description of the Program of Study

The Bachelor of Arts in Tribal Governance and Business Management will provide students with the knowledge necessary to be productive and successful administrators in tribal community and business organizations. The program is designed to develop the skills that support tribal governance and business management. The program of study offers students with the fundamental knowledge and experience necessary to succeed in the areas of leadership, sovereignty, economic development, entrepreneurship, and management.

Learning Outcomes

Program Outcome 1 – Sovereignty: Native American (Indian) Tribes are inherently sovereign nations, who possess both the inherent and acquired rights to govern themselves, their traditional homelands and their natural resources. Contemporarily, tribes find themselves in the position to provide a broader range of culturally specific, social and economic programs, to their respective citizens. Upon successful completion of the program, students will be able to (A) articulate and apply knowledge of inherent and acquired rights and (B) analyze the sovereign rights of tribal nation status with regard to the purpose of governing authority.

Program Outcome 2 – Leadership: The Tribal Governance and Business Management program aspires to train future tribal leaders and managers of Native American (Indian) communities through the pursuit of coursework specific to the exploration of the traditional, historic, and contemporary importance of sovereignty, ethics, administration, management, economic development and leadership. The cultural elements of service learning components will be interwoven throughout TGBM coursework. Upon successful completion of the program students will be able to (A) Practice culturally competent leadership in decision making, organizational development and human resource management, (B) Act as community change agents toward improving the quality of life in tribal communities, (C) Contribute to the restoration of tribal knowledge.

Program Outcome 3 – Management and Administration: Although management and administration are implicitly Western terms, they are ideologies by which tribal people have governed themselves throughout their respective and/or collective, inherent tribal histories. Therefore it stands to be within reason that contemporary tribal communities regularly engage in the effective implementation of organizational and administrative structures, business management and financial decision making. Upon successful completion of the program students will be able to (A) Develop and implement organizational structures to meet the needs for tribal, community, and personal development, (B) Utilize broad knowledge of management and administration to support tribal organizational goals including the evaluation and use of financial statements, decision making and leadership models, and (C) Demonstrate effective use of business and project management technology.

Program Outcome 4 – Entrepreneurship: The entrepreneur has always served as the catalyst for economic development and subsequently the economic stimulation of a given community. Nowhere is the aforementioned statement more accurate than within a given tribal community. Entrepreneurship is a pathway to not only self sufficiency, but perhaps more importantly to economic stimulation. Upon successful completion of the program students will be able to (A) Integrate physical, social, and human

capital regarding healthy tribal economies, and (B) Utilize, implement, and organize resources to meet community needs in creative ways.

Program Outcome 5 – Economic Development: Throughout the history of colonization, the seemingly inevitable consumption and foreseeable fate of vast and valuable inherent tribal resources has lain within the hands of the colonizers and the federal government. Contemporarily however, tribal nations and their respective tribal governments have taken back the power over economic development and inherent cultural resources. Furthermore, above all tribes have been involved in the institutional and sustainability of those resources. Upon successful completion of the program students will be able to (A) Utilize and implement effective processes for strategic community and business planning, and (B) Employ sustainable, culturally sound practices in tribal organizational and business development.

Delivery Mode

The program will be offered for the initial quarter (projected Spring, 2013) at the main NWIC campus. In subsequent quarters, the curriculum will be offered to other NWIC educational sites and in different learning modalities. Expansion to additional sites and modalities will be undertaken in a deliberate, organized, and organic fashion based upon needs and resources.

Curriculum

The curriculum of the TGBM is built upon a set of 100 and 200 level courses that NWIC has recently designated the “Northwest Indian College Foundational Requirements.” These courses, which are also core to the recently implemented Bachelor of Arts in Native Studies Leadership, constitute the foundation that the College considers vital to preparing tribal college students to address our core mission. The College intends to make these courses foundational for all future bachelorette programs of study.

The following seven courses constitute the Northwest Indian College Foundational Requirements:

CSOV 101: *Cultural Sovereignty (5 credits)* This is an introductory course that covers a broad range of knowledge using the guiding principles of indigenouness and sovereignty toward the defense of our homelands. Native studies is an academic framework that emerges from within, it is repositied in place, and teaches cultural sovereignty from the origin stories that have been passed down and preserved for thousands of years.

CSOV 102: *The Languages of Our Ancestors (5 credits)* The Salish Language Family and the people who spoke these languages are the topics for this class. The course will focus on each area to get a holistic view of the people, the languages and their relationship to each other. The Salish Language Family is comprised of the Northern Coast Salish, the Central Coast Salish, the Southern Coast Salish, Bella Coola, Tillamook and the Interior Salish.

CSOV 120: *Reclaiming Our History (5 credits)* Reclaiming Our History is a course that focuses on historical events in tribal history. This course is place specific, depending on where it is taught. The course will focus on inherent and acquired rights in tribal history that shaped the people and place we see today.

CSOV 130: *Icons of Our Past (5 credits)* Icons of our Past is a variable course, the topic of the class may vary depending on the instructor. The course will focus on traditional icons of Native people. After the

colonialism era, Native people had forgotten who their heroes were and today the people don't recognize their own traditional symbols. This class focuses on the traditional icons and Native people reclaiming knowledge that was once lost.

ECON 250: *Subsistence Economies: Restoring Our Prosperity* (5 credits) Subsistence Economies will discuss the pre-contact economic systems of Indigenous people. This course examines the trade industry and how the introduction of the dollar altered our world view on economies. It will also reinforce the traditional value of generosity while explaining how development and sustainability are tools to achieve tribal sovereignty.

EDUC 202: *The Tide Has Changed: Educating Our Own* (5 credits) Beginning with the early treaties; the United States took several measures to remove Native children from their traditional educational setting as a tool for assimilation. This course details the process tribes used to regain and retain control over their children's education.

POLS 225: *The History of Federal Indian Policy* (5 credits) The History of Federal Indian Policy examines the historical and political developments that have shaped the formation of federal Indian policy and law to present time. Emphasis will be placed on the mainstream Euro thought processes that went into the formation of policy and the Native response. Also examined will be the consequences of these policies on contemporary tribal societies.

The following courses constitute the TGBM core courses:

BUAD 202: *Business Law* (5 credits) A survey of the concepts and principles of law, as they apply to business, including history, contracts, law of agencies, rights and duties of employer and employee, negotiable instruments, personal property, insurance, conditional sales, partnership(s), corporations, real property, and security relations.

BUAD 212: *Financial Accounting* (5 credits) Introduction to the theory and practice of financial reporting for partnerships and corporations including such topics as financial statement preparation, the accounting cycle, inventories and other accounting assets, liabilities, equities, revenues and expenses.

BUAD 235: *Managerial Accounting* (5 credits) an introduction to the utilization of accounting systems and data for management planning and control. Topics covered will include social responsibility and ethical standards, cost classification (product and period), job-order costing, variable and fixed costs, cost-volume-profit relationships, activity based costing, profit planning and budgeting, and the Balanced Scorecard.

CMPS 116: *Microsoft Office 1* (3 credits) In-depth study of Microsoft Word and Excel in preparation for the Microsoft Office Users specialist certification exam.

ECON 203: *Contemporary Tribal Economies* (5 credits) the study of how individuals, groups, and societies choose to use scarce resources that they possess. This course will provide the foundations of microeconomic and macroeconomic principles in the context of various tribal communities. Case studies of tribal economic development activities will be used to reveal how these concepts operate in the real world.

POLS 350: *Native Governments and Politics (5 credits)* this course examines the unique structures and functions of Native governments from pre-contact times to the present day. Tribal governments are the original and most senior sovereigns. They serve as political entities, business entities, and cultural entities as well. This course focuses on how Native peoples manage their lands, resources, judicial systems, and educational systems.

TRBM 310: *Human Resources Management in Native Communities (5 credits)* this course covers the principles of the Human Resources function in tribal businesses, community organizations, and governments. It studies the interaction of federal, state, and tribal employment law and how it is applied in specific situations. It also examines the dispute resolution process between employers and employees under tribal jurisdiction.

TRBM 315: *Project Management (5 credits)* this course is designed to build and prepare students' foundation of knowledge, tools and techniques needed to efficiently manage project resources, time, money, and capacity. Emphasis will be placed upon the knowledge and skills required to lead effective projects that engage tribal community members, revitalize tribal culture and support healthy and sustainable tribal communities. Visioning, initiating, planning, and execution of project management will be covered in-depth in this course.

TRBM 330: *Grant Management (5 credits)* this course covers concepts and methods for providing financial and program accountability of public and private funds. This course will incorporate the research and application to funding sources, information on the evaluation process along with the outcomes and the methods used for reporting to the project manager, the funding sources and to the community. This will include the management of grants, grant budgets and program reporting.

TRBM 350: *Hospitality and Casino Marketing (5 credits)* If you're aspiring to be a marketing manager/director, general manager of a hotel or restaurant, corporate manager, or a tribal executive eager to make your mark on your tribal organization this course is indispensable as you will sharpen your competitive edge, learn how to reach the customers you need and make the most of every opportunity to help your tribal business grow. Hospitality and Casino Marketing (TRBM 350) provides comprehensive content and information for marketing from both long- and short-term perspectives. This course will include actual components of an overall strategic marketing model. The course is also complemented with a text that's an "easy read" with a hands-on approach that simplifies complex material and allows students to recognize and grasp difficult concepts quickly and completely. The course explores marketing and themes unique to hospitality, casino and tourism with a focus on the practical applications of marketing rather than marketing theory. Case Studies will be utilized and presented by students to enhance "real world" expectations.

TRBM 410: *Finance: A Practice for Individual & Community Asset Building (5 credits)* this course introduces students to the principles and applications of financial decision making in non-profit and profit oriented organizations. Topics include a summary of financial markets and institutions, calculation and analysis of financial performance using various financial tools, and evaluation of the use of financing in various business scenarios.

TRBM 420: *Citizen Entrepreneurship (5 credits)* this course focuses on building the skills and knowledge necessary to create, develop, and successfully operate a business in Indian Country. Students will learn and practice idea generation, feasibility analysis, financing, operational management, customer segmentation, marketing, and business plan development in addition to other relevant topics.

TRBM 440: *Structure and Organization of Tribal Governance (5 credits)* this course will not only emphasize the wide range of functions and tasks that tribal governments regularly engage and participate in but will also focus on the organizational structure and administrative functions and duties of tribal governments. Students will be given an opportunity to analyze the responsibilities of tribal governments to provide social services to their tribal members, as well as develop and implement fiscal policy, regulate commerce and manage the lands and natural resources contained within a respective tribe's traditional homeland.

TGBM 499: *Senior Project (10 credits)* this is a two course series taken during the final two quarters of a student's program of study. The objective for these courses is to practice research design and analysis appropriate to indigenous and traditional knowledge. The intent of the course is for students to gain a better understanding of how to approach, critique, use, analyze, and communicate research within the context of tribal governance and business management.

The following courses are elective choices and courses in the program concentrations, as described in the TGBM program of study:

HRCM 111: *Introduction to Casino Management (5 credits)* Designed for students interested in a career in casino management or a career in general hospitality management. Students gain an overview of management skills required in casino operations including: planning, casino cage operations, soft count procedures, casino accounting, slot management, slot operations, surveillance, and management strategies.

HRCM 285: *Leadership & Financial Management (3 credits)* Explores essential leadership practice and theory as it applies to tribal for-profit gaming and hospitality operations. Also focuses on overall financial management skills such as interpretation of financial statements, including profit and loss statements, cash flow, and audits.

BUAD 121: *Personal & Small Business Finance (3 credits)* Applied study of budgeting, buying, saving, borrowing, taxes, insurance, and investments from the individual and the small business point of view.

BUAD 135: *Small Business Management (3 credits)* Covers organizing and operating a small business. Includes the business setting, financial planning and control of business investments, profit and cash, and the organization of personnel procedures.

PTAD 210: *Principles of Planning (3 credits)* Introduces the student to the broad field of American planning and adapting it for application to the tribal context. General planning and techniques reviewed within planning's theoretical traditions and critical evaluation of the problems in adapting western planning approaches to the tribal setting.

PTAD 220: *Public Policy Process (3 credits)* Introduces the student to theoretical literature from the field of public administration and the traditional and contemporary requirements of the tribal community. Examines policy development changes, and outcomes as well as the interaction of tribal, federal, state, regional and local jurisdiction and current political issues.

PTAD 230: *Tribal Organizational Theory and Development (3 credits)* Overviews models for organizational development, nature and status of tribal jurisdiction in areas of tribal governance building. Covers legislation at the tribal level, the role of the council, quasi-legislative bodies, administration and other interests in organizational development.

1. *Evidence of approval by the appropriate academic policy body of the institution.*

This degree program, including all new courses, was approved by the Curriculum Committee on October 23, 2012, and the Board of Trustees on November 2, 2012, as per the College's regular approval process for new degree programs. New course descriptions and/or syllabi are included as appendices.

D. PLANNING

1. *Plans and descriptive materials indicating evidence of need for the change, the student clientele to be served;*

The college used a deliberate and extensive planning process that supported the need for developing a new bachelor's degree in Tribal Governance and Business Management. The first source of evidence that supported this change emerged from the strategic planning process that began in 2008/09. As part of the planning process, the college conducted a "Community Needs Survey" for the purpose of identifying programs of study that would most benefit tribal communities. The results below provide evidence of the strong interest among our contingency in academic programs with a core tribal background and perspective.

Question: *Which programs of study would most benefit you and your community?*

Results: Business Administration—41.2%

Tribal Administration: Public and Tribal Administration—38.1%

Question: *Which five ways do you believe would most improve the quality of life in your community?*

Results: Higher Education: 4-year degree—40.2%

The College's Administrative Team then used the seven phase program approval process, particularly phases one and two, to respond to the community needs assessment and to examine six potential baccalaureate programs. The purpose of phases one and two in the program approval process is to determine program feasibility by considering potential enrollment, adequate number of qualified faculty, physical resources, financial start up costs, and other institutional capacity considerations to support the program.

The Administrative Team subsequently selected four out of the initial six potential bachelor degree programs that the College would plan to develop and implement. The four programs were: Native Studies, Human Services, Tribal and Business Leadership, and Teacher Education.

Upon further deliberation, the title of "Tribal Governance and Business Management" emerged as the second of the four abovementioned programs that would be developed for the following reasons:

1. Tribal Governance and Business Management is an extension of our mission as a tribal college, and based on consensus and community input data, it was considered the next four-year program of study to offer following the Native Studies Leadership program.
2. The College already has two-year Associate of Arts and Sciences programs in Public and Tribal Administration (hereafter PTAD) and Business and Entrepreneurship (hereafter BE) degree and an Award of Completion in Tribal Casino Management. Therefore, the existing institutional capacity for

two year degree programming in this area could be leveraged and expanded upon for four year degree programming.

3. The College already has qualified faculty and staff with a strong Public and Tribal and Business Management education and experiential backgrounds. Leveraging this in-house talent and experience for curriculum and program development and teaching responsibilities would help get the process started right away and minimize additional start up costs.
4. The two-year Associate of Arts and Sciences in PTAD and BE degrees produce a significant number of graduates each year, which suggests that the potential pool of students to draw from is promising.

Formal Board approval was then initiated by the President to prepare a Substantive Change request to the Commission to offer the Tribal Governance and Business Management bachelor's degree program.

NWIC's development as a four year degree granting institution and its evolution as a tribal college has required us to expand our understanding of the relationship and the purpose of teaching and learning for Native students. It has simultaneously inspired and challenged us to reach even deeper into the tribal communities we serve and to connect with our youth and elders in order to bring together traditional knowledge and contemporary life in a genuine and authentic way. To honor and stay true to this process, extensive time and effort was made to reach out to traditional cultural leaders and Native scholars and professionals, including some from mainstream institutions, to solicit their input and guidance in the articulation of the vision, goals and priorities of this degree program.

Respected Lummi leaders, Lummi Indian Business Council Chairman-Timothy J. Ballew II, Timothy J. Ballew, Sr., Larry Kinley, and tribal scholars, such as Ray Peters and Florence Elliott, visited the college and generously offered their wisdom, insights, and cultural teachings with our young scholars and emerging leaders, as well as providing broader support for faculty development and community education. Other notable Native faculty and scholars with extensive skill and background in tribal governance and business management, such as Alan Parker, Billy Frank Jr., Nick Zaferatos, and Ian Record, along with advisory board members, Rita Jefferson, Katherine Canete, Lona Johnson, Sunshine Jefferson, and Adib Jamshedi, generously shared their expertise and provided valuable insights on areas such as course and program outcomes, curricular scaffolding, and pedagogical approaches. A collaborative consultation approach included on-site visits to College of Menominee Nation and Sitting Bull Tribal College for additional consultation in the four-year degree curriculum development. Two faculty members also attended the Native Nations Institute at The University of Arizona for Leadership, Management, and Policy. The completion of the Emerging Leaders Seminar provided information for self-determination, governance, and development resources.

This collaborative planning illustrates one of the strengths of the tribal college experience: the student access to indigenous knowledge and experiences that exists in our communities. This access, and its influence on the tribal college experience, is best articulated by revered elder, Billy Frank Jr., "Every time we carry an eagle feather, that's sovereignty. Every time we pick berries, that's sovereignty. Every time we dig roots ... that's sovereignty."

For Tribal Colleges, cultural knowledge is shared both inside and outside of the classroom by tribal scholars and researchers, local cultural teachers, community leaders, advocates, and elders. Students are the beneficiaries of this cultural knowledge which, in turn, helps foster a positive self-identity development and future outlook for students and Native communities.

Partnerships

Another strength of the TGBM program is the existing partnerships with the Lummi Nation Ventures department, the Lummi Community Development Financial Institution (CDFI) and the NWIC Financial Literacy program. Lummi Ventures, a long term program to eradicate poverty sponsored by the Lummi Nation, and the Lummi CDFI has partnered with NWIC for the past several years to promote and offer entrepreneurial training for prospective and current business owners, community members, and NWIC students. Financial literacy trainers from NWIC work with all of these groups to assess financial readiness for different goals, provide budgeting and goal setting classes, and make connections with the Lummi CDFI to seek financing for training or business development. The entrepreneurial trainers at Lummi Ventures and the Business and Entrepreneurship faculty at NWIC partner several times during the year to co-teach classes and lead workshops.

Our partnership with the LNSO/Ventures program gives students and community members an opportunity through the Indianpreneurship program to obtain technical assistance and business planning to entrepreneurs starting a business and business owners who are growing and professionalizing their business.

Student Clientele to be Served

The TGBM program will be open to all students at NWIC, both at the lower division and upper division levels. Recruitment efforts will begin immediately for freshman/first year students and also NWIC alumni who have already completed a two year degree, particularly the General Direct Transfer, PTAD, and BE degree holders. The college re-activated and expanded the Associate of Arts (AAS) and Sciences in Business and Entrepreneurship (BE) in the fall of 2010. In the fall of 2011, the college also reactivated the Associate of Arts in Public and Tribal Administration (PTAD). Both of these programs had not been actively offered for several years. However, after two surveys; the Oweesta Corporation's 2009 Lummi Nation market analysis and the 2010 NWIC survey of community members within the tribal communities the college serves; results indicated that community members wanted more courses and programs in business management, entrepreneurship, and tribal governance. The College dedicated resources to reestablish and enhance these two programs of study based on those results. The College currently has 65 program of study students declared for either the AAS in Business and Entrepreneurship or the AAS in Public and Tribal Administration program.

NWIC graduates often express that they prefer to stay at NWIC to continue their education rather than transfer should the College offer more bachelor degree programs in their areas of interest. Given this preference, we anticipate that there will be considerable interest from two-year degree holders and even existing students when the college begins offering courses in the TGBM program. Another source of students for the TGBM program may be students who are already enrolled in the Bachelor of Science in Native Environmental Science. Many students currently enrolled in the Interdisciplinary concentration of the Native Environmental Science program have concentrations that focus strongly on governance or economic development as it relates to the environment. Once the TGBM program is available these students may consider changing their program of study to the TGBM program if it aligns with their educational goals, and if they are interested in fully developing their skills in governance and business management. Students will also have the opportunity to choose from a wide variety of upper level TGBM courses to more fully develop their skills in governance and business management as it relates to their Environmental Studies field of concentration.

Through a deliberate academic advising process, each new student will work with a faculty advisor to develop an educational plan designed to guide them through the TGBM program at a rate suitable to their circumstances.

2. Procedures used in arriving at the decision to change

The development and implementation of all new degree programs follows the College's seven phase program process, which consists of the following seven steps or phases:

1. Propose program
2. Gather and analyze data to research program feasibility
3. Determine feasibility
4. Develop curriculum and make resource projections
5. Approve program and courses
6. Implement program
7. Evaluate Program

The process is intended to be orderly, organized, and transparent. Each step in the process is designed to ensure that all new educational programs align with the College's mission and goals, and that valuable information is being collected and carefully reviewed at each phase.

Key decision points are also embedded in the process. Review and approval by the Dean of Academics and Distance Learning is required every step of the way. If additional information is needed, for example, the Dean specifies what information is needed, or gives a recommendation on which staff, program or department should be consulted before approval is given to proceed to the next phase. The Dean provides regular updates to the Vice President of Instruction and Student Services, the Administrative Team, and the President throughout the process. This process allows for important considerations to be addressed and resource adjustments to be made, therefore ensuring the proposed program is being developed, approved, implemented and evaluated in a thorough and transparent manner.

The College leadership decided to build upon the current two year Public and Tribal Administration and Business Entrepreneurship degrees by adding upper division courses in the third and fourth year, and thus making the first two years of the current two year PTAD and BE degree the lower division of the new four year TGBM program. The TGBM program was designed upon the PTAD and BE courses as foundational to a four year degree program of study.

Curriculum Committee Approval Process

In the fall quarter 2011, the Curriculum Committee adopted new guidelines for the development, submission, and review of Curriculum Committee (CC) items for consideration. In addition to providing an orderly and efficient process, one of the primary intentions of the new guidelines was to promote inclusiveness by providing opportunities for feedback and vetting by appropriate groups and individuals, such as faculty, staff, students, community and administration prior to submission to the CC for approval. This process was followed by the staff throughout the development and subsequent approval of the TGBM program. The PTAD and BE staff gave a presentation that provided an overview of the degree program to solicit feedback, and also conducted additional presentations for faculty, advisory group, and community.

3. Organizational arrangements required within the institution to accommodate the change:

The organizational oversight of bachelor degree programs comes under the responsibility of the Vice President of Instruction and Student Services. Since student services, recruitment, admissions and instruction all come under the Vice President's responsibility, this arrangement ensures that these important functions are well integrated and effective. The Dean of Academics and Distance Learning oversees academic program development and all extended campus sites and distance learning. The Associate Dean of Academics and Distance Learning assists the Dean in providing oversight of the College's academic, vocational, and distance learning programming. The Dean and Associate Dean of Academics and Distance Learning have been working closely with the PTAD and BE staff throughout the development of the TGBM degree program in order to ensure that all aspects of the programs, their development and implementation support each other. During the Winter quarter of 2013 the Dean and Associate Dean will work closely with the PTAD and BE faculty and staff on a regular basis on areas such as course scheduling, faculty teaching assignments and other related aspects of program planning and implementation. Ongoing communication and coordination is also required with the Vice President of Finance and Administration and Vice President of Campus Development related to program financial support and allocation of classroom space. The College's current Organizational Chart is provided in the appendix (page A-3).

The development and Implementation of the TGBM program will be the responsibility of the Public and Tribal Administration Program Coordinator with oversight and support of the Dean and Associate Dean of Academics and Distance Learning. The PTAD Coordinator will spearhead the implementation of the TGBM degree program and will work with the Dean to orient site based faculty and staff on all aspects of the TGBM degree program and develop a site based implementation plan during the spring and summer of 2013. The Dean of Academics and Distance Learning will have each extended campus manager prepare a feasibility study that will allow extended campus students to complete the TGBM at their site campus. In particular, the plans must address the following areas:

- Available resources (cultural materials, tribal resources, partnerships with tribal programs to support service-learning projects, funding)
- Available facilities (classroom space, access to local libraries)
- Available faculty (qualified part-time faculty)
- Enrollment (sufficient student interest in the program)
- Budget (projected costs to offer lower/upper division courses)

4. Timetable for implementation.

NWIC is planning to offer courses at the Lummi campus commencing with the spring quarter of the 2012-13 academic year. The scheduling model of the TGBM degree program will consist of enrolling students in the fall and spring quarters. The rationale for this scheduling model is to:

- Allow for two-year PTAD, BE or Direct Transfer degree graduates to enter in at the junior level;
- Allow for transfer students to easily enter into the program at the first year or third year level.

Ongoing evaluation of the implementation of the new program will take place to ensure that the program is being implemented appropriately. The PTAD and BE staff, faculty, and student services staff, including recruitment and admissions staff, and the Director of Institutional Research, will all be involved in this process of developing and implementing the program along with and in coordination with the

instructional administration. Additional planning over the winter, spring and summer will include completing advising worksheets and extended-site program ready preparations, pending approval of the TGBM program by the Northwest Commission on Colleges and Universities.

E. BUDGET

1. *Projections (revenue and expenditures) for each of the first three years of operation;*
2. *Revenue and expenditures associated with the change itself;*
3. *Institutional financial support to be reallocated to accommodate the change;*
4. *Budgetary and financial implications of the change for the entire institution.*

NWIC realizes that the sustainability of the proposed TGBM program requires a sufficient student base. The financial revenue needed to pay for this program for the next three years and beyond will come primarily from institutional funds, generated by student enrollment, and tribal and grant funds as appropriate.

It is important to clarify how the College's institutional funds are generated. Institutional revenue is primarily generated by the federal appropriations of the Tribally Controlled Community College Assistance Act, P.L. 95-471 (TCCCAA) funds, tuitions and fees, contributions from the NWIC Foundation and grants. The amount of TCCCAA revenue funds is determined from a formula based on the Indian student count (ISC) in the previous year. The current amount, for example, is approximately \$5,665 per ISC. It is also worth noting that the College recently raised tuition by approximately 7% during a two year period (2009-10 and 2010-11) , from \$73.50/credit to \$95/credit.

NWIC Student Enrollment Experience

The Table 1 data below shows the steady increase of the College's overall student enrollment between the 2005-06 and 2011-12 school years, which demonstrates that the College's revenue is solid and growing each year.

NWIC Student Enrollment Experience				
Year	Unduplicated Enrollment	% change from prior year	Total FTE	% change from prior year
2005-06	1182	21.20%	786.9	6.60%
2006-07	1066	-9.81%	838.1	6.51%
2007-08	1014	-4.88%	750	-10.51%
2008-09	1254	23.67%	724	-3.47%
2009-10	1320	5.26%	810	11.88%
2010-11	1536	16.36%	856	5.68%
2011-12	1154	-24.9%	850.6	-.6%
Average		3.84%		2.29%

Table 1: NWIC Student Enrollment Experience

Qualified students for inclusion in the Indian Student Count must be enrolled or direct descendents of enrolled members of federally recognized tribes. Approximately 15-20% of NWIC's annual enrollments are students for whom the College does not received federal funds. These students are referred to as non-beneficiary students. The College only derives tuition and fees from these students. It is important

to note that if NWIC were to calculate additional revenue based on the non-beneficiary student enrollment (students for whom we do not receive federal funding under the TCCCAA) we could add an additional 15% to the projected tuition and fees and calculate a collection rate. In the interest of simplicity, for the following revenue table, we leave out that calculation. Below is a breakdown of the ISC revenue that was generated the past two years in the two-year Public and Tribal and Business and Entrepreneurship degree programs (between 2011-2012; 2012-13) using the current ISC allocation of \$5,665:

Program	2011	2012	Average
AAS Business and Entrepreneurship	11.6	27.4	19.5
AAS Public and Tribal Administration	0	5.72	2.86
*Annualized FTE/ISC	11.6	33.12	22.4
Total ISC Revenue	\$65,714	\$187,625	\$126,670

*Note: "Annualized" means 4 quarters divided by 3. The AAS in Public and Tribal Administration was not active prior to 2011.

Table 2: Historical Student Enrollment in the Two-Year Business and Entrepreneurship and Public and Tribal Administration

The Two Year BE degree had three graduates during this time period.

The current staffing and program has required an investment by the college of approximately \$137,000 in grant funds annually. The grant funding, from Department of Education, Title III, will remain stable for the next three to five years. It is also important to note that Title III funding supports the College's library for at least \$5,000.00 per year for the acquisition of materials specifically earmarked for support of the TGBM program of study.

Below is a breakdown of the ISC revenue that was generated the past five years in the BSNE degree (between 2008-2012) using the current ISC allocation of \$5,665:

BSNES	2008	2009	2010	2011	2012	Average
FTE/ISC*Annualized	51.9	59.6	65.9	72.5	72.3	64.4
Total ISC Revenue	\$294,014	\$337,634	\$373,323	\$410,712	\$409,579	\$364,826

Table 3: Historical Student Enrollment in the Bachelor of Science in Native Environmental Science

TGBM-Projected Revenue	2013	2014	2015	Average
*Annualized FTE/ISC	44	57	71	57.3
Total ISC Revenue	\$249,260	\$322,905	\$402,215	\$324,793

Table 4: Projected 3 Year Enrollment and Institutional Revenue in the Tribal Governance and Business Management Program

As the figures in Table 4 indicate, the projected revenue of \$402,215 by 2015 is expected to be more than enough to support all expected instructional and overhead costs of the program by Year 3. We anticipate having little difficulty reaching the projected student enrollment benchmark by Year 3 given the expressed student and community interest in this degree program, particularly at our extended

campus sites. It is also important to note that the TGBM program is expected to be much easier to implement at the sites in comparison to the Native Environmental Science Program because it does not require labs and special equipment like the science program.

Review of the College's financial reports will show the impact of the college's capital campaign. A large (\$2 million) campaign gift in 2009 has been spent over the last two years, showing a net decrease in Fund Balance, but an overall increase, if adjusted for the Capital Outlay expenses. The table below is from the 2012 Audit.

	2012	2011	2010	2009
Revenues				
Federal and private grants	\$ 14,811,779	\$ 12,159,347	\$ 12,916,624	\$ 3,627,311
Tuition and fees	2,196,638	2,081,882	1,648,330	1,049,042
Contributions	1,074,607	861,810	1,816,217	3,094,071
Other revenue	1,060,366	909,494	817,944	1,015,724
Total Revenues	19,143,390	16,012,533	17,199,115	8,786,148
Expenses				
Educational	13,102,467	12,725,815	11,145,273	3,685,784
General and administrative	4,569,590	2,484,798	3,052,590	3,156,109
Capital outlay	1,989,343	874,130	3,583,776	418,921
Debt service	42,704	42,704	42,704	42,704
Total Expenses	19,704,104	16,127,447	17,824,343	7,303,518
Change in Net Assets	(560,714)	(114,914)	(625,228)	1,482,630
Interest Income	54,706	53,312	806	1,954
USDA Loan Proceeds	100,113	-	-	1,716
Net Change in Fund Balance	\$ (405,895)	\$ (61,602)	\$ (624,422)	\$ 1,486,300

Table 5: Changes in Net Assets - Govermental Fund

Overall, the implementation of the TGBM degree will serve to strengthen the College's financial position. The expanded educational offering with limited increased investment will serve to increase the ISC funding and other student generated revenues. In fact, the college has been able to begin building a cash reserve in the past year and function entirely without using a line of credit to bridge Congressional funding years. The new bottom line is that the college is financially strong and the TGBM degree will only enhance the sustainability of the work we do.

F. STUDENT SERVICES

1. *Capacity of student services to accommodate the change;*

The College's student services resource capacity has increased significantly over the past few years to accommodate maintaining quality services for students pursuing baccalaureate degrees. Student services staff have experience in offering services to students pursuing baccalaureate degrees as we currently offer two baccalaureate degrees - the Bachelor of Science in Native Environmental Science degree and the Bachelor of Arts in Native Studies Leadership.

In 2010, NWIC constructed a one-stop Student Services building, called the Center for Student Success (CSS). Previously, students had to go between two buildings to obtain and complete their various applications that led to course enrollment. The new building is designed to house the following student services offices: Recruitment, Admissions, Testing, Financial Aid, Advising, Independent Learning, Enrollment Services, Athletics, Student Activities, Science Outreach, and Counseling, as well as administrative offices for the Associate Dean of Student Services, the Registrar, and the Vice President for Instruction and Student Services. During the Fall quarter of 2012, a Retention Project employee joined the staff to assist with student retention strategies.

Next to the CSS building are three additional newly constructed buildings that were built to enhance academic success while addressing the needs of our students' families. They include the Early Learning Center (day care that's partnered with academics), Student Housing (a dorm that has 31 rooms with 68 beds), and a dining hall. In February 2011, students moved into two newly constructed family apartment buildings located next to our campus. The two units have four two-bedroom apartments and eight one-bedroom apartments.

Student services resources available to support students in the TGBM program located elsewhere on campus include the Math and Writing Center, the bookstore, library, several computer labs, Information Services, Instructional Technology/Distance Education department,, the Women's Wellness Project, the Indigenous Service Learning Program, and the Student Union.

Besides offering regular student services, and in the spirit of continuous improvement, currently, the NWIC Early Learning Center is in its second year of funding from the W.K. Kellogg Foundation through the American Indian College Fund (AICF) for the Wakanyeja "Sacred Little Ones", an early childhood education initiative. The AICF is based in Denver, Colorado. The program goal is to establish and strengthen early childhood development centers and teacher education programs at Tribal Colleges and Universities. The Wakanyeja "Sacred Little Ones" program will span a five-year period and is intended to improve Native children's skill acquisition; prepare Native children for K-12 and post-secondary education; improve the quality of early childhood teachers in Native communities through partnership opportunities with post-secondary teacher training programs; bridge early childhood and K-3 education; integrate Native language and culture into early childhood curriculum; and empower Native families and communities as change agents in education for their children. In essence, we are preparing for the next generation of NWIC students.

As another example of current continuous improvement work in student services, NWIC adopted a learning community approach at the Resident Life Center Winter quarter 2012 that continues to improve student life. Our students who pursue a common or similar degree are housed together to learn and study together. This initiative has been shown to increase student retention and academic

achievement, increase student involvement and motivation, improve student's time to degree completion, and enhance student intellectual development. Tutoring is offered three nights a week, as well as a series of wellness activities. We have seen a significant decrease in student incident reports as a result of this initiative.

Also, as a current campus wide initiative, during November 2010, NWIC began pursuing an opportunity to become involved in the Achieving the Dream (ATD) initiative and we were selected as a participant. According to their website, "Achieving the Dream is a national reform network dedicated to community college student success and completion; focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials." The NWIC Center for Student Success staff, in coordination with Instruction and other college units, are very committed to this campus wide initiative and participant in the ATD core, strategy, and data teams. The College is using the continuous improvement model to move our students towards academic success as well as nurturing the health of the college learning environment using a culture of evidence.

The staff of the Center for Student Success is confident that any new, continuing or transfer students who wish to enter the new TGBM program will receive quality student advising for academic success. Preparation for academic advising for the new proposed TGBM students are addressed and embedded in several ways. First of all, an advisor is a member of the Curriculum Committee, therefore, they are knowledgeable about the program curriculum. Secondly, the advisors have recent experience working with the Bachelor of Arts Degree in Native Studies Leadership that was recently approved by the Northwest Commission on Colleges and Universities and hosted meetings pertaining to all of the intricacies that were involved in making this a successful experience for the students. Also, they have several years of experience advising students in the Bachelor of Science in Native Environmental Science program, which has an increasing enrollment and graduation numbers. Thirdly, the Center for Student Success staff cross-train for each other's basic job duties, so many staff will be familiar with assisting student registration. Plus, three other Center for Student Success staff were past NWIC advisors. Lastly, the advisors have developed learning outcomes for their department to be integrated into our new Assessment Plan which measure success at addressing student support for academics.

The Advising Mission Statement reads:

Northwest Indian College advisors offer holistic and student-centered guidance, empowering students with practical knowledge and skills to support cultural identity, academic success, self-determination, and personal growth.

NWIC has three full time advisors located on the main Lummi campus and six full time site managers who also serve as advisors at our six extended campus sites located at the Nez Perce, Nisqually, Muckleshoot, Port Gamble, Swinomish, and Tulalip reservations. Also assisting on campus is a full time independent learning administrative assistant. The Athletic Director also serves as an advisor to the student athletes and has training in advising. All full time faculty advise students who have 45 or more college credits.

The main campus advisors and the Site-Based Student Success Coordinator regularly visit extended campus sites to advise students prior to the beginning of each quarter in collaboration with the site managers.

In terms of faculty advising training for the new proposed Bachelor of Arts Degree in Tribal Governance and Business Management, faculty will receive at least two advising training sessions with the advisors. At least three meetings per quarter will be held between student support and faculty advisors to address anything of concern with the faculty and their students.

In following regular practice, NWIC offers pre-registration and has Faculty Advising Day every quarter, making the flow of students registering each quarter very manageable. As a result, an increasing percentage of students are registering earlier.

As evidence that students are satisfied with their experience at NWIC, according to the Community College Survey of Student Engagement (CCSSE), Northwest Indian College, 2011 Key Findings, under the benchmark “Support for Learners” defined as “Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success”, the NWIC benchmark score was 55.0 as compared to a national average of 50.0 and to the top-performing colleges’ score of 58.6.

Past examples of initiatives that the Center for Student Success staff have been involved in at NWIC to showcase our significant and successful involvement in the student success agenda are:

- The TRIO Grant initiative was a grant awarded to NWIC in 1990 and ended in 2010. The goal was to provide activities to increase retention and graduation rates. Students targeted were low income students, first generation students, and students with disabilities.
- The Washington College Spark Grant focused on partnering with the Foundations of Excellence in the First College Year. During 2008-09, NWIC was one of 26 institutions nationwide to participate in the Foundations of Excellence first year experience comprehensive study. Founded by Dr. John Gardner, a nationally recognized leader in the movement to improve the first year student experience, the Foundations of Excellence focuses on institutional structures, policies, and processes that impact first year students. As a result, NWIC has a First Year Experience (FYE) three year implementation plan spearheaded by a team consisting of an FYE Advisor and an administrator who is dedicated half time to implementing our FYE programming, and an advisory committee to provide guidance.
- The Walmart Minority Student Success Grant initiative focused on working with faculty to strengthen NWIC’s First Year Experience program to better serve the needs of first-generation students. Faculty development focused on first-generation student success strategies, combined with findings from an assessment of the research-based methods for improving first year student success. Specifically for American Indian students, we studied the Family Education Model – a strategy found to be important to Native American student success that recreates a support network similar to that which would be provided by their family and community.
- A Kellogg Foundation grant administered by the American Indian College Fund, a 5 year grant initiative named Woksape Oyate, Lakota words for "Wisdom of the People," aims to build the intellectual capital of tribal colleges. The initiative focused on improving the teaching and learning environment at NWIC, promote development of Native Studies faculty, build opportunities for the voice of Native people to contribute more widely throughout the institution and supported widespread understanding of modern and historic native experiences. Action research projects, an on-line faculty toolkit and a summer institute for all faculties were the highlights of this initiative.

As we reviewed the other areas of student services located on campus in preparing to offer a third baccalaureate degree we looked at several areas of student services. We allocated more resources for tutoring in upper level courses during the past year compared to previous years and are confident that our Financial Aid and Enrollment Offices will be ready to handle continuing or new students interested in the proposed Tribal Governance and Business Management program. Other resources that are prepared for new TGBM students include:

- The Math and Writing Center offers assistance with homework, college-readiness skills (such as note taking, organizing classroom materials, and asking helpful questions), private tutoring, laptops and calculators are available, and assistance with Microsoft Word/Excel. NWIC allocated additional funds to hire more tutors to assist with upper level courses.
- Financial aid is an important part of student success and we help students access financial resources to pay for their education as a four year degree student. Nearly all of our degree-seeking students receive some sort of financial assistance as we primarily serve low-income students. Last year, the students who were eligible received an average of \$5,375.00, which is enough to pay tuition and still have some remaining funds for other academic related expenses. At NWIC, the cost for tuition and fees for a student seeking a bachelor's degree is \$3,720.00 per year. At the closest neighboring bachelor's awarding institution, Western Washington University, the cost for tuition and fees is \$8,805.00. We have the opportunity to provide four-year degrees at an affordable rate, without taking on unnecessary loans. We have a staff member who is solely dedicated to assist students seek scholarships. The American Indian College Scholarship Fund provides scholarships for students from Tribally Controlled Community Colleges and Universities and many of our students have benefited from these scholarships.
- The Enrollment Services staff meets on a weekly basis to continuously provide interoffice communication. The Registrar holds pre-registration meetings and registration follow-up meetings every quarter. The registration follow up meetings provides an opportunity for the CSS and Instruction to share what worked and what could be improved. The Enrollment Services staff members are dedicated employees very capable of handling change and additional student enrollment. The most recent example is the reopening of the Nisqually extended campus site. Once NWIC received approval by the NWCCU to reopen the Nisqually site, meetings were held, course schedules were created, and advising and registration were held in time to offer classes for the winter quarter 2012.
- With the assistance of the Information Technology Department, the Enrollment Services staff has upgraded the technology necessary to maintain accurate student enrollment data. We are able to track students to predict potential enrollment for the TGBM program. There are currently 54 students who declared in the AAS in Business and Entrepreneurship program, 11 of them have already earned 45 or more credits. Potentially, 54 students are in the pipeline for the proposed Tribal Governance and Business Management program.

1. Implications of the change for services to the rest of the student body:

Planning for a third baccalaureate degree requires that NWIC reassess how the college provides services and access to those services for our students. Increased student interest and enrollment in 4-year programming necessitates the expansion of existing online services and the implementation of new online services, such as student online registration and online student account/student record access. The roll out of these services enables the college to serve more students in more meaningful and thorough ways. Providing these services will empower students to take more control of their educational planning and encourage more personal investment in their college experience.

NWIC has rolled out the Jenzabar Internet Campus Solution (JICS) online student portal, the online extension of Jenzabar, the College's student management system. This portal allows students to view their student academic record, financial aid information, and billing statements. As a next step, NWIC will begin testing online student self-registration. Currently, students must meet with an academic advisor, faculty advisor, or a site manager to register for classes. The advisor or site manager is responsible for registering students by way of the JICS Advising portal, or in some cases, by way of paper registration forms that are processed by Enrollment Services. Building our online student services infrastructure increases our capacity to provide comprehensive student account information (billing statement, financial aid info, unofficial transcripts, mid-term and final grades, advising worksheet/degree audit, course listings, etc.) and enables students to register themselves into courses.

G. PHYSICAL FACILITIES

1. Provision for physical facilities and equipment.

The NWIC Lummi campus consists of a north and south campus, comprised of approximately 20 buildings. Site preparation for construction is currently underway to construct a \$3.6 million Coast Salish Institute/Longhouse and a \$3.6 million Library/Information Technology Center on the south campus using a combination of grant and institutional resources. The Coast Salish Institute/Longhouse will be the architectural centerpiece of the College's new campus. The Coast Salish Institute will provide space for cultural education and the preservation of language and history. It will include an auditorium for storytelling, plays, and cultural performances.

The Library/Information Technology building will serve both the college and the community. The library will contain student study areas, computer rooms, and video labs. It will also house special collections, and dedicate a room to Vine Deloria, Jr.'s, personal library, recently donated to the college. The Vine Deloria, Jr. Collection is a national treasure in Native Studies scholarship and will be an invaluable resource. An up-to-date library with increased collections and relevant materials as well as designated and well equipped study areas will also greatly improve students' learning opportunities. The library will also house the institutional Information Technology Department. This new location will enable a seamless transition of technology infrastructure from the old campus to the new south campus.

NWIC has also added two office/classroom buildings, and a new science research lab is scheduled for completion in spring 2013. Construction of these new buildings is an integral part of the College's \$44 million capital expansion project. To date, over \$37.5 million has been raised toward that goal.

Over the last few years, the College's physical facilities have grown significantly as a result of the capital campaign. Improvements to campus facilities will support the increase in student numbers as a result of the TGBM program.

As noted previously, the Center of Student Success building (CSS) was opened in 2010. It is a 10,000 square foot building dedicated to house all student services programming under one roof. Designed as a one-stop-shop building, the CSS is intended to complement our academic programs and support the academic and social needs of students. The CSS building consists of the following programs:

Recruitment and Admission

Enrollment

Financial aid

Academic advising
Athletics

Counseling
Student Leadership

Testing
Student Activities

In 2009, the college opened a new student housing building consisting of 67 beds. NWIC is one of the few tribal colleges that offers student housing. The student housing building provides an opportunity for students to share academic and cultural experiences in an alcohol and drug free atmosphere that strengthens their chances of success.

Students and faculty are supported by a robust technology infrastructure to support teaching and learning. In addition to the standard access to online resources, four learning spaces at our main campus include interactive white boards, document cameras, in-class computers, with course materials easily distributed using an online learning management system. To facilitate interaction between our sites, every learning space is outfitted with a videoconferencing (or ITV) system, allowing for real-time face to face interactions between instructors and students. These systems also allow for the sending of dynamic content and encourage our students to discuss cross-tribal perspectives on any and all issues related to the course subject.

H. LIBRARY AND INFORMATION RESOURCES

1. Adequacy and availability of library and information resources.

The Lummi Library, Northwest Indian College, which serves as both the academic library to the College and as the public library to the Lummi Nation, has a history of collecting in areas which pertain to Native American governance and business, and continues to do so.

The staff developing the TGBM program provided a list of materials suggested for purchase to the library which the library then acquired. Institutional funding for the library has been stable for the last several years, additionally the library receives Title III funding for acquisition of materials supporting the four year degree programs. Thus, the library foresees no problem in continuing to support this program. The library's collection was analyzed using the following methodology: After examining the key concepts in the proposed program, a group of about thirteen Library of Congress subject headings were identified as being most relevant. Those subject headings were searched in the library's catalog, yielding almost 1,100 titles, and included recently published titles.

The library was the recipient of Vine Deloria, Jr.'s personal library, nearly 3,000 volumes. Dr. Deloria is considered by many to have been Indian Country's greatest intellectual, and his interests were far-reaching, but particularly included tribal sovereignty and topics central to the TGBM program. The materials are included in the library catalog, housed in closed stacks, and available for in-library use by request.

Electronic resources available through the library include the suite of databases subsidized by the Washington State Library, which includes ProQuest Researcher's Business module, EBSCO's Environment Complete, ABC-CLIO's American Indian Experience and Credo Reference.

The library has reciprocal borrowing agreements with Bellingham Technical College, Whatcom Community College and Western Washington University. Interlibrary loan service is available to all students, faculty and staff, and suggestions for additions to the collection are welcomed. Distance

learning faculty and students have access to the same collections and services as those on the Lummi Campus via phone, fax, email, NWIC website, and Moodle site. They are also each service areas of public libraries.

A comparison was made with the catalog of The Evergreen State College. Located in Olympia, Washington, TESC is a small, public, Liberal Arts College which promotes interdisciplinary study and has been creating Native American programs of study since 1972. These similarities suggested that a comparison of the two library catalogues would be useful. The same subject headings that were used to search the Lummi Library catalog were used to search The Evergreen State College's catalog, yielding about 900 titles, and fewer newer titles.

<u>LC subject headings</u>	<u>NWIC</u>	<u>TESC</u>
Indians of North America--		
Commerce	14	14
Economic Conditions	74	38
Employment	7	7
Finance	7	0
Gaming	15	2
Government Relations	502	417
Land Tenure	74	91
Legal Status	202	218
Politics and Government	170	96
Self-determination, National—United States	41	27
Indian Business Enterprises—United States	11	4
Casinos		
Marketing	1	0
Management	3	0
Hospitality Industry—Marketing	2	3
Entrepreneurship	19	271

I. FACULTY

1. *Analysis of the faculty and staff needed;*

NWIC employs several academically and professionally qualified business and public and tribal administration faculty members.

Our unique partnership with Ventures, CDFI and financial literacy supports the TGBM program by enlisting the support of professional staff to “co-teach classes and lead workshops”. This opportunity for our students to gain practical knowledge and skills by professionals already working in the field provides our students essential methods and techniques in their field of study.

NWIC's Teaching and Learning Initiative has served as a catalyst for our focus on student success through an improved teaching and learning environment for our students and full-time and adjunct faculty. NWIC has been in the process of reaffirming its tribal identity and the focus of our ongoing

Teaching and Learning Initiative on cultural education and knowledge, pedagogy, and increasing the Native voice at the College, all helped clarify, strengthen, and enhance our tribal mission. Our students, as evidenced by increased retention, higher student satisfaction, and more rigorous academic opportunities are the greatest beneficiaries of the Teaching and Learning Initiative and related student success initiatives, such as Achieving the Dream.

The Teaching and Learning Initiative has supported professional development for all Native and non-Native faculty, by increasing all faculty members' knowledge of historical and contemporary Native issues and thus increasing faculty understanding of the educational needs of Northwest Indian College students. The professional development for faculty also included identifying best practices in teaching and learning at the College by our faculty and sharing those best practices with colleagues through in-service presentations, an annual three day teaching and learning institute for full-time and part-time faculty, and an online teaching and learning web site with resources compiled by and for Northwest Indian College faculty (see <http://blogs.nwic.edu/teachinglearning>).

A form of professional development for the college was introduced in 2011, entitled Faculty Inquiry Groups (FIGs). FIGs are intended as a forum for faculty to interact and work on program improvements, assessment, and teaching and learning improvement. All FIGs developed a work plan for the 2011-12 and the 2012-13 academic years that aligns with the College's strategic plan and reflects the characteristics within the College's Philosophy of teaching and learning statement. In the Spring of 2012, each FIG presented the results of their work on two goals: one on assessment and one on program and course development.

The recent implementation of FIG work sessions during faculty in-services has helped streamline the curriculum development process. For the Tribal Governance and Business Management program, we were able to discuss curriculum development prior to moving to Curriculum Committee for approval. In 2011-12 the TGBM FIG group created measurable projects and exercises to directly assess courses and program outcomes. In the current 2012-13 academic year, the TGBM FIG group is investigating the possibility of implementing a hybrid course delivery system for implementation in the program at a distance.

Since the college has been offering courses in the BE and PTAD associate-level programs for several years, it already employs several experienced and qualified faculty members. Their credentials are listed below.

2. Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments;

Below is the list of core faculty members and affiliated faculty members:

Allen, Phil

M.A. History, University of Idaho

B.S. History, University of Idaho

Faculty /Site Based Academic Coordinator- Nez Perce Site; Northwest Indian College

With a wealth of knowledge regarding the historical as well as contemporary relationship that exists between the Federal government and the Native American tribes of the Americas, Phil Allen provides a unique and often firsthand, personal perspective which makes him exceedingly valuable to not only

NWIC but particularly to Native American students as they navigate the academic environment for the first time and throughout their academic careers.

Ballew, Laural

Doctoral Student Accepted to enter the Doctorate of Indigenous Studies program at Maori University

M.A. Public Administration / Emphasis in Tribal Governance, The Evergreen State College

B.A. American Cultural Studies / Emphasis in Native American Studies, Western Washington University

A.A.S. Business Administration, Northwest Indian College

Tribal and Public Administration Program Coordinator/Faculty; Northwest Indian College

Laural Ballew began her education at NWIC and then completed a Bachelor of Arts in American Cultural Studies from Western Washington University. Subsequently, she received a Masters of Public Administration from Evergreen State College. She has been accepted to enter the Doctorate of Indigenous Studies program at Maori Indigenous University. She will enroll in March, 2013. Her dissertation is expected to focus on many of the challenges, processes, and outcomes associated with the development of the Bachelor of Arts in Tribal Governance and Business Management at Northwest Indian College. Early on, Laural realized that her academic and personal experiences allowed her to serve as an example to the youth of her tribal communities. In order to fulfill her desire to be a role model for young Native Americans, she returned to the institution that inspired her success - Northwest Indian College. With nearly twenty years of experience working in tribal administrative and financial management roles, Laural brings with her a unique perspective regarding the social, economic, and academic progression in the tribal communities in which she is a member. Her deep involvement in her family and community combined with her background in accounting and grants management make her contributions a unique asset to Northwest Indian College.

Cornett, Frank

B.A. Business Management,

Frank Cornett brings almost thirty years of experience in the gaming & hospitality industry. His background includes development and start-up of new gaming enterprises, turn around management & operations, coaching, training, and development. His career spans several jurisdictions in commercial, tribal, and cruise ship gaming. He co-founded two gaming service-based companies and is a former partner of a Nevada based gaming company. Frank taught courses at NWIC from 1995 through 1997 and returned to NWIC in 2009.

James-Pino, Tammy

M.B.A. - University of New Mexico (in progress)

B.A. - Business Administration, University of New Mexico

Faculty, Northwest Indian College

Tammy James-Pino is from the Wenachi and San Poil Band of the Colville Confederated Tribes. She graduated with honors earning an Associates of Arts & Sciences in Business Management at Northwest Indian College. Tammy spent a year at Western Washington University pursuing her Bachelors degree until she transferred to the University of New Mexico (UNM) where she earned her Bachelor of Arts in Business Administration concentrating in Human Resource Management.

Upon graduation, Tammy accepted a job offer with the University of New Mexico as the Student Program Specialist for American Indian Student Services. For eight years, she worked on various recruitment and retention projects and served as an Advisor for UNM Native students. Tammy is

currently three courses away from completing her Master of Business Administration - Policy & Planning concentrating in Strategic Leadership from the University of New Mexico.

Recently she fulfilled one of her goals to return to Northwest Indian College to as a full-time faculty member. She is currently the Human Development 110 - Introduction to Successful Learning teacher and has been working with the NWIC faculty to develop the curriculum for the Bachelor of Arts in Tribal Governance and Business Management program.

Pavlik, Steve

Ed.D. (currently completing dissertation,) University of Arizona

M.A. American Indian Studies, University of Arizona

Educational Specialist Certificate, Carnegie Mellon University

M.Ed. History / Education, University Of Arizona

B.S. Ed. Social Studies, Lock Haven State University

A.A. Social Studies, Beckley Junior College

Native American Studies/Native Environmental Science Faculty; Northwest Indian College

Academically speaking, Steve Pavlik, during the last thirty years, has afforded himself the opportunity to work with and learn from the foremost Native American academics, educators and scholars. His experiences carry with them a unique perspective that allows his students to profit from the transcendence of the traditional and academic knowledge that has been handed down to him, from his mentors.

Zawoysky, Steve

M.B.A. Washington State University

B.A. Psychology, University of Washington

Business Faculty; Northwest Indian College

Steve brings a combination of real world entrepreneurial experience and academic training to the classroom. Steve has founded, managed, grown, and sold two businesses in different business sectors - information technology and hospitality services - and currently owns a business in the veterinary field. He began his collegiate education at the University of Washington, earning a Bachelor of Arts in Psychology. After half a dozen years as an information technology consultant, he returned to school to earn his Master of Business Administration from Washington State University with Honors focusing in Entrepreneurship and Hospitality Management. He has taught courses at Washington State University on both Entrepreneurship and International Tourism. Steve has been a faculty member at Northwest Indian College since 2009.

3. Anticipated sources or plans to secure qualified faculty and staff.

NWIC already has well qualified full-time faculty to lead the program with the necessary skills, knowledge, experience and credentials in tribal governance and business management, as well as faculty in Native studies and additional faculty in supporting fields. NWIC recognizes that our faculty plays a key role in the overall growth and development of our students. Ongoing faculty development and training is necessary to deepen faculty understanding of Native perspectives and provide the support to successfully integrate cultural knowledge into their teaching practices, classes and curricula.