



NORTHWEST INDIAN  COLLEGE
X w l e m i E l h > T a l > N e x w S q u l

MESSAGE FROM THE PRESIDENT



Dear NWIC Family and Friends

The timing of this bi-annual report is significant in that we recently celebrated our 30th anniversary as a Tribal College, chartered by the Lummi Nation in 1983. It is remarkable to imagine how far the College has come in a relatively brief period of time—from a locally-focused Community College to a regionally-focused baccalaureate-granting institution serving Tribal communities in the Pacific Northwest including Muckleshoot, Nez Perce, Nisqually, Port Gamble S'Klallam, Swinomish, and Tulalip Tribes, as well as many more. This incredible vision by the founders of NWIC has

empowered literally hundreds, if not thousands, of Native students to earn credentials and achieve academic success while strengthening their cultural identity.

This report highlights some of the notable accomplishments and milestones in the ongoing growth and evolution of NWIC, such as new Bachelor degree offerings in Native Studies Leadership and Tribal Governance and Business Management; new Foundational Courses that are rooted in indigenouness and sovereignty and are required for all programs of study; new institutional outcomes; ongoing implementation of the Achieving the Dream student success initiative; successful Land Grant-based programming and outreach through both the Cooperative Extension Office and the National Indian Center for Marine Environmental Research and Education (NICMERE); and the completion of three new buildings—Salish Sea Research Center, Library/Technology facility, and Coast Salish Institute—adding over 28,000 square feet as part of the new campus Capital Campaign expansion.

This report also provides an update on our Strategic Plan (2010-2017), the results of a successful accreditation review as part of the current self-study review process, profiles of successful alumni and current students, status

and achievements associated with the NWIC Foundation, and financial data for the College.

Ultimately, this report is about our ongoing pursuit of building Tribal communities by building people, that is, our students. I often hear students say that without NWIC they may not have even considered going to college. This serves as a humble reminder of how much NWIC means to our students, their families, and their communities. It is truly an honor to work alongside a team of committed faculty, staff, administrators, Board of Trustees, and Foundation Board members that genuinely care about our students. There have been so many people over the years that have contributed to the growth and success of NWIC and I want to thank each and every one of you reading this report for your contributions, encouragement, prayers, and support of our students and the College.

As we reflect on the past two years and beyond, we face the future with hope and optimism as we strive to fulfill our mission and help our students and Tribal communities move forward and prosper in a good way.

With Appreciation,

Justin Guillory, President

Nez Perce descendant

Contents

PRESIDENT'S MESSAGE	2
CELEBRATING 30 YEARS OF SERVICE	4
MESSAGE FROM THE BOARD CHAIR	5
OUR HISTORY	6
OUR REACH	7
ADVANCING STUDENT SUCCESS	8-9
ACHIEVEMENTS	10
MISSION FULFILLMENT	11
INSTITUTIONAL INITIATIVES	12-13
DEMOGRAPHICS	14-15
OUR GRADUATES	16-17
NWIC FINANCIAL STATEMENTS	18-19
NWIC FOUNDATION	20-21
CAPITAL CAMPAIGN	22-23
PROGRAM HIGHLIGHTS	24-28
STRATEGIC PLAN	29

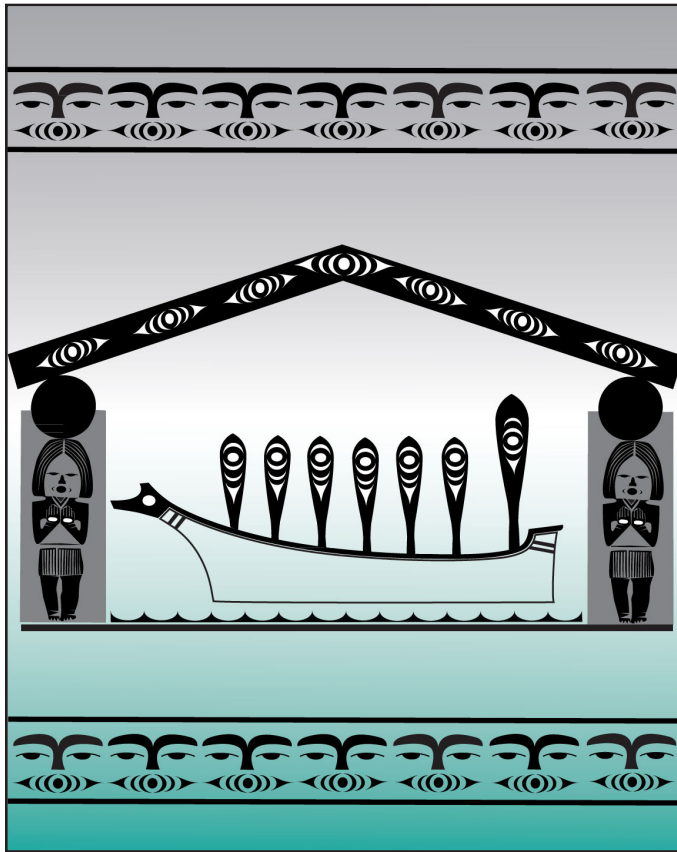
Our Mission

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

MISSION OF NORTHWEST INDIAN COLLEGE

Drawing upon the knowledge of our ancestors and of living relatives, Northwest Indian College teaches students how to live well and in culturally necessary ways in today's society. Northwest Indian College seeks to restore and rebuild our tribal communities and families.

Celebrating 30 Years of Service
THE HONORABLE HOUSE OF LEARNING



“The Honorable House of Learning” tells the journey of Indigenous education at the Northwest Indian College. In this house, traditional knowledge is our canoe - it leads us towards cultural sovereignty.

The Honorable House of Learning design was conceived by Lummi Artist Lexie Tom with contributing ideas from Alfred B. Charles Jr. and Samuel Cagey Jr. The project was brought to life by Makah artist and graphic designer John Goodwin.

The design is featured on the 30th Anniversary Pendleton Blanket woven by Pendleton Woolen Mills in 2013, commemorating NWIC’s 30 years of providing higher education to indigenous communities.

MESSAGE FROM THE BOARD CHAIR



Greetings Friends of NWIC

On behalf of NWIC and the Board of Trustees, I share my greetings and best wishes with you. It is my honor to serve as the Chairwoman of the NWIC Board of Trustees and to share our respect and love for our

students. I feel great pride when I see our students and their families celebrate their educational accomplishments at graduation and all the other NWIC hosted events throughout the school year.

As members of the tribal communities served by NWIC, the Board is particularly proud of the many accomplishments of the college – expansion of our Achieving the Dream student success initiative to our extended campus sites; approval of additional bachelor degree programs (Tribal Governance and Business Management /Human Services); completion of the Library/Technology and Coast Salish Institute Buildings as a part of our capital campaign to name a few of these accomplishments. Our record of student success is improving each year and we see evidence of it every day in the

participation of our tribal students with their classes and extracurricular activities. Higher Education and student success is the goal of the NWIC Board of Trustees because we recognize the importance of education to all tribal people throughout the Northwest.

On behalf of my fellow Trustee members, the Lummi Nation and all of our tribal students served by the NWIC, I welcome your involvement in the college. Your friendship and alliance with NWIC is valued and helps us support our students. We hope you enjoy seeing a glimpse of NWIC and its success through this biannual report.

Hy'shge

Kristin Kinley, Chetopia
NWIC Board of Trustees Chair

NWIC BOARD OF TRUSTEES 2014

Kristin Kinley, Chair
Lummi

Larry Campbell, Vice Chair
Swinomish

Jessie Deardorff, Secretary
Lummi

Sandra Finkbonner, Treasurer
Lummi

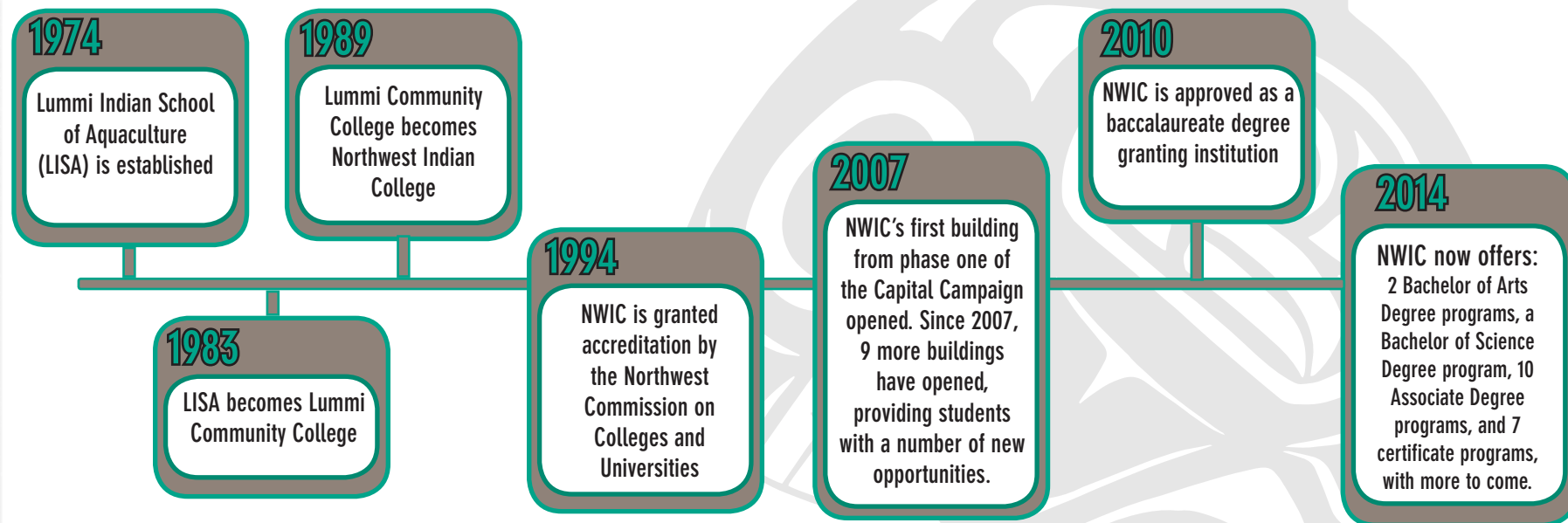
Charene Alexander
Lummi

Jana Finkbonner
Lummi

Cliff Cultee, LIBC Delegate
Lummi

Our History

A LOOK AT NWIC THROUGH THE YEARS



Our History: NWIC evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for indigenous people from all over the world. In the early 1980s, LISA evolved into Lummi Community College, a tribally chartered post-secondary institution. As courses and offerings expanded, so did the service area of the college, creating important networks with various tribes throughout the Pacific Northwest.

In recognition of that expansion, in 1989 Lummi Community

College became Northwest Indian College. In 1993, NWIC was granted accreditation by the Northwest Commission on Colleges and Universities (NNCCU) and became a land grant institution through Congressional action in 1994. Then, in 2010, the NNCCU granted NWIC accreditation at the baccalaureate level. The college currently offers three bachelor degrees, with more in the works.

NWIC's slogan, XWLEMI ELH>TAL>NEXW SQUL (the people's education), is the basis of the college's mission.

Our Reach

A GLANCE AT OUR SITES



Nisqually - Fall 2014 Orientation



Student Feature

ROSIE ULRICH



Muckleshoot - Fall 2014 Orientation



Port Gamble S'Klallam Classroom



Area of Study: BA Tribal Governance & Business Management (TGBM)

Tribal Affiliation: Muckleshoot

About: a proud wife, mother of two girls, Muckleshoot Tribal School employee, and two year degree graduate of NWIC continuing her education.

"I decided to continue my education to show my children, nieces, and nephew that if I can, so can they. I chose to attend NWIC because it is so close to home. I also chose to continue my education at NWIC because of the support from staff and instructors like Laurel Ballew and Michelle Wilson. I am inspired by all of the things I have learned while attending NWIC and am proud to be one of the first students to graduate from the Muckleshoot site with a BA in the TGBM program."

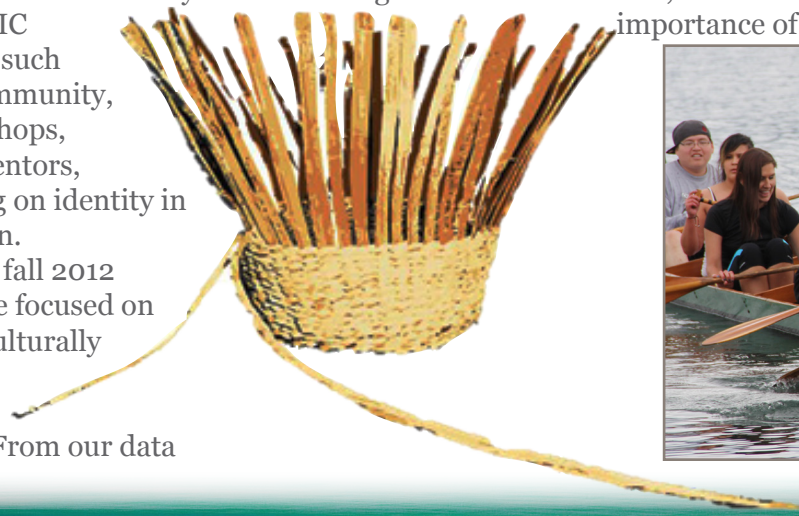
Advancing Student Success ACHIEVING THE DREAM (ATD)

New student orientation is the best way for our students to get started on the path to academic success here at NWIC. Students are expected to attend orientation because it increases the likelihood for academic success and supports their transition into college life. First-year students who participate in orientation are better prepared, encounter fewer problems, and generally have a very positive feeling about their experiences here at NWIC. Survey results from spring orientation of 2014 indicated that students knew where to go for help, learned about financial aid and scholarship opportunities, and felt more connected to faculty and staff. Our overall barrier when we first began ATD was students feeling “unconnected”. According to our initial surveys, unconnected students were the most likely to leave College. Building connection at NWIC means providing resources such as: meeting the campus community, holding financial aid workshops, connecting with student mentors, sharing meals, and focusing on identity in the context of place of origin.

Based on feedback from fall 2012 surveys and suggestions, we focused on bringing students a more culturally and locally meaningful introduction to NWIC and the surrounding area. From our data

regarding the fall 2013 orientation, 32% of our students said that meeting the campus community was their favorite part of the orientation. Of our students that attended fall 2013 orientation, 68% completed 100% of their courses, (non-attendee completion rate was lower at 42%). And, of the students attending fall 2013 orientation, 76% finished the fall quarter with a GPA of 2.0 or higher as opposed to 59% that did not attend orientation.

This year we began scaling up our three interventions to our extended sites at Swinomish, Tulalip, Muckleshoot, Nisqually, Port Gamble and Nez Perce. Students attended orientation at all six sites, met with an advisor regarding their educational plans, and attended financial literacy workshops. Site Managers’ comments, on the next page, reflect an understanding of the importance of these three interventions.



“Transforming the Way Our Students Experience College”



“Students participated in planning and executing the orientation. During the orientation they came up with ways they can engage with each other, their NWIC community and the greater community including: starting and joining clubs, service projects, mentoring a student, doing study-groups,

showing their NWIC pride, taking what they learn in the classroom from theory to practice in the greater community”

**Kendra Aguilar,
Site Manager,
Muckleshoot**



“By creating a more academically and culturally supportive site, students are better able to identify and connect how their educational plans are woven into cultural awareness and sovereignty.”

Jessica Williams, Site Manager, Tulalip

Achievements

TRIBAL GOVERNANCE & BUSINESS MANAGEMENT

In 2013, NWIC received approval by the Northwest Commission on Colleges and Universities to offer its third bachelor's degree program, a Bachelor of Arts in Tribal Governance & Business Management.

The Tribal Governance and Business Management (TGBM) degree will provide students with the knowledge necessary to be productive and successful administrators. The program 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 program prospered in the 2013/2014 academic year with 123 students registered in the program during fall 2014, 15-20 of which are on track for being the first to graduate from the program in 2015.

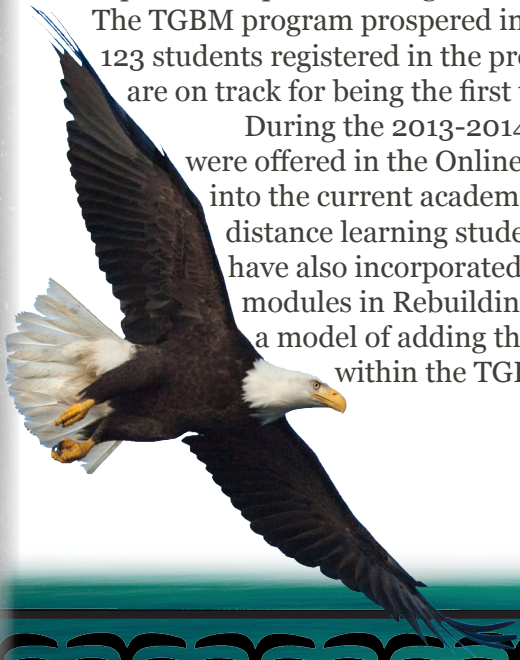
During the 2013-2014 academic year, all TGBM courses were offered in the Online hybrid modality and this continues into the current academic year. This effort is to support the distance learning students at NWIC sites and beyond. Faculty have also incorporated the Native Nations Institute training modules in Rebuilding Native Nations. The modules are a model of adding the indigenous context to the courses within the TGBM program of study.



American Indian Business Leaders (AIBL)

NWIC'S AIBL group received first place at the American Indian Business Leaders 2013 National Conference's Business Plan Competition with their "Traditional Journeys" cultural tourism business plan.

The mission of AIBL is to increase the representation of American Indians and Alaska Natives in business and entrepreneurial ventures through education and leadership development opportunities.



Mission Fulfillment

FOUNDATIONAL COURSES

Native Studies Leadership is the journey to self-determination, reclaiming our Cultural Sovereignty. Traditional knowledge is our canoe. It moves us away from the western genre that has shaped and determined a false sense of who we are and towards our original identity. An identity that is formed by sacred stories, languages, origin stories, and the heroes who continue to defend our families and our homelands.

In May 2012, NWIC received approval by the NWCCU to offer the Bachelors of Arts in Native Studies Leadership. This program of study developed the frame work for existing and future academic degree programs at NWIC. This new approach is an empowerment model that occurs in a contextualized education environment that is place-based and is intended to:



- Decolonize and Transform – Native histories, cultures, and institutions
- Prepare Professionals
- Create Strategies for the defense of our homelands, our inherent rights, our ecosystems, our languages, and our unique political status of nationhood

The focus of the framework is the “foundational courses.” They are requirements of all programs of study.

- Introduction to Cultural Sovereignty
- The Language of Our Ancestors
- Reclaiming Our History
- ICONS of our Past

Institutional Initiatives

NEW INSTITUTIONAL OUTCOMES

Guiding Student Learning Toward Indigenous Self-Determination

Northwest Indian College is committed to advancing the vision of our ancestors by providing a quality Indigenous education through which every student is able to strengthen their personal and Tribal identity. Toward this vision, the Board of Trustees approved a new set of institutional outcomes in April 2013. The institutional outcomes are foundational to a framework based on the pillars of indigenusness and sovereignty, which informs all aspects of the design, delivery, and assessment of the college's programs and courses.

The institutional outcomes are built upon four organizing principles for student success which move our educational vision into fruition:

Native Leadership – To Acquire a Quality Education

Way of Life – To Give Back

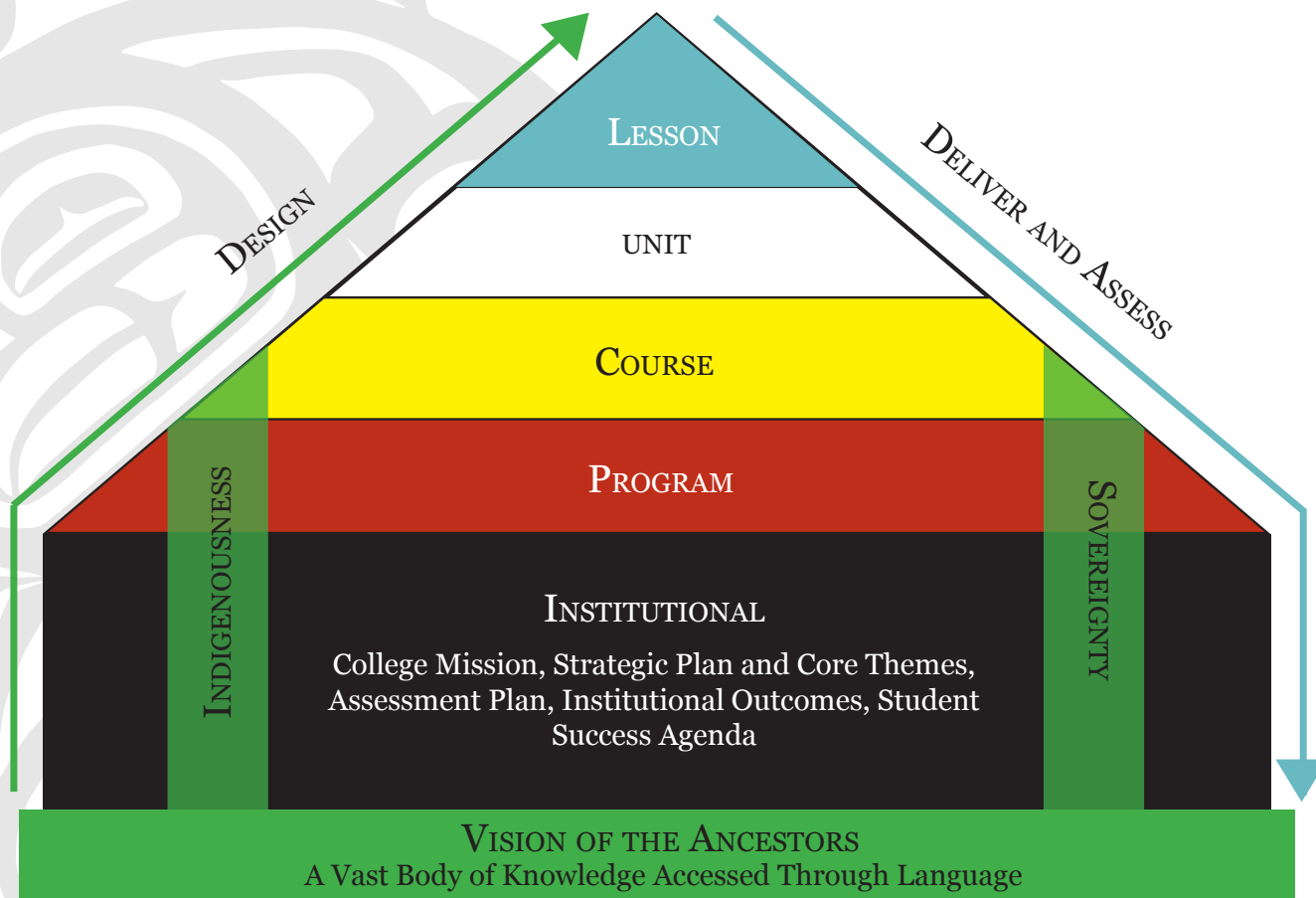
Inherent vs. Acquired Rights – To Apply Indigenous Knowledge

Community-Minded – To Utilize Education Through Work

These relationships are presented in the design, deliver, and assess long house diagram on the next page.



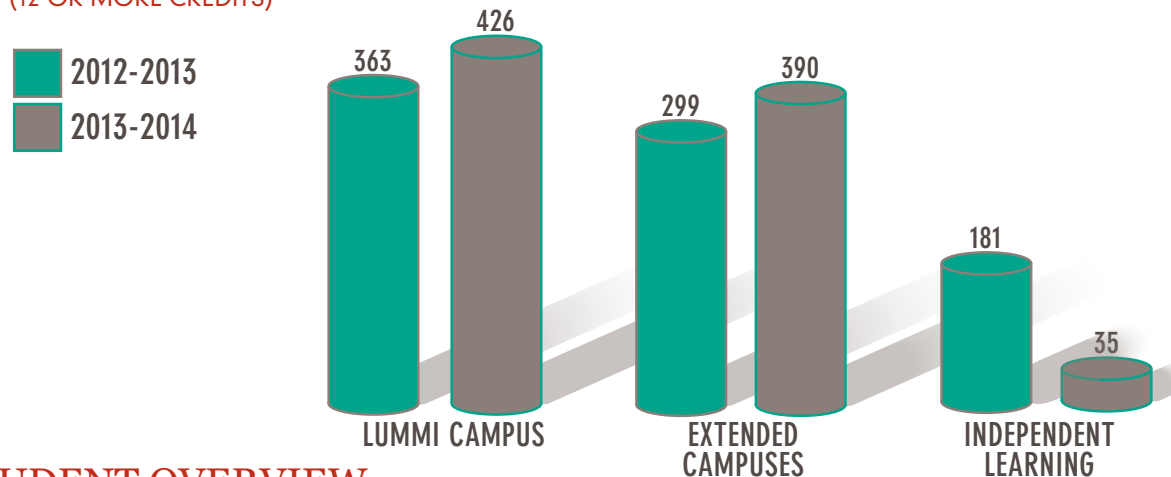
We at Northwest Indian College are committed to advancing the vision of our ancestors through providing a quality Indigenous education.



Demographics

NWIC THROUGH THE NUMBERS

2012-2014 FULL-TIME ENROLLMENT (FTE) BY LOCATION (12 OR MORE CREDITS)



NWIC STUDENT OVERVIEW

	2012-2013	2012-2014
Total Headcount - Annual	1,404	1,232
Native American	82%	87%
Gender	66% female	70% female
Tribes Represented	134	131

CAMPUS LOCATIONS

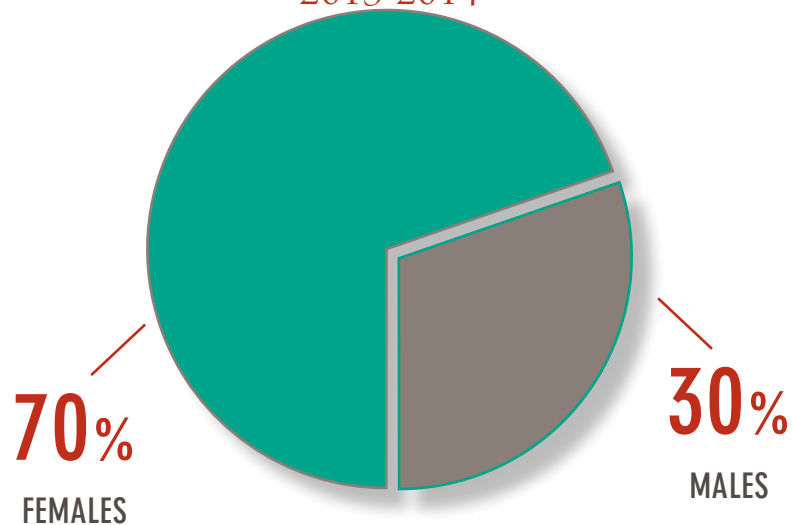
Lummi (Main Campus)	Nisqually
Swinomish	Muckleshoot
Tulalip	Nez Perce
Port Gamble S'Klallam	

ANNUAL HEADCOUNT BY CREDIT*

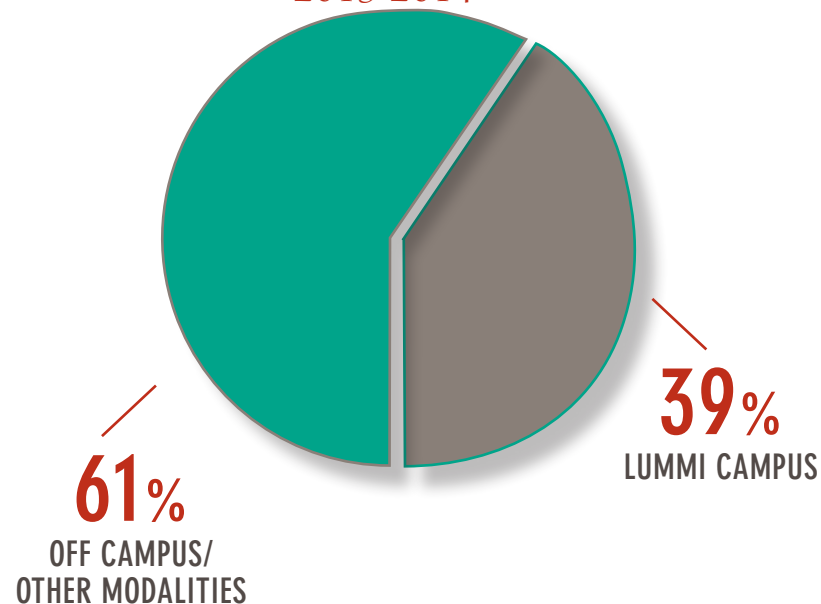
CREDITS	TOTAL		PERCENTAGE CHANGE
	2012-2013	2013-2014	
12+	285	316	11%
6-11	256	251	-2%
5 or fewer	562	497	-12%
Total	1,103	1,064	

*All data based on Fall/Winter/Spring quarter averages

HEADCOUNT BY GENDER 2013-2014



HEADCOUNT BY LOCATION 2013-2014



HEADCOUNT BY AGE*

AGE	2012-2013	2013-2014
Under 16	11	5
16-18	108	122
19-21	247	246
22-25	351	337
26-29	285	291
30-39	496	495
40-49	390	407
50-59	347	344
60+	346	378
Unspecified	52	94

*Based on academic year averages

HEADCOUNT BY STUDENT TYPE

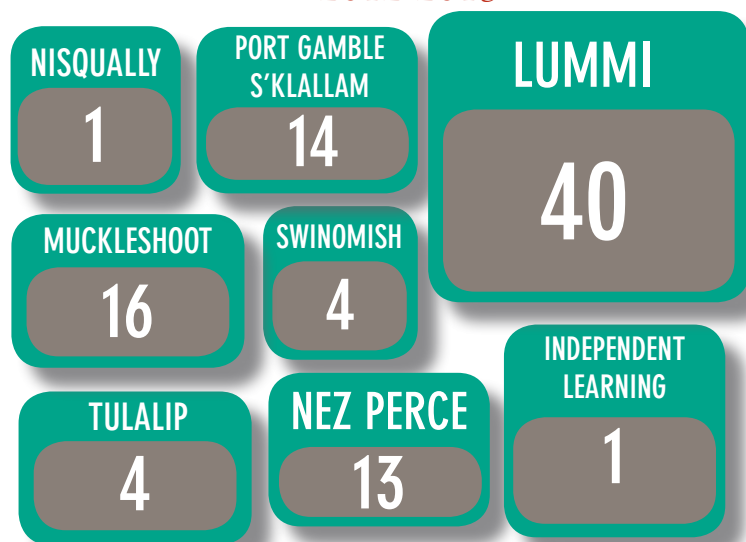
STUDENT TYPE	2012-2013	2013-2014
Program of Study Students	1145	1200
Non-Program, CEU, Undeclared	1488	1519
Continuing Education Only Students	1657	1897
Total	4290*	4617*

*Duplicated

Our Graduates

A GLANCE AT OUR GRADUATES

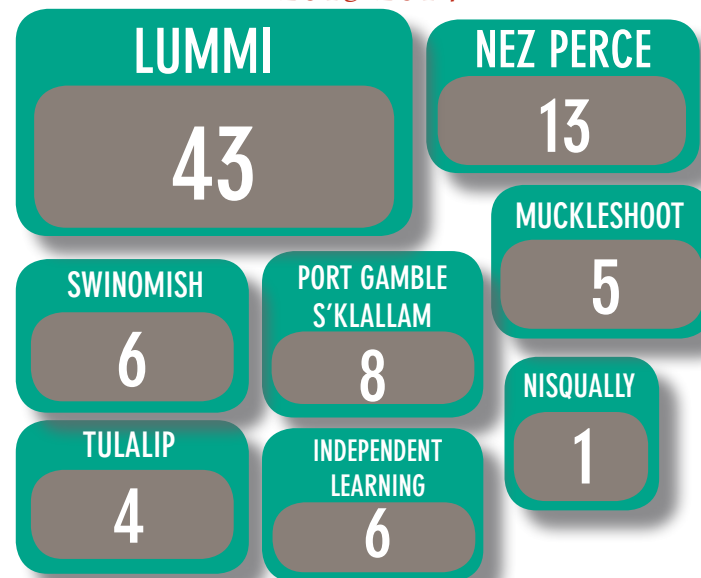
GRADUATES BY LOCATION 2012-2013



NWIC GRADUATE OVERVIEW

	2012-2013
Total Number of Graduates	92
Number of Bachelor Degrees Conferred	10
Number of Associate Degrees Conferred	78
Number of Certifications and ATAs Conferred	4
Average Graduate GPA	3.1

GRADUATES BY LOCATION 2013-2014



NWIC GRADUATE OVERVIEW

	2013-2014
Total Number of Graduates	87
Number of Bachelor Degrees Conferred	13
Number of Associate Degrees Conferred	65
Number of Certifications and ATAs Conferred	11
Average Graduate GPA	3.2

ALUMNI PROFILE



JEFF JAMES JR. GRADUATED FROM NORTHWEST INDIAN COLLEGE IN 2012 EARNING A BACHELOR OF SCIENCE DEGREE. HE IS CURRENTLY PURSUING AN MBA IN GENERAL MANAGEMENT AND TEACHING IN THE NATIVE STUDIES LEADERSHIP PROGRAM AT NWIC.

“NWIC gave me the opportunity to not only meet, but exceed, my goals in pursuing higher education.”

Jeff James Jr. was born and raised in the Lummi Nation. He is a father, husband, brother to five siblings, and the first to earn a degree in his family.

His inspiration to pursue higher education came from a promise that he made in 2008.

“I promised a friend of mine that I would at least graduate with a Bachelor’s degree. Today that friend is my wife.”

Jeff enrolled at NWIC in the fall of 2008, graduated with an AAS in Native American Studies in 2010. He began working on his Bachelor degree in 2012 and in December of 2012, he completed his B.S. in Native Environmental Science.

Upon finishing his Bachelor’s degree, Jeff began searching for an Online Master’s degree program to pursue business

administration. He is currently enrolled in the General Management MBA program at the Trident University International. He expects to graduate in June 2015.

As an advocate for higher education, Jeff is using his experience and education to teach. In September 2014, he began teaching in the Native Studies Leadership program at NWIC.

“After receiving my MBA, I want to continue teaching for a few years. I hope to help other tribal members in continuing their education. I remind myself every day of the opportunity NWIC has given me to not only meet, but exceed, my goals in pursuing higher education.”

Stewards

2012-2013 NWIC FINANCIAL STATEMENT

STATEMENT OF ACTIVITIES		PROGRAM REVENUES			NET (EXPENSE) REVENUE AND CHANGES IN NET ASSETS
		CHARGES FOR SERVICES			
FUNCTIONS/PROGRAMS	Expenses	Tuition and Fees	Other Revenues	Operating Grants and Contributions	Governmental Activities
PRIMARY INSTITUTION INSTITUTIONAL ACTIVITIES					
General and administrative	\$4,636,514		\$406,024	\$6,809,407	\$2,578,917
Education: Instruction	\$8,033,278	\$2,231,936		\$4,504,859	(\$1,296,483)
Education: Student services	\$458,187		\$1,163,354	\$303,815	\$1,008,982
Education: Student aid	\$3,158,384			\$4,791,553	\$1,633,169
Education: Operations and maintenance	\$2,033,385			\$3,144,711	\$1,111,326
Education: Libraries	\$244,066			\$44,301	(\$199,765)
TOTAL PRIMARY INSTITUTION	\$18,563,814	\$2,231,936	\$1,569,378	\$19,598,646	\$4,836,146

The above information reflects the FY '13 NWIC audit

2012-2013 NWIC FINANCIAL STATEMENT

STATEMENT OF ACTIVITIES

NET (EXPENSE) REVENUE AND CHANGES IN NET ASSETS

GENERAL REVENUES	
INTEREST INCOME	\$12,034
CHANGE IN NET ASSETS	\$4,848,180
NET ASSETS: BEGINNING	\$15,352,816
NET ASSETS: ENDING	\$20,200,996

The above information reflects the FY '13 NWIC audit



Student Feature CANDICE LANE-WILSON

Area of Study: BA Tribal Governance & Business Management

Tribal Affiliation: Lummi

About: Mother, Grandmother, served as Vice Chairwoman of the Lummi Nation for three years, a Council member for nine, and is returning to NWIC to further her education alongside her husband and youngest son.

"After my service as an elected official, I looked at my opportunities and decided to continue my education. My dream is for our community to provide accessible quality education for our people, from early childhood to higher education. It has always been the dreams of our elders and our ancestors to provide quality education here at home. I hope to inspire others by living these dreams of our elders and ancestors, doing my part, We cannot do it alone, we must do it together, hand-in-hand."

Support FOUNDATION ACHIEVEMENTS

The Lummi value of “Lengesot” means that we take care of ourselves, watch out for ourselves, and love and take care of one another. It is a good way to describe the **Northwest Indian College Foundation** (NWICF). The NWICF is solely dedicated to supporting the goals of the College with financial support for Capital Expansion, Student Scholarships, and Institutional Support. The NWICF manages an endowment and assets, hosts fundraising events and activities, and develops new and innovative ways to share the story of Northwest Indian College and its students.



Every year in April, the college hosts TL'aneq' – Gathering for a Celebration, a cultural arts and experiences auction that generates critical support for NWIC's higher education programs and cultural arts, which in turn help preserve local native cultural history. In 2014 the gala raised \$150,000 in support of student scholarships.

The Foundation also hosts a golf tournament at the end of each summer. The Big Drive for Education Golf Scramble is the college's biggest athletics fund raiser and supports student athletes and athletic programs.



2014 FOUNDATION BOARD MEMBERS

Larry Kinley
President

Julie Johnson
Vice President

Bernie Thomas
Treasurer

Justin Guillory
Secretary

Greg Masten, **Executive Director**

Linda Long Weaver

Sandra Finkbonner

Nichole Maher

Judy Mich

Phillip Hillaire

Joe Finkbonner

Honorary Board Members

Ernie Stevens Jr.

Temryss Lane

Deborah Parker

Joanna Sikes

Darrel Mike

Alex Schulte

Chuck James

The NIWCF is a 501 (c)(3) non-profit foundation identification number 94-3057654



Support

2012-2013 FOUNDATION FINANCIAL STATEMENT

ASSETS	Total All Funds
CURRENT ASSETS	
Cash and cash equivalents	\$724,009
Investments in marketable securities	\$5,089,739
Investments with the Western Foundation	\$1,089,135
TOTAL CURRENT NET ASSETS	\$6,902,883
PROPERTY AND EQUIPMENT	
Land	\$202,975
Equipment and vehicles	\$10,000
Less: accumulated depreciation	(\$10,000)
TOTAL NET PROPERTY AND EQUIPMENT	\$202,975
TOTAL ASSETS	\$7,105,858
CURRENT LIABILITIES	
Accounts payable	\$1,972
TOTAL CURRENT LIABILITIES	\$1,972
NET ASSETS	
Restricted Nonexpendable (Endowment Fund)	\$1,579,775
Restricted Expendable	\$6,378,020
Unrestricted	(\$853,909)
TOTAL LIABILITIES AND NET ASSETS	\$7,105,856

The above information reflects the FY '13 NWIC audit



Greg Masten, Temryss Lane, Lori Watso, Larry Kinley, Kristin Kinley, and Justin Guillory at tl'aneq' 2014.



tl'aneq' raised \$150,000 in 2014.



Our Growth CAPITAL CAMPAIGN

“Working together, we are creating a transformational, significant, and fundamental change at NWIC for our students. Our expanded \$48 million capital campaign goal reflects our focus on Native student higher education success, health and wellness, and building the workforce of today and tomorrow.”
- Justin Guillory, NWIC President

As of June 30, 2014, we have raised \$39.9 million of our \$48 million goal. This leaves us just \$8.1 million to go to complete our capital expansion vision. Since construction began in 2005, we have completed ten facilities and engaged over 75 architects, construction companies, and vendors from throughout the Puget Sound region in our construction projects.



In 2013 and 2014, the campaign celebrated completion of successful challenge grants:

- The National Endowment for the Humanities (\$500,000)
- The M.J. Murdock Charitable Trust (\$400,000)

OUR FINAL PLANNING FOR PHASE IV NEW CONSTRUCTION IS UNDERWAY

Health and Wellness Center Est. Cost \$4.9 Million

The Health & Wellness Center promotes healthy living and leadership—key strategic goals of the College. It provides students of all ages with access to sports, community celebrations, and health education. It engages our Native women and men in active lifestyles supported by an accessible Health Resources Clinic and classroom.

Workforce Training and Technology Building Est. Cost \$2.6 Million

The College is now shaping the programming to be included in the new facility and designing the building with an innovative and flexible floor plan to meet those needs. These educational programs prepare participants for employment preferably in high-wage/high demand fields, that respond to workforce needs. NWIC is a recipient of a Department of Education grant for program development.

CAMPUS EXPANSION

Phase III of our Continuing Growth Capital Construction is Complete.

Salish Sea Research Center

Opened: April 2013; **Cost:** \$2.2 million; **Square Feet:** 4,347

The Salish Sea has sustained tribes along its coast for centuries, and now research at NWIC helps to support the health of the Salish Sea's waters, shorelines, and beyond. The new facility offers research in all programs of study – particularly the College's Bachelor of Science in Native Environmental Science program. It increases opportunities for hands-on research, giving students the experience needed to succeed in the workplace and in graduate school. It also helps foster partnerships with federal and state agencies, as well as tribal organizations.

Library / Technology Building

Opened: March 2014; **Cost:** \$3.4 million; **Square Feet:** 11,000

The new Library/Information Technology Facility serves NWIC students, faculty, and staff, as well as members of the Lummi community and our greater tribal communities. It is a central resource for Native studies and Coast Salish research and also includes the College's Vine Deloria, Jr. collection.

In addition, the facility contains the College's central information and communications system, serving network communications needs throughout our entire campus.

Coast Salish Institute

Opened: June 2014; **Cost:** \$3.5 Million; **Square Feet:** 12,510

The Coast Salish Institute preserves and revitalizes Coast Salish culture. It is the heart of our Bachelor of Arts in Native Studies Leadership program.

While the Coast Salish Institute is the only entity in the world that focuses its scholarly efforts on a study of Coast Salish peoples, it also honors individual Native cultures, languages, history, and traditions. As such, the Institute develops pathways that link its work to that of other tribes. In addition, the Institute serves as a resource that informs the greater body of humanities knowledge, research, and dialogue in the United States.

In 2013, the Coast Salish Institute was awarded \$1 million from the State of Washington's Heritage Capital Projects Fund – NWIC's first ever funding from the State.

Salish Sea Research Center



Coast Salish Institute



Program Highlights



CENTER FOR HEALTH

NWIC Center for Health was established through an Indian Health Service's Native American Research Center for Health (NARCH) grant in 2009. All research and service projects follow the Community Based Participatory Research (CBPR) approach. The Center for Health partners with the University of Alaska Fairbanks, University of Washington, Washington State University, and Western Washington University. The Northwest Washington Indian Health Board, Executive Committee, and Community and Scientific Advisory Council all help guide the Center's activities. Newer Center for Health activities include:

Witnessing Our Future

Witnessing Our Future is a youth suicide prevention project that builds on the strengths and resiliency of Lummi youth and NWIC students, and provides a part-time Lummi Behavioral Health counselor at NWIC main campus. Witnessing our Future is directed by Stacy Rasmus; funded by a Substance Abuse and Mental Health Services grant.

Native American Research Center for Health

Native American Research Center for Health (NARCH V) was a five-year project funded by Indian Health Services. A final year report was developed and presented in November 2014. Projects included three NIH R01 funded research including: Native Transformations Project (PI Stacy Rasmus, UAF); Caring for Our Generations (PI Tessa Evans-Campbell, UW); and TCU Alcohol, Drugs Problems and Solutions (PI Bonnie Duran, UW); and Growing Our Own Native American Students and Faculty, a collaborative effort between NWIC, UW, and WSU.

Behavioral Health Research Network

Behavioral Health Research Network with AIHEC is an NWIC-student-driven research project to assess strengths, resilience, and needs of NWIC students affecting college retention: Additional topics include historical trauma and students with disabilities. Directed by Dr. William Freeman and funded by an American Indian Higher Education Consortium (AIHEC) research grant, 2014



Witnessing Our Future suicide prevention activity



Elders teaching youth cedar weaving

Program Highlights

SPACE CENTER

The NWIC Space Center consists of students interested in aerodynamics, mathematics, computer science, and robotics knowledge. The organization has competed in national rocket launch competitions and received numerous grants to propel them to new heights. The mission of the Space Center is to create opportunities that educate, inform, and inspire students.

Established in 2009, the Space Center, or “Rocket Club”, led by faculty member Gary Brandt, has participated in rocket launch competitions such as NASA’s Student Launch Initiative and First Nations Launch. The Space Center also does outreach to schools with rocket projects and sends students to

conferences such as SACNAS and AISES. NWIC Space Center also presents at the UW Fall Poster Sessions, the Museum of Flight activities and the National Association of Rocketry’s annual conventions in Seattle.

In 2013 and 2014 the list of the Space Center’s accomplishments grew even longer, adding to it 1st place Tribal team (‘13 and ‘14), and 1st place AISES team (13’) at the First Nations Launch. Student participants were also placed as NASA interns during the summer of 2013 and 2014.



Program Highlights

SALISH SEA RESEARCH CENTER

NICMERE

The National Indian Center for Marine Environmental Research & Education (NICMERE) is charged with preparing the next generation of native environmental scientists and leaders through fostering respect for Indigenous knowledge of nature, providing opportunities for students to gain a solid background in scientific methods, and fostering critical thinking and self-motivation. NICMERE runs the Salish Sea Research Center (SSRC), a new 4,200-square-foot building dedicated to environmental research that supports healthy, clean, and vibrant communities that sustain tribal people.



SSR staff and students in Drayton Harbor

Outreach

We engage in a variety of outreach activities across the Pacific Northwest including community-based science and culture camps on traditional clam gardens, and ecology lessons with urban aboriginal youth. Four SSRC students and the Director of NICMERE are also presenting at the State of Bellingham conference, where resource managers and stakeholders will determine the most important areas for research that can sustain and restore Bellingham Bay.



Collecting clams for biotoxin analysis

“Empowering Indigenous Scholars”

Indigenous Scholars

In the SSRC we believe in engaging students as collaborators and working shoulder to shoulder with them on research topics they find important. To help support these Indigenous scholars we offer employment as part-time assistants, undergraduate research internships, or full-time post-baccalaureate internships. These scholars investigate independent research questions that range from the oceanographic characteristics important for eelgrass, to the traditional use of seaweeds or how cutting edge technology can provide early detection for red tides. Students use this work to complete internships, capstone projects, or to present at regional and national conferences. Last year, four SSRC interns presented at the Ocean Sciences Meeting, the largest oceans conference in America.



Monitoring
Eelgrass in
Portage Bay

Highlighted Research Programs

One large research project that NICMERE is directing investigates the relationship between algae that make shellfish unsafe to consume (eg. Paralytic Shellfish Poisoning) and the “algicidal bacteria” which may repress these algae. With a focus on eelgrass as an important habitat for these bacteria, we are exploring the conditions that prompt algicidal bacterial growth. This collaborative project includes substantial partnership with Northwest Fishery Science Center, Hokkaido University, and the University of Washington.

NICMERE is also researching the ecological benefit of “clam gardens” in the Salish Sea and Central Coast of British Columbia. Clam gardens are ancient intertidal features constructed by Indigenous people from Washington to Alaska to enhance shellfish productivity. These features are made by constructing rock walls at the low tide line along the edges of bays and inlets, transforming naturally sloping beaches or rocky shorelines into productive, level beach terraces. We are currently working with the Heiltsuk Nation to study the ecological factors that are related to increased clam growth in their territory.

Program Highlights

LUMMI TRADITIONAL FOODS PROGRAM

The Lummi Traditional Plants and Food Program continues to offer classes and workshops for students and community on uses of plants for food and medicine. Annually, the program serves 1000+ Lummi community members ranging in ages from 3-80. This program is funded by the USDA's National Institute for Food and Agriculture, Whatcom Community Foundation, Chuckanut Health Foundation and the St. Lukes Foundation. Classes offer opportunities to "taste through the seasons" and learn about the local traditional foods that are available throughout the calendar year. Community members are reconnecting to place and environment and the space provided creates a platform for teachings to be shared that remind us of who we are and where we come from.

FINANCIAL LITERACY

The Financial Literacy Program's current projects are focused on providing services and workshops to tribal youth and college students with families. Many students face challenges while in college and an area that is not often addressed is preparing for the cost of college. The core of the classes and activities emphasize the cost of college tuition, and student expenses, which empowers students to take personal responsibility for their college experience and gain control over their financial futures. Financial Literacy projects include:

2 Day Financial Literacy Class

This class covers creating a spending plan; credit, checking, and savings.

Cooking Fresh & Cutting Costs

This class covers tips and ideas to save money on your grocery bill, incorporating seasonal fresh fruits, vegetables and herbs into meals and a cooking demonstration.

Holiday Make-n-Takes

These classes are offered throughout the year for Valentines Day, Mothers Day, Thanksgiving, and several for Christmas.



Traditional Skill Share - 2014



Our Food is Our Medicine

Program Highlights

STRATEGIC PLAN & MISSION FULLFILMENT

The Northwest Commission on Colleges and Universities (NWCCU) connects accreditation to the fulfillment of NWIC's strategic plan and mission. In June 2014, the NWCCU accepted NWIC's Year Three Self-Evaluation Report and reaffirmed the College's status as a bachelor and associate degree granting institution. The NWCCU also commended the College for:

1. Its dedication to student success and to "Indigenous Self-Determination and Knowledge," which permeates the institution.
2. Including students in the governance of the institution and for underscoring the College Mission with its student body.
3. Its effective administration and its widely understood system of governance.

CORE THEME ONE: ENGAGE INDIGENOUS KNOWLEDGE

GOAL 1: NWIC promotes student self-identity through the tribal college experience

GOAL 2: Indigenous knowledge is the foundation for all programs of study

GOAL 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs

CORE THEME THREE: PROVIDE 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

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

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

CORE THEME TWO: COMMITTED TO STUDENT SUCCESS

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

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

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

GOAL 9: NWIC promotes healthy living and nutrition, leadership and financial security

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

Student Highlights

JOE WILSON



Area of Study: AAS General Direct Transfer

Tribal Affiliation: Lummi

About: A New Father, Husband, Fisherman, and aspiring Art Student.

"After Working in construction for years, I decided to attend NWIC after my wife completed her Masters Degree. Growing up outside of the community, NWIC opened up an opportunity to learn more about my culture and people. I hope to continue to receive a culturally based education by transferring to The Institute of American Indian Arts."

JUDY HUNT



Area of Study: BA Tribal Governance & Business Management

Tribal Affiliation: Port Gamble S'Klallam

About: Mother, Philanthropist, and attending NWIC alongside her youngest daughter of six children.

Judy returned to her tribe after growing up in Tennessee. She spent a significant part of her life as a diver, court advocate to represent tribal members who had no representation in tribal court, and most recently re-engaging with the tribal food bank to gather food supplies from the greater North Kitsap county to restock shelves. She volunteered to cook her delicious frybread for Indian tacos to feed our students at fall quarter orientation. She contributes to her community wherever she is a participant. She is a member of the Phi Theta Kappa Honor Society of Northwest Indian College.

A Look Inside

LOOKING BACK ON THE LAST TWO YEARS



Record number of graduates



Saturday Science Academy

◀ In 2012 NWIC had a record 92 graduates

The NWIC Eagles ▶ were the AIHEC National Basketball Tournament Champions for the second consecutive year in 2012 and runner-up in 2013

In 2013 the Lady Eagles ▶ were also runner up at the AIHEC National Basketball Tournament

◀ The Saturday Science Academy (SSA) has continued to engage high school aged students in service based science activities since it's launch in 2011. The SSA has now served over 268 students.



Men's Basketball AIHEC Champions



Women's Basketball AIHEC Runner up



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