

YEAR SEVEN SELF-EVALUATION REPORT



Prepared for the Northwest Commission on Colleges and Universities
February 21, 2017

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Institutional Overview

Northwest Indian College (NWIC) is a Tribal college chartered by the Lummi Nation in 1983. The purpose of the NWIC is to serve the higher education needs of Tribal communities. NWIC is a member of the American Indian Higher Education Consortium (AIHEC). In 2008, NWIC's accreditation status as a two-year degree granting institution expanded with the approval to grant four-year degrees, the first of which was the Bachelor of Science in Native Environmental Science (BSNES) degree. The approval to offer the BSNES degree was followed by approvals to offer the Bachelor of Arts in Native Studies Leadership in 2012, the Bachelor of Arts in Tribal Governance and Business Management in 2013, and the Bachelor of Arts in Community Advocates and Responsive Education (CARE) in Human Services in 2015.

NWIC received designation as a Land Grant College in 1994. USDA Land Grant funds support NWIC's overarching goal to build and sustain collaborations with campus and community partners as it relates to research, teaching, and community outreach and education to better serve the diverse needs of its Tribal populations. Innovative and Tribally- relevant training and research is offered through the Salish Sea Research Center, Coast Salish Institute, NWIC Center for Health, and Cooperative Extension.

Exciting transformations have taken place at NWIC over the past seven years. Along with the addition of three new four-year degrees, the academics and student services offered at NWIC have been enhanced to support student success at the four-year level and for entry into graduate programs. A \$50 million capital campaign has funded the construction of several beautiful new facilities to support the growth of NWIC.

Student Profile

The majority of NWIC students are first generation (neither parent has a four-year degree). Native students generally come from a culturally rich environment and have many strength-based resources from which to draw. However, the majority of students have an annual income at or below poverty level. The First-Year Experience and Indigenous Service Learning co-curricular programs are provided to support success of the typical Native student. The table below shows NWIC student demographics for AY2016. Full student enrollment details are available in the [Annual Enrollment Report 2015-2016](#).

Student Statistics <i>2015-2016 Annualized Enrollment Report</i>	
Ethnicity	Native American: 82%; White/Caucasian: 7%; Other Ethnicities: 11%
Gender	Female 70%; Male 30%
Age	37% between age 16 and 29; 61% age 30 or above
Degree Type	Total headcount: 1,894 (list that follows is by degree type) <ul style="list-style-type: none">• Bachelor's degree 345 (33.1%)• Associate's degree 664 (63.8%)• Certificate: 32 (3.1%)

Faculty

NWIC supports the development of its thirty one full-time faculty and sixty six part-time faculty with training and resources for teaching in a Tribal college, performing academic and program assessment, and developing program outcomes through the Teaching and Learning Institute and regular in-service training. A cultural orientation program is being developed to provides new faculty with information and resources about Indigenous knowledge and practices. Additional individual faculty support and training is available in the area of instructional technology for those looking to expand their use of technology for teaching online and in the classroom.

Location and Teaching Modalities

NWIC provides place-based instruction at seven Tribal locations, including the main campus on the Lummi Reservation.

Site Location	2016 Head Count (includes all student types)
Lummi (main campus)	1188
Muckleshoot	115
Nez Perce	151
Nisqually	140
Port Gamble	142
Swinomish	105
Tulalip	103
Total	1944

NWIC expands access to degree programs by offering distance education options for students. The chart below is a comparison of FTE enrollment by instructional modality.

Modality	2015-2016 Annual FTE
Face-to-face	498.5
Independent	47.1
Tele-course	13.5
Online	87.1
Video Conferencing/Hybrid	90.9
Learning Contract	22.5
Total	759.5

Stewardship

The NWIC Board of Trustees promotes the growth of NWIC while deliberately choosing to keep the cost of attendance affordable. This is accomplished through careful management of financial resources and well-planned development activities. Enrollment management efforts focused on student retention and degree completion is a high priority for program sustainability.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Northwest Indian College

Address: 2522 Kwina Rd

City, State, ZIP: Bellingham, WA, 98226

Degree Levels Offered: ☐ Doctorate ☐ Masters ☒ Baccalaureate ☒ Associate ☒ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☐ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☒ Native/ Tribal ☐ Other (specify) _____

Institutional control: ☐ Public ☐ City ☐ County ☐ State ☐ Federal ☒ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Total credits for fall enrollments*, divided by 12. *One enrollment = the credits attached to that course.)

Official Fall 2016 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2016 (AY 16/17)	One Year Prior Dates: Fall 2015 (AY15/16)	Two Years Prior Dates: Fall 2014 (AY 14/15)
Undergraduate	583.5	670.05	677.7
Graduate	0	0	0
Professional	0	0	0
Unclassified	15.05	13.2	18.3
Total all levels	598.55	683.25	696

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2015 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2016 (AY 16/17)	One Year Prior Dates: Fall 2015 (AY15/16)	Two Years Prior Dates: Fall 2014 (AY 14/15)
Undergraduate	564	626	637
Graduate	0	0	0
Professional	0	0	0
Unclassified	139	15	18
Total all levels	703	641	655

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	31	66	0	0	9	18		4
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	40,044 per year, 4,449 per month	4
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income:	Accrual Basis	x	Accrual Basis
Reporting of expenses:	Accrual Basis	x	Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
CURRENT FUNDS			
Unrestricted			
Cash	608,156	721,486	1,257,110
Investments	100,000	300,000	100,000
Accounts receivable gross	2,443,132	2,166,803	1,661,850
Less allowance for bad debts	-1,611,208	-1,242,667	-1,184,470
Inventories	7,289	10,347	7,016
Prepaid expenses and deferred charges			
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	1,547,369	1,955,969	1,841,506
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify) Grants	381,697	398,128	719,497
Due from	0	0	0
Total Restricted	381,697	398,128	719,497
TOTAL CURRENT FUNDS	1,929,066	2,354,097	2,561,003
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	2,508,556	579,451	1,067,528
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	2,508,556	579,451	1,067,528

PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	0	0	0
Land improvements	2,036,612	2,033,222	2,033,222
Buildings	21,705,719	21,625,821	13,772,752
Equipment	1,879,138	1,727,426	1,661,703
Library resources	300,000	1,050,000	1,350,000
Other (identify) Construction in progress	58,552	6,843	3,768,948
Less: Accumulated Depreciation	-4,953,433	-4,389,111	-3,806,816
Total investments in plant	21,026,588	22,054,201	18,779,809

BALANCE SHEET DATA (continued)

Due from	0	0	0
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	21,026,588	22,054,201	18,779,809
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	25,464,210	24,987,749	22,408,340

LIABILITIES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
CURRENT FUNDS			
Unrestricted			
Accounts payable	252,575	10,668	479,109
Accrued liabilities	236,875	545,417	206,761
Students' deposits	0	0	0
Deferred credits	0	0	0
Other liabilities (identify) Deferred Revenue	634,676	874,335	795,302
Due to	16,053	16,053	15,473
Fund balance	0	0	0
Total Unrestricted	1,140,179	1,446,473	1,496,645
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	1,140,179	1,446,473	1,496,645
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR	0	0	0

FUNDS			
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES (IDENTIFY) LT DEBT	684,939	699,497	710,699
TOTAL OTHER LIABILITIES	684,939	699,497	710,699
TOTAL LIABILITIES	1,825,118	2,145,970	2,207,344
FUND BALANCE	23,639,092	22,841,779	20,200,996

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
Tuition and fees	2,686,722	2,610,432	2,231,936
Federal appropriations	4,386,507	4,067,040	4,298,380
State appropriations	0	0	0
Local appropriations	0	0	0
Grants and contracts	9,400,948	10,784,096	12,523,218
Endowment income	2,743,167	1,941,856	2,977,045
Auxiliary enterprises	0	0	0
Other (identify) Indirect, interest, other income	1,433,439	1,315,923	1,581,412
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	7,894,200	7,230,738	8,033,278
Research	0	0	0
Public services	0	0	0
Academic support	227,190	251,402	244,066
Student services	878,305	508,399	458,187
Institutional support	3,889,218	3,878,264	4,113,727
Operation and maintenance of plant	1,976,024	1,693,850	2,033,385
Scholarships and fellowships	3,503,649	3,601,935	3,158,384
Other (identify) Capital Outlay	429,125	4,156,687	3,897,097
Mandatory transfers for:			
Principal and interest	42,704	42,303	40,661

Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	18,840,415	21,363,578	21,978,785
Auxiliary Enterprises			
Expenditures	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	0	0	0
TOTAL EXPENDITURE & MANDATORY TRANSFERS	18,840,415	21,363,578	21,978,785
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	1,810,368	-644,231	1,633,206

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
For Capital Outlay			
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Muckleshoot Site 39811 Auburn Enumclaw Rd SE, Auburn, WA 98092	Associate (General Direct Transfer, Chemical Dependency), Baccalaureate (Tribal Governance and Business Management)	41	75	14
Nez Perce Site	Associate (General Direct Transfer, Early Childhood), Baccalaureate (Tribal Governance and Business Management, Native Environmental Science,	63	80	13

302 A Street, Lapwai, ID, 83540	Native Studies Leadership)			
	Associate (General Direct Transfer), Baccalaureate (Tribal Governance and Business Management, Native Studies Leadership)			
Nisqually Site 4820 She-Nah-Num Dr. SE, Olympia, WA, 98513	Associate (General Direct Transfer, Early Childhood), Baccalaureate (Tribal Governance and Business Management, Native Environmental Science, Native Studies Leadership)	43	69	11
Port Gamble S'Kallam Site 31912 Little Boston Rd, Kingston, WA 98246	Associate (General Direct Transfer), Baccalaureate (Tribal Governance and Business Management, Native Environmental Science)	57	64	16
Swinomish Site 17113 Tallawhalt Lane, La Conner, WA, 98257	Associate (General Direct Transfer, Native Environmental Science, Business and Entrepreneurship), Baccalaureate (Tribal Governance and Business Management)	34	36	8
Tulalip Site 7707 36 th Ave NW, Tulalip, WA, 98271		32	72	7

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface

Historical Overview

As one of thirty seven Tribally-chartered colleges and universities across the United States and Canada, Northwest Indian College (NWIC) exists to serve the needs of Tribes and Tribal people in the Pacific Northwest. To understand how NWIC has defined its role as an institution of higher education and how it defines institutional effectiveness, it is necessary to consider the history and context of Indian education and how Tribally-chartered colleges and universities, and their missions, have evolved. This historical overview is an adaptation of what was previously presented in NWIC's last comprehensive self-study report in 2010.

Over the past forty years, the development of the Tribal college movement has been based on the belief that an effective education for American Indian students was not occurring when they attended exclusively mainstream institutions. The history of Indian education has been forever changed by the acculturation and assimilation of Tribal people through “effective” mainstream education. The intention was to dramatically change – or even eliminate – the language, cultural and religious practices, and social/familial structures that identified Tribes as distinct nations.

Colonial practices that were intended to assimilate Tribal people include: sending children to boarding schools or to church or military-run day schools, relocating individuals and families away from traditional homelands to Indian country or later to urban settings, and refusing to provide appropriate or relevant education. In many cases, these practices resulted in the poverty-stricken, broken homes that fill our Tribal communities. NWIC recognizes and honors those who have survived this demoralizing experience.

In the late 1950s and through the 1960s, American Indians in the United States experienced a surge in Native pride and, along with the rest of the country, a blossoming commitment to local self-determination and civil rights. Leading the way in the development of Tribal educational institutions, the Navajo Nation established Rough Rock Demonstration School and Navajo Community College. These institutions were chartered by the Tribal government under the autonomous authority of their Tribal constitutions and governed by all-Indian boards. After Navajo Community College, now Diné College, was established in 1969, new Tribal colleges quickly sprung up in the Northern Plains and in California.

Soon after, these colleges established the [American Indian Higher Education Consortium \(AIHEC\)](#). Originally an informal coalition of the first six Tribal colleges, AIHEC now includes thirty seven Tribal colleges and universities in the United States and one in Canada, with seventy five campuses in sixteen states. NWIC is part of this resilient movement to reclaim both governance of education and control of its content within our Tribal communities.

The origins of NWIC can be traced back to the founding of the Lummi Indian School of Aquaculture (LISA) in 1973. LISA combined innovative aquaculture education with the cultural practice of having Lummi elders in the classroom. From its beginning, NWIC grew from the vision of generations of Lummi people who wanted to educate their own children and grandchildren about resources vital to their way of life, such as the salmon, and not abandon traditional ways and Tribal responsibilities.

In 1983, the Lummi Nation exercised its sovereignty by creating a charter that established Lummi Community College. In 1989, the Board of Trustees changed the name to Northwest Indian College and welcomed surrounding tribes by expanding its service area to include Tribal communities throughout the Pacific Northwest, while still retaining its identity as a Lummi Nation chartered institution. This relationship continues to the present.

Before receiving accreditation at the associate's level, NWIC was mentored by Whatcom Community College (WCC). WCC influenced the college's structure and organization, including the quarter system, student enrollment, and registration procedures.

In 1993, NWIC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU). In 1994, the college was granted Land Grant status by the Equity in Education Land-Grant Act of 1994, which allowed the college to expand its community education programming through cooperative extension, research, and education resources available through United States Department of Agriculture (USDA) grants.

The history and educational philosophy of the Tribal college movement forms the backdrop for the development and delivery of academic programming at NWIC. Because Tribal colleges must measure effectiveness in both Tribal and mainstream contexts, NWIC faces more challenges than mainstream institutions to reconcile these differing perspectives. NWIC promotes academic excellence within a Tribal context that supports individual and community identity. But the college must also measure and achieve effectiveness by mainstream criteria. At times, these dual measures create tension between Tribal and mainstream institutions. Nevertheless, NWIC has strived to meet accreditation-based standards of academic quality while staying true to its culture-based mission as a Tribal college.

NWIC uses relevant research and evidence-based data to inform its decisions, priorities, and allocate resources. Data analytics using statistical resources, including the Integrated Postsecondary Education Data System (IPEDS), National Student Clearinghouse, What Works Clearinghouse, and American Indian Measures of Student Success (AIMS), help the college track student progress using standardized definitions. Research of best-practices in higher education and data-driven processes has informed selection of approaches to implement at NWIC, such as the interventions for the Achieving the Dream Initiative and First-Year Experience Initiative. More recently, NWIC has begun incorporating Indigenous evaluation methodologies in its decision-making and assessment processes.

As clearly articulated in NWIC's mission statement, the college's educational philosophy is based on our Tribal identities and our right to function as Tribal nations. Who we are as tribal people forms the core of our philosophy and gives us the practical guidance we need to examine the effectiveness of our educational programming. These are the principles that inform education at NWIC:

- restore and use our Native languages;
- protect our homelands;
- retain our inherent rights;
- protect cultural practices;
- strengthen our families and communities, and;
- achieve sustainable economic self-sufficiency.

During the past twenty four years since becoming accredited, NWIC has focused on and expanded its educational programming to the point where the college became accredited at the bachelor's and associate's level in 2010, and now offers four bachelor's programs, four associate of arts and sciences (AAS) transfer programs, three associate of technical arts (ATA) programs, one associate of science transfer (AS-T) program, one associate of applied science transfer (AAS-T) program, and three certificate programs of study, as well as six awards of completion.

Currently, the college has dedicated instructional space and administrative staff at six full service extended campus sites located on reservations on the Muckleshoot, Nisqually, Nez Perce, Port Gamble S'Klallam, Swinomish, and Tulalip Tribal nations. The Coast Salish Institute, developed as a model for the revitalization and preservation of Tribal cultures, was established in 2005. Other key initiatives include the Teaching and Learning Initiative, begun in 2007, to build the capacity of faculty to teach at a Tribal college, which includes the annual Teaching and Learning Institute which has brought full-time and part-time faculty together each year for the past seven years to improve teaching and learning in order to support student learning and more fully meet the college's mission.

By 2014, at the time of the college's Year Three Self-Evaluation, the college had added two more bachelor's programs to make a total of three bachelor's programs in Native Studies Leadership, Native Environmental Science, and Tribal Governance and Business Management.

Brief update on institutional changes since the institution's last report

Since the Year Three Self-evaluation Report of 2014, notable institutional changes occurred in the areas of academic program development, institutional initiatives, capital campaign, as well as the promotion, creation, and realignment of administrative positions at NWIC. In 2014, NWIC successfully developed and received approval from the NWCCU to offer a new Bachelor of Arts degree in Community Advocates and Responsive Education (CARE) in Human Services—the college's fourth baccalaureate program in five years. The approval of the CARE program represents another significant achievement in the college's growth and evolution as a baccalaureate-granting Tribal college. The first CARE courses were offered in January (Winter quarter) of 2015.

Another highlight was the successful implementation of new Foundational Requirements, a set of seven Indigenous-based courses totaling thirty five credits, and their incorporation into each of our bachelor's-level programs of study. A subset of the Foundational Requirements was also incorporated into all of the associate's and certificate programs. The successful implementation of these courses into all NWIC programs of study marked the college's achievement of fulfilling Core Theme One, Goal 2 of our Strategic Plan: "Indigenous Knowledge is the foundation for all programs of study" as NWIC takes ownership of what general education means as a part of a Tribal college education.

NWIC also successfully completed the four-year Achieving the Dream (ATD) Student Success Initiative, which began in 2011. Overall, the ATD initiative has had a positive impact on the retention of students and the number of degrees conferred college-wide, including at the six extended

campus sites; NWIC had the highest number of degrees and certificates conferred during the past two years (100 in 2015, and 132 in 2016), and the institutional retention rate increased from 49% to 52% last year. Although the ATD grant has been completed, this is not the end to NWIC's student success initiatives. In fact, based on the data findings and lessons learned, the key ATD intervention strategies have been scaled up and intentionally incorporated into the new [Strategic Enrollment Management \(SEM\) plan](#), officially launched in the summer of 2016. The SEM plan is a direct response to our declining enrollment trend, currently at three consecutive years, while at the same time continuing to improve NWIC's retention and graduation rates based on measurable goals and objectives. NWIC's enrollment decline is not unique to NWIC; other Tribal colleges nationwide are also experiencing this trend at various levels.

In 2014, NWIC reached a milestone in its capital campaign with the completion of two new buildings, the Lummi Library/Technology Building and the Coast Salish Institute, and the restoration of the Lummi Day School. Since construction began in 2005, NWIC has completed ten facilities and has raised nearly \$40 million of our \$50 million dollar goal. The Lummi Library/Technology building serves NWIC students, faculty and staff, as well as members of the Lummi community and our greater Tribal communities. The facility also contains the college's central information and communications system that serves network communications needs throughout our entire college. A special feature of the Lummi Library is the Vine Deloria, Jr. Collection, comprised of the personal book collection of the late, renowned Lakota scholar. The Coast Salish Institute building houses the Coast Salish Institute, which continues the vision of the revitalization and preservation of Tribal cultures and directly contributes to, but is not limited to, curriculum development, capacity building by training Native studies faculty, Indigenous research, Native Studies Leadership and CARE program delivery, and other mission-critical work. The final two buildings in our capital campaign currently under development are the Health and Wellness Center, which will include a gymnasium, and the Workforce Education and Training facility.

In 2015, NWIC, in collaboration with the Lummi Indian Business Council (LIBC), completed the interior restoration work of the Lummi Day School. The Lummi Day School, which has significant historical and cultural importance to the Lummi community, has housed LIBC and college program staff over the past few decades, now includes two dedicated rooms for Tribal elders, as well as classroom and office space for the NWIC Indigenous Service Learning department and First Year Experience programming, consisting of English, math, and college success courses. The completion of the exterior work is scheduled for Spring quarter of 2017.

Notable changes occurred at the vice president level with the voluntarily departure of the Vice President of Business and Finance, who also previously served on the Executive Team. The president subsequently changed the title of the Vice President of Business and Finance to the Chief Financial Officer (CFO), thus reducing the number of vice presidents from four to three. As a result of this change, the Executive Team is now comprised of the president and three vice presidents. The CFO reports directly to the president and is a member of the Administrative Team.

Another administrative change occurred in 2014 at the dean-level, with the creation of a new Dean of Indigenous Education position. The purpose of this change is to strengthen the overall oversight of newly offered Foundation courses, the Native Studies Leadership bachelor's degree, and provide leadership for the Cooperative Extension department services. By bringing the Cooperative Extension department and its staff under the umbrella of the Coast Salish Institute we will begin to see an improvement in data collection and more assessment strategies for continuous

improvement. This change resulted in the promotion of the Director of the Coast Salish Institute, NWIC now has three dean-level positions that report directly to the Vice President of Instruction and Student Services: Dean of Academics and Distance Learning, Dean of Student Life, and Dean of Indigenous Education.

An additional organizational change in 2014 was the creation of new department chair positions for each of the four bachelor's programs. Three of the department chair positions involved internal promotions of current employees. The creation of the new department chair positions was an important step in NWIC's growth and evolution as a four-year degree granting institution and was intended to provide the leadership necessary to implement bachelor-level programs campus-wide, including at extended campus sites, and to advance the goals of fully aligning programs with the college's mission and strategic plan. The four department chairs report to the Dean of Academics and Distance Learning.

In 2015-16, due to its capacity as a land-grant institution, NWIC took an important step in developing a short-term Land Grant Strategic Plan comprised of two large-scale initiatives: 1) a NWIC Indigenous Wellness Plan, and 2) an Indigenous Research Framework and Policy. The original intention of the short-term land grant plan was to develop short-term goals, defined as achievable within the current 2010-2017 institutional strategic plan, with the larger purpose of expanding and incorporating the goals into NWIC's next strategic plan. Considerable progress has been made in the development of these plans, including all-staff input and feedback, as well as ongoing updates provided to the NWIC Board of Trustees. The breadth and depth of the Indigenous Research Framework and Policy have been elevated to a mission-critical level such that it is now considered a guiding framework that will inform the development and implementation of the Wellness Initiative, Indigenous research methodologies, responsibilities, and protocols, as well as other key faculty and academic-related policies. As a result, the deadlines have been moved back to complete these initiatives by late Winter or Spring quarter of the 2016-17 academic year.

Response to topics previously requested by the Commission

In response to NWIC's Spring 2014 Year Three Evaluation, the Commission, in its letter dated July 29, 2014, requested that the college address Recommendations One and Two in the Year Seven Self-evaluation Report. These two recommendations are addressed below.

RECOMMENDATION ONE — Spring 2014 Year Three Evaluation Report

The Panel recommends the College review practices related to publishing course, program and degree learning outcomes. All outcomes need to be easily located, clearly worded and provided in written form to enrolled students. (2.C.2)

Standard 2.C.2 states - The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

NWIC has extensively reviewed and revised its practices related to the publication and dissemination of student learning outcomes at the course, program, and institutional level. NWIC does not have distinct degree-level learning outcomes separate from program-level student learning outcomes. All new or revised programs or courses must identify and have approved student learning outcomes in order to be approved by the Curriculum Committee (committee). Student learning outcomes must be included on the syllabi of courses that are created or revised and approved by the committee, as described on the [forms section of the Curriculum Committee's website](#), which provides all of the required forms for course creation or revision, articulation of course outcomes, and guidelines for syllabi. The course, program, and institutional student learning outcomes that apply to any course are included on the syllabus distributed to students whenever the course is implemented as a class. Examples of syllabi created by NWIC faculty are available on the [Syllabi Examples webpage](#). Each implementation of a course uses identical outcomes, which are listed on the syllabus, regardless of the location where the class is offered or the method of delivery. As part of the development of the [2015-2017 college catalog](#), all active courses were reviewed in order to make certain that they were up-to-date, had appropriate and consistent course-level student learning outcomes, and that the most recent course outcomes were published on the master list which is posted on the [approved course outcomes website](#). As a result, the approved course outcomes website was updated and enhanced to make it both more current and easier to navigate. Whenever new or revised student learning outcomes are approved by the committee, the chair of the committee ensures that the approved course outcomes website is updated to reflect these changes. The approved course outcomes website serves as the master repository for all course outcomes so that students and faculty can easily find outcomes there. Faculty are required to use the course-level student learning outcomes posted on this website for all instances of a course and are required to include the same outcomes on all syllabi.

Approved program-level student learning outcomes are listed in the [college catalog](#) following each program of study and are also posted on the [program outcomes section of the NWIC Assessment website](#) once a program creation or revision is approved by the committee. Any changes to program outcomes made during a catalog cycle are made to catalog addenda posted online. Program outcomes that are linked to program requirements are also listed on syllabi along with the course-

level student learning outcomes (see [example syllabus](#) showing course- and program-level student learning outcomes).

The NWIC Board of Trustees approved a new set of [Institutional Outcomes](#) in May 2013. These new institutional outcomes are designed to align with the college's mission and core themes. The institutional outcomes consist of the following four organizing principles: **N**ative Leadership, **W**ays of Knowing, **I**nherent Rights, and **C**ommunity-minded. Together, the four principles form "NWIC." Each of the four organizing principles has two outcomes for a total of eight institutional outcomes. Since the approval of the institutional outcomes NWIC faculty and department chairs have been reviewing all program outcomes to ensure that they align with the adopted institutional outcomes and to document the alignment in each program's curriculum map. The curriculum maps for each program of study are posted on the [Program Outcomes website](#). Assessment of the institutional outcomes is linked to a culminating capstone course in each of the four bachelor's programs, which is numbered 499. Graduates of bachelor's-level programs are expected to achieve all eight institutional outcomes at the accomplished level of proficiency in alignment with accomplishment of the program's student learning outcomes at the accomplished level. Student graduating from associate's-level programs or certificates are expected to achieve the institutional outcomes at different levels of proficiency ("beginning," "developing," or "accomplished"), depending upon the requirements of the particular program. Articulation of the alignment of the institutional outcomes with associate's-level program outcomes is currently in process. Courses created or revised prior to the establishment of the new institutional outcomes incorporated the previous set of institutional outcomes into their course outcomes and are being revised to include the newer institutional outcomes as part of the Curriculum Committee curricular review process. Courses created or revised since the new outcomes were approved are incorporating the new outcomes into their course outcomes. Plans are beginning to revise associate's-level programs of study to include a capstone course to facilitate assessment and program completion.

Students, faculty, and other website users can easily access the approved course, program, and institution-level student learning outcomes from multiple entry points. Access can be gained from the [NWIC homepage](#) and either choosing the Faculty and Staff resources main menu item and then choosing Assessment and Outcomes, or the approved outcomes can be accessed from the Institutional Research menu. Once a user accesses the [Assessment and Institutional Research website](#), links to all approved outcomes, as well as other vital assessment information, are readily available.

RECOMMENDATION TWO — Spring 2014 Year Three Evaluation Report

The Panel recommends the College review policy regarding the granting of prior experiential learning, and if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for institutional courses; and e) granted only upon the recommendation of qualified faculty. Credit granted for prior experience is so identified on students' transcripts. (2.C.7)

Standard 2.C.7 states: Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for

documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Standard 2 — Resources and Capacity, Credit for Prior Learning

The Prior Learning Experience (PLE) program is administered through NWIC's Individualized Studies program, which is part of the Instruction Department with direct oversight from the Dean of Academics and Distance Learning. The requirements and process for receiving credit for prior learning are laid out in the syllabi of HMDV 120 and HMDV 121. Once a student has completed the requirements for creating a portfolio in HMDV 120 and HMDV 121, the dean reviews their coursework and identifies the appropriate content faculty to evaluate the submitted material. The faculty member then compares the submitted work to expected learning outcomes for NWIC courses to determine how well the submitted material fits NWIC course equivalencies. If and when credit is awarded, the HMDV 120 and HMDV 121 classes are removed from the student's record and are replaced by the courses for which credit is being awarded. No assurances are made to students prior to the evaluation by the appropriate content area faculty that credit will be awarded and no assurance is made about the number of credits that will be awarded. NWIC transcripts do not reflect whether credit was awarded through credit for life experience or through a regular course.

2.C.7 – Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures;

NWIC has developed new policy and procedure guidelines, templates, and approval process. This effort has been coordinated to allow for more structure to this process and a way to better inform the institution regarding the development and approval of NWIC policies. To address the gap in existing college policies, NWIC undertook a comprehensive policy review to determine: 1) what policies currently exist; 2) what policies need to be developed; 3) what policies need to be updated or placed in the new template; and 4) what current processes and practices exist at the college that need to become official college policies.

The Academic Standards Committee reviewed and made recommendations regarding the revised policy and procedure for Prior Learning Credit. This committee is a sub-committee of the Curriculum Committee, which reviews and prepares final drafts of any policies or procedure changes for formal consideration by the committee. Once reviewed by the committee, the policy and procedures go to the Administrative Team for vetting and approval. The Administrative Team approves procedures and the board of trustees approves college policies.

b) awarded only at the undergraduate level to enrolled students;

NWIC is an undergraduate institution and credits are only awarded at this level.

c) limited to a maximum of 25% of the credits needed for a degree;

The [Prior Experiential Learning Policy](#) was reviewed and approved following this recommendation. An assessment of the prior learning credit maximums were determined to be sufficient at the current level. The policy states 15 maximum credits for an Associate of Arts and Sciences and bachelor's degree (17%), which is less than the limit within this standard. The limit for Associate of Technical Arts degrees is higher, at approximately 24%.

d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings;

Prior Learning Experience (PLE) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, artwork and independent research. Two courses are offered to help a student complete this process.

HMDV 120 is an optional class for those students who have not yet decided which courses apply to their life experiences. During this class the student analyzes his or her life for college level learning and identifies specific comparable courses offered by NWIC. Students already clear about their direction may begin with HMDV 121, a required class for all Prior Learning Experience credits students. In this course, students write a rationale for course credit and work on a portfolio documenting applicable experience.

e) granted only upon the recommendation of appropriately qualified teaching faculty.

The completed portfolio is given to the appropriate content faculty to evaluate if and how many credits will be awarded. Students must register for the credits they are requesting to receive through the prior learning experience. The number of PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits are 15 for the Associate of Arts and Sciences or bachelor's degrees, and 22 for the Associate of Technical Arts degrees.

Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Credit is now currently reflected on students' transcripts. Prior to the approval of the new policy and procedure, NWIC did not reflect prior learning credits within a student's transcript. NWIC recognized the need to designate these credits separately and accurately.

The new [Prior Experiential Learning Procedure](#) outlines how these credits are transcribed. The credits are now located within a Prior Learning section of student transcripts.

The [NWIC catalog](#) articulates the policies and procedures for the awarding of prior learning credit as stated in the catalog on page 20.

CHAPTER ONE

MISSION, CORE THEMES, AND EXPECTATIONS



Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

1. AUTHORITY

Northwest Indian College, as a Tribal enterprise, was established in accordance with and under the authority of Article VI, Section 1 (a), 1(m), 1(n), and 1(p), of the Constitution and By-laws of the Lummi Tribe of Lummi Reservation, Washington, adopted February 6, 1970. The charter of the Northwest Indian College, as amended February 2010, authorizes the college to provide educational opportunities, including academic, vocational, adult, continuing, cultural, recreational and in-service education leading to appropriate certificates and degrees in accordance with the needs of individual Tribal communities. NWIC was accredited through the Northwest Commission on Colleges and Universities with initial candidacy granted in 1993. NWIC is also a member of the American Indian Higher Education Consortium (AIHEC) that represents 37 Tribal colleges in United States and Canada.

2. MISSION AND CORE THEMES

The mission statement of NWIC, *“Through education, Northwest Indian College promotes Indigenous self-determination and knowledge,”* and its current strategic plan were developed through a comprehensive planning process involving all of the college’s constituencies. The mission statement was approved by the board of trustees in July 2004 and the 2010-2017 strategic plan was approved by the board in November 2010. The strategic plan clearly describes four core themes and related goals that drive all aspects of the college’s programming. The college’s strategic plan and the charter articulate the college’s primary purpose in providing academic and other educational programming for the students and Tribal communities served by the college.

Standard 1.A — MISSION

The college's charter reflects the vision of its founders as: "To improve the quality of life with all northwest Indian communities by encouraging, preparing and promoting Indian people to successful completion of secondary and post-secondary education." Tribal values, educational philosophy, and purpose as defined in the charter provide the framework for the development and periodic review of the college's mission and core themes.

The process for updating the mission statement was a vibrant and engaging process. For several months, the college hosted staff meetings, planning retreats, and numerous focus groups to gather and consider input at many different levels about the mission and institutional goals. The result was the development of a succinct statement that expresses the aspirational purpose as a Tribal college.

CURRENT MISSION STATEMENT (adopted by NWIC Board of Trustees July 2004)

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

The mission statement is referenced in college publications including the catalog, strategic plan, and various manuals and handbooks. The mission guides the planning processes at the institutional, department, and program levels.

Interpretation of Mission Fulfillment

The mission of NWIC is first and foremost rooted in a set of core beliefs and values of the Coast Salish people. The foundation of these core values and beliefs are based on the vision of the ancestors and are contained within the language of the traditional Coast Salish people. These values and beliefs, which were formally approved by the NWIC Board of Trustees in 2004, include the following:

- **Sela-lexw**: Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.
- **Schtengexwen**: We are responsible to protect our territory. This means we take care of our land and water and everything that is on it and in it.
- **Xw'lemi-chosen**: Our culture is our language. We should strengthen and maintain our language.
- **Leng-e-sot**: We take care of ourselves, watch out for ourselves and love and take care of one another.

In a real sense, the mission of NWIC is deeply rooted in our Tribal identity, for the values describe who we are, what is important to us, how we view the past and how we face the future. In other words, our mission cannot be separated nor understood apart from our values and core beliefs. For it is through this tribal lens that our mission and strategic plan is best understood and enacted. Our mission, then, is an expression of Indigenous self-determination intended to ensure the survival of our people.

The [Strategic Plan](#), which includes the core themes, goals, and objectives, describes how NWIC intends to fulfill the mission. In summary, Core Theme One—*Engage Indigenous Knowledge*—increases access to cultural knowledge through implementation of the Native Studies Leadership degree program and foundational courses. Core Theme Two—*Commitment to Student Success*—

involves development and publication of student learning outcomes at the course, program, and institutional level, as well as improvement of student support services. Core Theme Three—*Access to Higher Education Opportunities to all Tribal Communities*—streamlines pathways for program of study students in academic, community, or workforce education services utilizing distance education modalities and site-based programming at the extended campus sites. Core Theme Four—*Advance Place-Based Community Education and Outreach*—develops capacity to implement NWIC’s land grant mission by providing place-based education, research, and outreach through the Cooperative Extension Department and Salish Sea Research Center programming.

Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment

NWIC’s [Report Card](#) provides an annual snapshot of key indicators and minimum acceptable thresholds for achievement to support mission fulfillment. This information is shared with core theme teams, committees, and individuals responsible for implementation. In the spirit of the [Continuous Improvement Model](#), these data are used to determine if NWIC is making progress as expected or if action is needed to increase effectiveness of the implementation strategies. Any recommendations for improvement will be documented and reported in future updates to NWIC Self Study reports. The indicators and thresholds for fulfillment use a mixed-method approach including institutional data and direct and indirect indicators to provide a balanced view that respects students and Tribal communities served. This approach preserves and promotes Indigenous knowledge for the benefit of Tribal communities while integrating an educational model that is generally understood and accepted by wider communities.

The section on core themes provides more detailed explanation of the indicators and why they were selected as meaningful measures for fulfillment of NWIC’s mission, goals and objectives.

Standard 1.B — CORE THEMES

Core Theme One — Engage Indigenous Knowledge

NWIC engages Indigenous knowledge to support our identity as Native people and to tell our story about the hopes and dreams of our Tribal elders and leaders who envisioned a safe place for students to learn. Indigenous knowledge is central to this story in that it reflects our cultural values and beliefs and guides our strategic planning, priorities, decision-making, and future direction. This knowledge is directly tied to the fulfillment of our institutional mission and is a foundational component of all we do.

Goal 1: NWIC promotes student self-identity through the Tribal college experience.

Objective 1: Cultural content in the foundational supports students' self-identity.

Indicators:

1. Assessment of [NWIC Institutional Outcomes](#) #3 (what it means to be a people) and #5 (sense of place) for all students through CSOV 101 "Introduction to Cultural Sovereignty" or CSOV 300 "Cultural Sovereignty Transfer Seminar." Minimum Threshold: All full-time faculty teaching these courses assess and report student proficiency of institutional outcomes #3 and #5.
2. Assessment of NWIC Institutional Outcomes #3 and #5 for all bachelor's degree students within the capstone classes in their final year. Minimum Threshold: All full-time faculty members assess and report student proficiency of institutional outcomes #3 and #5 within the capstone courses.

Rationale: The institutional outcomes are the framework that captures where the Tribal college experience occurs, particularly #3 and #5. The objective was updated from the Year One Report to reflect that the development of students' identity is NWIC's primary purpose as a Tribal college. This indicator is how the college assesses the development of students' self-identity at the institutional level via the implementation of cultural content within the foundational courses.

Faculty members are consistently engaged in program outcome assessment work, which includes aligning program outcomes with institutional outcomes. Since this work has started only recently, NWIC is still in the process of aligning institutional outcomes with program outcomes and editing program rubrics and curriculum maps to be assessment-ready. It is expected that all full-time faculty teaching the identified courses will be engaged in the assessment of student proficiency by AY2017. Foundational courses are currently implemented in all baccalaureate programs as described in the [Letter of Notice to the NWCCU](#) dated May 30, 2013.

Objective 2: Student satisfaction with the Tribal college experience.

Indicators:

1. [Student Satisfaction Inventory](#) (Noel-Levitz). Minimum Threshold: Response to question #100 about overall satisfaction is that 80% select "Somewhat Satisfied" or "Very Satisfied." Baseline: Comparative data from the 2003 ACT Student Opinion Survey where student responses averaged 4.05 on a 5 point scale (4=Satisfied, 5=Very Satisfied) regarding overall satisfaction.
2. [Annual Graduate Survey](#). Minimum threshold: Maintain 90% or higher graduate satisfaction at level of "satisfied" or "very satisfied." In the 2013 survey 97.1% of graduates surveyed responded "satisfied" or "very satisfied" regarding overall satisfaction.

Rationale: The Student Satisfaction Inventory (SSI) provides useful insights into the aspects of the Tribal college experience that are important to students and their levels of satisfaction with them while they are in their programs of study. The Graduate Survey is meant to gauge students' satisfaction with their experience and is given in the last quarter of their senior year.

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

Objective 1: Foundational courses are a part of all programs of study.

Indicators:

1. Development of Foundational Courses. Minimum threshold: Created and are rooted in Indigenoussness and approved by the Curriculum Committee in fall 2012.
2. Implement Foundational Core into all programs of study. Minimum threshold: 100% of all programs of study will include appropriate Foundational Core courses by AY2017.

Rationale: The [Foundational Core courses](#) are seven courses totaling 35 credits and contain content from the Indigenous body of knowledge critical to contextualizing programs of study within an Indigenous framework. Included in all programs of study is CSOV 101, which contains a language component, and students are required to complete this course. Most students will also have to complete the requirements for the CSOV 102, a course wholly focused on Indigenous language. All bachelor's-level programs include all foundational core courses. Certificate and associate's degree programs will require an appropriate subset of the foundational courses as part of their program requirements.

Objective 2: NWIC faculty have the capacity to support four year degree programming.

Indicators:

1. Attendance at Teaching and Learning institute. Minimum threshold: 90% full-time faculty attend and 50% of part-time faculty contracted for fall term attend. Baseline: 49% attendance in 2011.
2. Participation in a Cultural orientation. Minimum threshold: By AY2017, all newly hired faculty will participate.

Rationale: The Teaching and Learning Institute is an existing training opportunities to build faculty capacity. These two activities allow us to maximize the opportunities that exist within the institution to support the college's engagement of Indigenous knowledge as a part of all of NWIC's programs from a delivery standpoint. The purpose of the Teaching and Learning Institute is to build the capacity of NWIC faculty to teach at a four-year Tribal college. In the future the Cultural Orientation will provide information regarding Indigenous culture to facilitate the integration of new faculty into the college community. By implementing a new set of foundational courses (see Objective 1 of Goal 2), the former Objective 4 under Goal 2 was removed due to redundancy. The required language component is satisfied by part of the CSOV 101 course and entirely by the CSOV 102 course. While revising the objectives under Goal 2, it became apparent that the former objectives 2 and 3 addressed the same issue regarding culturally competent faculty, and the objectives were combined.

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

Objective 1: NWIC conducts research to increase the Indigenous body of knowledge.

Indicators:

1. Development of an Institutional Research Framework. Minimum Threshold: Identification of three priorities for institutional research.
2. Development of an Indigenous Research Framework. Minimum Threshold: Framework articulated and reviewed by the Land Grant Committee.

Rationale: The Institutional Research Agenda is a document that articulates the philosophy, priorities, and guiding principles for research at NWIC and informs individual faculty and student research. It will:

1. provide structure for research based on existing resources and institutional priorities;
2. ensure, collectively and consciously, that research activities build toward a common goal of increasing the Indigenous body of knowledge;
3. articulate a plan based on the general interests, strengths, and background of faculty and students in alignment with institutional mission;
4. identify and prioritize research topics;
5. determine both short- and long-term research goals for the institution;
6. determine which training/professional development opportunities are needed to enhance faculty, staff, and student research skills; and
7. determine resource allocation to support research activities.

After review of the previous indicator, it was evident that the “Publication Policy” was not an ideal fit and a more appropriate indicator to reflect achievement of the objective would be to develop an Indigenous research framework. This framework would need to be articulated and reviewed by the Land Grant Committee.

Objective 2: NWIC builds the capacity for faculty and students to engage in Indigenous scholarship.

Indicators:

1. Assessment of capstone courses for graduates of bachelor’s programs. Minimum Threshold: 80% of graduates attain the ‘accomplished’ level of proficiency for program outcomes. Baseline: 33 of BSNEs graduates achieved accomplished level of proficiency in AY2012.
2. In-service/pre-service activities intended to build the capacity of faculty in Indigenous scholarship. Minimum Threshold: 2 activities per academic year. Baseline: 0 in AY2011.
3. Participation rate in the annual Teaching and Learning Institute. Minimum Threshold: 80% participation of full time faculty. Baseline: 49% in AY2011.

Rationale: It is the intention of this objective to encourage faculty and students to engage in research activities and other scholarly work that align with NWIC’s mission. NWIC baccalaureate students will have the opportunity to develop and demonstrate their knowledge and research capabilities through their senior capstone courses. Students also have the opportunity to engage in scholarship in the Coast Salish Institute, the NWIC Center for Health, NICMERE, and through the Teaching and Learning Initiative.

Objective 3: NWIC faculty and students publish and disseminate research.

Indicators:

1. Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications). Minimum Threshold: 4 publications by AY2017. Baseline: 2 publications.
2. Capstone project reports placed in the collections of the Lummi Library. Minimum Threshold: 90% of capstone project reports in library collection. Baseline: 0 reports in AY2010.

Rationale: NWIC is fulfilling the goal of actively engaging faculty and students in research and scholarship in support of the college’s mission by publishing and disseminating research and original and reprinted materials. NWIC believe that an increase to four publications by AY2017 is achievable and measurable. This threshold will contribute to a stronger Tribal curriculum and will support all degree programs.

Core Theme Two — Commitment to Student Success

NWIC is committed to supporting students to achieve their educational goals and intends to prepare students for success regardless of their intended degree or program. Student educational goals may range from certificates to baccalaureate-level degrees at NWIC or may include other baccalaureate or graduate degree programs. Student success at NWIC means that students will be able to demonstrate competency in their chosen discipline and in foundational cultural outcomes. NWIC recognizes that its students have a diverse and distinct place-based identity, and the role of the faculty and student support system is to create programs and services that support students' understanding of their unique cultural identity. NWIC also supports students with diverse cultural activities and experiential learning opportunities that use Native knowledge for the benefit of the student and the Tribal community.

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

Objective 1: The curriculum prepares students for professional or advanced degree work upon graduation.

Indicators:

1. Assessment of bachelor's program learning outcomes. Minimum threshold: 80% of graduates demonstrate achievement at the accomplished level. Baseline: Of 7 AY2013 BSNE program graduates, 3 were assessed 2 learning outcomes. 1 of 3 students reached the "accomplished" level and 2 of 3 reached the "developing" level for the outcomes assessed.
2. Assessment of institutional learning outcomes. Minimum threshold: All full-time faculty assess and report student proficiency of institutional outcomes in courses required for programs of study. Baseline: 75% of full-time faculty participated in the assessment of student proficiencies in AY2013.
3. Core course completion, graduation and transfer rates. Minimum threshold: Maintain a 15% graduation and 10% transfer rate. Baseline: 14% graduation rate and 10% transfer rate in AY2013.
4. Graduation survey results from questions addressing preparation for future occupation or continued education. Minimum threshold: 80% of graduates report "exceptional" or "more than adequate" preparation. Baseline: 73.5% of graduates report "exceptional" or "more than adequate" preparation for future occupation or education.

Rationale: Student success relies on promoting success in course work as well as providing development opportunities outside the classroom. NWIC's Assessment Plan allows faculty to work together to develop criteria, benchmarks, and scoring rubrics to assess student learning. Curriculum mapping is utilized to show how and where students learn and build competencies, and faculty are engaged in program outcome assessment work through the assessment process.

NWIC demonstrates students' achievement at the "accomplished" level through the assessment of program and institutional learning outcomes. Tracking of course completion and curriculum mapping of courses within a program of study is used to measure student success and to analyze program effectiveness. As a result of the college's assessment process, the curriculum is reviewed and revised to improve student learning. Full-time faculty develop new programs and courses. They also review at least one existing course over a two-year period and revise courses as needed. A full curricular review is conducted prior to the release of the college catalog as part of the updating process. During AY2013, NWIC faculty and instructional leadership reviewed three programs of study. Faculty and staff made recommendations based on their findings and updated courses to improve the quality of course materials and instructional design. All of the

programs of study are currently being reviewed during the academic year 2016-2017 as part of the ongoing curricular review.

Objective 2: Co-curricular activities support students' development appropriate to a four-year college.

Indicators:

1. Assessment of student support learning outcomes. Minimum threshold: All co-curricular programs will be assessed for student attainment of articulated proficiencies. Baseline: 3 programs are fully participating in assessment of learning outcomes in AY2014.
2. Assessment of student development as articulated in student learning outcomes. Minimum Threshold: Develop baseline for freshmen to senior student skill development by end of AY2015 and 50% of graduates who participate in ISL programs demonstrate proficiency at the "accomplished" level by AY2017.

Rationale: Co-curricular activities are functions that provide opportunities for students to learn outside of the classroom. Assessment of student learning as a result of participation in programs, like the First Year Experience (FYE) program that prepares students for success, the Indigenous Service Learning (ISL) program that provides opportunities for students to apply their learning within the community, and other student support programs as learning outcomes are developed, will provide evidence of student support and development from year one to graduation. Assessment of student attainment of proficiency is associated with their year of study.

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

Objective 1: Participates in communities of learners that support their educational goals.

Indicator:

1. Quarter to quarter persistence rate. Minimum Threshold: Maintain a minimum retention rate of 65%. Baseline: 66% degree-seeking, total Fall to Winter retention 56%, and Winter to Spring retention of 59% in AY2011.
2. FYE Fall-to-Fall retention rate. Minimum Threshold: Maintain rate of 50%. Baseline: 48.65% in AY2012.
3. Participation rate in the Emerging Scholars Symposium. Minimum Threshold: Maintain participation rate. Baseline: 83% of HMDV students participated in AY2012.
4. Community College Survey of Student Engagement (CCSSE) Benchmark on Active and Collaborative Learning. Minimum Threshold: Benchmark score in 50th percentile. Baseline: 54.8th percentile in AY2011.

Rationale: The Emerging Scholars Symposium promotes student success by creating an opportunity to form a learning community and to showcase student research projects. Students select a faculty sponsor who assists students with their research. The sponsor provides information on the topic, assists with writing, and connects with the student on a personal level. NWIC believes that the more actively engaged students are with faculty, other students, and their subject matter, the more likely they are to learn, persist with their studies, and achieve their academic goals. Tracking CCSSE results and FYE retention rates provides evidence of student connections and success. These indicators have been updated to reflect institutional definitions of retention and persistence.

Objective 2: Students complete developmental education and First Year Experience (FYE) courses within their first year.

Indicator:

1. Completion rate of developmental math courses. Minimum Threshold: Increase by 20% in AY2017. Baseline: 28.3% in AY2012 and 34.6% in AY2013.
2. Completion rate of developmental English courses. Minimum Threshold: Increase to and maintain 60% completion rate. Baseline: 36.6% in AY2012 and 63.6% in AY2013.
3. Completion rate of First Year Core courses. Minimum Threshold: Increase by 5% over previous year to 65% by AY2017. Baseline: 54.8% in AY2012 (50% for MATH 98, 50% for ENGL 98, 66% for CMST 100, 57% for HMDV 110 and 51% for CMPS 101).

Rationale: NWIC institutionalized FYE programming in 2002 and is currently implementing strategies in this area as a result of our commitment to student learning and current grant funding. Since the start of NWIC's involvement in Achieving the Dream (ATD), there has been an extensive level of commitment from the administration, including the president, to increase completion rates in developmental courses. The Dean of Academics and Distance Learning and the Dean of Student Life lead the ATD initiative. Participation in the ATD core and data teams comes from all levels of leadership in student services, faculty, students, and the board of trustees. The Institutional Data Team has worked diligently to review and analyze the ATD data as well as several other data sets in order to discover leakage points and create a strong data trail for decisions and actions. It has become common practice for NWIC staff to request data to back up any proposals or plans. All planning includes an evaluation component as part of our continuous improvement strategy. From the ATD initiative, four themes emerged focusing on student success: Identity, Achievement, Engagement, and Leadership. The Math and English faculty implemented these themes into their classes. A summary of student assessment will be created to cultivate each of the four themes. The Gates Grant has provided resources to support Developmental Education instructors to work on assessing FYE outcomes to give this initiative the focus required to develop the structure. The outcomes the group has developed will be used to assess students' connection to community needs, commitment to service learning, and ability to perform English and Math skills at a college level. In addition, Math instructors are focused on developing a competency-based curriculum as a way to improve students' pre-college Math completion rates.

Objective 3: Students participate in extra-curricular activities that strengthen personal and Tribal identity.

Indicator:

1. Participation in extra-curricular activities, AIMS Table 6.1: Extra-curricular Activities and Service to Community. Minimum Threshold: Extra-curricular activities—187, Service to Community—798. Increase by 5% over previous year.
2. Assessment of student connection to identity and sense of place. Minimum Threshold: Maintain an average of 85% achievement of proficiency. Baseline: 93% of First Year students assessed in HMDV 110 and pre-college English achieved "accomplished" level proficiency of self-awareness and connection to identity and 78.8% of graduates "strongly agree" they improved knowledge of sense of place, Noel-Levitz survey AY2014.

Rationale: Student self-awareness and Tribal identity are vital to their success in college. Supporting students' ability to maintain and strengthen who they are as a Tribal person while they pursue an education encourages them to accept learning as part of who they are. Extra-curricular activities are one tool NWIC utilizes to encourage student connection and development of self and Tribal identity.

Core Theme Three — Access to Higher Education Opportunities At All Levels for Tribal Communities

NWIC serves the educational needs of Tribal communities. NWIC's culturally relevant curriculum includes a strong focus on Native American culture, history, and Native language. Providing access to higher education opportunities embedded in Native culture helps sustain and further develop the Tribal communities NWIC serves. Lummi campus, on-site, Interactive Television (ITV), and distance learning modalities provide instruction for both academic and vocational programs.

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

Objective 1: Offer workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities.

Indicators:

1. Assessment of workforce program outcomes. Minimum Threshold: 60% of students will demonstrate achievement at the accomplished level. Baseline: To be established in AY2014.
2. Student attainment of industry-recognized credentials. Minimum Threshold: 30% completion rate.
3. Student employment upon completion of workforce training. Minimum Threshold: 30% employment rate. Baseline: To be established in AY2014.

Rationale: At NWIC, Workforce programs are currently under development. Each program will have established outcomes, rubrics, and qualitative and quantitative measures of success. The workforce program outcomes will be selected to develop students to meet industry-standard knowledge, skills, and abilities for each particular field. Using industry-recognized standards ensures national portability of skills, and the earning of industry-recognized credentials will lead students to higher monetary gains. For example, NWIC students completing the construction trades programs will also be certified through the National Center for Construction Education and Research (NCCER), an organization nationally recognized by employers. In addition to providing training, which provides a standardized credential and supports student achievement of employment goals, the NWIC Workforce Education department is developing Memoranda of Agreement with employers to hire graduates of training programs.

Objective 2: Provide career pathways from college entry to associate's and baccalaureate programs.

Indicators:

1. Articulation of career pathways in college publications. Minimum Threshold: Establish 2 career pathways. Baseline: 0.
2. Rate of students transitioning along career pathways. Minimum Threshold: 20% transition rate along career pathways. Baseline: 0%.

Rationale: NWIC provides opportunities for students to advance through career laddering or career latticing in several occupational areas. It is projected that the college will add one new career ladder or career lattice opportunity per year. The assessment of student success will include tracking student enrollment and persistence.

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

Objective 1: Opportunities to access college programs are communicated at all entry points.

Indicators:

1. Admissions yield. Minimum Threshold: 60% or above.

2. Percentage of students in a program of study accessing online accounts. Minimum Threshold: 50%. Percentage of students who declare a program of study who previously enrolled as an undeclared student, including but not limited to GED, CEU, and Workforce Education. Minimum Threshold: 30%.

Rationale: The NWIC Admissions department within the Center for Student Success (CSS) tracks potential student and current student inquiries, interests, applications, and enrollments. The college aspires to maintain an admissions yield of 60% per year.

The college provides specific enrollment, financial aid, and account information for students online and through student email distribution. NWIC maintains that the more frequently students access their accounts, the more up-to-date information they will be able to access. Student email distribution is used to inform students of any current campus updates or upcoming events. Faculty and staff also use email to contact and communicate with students.

The college aspires to recruit students from pre-college programs into college-level programs. Students in the Adult-Basic Education (ABE) and General Education Diploma (GED) programs, in Continuing Education (CEU) classes, and in Workforce programs are encouraged to seek further education in college-level programs. Information on application and enrollment, financial aid, and programs of study can be found on the [NWIC website](#), in the [college catalog](#), and at the CSS.

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

Objective 1: NWIC provides place-based education at extended campus sites.

Indicators:

1. Annualized FTE for off-campus program of study students. Minimum Threshold: 3% increase annually.
2. On-time graduation rate for off-campus students. Minimum Threshold: 14%.

Rationale: The student FTE growth of off-campus programs is contingent on on-site classroom space, and number of distance learning courses developed; therefore the projected growth is a conservative 3% per year.

For off-campus students, on-time graduation is one and one-half years for certificates, three years for associate's degrees, and six years for baccalaureate degrees. Historically, NWIC students have to take reduced loads or stop out for financial or other personal reasons, and thus take a little longer to complete their programs of study compared to the national average. Based on trend data, the average on-time graduation rate (2007-2011) is 13%, therefore our minimum threshold is 14%.

Core Theme Four — Advance Place-based Community Education and Outreach

Core Theme Four is primarily focused on community engagement, which includes offering place-based community education programs, workshops, classes, and events that are designed to address the educational needs of Tribal communities and help build self-sufficiency in support of the college's mission. More specifically, NWIC focuses on building the capacity of Tribal communities and people in support of healthy living, leadership, and financial security, as well as in support of marine sciences and natural resources which are central to the identity of the Tribal communities served by the college. NWIC will continue to achieve this core theme by building strong collaborations between college departments, partner organizations, and Tribal communities.

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

Indigenous knowledge includes a core understanding of the role of healthy living, relationships, and kinship, and the ability to care for oneself and one's family. To ensure responsiveness to Tribal needs and interests, NWIC staff meets regularly with Tribal communities and individuals to ensure that the design and delivery of programs, workshops, classes, and events supports Tribally-relevant educational goals, family and personal self-determination, individual and community health, citizenship, and wealth management.

Objective 1: NWIC provides professional development, community education classes, and workshops in support of Tribal community-training needs.

Indicators:

1. Number of community education classes and workshops offered each year. Minimum Threshold: Increase overall by 10% to 199. Baseline: 181 in AY2011.
2. Number of enrollments each quarter in professional development and community education classes and workshops. Minimum Threshold: increase overall by 20% to 2,993 (duplicated headcount). Baseline: 2,721 in AY2011.
3. Number of Continuing Education Units (CEUs) completed each quarter by participants. Minimum Threshold: Increase overall by 10% to 3,950. Baseline: 3,582 in AY2011.

Rationale: Needs assessments are conducted at the institutional and program levels to ensure responsiveness to Tribal needs and interests, supporting the design and delivery of Tribally-relevant educational programs, workshops, classes and events. More individuals are reached by increasing the number of professional development, leadership, and community education classes offered. Participant satisfaction, monitoring of enrollments and CEUs completed, and other formative uses of data identify the benefits to participants and improvements needed.

Objective 2: NWIC conducts research and product development of curriculum resources for professional and community education.

Indicator: Number of curriculum resources developed and disseminated. Minimum Threshold: Increase overall by 20% to 13. Baseline: 11 in AY2011.

Rationale: Product development and research conducted at NWIC supports new initiatives, ongoing programs, and advances Tribal community engagement, and capacity building. NWIC supports research grounded in Indigenous methodologies and that is relevant to Tribal interests. For communities and individuals to benefit from these products they must be made available through print media and through posting online, as well as providing training and information on access and use. The monitoring of research and product development, along with tracking utilization and application, helps identify the benefits to Tribal communities and college partners.

Objective 3: NWIC provides Tribal communities opportunities for leadership development.

Indicators:

1. Traditional Leadership Curriculum is available and accessible. Minimum Threshold: Curriculum is posted online and made available to NWIC extended campus sites and Tribal communities served by NWIC.
2. Traditional Leadership Curriculum is incorporated into programs of study. Minimum Threshold: Bachelor of Arts in Native Studies Leadership implemented.

Rationale: NWIC supports the development of Indigenous leadership capacity for all of its students and for the Tribal communities served by NWIC. The development of NWIC students' and Tribal communities' leadership capacity is built in several ways using the Traditional Leadership Curriculum. The curriculum was designed with the intention that it would be shared with all NWIC sites and with the Tribal communities. In doing so, education departments within those Tribal communities can use the curriculum to support students and community members to develop Indigenous leadership. One of the main components of the curriculum is designed to help students and community members become more secure in their Native identity and to know how to participate, problem-solve, and lead from a Native perspective. This curriculum can support leadership development by incorporating modules from the curriculum into courses that are core to the Bachelor of Arts in Native Studies Leadership program of study. This degree will be offered at the Lummi and extended campus sites in a manner appropriate to each place and each Tribal community.

Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources.

The National Indian Center for Marine Environment Research and Education (NICMERE) at NWIC was developed to increase the presence and influence of Native American leadership in conservation and natural resource management. NICMERE seeks to prepare the next generation of environmental scientists and leaders by fostering respect for Indigenous knowledge of nature, providing opportunities for students to gain a solid background in scientific methods, and fostering critical thinking skills and self-motivation. The Salish Sea Research Center, in collaboration with NICMERE, provides students with the training and tools necessary to address questions and develop solutions relevant to their communities.

Objective 1: NICMERE maintains positive reciprocal relationships with Tribal, state, and federal agencies and institutions of higher learning focused on shared research interests and support of students.

Indicators:

1. Annual meetings are held with existing and potential partners in collaborative projects. Minimum Threshold: A representative from NICMERE/NWIC will meet with partners in collaborative projects at least once per year.
2. Number of collaborative projects. Minimum Threshold: Increase to 7. Baseline: 3 in AY2011.

Rationale: NICMERE acts as a liaison between outside organizations and NWIC for the development and maintenance of programming related to marine sciences, aquaculture, and natural resources. Through its relationships, NICMERE works to collectively address Tribal research interests which address the core theme and college mission of Indigenous self-determination and knowledge. NICMERE will increase the number of partnerships by exploring

new relationships with relevant agencies, thus providing greater access to research opportunities for students and Tribal communities.

Objective 2: NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education.

Indicators:

1. Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization. Minimum Threshold: Increase to 5. Baseline: 0 in AY2011.
2. Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations. Minimum Threshold: Increase at the rate of 1 per year to 21. Baseline: 15 in AY2011.

Rationale: NICMERE and the Salish Sea Research Center build the capacity of NWIC as a land grant institution in the marine sciences by promoting and engaging in aquaculture and natural resource related programming using a variety of mechanisms, including course offerings, internships, and research. These increase the knowledge base and capabilities of students, the college, and the Tribal communities the college serves.

Objective 3: NWIC provides education, training, and workforce development opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Education departments.

Indicators:

1. Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education and Workforce Education department. Minimum Threshold: 1 meeting per year.
2. Number of new workforce development courses in aquaculture and natural resources offered. Minimum Threshold: Increases to 2. Baseline: 0 in AY2011.

Rationale: The Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Department are focused on different sub-areas but are united by common goals of protecting the environment, increasing employment of Tribal members, and supporting the land grant vision. By increasing the coordination of resources and capacities among these departments, NWIC will increase the effectiveness of shared efforts in advancing place-based community education and outreach, and more Tribal members will be afforded access to workforce development and training opportunities.

CHAPTER TWO RESOURCES AND CAPACITY



Chapter Two: Resources and Capacity

NWIC used a holistic approach in the preparation and writing of the Standard Two report that has resulted in a document that weaves the college's unique core themes and mission into each section of Standard Two. At the request of the president, the four core theme team examined each aspect of the resources and capacity at NWIC. This approach allowed each core theme team to explore, examine, and collect relevant evidence relative to each of the sections of Standard Two through the lens of their respective core theme. This holistic approach resulted in a more robust and comprehensive picture of the extent to which our institution has the adequate resources and capacity to fulfill our culture-based mission.

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence

NWIC as a non-profit, post-secondary, Tribally- controlled college. Organizational and operational autonomy of the college is delineated in its charter with the Lummi Nation (updated February 5, 2010). Furthermore, the charter delegates accountability and responsibility for maintaining the accreditation standards and eligibility requirements of the Northwest Commission of Colleges and Universities to the NWIC Board of Trustees.

5. Non-Discrimination

NWIC affirms a commitment to freedom from discrimination for all members of the NWIC community. NWIC is committed to and practices equal opportunity in education and participation in college activities without discrimination. NWIC complies with federal and state statutes and regulations. In alignment with the college's charter, mission, and core themes, NWIC supports and practices equal opportunity and the Indian Preference Act as authorized by Title 25, US Code, Section 473, and respective Tribal laws and/or regulations.

6. Institutional Integrity

NWIC creates an environment that is respectful, supportive, and free of intimidation and harassment. NWIC's Board of Trustees, administrators, faculty, staff, and students are held to high ethical standards. These standards may be found in the NWIC [Personnel Policy Manual](#), [Board of Trustees Bylaws](#), [Faculty Handbook](#), and the Student Code of Conduct found in the [college catalog](#) and the [Student Handbook](#).

7. Governing Board

NWIC operates under a charter issued by the Lummi Indian Business Council (LIBC) in accordance with and under the authority of Article VI, Section 1(a), 1(m), 1(n), and 1(p) of the Constitution and Bylaws of the Lummi Tribe of the Lummi Reservation, Washington. The LIBC amended the charter on February 5, 2010. The governing board operates under bylaws that are periodically reviewed and updated. NWIC's Board of Trustees recommends approval of changes to the charter to LIBC as needed. The charter states that the board of trustees must consist of seven members appointed by the LIBC. A majority of the seven voting NWIC members will be recognized members of the Lummi Nation and shall have no contractual, employment, or financial conflict of interest with the college.

8. Chief Executive Officer

The president serves as the chief executive officer for the college. The board of trustees appoints the president at 100% time. The president does not serve as the chair of the board of trustees.

9. Administration

NWIC employs well-qualified and committed administrative staffing and support services at all programmatic and academic levels necessary to meet the mission, goals, and core themes of the institution. The formal administrative structure consists of three teams: Executive Team, Administrative Team, and Leadership Team.

The Executive Team consists of the president and the three vice presidents. Its purpose is to promote mission fulfillment of the college, articulate priorities, guide decisions on resource allocation, and develop institutional contingency planning. The Administrative Team, consisting of the Executive Team members plus the three deans, the Human Resources Director, and the Chief Financial Officer, is responsible for supporting, strategizing, and planning. This team serves as a resource to support the president in setting and carrying out college priorities as well as reviewing, interpreting, and implementing institution-wide policies and procedures. The Leadership Team, consisting of the Administrative Team plus all remaining department heads and instructional leadership, is responsible for implementing, informing, and carrying forward institutional priorities by creating institutional support, sharing information system-wide by bridging departments and sites, modeling the vision and goals of the institution, and collaborating on institutional initiatives.

10. Faculty

Consistent with its mission, goals and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of academic programs wherever and however delivered. NWIC employs a core of well-qualified Masters- and PhD-level full-time faculty whose expertise and number covers the academic needs of the college's educational programs. Faculty members teach 15 credits per quarter as well as participate in professional growth activities via regular in-service meetings. Faculty members are evaluated on an annual schedule in a systematic manner. NWIC ensures academic integrity and continuity of its academic programs through the assessment of student learning outcomes, the Curriculum Committee process, faculty participation in department meetings, and Faculty Inquiry Groups (FIGs).

11. Educational Program

NWIC offers three Bachelor of Arts degrees, one Bachelor of Science degree, four Associate of Arts and Science degrees, one Associate of Science Transfer degree, one Associate of Applied Science Transfer degree, three Associate of Technical Arts degrees, three Certificates, and five Awards of Completion. All programs of study have clearly articulated program-level student learning outcomes that have been approved by the Curriculum Committee. The choice and type of degrees reflect the needs of the Tribal communities NWIC serves as articulated in the college's strategic plan and in support of the college's mission. The associate's transfer degrees are aligned with guidelines in the State of Washington for general education requirements, and focus on NWIC's specific requirements and recognized core content. All degrees follow commonly accepted guidelines for length, content, and rigor, using appropriate instructional resources and promoting faculty-student interactions that support the student-learning environment. NWIC does not have programs of study in disciplines requiring specific accreditation.

12. General Education and Related Instruction

Associate's transfer degrees and bachelor's degrees contain a general education component that aligns with the Washington State Intercollegiate Relations Commission (ICRC) general education guidelines, plus NWIC-specific requirements in Native American Studies and student success courses. All NWIC associate's degrees and certificates require a substantial general education component that contributes toward program goals. The bachelor's degrees require a concentration in specific areas of Native Environmental Science, Native Studies Leadership, Tribal Governance and Business Management, or Human Services in addition to the general education and NWIC-specific components.

13. Library

NWIC's main library is located on the Lummi Campus and learning resources are primarily managed through the Lummi Library. Students and faculty at all extended campuses, as well as students enrolled in classes in all modalities, have access to the library and other learning resources by physically going to the Lummi Library, using electronic databases and collections maintained by the college, utilizing interlibrary loans or accessing reference materials available at each extended campus location. The Library Director, in consultation with the Library Advisory Committee, works with faculty and program directors annually to ensure that the library meets the needs of the programs offered at NWIC and community members.

14. Physical and Technological Infrastructure

Consistent with its mission to promote Indigenous self-determination and knowledge, NWIC provides a learning environment at on-reservation Tribal locations. The facilities are adequate for the current level of academic programming at the main campus and six extended campuses. The current \$50 million capital campaign is designed to support the planned growth of the college and to align with the core themes, goals, and objectives.

15. Academic Freedom

NWIC has an approved Academic Freedom policy, following the guidelines of the American Association of University Professors. This policy assures that faculty members and students have the ability to pursue and disseminate knowledge in their discipline or area of expertise without censorship, while following respectful practice and responsibility regarding cultural information.

16. Admissions

NWIC has an open door admissions policy. Anyone who has graduated from high school or completed a GED may be accepted into NWIC as articulated in the college catalog.

17. Public Information

The [college catalog](#) serves as the official publication for the college. The catalog lists current and accurate information pertaining to admission requirements and procedures, grading policies, information on academic programs and courses, names, titles and academic credentials of administrators and faculty, rules and regulations for student conduct, student rights and responsibilities, tuition, fees, and other program costs, refund policies and procedures, opportunities and requirements for financial aid, and the academic calendar. The catalog is provided in hard copy format and electronically published on the college's website. Updates to the catalog are posted subsequent to print publication on the NWIC website as addenda.

18. Financial Resources

NWIC acquires stable funding to support priority programs in alignment with the mission and core themes. Revenue streams include federal appropriations to Tribal colleges and universities, tuition and fees, sponsored programs, and funds provided by the NWIC Foundation. Revenue and expenditure trend data, along with prioritization of academic programs and services, are used to prepare realistic three-year budget projections. To ensure short-term solvency, funds are placed in a reserve account on an annual basis.

19. Financial Accountability

An independent certified public accounting firm audits NWIC annually. The annual audit is completed and required copies submitted to the appropriate federal agencies by March 31st following the conclusion of the fiscal year. The annual A-133 audit, including a management letter, is routinely provided to all granting agencies, members of the board of trustees, and the LIBC. The board of trustees reviews and adopts financial policies to ensure compliance with generally accepted accounting standards.

20. Disclosure

NWIC communicates all substantive changes to the NWCCU. NWIC also makes available to the commission and its representatives all documents and communications necessary to carry out its evaluation and accreditation functions.

21. Relationship with Accreditation Commission

NWIC accepts the standards and related policies of the commission. NWIC agrees that the commission may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the commission.

Standard 2.A — GOVERNANCE

2.A.1 – Effective System of Governance

Board of Trustees and Governance Structures at Northwest Indian College

NWIC was established by charter of the Lummi Indian Business Council in 1983. The [NWIC Charter](#), issued by the LIBC in accordance with and under the authority of Article VI, Section 1(a), 1(m), 1(n) and 1(p) of the Constitution and Bylaws of the Lummi Tribe of the Lummi Reservation in Washington State, declares that governance of the college shall be provided by a board of trustees. The charter describes the role of the board:

“Article II: Operations: The Northwest Indian College Board of Trustees is the governing body and shall be responsible for the operation and management of the college.”

Further, “The college will be responsible for providing for the enterprise, funding the enterprise, and seeing that it operates in a sound economic and educational manner. The college shall establish overall operating policies for the enterprise and shall enforce strict adherence to such policies as well as this charter.”

The board of trustees provides oversight of all college operations through regular meetings and updates, and through the adoption of the institution’s policies, strategic plan, programs of study, and budget. The board takes in account the organization’s vision, long term goals, and strategies as it considers issues, makes decisions and creates policy. It also conducts periodic reviews of institutional procedures and practices.

The board is accountable to its chartering entity, the LIBC, to ensure NWIC maintains an “arm’s length” relationship with the Tribal government. The primary form of accountability of NWIC to LIBC is an annual written narrative and financial report, which the board and president present at a LIBC meeting. All other reporting occurs by special request through the board chair and president.

In addition, the charter authorizes the hiring of the president and delineates the president’s role. During the spring of 2012, president Cheryl Crazy Bull announced that she would be resigning her position to take an opportunity with another organization. After deliberation, the board of trustees decided to appoint Justin Guillory, who was then serving as the Dean of Academics and Distance Learning, to be the president-elect for a three-month transition period (May to July 2012). After the transition period, Dr. Guillory assumed the president’s position on a full-time basis.

One of the changes that President Guillory made during the early part of his transition was establishing an Executive Team consisting of the president and the vice presidents. Together, the Executive Team articulated the purpose and priorities of this newly established team and also reviewed and modified the purpose and priorities of NWIC’s two other administrative committees, the Administrative Team and the Leadership Team, in light of the establishment of the Executive Team. The purposes, priorities, and membership of these three teams are listed below.

Executive Team

The purpose of the Executive Team is to: promote mission fulfillment of the college; articulate priorities, guide decisions on resource allocation; and to develop institutional contingency planning. The priorities of the Executive Team are to oversee institutional policy review, guide strategic planning and oversee institutional budget overview.

Members of the Executive Team are:

President: Justin Guillory
Vice President of Campus Development and Administrative Services: Dave Oreiro
Vice President of Instruction and Student Services: Carole Rave
Vice President of Research and Sponsored Programs: Barbara Roberts

Administrative Team

The Administrative Team is responsible for: supporting, strategizing, and planning; serving as a resource to support the president in setting and carrying out institutional priorities; and reviewing, interpreting, and implementing institution-wide policy. Policies and other items developed within the college that require board of trustee review and approval are first reviewed by the Administrative Team prior to being forwarded to the board of trustees. These include any substantive change items, such as the creation of new academic programs of study.

Members of the Administrative Team are the Executive Team plus:

Dean of Academics and Distance Learning: Bernice Portervint
Dean of Indigenous Education: Sharon Kinley
Dean of Student Life: Victoria Retasket
Human Resources Director: Linda Schnell
Chief Financial Officer: Steve Zawoysky

Leadership Team

The Leadership Team is responsible for: implementing, informing and carrying forward institutional priorities; creating institutional support; sharing information institution-wide; bridging between departments and sites; modeling the vision and goals of the institution; and collaborating on institutional initiatives.

Members of the Leadership Team are the Administrative Team plus:

Faculty representatives: rotating position
Library Director: Valerie McBeth
Executive Director-NWIC Foundation/Development Office: Greg Masten
Director of Institutional Research and Assessment: Carmen Bland
NICMERE Director: Misty Peacock
Academic Program Developer: Ted Williams
Registrar: Patricia Cueva
Director of Financial Aid and Admissions: Shayna Nishiyama
Director of Workforce Education: Tania Vega
Department Chair – Tribal Governance and Business Management: Laural Ballew
Department Chair – CARE in Human Services: Greg Mahle
Department Chair – Native Studies Leadership: Lexie Tom
Department Chair – Native Environmental Science: Emma Norman
Director of Health Programs: William Freeman
Information Services Director: Michael James
Public Information Officer: Barbara Lewis

The Executive Team meets on a weekly basis, the Administrative Team meets on a bi-weekly basis, and the Leadership Team meets on a monthly basis.

Along with the Executive, Administrative, and Leadership Teams, which coordinate overall governance of the college, NWIC has established standing committees to coordinate specific functions and focuses within the college that bridge departments and functions. These committees may participate in governance of the college, typically through recommendations that are considered by the appropriate decision making body or administrator. Committees have membership from all of the departments and areas involved in the work of that committee and, as appropriate, include student membership. Committee membership is determined so as to ensure broad input and perspectives from the NWIC community and to include staff who are knowledgeable about the committee's function and purpose. Special committees may also be in place from time-to-time depending on the college's activities and priorities.

The [list of standing committees](#) includes, but is not limited to: the Personnel Policy Committee; Facilities and Safety Committee; Emergency Management Team; Finance Committee; Housing Committee; Assessment Team; Technology Committee; Academic Leadership Committee; Strategic Enrollment Management Committee; Data Team; Curriculum Committee; Academic Standards Committee; Wellness Committee; Events Committee; Institutional Review Board (IRB); Teaching and Learning Committee; Communications Committee; Library Advisory Board; Accreditation Steering Committee; Budget Committee; and the Strategic Planning Committee.

In addition to the standing committees, NWIC has several mechanisms to involve faculty and students in governance as described below.

Faculty Roundtable and faculty involvement in governance

The Faculty Roundtable (FR) is the general meeting of faculty to discuss issues of importance to faculty. The FR was created and is managed by the general full-time faculty. It meets monthly, approximately three times each quarter. Time for these meetings is allocated as part of the quarterly in-service schedule (which can be viewed from the [Faculty website](#)) on the and at times when classes are not typically scheduled. The roundtable is followed each month by a meeting between at least one faculty representative and the Dean of Academics and Distance Learning who has direct oversight for all faculty. To link the FR to institutional governance, a representative chosen by the FR is designated as a member of the Leadership Team and serves as a direct line of communication between the faculty and the Leadership Team.

The faculty also has a major presence on the Curriculum Committee, which has the primary responsibility for reviewing and approving all aspects of academic programming, particularly the creation and revision of all academic programs and courses. The committee serves as a place where instruction and student services administrators and faculty discuss and share information concerning academics and academic support.

Student Executive Board and student involvement in governance

The Student Executive Board (SEB) represents NWIC students. The SEB includes representation from the Lummi Campus as well as the extended campus sites. In Fall 2012, the president began to include the SEB in the Leadership Team meetings. These meetings include time for SEB members to dialogue with the Leadership Team about whatever issues that are of concern to students. The intent of including the SEB acknowledges that since the Leadership Team is comprised of leaders

from across the college who share information about the governance and operation of the college, student leaders should be invited to attend the meetings and represent the voice of the student body. This is an example of shared governance since students have a voice at the table and have their concerns heard and addressed. Based on the positive feedback from the SEB and the Leadership Team, NWIC has decided that at least one SEB member will attend the monthly Leadership Team meetings and the entire SEB will attend on a quarterly basis. The SEB also includes representation from the extended campus sites.

An additional way students have their voices heard in governance is at the president's quarterly student luncheon. President Guillory shares a meal with the entire student body and is available to hear their concerns and to dialogue with students about issues of importance to them. The president and the vice presidents also meet with extended campus students over ITV at lunchtime on a different day, and students are able to communicate their feedback and ideas to the president directly. All student feedback is then reported to the Leadership Team and discussed.

Other aspects of institution-wide governance

NWIC advances its strategic plan by way of department and individual work plans. Work plan goals and activities are linked to and aligned with the core themes, goals, and objectives of the plan so that individuals and departments are moving forward in a common direction, as discussed in Standards Three and Four. NWIC has used the current work plan model for the last seven years with minor improvements to establish and monitor progress toward strategic priorities using the [Work Plan template](#). The work plans also provide evidence of administrative leadership and are used in annual evaluations. At the end of each academic year, each department gives a presentation on the goals they achieved that year, as well as the goals set for the upcoming year. As a tool for fostering effective leadership, work plans facilitate priority setting and workload management for institutional leaders. Each work plan links with direct and indirect institutional performance indicators. The president reviews and contributes to the priorities of each direct report. Directors in turn use them with their departments and supervisees. Departments within the college, including Instruction, Students Services, and Continuing Education, have work plans that are integrated with the work plans of key personnel within those departments. Similarly, the job descriptions of all key personnel are periodically reviewed and updated to reflect duties and responsibilities. All job descriptions are maintained in a standard format as seen in the [Job Description template](#).

The college completed an extensive campus-wide program prioritization in 2014 based on the process outlined in the book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Robert C. Dickeson. The goal of this project was to implement a comprehensive prioritization process to aid in institution-level decision-making. This process was important in light of past and potential future federal sequestration cuts, as well as a tool to promote financial sustainability and for program improvement. All members of the board of trustees, the Leadership Team, and the Prioritization Steering Committee received copies of the book and discussed its contents. In addition, the steering committee led several all-staff meetings to inform and gather input from staff on the prioritization process. The steering committee also established steps for the process and identified programs to review. Teams were selected to perform the review of each program according to the established process. Program teams completed and submitted reports, programs were scored by teams according to established rubrics, and the [prioritization results shared](#). Each scoring team produced a set of recommendations for each program and the program teams responded to the [recommendations](#). All academic programs are currently under review in a process that incorporates the program prioritization results.

2.A.2 – Multi-Unit Governance System

NWIC does not use a multi-unit governance system.

2.A.3 – Compliance with the Commission’s Standards for Accreditation

NWIC maintains constant and ongoing monitoring of compliance with the Commission’s Standards for Accreditation through several mechanisms. The college has an ongoing Accreditation Steering Committee, which is a team of four administrators from key departments of the college that monitors the accreditation processes at the college. The committee meets with and consults with the president regularly and makes regular reports to the Leadership Team. NWIC does not have collective bargaining relationships with any of its classifications of employees. The president and vice presidents monitor compliance with all legislative requirements.

GOVERNING BOARD

2.A.4 – Functioning Governing Board

NWIC’s Board of Trustees has historically been comprised of five members appointed from applicants who submit letters of interest to the Lummi Indian Business Council (LIBC). In November 2009, the board voted to amend its charter and add two more board members for a total of seven members, an action approved by the LIBC in the [January 2010 NWIC Charter update](#).

Potential board members are interviewed by the board, which then submits its recommendations to the LIBC. One member of the board is on the LIBC and is appointed by the LIBC to serve as its representative. Appointments are for a three-year term. The NWIC Charter specifies that no voting member may have any contractual, employment, or financial conflict of interest with the college.

2.A.5 – Board Acts Only as a Committee of the Whole

The board of trustees serves as a committee of the whole at all times. This requirement is stated on page 2 of the [NWIC Board of Trustees Bylaws](#) (revised in 2009): “The board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority.”

2.A.6 – Board Oversight of Institutional Policies

NWIC has established a policy, approved by the board of trustees, on key aspects of institutional functioning. The board exercises broad oversight of institutional policies, including those related to board functions. The board reviews and regularly revises policies. Policy development, review, and revision generally start at the level of the department within the college for which the policy applies. The Administrative Team has established and maintained a calendar for the review of existing policies and handbooks that contain policies, such as the Student Handbook and the Faculty Handbook, and oversees the review and revision of policies within the college. According to this process, a policy is developed or revised at the departmental level and is then submitted to the Administrative Team for review. Once the Administrative Team completes its review and considers it ready for board review, the Administrative team submits the policy to the board. The policy is then placed on the next available board meeting agenda for review. After two readings, the board determines whether to approve the policy or send it back for revisions.

The college charter and board bylaws lay out policy related to the functioning of the board. The college charter was reviewed and updated by the board of trustees and ratified by the LIBC, the college’s chartering organization, in 2010. The bylaws describe the roles of the various officers and

the functions of the board with respect to college operations. The bylaws are reviewed annually and updated as needed.

As stated above, the [Administrative Team uses a calendar](#) for policy and procedure creation, review, and revision. The calendar lists the major policies, procedures, plans, handbooks, and other institutional-level guiding documents, the periodicity and dates of the most recent and upcoming reviews, the person responsible for the review, and the administrator responsible for internal approval before the policy is reviewed by the Administrative Team and ultimately by the board of trustees. The policies and procedures included in the review calendar are: All Policies and Personnel Policy Manual; Financial Manual; Faculty Handbook; Student Handbook; Student Constitution/Bylaws/Election codes; Residential Life Policy; Athletic Handbook; Financial Aid Handbook; Comprehensive Emergency Management Plan; Curriculum Committee Handbook; Library Manual; Early Learning Center Policy; College Catalog; Academic Policy Manual; Individual Learning Manual; and the Extended Campus Manual. The most recent revision of the [Policies and Procedures Review Calendar](#) was updated in February 2017.

NWIC has been in a time of significant transition during the past several years as it fully establishes its identity as a four-year-degree granting Tribal college. With the changes related to an institution exclusively granting associate's degrees to also granting a bachelor's degrees, NWIC has recognized the need for a concerted effort to ensure that all necessary policies and procedures are articulated, approved, regularly reviewed and revised, and organized for effective access.

In 2013 and building on past practice, the Administrative Team began the process of determining which policies and procedures needed to be developed and/or reviewed. NWIC recognized that some necessary policies did not exist and needed to be developed, while some existing policies needed to be reviewed and revised. In some cases, departments had articulated practices and guidelines that may have served the institution's needs in the past but needed to become a board-approved policy or Administrative Team-approved procedure. Further, the Administrative Team recognized that the college needed a better way to organize policies and procedures and to make them readily accessible. This has led to the [Policy Coordination Initiative](#) of February 2014, which continues to be implemented.

The president and the Administrative Team oversee the Policy Coordination Initiative in coordination with the Accreditation Steering Committee. The initiative applies the following steps: articulating a common format for policies and procedures; making an inventory of existing policies and procedures; identifying policy gaps; working with the Administrative Team and appropriate departments and programs to address those gaps; and monitoring and reporting progress in addressing gaps and updating policies and procedures. The initiative is being used to create an electronic repository for all policies, and institution-level procedures, plans, and handbooks.

2.A.7 – Board Selects and Evaluates Chief Executive Officer

The [Charter for Northwest Indian College, amended February 2010](#), states that the board of trustees shall have the authority to hire a president using a selection process that requires the advice of a broad-based search committee. This committee will be comprised of representatives of the board of trustees and the LIBC, plus representatives of the college administration, faculty, staff, and students of the Lummi Campus. The board of trustees shall make selection of the final candidate from recommendations of the search committee. The charter further lays out the responsibilities of the president as follows:

1. the president shall be responsible for daily operations of the college;
2. the president shall be responsible for income and expenditures, budgeting, and accounting for the college;
3. the president shall be responsible for planning and development as directed by the board, including an annual budget and long-range plan;
4. the president shall be required to provide an annual narrative and financial report, including audit findings and a corrective plan, to the LIBC on behalf of the board, and shall submit monthly reports, including financial reports, to the board of trustees;
5. the president shall be responsible for the operation of the college as set out in the charter; and
6. the president shall be responsible to prepare an annual budget and status reports of all grants for the board of trustees.

The board of trustees has adopted the president's evaluation instrument as a rubric using a Likert scale, which emphasizes key indicators of success and appears in the [President's Evaluation Template](#). Each year the board evaluates the president's performance, focusing on academic, student, financial, constituency, and leadership issues. The board provides the president's job description and evaluation rubric as supporting evidence for the evaluation.

2.A.8 – Board Evaluates its Performance

The board of trustees began to adopt annual goals in November 2008. In fall 2009, the board adopted and implemented an annual self-evaluation process that has been followed to date. The evaluation assesses the board's performance as a whole and allows individual members to assess their own participation. The evaluation also assesses how well the board achieved its annual goals. The board most recently completed its evaluation of the 2016 goals at its annual retreat in November 2016. They also articulated annual goals for 2017 at that meeting.

On a scale of 1 (minimal) to 5 (exceptional), with 3 being average, the board of trustees evaluated its overall performance as average to above average. In areas where the board felt their performance was below average, they established goals for 2017 to address these areas. The following table presents the results of the most recent Board evaluation followed by the board goals for 2017.

Evaluation of meeting the Board Annual Goals for 2016

#	ITEM	SCORE	AVG.
1	Participate in the Strategic Planning Process		3.6
	a. Policy Development Process	4.0	
	b. Promotion of NWIC	3.8	
	c. Each Board Member will attend at least one planning meeting	3.2	
2	Promote and advocate for college – local, regional, and nationally		3.4
	a. Each Board member will attend at least one regional or national meeting where they promote NWIC.	3.4	
	b. Board members will advocate legislatively for college resources.	3.4	
	c. Advocate for regional tribal support for NWIC campaign.	3.4	
3	Board Training		2.9
	a. Update roles and responsibilities	3.2	
	b. Participate in developing legislative strategies and processes	3.2	
	c. Fundraising training	2.6	

The board of trustees' goals for 2017 were as follows:

1. **Strategic Planning process**
 - a) Support the development and approval of the new seven year strategic plan
2. **Board training and development**
 - a) Effective governance and leadership – roles and responsibilities of the Board
 - b) Participate in third (in three-part series) Governance Institute on Student Success (GISS) for Tribal Colleges in fall 2017.
 - c) Fiscal stewardship (Fundraising training, financial planning and forecasting, etc.)
 - d) Advocacy for the college with focus on legislative strategies
3. **Data review and analyze to assess policy impact on student success (board will review 3-4 times per year)**
 - a) Student success and completion
 - i) Strategic Enrollment Management plan – enrollment, retention, completion
 - ii) Student Success Report, College Report Card, etc.
 - b) Data review to determine success of NWIC associate, bachelor and certificate programs, including workforce education programs.

In 2015 and 2016, members of the NWIC Board of Trustees participated in a Governance Institute on Student Success (GISS), which is specifically tailored to the needs of trustees of Tribal colleges and universities. The GISS training, which is designed in a three-part series over three years, is made possible through a partnership with the American Indian Higher Education Consortium (AIHEC) and the Association of Community College Trustees (ACCT). The GISS is a national initiative that provides college and university boards with tools and resources that help improve student outcomes. The

2016 GISS-TCU 2.0 convening, for example, centered on the following theme: *Taking TCU Governance for Student Success to the next level*. Topics covered include, but were not limited to: promoting healthy board functioning: elements of high performance, role and responsibilities; board self-assessment; policies and practices that foster positive student success outcomes; and data review and performance indicators: cohort data, scorecards, benchmarking. The third and final GISS-TCU 3.0 convening will be held in fall of 2017.

LEADERSHIP AND MANAGEMENT

2.A.9 – Effective System of Leadership

As stated in the [Bylaws of the Board of Trustees](#) on page 2, “The board ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management.”

The following reflects the current organizational structure of the college. Northwest Indian College’s President is Justin Guillory, who holds a Ph.D. in Higher Education Administration. Dr. Guillory has worked extensively for NWIC as the Dean of Academics and Distance Learning, the Dean of Extended Campus, and as the site manager at the Nez Perce Extended Campus. Four well-qualified and experienced vice presidents report directly to the president and oversee the major areas of the college. NWIC has a board approved [NWIC organizational chart](#). The most recent updates changes in the college’s leadership structure are detailed below.

The titles and names of the three vice presidents, their credentials, and their areas of oversight are:

Vice President of Instruction and Student Services – Carole Rave, M.Ed., Educational Administration

Oversees instructional functions, including academic programs and faculty, Coast Salish Institute, extended campus sites, Workforce Education, and the Lummi Library; and student services functions, including advising, athletics, the Early Learning Center, the Testing Center, Enrollment Services, Outreach and Recruitment, Resident Life/cafeteria, student activities leadership, admissions, and financial aid.

Vice President of Campus Development and Administrative Services – Dave Oreiro, M.Ed., Student Personnel Administration

Oversees campus construction, Campus Security, Center for Health, Information Technology, Facilities Maintenance, and the National Indian Center for Marine Environmental Research and Education (NICMERE).

Vice President of Research and Sponsored Programs – Barbara Roberts, M.P.H., Public Health Education

Oversees Institutional Research, Assessment, the First Year Experience assessment, grants development, and Title III grant administration.

In addition to the vice presidents, the following administrators report directly to the president:

Human Resources Director – Linda Schnell, Senior Professional in Human Resources Certification
Public Information Officer – Barbara Lewis, B.A., English
Director of Development – Greg Masten, M. Ed., American Indian Education
Executive Assistant to the President – Frances Sellars, AAS

There are also deans, directors and department chair positions, within the instruction area and within the student services areas, which are supervised by the Vice President of Instruction and Student Services. The Dean of Academics and Distance Learning (Bernice Portervint, J.D. and M.S., Educational Administration) oversees instruction. The Dean of Student Life (Victoria Retasket, M.Ed., Student Affairs Administration), Registrar (Patricia Cueva, M.Ed. Counseling Psychology), and Financial Aid Director (Shayna Nishiyama, Director of Financial Aid and Admissions, B.A., English) oversee student services. Qualified and experienced directors oversee each of the academic departments. The four department chairs oversee each respective bachelor's program and their associated two-year degree programs: Native Studies Leadership (Lexie Tom, M.A., Public Administration in Tribal Governance, Ph.D candidate), Human Services (Greg Mahle, M.A., Human Services, Ph.D. candidate), Tribal Government and Business Management (Laural Ballew, M.A., Public Administration, Ph.D. candidate), Native Environmental Science (Emma Norman, Ph.D. Geography). Instructional administrators also include the Library Director (Valerie McBeth, M.A., Library Science) and the Workforce Education Director (Tania Vega, M.A., Sociology). Each extended campus site has a manager who oversees the functioning of their site and reports to the Dean of Academics and Distance Learning.

Each of the vice presidents, deans, and other administrators is responsible for planning, organizing, and managing their particular area of the institution. Each area and each area administrator has an annual work plan that articulates goals and activities pertinent to that area. Goals and activities link directly to achieving the college's mission, strategic plan, and core themes. The specific core theme, goals, and objective that each goal and activity addresses are identified in individual work plans, as can be seen in the [Work Plan template](#). The work plans are used to guide the work of areas and administrators, to coordinate with strategic and comprehensive planning, and to assess the achievements and effectiveness of each area and each administrator in that area. Work plans are also used for ongoing assessment of each individual within the context of the area and function in which they work. Assessment of individual work plans is a key component of each administrator's annual evaluation.

2.A.10 – Appropriately Qualified Chief Executive Officer with Full-Time Responsibility to the Institution

The president is hired by the board of trustees and has full-time responsibilities to the college. As stated in Section 3.6 "Membership Guidelines" on page 2 of the [Bylaws of the Board of Trustees](#), the president shall serve as a non-voting (*ex-officio*) member of the board of trustees. The president cannot serve as chair of the board of trustees. Further, the charter for NWIC states that no college employee may serve on the board of trustees.

2.A.11 – Sufficient Number of Qualified Administrators who Provide Effective Leadership

The college has an administrative structure consisting of the president, vice presidents, deans, directors, and managers, as well as other administrators, who maintain the day-to-day functioning of all aspects of the college. As noted previously, the college uses a committee and team structure

to coordinate between all areas and departments within the college. The Executive Team, Administrative Team, and the Leadership Team facilitate the high-level coordination and collaboration of the college with other committees with specific functions that promote collaboration across departmental and functional boundaries.

POLICIES AND PROCEDURES

2.A.12 – Academic Policies Related to Teaching, Service, Scholarship, Research, and Artistic Creation

Academic policies relating to faculty, including teaching responsibilities and workload, service, and scholarship, are in the board-approved [Faculty Handbook](#). The Faculty Handbook is available in print and online on the [Faculty webpage](#). The Faculty Handbook is currently under review and is being updated. Faculty responsibilities include teaching, curriculum development and review, assessment, professional development and in-service participation, and academic advising. In certain cases, faculty members also manage grants and grant budgets or other activities as specified in their annual faculty contracts or through contract addenda.

As part of the policy and procedure review process at the college, several academic policies are currently under development including: Indigenous Research Policy; Academic Freedom Policy; Teaching and Service Policy; Scholarship and Artistic Creation Policy; and Creation and Production of Intellectual Property Policy. These five policies are being developed as a group so that they all align with an Indigenous Research Framework. These policies will expand upon and formalize the descriptions of service and scholarship described in the [Faculty Handbook](#) on page 22, which states that “Full-time faculty members are expected to become involved in and provide for extra-curricular student activities to take an active interest in the life of the Tribal community, and to remain current in their professional field.” There is no formal requirement that faculty be involved in research or academic scholarship, such as publication and conference presentations. Although research, scholarship, and artistic creation are encouraged if appropriate to the faculty member’s teaching area, faculty are not required to participate in those activities, nor are those activities normally considered part of faculty workload. Faculty who wish to perform action research projects in teaching and learning may do so in addition to their regular responsibilities and receive a contract addendum through the [Teaching and Learning Initiative Plan 2012-2017](#). The board approved [Personnel Policy Manual](#) articulates guidelines for faculty sabbatical to perform research or other professional development activities. Administrators and staff who teach, as part of their duties, will have teaching responsibilities included in their job description. If teaching is in addition to their regular responsibilities, they will be issued a separate contract addendum as a part-time faculty to teach particular classes.

The Student Rights and Responsibilities in the [Student Handbook](#) contain policies pertaining to student scholarship, service through leadership clubs and organizations, and service learning opportunities.

As the college more fully develops its identity as a four-year degree granting institution, it is expanding the roles and responsibilities of faculty and others involved in teaching and scholarly activities. In particular, the college is expanding the role of research and scholarship, as articulated in Core Theme One of the [Strategic Plan](#) and reflected in Core Theme One in the Standard 1.B. section of this accreditation report. The role of research and scholarship in faculty responsibilities is in the process of being articulated as part of academic policy and an Indigenous Research

Framework as noted above. Preparatory work is being done to make research and scholarship a formal part of faculty responsibility and in academic policy. Faculty have participated in pre-service and in-service training on the role of research and scholarship at a Tribal college and how it is different in nature from research and scholarship at non-Tribal colleges and universities. The Dean of Academics and Distance Learning tracks research and scholarship work done by faculty on a quarterly and annual basis in preparation for discussions about how the faculty workload and other contractual obligations may change as a result of an increased focus on research and scholarship. Faculty also report participation in research, scholarship, and other professional development as part of the faculty evaluation process. In addition, the college is developing an Indigenous Research Policy, which is currently under review by the Administrative Team and is scheduled to be reviewed by the board of trustees in winter 2017. This policy will address aspects of research and scholarship for faculty, administrators, and staff, as well as for students.

The Indigenous Research policy will also coordinate with the existing [Institutional Review Board \(IRB\) Policies and Procedures](#). The following is the purpose statement of the Institutional Review Board as stated in the approved policy on page 2:

“Researchers seeking to conduct research in American Indian/Alaska Native communities must respect and understand the unique concerns and approval procedures specific to each individual Tribe or Nation where the proposed research is to be conducted, in order to proceed in an ethical and culturally sensitive manner. They must recognize that they are working on sovereign lands and that cultural and legal issues differ from those in their own community or academic setting. They must become informed about the requirements in place at the specific Tribe or Nation of interest. They must also insure that the appropriate Tribal representative or group has issued approval, in writing, before proceeding with any research activities.

“Institutional Review Boards (IRBs) review research protocols to assess the harms (risks) and benefits for the people to be studied. Each proposal is reviewed using criteria listed in the Code of Federal Regulations (CFR) Title 45 Part 46, ‘Protection of Human Subjects’ (1991, with minor updates since). Research proposals are reviewed for safety, subject confidentiality, degree of benefit, and the need for and quality of informed consent. Title 45 CFR Part 46 considers primarily the effects of research on individuals, including the three basic principles of: respect for individual persons; potential harms and benefits to individuals; and justice for individuals.

“The Northwest Indian College (NWIC) IRB, similar to most American Indian/Alaska Native-based IRBs, goes further and considers the effects of research on Tribes/communities as well, including respect for communities, potential harms and benefits to communities, and justice in and for communities. The NWIC IRB recognizes and respects the sovereignty of the American Indian and Alaska Native people to make decisions about research on their lands. The IRB expects the research to maximize the benefits to the community as a whole and to individual volunteers, to contribute to community’s own powers and abilities, to support community goals of health and wellness, to promote healthy lifestyles and improve self-esteem, and to fulfill traditional responsibility of caring for future generations.

“The NWIC IRB thus encourages research that honors, respects, and incorporates what several Tribal Elders have expressed to the NWIC IRB, that the research:

1. protects and benefits their Tribe;
2. respects elders and their Tribe’s traditional knowledge;
3. respects and promotes their Tribe’s sovereignty, power, strengths and survival;
4. promotes resiliency and assists their Tribe to identify, address and solve problems;
5. incorporates traditional spiritual beliefs and practices;
6. promotes Tribal/community pride and ownership of the project and its results;
7. expresses pride in their Tribe’s role in the project; and
8. expresses hope for their Tribe’s future.”

NWIC has a functioning IRB committee with membership from appropriate areas within the college, faculty, the Tribal community, physicians, and other professionals from the larger community familiar with expertise in human subject research and research associated with Tribal communities. The IRB Committee meets regularly to review and update policies and procedures related to the IRB and to review all proposed research activity by staff or students that may meet the criteria for IRB oversight. The IRB Committee has led in-service trainings for faculty and academic administrators to inform them of IRB policy and procedures and to address any concerns that faculty and administrators have concerning IRB. This type of training is especially important given that more and more students, as well as faculty, are becoming involved in research activities.

2.A.13 – Policies Regarding Access to and use of Library and Information Resources

The Lummi Library has a [Library Policies Manual](#), which contains policy and procedures related to the access and use of the Lummi Library and library materials. The manual has been reviewed and approved by the board of trustees. The manual addresses access and use of library and information resources. A separate [Library Use Policy](#) has also been approved. A revision to the manual and the library policies was approved by the [Library Advisory Board](#) in January 2014. A print copy of the most recent [Library Policies Manual](#) (approved 2014) is available at the library desk and electronic copies of the manual are posted on the [library website](#). The policies are enforced by the Library Director and library staff.

2.A.14 – Transfer of Credit Policy

NWIC has a clearly articulated and widely disseminated a board-approved [transfer of credit policy](#). It is included on the back of the [Transfer Evaluation Request form](#), which is distributed to students and is available to download or complete online on the [NWIC Admissions website](#). Transfer policies and procedures are also described in the [Student Handbook](#) and in the [2015-2017 NWIC Catalog](#). The Student Handbook is available online directly from the college’s [Student Life webpage](#). The transfer of credit policy and procedures clearly articulate how a student may request a credit evaluation, how the results are communicated to the student, and how transfer coursework is posted to the student’s transcript and applied toward completion of the student’s program of study in a manner that maintains the integrity of the college’s educational programming while supporting students’ ability to move between institutions efficiently.

2.A.15 – Policies and Procedures Regarding Students’ Rights and Responsibilities

Policies and procedures regarding all aspects of students’ rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for individuals with disabilities, are clearly stated and readily available in the [Student Handbook](#) and in the [NWIC Catalog](#). The Student

Handbook is distributed to all students and is also posted on the college website as a clearly marked link on the [Student Life website](#). The Dean of Student Life and the Vice President of Instruction and Student Services monitor all aspects of students' rights and responsibilities to ensure that they are administered fairly and consistently.

2.A.16 – Admission and Placement Policies

The process for admissions and placement of students at NWIC is clearly articulated in the [NWIC Catalog for 2015-2017](#) on page 14. Admissions and testing processes are also described on the [Admission webpage](#) where the appropriate forms and contact information is also available. The [Admissions and Placement Policy](#) was recently reviewed and approved.

To assess skill levels, the college uses the nationally recognized Accuplacer placement testing system. All students new to NWIC are required to take the placement test and the results are used in advising and placing students into appropriate courses. Faculty and advisors review cut scores for the placement test regularly to ensure that students are placed in the most appropriate courses and have the best chance to succeed. Placement testing is done in a fair and consistent manner through the Testing Center in the Center for Student Success. NWIC does not have a practice of dismissing students from educational programs for academic reasons.

2.A.17 – Policies Related to Co-Curricular Activities

NWIC has a board-approved [Co-curricular Activities Policy](#) adopted in June 2016. In addition, clearly articulated policy and procedures for co-curricular activities at NWIC are found in the [Student Handbook](#) under the Travel Policy. NWIC policy guides student involvement in athletics and other co-curricular activities. Students who travel on behalf of the college are required to sign the [Acknowledgement of Responsibility form](#) attesting to their agreement that they will adhere to the student conduct code and the consequences if the code is violated. The college does not currently have a separate student publications policy, although existing policies and procedures in the Student Handbook would apply to these activities.

2.A.18 – Institution Maintains and Publishes its Human Resources Policies and Procedures

NWIC has a board-approved [Personnel Policies Manual](#), which has been revised recently and approved by the Administrative Team. The board of trustees is currently reviewing the significant number of changes recommended by the Administrative Team and the new manual is expected to be adopted by the board in April 2017. It contains all human resources policies and procedures. The manual is available to all employees, and the most recent version (May 2015) is posted on the college's website under [Human Resources](#) in the Faculty and Staff Resources menu. The Personnel Policy Manual includes an introduction, statement of purpose, and accountability measures, and describes how updates to the policies and procedures are to be completed. NWIC has an active Personnel Policy Committee whose function is to review, update and recommend personnel policies and procedures to the Administrative Team. In light of changes in institutional practices, law, and human resource management best practices, the comprehensive update of the manual was timely. The committee is facilitated by the Human Resources Director and has membership from each of the different job classifications at the college (administrative, exempt, faculty, and classified). The committee meets monthly to gather input from their respective job classifications on proposed revisions. Recommendations made by the Personnel Policy Committee are reviewed by the Administrative Team and then reviewed and approved by the board of trustees. Once revisions to the policies are approved, the [Personnel Policy Manual](#) is updated and posted online. The personnel policies and procedures are applied consistently, fairly, and equitably to all employees, including

student workers. The Human Resources Director and each vice president, under the delegation of the president, oversee adherence to the policies. The policies and procedures contain clear appeal and grievance policies that provide avenues for employees to communicate any concerns about the consistent, fair, and equitable application of the policies and procedures.

2.A.19 – Conditions of Employment, Work Assignments, Rights, and Responsibilities

Policies and procedures regarding the conditions of employment, work assignments, rights and responsibilities, criteria and procedures for evaluations, promotion, and termination are all described in the [Personnel Policy Manual](#), which is made available to all employees. The board of trustees, president, vice presidents, and the Human Resources Director oversee adherence to these policies. The Personnel Policies Manual clearly lays out avenues for employees to address any concerns about these aspects of employment at the college to be addressed. Upon hire, employees are apprised in writing of their conditions of employment and work assignments by their supervisor and the Human Resources Director. Evaluation procedures are also communicated to employees by their supervisors.

2.A.20 – The Institution Ensures the Security and Appropriate Confidentiality of Human Resources Records

NWIC follows industry best practices and federal law regarding safeguarding the confidentiality of human resources records. Guidelines for the proper maintenance of human resources records and employee access to those records are described in the [Personnel Policy Manual](#). The Human Resources Department maintains strict confidentiality and control over human resources records. Only human resource department personnel and appropriate high-level college administrators are allowed access to documents. Human resources documents used in hiring interviews, such as application materials and transcripts, are retrieved following the interview and are returned to the HR Department where they are kept in a locked, secure location accessible only by human resources personnel. Human resources records, including those of past employees and employee medical records, are maintained and destroyed according to best practices and federal law regulating the maintenance and destruction of human resources records.

2.A.21 – The Institution Represents itself Clearly, Accurately, and Consistently

NWIC has several mechanisms that help ensure that the college represents itself clearly, accurately, and consistently via all publications and communications of the college. The Public Information Officer (PIO) and the Communications Committee, whose membership includes representation from areas and functions across the college, has established an Administrative Team-approved set of [Marketing and Publication Guidelines](#) for many types of publications. The [Social Networking Guidelines](#) provide direction concerning dissemination of college information through social media. In addition, the committee meets to discuss and make recommendations concerning issues related to accurate, appropriate, and consistent communications about the college. The PIO and members of the committee also review materials for distribution and support staff in ensuring clear, accurate, and consistent presentations.

The [NWIC Catalog](#) is one of the primary avenues through which the college presents information about its academic intentions, programs, and services. The Catalog Committee, chaired by the Registrar and with cross-campus membership, reviews and prepares the catalog every two years. The committee ensures that the contents of the catalog accurately reflect the current state of the college. Appropriate areas of the college review relevant parts of the catalog to ensure its accuracy and completeness. The final approved catalog is presented to the Administrative Team for review

and posted on the college's website. As new programs and courses are added, or any other changes to the catalog content occur, [catalog addenda](#) are noted and posted on the college's website, which presents the updated catalog and a listing all changes since the previous addendum at the end.

The Curriculum Committee reviews any changes in academic offerings, such as changes in programs or courses and changes to their outcomes, to ensure accuracy, completeness, and alignment with the goals, mission, and intentions of the college. Following a rigorous [review and approval process](#), changes in academic offerings are disseminated only after a full review and approval by the appropriate faculty, administrators, the Dean of Academics and Distance Learning, and the committee. Program faculty and administrators develop program brochures and advising guides to ensure accuracy and consistency between the catalog and other publications.

To ensure that students can complete programs of study in a timely manner, NWIC's [class schedule](#) is developed by administrators and staff. The Dean of Academics and Distance Learning and the department chairs oversee and review the class schedule to ensure that all necessary classes are available for timely program completion. The quarterly schedule of classes is printed and is also available [online](#). The online schedule is updated in real-time and represents the most current state of class scheduling. Schedules for upcoming quarters in the current academic year are also available at that same web address.

2.A.22 – High Ethical Standards in Managing and Operating the Institution

NWIC creates an environment that is respectful, supportive, and free of intimidation and harassment. The board of trustees, administrators, faculty, staff, and students are held to high ethical standards. The Personnel Policy Manual contains a policy that specifically supports the fair and equitable treatment of all NWIC employees. Appeal and grievance policies and procedures are clearly laid out in the manual. NWIC advocates high ethical standards for all college employee actions through the Code of Ethics, which is included in Appendix E of the [Personnel Policy Manual](#) and on page 23 of the [Faculty Handbook](#). The Code of Ethics is meant to be educational and aspirational to illustrate the climate fostered by the college and to express the ethical standards and guidelines for the conduct of all NWIC employees. The code also informs the public and NWIC students of the standards of ethical conduct expected of employees.

Upon appointment, all members of the board of trustees sign a statement agreeing to uphold a strict code of ethics. Students are also held to high ethical standards through the rights and responsibilities articulated in the [Student Handbook](#). Students are also assured of a harassment-free educational environment because avenues for having grievances heard and appropriately addressed are in the Student Handbook. In addition to the rights and responsibilities outlined in the handbook, the [student complaint and grievance policy and procedure](#) is outlined for students.

2.A.23 – Conflict of Interest Policy

NWIC has a policy prohibiting conflict of interest on the part of the board of trustees and all employees of the college. Upon appointment, all members of the board of trustees sign the conflict of interest statement. The Personnel Policy Manual contains several sections prohibiting conflict of interest on the part of any college employee. Section 6.11 prohibits outside employment that may contain conflict of interest. The "Honor and Trust" portion of the Code of Ethics, listed in Appendix E of the [Personnel Policy Manual](#), specifically requires that employees identify potential conflicts of interest that may adversely affect students or job performance. The [Conflict of Interest Policy](#) for the board will be reviewed and updated in 2017.

NWIC does not require employees or students to hold particular views or beliefs.

2.A.24 – Policies Related to Ownership, Copyright, Control, Compensation and Revenue

NWIC is currently developing policy guiding ownership, copyright, control, compensation, and revenue in coordination with the development of the Indigenous Research Policy. At present, the college does not prevent employees from holding ownership for their intellectual work as governed by federal law. The college is most concerned about misuse of cultural knowledge. The Academic Freedom and Responsibility Policy (found in the [Faculty Handbook](#) on page 23 and in the [NWIC Catalog](#)) states:

“Northwest Indian College adopts a policy of respectful practice and responsibility regarding cultural information, which requires all instructors and students to refrain from:

- inappropriate use of culturally sensitive information, especially spiritual information;
- unauthorized commercial or other exploitive use of Tribal/cultural information;
- unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
- potential conflicts or harm resulting from cultural research, specifically coming from inappropriate interpretation of cultural information, inappropriate intrusions into community life, and breaches of confidentiality and friendship.”

2.A.25 – The Institution Accurately Represents its Current Accreditation Status

NWIC represents its accreditation status in accordance with the official communications from the NWCCU. NWIC does not have accreditation with any other accrediting body, such as for discipline-specific accreditation. Prior to receiving accreditation at the bachelor’s level in 2010, the college did not state that it was accredited at the bachelor’s level. In 2007, when the college received official notification from the NWCCU that it was in candidacy status at the bachelor’s level, NWIC communicated the fact that the college was accredited at the associate’s level and in candidacy at the bachelor’s level. The college has also refrained from communicating that it offers a program of study until it has received official notification about the program’s approval by the NWCCU. When the college developed its first bachelor’s program in Native Environmental Science, for example, the college ensured that the existence of the program was not communicated in any form until the college received the letter that awarded candidacy for that program. The college did not publicize the existence of either the Bachelor of Arts in Native Studies Leadership or the Bachelor of Arts in Tribal Governance and Business Management until official notification was received that those programs were accepted by the NWCCU, even though both were ultimately deemed minor changes by the NWCCU.

2.A.26 – Contractual Agreements with External Entities

NWIC has not entered into contractual relations with external entities for product development. The college does enter into contractual relationships via personal services contracts with individuals for services rendered, such as for guest presentations to faculty, students, and staff or for specific curriculum development work resulting in clearly defined products. Personal services contracts follow set guidelines using the [Personal Services Contract template](#), which describes the details of the contract and the responsibilities of the contractor and the college. The appropriate supervisor reviews contracts prior to approving and signing the contract to ensure that contracted work is in accordance with the college’s mission and the goals of the institution. In cases where contracts are to be paid out of a grant, the grant manager also reviews the contract prior to approving and signing

the contract to ensure that the contract supports the grant scope, requirements, and budgetary constraints.

NWIC only applies for and accepts grants that support the college's mission and goals.

2.A.27 – Academic Freedom and Responsibility Policy

The NWIC Academic Freedom and Responsibility Policy is published in the [Faculty Handbook](#), page 23, and in the [College Catalog](#). It reads:

“In order to promote the condition whereby both the student and the instructor may have the freedom to search for the truth and its free expression, Northwest Indian College adopts the following principles expressed by the American Association of University Professors:

- The college instructor is entitled to freedom in the classroom in discussing his/her subject matter, but he/she should be careful not to introduce into his/her teaching controversial subject matter, which has no relation to his/her subject.
- The college instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When an employee of the college speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the college community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and institution by his/her utterances. Hence, he/she should show respect for the opinions of others, and should indicate that he/she is not an institutional spokesperson.

“In addition, Northwest Indian College adopts a policy of respectful practice and responsibility regarding cultural information that requires all instructors and students to refrain from:

- inappropriate use of culturally sensitive information, especially spiritual information;
- unauthorized commercial or other exploitative use of Tribal/cultural information;
- unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
- potential conflicts or harm resulting from cultural research, specifically coming from inappropriate interpretation of cultural information, inappropriate intrusions into community life, and breaches of confidentiality and friendship (adapted from *Tribal College Journal*, fall 1996, p.19).”

The Academic Freedom and Responsibility Policy was last reviewed and approved by the board of trustees as part of the Faculty Handbook review and approval in 2008. The Faculty Handbook is currently under review and being updated. The Academic Freedom policy is currently being reviewed for alignment and any needed updates in coordination with the development of the Indigenous Research Policy.

2.A.28 – Environment that Supports Independent Thought in the Pursuit and Dissemination of Knowledge

In addition to the Academic Freedom and Responsibility Policy, which affirms and supports independent thought in pursuit of knowledge such that student and the instructor may have the freedom to search for the truth and its free expression, NWIC also has a board-approved Code of Ethics which can be found in the [College Catalog](#), the [Faculty Handbook](#), and in detail in Appendix E of the [Personnel Policies Manual](#). The Code of Ethics is meant to be educational and aspirational to illustrate the climate fostered by the college, and express the ethical standards and guidelines for the conduct of all NWIC employees. The Code contains principles that focus on specific intentions. The principle of Integrity states that “Employees must act with integrity in their relationships. They must cooperate and treat others with respect, honesty, and fairness. They must accept the rights of others to hold values and beliefs that differ from their own.” The principle of Equality and Acceptance states that “Employees must allow others to hold fundamental beliefs and differing opinions and protect fundamental human rights prescribed by law.”

NWIC has a strong commitment to ensure that students have an environment that supports their learning and scholarship. The [Student Handbook](#) outlines Student Rights and Responsibilities. Under this section, the Student Right of Academic Freedom states:

1. “Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
2. “Students are free to pursue appropriate educational objectives from among the college’s curricula, programs, and services.
3. “Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
4. “Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and sexual harassment.”

2.A.29 – Scholarship Fairly, Accurately and Objectively Presented

The Academic Freedom and Responsibility Policy and the Code of Ethics support responsibility in presenting scholarship fairly, accurately, and objectively. Both of these documents will be reviewed and updated, as needed, as part of development of the Indigenous Research Framework and Policy. Because NWIC has a special responsibility to the Native people it serves, teaching faculty and others in the college community must be particularly vigilant concerning intellectual rights and responsibilities to Native communities. Further, the Honor and Trust principle of the Code of Ethics in Appendix E of the [Personnel Policy Manual](#) states that “Employees may not take credit for others’ ideas or work, even in cases where the work has not been explicitly protected by copyright or patent.”

2.A.30 – Policies Regarding Oversight and Management of Financial Resources

NWIC approved several financial policies during 2016, including the [Reserve Account Policy](#), the [Utilization of Current Assets Policy](#), and the [Institutional Budget Policy](#). The board-approved [Finance Manual](#) that contains a compilation of the policies regarding financial management at NWIC. The Finance Committee reviews the Finance Manual on an ongoing basis, and updates are reviewed by the Administrative Team and sent to the board of trustees for approval. The manual includes clearly defined policies regarding: oversight and management of financial resources; financial planning, monitoring, and approval of annual operating budgets by the board of trustees; reserves,

investments, cash and debt management; and the transfer and borrowing between funds. New updates to the Finance Manual within the past three years include:

- institutional budgeting;
- reserve account;
- investment and debt;
- interest income;
- honorariums; and
- bid threshold (an audit recommendation).

The Finance Team is currently developing the details of an investment plan as referenced in the Finance Manual.

Fundraising activities are enacted by the college's Development Office with oversight by the Northwest Indian College Foundation (NWICF), which is a separate 501(c)3 organization. Fundraising activities are regulated according to federal guidelines for 501(c)3 organizations and by the [NWIC-NWICF Agreement](#), which is signed by their respective boards. The agreement articulates the relationship between NWIC and the NWIC Foundation and how fundraising is to occur. Per the agreement, the Development Office follows a foundation board-approved work plan that lays out the details of annual fundraising activities.

Standard 2.B — HUMAN RESOURCES

Human Resources (HR) plays a key role in supporting the strategic direction of NWIC to promote Indigenous self-determination and knowledge. Through the HR Department, NWIC recruits, hires, develops, evaluates and retains qualified faculty and staff. Through the development and management of college employees, HR helps to build and maintain the college's support and operations functions. The table titled "Human Resources Alignment with Core Themes" at the end of this section demonstrates areas where HR currently supports the NWIC's core theme and goals.

One of HR's important functions is to recommend, through use of a Personnel Policy Committee, changes to the college's personnel policies ("Personnel Policy Manual") to the Administrative Team. In 2016, the HR Department and the Personnel Policy Committee conducted a comprehensive review of the personnel policies contained in the manual and have recommended a significant number of revisions needed to the policy manual current with institutional practices, as well as changes in regulations and human resource management best practices. The Administrative Team has recommended its changes to the Board of Trustees, and it is expected that the board will adopt a new Personnel Policy Manual in April 2017. The adoption of these policies will be followed by an institution-wide training of all employees. The citations to the Personnel Policy Manual included below are from the current manual in effect.

2.B.1 – Institution Employs Sufficient Personnel to Maintain Functions

NWIC employs a sufficient number of qualified personnel to maintain its support and operations functions, which leads to greater access for students to resources and success at NWIC. The college's recruitment and hiring practices are stated in the [Personnel Policy Manual](#) in Section 3 (pp. 5-10). The HR department provides guidance in the establishment of positions as well as the recruitment and selection processes, ensuring that criteria, qualifications, and procedures are appropriate and posted accordingly. Job announcements are posted publicly on NWIC's website as well as advertised in external recruitment sites, and reflect the duties, responsibilities, and minimum qualifications and requirements for each position. HR also provides guidance to departments when posting a new position (to ensure that the job announcement is an accurate representation of the job vacancy), or when adding duties that may result in a reclassification of a position. The manual is available to employees on NWIC's website.

NWIC has reviewed its hiring practices to ensure that the college promotes the placement of Native Americans into vacant positions consistent with the Indian Preference Act, as referenced in the Employment Practices section on page 5 of the [Personnel Policy Manual](#). NWIC has begun discussions about the competencies and required qualifications necessary to work effectively at a Tribal college. The college envisions that this work will include the development of organization-wide cultural competencies for NWIC staff, in addition to any job-specific cultural competencies. Once developed and adopted, these cultural competencies will be reflected in the college's performance-based evaluation process. Another topic in the initial stage of discussion is the incorporation of Native cultural knowledge and experience equivalencies to align with NWIC's already-established academic degree minimum requirements. This work recognizes the importance to NWIC of individuals who possess a significant amount of cultural knowledge and experience necessary to achieve institutional goals.

Job descriptions are provided to employees at the time of hire and are routinely available in the HR Department. The HR Department responds to questions from employees about their job description

as part of the new hire, on-boarding process and in preparation for future career development planning discussions.

In 2013, faculty job descriptions were revised to include teaching, advising, and committee work for consistency with Core Theme Two and the college's commitment to student success. The standards we have established for faculty are as follows:

1. Teaching is the first focus. The faculty member is expected to teach 10-15 credit hours of courses quarterly. Extra classes will be added if the student count in courses is low. The faculty member is expected to prepare students for completion of NWIC degrees and to transfer to four-year institutions. The faculty member is responsible for curriculum design and redesign of classes. This is part of the ongoing program design and assessment process, which requires a large time commitment.
2. Advising is the second focus. Faculty members at NWIC are expected to meet regularly with and provide academic advising to a group of students who are assigned to them. Advising will include on-going meetings and coordination with student services advisors. Other aspects involve advising majors and college club activities.
3. Committee work is the third major focus. The faculty member is responsible for contributing to the course scheduling and the assessment process.

As part of the HR work program, NWIC has developed a new employee orientation program that will be completely implemented in 2017. The purpose of this program is to provide information that a newly employed individual needs to know, understand, respect, and accept about the college's beliefs and values, mission, strategic vision, and direction. New faculty are mentored by veteran faculty to support their first quarter of employment as faculty members. A work plan is created for new faculty with the appropriate faculty member, dean or department chair to assist with building the capacity of the faculty member to teach at the college.

The first phase of the new employee orientation program is comprised of a number of modules, including an orientation of institutional information including NWIC mission and strategic goals and objectives, and NWIC's 30 year anniversary video. The HR Department also provides new employees with detailed information about compensation, benefits and leaves as part of the new hire onboarding process. In addition, HR also provides new hires important information about other functions such as payroll, security and information services. A supervisory orientation, including a detailed checklist, has been developed and will be fully implemented in 2017.

The cultural orientation module, under development, will cover topics such as Tribal beliefs and customs, Indigenouseess and Tribal sovereignty, and the cultural competencies that the college will be developing in 2017.

2.B.2 – Administrator and Staff Evaluations

NWIC utilizes performance-based evaluations as tools to assess employee performance. These include performance-based evaluation forms for the various types of classifications at the college (administrative, exempt and classified staff). Performance-based evaluation types and schedules are outlined in the [Personnel Policy Manual](#) in Section 6.10 (pages 26-29). Effective performance evaluation methods, including clear expectations and feedback, directly support the ability of employees to provide greater access and resources for students. Performance-based evaluations also encourage consistently positive standards of performance, solicit self-appraisals from employees as an assessment of their own performance, and provide supervisory feedback on

employee performance. These evaluations focus on performance-based goals and specific objectives as contained the employee's job description, annual work plan and any goals established during the performance-based evaluation process. The employee's accomplishments in a given year are considered in relation to these objectives and goals. The evaluation applies ratings according to the level of achievement of the goals. The performance-based evaluation cycle is from July 1 to June 30 of each year. Supervisors conduct evaluations of administrative, exempt and classified staff are conducted no later than June 1 of each year. In the event that employees do not achieve established performance expectations or goals, supervisors are expected to provide coaching and feedback necessary to improve their performance, and will develop an employee performance improvement plan as necessary. The college has a process to initiate a formal action if unsatisfactory performance is sustained. A performance improvement policy is included in Section 6.2 (page 20) of the manual.

In 2017, NWIC plans to modify the current performance-based evaluation process for administrative, exempt and classified staff and recommend improvements for future implementation. For example, the administrative and faculty evaluation processes and forms do not address how an employee is expected to contribute to student success, are not currently designed to solicit information on the achievement of specific performance goals linked to essential job functions, and do not clearly articulate how the college will link performance-based evaluations to support employee development. The performance-based evaluation process and forms will also include the cultural competencies developed by the college, which is critically necessary to achieve institutional goals.

2.B.3 – Institution Provides Opportunities for Professional Growth

NWIC provides administrative, exempt, faculty and classified staff opportunities and support for professional growth and development. The types of professional growth and development provided by NWIC are described in the [Personnel Policy Manual](#) in Section 11 (pages 53-57). These include: participation in workshops, seminars, conferences and orientations that directly relate to the employee's current position; training to improve performance deficiencies as outlined in an employee's performance-based evaluation; training to enhance already existing skills of an employee; support for advancement through mentoring for Native employees; fulfillment of a requirement for higher education; and participation in NWIC's foundational courses and other academic cultural course offerings. Part of this policy recognizes that assisting in the career development of Native faculty members in their pursuit of advanced degrees is important for teaching at the upper-division level in the four-year programs. NWIC supports professional development opportunities that align with the college's strategic plan. The college has developed a philosophy of developing employees for increased areas of responsibility at the college, particularly for Native employees to achieve Indian preference hiring practices. This philosophy of "growing our own" is supported through tuition assistance for employees who desire to advance their education and to develop their professional skills. Permanent full-time employees and full-time faculty members desiring professional growth through advanced educational degrees (Bachelor's, Master's, doctorates) at other educational institutions are eligible to request tuition assistance from NWIC. The advanced degree must be related to career development that aligns with the strategic plan. Awards of tuition assistance are based on available funding. Faculty and staff are encouraged and supported in seeking higher education degrees, and currently we have three members of our organization who are pursuing doctorate degrees and four who are pursuing master's degrees.

Supervisors are expected to use the college's existing [Career Development](#) (CD) and [Professional Development](#) (PD) plans as tools to support career and professional development goals of their employees. These plans are to be utilized as part of the performance-based evaluation process.

NWIC is dedicated to the professional development of its full and part-time faculty. For example, in 2016, the Teaching and Learning Committee planned and held the 7th Annual Teaching and Learning Institute. The theme of the Institute, "Continuing Facing the Work Together" enabled faculty to share their views on student scholarship, and to discuss the relationship between Indigenous scholarship, teaching practices, and assessment. Evidence of growth and learning in the area of Indigenous ways and integration into the curriculum was documented through surveys completed by participants. Part-time faculty member participants were provided stipends to travel to the Lummi campus to enhance their cultural integration practices. Faculty attended from the Lummi campus and six of the extended campus sites NWIC serves: Muckleshoot, Nez Perce, Nisqually, Port Gamble S'Klallam, Swinomish, and Tulalip.

Additional professional development opportunities for full-time faculty members include pre-service and in-service activities each quarter. The intent of these activities is to increase the teaching and learning capacity at NWIC and to advance our student success agenda. Faculty members are also encouraged to attend conferences in their area of expertise throughout the year.

Other professional development opportunities for staff provided at NWIC include:

1. The Leadership Team, which is comprised of members of the Administrative Team, directors, coordinators, and faculty, meets monthly to engage in professional development activities. In 2013, team members read *Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow* by Tom Rath. The team discussed specific strategies for leading the institution based upon individual "strengths" assessments.
2. At NWIC, the Student Executive Board is an integral part of the Leadership Team and is invited to all meetings to discuss student achievements and concerns with the Leadership Team. This is an important aspect of our commitment to student success and ensures that we are offering an ideal Tribal experience for our students.
3. The Center for Student Success (CSS) holds cross-training activities each Friday for all staff. Participant departments include Enrollment Services, Admissions, and Advising. Activities focus on a range of topics from customer service delivery to ideas on how to increase student retention. A faculty representative participates in the CSS cross-trainings and reports back to faculty about pertinent discussion topics.
4. NWIC's mission is evident in the professional development activities held each year. The Vine Deloria, Jr. Symposium and the involvement of student, staff and faculty at AIHEC conferences are examples of annual activities for professional development.
5. Site managers at our extended campuses hold an annual retreat in partnership with the CSS staff to: discuss advancing the NWIC's agenda for student success; develop strategies to improve the communication between CSS staff and site staff; resolve issues with financial aid, advising and enrollment; and share best practices for supporting student success.

2.B.4 – Institution Employs Appropriately Qualified Faculty

NWIC, as part of its established hiring process, receives materials from qualified candidates for positions of faculty instruction in specific areas of discipline. This process follows a careful review of each candidate's application by HR as well as the dean or department chair of relevant academic disciplines. This review specifically evaluates three areas:

1. degree status conferred (Masters level or better);
2. transcript and teaching experience (courses relevant to discipline); and
3. credentials (professional references and community recommendations such as work affiliated with Tribes).

By thoroughly examining these three areas of a candidate's application, the college may select the best qualified instructors who, following their experience and training, will provide students access to the best instruction and resources within each course. NWIC is in the process of reviewing a model for a more detailed vetting process. This process has been piloted this year to include two separate components, faculty interview the candidates and then a separate dean or department chair interview. Candidates are asked to self-reflect on their beliefs about how students learn and their role in creating a positive climate for learning. Candidates are also asked to do a presentation relevant to their topic and the position.

NWIC employs a core of well-qualified Masters- and PhD-level full-time faculty whose expertise covers the academic needs of the college's educational programs. The faculty participates in the ongoing functioning of the college, in addition to teaching classes, through committee structures (including the Curriculum Committee and Personnel Policy Committee), student club advisement, academic advising, and through ongoing assessment of program and institutional outcomes.

NWIC's student success agenda promotes a holistic and culturally integrated teaching and learning environment. All NWIC's current initiatives and support structures, such as Achieving the Dream, First Generation Students, Faculty Inquiry Groups, Indigenous Service Learning, First Year Experience, and research and faculty development, all support the college's student success agenda. NWIC's instructional and support services align to provide teaching and learning experiences that support student success.

One way NWIC supports student success is through the assessment process. NWIC has developed an assessment model with the assistance of Tribal elders, designed with a foundation of the vision of the ancestors and built upon the pillars of Indigenouness and sovereignty that support and inform all aspects of the design and delivery of assessment. The faculty engages in the assessment process on a quarterly basis and prepares an annual report at the end of the year.

When assessment and the [Continuous Improvement Model](#) were first initiated in 2007, NWIC began assessing programs of study in 2012 (see examples of the [Program Assessment Matrix](#) and the [Longhouse Model](#)). Faculty begin this process with a list of program outcome assessment activities and a checklist that guides the completion of a program narrative report and a final matrix for each assessment opportunity. In fall 2013, faculty was asked to align program outcomes with NWIC's new [Institutional Outcomes](#). After completing this process, faculty updates or creates a Phase II program curriculum map indicating alignment of the program outcomes with the institutional outcomes, including expected level of proficiency for all core courses. At the end of each quarter faculty will report program assessment results and identify assessment opportunities for the following quarter.

The [Curriculum Committee](#) is comprised of three or more volunteer academic faculty members, a student services advising representative, the Dean of Academics and Distance Learning, the Registrar, the Director of Library Services, the Director of Financial Aid, and an extended campus instructional representative. The Vice President of Instruction and Student Services sits in an *ex-officio* position. The committee meets twice a month. Meetings are open to all, although voting is

restricted to members. The [Curriculum Committee Handbook](#), approved December 2010, designates voting structure and responsibilities and can be found on the NWIC website.

The Academic Standards Committee recommends new academic procedures or changes in procedures in areas affecting the academic standards of the college, including grading, all-college credential requirements, and academic waivers. The Registrar chairs this committee and membership includes at least one faculty member. This committee is a sub-committee of the Curriculum Committee. The Academic Standards Committee is responsible for reviewing and preparing final drafts of any policies or procedural changes before formal consideration by the Curriculum Committee.

The Dean of Academics and Distance Learning is responsible for providing oversight and ensuring the integrity of academic programs at the extended campus sites. The Dean and Distance Learning Program Coordinator review all extended campus syllabi, programming, and implementation in an effort to insure the instructional integrity of all programs. Regular site manager meetings provide an opportunity for continuous improvement of instructional consistency. The faculty meets regularly with part-time and site faculty to discuss changes in course outcomes and teaching strategies. Through this process, site faculty develop their capacity to address and engage in our program assessment processes.

2.B.5 – Faculty Responsibilities and Workloads

Faculty members typically teach 15 credits per quarter in the first quarter of employment. This workload may be smaller to allow new faculty to engage in ongoing classroom observations and discussions about student learning and the curriculum. Extra responsibilities may be added to a faculty's workload if the student count in the course is low. Science faculty or other faculty workloads may be adjusted depending on other duties during the year such as grant work, and/or curriculum development. The ratio of student to full-time faculty averages 7:1; however, that may vary from program to program. Faculty participate in professional growth activities via pre-service, in-service, and individual professional development opportunities supported by institutional and grant funds. Faculty are responsible for the development and success of the academic programs within their areas of expertise. Acknowledging the cultural perspective of the students, faculty members use a variety of methods to convey necessary knowledge and skills and to develop student self-esteem. Faculty members determine the rate at which material will be presented, and the criteria with which to assess the success of each student in assimilating new knowledge and developing new skills. Faculty members provide academic advisement to students within their programs.

NWIC administration expectations are communicated through a work load process. The work load highlights faculty engagement in the areas of teaching, advising, committee work, and scholarship, and is administered by the Dean of Academics and Distance Learning.

Grant Related Research

In NWIC's strategic plan, Core Theme 1, Goal 3 strengthens the institution's support of research and scholarship. While teaching is the faculty's primary and central role, the college supports faculty's initiatives to pursue scholarship, research, and artistic creation as a way of refreshing and renewing curriculum and pedagogy. Since our transition from a two-year institution to a four-year institution, NWIC has promoted grant-supported faculty research. Examples of recent faculty research, which typically involves faculty oversight of student research experiences, include salmon-rearing studies,

a study to determine the seasonal variability of algae bacteria with eelgrass beds in northern Puget Sound, fecal coliform and oxygen dynamics in Bellingham Bay, and revitalizing traditional plant knowledge and harvest with a view toward sustainability. Not all research is science-based. An Early Childhood faculty member has been involved in a fellowship that allows her to dedicate a year to a study involving the importance of relationships and the connections between children and adults in early childhood settings in Tribal communities.

Institutional Policies

Institutional policies pertaining to ethical considerations, scholarship, research, and artistic creation, are addressed in the Academic Freedom Policy, published in the [Faculty Handbook](#) on pp. 23-24. The college's Institutional Research Board (IRB) addresses specific procedures for monitoring and supporting ethical considerations. In addition, all grant-funded research activities must be approved through the Office of Sponsored Program's [Authorization to Pursue Funding](#) process, which requires approval by the president.

2.B.6 – Faculty Evaluation

The NWIC Faculty Evaluation process specifies the timeline and criteria by which faculty are evaluated. The process utilizes multiple indicators of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, such as evidence of teaching effectiveness for faculty with teaching responsibilities. The process also contains provisions to address concerns that may emerge between regularly scheduled evaluations and provides for administrative access to all primary evaluation data. The [Personnel Policy Manual](#) describes the various types of faculty evaluations in Section 6.10 (pp. 26-29). Where areas for improvement are identified, the college works with faculty to develop and implement a plan to address identified areas of concern.

NWIC recognizes that performance evaluations ensure professional excellence of faculty members and preserve academic integrity. The purpose of faculty evaluation is to improve instruction. Observations by administrators during the evaluation performance appraisal focus on three main areas: 1) faculty preparation and organization; 2) class management strategies and instructional skills; and 3) strength and quality of assessments of student work. The dean and department chairs work collaboratively with each faculty member to determine areas in need of growth. These are documented as individualized professional goals and objectives for the following academic year. To ensure a comprehensive assessment, multiple criteria are used in the faculty evaluation process. Components include the following:

- Course Evaluations: Completed by students. Summary reports are distributed to the instructor and his or her supervisor and are used for quarterly performance review.
- Self-Evaluation: Completed by the instructor and used by his or her supervisor for an annual performance review.
- Peer Evaluator: Completed by the instructor and a peer evaluator, and are used by the faculty member for improvement and if appropriate by the supervisor for an annual performance review.
- Informal Observation: Completed by an observer and given to the instructor. The supervisor uses the reports for an annual performance review.
- Formal Evaluation: Conducted by the supervisor or appointed administrator and distributed to instructor and Human Resources Department as part of the annual evaluation.
- Comprehensive Evaluation: Conducted by Dean of Academics and Distance Learning and/or the faculty member's supervisor. Reports are distributed to instructor, supervisor, Vice President of Instruction and Student Services, and the Human Resources Department. The

reports are used for a comprehensive evaluation during the first year of teaching at NWIC and every third year thereafter.

- Professional Development Plan: The plan is part of the overall annual evaluation and is a direct result of a faculty member's interest and growth in their field of study and area of improvement if appropriate.

The faculty evaluation process consists of the following:

- Annual Evaluation Cycle: Each year all full-time faculty conduct a self-evaluation, review student evaluations, and participate in a formal evaluation with a supervisor or administrator. Each year faculty members also complete a peer evaluation. Faculty may also participate with informal observations.
- Comprehensive Cycle: During the first year of teaching at the college and every third year thereafter, full-time faculty shall complete the self-evaluation, student evaluations, peer evaluation, and at least one informal observation along with the formal evaluation. Comprehensive evaluation also includes a review of duties and the faculty job description. All evaluation documents are reviewed and a comprehensive form completed for the faculty member's personnel file.
- Cultural Competencies in the Evaluation Process: The college has committed significant time to researching appropriate cultural teaching practices and ways to evaluate faculty effectiveness in maintaining high levels of cultural competency. To better allocate time and financial resources for faculty development and prepare master teachers, NWIC is exploring the implementation of the [Indigenous Evaluation Framework](#) model.

As part of the college's overall instructional assessment effort, faculty evaluations and student success data create the benchmark for faculty and peer teaching methods. One of the challenges in institutional assessment and evaluation is a lack of comparative data for student course evaluations. To address this issue, in AY2009 the college analyzed student course evaluation data across the campus and decided to implement a new student evaluation database. In the AY2010, NWIC piloted a new student evaluation platform "CourseEval," which allows for course and faculty comparisons and statistical analysis over time. This new platform allows administrators, faculty, and staff to access the "CourseEval" system to compare student evaluation over time in particular courses.

Human Resources Alignment with Core Themes

The table below illustrates areas where HR currently supports the college's core theme and goals.

Table 2.B - Human Resources Alignment with Core Themes	
STRATEGIC PLAN	HR ROLE IN SUPPORTING STRATEGIC PLAN
Core Theme One	Engage Indigenous Knowledge
<ul style="list-style-type: none"> • Promote student self-identity through the Tribal college experience. (Goal 1) <p><i>Obj. 1 Cultural content in the foundational courses supports students' self-identity.</i></p> <p><i>Obj. 2 Student satisfaction with the Tribal college experience.</i></p> <ul style="list-style-type: none"> • Indigenous knowledge is the foundation for all programs of study. (Goal 2) 	<ul style="list-style-type: none"> • Recruit, hire, and retain employees (administrators, faculty, staff) who provide quality education and student access to Indigenous knowledge and experiences. • Recruit, hire, and retain culturally competent Native faculty. • Support ongoing faculty development and training that result in deepening the understanding and integration of Native

<i>Obj. 2 Faculty have the academic and cultural capacity to support four year degree programming.</i>	perspectives and Indigenous pedagogy.
Core Theme Two	Commitment to Student Success
<ul style="list-style-type: none"> Prepare students to be successful at the associate's, baccalaureate, and graduate levels. (Goal 4) <p><i>Obj. 2 Co-curricular activities support students' development appropriate to a four-year college.</i></p> <ul style="list-style-type: none"> Promote student success in college-level courses through the First Year Experience program. (Goal 5) <p><i>Obj. 1 Students participate in communities of learners that support their educational goal.</i></p> <p><i>Obj. 3 Students participate in extra-curricular activities that strengthen personal and Tribal identity.</i></p>	<ul style="list-style-type: none"> Through regular performance evaluation of its employees, HR can help determine in what ways individual employees can, and do, effectively support student resiliency and success both on campus and in the community, i.e. Family Education Model. Through employee professional development plans, support the college's commitment to the professional development and mentoring of faculty and staff.
Core Theme Three	Access to Higher Education
<ul style="list-style-type: none"> Offer career and workforce opportunities in response to community and individual needs. (Goal 6) <p><i>Obj. 1 Offer high quality workforce programs that support employment opportunities</i></p> <ul style="list-style-type: none"> Provide access to and opportunities for engagement in the Tribal college experience at all entry points. (Goal 7) <p><i>Obj.1 – Opportunities to access college programs are communicated at all entry points.</i></p> <ul style="list-style-type: none"> Increase access to program of study courses through distance education modalities and site-based services. (Goal 8) <p><i>Obj. 1 Provides place-based education at extended campus sites.</i></p>	<ul style="list-style-type: none"> NWIC employs a full-time Workforce Education Director with support staff who provide students with access to financial resources to assist them in completion of their workforce education and academic pursuits. HR policies for student employees provide five hours of work release per week and tuition waivers for student residents. NWIC also employs a student activities/leadership coordinator, a site based student success coordinator, a ISL director for service learning and encourages employees to participate as mentors and leaders of student organizations and clubs. NWIC employs and maintains staff and facilities at six off-campus sites in rural Tribal communities that specifically serve rural Tribal students and community members. NWIC also employs a site-based student success coordinator.

Standard 2.C — EDUCATIONAL RESOURCES

2.C.1 — Characteristics of Education Programs Leading to Degrees and Certificates

All of NWIC's academic programs are designed to support the core themes of the [NWIC Strategic Plan](#), which are clear expressions of the college's mission statement. The mission has driven the development of new programs and services, particularly the three bachelor's-level programs offered at NWIC: The Bachelor of Science in Native Environmental Sciences; the Bachelor of Arts in Native Studies Leadership; and the Bachelor of Arts in Tribal Governance and Business Management. Certificate and associate's-level programs of study and other educational programming offered by NWIC, including non-degree programming such as GED preparation, community education, and workforce training, are all designed to be clear expressions of the college's mission and core themes. Core Theme Two: Commitment to Student Success and Core Theme Three: Access to Higher Education Opportunities at All Levels for Tribal Communities drive decisions about the creation and revisions of every educational program at NWIC. Core Theme One: Engage Indigenous Knowledge, is a primary concern in the creation and revision of all programs of study because students must engage Indigenous knowledge in order to achieve self-determination. Thus, Indigenous knowledge is embedded in every program of study, from the certificate to the bachelor's level. Core Theme Four: Advance Place-based Community Education and Outreach, drives many of the decisions for the creation and revision of educational programming at NWIC at all levels because Indigenous knowledge and self-determination only have meaning when expressed through each Tribal people's sense of place and sense of who they are as a people.

NWIC's educational programs are therefore not generic, but designed to be taught with integrity for each of the Tribal communities served by NWIC. All of NWIC's bachelor's-level programs of study were specifically developed to answer the needs expressed by communities served by NWIC. Data, such as the [Community Needs Survey of 2009](#), indicated a strong need for the Bachelor of Arts programs in Native Studies Leadership, Tribal Governance and Business Management, and the newest bachelor's program in Community Advocates and Responsive Education (CARE) in Human Services. All three of these bachelor's programs were created in such a way that they can be implemented in an appropriate place-based manner at reservation-based extended campus sites. The Bachelor of Science in Native Environmental Science was created and implemented in a similar fashion based on the expressed needs of the Tribal communities served by NWIC.

In order to manage the process for creating new educational programs at NWIC, the college developed a comprehensive methodology in 2009 called the [Seven Phase Process](#) that is used for all new educational programs. This process is designed to ensure that any new educational program clearly supports the college's mission and the needs of the Tribal communities the college serves, contains appropriate content and rigor, and addresses all other criteria necessary to be considered well-designed, fully-implemented, and evaluated. The Seven Phase Process is used for all types of educational programs offered at NWIC, including programs of study, awards of completion, and training programs.

The Seven Phase Process for creating new educational programs consists of the following seven 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; and
7. evaluate program.

Awards of completion are academic programs consisting of a set of college courses totaling 45 credits or less that focus within a particular area of study and usually do not contain a general education requirement. Training programs are sets of courses that may include continuing education units (CEUs) or credit courses that focus on a training need and usually do not require a general education component. Training programs are usually created as short-term quick responses to training needs. More detailed [definitions of awards of completion and training programs](#) are available on page 38 of the [college catalog](#). The [Seven Phase Process for awards of completion](#) and the [Seven Phase Process for training programs](#) follow the same seven phases as the program of study process but have fewer requirements and can be accomplished more quickly than the process for programs of study.

Prior to the adoption of the seven-phase process, the decision to create new educational programming had been strongly influenced by individual or group interests and by external opportunities such as grants. The current process was designed to make program creation and development more orderly, organized, and transparent. A careful review is integrated at each phase and requires that all new educational programs align with the college's mission and with the goals and objectives of the college's strategic plan. The college's Administrative Team used this process to respond to community input collected in the 2009 Community Needs Survey by considering the creation of six potential baccalaureate programs. As a result of following the first three phases of the process, the college's Administrative Team decided to pursue development of new programs that resulted in development and implementation of the Native Studies Leadership and the Tribal Governance and Business Management programs, and then subsequently the development of the Bachelor of Arts in CARE in Human Services. Planning for future development of any other certificate, associate's-level, or bachelor's-level program, as well as any non-program of study educational programs, will follow this process.

Phases one through four of the process are completed prior to seeking approvals from the NWIC Curriculum Committee, Administrative Team, and the board of trustees, which occurs in phase five in the process. Phase four constitutes the preparatory work for those approvals and requires development of the following academic components:

1. program outcomes, program outcome rubrics, and program curriculum map;
2. catalog description listing core courses, general education requirements, and any other program requirements, and a suggested quarter-by-quarter schedule for offering the program courses. Include an analysis of students' time to completion based upon completion of prerequisites in the quarter-to-quarter schedule;
3. course outcomes and syllabus for each of the new or revised credit courses in the program;
4. Curriculum Committee forms: new program creation form, course creation form, and proposal for all new credit courses in the program, and a course revision form for all revised credit courses in the program;
5. program handbook and changes in processes and procedures if needed to implement the new program; and
6. a calendar for implementation of the program, including a student recruitment plan and a proposal of when to begin offering new courses in the program according to the quarter-by-quarter schedule.

Appropriate content and rigor for each program are articulated in phase four of the process and the faculty and experts in the field vet the content. The Curriculum Committee does not consider proposals for new programs or courses until the proposals have been adequately reviewed to ensure that all of components of required courses and the program as a whole are accurate and complete. Programs of study must have program-level student learning outcomes that have been approved by the committee before the program can be considered for approval. Course-level, program-level (if a program requirement), and institution-level student learning outcomes are included on course syllabi reviewed by the committee during the program approval process.

Following completion of phase four, phase five requires the approval of the program by the Curriculum Committee, and review by the Administrative Team and the board of trustees, plus notification of the NWCCU if the change may be substantive. When all reviews and approvals have been completed, phase six, implementation, begins. Referencing the program outcomes, rubrics, and curriculum map articulated in phase four, and following the [Assessment Plan \(2012-2017\)](#), assessment measures are developed for use at program entrance, midpoint, and exit to demonstrate that students who complete the program have achieved the expected program learning outcomes. An approved program of study with program outcomes appears in the next print college catalog and on the college's website as a [catalog addendum](#) when the approval occurs. Institution-, program-, and course-level student learning outcomes linked to each program and course are published on the college's [assessment website](#), and in student publications, such as program brochures and handbooks. Program brochures with program learning outcomes are displayed in the Center for Student Success and are available at educational sites. Institutional-, program- (if the course is a program requirement), and course-level learning outcomes are also included on course syllabi, which are distributed by faculty to students enrolled in each course at the beginning of each quarter.

NWIC is a member of the [Washington State Intercollege Relations Commission \(ICRC\)](#). Associate's-level programs of study at NWIC that are designed for potential transfer, including the Associate of Arts and Sciences (AAS) which meets the ICRC guidelines for a direct transfer degree, Associate of Science Transfer (AS-T), and the Associate of Applied Science Transfer (AAS-T), all follow the guidelines articulated in the [ICRC Handbook](#). Adherence to ICRC guidelines aids NWIC students in accessing higher education opportunities should they decide to transfer to other colleges or universities in the State of Washington, which supports Core Theme Three of the strategic plan.

All degrees and certificates offered by NWIC have designators consistent with established fields of study in higher education. [Definitions of degree and certificate levels](#) are presented on page 38 of the college catalog. [Descriptions of each of the types of educational programs](#) are presented on page 39 of the college catalog.

2.C.2 – Course, Program, and Degree Learning Outcomes

NWIC has extensively reviewed and revised its practices related to the publication and dissemination of student learning outcomes at the course-, program-, and institutional- level. NWIC does not have distinct degree-level learning outcomes separate from program-level student learning outcomes. All new or revised programs or courses must identify and have approved student learning outcomes in order to be approved by the Curriculum Committee. Student learning outcomes must be included on the syllabi of courses that are created or revised and approved by the committee, as described on the [forms section of the Curriculum Committee's website](#). The site provides all of the required forms for course creation or revision, articulation of course outcomes, and guidelines for

syllabi. The course, program, and institutional student learning outcomes that apply to any course are included on the syllabus distributed to students whenever the course is implemented as a class. Examples of syllabi created by NWIC faculty are available on the [Syllabi Examples webpage](#). Each implementation of a course uses identical outcomes that are listed on the syllabus, regardless of the location where the class is offered or the method of delivery. As part of the development of the [2015-2017 College Catalog](#), all active courses were reviewed in order to make certain that they were current, had appropriate and consistent course-level student learning outcomes, and that the most recent course outcomes were published on the master list which is posted on the [approved course outcomes website](#). As a result, the approved course outcomes website was updated and enhanced to make it both more current and easier to navigate. Whenever new or revised student learning outcomes are approved by the committee, the chair of the committee ensures that the approved course outcomes website is updated to reflect these changes. The approved course outcomes website serves as the master repository for all course outcomes so that students and faculty can easily find outcomes there. Faculty are required to use the course-level student learning outcomes posted on this website for all instances of a course and are required to include the same outcomes on all syllabi.

Approved program-level student learning outcomes are listed in the [college catalog](#) following each program of study and are also posted on the [program outcomes section of the NWIC Assessment website](#) once a program creation or revision is approved by the Curriculum Committee. Any changes to program outcomes made during a catalog cycle are made to catalog addenda posted online. Program outcomes that are linked to program requirements are also listed on syllabi along with the course-level student learning outcomes (see [example syllabus](#) showing course- and program-level student learning outcomes).

The board of trustees approved a new set of [Institutional Outcomes](#) in May 2013. These new institutional outcomes are designed to align with the college's mission and core themes. The outcomes consist of the following four organizing principles: **N**ative Leadership, **W**ays of Knowing, **I**nherent Rights, and **C**ommunity-minded. Together, the four principles form "NWIC." Each of the four organizing principles has two outcomes for a total of eight institutional outcomes. Since the approval of the outcomes, the NWIC faculty and department chairs have been reviewing all program outcomes to ensure that they align with the institutional outcomes and to document the alignment in each program's curriculum map. The curriculum maps for each program of study are posted on the [program outcomes website](#). Assessment of the Institutional Outcomes is linked to a culminating capstone course, numbered 499, in each of the four bachelor's programs. Graduates of bachelor's-level programs are expected to achieve all eight outcomes at the "accomplished" level of proficiency in alignment with accomplishment of the program's student learning outcomes at the accomplished level. Student graduating from associate's-level programs or certificates are expected to achieve the outcomes at different levels of proficiency ("beginning," "developing," or "accomplished"), depending upon the requirements of the particular program. Articulation of the alignment of institutional outcomes with associate's-level program outcomes is currently in process. Courses created or revised prior to the establishment of the new institutional outcomes incorporated the previous institutional outcomes into their course outcomes and are being revised to include the newer outcomes when the Curriculum Committee received them for review. Courses created or revised since the new outcomes were approved are incorporating the new outcomes into their course outcomes. Faculty and academic leadership are currently discussing possible implementation of capstone courses, portfolios, other methods for improving program-level assessment of associate's-level programs of study.

Students, faculty, and other website users can easily access the approved course-, program-, and institution-level student learning outcomes from multiple entry points. Access can be gained from the [NWIC homepage](#), either by choosing the Faculty and Staff Resources main menu item and then choosing Assessment and Outcomes, or from the Institutional Research menu. Once a user accesses the [Assessment and Institutional Research website](#), links to all approved outcomes, as well as other vital assessment information, are readily available.

In addition to listing program outcomes in the college catalog and on the website, the students at the Lummi campus were invited to a presentation on program outcomes on two occasions during the current accreditation cycle. The institutional outcomes were introduced, and separate breakout sessions were held that highlighted program outcomes for each academic program. Overall goals of these sessions were to provide students with an opportunity to learn about the college and program outcomes, to recognize their roles and responsibilities as students, and to provide an opportunity for students to provide feedback about the outcomes.

2.C.3 – Documenting Student Achievement

Even after a program has been fully designed, approved, and delivered, the Seven Phase Process requires ongoing formative and summative assessment of all aspects of the program to ensure that the program maintains high standards of academic rigor and adherence to accepted academic practices, regardless of the location where the program is delivered or the mode of delivery. The college's instructional leadership and the Curriculum Committee use a [curricular review process](#) described on the NWIC website to assess each program of study and its required courses. This process is used to review courses and programs offered at all locations and through all modalities. The program and course review analysis is part of the process of NWIC achieving Core Theme Two, Goal Four of the Strategic Plan: "NWIC prepares students to be successful at the associate's, baccalaureate, and graduate levels." The program and course review analysis supports this goal by exploring the implications of the teaching and learning experience through relevant and current curriculum design. The program and course review analysis process is intended to create an opportunity for members of the faculty, staff, and administration to review and strengthen their own programs to better serve students. NWIC is currently following a two-year curricular review calendar to review every baccalaureate, associate's, and certificate program. Upon completion of the curricular review process for each program by the program's department chair and faculty, the results of the review are presented to the Curriculum Committee. The curricular review also includes a set of recommendations which, following acceptance by the committee, are used to inform decision-making and resource allocation.

The entire college underwent a program prioritization process in 2014 in which all academic and academic support programs were evaluated according to eight guiding principles (mission driven; continuous improvement; transparent; comprehensive; consistent; engaging; data-informed; and community-minded) and ten criteria (history, development, and expectations; community demand; internal demand/integration; quality of inputs, resources, and processes; quality of program outputs; size, scope, and productivity; revenue and other resources generated; costs and other expenses; impact, justification, and overall essentiality; and opportunity analysis). Since that time, the results of the program prioritization for academic programs have been used as part of the curricular review process in order to articulate recommendations.

Assessing Learning Outcomes and Documenting Student Achievement

The Seven Phase Process and the course and program review process work in coordination with the college's [Assessment Plan \(2012-2017\)](#), which articulates steps and timelines for the development, implementation, and assessment of learning outcomes at the institutional-, program-, and course-levels, as well as for student support programming. The Assessment Plan was built on the assessment and improvement made from the previous assessment plan (2007-2012) and incorporated the [cycle of continuous improvement](#) model in its design. The model has been used in many aspects of the college's functioning, particularly in implementing the current strategic plan and other related plans.

According to the Assessment Plan, faculty members assess appropriate institutional-, program-, and course-level learning outcomes using direct and indirect indicators. Faculty members identify the instructional activities, capstone experiences, projects, or assignments for every required course identified in the curriculum map that are used to assess program outcomes at program entry, midway, and exit.

Faculty follow a quarterly assessment process, outlined in the [Program Outcome Assessment – Activities and Checklist](#), for identifying assessment opportunities, implementing assessment strategies, collecting and analyzing student assessment data, and reporting on their findings. Early each quarter, the teaching faculty identify assessment opportunities, and then, following assessment in their classes, they submit a [program assessment matrix](#) at the end of each quarter. This information is communicated to a team consisting of the Director of Institutional Research and Assessment, the Dean of Academics and Distance Learning, and the Academic Program Developer who discuss the matrix and provide feedback to faculty. The results are also shared with the lead administrator overseeing each academic program (department chairs for the bachelor's and related associate's programs and the Dean of Academics and Distance Learning for all other programs). This information is used to track completion of assessment for each program of study and is utilized for completing the [annual narrative report](#) for each program of study.

At the culmination of the annual assessment process, the lead administrator overseeing each academic program compiles the results from the quarterly assessments and drafts an annual program assessment narrative report. The lead administrator for each program presents the annual narrative reports each year during the pre-service prior to the start of the fall quarter. The Director of Institutional Research and Assessment compiles all of the annual program assessment narrative reports into a single [Institutional annual narrative program assessment report](#).

Starting in fall 2016, NWIC implemented an online program outcomes assessment tool to aid in the collection and analysis of program outcomes assessment data. The online process is the same as above but has several advantages over the previous approach because changes over time are simpler to track and faculty at educational sites can submit their assessment data more easily.

Before the beginning of each fall quarter, faculty review findings from the previous year assessment and implement any changes in program design, outcomes, assignments, or other aspects of the program and how it is taught.

2.C.4 – Coherent Design with Appropriate Breath, Depth, Sequencing, and Synthesis

All NWIC programs of study follow a set structure for the particular degree type. Bachelor's-level programs of study contain the following sections within their program of study:

1. NWIC Requirements contains basic skills in computers, successful learning, and communications.
2. NWIC Foundational Requirements are a set of seven [foundational courses](#) specifically designed to support student development that builds the foundation necessary to achieve the college's mission of Indigenous self-determination and knowledge.
3. General Education Requirements are comprised of general education coursework in communications and quantitative skills, humanities, social sciences, and natural sciences. The general education requirements meet and exceed the ICRC general education requirements for a direct transfer degree.
4. Core Requirements are the specific requirements for the program of study. Core requirements are organized in a sequence of courses students complete to build knowledge and skills within the discipline area. The majority of core courses in bachelor's-level programs are at the 300- and 400-level with increasing focus on discipline specific coursework.

In addition, some programs of study have alternatives that allow students to concentrate in a certain area. The Bachelor of Arts in Tribal Governance and Business Management (BATGBM) provides students the opportunity to concentrate in Tribal casino management, Tribal entrepreneurship, or public and Tribal administration. The Bachelor of Science in Native Environmental Science (BSNES) allows student to pursue two options: the more prescriptive Environmental Science Option (ESO) or the Interdisciplinary Concentration Option (ICO) that requires students to create a more flexible [interdisciplinary concentration plan](#) for their upper division coursework. While the ICO allows students flexibility, the option also requires that students take significant responsibility in designing and pursuing their own educational plan. Each ICO student's concentration plan must be approved by the student's concentration committee, consisting of three or four content-area faculty, experts in the intended field of study, and the Dean of Academics and Distance Learning.

The four baccalaureate programs of study are structured such that students may pursue all four years in that program of study (four-year option) or transfer into the program following completion of an associate's degree (transfer option). Transfer students are required to complete CSOV 300: Cultural Sovereignty Seminar, if they have not completed sufficient foundational coursework at NWIC or another college. Students' knowledge of the foundational course content is assessed in CSOV 300, and students receive recommendations about additional coursework to address any gaps.

All baccalaureate programs culminate in a program-specific capstone project course. The capstone course is designed so that students produce a product that demonstrates a synthesis of the knowledge, skills, and abilities gained throughout the program. The capstone course is a key source of assessment data concerning program graduates. Department chairs and program faculty use the capstone course as one of the main courses to assess overall student accomplishment of program learning outcomes upon graduation. [Examples of student capstone projects](#) are available to view on the NWIC website.

The Bachelor of Arts and the Bachelor of Science programs that follow this format are listed in the [college catalog](#) starting on page 41.

NWIC offers four Associate of Arts and Sciences (AAS) programs. The AAS satisfies the ICRC's Direct Transfer Agreement requirements in general education. The AAS in General Direct Transfer builds directly upon the ICRC Direct Transfer Agreement (DTA) general education guidelines and adds NWIC specific requirements and elective choices. The other three AAS programs start with the DTA courses and add core requirements for each specific program. The Associate of Science Transfer (AST) in Life Sciences satisfies the ICRC's Associate of Science Transfer Degree #1 guidelines for transfer in the biological sciences. The Associate of Applied Science Transfer (AAS-T) in Early Childhood Education satisfies the ICRC's guidelines for the Associate of Applied Science Transfer with enhancements based upon an agreement between the Washington State colleges that offer programs in Early Childhood Education. NWIC offers three Associate of Technical Arts (ATA) programs. ATA programs are not meant for transfer and the ICRC does not articulate guidelines for ATA programs. NWIC's ATA programs do, however, contain a general education component with focus on communications and quantitative skills, and a set of core courses that reflect current skills and knowledge necessary in that field of study. The core of the ATA in Chemical Dependency Studies, for example, fully satisfies the content required for students to obtain certification as a Chemical Dependency Professional according to the State of Washington guidelines.

NWIC offers three certificate programs that contain a general education component and core requirements in specific areas that support the needs of the Tribal communities served by NWIC. For example, the Certificate in Casino Gaming Technician program was designed in response to needs expressed by Tribal communities and in consultation with experts in the Tribal casino gaming field. Other certificates, such as the Certificate in Computer Repair Technician, mark completion of the first year of preparation and serves as a step toward an ATA in Information Technology.

In 2014, all associate's-level and certificate programs were revised to incorporate a subset of the Foundational Requirements with five Foundational Requirement credits for certificate programs and 15-20 for associate's-level programs. As such, all certificate and associate's-level program of study have a similar structure to the bachelor's-level programs with NWIC Requirements, Foundational Requirements, General Education Requirements, and Core Requirements. In this way, all programs of study now incorporate Foundational requirements to achieve Core Theme One, goal two, objective one of the strategic plan.

Associate's-level programs are listed in the [college catalog](#) starting on page 53 and certificate programs are listed starting on page 76.

NWIC operates on the quarter credit system and offers credits and programs in a manner consistent with other colleges and universities operating on the quarter system. Curriculum Committee processes assure that all courses and programs adhere to widely recognized standards in terms of breadth, depth, sequencing, and content. In 2010, the Curriculum Committee articulated a set of [guidelines for assigning credits](#) to newly created or revised courses that conform to widely recognized standards based on the Carnegie Unit. These guidelines were subsequently incorporated into the [Credit Hour Policy](#) that was approved by the board of trustees. Program requirements and course equivalencies follow generally accepted guidelines for number and level of credits, as articulated in the NWIC Catalog.

The development of the Bachelor of Arts in Native Studies Leadership (NSL) provides a good example of how our processes ensure that academic programming is designed with appropriate depth, breadth, sequencing, and synthesis of knowledge and skills. Development of the NSL

program began following the identification of Native Studies as an important program for the college to develop in the 2009 Community Needs survey, as well as through the strategic planning process. From the beginning of the development process, faculty, staff, and administrators in the Coast Salish Institute (CSI), the college's department that oversees Native Studies programming, met with community members and key knowledge holders about what should be contained in a Native Studies Leadership program. The CSI developed all aspects of the program, building upon the guiding principles of Indigenouness and sovereignty as expressions of the college's mission. These guiding principles informed articulation of program outcomes, from which the content and sequencing of courses followed. The clear sequencing of courses from the first through the fourth year of the program is built upon a chronological model. Year one of the program develops the skills, knowledge, qualities, and ideologies of the times prior to European contact. Year two develops skills, knowledge, qualities, and ideologies of the times following contact with Europeans. Year three develops these aspects during present times. Year four develops those aspects for the future, which has a strong linkage to the college's mission of promoting self-determination and knowledge. Thus, the program has a very systematic development and sequencing, building the broad framework of the program early and then adding greater depth in the upper-division coursework that culminates in the capstone project, which is designed as a synthesis of the entire program. The CSI program developers also consulted with nationally recognized academic scholars in the field of Native Studies to ensure that all of the components of the program's design are consistent with recognized standards of content and rigor for a baccalaureate program in Native Studies.

Admission and Graduation Requirements

NWIC does not have program-specific admissions requirements. Nor does it have program-specific graduation requirements. NWIC has clearly articulated guidelines for admissions to the college and has published and disseminated them in several key publications. The process for admissions and placement of students at NWIC is clearly articulated in the [college catalog](#) on page 14. The admissions and testing processes are also described on the [Admissions web page](#) where the appropriate forms and contact information are also available. The college uses the nationally recognized Accuplacer placement testing system for placement. All new students to NWIC are required to take the placement test and the results are used for advising students and placing them into appropriate courses. NWIC faculty and advisors review cut scores regularly to ensure that students are placed in the most appropriate courses with the best chance of success. Placement testing is done through the Testing Center in the Center for Student Success in a fair and consistent manner. Admissions applications and supporting information are available on the admissions website. This practice allows greater public access and adds efficiency in processing admissions applications.

Graduation requirements are determined for each academic program according to the program of study laid out in the college catalog. The process for applying for graduation is described in the [Student Handbook](#), which is available on the NWIC website and in print format. The [graduation application](#) is available to students electronically. Graduation applications for awards of completion are available in print format only. The graduation policies and procedures are provided to students when they apply.

The college's Registrar evaluates each student's graduation application using the student's earned credits, as recorded in the college's Jenzabar data management system, and the program of study requirements. Awarding of degrees is recorded in the Jenzabar database and appears on the student's transcript.

2.C.5 – Faculty role in the design, approval, implementation, and revision of the curriculum, selection of faculty, assessment of learning outcomes

Curriculum Committee Structures and Processes

NWIC's Curriculum Committee (CC) has the primary responsibility and authority for the review and approval of all aspects of the college's academic curriculum. The committee has established policies and well-defined processes that help ensure quality in the design, approval, implementation, and revision of the curriculum. The committee has a board-approved [Curriculum Committee Handbook](#) that articulates the committee's purpose, membership, meeting structure and process, voting, and responsibilities. The handbook also describes all forms used and required by the committee. All necessary documents, tools, and resources related to the work of the committee are posted on the [Curriculum Committee website](#) as an adjunct to the handbook.

Faculty play a major role in the functioning of the Curriculum Committee, as well as in the majority of college initiatives related to the curriculum.

The Curriculum Committee standing membership includes:

1. three or more academic faculty who volunteer or are selected annually;
2. Student Services advising representative;
3. Dean of Academics and Distance Learning;
4. Director of Library Services;
5. Registrar;
6. Vice President for Instruction and Student Services;
7. Financial Aid Director; and
8. an extended campus instructional site representative.

While the standing membership of the Curriculum Committee must contain at least three faculty members, in actuality there are typically seven or more faculty members each year who constitute a majority of the members present at any particular committee meeting. In addition to supporting faculty involvement in the committee and other curricular work, meetings take place during a time reserved for in-service and other faculty work. There no classes scheduled for full-time faculty at this time except for a few specialized classes. In addition, the chair of the committee is a full-time faculty member.

Another way in which faculty have a major role in the design, approval, implementation, and revision of the curriculum is in how proposals come to the Curriculum Committee and how they are move through the committee. In January 2014, the committee approved a revised version of the [Curriculum Committee Process](#), which articulates guidelines concerning committee agenda items. These guidelines provide an orderly process for developing and submitting items to the committee for consideration, for the CC to review and make decisions about the items, and for the items to be implemented. The guidelines are intended to make committee meetings more effective and efficient by ensuring that materials are well developed and thoroughly reviewed in a timely manner before being presented to the committee. The guidelines place primary responsibility for the development and review of materials with the appropriate program or working group, which may be a Faculty Inquiry Group (see below), rather than with individuals as has been the case in the past. In this way, agenda items will be completely developed and thoroughly reviewed by all appropriate stakeholders prior to committee submission. The guidelines also provide a step-by-step process for

submission and review by the committee in order to make the process more streamlined and to provide opportunities for feedback and adequate consideration prior to decision-making.

Faculty involvement is crucial throughout the review and approval parts of the committee process. Not only are most proposals for the creation or revision of courses or programs developed and proposed by faculty, but faculty are involved every step along the way until the proposal is approved. Once approved by the committee, items are submitted to the Vice President of Instruction and Student services who has the final authority and oversight for implementing the proposed change. The Administrative Team also reviews proposed changes deemed major in scope. Substantive changes, such as the creation of a new program of study, additionally require board of trustees review and approval.

There are many additional ways faculty have a major role in the design, approval, implementation, and revision of the curriculum within the functions of the Curriculum Committee in addition to the creation or revision of courses or programs. These include:

- Academic Standards Committee – The Academic Standards Committee is a subcommittee of the Curriculum Committee. It serves as a working group concerning issues related to academic policies and procedures and their application. Faculty have a major role as members of this subcommittee. The Academic Standards Committee consults with groups of faculty outside the committee for input on issues relevant to faculty. Once the Academic Standards Committee has considered creation or revision of academic policy or procedures, it is submitted as a proposal to the Curriculum Committee. The Academic Standards Committee is currently developing policy and membership guidelines.
- Catalog Committee – The Curriculum Committee oversees the functioning of the Catalog Committee, which convenes prior to the creation of each bi-annual catalog, approving timelines and reviewing new catalog materials in preparation for the next catalog. Faculty also serve on the separate working groups who help to review and develop components of the catalog related to the curriculum.
- Curricular Review – Programs of study and their required courses are systematically reviewed by program of study groups consisting of program faculty and administrators. The program of study groups review all course and program documentation to make certain that they fit college standards and contain all the necessary components, such as having learning outcomes on all syllabi, regardless of the location or modality of a course, and that they comply with syllabus guidelines. The review groups create a report with recommendations that are submitted and must be approved by the committee. These reports include assessment results prepared by faculty and form the basis for making improvement to academic programs.

Even beyond the work of the Curriculum Committee, the faculty has a major role in the design, approval, implementation, and revision of the curriculum as a result of their involvement in many academic initiatives and committees throughout the college. These initiatives and committees include:

- Faculty Inquiry Groups (FIGs) – All full-time faculty and some part time faculty began organizing in FIGs several years ago. Each FIG is organized around a discipline area and is intended as a forum for faculty to interact and work on program improvements, assessment, and teaching and learning improvements. FIGs are allocated time when no classes are scheduled to meet several times per quarter as part of the faculty in-service schedule. Part of each FIG's work each year is to develop a work plan that aligns with the

strategic plan, reflects the characteristics within the college's [Philosophy of Teaching and Learning](#) statement, and contributes to the improvement of teaching and assessment at NWIC. FIGs are especially important in the CC process to develop and vet proposals sent to the committee. Proposals to the Curriculum Committee are not presented to the full committee until the appropriate FIG and any other appropriate stakeholders have had adequate input.

- Faculty Roundtable – Another key faculty body that informs the design, approval, implementation, and revision of the curriculum is the Faculty Roundtable (FR). The Faculty Roundtable consists of teaching faculty and meets monthly as part of the in-service schedule, when no classes are scheduled, to discuss issues of importance to the faculty. The FR is organized and structured completely by faculty. The FR serves as an environment that provides for faculty the opportunity to engage in collaborative discussions and projects within or across disciplines and for developing best practices in teaching that promote student success. In early 2014, the FR began drafting a philosophy and mission statement that is in alignment with the college's mission statement and will serve to further the institutional mission. The FR may bring recommendations related to curricular issues to the Curriculum Committee or to the Dean of Academics and Distance Learning for consideration.
- Teaching and Learning Committee – The Teaching and Learning Committee (TLC) is a standing committee consisting of teaching faculty and academic administrators. The purpose of the TLC is to support building the capacity of faculty to teach at a four-year Tribal college. The [Teaching and Learning Initiative Plan \(2012-2017\)](#) is administered by the TLC as a mechanism to support the ongoing improvement of teaching and learning at NWIC. As part of the Teaching and Learning Initiative Plan, the TLC oversees the annual Teaching and Learning Institute, a 2-3 day-long conference in which full-time and part-time faculty focus on key issues related to strengthening the teaching and learning environment at NWIC. Each annual Teaching and Learning Institute builds upon the previous institutes. The purpose of all seven institutes held since its inception has been to build the capacity of faculty to teach at a four-year Tribal college. In addition to noted international presenters in Indigenous education, NWIC faculty make presentations at the institute and work together to use the information from the institute to improve the curriculum. The TLC also oversees the [Teaching and Learning website](#), which contains tools and resources for teaching and learning, many of which were developed by NWIC faculty.
- Indigenous Service Learning – Faculty drive the development and implementation of service learning into the curriculum by working with the Indigenous Service Learning (ISL) department. Each year approximately fifteen faculty-driven service-learning projects are developed and implemented in courses. Starting in 2013, the Curriculum Committee designated certain courses that have an embedded Indigenous service learning component in the course as ISL and designated them as such in the college catalog. The ISL work of faculty has served to support Core Theme One: Engage Indigenous Knowledge, and Core Theme Two, Commitment to Student Success.

Faculty involvement in college initiatives, many of which are grant-funded, also contribute to the design, approval, implementation, and revision of the curriculum. An example of this is the Achieving the Dream (ATD) initiative. NWIC has been a participant institution in the national ATD network of colleges focused on using data-driven approaches to improving student success and closing achievement gaps for our students. ATD is an important tool that NWIC has used to support Core Theme Two's focus on student success. Faculty have been members of ATD contributed to

ATD's influence on the curriculum. Faculty were significantly involved in the changes made to the college's first year courses to increase student retention and completion.

Working in connection with the ATD initiative, the First Year Experience (FYE) project has had significant faculty involvement that is ongoing and specifically focused on improving success for first year students. The FYE supports the college's core themes, and one of its goals is to ensure that the curriculum is relevant to Native students by aligning academics programming and student services programming to ensure academic success, transitioning students from developmental education and first year experience courses into programs of study, and promoting Native leadership through the exploration of self-identity, Tribal identity, connection to place, and civic responsibility.

Other curricular initiatives with significant faculty involvement include Gates Foundation grants such as the Native Success Grant and the Re-Thinking Pre-College Math initiative. The Re-Think Math project is overseen entirely by Math faculty and has made significant modifications to the Math curriculum at NWIC. The purpose of the initiative is to improve student achievement in mathematics. Math faculty have been restructuring the pre-college math sequence, beginning with elementary algebra and focusing on real-world applications and culturally relevant teaching practices.

Faculty Representation in Hiring

One of the primary ways that faculty participate in the hiring of new faculty is by serving on hiring committees for faculty positions. The Dean of Academics and Distance Learning and the Human Resources Director work together to formulate a hiring committee that includes faculty who specialize in the content area. Faculty who are most closely aligned with and most knowledgeable about the discipline of the new faculty position are typically asked to serve. Faculty participation helps ensure faculty voice in recommendations of new faculty hires.

Faculty Responsibility in Fostering and Assessing Learning Outcomes

As described in the response to 2.C.3, faculty have primary responsibility for fostering and assessing student learning outcomes at the institutional-, program-, and the course-levels. The Assessment Plan (2012-2017) and its implementation place primary responsibility on faculty to perform outcomes assessment each quarter and annually, to analyze those results, to report them to the faculty as a group and to academic and assessment administrators, and to use the results to improve the curriculum. Through this process, faculty have increasingly used assessment as a means to improve student learning. Faculty members assess student learning outcomes using a variety of direct and indirect methods. Faculty members identify the instructional strategies, which may be capstone experiences, projects, or assignments for every course identified in the curriculum map that are used to assess program outcomes at program entry, midway, and exit, as indicated in the assessment plan. Course-, institutional-, and program-level student learning outcomes, as appropriate, are expected to be included on syllabi for all courses.

An example of our program outcomes assessment work is embedded in all four bachelor's programs. Each bachelor's program has a culminating capstone course that is designed to assess program student learning outcomes at the "accomplished" level of proficiency. Each program has a curriculum map that articulates which courses are used to assess specific program level learning outcomes and at what expected level of proficiency as students work toward the "accomplished" level in the capstone course. The curriculum map for each program forms the framework for program outcomes assessment each quarter and annually. Faculty within each content area have

had a central role in developing the program outcomes, the curriculum maps, and the assessment strategies and rubrics used to assess students in the courses required in each program of study.

2.C.6 – Faculty Partnership with Library and Information Resources

The Library Director and the library staff are responsible for partnering with teaching faculty to support the inclusion of library resources, including print and electronic resources, into the learning process. Faculty members are responsible for integrating the use of those resources into the courses that they teach. This partnership is implemented through a variety of mechanisms. The first step on the part of the library is making sure that the library has the appropriate resources necessary for instruction and that faculty members have up-to-date knowledge about what resources are available.

Faculty membership on the [Library Advisory Board](#) is a way the library ensures it has sufficient resources to meet educational needs. Faculty representation on this board helps the library stay in communication with teaching faculty and includes their current needs in library decisions. Another way the library makes certain the collection is up-to-date and fills the needs of students and faculty in the different programs offered by the college is by meeting regularly with the appropriate content faculty to review and update resources in that discipline. The [Library Collections Development Policy](#) guides the collection of materials for the library. The purpose of the collection development policy is to guide the selection and de-selection of resources, clarify the purpose and scope of library collections, and assign specific levels of collection depth and breadth. In particular, the policy has a criterion for selection of library materials based upon the importance of the subject in relation to the curriculum. The library also gathers input from faculty and students through an annual survey.

The library shares information about the new resources and opportunities with the faculty by presenting at the faculty pre-service before the start of classes each September. The Library Director also emails faculty on a regular basis to inform them about recent acquisitions. To evaluate the usefulness of new resources, particularly newly available electronic databases, the director enlists faculty and students in providing feedback. The director also serves as a standing member of the Curriculum Committee to stay more in touch with curricular changes that may influence the library's ability to respond to teaching and learning needs.

The faculty use many approaches to integrate the use of library resources into their teaching. To help faculty members introduce students to the library, library staff offers tours, training, and general information about library resources. Many faculty build the library tour into the early part of each quarter, especially for the classes typically taken by students new to the college, such as HMDV 110: Introduction to Successful Learning. The faculty for ENGL 101: English Composition I, require that their students complete the library orientation. To address a college outcome for computer skills, the library staff teaches students to use electronic library resources for beginning and advanced research. Many faculty and students take advantage of this resource.

To increase student access to reference and course materials, and because the library cannot afford to purchase all required course materials, many faculty place texts and supporting materials on reserve at the library, ensuring that all students can access the course materials. The Center for Student Success also maintains a collection of current texts for student use. As a further support to teaching and learning, the library has an interlibrary loan program with the Whatcom County library system. The system is so well developed that any Whatcom library user can request items and pick them up at the Lummi Library. Whatcom County Library materials can be dropped off at the Lummi

Library with pickup and delivery twice per week. Interlibrary loan with other library systems throughout the State of Washington is also available. NWIC students and faculty also have borrowing privileges at the three surrounding colleges, particularly Western Washington University. Students at the extended campus sites have access to electronic media, and library books are mailed to extended site students from the Lummi campus library upon request. Students at extended campus sites also have access to interlibrary loan and public and college libraries in their area.

A specific example of how library resources are built into the curriculum is the Concentration Option of the BSNE program. Students in this program must build literature reviews into the development of their concentration proposals and into their capstone projects. This requires a review of the existing collections in the Lummi Library, as well as electronic resources and materials requested and borrowed from other libraries in the area.

2.C.7 – Credit for Prior Learning

The revised [Prior Learning Policy](#) was approved by the board of trustees in July 2016, and the revised [Prior Learning Procedure](#) was updated in 2015. As stated in the catalog on page 20, Prior Learning Experience (PLE) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, artwork, and independent research. Two courses are offered to help a student complete this process. HMDV 120 is an optional class for those who have not yet decided which courses apply to their life experiences. During this class the student analyzes his or her life for college-level learning and identifies specific comparable courses offered by NWIC. Students who are already clear about their academic direction may begin with HMDV 121, a required class for all PLE credits students. In HMDV 121, students write a rationale for course credit and work on a portfolio documenting applicable experience. The completed portfolio is given to the appropriate content faculty to evaluate if and how many credits will be awarded. Students must register for the credits they are requesting to receive through the PLE. The number of PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits are 15 for the Associate of Arts and Sciences or bachelor's degrees, and 22 for the Associate of Technical Arts degrees.

The PLE program is administered through NWIC's Individualized Studies program, which is part of the Instruction Department with direct oversight from the Dean of Academics and Distance Learning. The requirements and process for receiving credit for prior learning are laid out in the syllabi of HMDV 120 and HMDV 121. Once a student has completed the requirements for creating a portfolio in HMDV 120 and HMDV 121, the dean reviews their coursework and identifies the appropriate content faculty to evaluate the submitted material. The faculty member then compares the submitted work to expected learning outcomes for NWIC courses to determine how well the submitted material fits NWIC course equivalencies. If and when credit is awarded, the HMDV 120 and HMDV 121 classes are removed from the student's record and are replaced by the courses for which credit is being awarded. No assurances are made to students prior to the evaluation by the appropriate content area faculty that credit will be awarded, and no assurance is made about the number of credits that will be awarded. Prior to 2015, NWIC transcripts did not indicate whether credit was awarded for prior learning. Since that time, NWIC has articulated a [Prior Experiential Learning Policy](#) and [Prior Experiential Learning Procedure](#) that ensures transcripts clearly identify if the credit is awarded for prior learning.

2.C.8 – Transfer of Credit Procedures

NWIC has a clearly articulated and widely disseminated board-approved [transfer of credit policy](#). The policy and procedures are included on the back of the [transfer evaluation request form](#), which is distributed to students and is available on the [NWIC Admissions website](#). Transfer policies and procedures are also described in the Student Handbook and in the college catalog. The transfer of credit policy and procedures clearly articulate how a student may request a credit evaluation, how the results are communicated to the student, and how transfer coursework is posted to the student's transcript and applied toward completion of the student's program of study. The procedures for transfer of credit are designed with safeguards to adequately ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In most cases, NWIC has established the appropriateness of transfer of credit from other colleges and universities, particularly for Washington State colleges and universities, which adhere to the guidelines of the ICRC. As a member of the ICRC, NWIC recognizes the courses and credits from other ICRC member institutions. In cases where students are attempting to transfer credits from non-ICRC member institutions or from other colleges and universities for which NWIC has an established relationship, such as other Tribal colleges, the college uses a rigorous process to ensure quality. The same rigorous process is used for credits from colleges with which NWIC does not have an established relationship. This process is accomplished by adhering to specific guidelines for accepting transfer credit and having qualified faculty in the field of study evaluate the appropriateness of the submitted courses for transfer. The Admissions Office, which oversees the process, consults with the Dean of Academics and Distance Learning and appropriate faculty in any case where there is a question.

In all situations, NWIC will not accept transfer credit for:

- courses below college-level (99 or below);
- courses with a grade below C- (1.7 GPA);
- courses from non-regionally accredited institutions;
- repeated courses (can only be granted credit for each course once);
- courses for which a student is currently enrolled (no grade yet on official transcript);
- courses with grades of NP, U, I, or other non-credit granting grade; or
- certain vocational or clock-hour courses.

NWIC is in the process of developing articulation agreements with certain colleges to make transfer of credit easier for students.

2.C.9 – Characteristics of the General Education Component

As described previously, NWIC has clear guidelines for the type and quantity of general education coursework required for each type and level of degree offered by the college. Transfer (AAS, AST, and AAS-T) and baccalaureate programs follow the guidelines set forth by the ICRC, which represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. In addition, all associate's and bachelor's programs require computer and successful learning coursework and coursework that supports NWIC's identity as a Tribal college. Every program of study at NWIC, from the 45-credit certificates up to the bachelor's programs has a recognizable general education component.

All of the Associate of Arts and Sciences and bachelor's-level programs of study at NWIC meet or exceed the ICRC requirements in all skill and distribution areas.

All other associate's-level and certificate programs contain a subset of these general education requirements. All certificate programs comprised of a minimum of 45 credits require coursework in communications, computation, and human relations (HMDV 110). A comparison of the requirements for different certificate and degree levels is articulated in a [Curriculum Committee approved comparison chart](#).

Also, as described previously, NWIC has established its own set of seven courses that constitute the NWIC Foundational Requirements. The seven courses are required for all bachelor's-level programs. A subset of the seven Foundational Requirement courses are required in all associate's-level and certificate programs. The Foundational Requirements, like the general education requirements for all college students, form the basis for further study at a Tribal college and are a necessary grounding for our students in order to address the college's mission. NWIC 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. The foundational courses are instrumental in supporting students to develop proficiency in the institutional outcomes. The institutional outcomes form a framework based on the pillars of Indigenouness and sovereignty which informs all aspects of the design, delivery, and assessment of the college's programs and courses.

2.C.10 – Learning Outcomes of General Education Component

NWIC adopted a new set of [Institutional Outcomes](#) in April 2013. These outcomes form the basis for all programs of study and tie directly to fulfilling the college's mission. Since the new institutional outcomes were adopted, program faculty are aligning program outcomes with the new institutional outcomes. The faculty who teach the general education courses, required for the AAS transfer degree (AAS in General Direct Transfer), have updated that program's learning outcomes to match the institutional outcomes. The faculty has also updated the curriculum map for the program to match the revised program outcomes. The institutional outcomes were created as a direct reflection of the college's mission and goals. Courses required in the set of general education courses, such as ENGL 101: English Composition I, have direct alignment with the outcomes of the AAS in General Direct Transfer and the college's outcomes. Each of the required general education courses also has approved course outcomes, which are posted on the assessment website's [approved course outcomes page](#), which serves as the master collection of approved course outcomes. The page is updated regularly as new and revised course outcomes are approved by the Curriculum Committee. These general education courses are required of all bachelor's-level programs.

The [Assessment Plan \(2012-2017\)](#) is designed as a college-wide assessment resource for faculty, non-academic staff, academic program directors and administration. The primary purpose of the plan is to facilitate assessment of institutional effectiveness as it relates to student success. A successful student at NWIC acquires and demonstrates knowledge, skills, and abilities that strengthen personal and Tribal identity. Upon attainment of their educational goals, successful students can lead healthy and productive lives promoting Tribal sovereignty and prosperity. These goals are built into the general education courses at NWIC as well as into the NWIC Foundational Requirements, many of which also satisfy general education requirements in social sciences and humanities.

Most general education classes are assessed in relation to our First Year Experience (FYE). Faculty teaching the FYE courses align the institutional outcomes with the outcomes of the FYE program in

order to build a successful transition from our developmental education classes and FYE core classes to program of study courses.

2.C.11 – Characteristics of Related Instructional Components

Certificate and applied degree programs (Associate of Technical Arts – ATA) all have a clearly identifiable set of required general education courses. The general education components of those programs, similar to those of the transfer associate's and bachelor's degree programs, are directly tied to the goals for the program. The three ATA programs are listed starting on page 69 of the [college catalog](#) with clearly marked general education sections. The four certificate programs are listed in the college catalog starting on page 76. Each also has a clearly indicated general education section. All of the programs of study and the courses in those programs, including the general education components, were approved by the Curriculum Committee.

Certificate and technical associate's-level programs are usually taught by NWIC full-time faculty or appropriately qualified part-time faculty. All faculty of NWIC are qualified to teach courses in their field of study. The courses in the ATA in Information Technology are taught by a full-time faculty member with a M.Ed., over thirty years of teaching experience, a bachelor's degree in science, and a strong technical background as former director of information technology. In addition, faculty draws upon diverse backgrounds and broad experiences to teach a wide variety of courses, including Native cultural experts with specialties in language, art, history, governance, and Indigenous leadership.

Most courses offered on the Lummi campus are taught by full-time faculty; however, if no full-time faculty member has the knowledge to teach a particular course, NWIC hires an adjunct faculty who must meet the same level of credentialing required by full-time faculty members.

2.C.12-2.C.15 – Graduate Programs

NWIC does not offer graduate programs.

2.C.16 – Continuing Education Programs Compatible with Mission

Every program and course taught through the college's continuing education program is designed and taught in a manner that supports the college's mission and goals. In particular, NWIC's Cooperative Extension/Continuing Education Department and all of its programming is a direct expression of Core Theme Four: Advance Place-based Community Education and Outreach, which is in turn a direct expression of the college's mission.

The Continuing Education/Cooperative Extension Department's mission statement to promote self-sufficiency and wellness for Indigenous people through culturally grounded, multi-generational, and holistic programs aligns with NWIC's mission. Examples of Continuing Education programs with a focus on place-based education in support of the college's mission include but are not limited to:

- traditional plants and foods;
- financial literacy;
- cultural arts;
- Native art markets;
- youth leadership and family strengthening; and
- wellness.

The Tribal Museum Studies and the Tribal Casino Management programs were originally developed in the Cooperative Extension Department but have been moved into the academic area as components of academic programs. Both, however, were developed in support of Core Theme Four - Community Engagement, and the college's mission.

2.C.17 – Responsibility for Continuing Education Programs and Courses

All NWIC credit courses, regardless of which institutional department develops and teaches them, must have Curriculum Committee review and approval. NWIC has only a single curriculum approval body, and all credit courses and programs must go through that committee. As described previously, all new or revised courses must have approved course outcomes, which must be displayed on the course syllabus. Further, those outcomes are to be taught and assessed, regardless of the modality, location, or department that teaches it, including Continuing Education courses. Credit courses created and taught through Continuing Education, or any other body of the college, must adhere to the same high standards with respect to faculty qualifications and faculty involvement to maintain quality. An example is the development of the Tribal Museum Studies courses. These courses were developed by the staff of the Continuing Education Department in consultation with experts in the field of museum studies, including professors in Graduate Museum Studies at the University of Washington. Courses were developed according to the Curriculum Committee process. The process of gaining committee approval included an orientation for the committee since museum studies is not an area that the college offered courses previously, as well as three additional meetings to fully address concerns the committee had about the clarity of student learning outcomes, prerequisites, course descriptions, and other course aspects. In the end, the courses were approved and placed into the college's catalog.

2.C.18 – Granting of Continuing Education Units

NWIC has clearly defined processes for creating, administering, and documenting both credit and non-credit continuing education courses. NWIC follows a seven-phase process for creating training programs to ensure that the training programs and the courses in them are in alignment with the college's mission and goals and are consistent across the institution. Training programs and courses may be credit or non-credit CEU courses. Per NWIC policy, one continuing education unit is equivalent to 10 hours of instruction and must be appropriate to the objectives of the course. In this way, NWIC's CEU courses conform to accepted norms. CEUs can be granted in decimal format (e.g., 2.2 CEUs for 22 hours of activity). The Dean of Indigenous Education, the Dean of Academics and Distance Learning, and the college's Enrollment Office ensure that CEU courses are implemented according to these guidelines. The Dean of Indigenous Education oversees the monitoring and evaluation of workshops/conferences. Evaluation is ongoing and includes feedback from students at the conclusion of CEU courses and a debriefing between the course facilitators. The Continuing Education Department monitors and evaluates all courses so that they support identified learning outcomes.

2.C.19 – Maintaining Records for Continuing Education Programs and Courses

The NWIC Enrollment Office maintains the records of all courses, workshops, and other learning experiences that award Continuing Education Unit (CEU) credits. This information is entered into the Jenzabar database system. Every workshop that awards CEU credit is implemented on a form and recorded in the Enrollment Office. There is an NWIC CEU enrollment form that students who attend these workshops and other activities awarding CEU credit must complete. The enrollment data are then entered into Jenzabar for every student. The process for recording CEU workshops and classes as well as student enrollment into these workshops and classes is managed in a similar way to credit

courses and student enrollments for credit courses. Student enrollment and completion of CEU credits is recorded on a CEU transcript that is separate but parallel to each student's transcript for credit courses.

POLICIES ON CREDIT HOURS

NWIC has a board-approved [Credit Hour Policy](#). The policy follows commonly accepted practices in higher education and aligns with the NWCCU's policy on credit hours.

The NWIC Credit Hour Policy consists of three sections:

1. guidelines for assigning credit hours;
2. monitoring adherence to the guidelines for assigning credit hours; and
3. variances from the guidelines for assigning credit hours.

The first section of the policy articulates guidelines for assigning credit hours, contact hours, and student expectations of student time commitments for every type and every modality for which NWIC offers courses. These guidelines follow the commonly accepted principles of the Carnegie Unit and serve as guidance to faculty, instructional administration, and particularly to the Curriculum Committee, which uses these guidelines to assign credit hours for newly created or revised courses. These guidelines were first approved as the [Credit and Credit Load Definition](#) by the committee in February 2010. Since that time the guidelines have been used extensively by the committee in creating new courses and by the instructional administration in implementing classes in each quarter's schedule. The content of the Credit and Credit Load Definition was incorporated into the Credit Hour Policy.

The second section of the policy describes how the guidelines are applied by the Curriculum Committee and how adherence to the guidelines is monitored. All new and revised course proposals submitted to the committee must articulate learning outcomes and a suggested number of credits. The Dean of Academics and Distance Learning, the chair of the committee, and the Academic Program Developer, as well as appropriate stakeholders, review the proposal to make certain that the learning outcomes are appropriate and that the number of credits are appropriate to the learning outcomes. The committee as a whole then reviews the course proposal prior to an approval of the proposal. Following committee approval, the Vice President of Instruction and Student Services reviews the proposal before sending it to the Registrar for implementation. At any of these points in process questions can be raised and must be suitably addressed concerning the appropriateness of the number of credits to the learning outcomes.

Once implemented, the course is available to be offered for the approved number of credits. The Dean of Academics and Distance Learning oversees the entire class scheduling process for the college and ensures that the appropriate numbers of contact hours are scheduled for the number of credits, the course type, and the modality by which the course is being taught. While departments and educational sites are responsible for submitting draft class schedules for their area or site, it is the Dean of Academics and Distance Learning who monitors adherence to the guidelines. The site managers, faculty, and dean use several tools to determine the appropriate number of contact hours per class period for classes that are scheduled for a particular number of days per week for the standard 10-12 week quarters. If classes are offered for a non-standard period other than the 10-12 week quarter, the contact time per class period is adjusted appropriately. A review of the

class schedule for the past three academic years indicates that the credit hour guidelines have been adhered to appropriately.

The final section of the policy describes conditions under which the Curriculum Committee may vary from the guidelines for assigning credit hours. Should such a situation arise, the committee and instructional administration will consider the situation carefully and consult commonly accepted practices in higher education.

Standard 2.D — STUDENT SUPPORT SERVICES

2.D.1 – Learning Environments

NWIC has established a variety of learning environments for students to support their growth as members of the college and of their communities. These learning environments include those created through class delivery, those encouraging regular study habits, those for tutoring and academic support, and those facilitating the development of life-skills.

NWIC offers educational programs through various delivery methods including face-to face classes, online classes, independent learning, video conferencing, and interactive television (ITV) using the Washington State K-20 system. These modalities are available at all six sites. There are currently a total of twenty ITV classrooms available at NWIC sites: eleven on Lummi campus; one in Nisqually; one in Muckleshoot; two in Port Gamble, three in Swinomish, and two in Tulalip.

The renovated Student Union building provides a quiet space for students to study in evening hours and is staffed throughout the day by the Student Activities/Leadership Coordinator. The Native Environmental Science (NES) building provides a space for science students to gather, work on projects, and receive mentoring and peer support. Students involved in capstone projects have access to the Salish Sea Research Center laboratory, which provides all the space and equipment needed to carry-out various forms of research.

The Lummi campus currently has a Math and Writing Tutoring Center that is available for student access during regularly scheduled hours Monday through Friday. Likewise, each off-campus site hires and maintains one or more math and writing tutors to be accessible for student academic needs.

The Cooperative Extension Department provides quarterly “Financial Literacy for Students” classes during Student Orientation. The classes provide support in financial decision-making, financial aid application, budgeting, paying for college, and applying for other financial assistance. In an effort to support student connectedness, the Cooperative Extension Department also provides classes, workshops and events for students such as Thanksgiving Dinner, cultural activities, holiday “Make-and-Take,” and holiday budgeting.

2.D.2 – Student Safety and Security

NWIC is committed to the safety and security of the students, staff, and the general public while at the college or at college-sponsored functions, and has prepared the [NWIC Comprehensive Emergency Management Plan](#). NWIC makes adequate provisions for the safety and security of its students and their property and complies with all state, federal and local health regulations. The Vice President of Administrative Services and the Emergency Management Committee are responsible for overseeing the day to-day functions of all safety and security matters. The development of the current NWIC Emergency Plan was approved by the board of trustees in March 2016. The plan is published in hard copy and is accessible to students on the college website. They were also emailed to all staff. Safety procedures are also included in the [NWIC Student Handbook](#).

NWIC operates extended campuses at six sites apart from the Lummi campus. Five of the extended campuses are located in facilities owned and operated by the respective Tribes at which they are located. Emergency and safety issues are under the jurisdiction of the local Tribes and the applicable

emergency procedures of each Tribe. For example, the Swinomish Extended Site building is owned by NWIC but is still within the jurisdiction and emergent care of the Swinomish Indian Tribal Community. Each extended site follows the appropriate Tribal protocols for police, fire, health, and safety issues as necessary to protect the students and staff located at the site.

NWIC maintains a drug and alcohol-free campus and has created and published campus policy review of conduct issues, especially with the opening of the Residence Life Center. These policies are accessible to students online in the Student Handbook. Currently, conduct issues are reported to the Dean of Student Life or the Vice President of Instruction and Student Services and are resolved at an administrative level.

The safety of our students and employees are important. NWIC has a reputation as a safe place for our students, a place students can come for a fresh start. Historically, NWIC has experienced very few conduct issues. This is reflected in crime reports distributed annually through the Jeanne Clery Disclosure of Campus Security Policy (which is included in the NWIC Safety and Security Manual) and Campus Crime Statistics Act. These and other key disclosure documents are posted on the [Important Links webpage](#) for public access.

2.D.3 – Recruitment, Admissions and Orientation

NWIC is an open-door institution and admits students with all levels of educational skill and college preparedness. Recruiting for NWIC is accomplished through the efforts of the campus recruiter and the extended campus site managers.

Recruiting efforts are guided by recruitment work plans. As NWIC has evolved into a four-year degree granting institution, the recruitment plan has expanded from focused efforts on high school students and recent high school graduates to the transfer and associate's degree graduates.

Assessment of recruiting efforts is ongoing. The recruiter and extended campus site managers share the identical literature and public information in their recruiting efforts. This will ensure that all potential students will have access to complete and consistent information about NWIC.

When students first enter the college, they are required to attend an on-campus orientation or a site-specific orientation. These activities are designed for new and continuing students and provide an opportunity to teach students about the staff and services that are in place to support and enhance student success. Orientation is one of the strategies to increase student success and retention and is constantly evolving, as Center for Student Success (CSS) staff makes improvements based on student input and evaluations.

Students meet with their CSS advisors, faculty advisor, or site manager every quarter. Once they earn 45 credits, students meet with a faculty advisor. Advisors provide information regarding the student's program of study and academic requirements that include any related graduation and transfer policies. The CSS on the Lummi campus is staffed with full-time academic advisors and an Independent Learning Advisor who also advises students on Lummi campus and at the extended sites. Faculty members and site managers provide additional advising. Faculty advisors and department chairs assist with four-year degree planning and advising.

2.D.4 – Program Elimination

Course and program cancellation is addressed on page 6 of the [college catalog](#) under the Catalog Disclaimer. When programs of study are eliminated from the catalog or significantly modified, the college takes great care to provide “teach-out” opportunities for students or helps them switch to active programs with minimal impact on their academic goals. Students who have continuous enrollment, defined in the online catalog as being enrolled in credit courses without interruption for more than two consecutive quarters, excluding summer quarters, may complete the program as described in the catalog at the time they first enrolled.

The role of student services during this teach-out process includes direct student outreach to guide student transcript evaluation of the cancelled program of study and helping students understand the best next steps in their academic pursuits. Advisors are well informed of the availability of courses and experienced in assisting students to plan the completion of their programs of study.

2.D.5 – Published Catalog (print and online)

The [college catalog](#) serves as the official publication for the college. The college catalog lists current and accurate information pertaining to the institutional mission and core themes, admission requirements and procedures, [grading policy](#), academic rules, regulations directly affecting students, programs and courses, degrees offered, degree requirements, costs and [refund policy](#), student rights, grievance procedures, academic credentials of faculty and administrators, and policies relative to attending and withdrawing from NWIC. This document is provided in hard copy format and published electronically on college’s website. Any updates to this information are reflected in the electronic catalog every quarter. The printed catalog is mailed and/or delivered to all campus sites at the beginning of each academic year and on an as-needed basis. College catalogs are also distributed throughout the community and to regional high schools by the college recruiter. High schools with high populations of Native students are visited and offered a catalog by the recruiter.

2.D.6 – Publications Describing Educational Programs

NWIC offers one current degree program that requires graduates entering the field to obtain licensure. The Associate of Technical Arts in Chemical Dependency Studies prepares students for state licensure which requires completion of a set of course work. When students meet with their academic or faculty advisor, requirements for licensure are discussed. Comprehensive information is available on the Advising website for ATA in Chemical Dependency students to access.

Within our Workforce programming, NWIC currently offers Industrial Entry programs. Entry into employment in the field requires industry recognized credentials after course completion. The instructor of this program reviews these requirements in class with students and provides materials for reference.

2.D.7 – Policies and Procedures Regarding Student Records

NWIC adheres to and fully supports the legislation and regulations of the Family Educational Rights and Privacy Act (FERPA) of 1974. The Registrar, located in Enrollment Services, is NWIC’s FERPA liaison and records custodian. Information regarding FERPA, records confidentiality, access to student information, and directory information is clearly laid out in the college catalog and current NWIC Student Handbook. Students may request their directory information to be restricted, which is flagged electronically in the student management system.

The student management system and related databases reside on a dedicated service with a next-day service agreement. The server is configured with redundant storage, processors, memory, and power to reduce the impact of a single-component failure.

Disk-to-disk backups of all databases are taken daily and resynchronized every fifteen minutes and retained for thirty days. Original backups are also taken for redundancy and retained for thirty or more days as space permits. On the first weekday of each month, several backups are stored on self-encrypting disks.

Information other than official student and financial records (file system storage) resides on a separate server with a next-day service agreement. This server is configured with redundant storage, processors, memory, and power to reduce the impact of single-component failure. Disk-to-disk backups of relevant files are taken daily and resynchronized every fifteen minutes. Daily backups are retained for thirty days.

All servers are housed in a windowless room with a single inside door and a high-security lock. The premises is monitored by surveillance cameras and secured with an alarm system that notifies local authorities in the event of a breach. The room contains halon fire suppression, redundant air conditioning, and redundant power circuits with both uninterruptable power supplies at each receptacle and generator backup.

The [Secure Retention of Student Records Policy](#) was approved December 9, 2015 and will be reviewed every three years.

2.D.8 – Financial Aid

NWIC acknowledges that meeting the costs of an undergraduate education is a major investment for students. Though it can be challenging, low-income students have the opportunity to afford their higher education goals through careful planning, deliberate decision-making, and a commitment from the student and the student's family. Various other sources of assistance available to eligible students include the American Indian College Fund, Veteran's Educational Benefits, Department of Vocational Rehabilitation (Tribal and State), Basic Food Employment and Training (BFET), and scholarships. The Financial Aid Office, located at the Lummi campus, facilitates applications for aid using publications found on the college website and in the CSS office. Applications are also available by mail or e-mail to distant learning students.

Students are supported and guided through the financial aid process by the [NWIC Student Financial Aid Handbook](#) which can be found on the college website or in paper form at the Financial Aid Office. Basic information on the financial aid process can also be found in the college catalog. The student services staff seek to connect all potential, new and current students with the Financial Aid Office at earliest point possible, to help ensure students have the financial means to pursue and/or continue their education.

An additional resource for students budgeting for college is the Financial Literacy Program offered through Cooperative Extension. This program provides financial education support for students through the HMDV110: Introduction to Successful Learning course, through quarterly "Financial Literacy for Students" classes and other workshops on financial education offered throughout the year.

2.D.9 – Financial Aid Repayment

NWIC, as determined and supported by the board of trustees, does not participate in any student loan programs. As such, there are no loan default rates to monitor or report. NWIC follows state repayment obligations that can be found on Table 2 (page 22) in the Financial Aid Handbook. Current and prospective students who are in default on loans from other schools receive information and assistance on how to become eligible for financial aid upon request. To meet its obligation to the National Student Loan Data System (NSLDS), the college financial aid staff reviews the Student Status Confirmation Report (SSCR), which is sent several times a year through the National Student Clearinghouse. Staff checks the report for the names of students who have submitted FAFSAs to identify those in default or over award status. Notices are viewed through the Institutional Student Information Record (ISIR) comments that accompany this electronic file.

2.D.10 – Academic Advising

NWIC employs three full-time academic advisors housed in the Center for Student Success (CSS). The goals and focus of each advisor are unique to certain student populations; however, each advisor is willing and capable to meet with any student who may need assistance. The First Year Experience Advisor is focused on our first-time incoming freshman students and advises students with 0-45 credits. The Native Environmental Science Advisor is responsible for advising students with the intent to enroll in the Bachelor of Science in Native Environmental Science, or who are declared in a two-year program interested in Native Environmental Science. The Second-Year Experience Advisor is focused on advising students in two-year programs of study and helping those students transition to faculty advisor after completing 45 college-level credits toward a program of study.

NWIC also utilizes faculty advising as a model for degree-related advising. Each two-year program and each four-year program utilize faculty and department chairs as advisors. A student can independently choose a faculty advisor.

The CSS, more specifically academic advisors, maintain an effective advising program by staying abreast of current trends, issues, challenges, innovations, and research related to the field of academic advising and within NWIC. The advisors are members of the National Academic Advising Association (NACADA), a professional organization that regularly provides opportunities for professional development, as well as the latest research and best practices in the field. According to their [website](#), NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. In addition to being a member of a professional organization, the advising department regularly meets the faculty of NWIC to exchange and discuss advising-related topics.

The academic advisors have attended an extensive week-long training with peers in the advising field and have developed an action plan to improve the efforts of the advising department. The plan of action was developed and implemented, with the outcome of having an Advising Syllabus developed to utilize with first-year students, general advising.

In order to promote student development and success, the advising department utilizes Degree Planning worksheets when working with students to lay out their program of study quarter by quarter. Each time an advisor meets with a student, they can refer to their degree plan as a guide for the remaining degree requirements. Degree planning worksheets are completed by both the student and the advisor, and once finalized, they are placed in a file where they can be accessed by

all advisors and faculty advisors. This helps to create a smooth transition between the academic advising department and faculty advising. By developing a degree plan with students during their first meeting with an advisor, the student can envision a clear path to degree completion, with realistic, time-bound goals and expectations. This also assists in building a community of learners when reviewing degree plans in groups such as the First-Year Experience Group or the Retention Committee.

NWIC academic advisors are committed to a holistic-advising model, in which challenges and barriers are identified and solutions are developed. An important aspect to the advising model is developing relationships with all student services staff, program of study faculty, and multiple other campus and community resources.

At a Tribal college, it is important to recognize the role that culture plays in students' lives. NWIC recognizes and honors those cultural backgrounds and ties by incorporating a cultural component into the New Student Orientation, which is led by the advising department. Every quarter, new students gather before classes to learn about important topics related to their academic and student success, as well as develop a sense of place at the Lummi campus or their respective site. NWIC has included cultural events at orientations in the past such as inviting new students to participate in canoe pulling to develop a sense of teamwork and belonging. More recently, the college had students write commitment statements and give them to local elders in exchange for a cedar bough, signifying their commitment to their education.

Academic advisors are often the go-to resource for information in first-year classrooms, at campus presentations, student events, and more. With multi-faceted knowledge and experiences, the deep connections that our advisors build with students become relevant not just in the advising department, but also at multiple locations across campus.

The minimum requirement for an academic advisor upon recruitment and hiring is to hold a bachelor's degree. In the event that the candidate to be hired does not hold a bachelor's degree, an educational plan is developed to ensure timely completion of the requirements of the position. A preferred requirement is knowledge and experience with NWIC specifically. Two of the current advisors are alumni of NWIC.

Additional training and professional development are encouraged and ongoing. NWIC is a member of NACADA, referenced above, to allow for access to research, resources, and pillars in the profession. Conferences and webinars are utilized to stay current in trends and development of advising. There are regional divisions of the national group that allow for a more accessible and local opportunity for participation. Additionally, the membership in NACADA allows access to consultants to problem-solve concerns or address advising questions directly.

Since advisors are considered NWIC's primary resource for advising knowledge, they are often called upon by other departments for training and presentation purposes. Each opportunity allows the advisors to sharpen their skills and refine the development of student success.

Advising requirements are clearly defined and published in the most recent version of the catalog and online. For a program to be offered at NWIC, it has to go through an extensive Curriculum Committee review and approval process. With any change to a program, committee approval is also required. Those changes are documented in the Registrar's office and communicated to the

advisors. Additionally the faculty, department chairs, and Dean of Academics and Distance Learning meet with the advisors regularly to communicate any anticipated changes to program requirements. The advisors meet with all faculty quarterly during in-service times. The First Year Experience group, which includes the First Year Experience advisor, meets weekly. The BSNE department, including the Native Environmental Science advisor meets weekly.

As students begin to move toward a four-year program of study or beyond 45 college-level credits, our advising staff connects them with a faculty advisor who will take over advising responsibilities.

2.D.11 – Co-Curricular Activities

Co-curricular activities at NWIC, such as student governance, clubs and organizations, community education, and community service and service learning activities are many and varied to appeal to the college's diverse student body. NWIC values student involvement with campus governance. Students are afforded a variety of opportunities to participate in institutional governance through membership on the Student Executive Board (SEB), assuming leadership positions in student clubs and organizations, serving on a wide range of campus committees, and by having the opportunity to meet with the president on a regular basis.

The SEB is governed by a constitution and bylaws. [Article II of the Constitution of the Associated Students of Northwest Indian College](#), states that student governance was established, "to provide a means for students to be represented in college decision-making." SEB officers attend monthly board of trustees meetings where they present updates on student activities and provide a strong student perspective on institutional programs and services, and on the overall student experience at the college.

Consistent with its mission, NWIC provides opportunities and experiences that foster student leadership, cultural awareness, responsibility for self and others, intellectual growth, and active community participation. These opportunities increase the quality of student education. Guest speakers, conferences, and trips to other local colleges and universities to see noted speakers provide scholarly opportunities for students to enrich their academic experience. Extended campus sites also periodically host events and guest speakers with the support of the Student Activities/Leadership Coordinator.

Student success relies on promoting success in course work as well as in providing developmental opportunities outside the classroom. Our Core Theme Two, Goal 4, objective 2 in Standard 1 speaks specifically to this subsection. Core Theme Two: Commitment to Student Success and Goal 4 refers to preparing students to be successful. Objective Two addresses student skill development through co-curricular activities. Activities associated with this objective are the development and implementation of co-curricular learning outcomes and student participation in the Indigenous Service Learning program.

Students have opportunity to engage in service learning as a means to develop ties to culture and community. The Indigenous Service Learning Program at NWIC is based on the Indigenous value of serving and caring for one another in Tribal communities and natural world. Connections between people and place are strengthened through service, and learning is enhanced through the interconnections involving the whole person: mind, body, and spirit.

Indigenous Service Learning Projects foster reciprocal relationships between people and place. Students apply what they learn in the classroom to a real world situation as an active citizen, and community partners have their legitimate needs met. Students undergo a learning process that encourages reflection and critical thinking to integrate the service project with the course outcome.

NWIC has recently started to develop learning outcomes for student support programs. In the First Year Experience (FYE) program self-study in AY2009, several areas were identified as instrumental to student support. When the areas of engagement and persistence were addressed during the first year, program outcomes improved. The FYE program officially started assessment activities AY2013. During AY2014 both the ISL program and the Student Activities/Leadership program also began formal assessment activities.

The New Student Orientation has also been identified as an essential opportunity to engage student feedback and components are in place to facilitate continuous improvement. At the end of each orientation event students complete an evaluation. After orientation, student services staff meet to debrief the events and review student evaluations to determine from a student perspective whether activities were useful and achieved the intended purpose. Plans are then made to change and improve future activities. These modifications could ultimately lead to changes that affect graduation, transfer, and retention rates.

Faculty and CSS staff members provide encourage students to experience courses and programming grounded in Native perspectives and values. Co-curricular activities are sensitive to and grounded in a sense of place, and allow students to build on their strengths of Indigenous knowledge and reinforce their connection to community. Through an integrated approach, academic programming and student services efforts are aligned to ensure academic success. The [Emerging Native Scholars](#) symposium incorporates scholarship and research into the classroom through co-curricular activities by developing students' connections on campus and their capacity to research areas they determine are important to the community.

The college makes a concerted effort to ensure that students at the extended campus sites have access to and participate in co-curricular activities. For example, extended site students can access guest speaker presentations through recordings and interactive television (ITV) and can participate in student executive board events and community education classes. Important student meetings, such as presidential addresses, are scheduled to take place in ITV rooms. Funding is available for extended site students to travel to activities at the Lummi campus. All buildings in which co-curricular programming occurs are accessible to students with physical disabilities.

2.D.12 – Auxiliary Services

NWIC does not have relationships with auxiliary enterprises. However, the college supports the Bookstore, Early Learning Center, and Residence Life Center in its institutional budget with the expectation that these departments generate revenue to support their activities. The college also provides space near the Bookstore for a private kitchen that prepares breakfast and lunch. These services have been determined to be essential to our students' ability to engage in a higher education and contribute to the intellectual climate of the campus. Students have the opportunity to provide input regarding these services during the quarterly lunch hosted by the president and through placing input and feedback into the suggestion box located in the bookstore. Submissions to the suggestion box are reviewed regularly and recommendations are considered.

Bookstore

NWIC has a college bookstore located at the Lummi campus. The Bookstore is an essential part of realizing the college's mission. The store offers a wide variety of products for students, faculty, staff, and the community, including text and reference books, school supplies, clothing, beverages, snacks, artwork, gifts, and many other items.

The Bookstore stocks textbooks for core courses including NWIC requirements and developmental education courses. All other textbooks are ordered through the NWIC online bookstore, eCampus. Bookstore staff, student services staff, and site managers assist students with purchasing textbooks online. There are materials available to assist students with this process and if additional assistance is required, the Bookstore Manager offers technical support and acts as a liaison between the students and MBS.

Residential Life — Student Housing

NWIC currently has two student housing facility options. One is located on the Lummi campus at the Residence Life Center (RLC) and the other is the NWIC Family Housing at the Lummi Kwina Estates. All RLC residents sign a lease-agreement prior to moving in. Students are required to attend a housing orientation that provides them with the RLC Policies and Procedures Handbook and information on student billing procedures, general rules, and day-to-day operations. All residents are required to pass a background check prior to moving into a student housing facility. Drug tests are conducted within fifteen days of student residency. Students can access [RLC procedures and policies online](#).

The RLC is staffed by the Director of Residence Life, three resident advisors, and a part-time assistant. The RLC is open to all undergraduate students and seeks to build a sustainable learning community through the promotion of healthy living, leadership development, and traditional ways of life for residents and the community. The RLC supports educational success by providing a designated study space, computer and internet access, an in-house dining hall, and a location close to the library, classrooms, and recreation facilities. The resident advisors support community building through hall meetings, weekly activities, and weekly study sessions. By providing access to and opportunities for engagement in the Tribal college experience, the RLC is in direct alignment with the college's strategic plan (Core Theme Three, Goal 7).

NWIC Family Housing at the Lummi Kwina Estates is located within walking distance from the Lummi campus. There are four 2-bedroom apartments, eight 2-bedroom apartments, ten 1-bedroom units, and four 3 bed-room units available. The units are not furnished. Residents of these units can purchase a quarterly meal plan at the RLC but it is not required. This housing option requires an application that can be accessed directly through the Lummi Nation Housing Authority or the Director of Residence Life. There is a separate orientation required for students prior to moving into the Kwina Estates. The process includes a financial literacy course and instruction in housing maintenance and damage prevention. A significant effort is made to recruit residents each term.

NWIC student housing policies guide administrative decisions regarding alcohol/drug and behavior issues, and provide guidelines for students in the form of a resident agreement, which is signed by every student. Both housing facilities are drug and alcohol free. Information about campus housing is accessible to students in the Student Handbook and [online](#). The Housing Committee convenes regularly to address policy, resident, and recruitment concerns as well as to adjust housing and food service rates.

Food Services

The Lummi campus dining hall provides three balanced meals a day, five days a week, and brunch and dinner are served on weekends. Non-resident students, faculty, staff, and the community can purchase meals. The kitchen is staffed with a head cook and two cooks who accommodate residents with special dietary needs. Residents are charged a flat quarterly rate for meals. All cooking staff maintain a current food handler's permit, as mandated by health and safety standards. The Whatcom County Health Department is brought in regularly to inspect the kitchen and ensure compliance with local and state health regulations. To increase healthy food choices, efforts are underway to create a partnership between Indigenous Service Learning, NICMERE, Cooperative Extension, and interns who live in the dorms to make fresh fruits and vegetables from campus gardens available to RLC students.

There are other on-campus food options for students, as well. A small kitchen on the North Campus is staffed by a skilled cook who provides breakfast and lunch five days a week, and who maintains a current food handler's permit. Snacks are also available at the campus bookstore.

Early Learning Center

NWIC recognizes the importance of childcare on student academic success and has established the Early Learning Center (ELC) to provide a quality, family-centered, state-licensed, early learning program that offers culturally relevant experiences for the young children of students and, as space allows, staff, faculty, and the community. The ELC opened in spring 2009 because student surveys indicated that lack of childcare was a barrier to NWIC student success and retention.

The ELC provides care for children ages one month to five years of age. The capacity allows for the enrollment of seven infants, twelve toddlers, and twenty preschoolers. Currently, the ELC is operating at capacity and continues to have a waiting list for both classrooms.

The ELC is committed to using the kinds of assessments that provide families and teachers with meaningful information about a child's interests, skills, and strengths in order to identify goals and to discover any barriers that might be inhibiting success. The ELC understands that children are complex and that their life experiences often exceed the kinds of measures these assessments address. The ELC also knows that children behave differently in different situations, and according to their mood and wellbeing. No assessment tool can ever portray the whole child with 100% accuracy. This is why classroom teachers rely first and foremost on their individual relationships with children and families.

The ELC is a laboratory school for NWIC students. Students enrolled in early childhood courses do their practicum work at the ELC. The Early Childhood Education program lead faculty spends time at the ELC mentoring practicum students and doing classroom observations. The majority of ELC teachers are NWIC students working on their degrees in early childhood education.

Opportunity for Feedback

Students have an opportunity to give feedback regarding student services directly to college administrators quarterly at the president's luncheon. The Leadership Team meetings also allocate time to the Student Executive Board to exchange ideas and to lead a discussion about student satisfaction with NWIC's auxiliary services. Additional opportunities for feedback are provided for students through a yearly survey conducted in student services, which references student housing,

daycare, and bookstore services.

2.D.13 – Intercollegiate Athletics and Other Co-Curricular Programs

NWIC is an open-enrollment campus. Therefore, admission to athletics is open as well. Through the coaching staff, students can arrange a specific tryout date to practice with a team before they make a decision to participate on a team. Student athletes must be working toward a degree, carry a minimum of 12 credits, and maintain a 2.5 GPA or higher to participate on any inter-collegiate team. Student athletes are held to the same satisfactory academic standards as any other student in regard to financial aid awards. In awarding inter-collegiate athletics student scholarships, each NWIC head coach nominates outstanding student athletes by completing an official application. These applications are then reviewed by the NWIC Athletic Director to verify student academic eligibility. If the student meets the eligibility requirements, the scholarship is awarded to the student and coaches are notified of the scholarship status for each student awarded. Eligibility requirements for student athletes follow the same standards and guidelines as all other student scholarship applications as set forth in the [NWIC Financial Aid Handbook](#). Every year the Athletic Department completes a Department of Education survey which includes information about the financial status of the Athletic Department, including yearly revenue and expenses.

2.D.14 – Distance Learning Identity Verification

When a student submits an application for admission, a student identification number is assigned. When connecting to the distance-learning environment, students are required to use their identification number and create an account with a password to verify their identity. Students enrolled in Independent Learning courses must verify their identity over the phone or email during the enrollment process. NWIC does not require additional identity verification for its online or independent learning students, consistent with the practice of face-to-face students. A student must use this created account and password to access their online learning classroom via Canvas and also student information via their JICs portal.

The college requires student identity verification any time a student requests access to their educational record. This process is consistent across the institution. Extended campuses and distance learning programs follow the same procedure established for the Lummi campus. In order to maintain federal FERPA compliance and to better ensure consistent, safe communication of confidential student records, a process for staff to verify student identity has been implemented. This requirement is published in the [NWIC catalog](#) on page 19.

Standard 2.E — LIBRARY AND INFORMATION RESOURCES

The mission of the Lummi Library is to support NWIC and the Lummi Community with research, informational and recreational resources that enhance life-long learning. This mission statement reflects the library's dual role as the academic library for the college and the public library for the Lummi Nation. This exposition of the library's collections and services will focus on the academic role.

2.E.1 Library and information resources: holdings and access

Physical holdings and access to them:

The library holds more than 35,000 titles in formats including books, periodicals, audio, and video. The [library catalog](#) is available online. The collections focus on materials that support the curriculum as well materials on Indigenous peoples, especially of the Pacific Northwest. Sufficient materials are available to support all bachelor degree programs with an emphasis on Native studies including, but not limited to, history, law, federal law and policy, education, and Pacific Northwest art. Materials that support the sciences include western sciences, particularly marine and environmental sciences and local biology; those that integrate western and Native science; and Native science.

The Vine Deloria, Jr. Collection: Deloria, whose widow donated his personal library to the Lummi Library, is widely considered the greatest intellectual Indian Country has ever known. This collection, nearly 3,000 volumes covers the wide range of his interests, including primary government documents, history, federal law and policy, science, psychology, and philosophy. It is cataloged and available by appointment during regular library hours.

Textbooks: In accordance with the [Library Collection Development and Management Policy](#), the library does not ordinarily collect books written as textbooks. In some cases faculty may place, either temporarily or permanently, textbooks in the library, which are placed on reserve, for library uses only. In cases where the library holds materials, not written as textbooks, but used as texts for a course, when the library is aware of it, the materials are placed on reserve for library use only.

The building, which is ADA compliant, is open 69 hours per week during the academic year, and is staffed with one full-time librarian and three full-time paraprofessionals. The library's computer lab has 20 computers designated for student use with internet, email, and Office software, and are connected to a printer/scanner/copier. There is wireless internet throughout the building.

Electronic holdings:

The library subscribes to the ProQuest suite of databases negotiated by the Washington State Library, EBSCO's Environment Complete, ABC-CLIO's American Indian Experience, and Credo Reference. The library has also purchased access to Adam Mathew's American Indian Histories and Cultures, and a small collection of ebooks.

The library recently joined the Federal Depository Library System as a selective, electronic-only repository, and is adding records with links to relevant federal government documents.

All electronic holdings are available remotely to NWIC students, faculty, and staff.

Additional Resources:

Reciprocal borrowing agreements:

With college identification, NWIC students, faculty, and staff have the same borrowing privileges as students at Bellingham Technical College, Western Washington University, and Whatcom Community College.

Whatcom Libraries Collaborate:

Anyone who lives, works, goes to school, or owns property in Whatcom County can register and borrow materials at any of the public or academic libraries in the county. Materials can be returned to any participating library or book return. Holders of Bellingham Public or Whatcom County cards can request that materials from those libraries be delivered to the Lummi Library for checkout.

Distance learning and teaching:

Circulating materials can be mailed, with return address label and postage, on confirmation of enrollment or employment. Portions of works can be photocopied and mailed or delivered electronically. In some cases, non-circulating material can be sent to sites for use under the supervision of site staff. All distance learning sites are in areas served by public libraries, where it may be more efficient to get general materials.

Interlibrary loan:

Interlibrary loan, via OCLC is available to students, faculty, and staff.

2.E.2 Planning for library and information resources

The library solicits recommendations from all library patrons. Members of the [Library Advisory Board](#) advocate for their constituencies to the library. The librarian consults regularly with faculty to plan for resources in their areas of expertise. As new programs are developed, the librarian consults with the program developers to assure that library resources will meet their requirements. The librarian sits on the Curriculum Committee and so is aware of changes to courses and programs.

2.E.3 Support for bibliographic instruction and information literacy training

The library provides bibliographic instruction and information literacy training both formally and informally. The developmental and first year English curriculum has integrated library instruction sequentially into those classes. Other classes schedule in-library or in-classroom, including ITV, instruction on an as-needed basis. Informal instruction is provided both by appointment and on a drop-in basis. The library also subscribes to QuestionPoint/Ask WA, a 24-hour chat reference service.

2.E.4 Evaluation for quality, adequacy, utilization, and security of resources and services

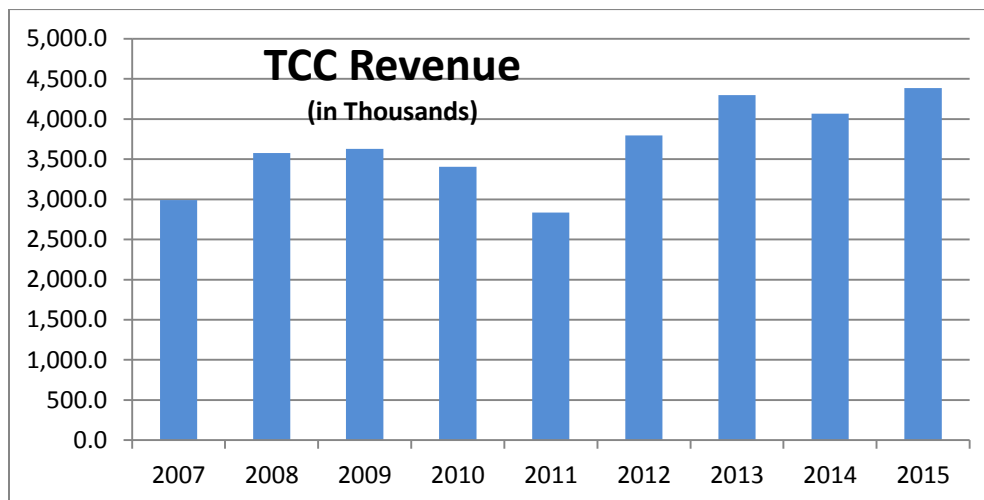
The library conducts an annual survey of students, faculty, and staff to assess in general terms the success, or lack thereof, of the library in meeting patrons' needs. Improvements are made when feasible. Faculty members are regularly invited to assess the collections in their areas of expertise. Circulation and gate count numbers are gathered monthly and incorporated into the library's monthly report to the Dean of Academics and Distance Learning. Library materials are RFD tagged, and there are working gates at both entrances to the library. The [Library Use Policy](#) ensures the library follows appropriate guidelines and adheres to standards established by library professionals.

Standard 2.F — FINANCIAL RESOURCES

2.F.1 Financial Stability

NWIC manages its financial resources in a responsible manner to ensure sufficient cash flow and net assets to meet the institution's resource requirements in both the short- and long-term. As a Tribal college, NWIC receives stable funding from the congressionally appropriated Tribally Controlled College Assistance Act (TCC) administered by the Bureau of Indian Education, tuition and fees, and contributions from the NWIC Foundation. The Northwest Indian College Foundation provides funding through endowments and other accounts that support college operations and student scholarships. Figure 1 shows the TCC Revenue to NWIC in previous years.

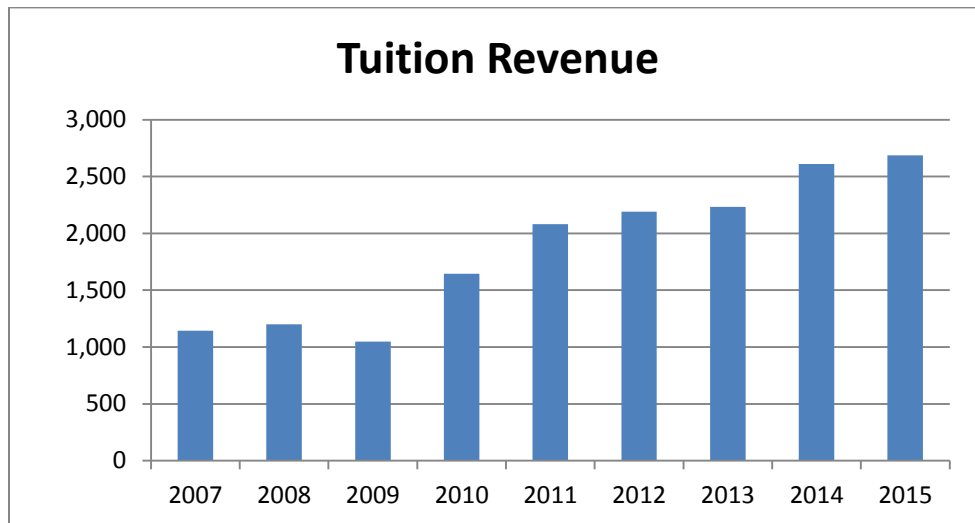
Figure 1: TCC Revenue by Year



Tuition

As posted in the NWIC 2015-2017 Catalog, the resident tuition for all programs of study is \$112 per credit (for up to 12 credits) for resident students. Non-resident students pay a higher tuition (\$309 per credit) because the college does not receive beneficiary funding for students who are not members or descendants of members of federally recognized Tribes. In fiscal year 2015, tuition and fees collected made up 24% of the revenue for the institution's operational budget. The NWIC tuition and fees rates are equal to or lower than other local colleges. It is the intention of the college to keep the cost of attending NWIC affordable for Native students. Figure 2 shows tuition revenue in previous years.

Figure 2: Tuition Revenue by Year



Financial Reserves

Since 2011, NWIC has been increasing its focus and implementing plans to address unexpected short-term liabilities and to grow a significant operating reserve account to support the long-term stability of the institution. A Contingency Budget account is included in the [annual institutional budget](#) approved by the board of trustees. This account is debited over the course of the fiscal year when additional resources are allocated to address unexpected expenses.

The Reserve Account was established in 2011, a [Reserve Account Policy](#) was approved in 2016. The purpose of the account is to provide additional financial resources when significant operational or funding interruptions occur. These financial impacts would exceed funds available via the Contingency Budget. It is the goal of the college to grow the Reserve Account to an amount sufficient to support institutional expenses for a period of three months. The impact of these activities is expected to increase the financial stability of the college in the present and for years to come.

Risk Management

The college is insured against losses to general property and auto liabilities, workers' compensation, and employee medical claims. A variety of methods are used to provide insurance for these risks. Commercial insurance policies, transferring all risks of loss, except for relatively small deductible amounts, are purchased for property and content damage, tort actions, and errors and omissions. Settled claims for these risks have not exceeded commercial insurance coverage.

2.F.2 Resource Planning and Development

Annual Budget Processes and Policies

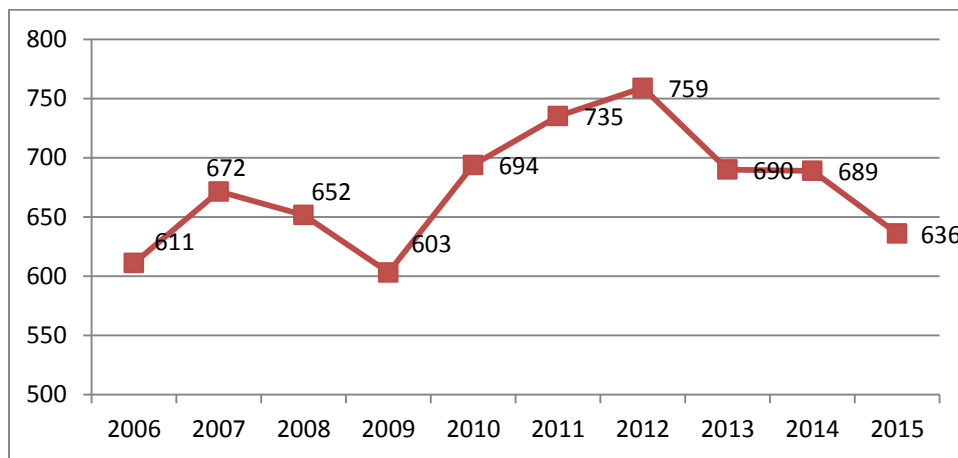
NWIC implements annual and longer term budget processes, analyses, and projections through a number of policies, procedures, and processes. In fiscal year 2015, the college implemented a three year budget projection process. This process is intimately linked with the annual budget evaluation and approval process at the college. With the participation of the Budget Committee, Executive

Team, and departmental budget authorities, institutional and department specific three year budget projections are created. These projections help lengthen the focus of budget authorities and expand consideration and attention past the current fiscal year. The projections help ensure that the management of the college maintains a longer term perspective on the financial stability and performance of the college in its pursuit of goal and mission fulfillment.

Enrollment Management

Student enrollment at NWIC has experienced some variability over the previous five years. The college has seen small enrollment decreases in each of the preceding three years. This follows a nationwide trend at other accredited Tribal colleges. Since 2011, enrollment at Tribal colleges has decreased 3-5% per year on average. Although the college has experienced decreases in enrollment, these decreases were less, on average, than other Tribal colleges. The college has implemented a Strategic Enrollment Management plan in an effort to analyze, evaluate, and implement changes to increase enrollment. Figure 3 includes historical data on enrollment levels of resident students.

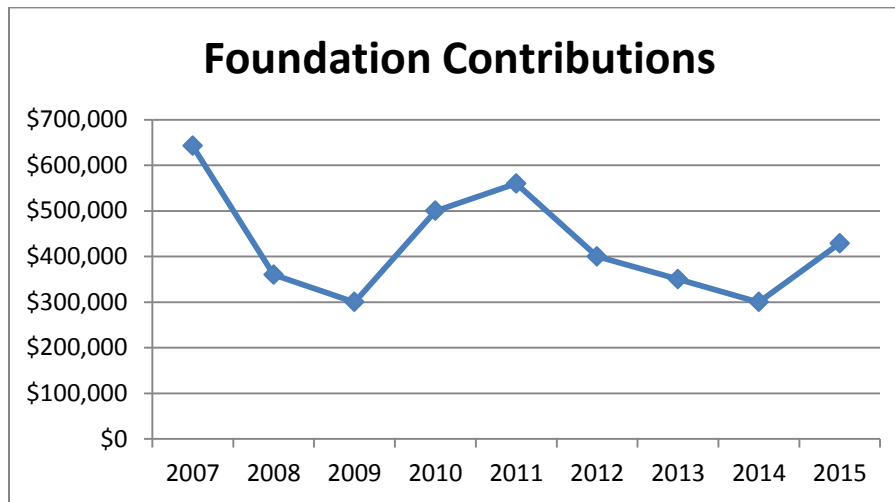
Figure 3: Historic ISC (Indian Student Count) Levels



Development

The Northwest Indian College Foundation is a separate non-profit entity that provides financial support to NWIC through scholarships and operational support contributions. The table below shows the historic funding the college has received from the Foundation.

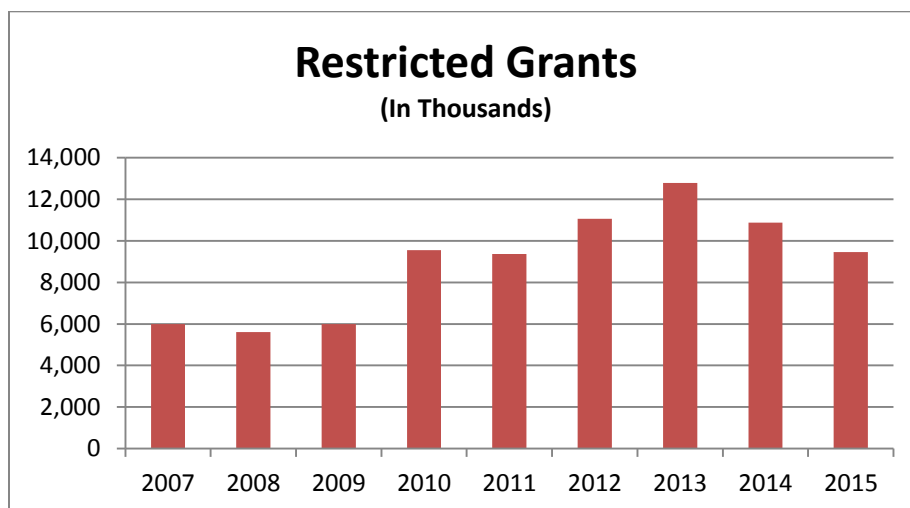
Figure 4: Foundation Contributions



Sponsored Program Agenda

The Office of Research and Sponsored Programs pursues federal, state, and non-profit grants and contracts for funding priorities in alignment with mission and core theme objectives. Some of the major grant awards include: Department of Education's Title III program, National Science Foundation's TCUP, USDA Equity/Endowment, and the Native American Career Technology Education program. The chart below shows the annual amount of restricted grant awards since 2007.

Figure 5: Restricted Grants



2.F.3 Budget Development

The policy and procedures that guide the budget development process at NWIC are contained in the [Institutional Budget policy](#). The purpose statement in this policy is articulated as:

“The purpose of the [Institutional Budget Policy](#) is to provide a reliable structure and process to ensure the appropriate and effective utilization of college financial resources. The policy also outlines the roles of budget authorities, the Budget Committee, Executive Committee, and board of trustees in the evaluation and approval of the annual budget.”

The budget process follows an annual timeline. The procedures included in the budget process are:

1. The institutional process begins during Fall Quarter with an analysis of the previous fiscal year budget performance by the Budget Committee. This analysis provides data upon which reasonable institutional revenue and expense goals can be created.
2. Departmental budget documents including the annual departmental budget spreadsheet, three year budget projection narrative, and Request for Additions to Budget form are distributed to budget authorities in February for completion by early March.
3. Departmental budget submissions are compiled and then distributed to the Executive Team for review.
4. The Executive Team evaluates departmental budget documents and requests for additions to budget in light of the institutional revenue budget for the upcoming fiscal year.
5. The Executive Team then proposes a balanced budget to be presented at the board of trustees meeting in May.
6. The board of trustees reviews and discusses the proposed budget. Board members may make recommendations for modifications to the proposed budget. After appropriate consideration and discussion, the board votes on the approval of the institutional budget.
7. Subsequent to board approval, the departmental budgets are entered and distributed to budget authorities by the start of the new fiscal year.
8. The Finance Department provides monthly departmental budget to actual reports to the Administrative Team and the board throughout the year.
9. An annual budget modification proposal is regularly made to the board during Fall Quarter to account for any changes in budgeted annual institutional revenues and expenses. The board reviews the proposal and then votes on the budget modification proposal. ([NWIC Institutional Budget Policy](#))

2.F.4 Accounting System

Accounting System

NWIC uses Jenzabar software to provide financial accounting and reporting functions. It is a relational database software designed specifically to address the requirements of educational institutions. The college follows Generally Accepted Accounting Principles (GAAP) and pronouncements and rules from the Government Accounting Standards Board (GASB) in determining appropriate treatment for financial transactions. Department and grant managers have several options for retrieving up-to-date budget and transaction information on the accounts they manage. Additionally, summary monthly institutional financial reports are produced for Administrative Team and board of trustees review.

Internal Controls

The college has a thorough system of internal controls that is intended to both prevent unauthorized orders and purchases of goods and services as well as prevent the potential for

misappropriation of financial resources. Signing authority is limited, and must be documented with a signed form authorizing individuals to serve as the budget authority on specific accounts. The purchasing and accounting departments maintain a list of authorized account signers based upon these authorizations.

2.F.5 Capital Budget

The \$50 million capital campaign for campus development was implemented to achieve the goals of the NWIC Master Plan. In support of the master plan, President Justin Guillory has stated *“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 community and family leaders.”* The NWIC Master Plan is designed to meet the need for fixed assets (buildings and equipment) for the growth of the college. Since NWIC received its accreditation as a four-year degree granting institution in 2009, it has added four bachelor’s degree programs. Eleven new buildings have been completed. Two more buildings are slated for construction when the fund raising goals have been reached.

Capital budgets are used to fund technology infrastructure, equipment, and furniture so that as each new building is completed it is fully prepared for occupancy. The college maintains a capital assets depreciation schedule for different classes of Capital Assets (buildings, equipment, vehicles, etc.). The depreciation schedule provides useful information in planning for capital asset maintenance and replacement over both the short- and long-term.

Debt Management

The college has limited long-term debt obligations. The sole long-term liability held by the college is associated with the construction of the Early Learning Center in 2007. Due to its very low debt load, the college has a corollary very low risk level associated with continuing operations in challenging economic environments. [Policy #480 Institutional Debt](#) in the NWIC Finance Manual defines types of debt, debt management, and reporting that are required if the board of trustees approves long - term debt, short- term debt, or a change in lines of credit.

2.F.6 Auxiliary Enterprises

NWIC does not have any relationships with external auxiliary enterprises. However, the NWIC Bookstore, Early Learning Center, Residence Life Center, and Cafeteria are programs within the institution that have as their goals to meet the needs of students and to be financially self-sustaining. The revenues and expenses from these programs are recognized in the institutional budget.

2.F.7 Financial Audit

[Policy #339 Audit](#) in the NWIC Financial Manual is followed to ensure compliance with generally accepted auditing standards. The scope of the audit activities and report includes:

- 1) financial statements of the college that present its financial position and the results of its financial operations in accordance with GAAP;
- 2) internal control systems designed to provide reasonable assurance that the college is managing its unrestricted and restricted funds in compliance with applicable laws and regulations; and
- 3) compliance with laws and regulations that could have a material impact on the presentation of its financial statements and on each major federal assistance program.

The annual audit is completed and required copies submitted to the appropriate federal agencies by March 31st following the conclusion of the fiscal year. Copies of the annual audits are available in the Finance Department. In addition to the required Financial Statements, the audit reports include any audit findings and management recommendations. Any future activities that need to be implemented based on audit findings or recommendations are evaluated and implemented by the Executive Team in conjunction with the Finance Department. In either case, board members receive a full copy of the annual audit report after it has been submitted to the requisite governmental bodies.

2.F.8 Fundraising

NWIC is supported by the Northwest Indian College Foundation (NWICF), which was established in 1987 to advance the mission and goals of the college and is designated as a 501(C)3 nonprofit organization (see [NWICF Articles of Incorporation](#)). Gifts to the Foundation are tax deductible. Fundraising activities to support the college's operating expenses and scholarships include contributions to endowments, the annual fund, workplace giving, and special events.

The NWICF Board of Directors governs the activities of the Foundation and oversees the business operations and fund management of investments. The [NWICF Bylaws](#) and [Foundation Agreement](#) clearly define the relationship between the Foundation and the college and expectations for ethical practices for fundraising, investment, disbursement, and reporting. In addition, the [NWICF Investment Policies](#) provide guidelines for good stewardship of contributions received.

Standard 2.G — PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

2.G.1 – Physical Facilities

Consistent with its mission to promote Indigenous self-determination and knowledge, NWIC provides a learning environment at on-reservation Tribal locations. The facilities are adequate for the current level of academic programming at its Lummi campus and six extended campuses. The [Campus Map](#) lists the buildings on the Lummi campus. The seat space for classes is adequate, however with the growth of our four year programs the capacity of our space will need to be reevaluated. NWIC plans to add new degree programs in the next few years. An analysis of adequate facilities is part of the approval process for requesting the addition of a program. The master plan process includes adding facilities to accommodate the growth of the college.

2.G.2 – Hazardous and Toxic Materials

NWIC is committed to provide a safe environment for faculty, staff, students, outside contractors, and visitors to the college who work with or around hazardous or toxic materials and to those areas that may be affected by the presence of such materials. The management of hazardous materials through their acquisition, utilization, storage, and disposal is addressed in the [Hazardous and Toxic Material Policy](#). Training on the proper procedures for labeling, handling, storage, and disposal of hazardous materials is provided by the Native Environmental Science Director or Facilities Maintenance Director, respective of their departments and staff who use these materials.

2.G.3 – Campus Master Plan

Since its formation NWIC has been working with Pacific Northwest Tribes, students, and the Lummi community to develop a Tribal college that is rooted in the traditions of Northwest Native peoples. The college purchased property (113 acres) owned by the Henry Kwina family and located directly across from the existing Lummi campus. The Kwina Estate has a rich ecological and cultural history. This land was assigned to Henry Kwina in the nineteenth century, around the same time he was made chief of the Lummi Nation. Knowing the history and significance of the land on which the college is located is guided by the Native American philosophy referring to the importance of knowing “where we come from, where we are, and where we are going.”

The Master Plan process included review of the college’s mission, the array of programs and degree offerings, the characteristics of its students, the current condition and functional adequacy of its facilities and its vision of the future. A \$50 million capital campaign titled “Weaving Our Communities, One Student at a Time” supports the construction of new facilities on the Kwina property.

Currently, the Lummi Campus consists of twenty-five buildings. These include modular structures, trailers, and fixed structures. Nine of these buildings are new structures built as a result of the new master plan. The new buildings greatly enhance the appearance and atmosphere of the campus and include the following:

- Resident Living Center (student housing/dining hall)
- Kwina Classroom/office building
- Early Learning Center (child care)
- Salish Sea Research Center
- Lummi Library/Technology Building
- Center for Student Success (student services)
- Natural Resource Lab/Classrooms
- Cooperative Extension Building
- Coast Salish Institute

In the near future two additional buildings will be constructed including: Workforce Education building and Wellness Center (with gymnasium). In addition, restoration work has been completed on the Lummi Day School building that was previously used as the library; the building now houses the First Year Experience classes and faculty, and provides dedicated space for Lummi elders.

The Zervas architectural firm is under contract to update the Master Plan to include replacement of older facilities and to plan for additional facilities needed to support academics programs under development at the Lummi campus and extended campus sites.

2.G.4 – Equipment

NWIC maintains an equipment inventory that supports the core themes and program objectives. The strategic plan guides the budget allocation and sponsored program agenda to acquire the equipment to support core theme objectives. Since 2010 NWIC has received equipment grants from the Department of Defense-Instrumentation, the Department of Education-Title III, the MJ Murdock Foundation, the National Science Foundation, and from donations through the capital campaign to acquire equipment for programs. The following are examples of equipment purchases that align with each core theme.

Core Theme 1: Engage Indigenous Knowledge

- Equipment to record, edit and reproduce audio and video materials for teaching cultural, historical, and Native language is available in the Coast Salish Institute.

Core Theme 2: Commitment to Student Success

- Computer labs; Wi-Fi access throughout campus;
- Science labs equipped for instruction in biology, chemistry, physics, and global information system (arrangements to rent science lab facilities are made for sites that do not have science labs on campus); and
- Student Support: the Media Center in the Library has presentation equipment (laptop computers and projectors) available for check-out; athletic equipment for men and women; and vehicles to transport students to activities.

Core Theme 3: Access to higher education opportunities at all levels for Tribal communities

NWIC offers online and interactive television courses to increase access to required courses for degree programs. Classrooms equipped with cameras, computers, microphones, interactive white boards, and other teaching equipment are located on the Lummi campus and six extended campuses.

Core Theme 4: Advance place-based community education and outreach

- In 2013, equipment was acquired for the newly constructed Salish Sea Research Center to support scientific research relevant to Tribal communities.
- Field equipment, vehicles, and boats for field research in such topics as marine sciences, aquaculture, and natural resources.

2.G.5 – Technology Systems and Infrastructure

Due to NWIC's large service area, technology strategies and infrastructure are critically important to student success. In addition to face-to-face programming, the college offers courses via an interactive television (ITV) network, through the Internet, and in various combinations of all three modalities. Each approach requires a set of communication technologies to support student, faculty, and staff access to NWIC's system.

Student and Employee Access

Every registered student has an ID and password to access information technology on campus, including their own NWIC email account, financial statement, enrollment data, and wireless access to internet (with the exception of the Nez Perce extended sites where students at the Idaho locations do not have K-20 accessibility due to Tribal technology limitations).

Every full-time employee has an ID and password to access information technology on campus, including their own MS Outlook account, access to Internet, and, as appropriate, access to the interactive software module of Jenzabar to perform their work duties.

Instructional Technology

In order to provide access to students in various locations, NWIC offers courses in three modalities: face-to-face instruction, interactive television (ITV), and online. For face-to-face instruction, most classrooms have interactive white boards and wireless access to Internet that encourages BYOD (bring your own device) technology such as tablets, laptops, and smart phones. ITV involves real-time videoconferencing between campuses for distance education courses. This means that students at extended campuses can take classes from instructors located at the Lummi campus. Online classes are an asynchronous modality that students can access anytime and anywhere. NWIC converted from Moodle software for on-line courses to Canvas as the learning management platform. Students are able to participate in class and complete their homework on their own schedule to meet weekly assignment deadlines. Online classes require students to have access to a computer and Internet access. If students do not have these resources at home, they are able to utilize a computer in one of the labs on the NWIC campus.

Network

NWIC utilizes the higher education software application called Jenzabar. This interactive software has several modules including: enrollment, financial aid, finance, human resources, and advancement. The Jenzabar Internet Campus Solution (JICS) allows students to access their own information and faculty to interact regarding students and courses. NWIC utilizes other specialized software to facilitate data collection and processing such as PowerFAIDS to support financial aid functions, AD Astra to support course and room scheduling, CourseEval for students to assess courses and instructors, and Pearson VUE and Accuplacer for testing services.

To promote student success, the Media Center provides lap top computers, projectors, and cameras for students to check out so they can make presentations. Wireless access is located campus-wide for laptops, tablets, and smart phones.

2.G.6 – Technology Training

NWIC supports mission fulfillment by training faculty, staff and students in the use of technology and technology systems. On-line training resources on the use of technology in the classroom are available on the [Faculty Tools and Resources page](#) of the NWIC website. Faculty can view technology-related videos on how to use Canvas and JICS at any time from any location. Other teaching resources in the form of publications, blogs, and videos are accessible on the faculty web page. The eLearning Coordinator provides in-service and individual training and support to faculty on how to effectively use technology for student engagement and attainment of learning outcomes. Likewise, tutorials on the use of technology are available for students, and technical assistance on

how to use presentation equipment and software is provided through the Media Center, located in the Lummi Library.

Maintenance agreements with software vendors include training for employees on the use of the software systems. New employees and/or new users of Jenzabar, InfoMaker reporting, and other systems are scheduled for training with the software provider. For other software and systems, Information Services Department staff provides in-house training and support to college staff and students.

2.G.7 – Technology Infrastructure Plan

NWIC engaged students, employees, community leaders, cultural leaders, educators, elders, and other community members in the development of the current master plan and feasibility study. The Information Services Department provided input in the design of the master plan to meet the current and future technology infrastructure needs. Of the \$50 million total capital campaign goal, \$9.5 million was targeted for technology and equipment. NWIC has raised the funds for technology and has accomplished the following capital improvements in the area of technology infrastructure: internal infrastructure (inside buildings), external infrastructure, Meraki campus-wide wireless, purchase and setup of Microsoft Exchange (email system and backup), construction of rack cooling for servers, established the Telecom System (voicemail and IP), purchased interactive television equipment for extended sites, updated Jenzabar (comprehensive database), purchased MyTribe TV hardware, installed library tracking equipment; purchased interactive classroom equipment, and increased the campus internet bandwidth.

The current [Technology Infrastructure Plan](#) will be completed by 2017. A planning process for a new technology plan will be implemented and will engage the Information Services Department staff, faculty, and other staff that use technology. The updated plan will inform budget priorities and future fundraising plans and be completed by 2018.

2.G.8 – Technology Replacement

The college annually allocates funding for the replacement of campus technology through the implementation of a plan. The purpose of the plan is to provide adequate office and classroom equipment for staff and students. The Information Services Department implements a replacement of computers for all full-time employees every three years. Maintenance agreements for computers and software include appropriate upgrades. Funding for the replacement of equipment comes from the annual institutional budget and grant budgets. NWIC complies with Governmental Accounting Standards Board (GASB) guidelines to manage equipment purchases, inventory, and depreciation, as shown below:

<u>Capital Asset Category</u>	<u>Capitalization Threshold</u>	<u>Years (useful life)</u>
Buildings and building improvements	\$5,000	30
Equipment	\$5,000	5
Computers	\$5,000	3

In 2013, the Leadership Team developed an Instructional Technology sub-committee. The purpose of the sub-committee is as follows:

1. to develop and oversee direction, strategies, and plans for meaningful and innovation use of technologies which effectively evolve, enable, and support learning and teaching across the college; and

2. identify opportunities for broadly beneficial and/or specialized solutions/approaches that might be leveraged in multiple disciplines or areas, and make recommendations to the Information Services Department regarding development, funding, and policy.

Members of this sub-committee include faculty, and staff from academic programs, student services, and administrative services. The committee recently updated the [Strategic Distance Learning Plan](#).

CHAPTER THREE

PLANNING AND IMPLEMENTATION

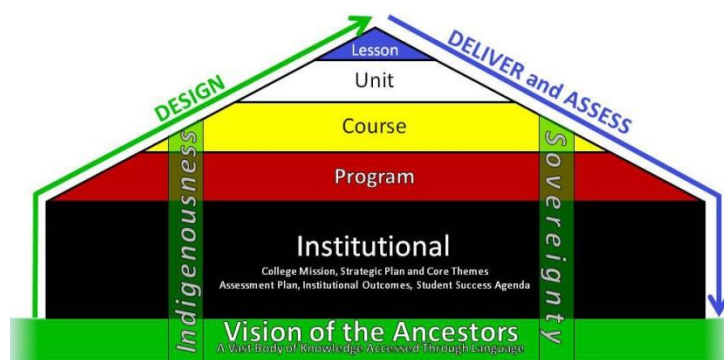


Chapter Three: Planning and Implementation

Standard 3.A — INSTITUTIONAL PLANNING

3.A.1 – The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

NWIC's achievement of its mission and core themes is guided by the seven year [Strategic Plan for 2010 - 2017](#). The college's leadership intentionally synchronized the strategic plan's cycle to coincide with the seven-year accreditation cycle so that the two processes would support and strengthen each other. As such, the strategic plan implementation forms the structure for the college's comprehensive planning process. NWIC's model for comprehensive planning was established from the way in which NWIC uses the cycle of continuous improvement to address student learning and academic programming. The comprehensive planning process at NWIC emerged from an image known as the "Honorable House of Learning" which tells the story of Indigenous education at NWIC and describes the journey to cultural sovereignty and mission fulfillment. This diagram below was developed by staff with the support of Native elders in an effort to illustrate the inter-relationships between academic programming and student learning, the cycle of continuous improvement, and the college's foundation in Indigenous knowledge. This diagram, often called the "longhouse diagram," uses the outline of a traditional Coast Salish longhouse to show how the design and development of academic programming arise from the Indigenous foundation held within the vision of the ancestors which is derived from Native languages. The college's mission statement, strategic plan, core themes, and other institutional plans arise out of this vision and framework. Programs and the delivery of the individual components of those programs, including courses, units, and individual lessons, assignments, and activities, are designed, delivered, and then assessed from this foundation. Finally, the assessment process is directly tied to continuous improvements at the institutional, program, and finer levels as the cycle of design, delivery, and assessment is repeated.



The longhouse diagram has also been used to guide all aspects of the comprehensive planning process at NWIC. While academic programming focuses on programs, courses, units, and lessons to design, deliver, and assess academic content, the college's comprehensive planning process uses plans at the institutional-, departmental-, and program-levels to implement the comprehensive planning process. The following comprehensive planning process diagram turns the longhouse diagram upside down in order to follow the cycle of continuous improvement over time to develop, implement, and assess plans, and then to allocate resources and make improvements to the plans on annual and on multi-year cycles.

The entire process is guided by the foundation of the college embodied in the vision of the ancestors and articulated at the institutional level through the mission, strategic plan, core themes, goals, and objectives. Each of these, in turn, drives the identification, development, implementation, and assessment of institutional plans and initiatives, including but not limited to plans for land grant programming, emergency preparedness, comprehensive student enrollment, teaching and learning, assessment of student learning outcomes, and each of the annual departmental work plans.



One example of the implementation of the comprehensive planning model is the college's land grant planning. NWIC, as a Tribal college, is federally designated as a land grant institution. In order to articulate a land grant plan, the president convened a broad group of staff from the academic, research, and extension departments of the college to articulate a mission and vision statement and to identify goals for land grant programming. The [land grant mission and vision statements](#) that have been developed derive directly from the college's strategic plan, mission, and the vision of the ancestors. As a result of this highly inclusive process, two land grant initiatives were identified: to develop an NWIC [Indigenous Wellness Plan](#) and to develop an NWIC [Indigenous Research Framework and Policy](#). Both of these initiatives are currently under development. The results of both initiatives will be institutional-level documents that are scheduled to be reviewed and will require approval by the Administrative Team and the board of trustees. These initiatives are being coordinated with other related plans and policies at the college. In particular, the Indigenous Research Framework and Policy are forming the framework for the creation and revision of other key institutional policies and procedures, including academic policies on academic freedom, teaching, service, research, artistic creation, copyright, and appropriate use of intellectual property. They will also guide development of academic programming, allocation of resources such as new wellness and research facilities and staffing, and the development of future plans including the next strategic plan.

The college utilizes multi-year interdepartmental plans at the institutional level, such as for land grant planning, planning for assessment of student learning outcomes, Emergency Preparedness and Management, Strategic Enrollment Management, and other plans (see [comprehensive list of plans](#)). The college also utilizes annual work plans to enact institution-level plans at the department and program level. At the beginning of each academic year, departments and programs create an annual work plan according to a [work plan template](#) that follows a logic model. Each departmental work plan is required to identify which strategic plan core theme goal or objective that it aligns with, thus coordinating the

individual department and program work plans with the overall institutional comprehensive planning framework. The leadership within each program then works with the staff within their program to create, disseminate, and implement the program's work plan. All department and program work plans are collected at the beginning of each academic year and used as the basis for annual assessment of individuals and departments as well as tools for measuring accomplishment of the mission, core themes, goals, and objectives. At the end of each annual cycle, the leadership overseeing each department and program assesses the status of the plan's and reports on the findings and recommendations for the next annual cycle. The administrative leadership overseeing each program and department shares the results of the analysis and future plans via [PowerPoint presentations](#) and oral reports to the entire Leadership Team, which includes all of the administrators overseeing all departments, at an annual day-long Leadership Team retreat. Each report addresses the accomplishments of the department and its goals for the upcoming year. The results of implementing and assessing the work plans for each department are used as part of each department's and administrator's annual evaluation and used to develop work plans and make improvements for each subsequent year.

3.A.2 –The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

NWIC has a culture of inclusion in planning and decision-making that is built into the comprehensive planning process. The process for developing each seven year strategic plan and includes several levels of inclusion as a way to assess the current plan and to develop the next plan. As the strategic plan nears completion, an internal scan is performed. All staff members are surveyed to gather feedback on the strategic plan's implementation. The Strategic Planning Steering Committee, which includes the president and other key administrators and staff from across the college, then meets with the entire staff to share and discuss the [strategic plan survey findings](#). An external scan is performed using the community needs survey to gather input from community members throughout the college's service area. It asks questions that help to guide the choices of programming and services that are needed to meet the communities' needs. The community needs survey has been conducted in preparation for the past, the current, and the strategic plan that is currently under development (see results for [2004 Community Needs Survey](#), [2009 Community Needs Survey](#), [2016 Community Needs Survey](#)). The results of the community needs survey are shared and discussed with college staff at all-staff meetings, presented and discussed at Leadership Team meetings, shared with departments and programs in order to inform creation of programs and services, and shared through the [college's website](#). Additional input about the needs and perspectives of communities served by the college is obtained using site-based focus groups. The Institutional research staff travels to each of the extended campus sites to meet with community members and to gather their perspectives about programs and services at the college and their vision for the future.

This highly inclusive process also extends to the development of program and initiative plans. The two land grant initiatives discussed above are examples of the process the college uses to gather input from and share ideas with a broad range of constituencies. The initiative to develop an Indigenous Wellness plan has been presented at several all staff in-services to share information about the initiative and to gather input as the plan is being developed. The Indigenous Research Framework and Policy initiative shared with a broad range of constituencies as the logic model was being developed and will be vetted with academic leadership, the faculty, the Curriculum Committee, the Administrative Team, and finally, the board of trustees. Each of these plans are being developed using a similar process in which the need for the initiative and its focus is identified by a group of stakeholders, then a small coordinating group develops the structure and content for the plan. The draft plan is then vetted with a broad range of stakeholders, and finally the plan is reviewed and approved by the Administrative Team, the board of

trustees and any other appropriate bodies. The Indigenous Research Policy and the Indigenous Wellness Plan, for example, are currently being developed by coordinating groups. Once drafted they will be vetted with faculty and key departments, such as the NWIC Center for Health, Cooperative Extension, and the National Indian Center for Marine Environmental Research and Education (NICMERE).

The college's comprehensive planning process ensures that appropriate constituencies are informed and consulted throughout the development, implementation, and assessment of plans.

3.A.3 – The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The college's strategic plan includes outcome objectives for each goal within each of the four core themes. Because the college's strategic plan is its comprehensive plan and because the strategic plan aligns with the current accreditation process, these objectives form the framework for the gathering of appropriate data for fulfillment of the college's mission. The indicators and associated thresholds presented in Standard 1.B, constitute primary data sources for achievement of the objectives. As shown in the [core theme worksheet](#), each of the indicators is reported on an annual basis by an administrator who is responsible for gathering, analyzing, and reporting that data (known as the SPA or Single Point of Accountability). Each of the core themes in the strategic plan is overseen by a core theme team consisting of between ten and twenty five staff members representing key departments and programs central to fulfillment of the particular core theme. The SPAs reported their findings to the appropriate core theme team at core theme team meetings for discussion and feedback, and also submitted the data to the Accreditation Steering Committee, which collated them in the [core theme worksheet](#). The core theme teams also consider and report on an additional data that should be used to evaluate fulfillment of the core theme goals and objectives, such as departmental activities and programs not explicitly identified in the indicators ([see list of additional activities collected for each core theme](#)).

One of the college's multi-year plans, the recently completed [Achieving the Dream \(ATD\) plan](#), is another example of how the college uses appropriate data to make decisions that lead to mission fulfillment. The first year of the ATD project focused on collecting data about student retention and identification of "leakage points" – points in students' college journey when they are more likely to leave the college. Through the collection and analysis of student enrollment data, two leakage points were identified – after the first quarter of attendance and between the spring and subsequent fall quarters. Analysis of surveys and phone interviews with students who left the college indicated three intervention strategies that could improve student retention and completion. The resulting [ATD plan](#) implemented these three strategies: Student Orientation, Holistic Advising, and Financial Preparedness.

All of the annual department and program plans, as well as the multi-year initiative plans, follow a logic model that identifies how the plan is to be evaluated and what data are to be used in that evaluation. The data are reported annually in writing to supervisors and orally to the Leadership Team, and is then used to make improvements and to construct future plans.

3.A.4 – The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The comprehensive planning process clearly articulates priorities by tying institutional and program-level plans to the college's mission, strategic plan, core themes, goals, and objectives. Implementation of the comprehensive planning process operationalizes the mission, core themes, goals, and objectives. The last step in each cycle of the comprehensive planning process, as shown in the comprehensive

planning diagram, is that the results of the annual and seven year assessment are used to make improvements, to allocate resources, and to create the next annual, multi-year, and seven year plans.

In 2014, the college initiated a program prioritization process in order to develop a comprehensive picture of the state of all of the academic and non-academic programs across the college. Each of the programs collected and reported data on ten criteria covering the historical context, mission alignment, finances, and future direction of the program. The results were then scored by cross-departmental teams using [rubrics](#), and the results were then collated and reported. The scoring teams articulated and made recommendations to each academic and non-academic program based on their assessment. The findings from the [academic program prioritization](#) and the [non-academic prioritization](#) are being used in several ways. The Budget Committee uses the findings to inform budget recommendations for both annual budgeting and for the college's three-year budget projection. The findings for each of the academic programs are being used as part of the ongoing [academic curricular review](#). Each program of study uses the results of the program prioritization in assessing their current status and making further recommendations. The Curriculum Committee reviews and approves the [curricular review report](#). The recommendations are then reported to the appropriate administrator and group as an input to future planning and budgeting.

3.A.5 - The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupts normal institutional operations.

NWIC has implemented a board of trustees approved [Comprehensive Emergency Management Plan](#). This plan provides a comprehensive framework and concrete details about the structure, key responsibilities, assignments, and general procedures to follow during and immediately after a disruptive event. The college has established this plan to address the immediate requirements for an event in which normal operations are interrupted and special measures must be taken. This plan and associated procedures have been vetted by and shared with all college employees. The Leadership Team has received trainings in applying the plan. The plan and other useful emergency management information are posted on the [Emergency Management Information website](#) which is easily accessible from [NWIC's homepage](#). In addition, the college uses a security banner at the top of the college's website which is activated each time a safety-related event arises. The banner displays key information related to the current safety issue. The college also uses the RAVE emergency system to communicate about emergency and other critical events to staff and students using email and text messaging.

NWIC has policies and guidelines for recovery following a catastrophic event. The college has identified that in order to recover from a major disruption it must allocate financial resources and have recovery procedures in place. In order to address the funding requirements for recovery from a catastrophic event the college has established a contingency budget. Part of the Comprehensive Emergency Management Plan articulates that the Information Services Director provides vital record protection for all digital information. The Information Services Department maintains the integrity of the Jenzabar database system, which houses all student, financial, and other college-wide data. The board approved [Secure Retention of Student Records Policy](#) describes how student records are protected in the event of a catastrophic event. The Information Services Department adheres to the [Information Technology Data Security and Recovery Process](#) for the protection of the college's database system as a whole. The process outlines how both the main databases and other non-database storage is protected through multiple back-up systems, storage in multiple buildings and off-campus, as well as measures to protect hardware.

The college is currently developing a Catastrophic Events Continuity and Recovery Procedure. The procedure will articulate procedures necessary for the college to return to normal operations following a catastrophic event. While certain departments, such as information technology, business office, and the library, have processes articulated for recovery from catastrophic events, this procedure will describe guidelines for how all departments are to develop and implement a recovery plan with the goal of returning functioning of the department to normal operations as soon as possible so as to minimize the impact on the students and Tribal communities the college serves. These existing plans are being updated and incorporated in the Continuity and Recovery Procedure being developed.

Standard 3.B — CORE THEME PLANNING

Executive Summary of Eligibility Requirements 22 and 23

22. Student Achievement

NWCCU states: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Program-level student learning outcomes for NWIC degree and certificate programs are published in the [2015-2017 College Catalog](#), which is available in print and online. In addition, program outcomes for program of study are posted on the [program outcomes website](#). The NWIC [Assessment Plan \(2012-2017\)](#) guides the assessment of student learning outcomes at the course-, program-, institutional-, and student support -levels. The four department chairs and the Dean of Academics and Distance Learning facilitate quarterly assessment for programs of study, which culminates in annual narrative program reports and an annual institutional assessment report that describes student learning attainment and articulates plans and progress for program improvements.

23. Institutional Effectiveness

NWCCU states: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The college's processes for planning and evaluating core theme attainment stem directly from the strategic plan's comprehensive planning process. Planning occurs on an annual and multi-year basis, using a logic model to plan, evaluate, report results, and to effect change. Evaluation results are shared with the Leadership Team, key planning teams and committees, such as the Budget Committee, and are used in the creation, and updating, of departmental and institutional plans.

The Office of Research and Sponsored Programs, Instruction, and Student Services coordinate data collection, analysis, and dissemination to monitor the college's internal and external environment using surveys, focus groups, and the tracking of institutional data outlined within the assessment plan. The results are shared with NWIC constituency through all-staff meetings and by posting on the NWIC website, and are used for planning purposes.

Overview for Standard 3.B

NWIC's comprehensive planning process requires that plans, whether at the institutional-, initiative-, departmental-, or program- level, align with the [Strategic Plan's](#) core theme goals and objectives. Annual departmental and program work plans follow a logic model template that requires that objectives in the department's annual work plans be aligned with at least one core theme goal or objective which is identified in the department's annual work plan. Thus, since the strategic plan is the college's comprehensive plan, departmental and program plans are in alignment with core themes. The college has gone through an extensive multi-year process beginning with the establishment of the current

strategic plan using four core theme teams to perform core theme planning and evaluation. The core theme teams consist of approximately ten to twenty five staff, faculty, and administrators whose job functions and interests align with the core theme. Each core theme team created a set of indicators with associated minimum thresholds that are used to track and assess the degree of attainment of the objectives within their core theme. Each core theme team identified which institutional and initiative-level plans existed, which needed to be developed or revised, and described how these plans aligned with each of the core theme goals and objectives. Many of the plans or other processes that needed to be developed and implemented were identified by the core theme teams and labeled as [Mission-Critical Activities \(MCAs\)](#) in the core theme planning process. Mission-critical activities (MCAs) are defined as activities that the core theme teams considered imperative to meeting the core theme objectives or, in other words, the core theme objectives could not be achieved if the MCAs were not completed. Because of their critical nature, the MCAs were incorporated into individual and departmental work plans and tracked through the annual work plan process. The full list of core themes, goals, objectives, indicators and associated thresholds, and MCAs for all four core themes is collected into a master document called the [core theme worksheet](#) so that their alignment with the core themes, goals, objectives, and indicators could be identified and tracked. As a key part of the data collection, analysis, and dissemination process, college leadership from each of the core theme teams made presentations at the 2016 annual Leadership Team retreat about the status of completing the MCAs and discussed and made follow-up plans for achievement of the MCAs. These analyses, discussions, and planning processes at the core theme team level have then been incorporated into the implementation of the core themes at the day-to-day of programs and services within departments.

Data informs the core theme planning and planning for program and services in several ways. Each Core theme objective identifies specific data indicators that contribute to a determination of whether the outcome objective has been achieved or not. Core theme objectives indicators have associated minimum thresholds for success. Core theme objectives and their associated indicators and thresholds were evaluated and rearticulated, as necessary, at the mid-point in the current strategic plan cycle during 2013 and 2014 to ensure that they remained current and appropriate measures of objective attainment. The re-evaluation and re-articulation of the indicators and thresholds was coordinated with a thorough re-examination of the core theme objectives to ensure that they were articulated as SMART outcomes objectives (Specific, Measurable, Achievable, Relevant, and with a clear Timeline). The [core theme worksheet](#) also identifies which person is responsible for collecting, analyzing, and submitting the core theme indicator data (known as the SPA – single point of accountability), as well as identifying which other personnel participate in collecting the core theme indicator data. The [core theme worksheet](#) is also used to aggregate the core theme indicator data collected each academic year making it easy to see the level of achievement for each indicator. The core theme worksheet is then used by the Accreditation Steering Committee and key administrators in programs and departments for planning and evaluation.

At the program and services level, annual departmental and program work plans, following the work plan template, use a logic model that identifies appropriate data for evaluating whether each departmental plan objective has been achieved or not. At the end of each academic/fiscal year work plans include an analysis and improvement process that is used to create the following year's work plan.

Core Theme One — Engage Indigenous Knowledge

One of the key goals of Core Theme One is articulated in Goal 2, Indigenous knowledge is the foundation for all programs of study, and objective 1, Foundational courses in all programs of study. To achieve this

objective a set of seven courses known as the Foundational Requirements were developed as a means of carrying forward the vision of the ancestors.

The Foundational Requirements were created by the leadership of the Coast Salish Institute with input from the community and elders. The content of the seven courses is rooted in the Tribal values of honor, integrity, respect, humility, and endurance, and is built upon the guiding principles of Indigenouseess and sovereignty, which are the pillars that hold up the honorable house of learning. Mission-critical activity 2.1.A, Program of Study Revisions to include Foundational Courses, was identified as the means to achieve this objective. Since 2014, every NWIC program of study has included Foundational Requirements, which achieves Core Theme One, Goal 2, objective 1. One-year certificate programs require the five-credit Introduction to Cultural Sovereignty, CSOV 101, while associate's-level programs require three to four (15-20 credits) of the Foundational Requirements and bachelor's programs require the full set of seven Foundation Requirement courses (35 credits). The Foundational Requirements were created and are taught with the philosophy of a placed-based curriculum, which links to core theme four and is also an institutional-level student learning MCA 2.1.B, provide access to Foundational Courses through multiple modalities including site based, was articulated to ensure that all NWIC had appropriate place-based access to the Foundational Requirements. The philosophy and principles within the Foundational Requirements have also influenced the implementation of the college's assessment plan, specifically through the institutional student learning outcomes and is also embedded in the program of study student learning outcomes and their assessment. The principles of the Foundational Requirements have also influenced the implementation of the college's [Teaching and Learning Plan \(2012-2017\)](#), which focuses on building the capacity of faculty to teach at a Tribal college, which requires an understanding and ability to support these principles. The Teaching and Learning Plan lays out a structure for building the capacity of faculty and includes an assessment process with clear data indicators, whose achievement supports core theme one: engage Indigenous knowledge.

Core Theme Two — Commitment to Student Success

Planning and evaluation of Core Theme Two is coordinated by the deans, department chairs, and the faculty. Core theme goals, objectives, and mission-critical activities are embedded in each of the deans' and department chairs' work plans. The MCAs within Core Theme Two guide the work plans and continued improvement within programs of study. An example in an academic context is a comprehensive work plan from the department chairs which reflect activities to reach program objectives and data collection to provide evidence of objective attainment.

NWIC promotes student success at each educational pathway for each student. Through a continued and ongoing assessment cycle, academic programs measure each student's skills, competence and knowledge of the program outcomes adopted by each program. The assessment process provides information for improvement in courses, programs and other learning experiences so that students are engaged and acquire the skills and knowledge necessary to prepare them for professional or advanced degree work.

The Core Theme Two team met quarterly to examine the mission critical activities (activities that are essential to achieving the objective) the indicators and the minimum threshold targets set.

During these meetings team members identified any barriers to completing the submission of the core theme indicators along with recommendations to increase the effectiveness of our specific core theme.

Core Theme Two team members assessed the goals through indicators and established the minimum threshold for student success. The data are collected annually or quarterly depending on the goal. The data are then disseminated to department chairs and faculty within their departments for discussion and improvement purposes. The assessment process of NWIC's programs is tied closely to *Goal 4: NWIC prepares students to be successful at the associate, baccalaureate and graduate level*. Annual narrative reports are completed by the dean and the department chairs. Analysis of the capstone projects which is a requirement for our graduates are scored for fulfillment of program and institutional outcomes. Graduation surveys and tracking of students professional or advanced degree status is collected by the Director of Institutional Research and department chairs. In all Core Theme Two goals action steps or recommendations are closely monitored for improvement.

Core Theme Three — Access to Higher Education Opportunities at all Levels for Tribal Communities

Core Theme Three planning is directly tied to the [strategic plan](#) that articulates three goals and four objectives within this core theme. Core Themes have a team that consists of several administrators, faculty, and staff who meet regularly to discuss accomplishment of the core theme objectives and assess indicator data. Core Theme Three planning is primarily reviewed by the Director of Assessment and the Dean of Academics and Distance Learning because their primary responsibilities focus on assessment of degree and Institutional Outcomes. Planning is ongoing but follows a quarterly and yearly cycle.

Core Theme Three planning ensures alignment with the core theme goal. Indicator data was established and collected each year. This data are reviewed by the appropriate parties responsible who make determinations based on this data.

When planning for new program or services, alignment of these activities is reviewed. For example, Goal 6 under Core Theme Three focused on offering career and workforce opportunities in response to our community needs. A community needs survey was conducted to determine which type of services NWIC should offer. The Workforce Department applied for and received a grant, the Native American Career and Technical Education Program (NACTEP), to support these endeavors.

The NACTEP program is a direct outcome of the Core Theme Three planning activities that involved assessing results from a community needs survey and numerous meetings with NWIC staff, community and Tribal government representatives. From these planning meetings, NWIC sought and received a Department of Education grant to fulfill Goal 6, objective 1: "Offer workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities." NWIC received the NACTEP grant in 2013 and has successively received extensions on the grant each fiscal year to continue the program.

The grant allowed NWIC to offer training in carpentry, electrical and plumbing using a standardized, industry recognized curriculum developed by the National Center for Construction Education and Research (NCCER). Under NCCER standards, student must demonstrate proficiency by passing a written and hands-on exam. In addition, as a direct result of planning discussions, NWIC ensured that the grant allocate funds to hire a job developer in order to help meet NWIC's planning objective of attaining a 30% employment rate for NACTEP students. To further support employment readiness, NACTEP allocates funds towards hiring a part-time math and reading tutor in order to help students reach math and reading workplace literacy standards.

Workforce Education Department staff and the Dean of Academics and Distance Learning have consistently reviewed NACTEP outcomes quarterly and yearly, ensuring that the planning process assessment of the program consistently reflects the goals set forth in the strategic plan. As a result of continued, sustained planning, Workforce is currently in the process of creating a strategic plan for a sustainable workforce program that includes the construction of a new training facility.

As part of continuous improvement, Core Theme Three is assessed through various indicators as well as other documented evidence. The data for these indicators are discussed within each core theme and also within each identified SPA. The team reviews the results and makes recommendations to contribute to the growth of each objective. Part of the planning process to ensure the core themes are aligned with the goals and outcomes included identifying MCAs. These assessment activities indicate whether or not the goal was accomplished.

Each indicator describes a benchmark that the college hopes to achieve within each objective. Some of the benchmarks were accomplished, while others were not accomplished in full. A process of evaluation occurs when it is determined one of the indicators of evidence has not been achieved.

The [institutional report card](#) is one measure used to determine the level of achievement within each objective and reported on regularly each year. This data are distributed and communicated to the board and the Leadership Team and posted on the [NWIC assessment website](#).

Core Theme Four — Advance Placed-Based Community Education and Outreach

Core Theme Four includes two goals that both contribute to the advancement of place-based community education and outreach. All aspects of this core theme focus on increasing community engagement in place, which is key to meeting the college's mission of indigenous self-determination and knowledge. *Goal 9: NWIC promotes healthy living and nutrition, leadership, and financial security*, guides the planning of the Cooperative Extension Department, its annual work plan, and selection of the office's programming and services. Other departments within the college, such as the NWIC Center for Health, also provide programming as part of their annual work plans and initiatives that support achievement of Core Theme Four's goals and objectives. The first objective under goal 9 states that "NWIC provides professional development, community education classes, and workshops in support of Tribal community training needs." To meet this objective the Cooperative Extension work plan focuses on providing workshops and trainings that meet the needs of the Tribal communities the college serves. Data on community needs are determined by several methods, including the Community Needs surveys. The 2009 Community Needs Survey was instrumental in the development of the current strategic plan and the 2016 Community Needs Survey is being used now in the development of the next strategic plan and implementation of the current strategic plan and core themes. Each of the content areas listed in goal 9 are included in the planning process for the Cooperative Extension Department and their annual work plan. In particular, the office offers ongoing financial literacy workshops and trainings at multiple age levels and in the communities throughout the NWIC service area. Similarly, the department includes planning for workshops in nutrition, particularly related to traditional foods. Leadership development is supported on a larger institutional level through several avenues. The [Teaching and Learning Plan](#) includes support for the development of Native leadership. One of the mission-critical activities in Core Theme Four focuses on the creation of a Native leadership development plan, which directly supports goal 9, objective 3, which states "NWIC provides Tribal communities opportunities for leadership development." Similarly, the department's work plan has been aligned with the second objective, as new curricula are developed and disseminated. Other departments within the college also offer workshops and Continuing Educational Units that support goal nine, in particular, the NWIC Center for

Health. The Community Outreach Program Coordinator within the Cooperative Extension Department collects and reports core theme indicator data from all departments at the college that offer workshops and CEUs that are in support of goal nine.

The second part of Core Theme Four is articulated in goal 10, which states that “NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources.” NICMERE, the National Indian Center for Marine Environmental Research and Education, has a departmental plan, which is guided by Core Theme Four, goal 10. Further, in terms of planning, NICMERE coordinates with the institution-level land grant planning, which connects teaching, research, and extension. NICMERE planning also coordinates with courses and programs of study offered by the Native Environmental Science (NES) Department. With all other departmental work plans, the NICMERE work plan articulates alignment with core theme goals and objectives, as does the NES Department work plan.

Core theme indicator data for all three objectives within goal 10 have been collected each academic year and is being used for planning NICMERE and Science Department activities and coordination. One of the mission-critical activities under goal 10, which has been completed, is the creation of a multi-year [NICMERE Plan](#), which has guided the program’s development and implementation.

The NICMERE Director and other key administrators have been responsible for the collection, analysis, and submission of the core theme data. This plan is currently under review and is being updated.

CHAPTER FOUR

EFFECTIVENESS AND IMPROVEMENT



Chapter Four: Effectiveness and Improvement

Overview

NWIC's effectiveness in meeting its mission through its core themes, goals, objectives, and programming is evidenced through its use of data, and can offer numerous examples and discussion of this effectiveness. The college's core themes, goals, and objectives articulated in Standard One. The core theme objectives were carefully articulated to fit SMART criteria in order to ensure their ability to be assessed and to determine usefulness as measure of accomplishment of the core themes. Each indicator identifies a single person, known as the Single Point of Accountability (SPA), who is responsible for the ongoing systematic collection and analysis of meaningful, assessable, and verifiable data. The SPAs are members of the core theme teams and receive support from the co-chairs of each core theme team, the Accreditation Steering Committee, the Director of Institutional Research and Assessment, and the Registrar in collecting the necessary quantitative and qualitative data. The SPAs submit data annually which is collected and aggregated on a [core theme worksheet](#) which is updated regularly and posted on the [NWIC accreditation website](#). Core theme data related to academic programming is disseminated to the academic program department chairs and the Dean of Academics and Distance Learning, who then utilize the data in making improvements to the curriculum. This data are also reported to the Assessment Team and the data related to academic programs of study are included as part of the [Annual Program Outcomes Assessment Narrative](#).

Assessment processes for academic programs

NWIC's academic assessment work is ongoing, systematic, and driven by the core theme's goals and objectives and the [Assessment Plan \(2012-2017\)](#). All full-time faculty who teach courses that are requirements of academic programs assess and report student proficiency in the program outcomes. For most programs of study, the program outcomes have also been aligned with institutional outcomes using curriculum maps (as posted on the [program outcomes website](#)) or identified by faculty members in the assessment process. Faculty use the [program assessment matrix](#) template to report program-level assessment. The matrix includes assessment strategies, measurement goals (thresholds), analysis of data, and actions or recommendations for improvement. Details of the assessment process are available on the [NWIC assessment website](#).

Each matrix includes a program statement for the particular program of study. The matrix includes these columns:

Program Outcomes, alignment with institutional outcomes	Assessment Strategies (who, what, how, when)	Measurement Goal (threshold)	Findings (assessment results)	Analysis of Data (What students learned/ didn't learn)	Action or Recommendation
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All programs of study have approved [program-level student learning outcomes](#), which have been aligned with [institution-level student learning outcomes](#) for most programs of study. Teaching faculty use program-outcomes rubrics as the basis for determining student proficiency at the "beginning",

“developing”, or “accomplished” levels. Every quarter, full-time faculty prepare for the assessment process by completing the first part of the assessment matrix to articulate what assessment strategy they will use to assess student proficiency relative to the program outcomes. This process, known as “assessment-ready,” follows an [assessment checklist](#) that describes the timeline for completion of the program assessment matrix and culminates in an annual program assessment. At the completion of each quarter, faculty complete the remainder of the matrix to articulate their findings, analyze what students did and did not learn, and make recommendations and actions for improvement to the course design and delivery. Faculty share their results with their colleagues as part of the quarterly in-service schedule.

At the end of each academic year, the quarterly assessment matrices are used as inputs to the annual assessment narrative for each program of study. An annual program assessment narrative report is prepared by the appropriate program lead in consultation with the faculty teaching in that program. The reports are then shared, in writing and in an oral presentation, at a faculty in-service with all full-time faculty in the early Fall quarter. The annual narrative reports synthesize the information from the three quarters of program assessment matrices into a narrative form with elaboration, overall analysis, and planning for improvement. The report also addresses recommendations and actions from previous years. The Annual Program Assessment Narrative includes the following four sections: 1) a description of the assessment process; 2) a discussion of the findings; 3) an analysis of the data; and 4) an action or recommendation with expected changes based upon the analysis of the data. At the baccalaureate level, department chairs also report on the learning proficiency of graduates. Prior to 2014, faculty groups in each program of study completed the annual narrative reports as a team. Beginning in the 2014-2015 academic year, the newly created positions of department chairs oversaw the articulation of the [annual narrative reports](#) for bachelor’s- and associate’s-level programs in their departments. The Dean of Academics and Distance Learning oversees the articulation of all other associate-level programs. The most recent annual reports for AY2016 were presented at our in-service session in November 2016 and linked last year’s actions with this year’s assessment work.

Starting in Fall Quarter 2016, the college began piloting an online program assessment tool using CourseEval for the quarterly assessment process. The online tool was implemented to more thoroughly collect and organize program assessment data for the required courses in every program of study, from all full- and part-time faculty, teaching core program requirements regardless of location or modality. The [Online Program Outcomes Assessment website](#) describes the online assessment process in detail. The new online process follows the same process and matrix that has been used during previous years with faculty submitting Excel and Word documents. Collection and analysis of the data from this new tool is still in the early stages.

Assessment of Non-academic Programs and Services

Assessment of non-academic programs and services is ongoing, systematically collected, and analyzed using meaningful, assessable, and verifiable data. The Assessment Plan (2012-2017), in addition to addressing direct assessment of student learning outcomes at the course, program, and institutional levels, also describes mechanisms for assessment of student support services as they relate to student learning. Beginning in 2011, the Center for Student Success (CSS) implemented a departmental assessment calendar that makes non-academic assessment of student support services meaningful and manageable. This [CSS assessment calendar](#) was the beginning of the development of a non-academic assessment plan, which is built into the Assessment Plan (2012-2017).

Non-academic programs and services at the college use the annual work plan and its logic model process to link their work with each of the appropriate core theme goals and objectives. At the end of each annual cycle plan, data are collected by the administrative leadership of the department who work with the staff of the department and in consultation with the Institutional Research staff, to analyze, report, and use the data as the basis for improvement.

NWIC has a process of ongoing evaluation of academic programs where faculty play a critical role in ensuring goals and outcomes are met. The process is known as the Curricula Review process and is part of our continuous improvement model. NWIC completes a curricular review every two years in rotation within the programs of study and in coordination with production of the bi-annual college catalog. The most recent review began in Fall Quarter 2015 and will continue through the current academic year 2016-2017. The curricular review consists of a review of a program and its associated courses. As part of the review the program, materials are evaluated for completeness and accuracy. The program outcomes, program outcomes rubrics, and curriculum map are examined, and all syllabi for core courses are reviewed for completeness and accuracy. The review includes verifying course alignment with the curriculum map and the listing the appropriate course, program, and institutional outcomes on the syllabi. Tools for faculty and administrators to perform the process are available on the [curricular review website](#).

As a result of the review, any gaps in program and course documents were identified and recommendations from the program prioritization conducted in 2014 will be implemented. All faculty work in teams to complete the review process and then a comprehensive report is presented to the Curriculum Committee for feedback and any other recommendations. Once the Curriculum Committee approves the review, the committee documents the recommendations, and the Dean of Academics and Distance Learning, as well as the Vice President of Instruction and Student Services, disseminate the recommendations for implementation.

The key tools in this process are the program review form, the course review form, and syllabi for core courses. The process steps are as follows:

1. Complete a course review form for each core course in the program. Each program review team consists of a facilitator and team members. Each person on the team is responsible for reviewing particular courses. Use the program's outcomes, program outcome rubric, and curriculum map to perform this review.
2. Complete one program review form for the program using the results of all of the individual course review forms.
3. Complete the Program Gap Form (available on the [curricular review website](#)) identifying which syllabi are missing and which syllabi have incorrect or missing outcomes.
4. Write a narrative response to next steps and the future of the program as listed on the program review form. Include suggested recommendations for improvement.

Curricula Review is primarily an internal review that allows us to discuss results, plans, mission alignment, and desired improvement, and to plan for the future.

The assessment process for student learning outcomes is articulated in the Assessment Plan (2012-2017). The plan outlines each component and outlines the framework for assessing student outcomes. For each degree program, full time faculty members have a primary role in assessing student achievement of clearly identified, program-level student learning outcomes. Learning outcomes are guided by the curriculum and are widely publicized and periodically reviewed for currency and utility, with input from appropriate stakeholders.

Methods of assessment include both direct and indirect measures, which may vary from program to program. All faculty within a program, particularly those with teaching responsibilities, regularly review, discuss, and decide how to act on assessment data. The department chairs, dean, and assessment director are responsible for working with faculty to ensure each degree program has learning outcomes and adheres to timelines regarding the assessment process, including sharing the results with faculty and managing the implementation of program improvements based on the assessment.

The college conducts holistic evaluations through institution-wide planning and involvement from all faculty and staff. By thoroughly reviewing key core theme data indicators, NWIC leadership creates an annual report card for the board of trustees and the leadership team to enable the adjustment, improvement, or realignment of any activity or process deemed necessary to achieve the college mission.

Mission Critical Activities (MCAs) within the core themes serve as a guide to program review, non-academic programming, cultural programming, and the overall institutional budgetary process. The MCAs, which are critical to our mission fulfillment and attached to each core theme objective, enable our organization to evaluate whether or not a program or service has an essential value to the college's mission. An example in an academic context is the systematic program review process for implementation of new courses. The MCA in the academic area provides a method to explore our academic requirements within each program.

With leadership from the Office of the President, a college-wide program prioritization process was performed in 2014. The college underwent a thorough, holistic evaluation of its academic and non-academic programs and services, which centered on planning, resources, and capacity. Program prioritization focused on the evaluation of each program within the college to assess its level of performance based on ten criteria. The ten criteria were vetted by all staff and are as follows:

1. community demand for the program;
2. impact, justification, and overall essentiality of the program;
3. quality of the program outputs;
4. internal demand and interdependency of the program;
5. size, scope and productivity of the program;
6. quality of program inputs/resources/ and processes;
7. opportunity analysis of the program;
8. cost and other expenses associated with the program;
9. revenue and other resources generated by the program; and
10. history, development and expectations of the program.

The Assessment Plan (2012-2017) is another aspect that links to and is part of a holistic approach to improve student learning while in alignment with the NWIC commitment to student success. In addition, this plan aligns with the work of the Curriculum Committee, faculty inquiry groups (FIGs), and efforts to advance the student success agenda, such as the first year experience (FYE) initiative, and Indigenous service learning. Detailed implementation of the Assessment Plan (2012-2017) will maintain and strengthen these linkages.

Embedded in the assessment plan are the fourteen Action Steps for Program Assessment – Assessment Plan (2012-17). The assessment administrators, who oversee the day-to-day implementation of the plan, include the Director of Institutional Research and Assessment, the Academic Program Developer, and the Dean of Academics and Distance Learning. This subcommittee meets on a regular basis to discuss

and revise any assessment improvements. Based on feedback from faculty and department chairs, this feedback and recommended improvements assist in guiding faculty through the assessment process. The institution is currently performing strengths, weaknesses, opportunities, and threats (SWOT) and gaps analyses of the current assessment plan in order to identify improvements for inclusion in the next assessment plan. The evaluation of the assessment plan is a collaborative effort made by the assessment administrators, department chairs, and faculty. The institution recognizes and is making progress towards indigenizing our assessment efforts.

Improvements

In addition to the assessment and reporting of core theme data, the institution assesses and reports results, from the program prioritization and our institutional assessment plan, to our constituents. The institution spent the majority of our seven-year cycle defining, refining, and honing the indicators within each core theme that best reflect our institution. For instance, in 2014, NWIC performed a thorough prioritization process that encompassed the entire organization. Results were shared with program stakeholders for planning purposes. Currently the results from program prioritization activities are informing our next seven-year strategic planning process. The assessment plan includes the gathering of institutional data that will be shared annually with college leadership and the board of trustees for the purpose of annual planning and decision-making.

The ongoing goal of our assessment process is to monitor student learning and provide ongoing feedback to improve faculty teaching and student learning. All full-time faculty and, more recently part-time faculty, have contract requirements to assess student learning. Faculty use an online forum to submit quarterly assessment data, including actions and or recommendations for improvement for the following quarter. Likewise the annual narrative reports include a section on actions and/or recommendations for the program regarding the next academic year.

The [Teaching and Learning Plan \(2012-2017\)](#) was built upon the success of the Woksape Oyate (Lakota for “Wisdom of the People”) project, by including indicators to assess achievement and methods for making improvement. The Teaching and Learning Committee uses the analysis of faculty evaluations of the annual Teaching and Learning Institute to make improvements in the planning, scope, and delivery of the institute and other activities during the academic year. One of the improvements in the past two years has been a shift from bringing in external presenters to relying more heavily upon Native leadership at the college. While it was necessary to rely upon external presenters in past years, particularly knowledge holders in Indigenous research, scholarship, and andragogy, moving toward a heavier reliance on our own Native leadership was an important, natural evolution of the teaching and learning plan. Area five of the plan focuses on the development of young Native people as educational leaders and the shift supported this evolution. NWIC also used assessment results to increase the amount of support and development during the academic year so that the process of faculty capacity building is continuously supported rather than being strongly focused on a single annual event.

Core theme-specific responses

Specific responses for each of the four core themes are presented below. Each response begins with a table listing the core theme, goals, and objective statements, along with a brief description of the indicators used to assess each objective and their associated thresholds. The right-most column of the table presents the status of each indicator as of the end of the most recently completed academic year. The color code illustrates the degree of attainment of the indicator relative to the baseline and threshold. The narratives in each core theme section present the core theme indicatory data, an analysis, and an improvement plan based on the data.

Chart Key	
Green	Met or exceeded threshold
Yellow	Met or stayed at the baseline
Red	Fell below baseline

Core Theme One — Engage Indigenous Knowledge

NWIC engages Indigenous knowledge to support our identity as Native people and to tell our story about the hopes and dreams of our Tribal elders and leaders who envisioned a safe place for students to learn. Indigenous knowledge is central to this story in that it reflects our cultural values and beliefs and guides our strategic planning, priorities, decision-making, and future direction. This knowledge is directly tied to the fulfillment of our institutional mission and is a foundational component of all we do. The following table presents the status of the core theme indicator data for the goals and objectives that are contained within Core Theme One.

<u>G.O.I</u> <i>Goal Objective Indicator</i>	<u>Indicator</u> <i>Brief description of the indicator</i>	<u>Minimum Threshold</u> <i>Brief description of the threshold for this indicator</i>	<u>Status</u> <i>Color code for indicator at the end of academic year 2016</i>
Goal 1: NWIC promotes student self-identity through the Tribal college experience.			
<u>Objective 1: Cultural Content in the foundational and capstone courses supports students' self-identity.</u>			
1.1.1	Assessment of NWIC Institutional Outcomes 3 and 5 in the CSOV 101 & CSOV 300 courses.	All full-time faculty teaching these courses assess and report student proficiency of Institutional Outcomes 3 & 5.	
1.1.2	Assessment of NWIC Institutional Outcomes #3 and #5 for all bachelor's degree students within the capstone classes in their final year.	All full-time faculty members assess and report student proficiency of Institutional Outcomes 3 & 5 within capstone courses.	

<u>Objective 2: Student satisfaction with the Tribal College experience.</u>			
1.2.1	Student Satisfaction Inventory (Noel-Levitz) regarding overall student satisfaction.	Q100 80% select "somewhat satisfied," "satisfied," or "very satisfied".	
1.2.2	Graduate Survey (survey monkey) regarding overall satisfaction.	90% or higher graduates respond satisfied or very satisfied.	

Goal 2: Indigenous knowledge is the foundation for all programs of study.			
<u>Objective 1: Foundational courses are in all programs of study.</u>			
2.1.1	Development of foundational courses.	Seven courses approved by Curriculum Committee by 2012.	
2.1.2	Implement Foundational Core into all programs of study (inclusion in the programs of study and instruction of courses).	100% of all programs of study include appropriate Foundational courses by AY 2017.	
<u>Objective 2: NWIC faculty have the capacity to support four year degree programming.</u>			
2.2.1	Teaching and Learning Institute attendance.	90% of full-time faculty attend, 50% of all part-time faculty attend.	
2.2.2	Cultural Orientation.	By AY 2014, all newly hired faculty will participate.	
Goal 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs.			
<u>Objective 1: NWIC conducts research to increase the Indigenous body of knowledge.</u>			
3.1.1	Institutional Research Agenda.	Identification of three priority areas for institutional research.	

3.1.3	Indigenous Research Framework.	Framework articulated and reviewed by Land Grant Committee.	
<u>Objective 2: NWIC builds the capacity for faculty and students to engage in Indigenous scholarship.</u>			
3.2.1	Assessment Capstone Courses for graduates of bachelor's programs.	80% of graduates of bachelors programs attain accomplished level for program outcomes.	
3.2.2	In-service/pre-service activities to build capacity of faculty in Indigenous scholarship.	2 activities per year.	
3.2.3	Participation rate in the Teaching and Learning Institute.	80% participation by full-time faculty.	
<u>Objective 3: NWIC Faculty and students publish and disseminate research.</u>			
3.3.1	Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications)	Four publications by AY 2017	
3.3.2	Capstone project reports are placed in the collections of the Lummi Library.	90% of capstone project reports in library collection.	

Goal 1: NWIC promotes student self-identity through the Tribal college experience.

Objective 1: Cultural content in the foundational and capstone courses supports students' self identity.

Assessment:

Indicator 1: Assessment of NWIC Institutional Outcomes 3 and 5 in the CSOV 101 and CSOV 300 courses.

Threshold: All full-time faculty teaching these courses assess and report student proficiency of Institutional Outcomes 3 and 5.

This threshold was partially met. CSOV 101 and CSOV 300 were assessed by all full-time faculty at the Lummi campus. Work is being done to scale assessment up to the extended campus sites. The Native Studies Leadership department attempted to align program outcomes with the NWIC institutional outcomes and found that one of the eight aligned. Work is being done to mitigate the misalignment.

Indicator 2: Assessment of NWIC Institutional Outcomes 3 and 5 for all bachelor's degree students within the capstone classes in their final year. Threshold: All full-time faculty members assess and report student proficiency of Institutional Outcomes 3 and 5 within capstone courses.

This indicator has been partially met. Bachelor's programs assessed institutional outcomes through their alignment with the program outcomes, which are assessed annually.

Discussion:

NWIC department chairs and faculty continually work to scale assessment up to the institutional outcomes level. Within the BA in CARE program, all eight institutional outcomes were assessed in AY2016 as part of the annual program outcome assessment process. The BS in Native Environmental Science (NES) program underwent a complete program outcome revision in AY2015, which aligned the newly approved program outcomes with all eight institutional outcomes. In academic year 2016, the BSNES program transitioned to the new program outcomes and assessed four of the eight institutional outcomes. The BA in Tribal Governance and Business Management (TGBM) program assessed two of the eight institutional outcomes and the BA in Native Studies Leadership (NSL) program assessed one.

Improvements:

The NSL department chair reported on the assessment of indicator one in the [BA-NSL 2015-2016 Annual foundational course assessment](#) report, describing the intention for professional and cultural development of faculty at the sites, which includes assessment training. It also includes the formative and summative assessment strategies used to assess the foundational courses. As the current [2012-2017 Assessment Plan](#) comes to an end, the department chairs and faculty will lead the evaluation and creation of a new assessment plan that addresses the assessment and applicability of the current eight NWIC institutional outcomes.

Objective 2: Student satisfaction with the Tribal College experience.

Assessment:

Indicator 1: Student Satisfaction Inventory (Noel-Levitz) regarding overall student satisfaction. Threshold: Question 100 - 80% select "somewhat satisfied," "satisfied," or "very satisfied".

Threshold exceeded. 92% of students responded to question 100 of the [Noel-Levitz survey in AY2014](#) (the last year it was used) at the somewhat satisfied or higher level.

Indicator 2: Graduate Survey regarding overall satisfaction. Threshold: 90% or higher graduates respond satisfied or very satisfied.

Threshold exceeded. The satisfaction level has been 97% or higher every year since AY2012 when it was implemented.

Discussion:

The thresholds of both indicators have been met in this accreditation cycle. The Dean of Student Life has reported an analysis of findings and has documented them for institutional use in the [Noel-Levitz Satisfaction Survey Analysis Report](#). Three areas in which the data has been used to make improvements are: (1) to inform the creation of the Strategic Enrollment Management Plan and its annual marketing and recruiting goals; (2) to inform how financial support is provided for students - in response the Center for Student Success (CSS) implemented a one-time debt forgiveness program, allowing students who would not normally be able to return otherwise to register for classes; and (3) to address the

concerns of students who experience that they were getting the “run around” at student services – in response CSS implemented bi-monthly cross-trainings, in order to streamline the process of getting students from recruitment to graduation.

Improvements:

The Graduate Survey will be incorporated into the Office of Institutional Research’s calendar of survey dissemination starting in academic year 2016. A report that highlights key takeaways will be disseminated to constituents in an annual [Graduate Survey Report](#).

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

Objective 1: Foundational courses are in all programs of study.

Assessment:

Indicator 1: Development of foundational courses. Threshold: Seven courses approved by Curriculum Committee by 2012.

Threshold reached. All seven Foundational Requirement courses were approved by the Curriculum Committee March 20, 2012.

Indicator 2: Implement Foundational Core into all programs of study (inclusion in the programs of study and instruction of courses). Threshold: 100% of all programs of study include appropriate Foundational courses by AY2017.

Threshold reached. In May 2014, the Curriculum Committee approved revisions of all the associate-level and certificate programs of study to include a subset of the seven foundational requirement courses. All four of the bachelor’s programs had already included all seven foundational requirement courses.

Discussion:

NWIC has made general education its own, ensuring graduates come away with an understanding of traditional values, knowledge and worldview that allow them to defend their indigeness and sovereignty. The creation of the seven foundational courses is a great example of the uniqueness of NWIC. The late Lummi elder Willie Jones Sr. engaged the community in a visioning process to gather the true needs of the people. The visioning session included community elders, students, professionals and college staff. The Coast Salish Institute staff took the rich information gathered by Willie Jones Sr. and created a one of a kind curriculum that is place-based yet relatable to tribal people as a whole.

The [seven foundational requirement courses](#) were created simultaneously with the creation of the BA in Native Studies Leadership program of study. The Curriculum Committee approved these courses on March 20, 2012. The Foundational Requirement courses were incorporated into the BA in Native Studies Leadership from its inception. The Foundational Requirement courses were incorporated into the two newer bachelor’s programs, the BA in Tribal Governance and Business Management and the BA in CARE in Human Services, when they were created. The previously existing BS in Native Environmental Sciences was subsequently revised to incorporate the seven courses. Then, in 2014, the remaining associate-level and certificate programs were revised to include a subset of the foundational requirement courses. The

specific requirements for each program of study level are described in the [General Education and College Requirements for Each Type of Degree and Certificate Offered at NWIC](#).

Improvements:

While both indicators have been fully achieved and the objective reached, further work is underway to move the goal forward. The Foundational Requirement courses are currently under review by the Native Studies Leadership department to make certain that they are building the best Indigenous knowledge foundation possible for NWIC students. The issue of access is also under review. With the curriculum being place-based the matter of access to the courses is an ongoing issue. The NSL department chair strives to strengthen the relationship between sites and Lummi campus.

Objective 2: NWIC faculty has the capacity to support four year degree programming.

Assessment:

Indicator 1: Teaching and Learning Institute attendance. Threshold: 90% of full-time faculty attend, 50% of all part-time faculty attend.

This indicator was partially reached. Full-time faculty attendance has exceeded 50% every year since the first year it was offered. Part-time faculty attendance has not reached 50%.

Indicator 2: Cultural Orientation. Threshold: By AY 2014 all newly hired faculty will participate.

This indicator was not reached by AY2014 but has been partially achieved to date. The cultural orientation was not developed and provided to faculty in 2014. A partial cultural orientation was provided to new full-time faculty in 2016.

Discussion:

To support faculty, [The Teaching and Learning Plan](#) (2012-2017) was developed as the successor to the grant-funded faculty development project from 2007 to 2012 called Woksape Oyate (Lakota for “Wisdom of the People”). The current teaching and learning plan includes five key components designed to build the capacity of faculty to teach at a Tribal college. The teaching and learning plan is structured on the same longhouse model as the college’s comprehensive planning process.

One of the major activities of the Teaching and Learning Plan is the annual Teaching and Learning Institute, at which full-time and part-time faculty from across all education sites convene for two days for intensive workshops designed to build their capacity. September 2016 marked the seventh annual institute. Each year, the participants complete an evaluation at the end of the institute. Their responses are collected and analyzed by the Teaching and Learning Committee. The committee uses the evaluations to plan both mid-year activities and to build upon the previous year’s institute in planning the following year’s institute.

All of the past year’s evaluation summaries indicate a strong perception by faculty that the institutes positively contribute to their development as Tribal college faculty. In regard to our objective and indicator of success we surpassed our goal and had 100% of full-time faculty participates in the teaching

and learning institute. NWIC continues to strengthen our support of part-time faculty, which only 35% participated, missing our goal of 50% attendance.

Improvements:

Next steps to more fully meet objective 2, so that faculty have increased capacity to support four-year degree programming, is to review the current teaching and learning plan and develop the next plan to be in alignment with the new strategic plan starting in 2017. Faculty were recently surveyed during a teaching and learning in-service activity about the current plan's strengths and weaknesses. A key component of a new plan will be to more fully train part-time and site-based faculty so that they have the skills and knowledge necessary to meet the objective. Similarly, the cultural orientation, currently under development and being piloted, will be completed and offered on a regular basis.

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

Objective 1: NWIC conducts research to increase the Indigenous body of knowledge.

Assessment:

Indicator 1: Institutional Research Agenda. Threshold: Identification of 3 priority areas for institutional research.

This threshold was not reached but is under development. The institutional Research Agenda is being coordinated with the development of the Indigenous Research Framework.

Indicator 2: Indigenous research framework. Threshold: Framework articulated and reviewed by Land Grant Committee.

This threshold was not reached but the framework is under development. The Indigenous Research group, which is part of the larger Land Grant Committee, has been developing the Indigenous Research framework along with the Indigenous Research Policy.

Discussion:

The Institutional Research Agenda and the Indigenous Research Framework are both part of a larger initiative initiated by the Land Grant Committee to create a mechanism to frame and move forward research at NWIC.

Improvements:

The Indigenous Research Framework and Policy form the basis for further work in research and scholarship at NWIC. They form both the framework for the development of academic policies and related plans, such as an academic plan that is in the early stages of development. These will be coordinated with the development of the new strategic plan.

Objective 2: NWIC builds the capacity for faculty and students to engage in Indigenous scholarship.

Assessment:

Indicator 1: Assessment of Capstone Courses for graduates of bachelor's programs. Threshold: 80% of graduates of bachelor's programs attain accomplished level for program outcomes.

This threshold was met. The proficiency level of graduates of all bachelors' programs is currently assessed in the capstone courses. In AY2016, overall 85% of the graduates achieved the accomplished level.

Indicator 2: In-service/pre-service activities to build capacity of faculty in Indigenous scholarship. Threshold: 2 activities per year.

Pre-service and In-service activities have been provided for faculty thus exceeding the baseline but they have not met the threshold level of two activities every year.

Indicator 3: Participation rate in the Teaching and Learning Institute. Threshold: 80% participation by full-time faculty.

The participation rate (i.e., attendance) at the Teaching and Learning Institute by full-time faculty has exceeded 80% every year since AY2013.

Discussion:

Significant focus has been put upon developing faculty knowledge of Indigenous research. In 2011, the college held a publication and dissemination workshop with Marjane Ambler, former editor of the *Tribal College Journal*. The implementation of the Teaching and Learning Plan enacted the Teaching and Learning Institute. In 2013, the [institute focused on scholarship as ceremony](#) with the keynote by the prominent Native scholar, Shawn Wilson. Faculty read Dr. Wilson's text, [Research is Ceremony](#), which is used as a primary text in teaching Indigenous Research methods. The 2014 Institute highlighted [Daniel Wildcat](#), who co-authored *Power and Place* with the late Vine Deloria, Jr.

The most recent two Teaching and Learning Institutes have focused on utilizing NWIC's Native scholars to deepen the focus on a framework for teaching and learning by exploring topics related to Indigenous scholarship including values, colonization, wellness, and worldview. A recent [article on Relationality and Student Engagement](#), published in the *Tribal College and University Research Journal*, reviews the history of the NWIC Teaching and Learning Initiative and provides support for faculty to participate in appropriate research, including action research in the classroom.

While this objective did not contain indicators to assess students' capacity to engage in Indigenous Research, significant work has been done in this area. Two core required courses in the BANSI program focus on Indigenous Research methodologies. The recently revised BSNS program outcomes as well as the institutional outcomes contain a focus on Indigenous research. Student capstone projects in bachelor's programs contain significant Indigenous research content, particularly in the BANSI and the BSNS programs.

Improvements:

Progress in being made in several areas related to building the faculty's capacity to participate in Indigenous Research. The past four Teaching and Learning Institutes have deepened the focus on research and scholarship and building faculty understanding of Indigenous methodologies. While it is important to be cognizant of what types of research are appropriate for non-Native faculty to be involved in, there are key roles that non-Native faculty as well as Native faculty can support in teaching and learning.

Part of the framework for the past two teaching and learning institutes, as well as in the Teaching and Learning Plan, have included action research in teaching and learning. Faculty have participated in many action research projects in the past as part of the teaching and learning plan and faculty in-service activities and have recently begun [renewed action research work in their classes](#).

Rubrics are currently being developed for student capstone assessment that will include assessment of Indigenous research capacity. In addition, inclusion of Indigenous research coursework in additional bachelor's programs, in addition to the BANSI, is under consideration, particularly as the BSNS program fully implements the revised program outcomes.

Objective 3: NWIC Faculty and students publish and disseminate research.

Assessment:

Indicator 1: Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications). Threshold: Four publications by AY2017.

This indicator was not met as articulated. NWIC has published fewer than four cultural or historical documents. Using a broader interpretation to include scholarly documents published by NWIC faculty and staff, NWIC has published more than four documents.

Indicator 2: Capstone project reports are placed in the collections of the Lummi Library. Threshold: 90% of capstone project reports in library collection.

This indicator was not met as articulated. Most physical copies of student capstone projects are not currently placed in the Lummi Library. However, department chairs of the four bachelor's programs collect and maintain electronic copies of student capstone projects within their departments.

Indicator 3: Scholarly Publication Policy. Threshold: Policy approved by board of trustees.

The Scholarly Research Policy is incorporated within the Indigenous Research Framework and Policy and the four associated academic policies that are currently being developed.

Discussion:

The first two indicators were articulated early in the current strategic plan cycle with the intention of building NWIC's capacity to develop, publish, and disseminate research and scholarly works. Work was begun to meet the first indicator in 2011 by contracting with Marjane Ambler to lead a [Publication and](#)

[Dissemination in-service training](#) for faculty and to work with academic departments and academic administrators to build their capacity to disseminate research and scholarly works. These workshops were coordinated with the NWIC Teaching and Learning Initiative. The original intent of the first indicator was to begin the process of disseminating scholarly documents, beginning with cultural and historical documents. The focus of research, however, shifted toward a dissemination of research and scholarly works more broadly than cultural and historical documents. As such, [faculty and staff have published scholarly papers](#).

The second indicator was identified as a means of disseminating student scholarship and making it available more broadly. While this indicator made sense at the time as a measure of dissemination of student research, it became unattainable as articulated for several reasons. One obstacle was that since the college had no history of disseminating student capstone products, students had not provided permission to place their projects in the library. One primary concern, both on the part of students and of faculty, is that some capstone projects contained private cultural information that is not intended for public distribution. Discussions among the department chairs and other instructional leadership made it clear that the whole process needs to be thought out more clearly and guidelines articulated prior to implementation. At present, the department chairs of each of the four bachelor's programs maintain collections of student capstone projects in their programs. Work is underway to identify a more suitable method of dissemination rather than placing the capstone project documents in the library.

Another significant factor in not placing written capstone documents in the library is that while many capstone projects culminate in a written document, they also result in oral presentations. Oral presentations align with traditional means of sharing knowledge in Native communities. NWIC has found that oral presentations are effective means of sharing the results of student scholarship. Each year, for example, two students present their capstone projects to the Lummi Indian Business Council. Capstone project presentations are significant events at Lummi and at each of the extended campus sites where bachelor's programs are offered, with key community leaders often attending the presentations. Many student capstone presentations are recorded and some, such as this [example capstone presentation by a BSNE graduate](#), have been made public.

The third indicator was previously listed under objective 2 in the Year Three Self-evaluation. The indicator was moved to objective 3 because it was clearly a necessary requirement for achieving objective 3 and to publish and disseminate research. When the indicators were clarified as part of the preparation of the Year Three Self-evaluation report, this indicator was called the "publication policy." Unfortunately, the term publication is often used at NWIC to refer to the dissemination of public information rather than the dissemination of research and scholarly works. Thus, the title was changed to "Scholarly Publication Policy." While the scholarly publication policy was being developed, the Indigenous Research Framework and Policy was being developed as part of land-grant planning. The development process has clearly shown that the scholarly research policy does not stand in isolation. The policy needs to be incorporated into the Indigenous Research Framework and Policy, as well as in

the four associated academic policies currently under development: the Academic Freedom Policy; the Teaching and Service Policy; the Scholarship and Artistic Creation Policy; and the Creation and Production of Intellectual Property Policy. All five of these policies are under development and scheduled for review by the Administrative Team in January 2017 and review by the board of trustees in February 2017.

Improvements:

Planning is underway to create an effective mechanism for collecting scholarly works by NWIC faculty and staff and making them available, as appropriate, on the NWIC website. A [website listing scholarly works by NWIC faculty and staff](#) has been created. The NWIC website uses the Wordpress platform, which contains powerful tools for organizing and presenting content using categories and tags. It can also be used to allow public, password protected, or private viewing of documents. Creation of plans for dissemination of published works by NWIC faculty and staff also needs to be coordinated that includes an effective plan for the storage, categorization, and appropriate dissemination of students' scholarly works. During the past year, many student capstone presentations have been video recorded and many students have agreed to share their presentations publically (see, for example, this [example capstone presentation by a BSNES graduate](#)). The academic policies currently under development will provide overall structure for the creation and dissemination of scholarly works at NWIC coordinated with detailed planning for the implementation of Indigenous Research Scholarship.

Core Theme Two — Commitment to Student Success

NWIC is committed to supporting students to achieve their educational goals and intends to prepare students of success regardless of their intended degree or program. Student educational goals may range from certificates to baccalaureate-level degrees at NWIC or may include other baccalaureate or graduate degree programs. Student success at NWIC means that students will be able to demonstrate competency in their chosen discipline and in foundational cultural outcomes. NWIC recognizes that its students have a diverse and distinct place-based identity, and the role of the faculty and student support system is to create programs and services that support students' understanding of their unique cultural identity. NWIC also supports students with diverse cultural activities and experiential learning opportunities that use Native knowledge for the benefit of the student and the Tribal community.

The following table presents the status of the core theme indicator data for the goals and objectives that are contained within Core Theme Two.

<u>G.O.I</u> <i>Goal Objective Indicator</i>	<u>Indicator</u> <i>Brief description of the indicator</i>	<u>Minimum Threshold</u> <i>Brief description of the threshold for this indicator</i>	<u>Status</u> <i>Color code for indicator at the end of academic year 2016</i>
Goal 4: NWIC prepares students to be successful at the associate, baccalaureate, and graduate levels.			
<u>Objective 1: The curriculum prepares students for professional or advanced degree work upon graduation.</u>			
4.1.1	Assessment of bachelors' degree program outcomes.	80% graduates demonstrate achievement at the "accomplished" level.	
4.1.2	Assessment of institutional outcomes.	All full-time faculty assess and report student proficiency of Institutional Outcomes in courses required for program of study.	
4.1.3	Graduation Rate.	Maintain 15% graduation rate.	
4.1.4	Graduation Survey results from questions addressing preparation for future occupation or continued education.	80% of graduates respond "exceptional" or "more than adequate" preparation.	

Objective 2: Co-curricular activities support students' development appropriate to a four-year college.			
4.2.1	Assessment of student support learning outcomes.	All co-curricular programs assess student attainment of learning outcomes.	
4.2.2	Assessment of student development as articulated in student learning outcomes.	50% of graduates who participate in ISL programs demonstrate proficiency at "accomplished" level.	
Goal 5: NWIC promotes student success in college-level courses through the First Year Experience (FYE) program, especially for first generation and low-income students.			
Objective 1: Participates in communities of learners that support their educational goals.			
5.1.1	Quarter to quarter persistence rate.	Maintain 65% persistence rate.	
5.1.2	FYE Fall-to-Fall retention rate.	Maintain 50% retention rate.	
5.1.3	Participation rate in Emerging Scholars Symposium.	Maintain participation rate: 83% participated in AY2012.	
5.1.4	CCSSE Benchmark on Active and Collaborative Learning.	Benchmark Score in 50 th percentile.	
Objective 2: Students complete developmental education and First Year Experience (FYE) courses within their first year			
5.2.1	Completion rate of developmental math courses.	Increase by 20% in 2017.	
5.2.2	Completion rate of developmental English courses.	Increase to and maintain 60% completion rate.	
5.2.3	Completion rate of FYE core courses.	Increase by 5% over previous year to 65% by AY2017.	
Objective 3: Students participate in extra-curricular activities that strengthen personal and tribal identity.			
5.3.1	Participation in extra-curricular activities.	Increase by 5% each year.	
5.3.2	Assessment of student connection to identity and sense of place.	Maintain average of 85% proficiency.	

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

Objective 1: The curriculum prepares students for professional or advanced degree work upon graduation.

Assessment:

Indicator 1: Assessment of bachelors' degree program outcomes. Threshold: 80% graduates demonstrate achievement at the accomplished level.

Indicator 1 exceeded the threshold with 85% of the bachelor's graduates achieving at the "accomplished" level in AY2016. The breakdown by program is as follows: TGBM - 82%, NSL - 59%, CARE - 100%, NES - 100%. Indicator 1 moves the college towards a comprehensive framework for collecting of data regarding assessment of program outcomes, institutional outcomes, and graduation rates. The minimum threshold has been met due to our continuous improvement in these areas of program and course development.

Indicator 2: Assessment of institutional outcomes. Threshold: All full-time faculty assess and report student proficiency of Institutional Outcomes in courses required for program of study.

All courses taught Fall 2016 were assessed as part of the program outcomes assessment process. Institutional outcomes are linked to program outcomes in this process as well as being identified on the course outcomes from posted on the [approved course outcomes website](#) and on syllabi. Institutional Outcomes are assessed and student proficiency is reported on an annual basis and aggregated in the [annual narrative assessment report](#) compiled by department chairs and the Dean of Academics and Distance Learning.

Indicator 3: Graduation Rate. Threshold: Maintain 15% graduation rate.

The graduation rate has met the threshold with a graduation rate of 25% for AY2016. In 2015-2016 there were 132 degrees conferred. The graduation report shows the breakdown in degrees by programs of study, and location.

Indicator 4: Graduation Survey results from questions addressing preparation for future occupation or continued education. Threshold: 80% of graduates respond "exceptional" or "more than adequate" preparation.

Seventy-one percent of the graduates responded "exceptional" or "higher" in AY2016. Although the results for the graduation survey have not exceeded 80%, the results have been very close for the past 3 years. The expected 80% is achievable in the next academic year as we continue to boost student completion of the survey. There were 132 students who earned degrees in the 2016 academic year. Out of 139 students, 75 responded to our graduation survey, which did not meet the threshold of 80%, however, of those 75, 70% responded that NWIC did "exceptional" or "more than adequately" prepare them for future occupation or continued education.

Discussion:

NWIC's assessment plan allows faculty to work together to develop criteria, benchmark, and scoring rubrics to assess student learning. Curriculum mapping is utilized to show how and where students learn and build competencies. NWIC's assessment process demonstrates that, at the time of graduation,

students have achieved the appropriate level of proficiency. Movement through programs of study is charted using curriculum mapping of courses within the programs of study, which measures of student success and provides information for the analysis of program effectiveness. One example of our assessment process can be found in the [BA in Tribal Governance and Business Management](#) program; the report describes findings, analyzes the data, and makes recommendations to move forward.

One of the key goals and objectives in Core Theme Two is Goal 4, NWIC prepares students to be successful at the associate, baccalaureate, and graduate levels, objective 1, the curriculum prepares students for professional or advanced degree work upon graduation. This is done in part through our assessment process, which builds competencies in key areas of skills and knowledge necessary for professional or advanced degree work. A capstone project is the student's culminating experience in their four-year program and represents an identifiable extension of the student's program. The intention of the capstone project is for students to demonstrate accomplishment at a high level within their chosen area of study. In the Tribal Governance and Business Management four-year program of study, the instructors created a separate rubric for the written capstone proposal and the oral presentation used to assess the student proficiency levels. Students in the program are given clear guidelines for their capstone research proposals. The faculty advisor and other members of the student's capstone committee review the work and provide feedback to the student at various stages in the process. The Community Advocates and Responsive Education (CARE) in Human Services is rooted in our relational accountability to the people in our environment and the responsibility we have to helping and healing.

The CARE program provides students with the opportunity to strengthen their relational connections while staying active in community engagement with a sequence of 3 Supervised Field Education courses where students are required to complete 360 hours working at the Tribal and local community human services departments. The capstone course is a culmination of all of the students work within the program combined with the field education experience for the development of a project that reflects professional direction, capability, and contributes to the local community.

The Tribal Governance and Business Management (TGBM) Capstone project is designed to serve as the culminating experience for TGBM students. Some students seize the opportunity and dedicate their mind, body, and soul to their project.

Two recent TGBM graduates embodied this commitment and went above and beyond requirements. These projects were so well thought out that the students sailed through data collection, data analysis, final presentation, and graduated as shining stars in the TGBM class of 2016. Both of these students impressed TGBM staff and faculty so thoroughly that they were later offered faculty positions in the TGBM program, where they continue to shine.

At the spring 2016 capstone presentation day, a BSNES student was asked, "What was the most difficult part of your capstone project?" and the students reply was, "The most difficult part of the project was having it be so long and having the stamina to keep up the work. Once you start seeing your project

come alive on paper, come alive in pictures, come alive through data and doing the research about the subject it is exciting.”

Faculty advisors are responsible for fostering and assessing student attainment of program learning outcomes. Department chairs have begun discussion on designing common rubrics for the oral presentation part of the capstone. Currently each department has its own criteria and guidelines for assessing the capstones.

Faculty involvement is crucial throughout the review and approval of new or revised courses in the two- and four-year programs of study. All new courses and course revisions must go through the Curriculum Committee process. Not only are most proposals for the creation or revision of courses or programs developed and proposed by faculty, but faculty are involved in every step of the proposal along until it is approved.

Another way faculty are involved in academic/instructional areas is through the Faculty Inquiry Groups (FIG). All full-time faculty and some part-time faculty began organizing in FIGs several years ago. Each FIG is organized around a discipline area and is intended as a forum for faculty to interact and work on program improvements, assessment, and teaching and learning improvements. Several times per quarter and as part of the faculty in-service schedule (posted online on the [Faculty Website](#)), FIGs are allocated time when no classes are scheduled to meet. Since the creation of four-year department chairs, the departments meet and prioritize issues of academic concern.

Another key faculty body that informs the design, approval, implementation, and revision of the curriculum is the Faculty Roundtable (FR). The FR consists of teaching faculty and meets monthly as part of the in-service schedule, when no classes are scheduled, to discuss issues of importance to the faculty. The FR is organized and structured completely by faculty. The FR serves as an environment that provides faculty the opportunity to engage in collaborative discussions and projects within or across disciplines and for developing best practices in teaching that promote student success. The FR may bring recommendations related to curricular issues to the Curriculum Committee or to the Vice President of Instruction and Student Services and the Dean of Academics and Distance Learning for consideration.

The Mission Critical Activity process is designed to: teach and report on the assessment of program and institutional outcomes; develop a comprehensive framework for assessment with program and institutional outcomes, and give guidance and a collective way of framing our work. The Academic Leadership Committee, which is composed of the four department chairs, Dean of Student Life, Registrar, Dean of Academics and Distance Learning, Academic Program Developer, and the chair of the Curriculum Committee, meets bi-monthly to discuss achieving MCAs as they pertain to our work and achievement of our core theme goals as well as other key academic leadership topics.

NWIC's graduation rate has met expectations. In 2015-2016 there were 132 degrees conferred. NWIC graduation report shows the breakdown by degree type, by programs of study, and location. The following table presents graduation survey result of the number of graduates each quarter and the percentage of graduates who responded “exceptional” or “more than adequate” preparation.

Graduation Summary 2015-2016

Term	Number of	Percent of graduates responding “exceptional” or “more than adequate”
Summer 2015	8	62%
Fall 2016	26	67%
Winter 2016	24	75%
Spring 2016	74	73%
2015-2016 Total:	132	71%

Improvements:

Objective 1, Indicator 1: In 2016-2017, NWIC was able to scale up our assessment process and involve all site faculty (part-time/adjunct faculty) in the assessment process. Training was completed in the early part of the Fall 2016 quarter. All part-time faculty at the sites were trained on the new on-line assessment process, and received training on developing and analyzing the assessment data. Assessments of on-line (OL) classes were also involved in the process this year. Last spring, department chairs visited the sites where students were completing their capstone presentations.

Objective 1, Indicator 2: Assessment, via NWIC’s institutional outcomes, reports student proficiency, however the Coast Salish Institute and the Native Studies Leadership program are currently reviewing the alignment of outcomes with their program outcomes in an effort to better align the outcomes with our commitment to Indigenize the institution.

The development of the Bachelor of Arts in Native Studies Leadership (NSL) began formally in 2009. The Prospectus was submitted to NWCCU in April 2012 for a substantive change request for NWIC to offer a four-year degree in Native Studies. The Prospectus was approved by the NWCCU in May 2012. As part of the NSL program of study, four program outcomes were researched, developed, and approved by the Curriculum Committee and the board of trustees. The program outcomes aligned with all the course outcomes in each of the nineteen individual courses.

Prior to 2013, there were six institutional outcomes, and in May 2013 four revised organizing principles with eight [Institutional Outcomes](#) were written and approved. The institutional outcomes were written after the NSL program outcomes were composed. NWIC attempted to “fit them together”, however after additional research, the college feels that a deeper look at both would inform NWIC’s underlying philosophy of continuous improvement towards Indigenizing education.

In the summer of 2016, after teaching the NSL courses for only three years, NWIC formally began analyzing data as well as other tasks, such as review and possible update of content, teacher professional development, etc. As part of this review, the college decided to include how it would suggest improvement for alignment to the institutional outcomes as noted in [the evidence of analysis table](#).

Objective 1, indicator 4: There were 132 students who earned degrees in the 2016 academic year. Seventy five out of 132 students responded to [NWIC's graduation survey](#).

The college asked students how well they felt NWIC had prepared them for continuing their education.

- More than adequate – 38%
- Exceptionally well – 32%
- Adequate – 27%
- Less Than Adequate – 3%
- Very Poorly – 0.0%

The college asked students how well they felt NWIC had prepared them for their future occupation.

- Confident – 79%
- Indecisive – 14%
- Hesitant – 7%

The graduation survey assists the college in learning more about the experiences and future plans of students. It also aids in continuous improvement efforts and allows NWIC to implement services to improve student success.

Objective 2: Co-curricular activities support students' development appropriate to a four-year college.

Assessment:

Indicator 1: Assessment of student support learning outcomes. Threshold: All co-curricular programs assess student attainment of learning outcomes.

NWIC has maintained the minimum threshold in assessing student support learning outcomes. Three co-curricular programs were assessed in the AY2014, and in the AY2015, NWIC did not assess programs co-curricular or extracurricular outcomes.

Indicator 2: Assessment of student development as articulated in student learning outcomes. Threshold: 50% of graduates who participate in Indigenous Service Learning programs demonstrate proficiency at the accomplished level.

Threshold not met. At the time of creating this indicator, the intention was to ensure that all graduating students incorporated service learning into their final capstone projects. However, this was not the case since most capstone projects focused on research within their given discipline and not specifically with a service-learning component. In the AY2015, three graduating students demonstrated proficiency at the “accomplished” level by using the service learning activities/project as part of their research for their capstones.

Discussion:

Core Theme Two includes non-academic assessment in support of student success. The Center for Student Success assessment calendar focuses on the student services programs. There are eleven

programs assessed as part of the [calendar](#) on a five-year assessment cycle. This includes the admissions department, advising, athletics, early learning center, enrollment services, financial aid, recruitment, residence life center, student activities, switchboard, and the testing center. The calendar also includes yearly ongoing assessment tools, such as state licensing requirements and review for the Early Learning Center. The first step of the process for each program, in alignment with the cycle of continuous improvement articulated in the assessment plan, has been to develop learning outcomes, then to develop a plan of implementation, evaluation tools, and the process to conduct the assessment. Each year, annual reports of the completed programs are submitted to the Vice President of Student Services and Instruction, the Dean of Student Life, and then sent to the Office of Research and Sponsored Programs. Some tools include self-assessments, program evaluations, audits, and stakeholder satisfaction surveys. A major component to the non-academic student support assessment process was the introduction of the [Noel-Levitz Student Satisfaction Survey](#) conducted in 2012-2013 and scheduled to be completed again in 2016-2017.

NWIC recognizes the importance that co-curricular and extra-curricular activities serve in students' educational success. Goal 4, objective 2 and Goal 5, objective 3 speak to the importance of these areas. NWIC has maintained the minimum threshold in assessing student support learning outcomes, in that, 3 co-curricular programs were assessed in AY2014. In AY2015, NWIC did not assess programs co-curricular and extra-curricular activities; however, the college did move forward by developing a co-curricular policy which was approved by the board of trustees. Goal 4, objective 2 looks at the assessment of student development as articulated in our Indigenous Service Learning program. The minimum threshold was met, in that 50% of our graduates who participated in the ISL programs demonstrated proficiency at the "accomplished" level. In AY2015, three graduating students demonstrated proficiency at the "accomplished" level by using the service learning activities/project as part of their research for their capstones.

Reflections by a student include the following statement: "The togetherness and teamwork that was shared along with the positive energy and laughter that the group expressed as we set to work together was amazing." Another student stated, "Working with Bill John and helping him gave me a sense of meaning. I love working with elders and this project was a memorable one".

Improvements:

Objective 2, Indicator 1: Assessment of student support learning outcomes. Threshold: All co-curricular programs assess student attainment of learning outcomes. Now that the college has a clear articulation of what constitutes a co-curricular activity, NWIC will implement learning outcomes appropriate to the activity.

Objective 2, indicator 2: An example of a co-curricular assessment document is the ISL assessment survey. There are three specific ways that provide opportunities for students to serve: monthly events, National Days of Service, and course embedded curriculum. Events and National Days of Service are accompanied by a survey that asks students to reflect on the ISL experience. The survey asks students to reflect on categories such as academic integration, community needs, community collaboration, and

leadership. Course-embedded projects ask students to reflect on criteria of academic integration, community needs, collaboration, project implementation, and written reflection.

Reflection becomes critical to the service learning process. Reflection serves as a bridge for connecting what a student learns in class and what they are experiencing as a result of their project. The reflections, especially those at post-service, are evaluated for students' self-awareness and how their understanding of community issues has broadened and deepened as a result of the service learning project. The ISL staff member, along with a faculty member, assess students' competency using a rubric that assesses students written reflections at the beginning and the end of the project.

In AY2015, three graduating students demonstrated proficiency at the "accomplished" level by using the service learning activities/project as part of their research for their capstones. Because of the low number of graduates incorporating the service-learning model into their capstone projects, NWIC decided to also track students in HMDV 110: Introduction to Successful Learning and students in courses with the ISL designation. Indigenous Service Learning had a total of thirty-four students participating in the class project plans for AY2015 in HMDV 110 and NASD 105: NWIC Seminar. The extended site at Nez Perce also engaged in a service-learning project in HMDV 110; 14 students participated. Students in both these classes showed proficiency at the "beginning" level in all criteria. Five students in ENVS 201: Northwest Plants, a designated ISL class, participated in a plant phenology project. All the students enrolled in the class conducted field observations and recorded plant phenology data in the Salish Garden.

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

Objective 1: Participates in communities of learners that support their educational goals.

Assessment:

Indicator 1: Quarter-to-quarter persistence rate. Threshold: Maintain 65% persistence rate.

The minimum threshold for our quarter-to-quarter persistence rate has been met yearly, maintaining a 73-79% persistence rate with 76% in AY2016.

Indicator 2: FYE Fall-to-Fall retention rate. Threshold: Maintain 50% retention rate.

The Fall-to-Fall retention rates were between 39-49% during the assessment period with a 49% rate in AY2016. Thus, the threshold has nearly been met. Many students continue to stop out due to academic preparation, financial matters, personal considerations (family responsibilities), and full-time employment.

Indicator 3: Participation rate in Emerging Scholars Symposium. Threshold: Maintain participation rate-83% participated in AY2012.

The participation rate was 78% in AY16, slightly below the threshold. The Emerging Native Scholars Symposium was developed as a way to introduce students to research and create opportunities for

students to connect with peers, faculty, and the community. NWIC did not meet the targeted goal for this particular indicator; however, improvements were implemented this year. Previously, each student was required to complete this project at the end of the quarter. At one point, participation in the project became optional and participation rates dropped. Because of the importance of the project, it became a group project for students and participation rates increased. In fall 2015, twenty eight first year students completed research posters on twenty five critical topics impacting nineteen distinct Tribal Nations, with the help of thirteen NWIC faculty sponsors and over twenty-eight interviews with elders or Tribal leaders.

Indicator 4: CCSSE Benchmark on Active and Collaborative Learning. Threshold: Benchmark Score in 50th percentile.

When this indicator was developed the intent was to implement active and collaborative learning throughout the FYE experience; however, the indicator was the CCSSE and it was not implemented due to the lack of useable data. Instead, NWIC completed the Noel-Levitz survey on Student Satisfaction.

Discussion:

Objective 1 speaks to students becoming a community of learners who support each other's educational goals. NWIC has had a First Year Experience (FYE) program to support first year student success and retention for over ten years. The program has fluctuated in its effectiveness due to funding by grants that have come and gone. In 2013, FYE faculty created a philosophy statement, program outcomes, and rubrics to assess the FYE program based on the institutional outcomes. These outcomes were assessed as a pilot implementation and were embedded in a grant from the Gates Foundation to support developmental courses in English, Math, and Introduction to Successful Learning.

An HMDV faculty member conducted assessment quarterly, and the institutional outcome of Native Leadership - To Acquire a Quality Education was aligned with the program outcome, which were in turn based on FYE-piloted program outcomes. These outcomes were: 1) exhibits self-awareness and connections to their identity through reflective writing and class discussion, and 2) demonstrate study skills necessary to perform at a college level. The findings are discussed among FYE faculty, issues are discovered, and the pedagogy is reviewed based on the findings with recommendations for improvement. The HMDV 110 class was assessed throughout the quarter, and HMDV 110 OL was also assessed in spring quarter 2015.

NWIC heard the following from student concerning the Introduction to Successful Learning class:

"Reflecting on values was a tough one for me: my whole life has been very conflicted on what I believe and where I stand. My parents raised us to give back, to work hard and to protect our own but they did it in a world where money ranks above all. Some of my parent's best friends are some of the most corrupt politicians, oil company heads and pipeline backers. My parent's world reflects everything that I am up against; however, this world has also given me a wonderful life with infinite possibilities. I am still very conflicted on where I stand and how I can be grateful to my parents for all the wonderful opportunities without believing in everything they stand for. I have gained some helpful tips and tools this quarter though about learning to balance being appreciative while still having my own beliefs. Although it is still

a struggle, I am learning how to better walk the line of appreciating while staying true to my values. I think this balance will always be a struggle but this quarter I have opened up my mind enough to try."

The college has maintained regular data collection in the FYE area for over ten years. The minimum threshold for quarter-to-quarter persistence has been met yearly, maintaining a 75-73% percent persistence rate from quarter-to-quarter. The FYE course completion data regarding students' developmental education and completion of the FYE courses have reflected improvement due to the effort of faculty and content changes within those courses. Data has shown that NWIC has met or stayed consistent in its indicators to increase completion rates. In the completion of FYE courses, the percentage of student completion of those courses stayed at the baseline of 60% of all students completing their FYE courses within the first year.

Improvements:

All Indicators for Core Theme Two, point to the college's commitment to student success through for both academic and non-academic areas. Assessments are focused on student success through academic and non-curricular activities and whether or not the outcomes have been achieved based on evidence, some of which is quantitative, some qualitative. While a majority of indicators in Goal 5, objective 1 fell below expectations (see chart 5.12, 5.13 and 5.14), academic assessment enables NWIC to identify and address the gaps in student preparedness for the four-year programs; however, the college still needs to focus on student persistence.

G.O.I <i>Goal Objective Indicator</i>	Indicator <i>Brief description of the particular indicator</i>	Minimum Threshold <i>Brief description of the threshold for this indicator</i>	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
5.1.2	FYE Fall to Fall retention rate	Maintain 50% retention rate	46%	49%	38%	47%	39%	49%
5.1.3	Participation rate in Emerging Scholars Symposium	Maintain participation rate- 83% participated in AY2012	N/A	83%	N/A	53%	52%	78%
5.1.4	CCSSE Benchmark on Active and Collaborative Learning	Benchmark Score in 50 th percentile	54.8%	N/A	N/A	--	N/A	N/A

Objective 2: Students complete developmental education and First Year Experience (FYE) courses within their first year.

Assessment:

Indicator 1: Completion rate of developmental Math courses. Threshold: Increase by 20% in 2017.

The college has met the threshold for this indicator with a completion rate of 63% in AY2016. New curriculum that has been in place since 2013 and students have not had enough academic time to complete sequence. The findings indicate that students have difficulty passing a college level Math course with one or more retakes during developmental sequence. The faculty has implemented effective strategies to change the perception of Math and ability to learn Math.

Indicator 2: Completion rate of developmental English courses. Threshold: Increase to and maintain 60% completion rate.

The college has met the threshold in AY2015 with a 64% completion rate, then fell slightly to 58% in AY2016. Faculty place emphasis on attendance, lab (in-class) time, guest speakers on the topics of verbal and written communication and socioeconomic situations, and place-based readings. Courses also emphasize the use of templates, composition of introductory paragraphs in class, scheduling of lab time once a week, discussion of deadlines in the “real” world, analysis of procrastination issues, time management, availability of academic and community resources available, and group work to reach steps of assignments.

Indicator 3: Completion rate of FYE core courses. Threshold: Increase by 5% over previous year to 65% by AY2017.

Although each year has not increased by 5%, the overall trend has been a slight increase, nearly reaching the threshold with 63% completion rate in AY2016. External factors that may create a barrier to student success include family concerns, employment, and health issues.

Discussion:

Goal 5, objective 2, indicators 5.2.1 and 5.2.2 move NWIC toward the goal of student success within the developmental and FYE courses. As indicated, the completion rates of these courses have met or exceeded expectations. Sixty-four percent of NWIC students completed developmental English courses and 53% completed their math courses. All FYE course completion, which includes Introduction to Successful Learning, Math, English, Communication Skills, and Computers, has maintained a baseline of 60% completion rate.

G.O.I <i>Goal Objective Indicator</i>	Indicator <i>Brief description of the particular indicator</i>	Minimum Threshold <i>Brief description of the threshold for this indicator</i>	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
5.2.1	Completion rate of developmental Math courses	Maintain 50% retention rate	47%	28%	35%	55%	53%	63%
5.2.2	Completion rate of developmental English courses	Maintain participation rate- 83% participated in AY2012	N/A	37%	64%	58%	64%	58%
5.2.3	Completion rate of FYE core courses	Benchmark Score in 50 th percentile	N/A	54%	62%	59%	60%	63%

Improvements:

The key to successful learning at NWIC is in aligning assessment with the learning outcomes so that the outcomes are clear and that the learning experiences are designed to help students achieve those learning outcomes. Faculty utilize strategies that allow students to demonstrate their achievement of the learning outcomes.

Learning outcomes and strategies are discussed within the FIG groups, department groups, and Curriculum Committee. An example of this is the Math FIG; in their work this year, faculty met to discuss an idea from one faculty member for the creation of rubrics to move forward with a strategy to get students to focus on working in groups.

An example of informed planning is the scope of our developmental Math classes that consists of more than just preparing students to engage in the content of college Math. Like all of our First Year Experience courses, NWIC strives to build college readiness skills that are broadly applicable to different subjects and careers. In the pre-college Math courses, these skills include demonstrating persistence through complex tasks, drawing conclusions and investigating their validity in different circumstances, justifying their thinking both orally and in writing, and recognizing that there are many ways to reach the same conclusion. Faculty in Science and Math met to discuss how students could achieve quantitative fluency and exceptional writing skills. Given that NWIC sees the need to scaffold the writing and

numerical literacy from freshman to senior year, the curriculum reform is a direct result of our assessment process.

Aside from our quarterly assessment process, which assesses students at the program level, faculty assess students proficiency at the course level by designing student learning outcomes to meet the course objectives. For assessment of student learning in a course, faculty provide a course syllabus with associated learning outcomes to students, including rubrics for assessing student work as related to the learning outcomes and direct measures of student learning. Most full-time faculty provide a pre-course assessment instrument, e.g., a request that students write in response to the course outcomes to indicate to what degree each student may already possess knowledge and skills related to the outcomes. Faculty collect, evaluate, and retain all submitted student work as related to course outcomes. Student work could be in the form of a portfolio of papers submitted to the instructor electronically, as well as scanned copies of exams, and retained by the instructor in electronic portfolios for each student.

The use of course-level assessment data determines commendations and recommendations regarding curriculum for each specific course. Informed efforts regarding scope and sequence of learning outcomes throughout curriculum (e.g., examination of writing from ENGL 101 through ENGL 102 or ENGL 202 and more program-specific and higher-level courses with writing requirements like the BIOL 201-203 sequence, NESC 305, and NESC 499A&B) are evident in courses. Finally, data are used to inform efforts regarding relationship of course-level and program-level outcomes and assessment.

In Core Theme Two, the college's commitment to student success hinges on the preparation of students to be successful and that they have the values, skills, and knowledge they need to graduate and become a member of the working community. To that end, the college's assessment process is a vehicle for determining students' competencies. At the end of the year, all programs of study are required to complete an annual program assessment narrative written by either the department chairs or lead faculty members in the two-year programs. The recommendations or actions steps are based on the assessment data obtained as a result of the summative assignment. The strength from this academic year is the self-reflection on individual courses that the faculty make on their own courses and practices. Faculty share the data and discuss the impact that different strategies have on student learning.

Most general education classes are assessed in relation to our First Year Experience (FYE). Faculty teaching the FYE courses align the institutional outcomes with the program outcomes of the FYE program in order to build a successful transition from NWIC's developmental education and FYE core classes to program of study courses.

A faculty member made the following comments: "As an instructor my highest hope is always to help students move away from the idea that the study of Math is the study of memorizing someone else's list of steps, but rather is a process of playful investigation that anyone can partake in. In 2012, we made a shift away from lecture and to a learner centered, group work centered approach which focuses on student investigation and sense-making. The switch has changed everything about teaching and learning for us. When I think of evidence that I have that students are becoming self-sufficient creators of

Mathematics, exhibiting the qualities listed above, I think of students such as L. L was in my Math 99 class last Spring. She began at NWIC in Math 70 and is now taking Math 107. L struggled with symbolic manipulation and the regular lecture format in which Math is frequently taught. In the learner centered, sense making environment of Math 99 she was able to make sense of solving equations symbolically with a clear justification in a picture and in words of what she was doing and how she knew she was right. She earned an A- in Math 99 and is on her way to successfully pass Math 107.

"I also think of the student W. W came to NWIC in 2010 and took Math 99. At that time the course was still being taught in lecture format. He earned an F. W earned a B- in my Math 99 course. This is a quote from him about his experience "Why didn't you teach like this before? It seems like I'm really getting this. Last time it seemed like it was just all $a + b = f$." W learned to reject someone else's rule which didn't make sense to him and create his own reasons. I feel he will be more than successful in his future Math courses, but time will tell."

FYE cohort planning includes all students in developmental- and college-level courses that have less than 30 credits. NWIC faculty have identified and assessed communication and math general education learning outcomes throughout 2015-2016. Over ten courses were assessed quarterly; the HMDV 110 courses utilized the FYE program outcomes. The faculty were consistent in assessing the program outcomes; most chose "To Acquire a Quality Education" as the program outcome to assess over the three quarters. Assessment is completed by most FYE faculty using a summative assessment process (instead of a summative process, the math faculty assess the completion of menu task within a student portfolio). The goal of the summative assessment process is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. NWIC's summative assessment strategy usually includes a midterm exam or/and a final project or/and a paper. The information from summative assessments is used formatively by faculty to guide their efforts and activities in subsequent courses. Actions or recommendations are based not only on direct methods, or self-reflection in teaching, but also in terms of external factors which may create a barrier to student success.

In FYE Math classes, the faculty has implemented effective strategies to change the perception of Math and ability to learn Math. Students tend to believe that "ability" in Math is somehow biologically determined and cannot change, but also by incorporating a teaching methodology that is more in tune with Native culture. Students are also given the chance to see themselves as problem solvers, capable of thinking critically on their own. This addresses both leadership and identity; this is a healing process in which students recognize that the reason they haven't been successful in past Math classes is not their fault, and they are capable of being the creators and explorers of powerful mathematical ideas. Students take on leadership roles in the classroom when they share with the class or other individual people their way of solving a problem, and their methods are validated and recognized by other students. Similarly, the Reading class has also been revised to promote independent reading skills with an emphasis in report-outs on reading experiences outside the classroom in an attempt to encourage students to see themselves as excellent readers.

Objective 3: Students participate in extra-curricular activities that strengthen personal and Tribal identity.

Assessment:

Indicator 1: Participation in extra-curricular activities. Threshold: Increase by 5% each year.

Student participation has increased significantly since AY2011. Between AY2015 and AY2016 the number of participants rose from 950 to 1,998 students.

Indicator 2: Assessment of student connection to identity and sense of place. Threshold: Maintain average of 85% proficiency.

This indicator came from the Noel-Levitz survey, which is not due to be conducted again until AY2017. In AY2014, the proficiency was nearly 79%. In 2011-2012, the CSS developed a vision statement: "The Center for Student Success will empower students to play an active role in their educational experience. We will provide our students access to resources and opportunities in support of Native student success and help develop future leaders for our tribal communities." This vision statement has help guide the assessment of extra-curricular activities.

Discussion:

Goal 5 objective 3 (5.3.1 and 5.3.2) addresses students participation in extracurricular activities and students connection to identity and sense of place. The minimum threshold was to increase student participation by 5% yearly and to maintain an 85% average of proficiency in relation to the assessment of student connection to identity and sense of place. Student participation in extracurricular activities that strengthen personal and Tribal identity needs improvement since NWIC did not meet the minimum threshold.

G.O.I <i>Goal Objective Indicator</i>	Indicator	Minimum Threshold		AY 201 1	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
5.3.1	Participation in extra-curricular activities	Increase by 5% each year	Events: Students: Community	30 520 150	42 1091 170	40 833 180	28 300 924	39 950 200	76 1998 379
5.3.2	Assessment of student connection to identity and sense of place	Maintain average of 85% proficiency		N/A	N/A	N/A	78.8% Noel-Levitz	N/A	N/A

Improvements:

Service-related data are especially important in assessment of non-academic departments. It is critical, for example, that all non-academic departments track service usage, documenting how many and which students are using their services, and at what level. Further, service satisfaction data are also very important to effective evaluation of non-academic programs.

The Center for Student Success asks all students who enter the building to sign-in and indicate from which department they are seeking assistance. Then, those logs are collected and analyzed weekly. A record of the sign-ins are available to any department. Other offices individually track interactions with students, such as the advising department or the Tribal Employment Rights Ordinance (TRIO) staff and may maintain a separate database of record retention for their own use and data reporting.

An example of an assessment conducted and completed is the [Advising Audit](#), which was conducted in summer 2016. The audit was conducted internally. By using a self-review process, and through recommendations from the board of trustees, the college hoped to use the model of ongoing and continuous improvement as the basis for the audit. One component included selecting a group of transcripts from recent students and from different advisors and reviewing course selection, repeated courses, degree plans, etc. From this work, the advising department formulated the eight recommendations, which can be further reviewed in the advising audit report.

Another example of an assessment conducted is the [Enrollment Services Stakeholders Satisfaction Survey](#) completed in spring 2015. The survey contributes vital information to the evaluation and improvement of key activities that drive the Enrollment Services department, and are used in planning and development of departmental work plans and goals.

All non-academic programs and services are aligned with the core themes and strategic plan, and ultimately the NWIC mission statement. Core Theme 2: Commitment to student success is the primary guiding core theme as much of work involves student success. For instance, in 2011-2012, the CSS developed a vision statement: “The Center for Student Success will empower students to play an active role in their educational experience. We will provide our students access to resources and opportunities in support of Native student success and help develop future leaders for our Tribal communities.” This statement was developed to guide the departmental visioning processes that followed and are foundational to each department’s assessment cycles as well as connects the student services department to the institution.

The student services staff participates in core theme teams and contributes their knowledge and experience to ensuring each objective and goal is met within the strategic plan. Additionally, all student services staff have been invited to participate in the development of the new strategic plan.

Student services staff regularly incorporate the goals and objectives of the core themes into their daily work, as evidenced by work plans, and may also extend to departmental work plans. An example of an individual [work plan](#) includes mission-critical activities and assigns responsibility of completing those mission-critical activities, such as the Student Activities/Leadership Coordinator position. With this work plan, the staff member is responsible for ensuring that co-curricular outcomes and activities support

students' growth and development appropriate to a four-year college. Additionally, the Student Activities department has an annual evaluation/assessment plan that incorporates those mission-critical activities into the work of the department.

Key administrators (SPAs) are responsible for the collection, analysis, and submission of the core theme data. Further, key administrators are identified as lead personnel for the accomplishment of each of the mission-critical activities.

FYE faculty currently embed opportunities for students to express their cultural identity in the course curriculum. For example, in HMDV 110 and ENGL 95, students are assigned an identity project in which students create a culture or heritage presentation. Students provide pictures of people or things that are symbolic of their culture. Through this process students are not only able to express part of their identity, but students also have an opportunity to learn about each other's cultural values. ENGL 98 students are assigned a final research paper on a social issue that affects them and their community. Similarly, HMDV students showcase their research on an issue or topic currently impacting their community at the Emerging Native Scholars Research Symposium.

Summary for Core Theme Two

Since 2010, when NWIC received a recommendation as part of the most recent NWCCU comprehensive evaluation to systematically evaluate its programs and services and use results to create improvement, the non-academic programs have developed a system in the departmental assessment calendar to create a long-range plan to continuously improve. As each department is assessed, the results are shared among the department. The department discusses the results, develops work plans, and plans for improvement. Then, those results are shared with Student Services as a whole. Again, the results are discussed as implementation of recommended improvements may spread across multiple departments. Finally, assessment results are shared with the Assessment Team. The Dean of Students sits on the Assessment Team and shares results and recommendations with the team.

FYE cohort planning includes all students in developmental and college level courses that have less than 30 credits. NWIC faculty have identified and assessed Communication and Math general education learning outcomes throughout 2015-2016. Over 10 courses were assessed quarterly; the HMDV 110 courses utilized the FYE program outcomes. The faculty were consistent in assessing the program outcomes, most chose "To Acquire a Quality Education" as the program outcome to assess over the three quarters. Assessment is completed by most FYE faculty using a summative assessment process (instead of a summative process, the math faculty assess the completion of menu task within a student portfolio). The goal of summative assessment process is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Our summative assessment strategy usually includes a midterm exam or/and a final project or/and a paper. The information from summative assessments is used formatively by faculty to guide their efforts and activities in subsequent courses. Actions or recommendations are based not only on direct methods, or self-reflection in teaching but also in terms of external factors that may create a barrier to student success.

The academic assessment process has instituted a routine to examine the effectiveness of our methods and to facilitate assessment of what has worked and how NWIC can improve. Specifically, the assessment process acts as a guide continuous improvement and student success. The assessment process highlights program and course success, identifies changes made by faculty in their teaching strategies, and assists in identifying and documenting other resources for courses and programs.

[Findings and recommendations of course-level student learning assessment for academic years 2012-2016](#) have been compiled to aid in acting on and tracking those recommendations.

Core Theme Three — Access to Higher Education Opportunities at All Levels for Tribal Communities

Access to higher education is a fundamental part of the college's mission. This includes offering workforce programming to support the community's needs, increasing access at all entry points, and increasing access to distance education and site-based services.

The primary strength and the foundation of NWIC's Workforce program remains in the administrative leadership's ability to respond to and collaborate with local Tribal constituents. NWIC's Workforce program originated from a collaborative relationship with various social service organizations under the Lummi Employment & Training Services Program, the Tribal Employment Rights Ordinance, and the Dislocated Fishers Program. Administrators from these various programs and NWIC administrators met to discuss with the goal of: 1) identifying local training needs; 2) identifying NWIC's institutional capacity to meet these needs; and 3) secure resources to build capacity via outside grants. NWIC's workforce program began as a small entity, providing short certification training in flagging, hazardous waste removal, asbestos removal, CPR, and forklift based on data collected from the community needs survey.

In order to expand NWIC's institutional capacity to offer vital vocational training, in 2013 NWIC applied for and received a US Department of Education grant, the Native American Career and Training Education Program (NACTEP). The grant allowed NWIC to offer certification training in Electrical, Carpentry, Plumbing and Industrial Entry (Marine Trades was supposed to be offered but we could not hire an instructor). Each program, except Industrial Entry, utilized a nationally recognized, standardized curriculum administered by the National Conference on Construction and Education Research (NCCER). The curriculum provides established objectives and [learning outcomes](#).

Historically, the General Education Diploma (GED) program was offered to support students in their educational journey and as a pathway towards ultimately enrolling in college level courses. The GED program once had high enrollment but due to the changes in the state-wide GED program as well as individual Tribes offering their own GED program, participation has been limited.

The following table presents the status of the core theme indicator data for the goals and objectives that are contained within Core Theme Three.

G.O.I <i>Goal Objective Indicator</i>	Indicator <i>Brief description of the indicator</i>	Minimum Threshold <i>Brief description of the threshold for this indicator</i>	Status <i>Color code for indicator at the end of academic year 2016</i>
Goal 6: NWIC offers career and workforce opportunities in response to community and individual needs.			
<u>Objective 1: Offer workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities.</u>			
6.1.1	Workplace and Computer Literacy.	60% of students demonstrate achievement at the "accomplished" level.	

6.1.2	Student attainment of industry-recognized credentials.	30% completion rate.	
6.1.3	Student employment upon completion of workforce training.	30% employment rate.	
Objective 2: Articulate career pathways from college entry to associate's and baccalaureate programs.			
6.2.1	Articulation of career pathways in college publications such as: college catalog, flyer handed out by advisors, etc.	Establish two career pathways.	
6.2.2	Rate of students transitioning along career pathways.	20% transition rate along career pathways.	
Goal 7: NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points.			
Objective 1: Opportunities to access college programs are communicated at all entry points.			
7.1.1	Admissions yield (a measure how many students apply to be a student vs. how many actually enroll).	60% or above.	
7.1.2	Online Resources - ongoing improvement of student access to useful online resources at NWIC.	Accessible Online Resources will Include: Campus Catalog, Quarterly Course Schedule, Student Handbook, JICS (grades/transcripts/financial aid), Staff & Program Directory, Canvas etc.	
7.1.3	Percentage of students who declare program of study who previously enrolled as undeclared, including GED, CEU, and Workforce Education. Students who transfer in.	30%	
Goal 8: NWIC increases access to program of study courses through distance education modalities and site-based services.			
Objective 1: NWIC provides place-based education at extended campus sites.			
8.1.1	Annualized FTE for off-campus program of study students.	3% increase over previous year.	
8.1.2	On-time graduation rate for off-campus students.	14%	

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

Objective 1: Offer Workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities.

Assessment:

Indicator 1: Workplace and Computer Literacy, Threshold: 60% of students demonstrate achievement at the accomplished level.

In 2014, the Native American Career and Technical Education Program (NACTEP) established a baseline. The minimum threshold is at 60%. The current cohort, begun in 2014, has received workplace literacy training and reached the accomplished level at 76%. However, computer literacy training is still being developed and was not evaluated.

Indicator 2: Student attainment of industry-recognized credentials. Threshold: 30% completion rate.

Completion of industry-recognized credential is defined as completion of an entire 11-week sequence of modules and successful completion of performance evaluation, demonstrating that the student can perform the designated task. Students receive a certification card for completion of the 11-week class from the [National Center for Construction Education and Research \(NCCER\)](#).

Indicator 3: Student employment upon completion of workforce training. Threshold: 30% employment rate.

Although NWIC did not reach a 30% employment rate, the program is relatively new, and the college has implemented new strategies to increase employment rates.

Discussion:

NWIC's administrators, faculty, and staff rely on the indicator data in decision-making about institutional planning, priorities, and resource allocation. During the 2014 Program Prioritization Process, the Workforce Department reviewed ten criteria to evaluate the program. The results of the [program prioritization](#) are available for review. Other data used to evaluate the workforce program are the [institutional report card](#), [recent annual enrollment report](#), BFET program data, advising-related data, and student-related information.

At NWIC, current Workforce training programs include: carpentry, electrical, and plumbing as well as industrial entry/safety attendant. Each Workforce program has established outcomes, rubrics, and qualitative and quantitative measures of success based on NCCER standards. The Workforce program outcomes are aligned with industry-standard knowledge, skills, and abilities for each particular field. Using industry-recognized standards assures national portability of skills. Earning industry-recognized credentials will likely lead students to higher monetary gains. For example, NWIC students completing the construction trades programs will also be certified through the NCCER, which is nationally recognized by employers. In addition to providing training which provides a standardized credential and supports student achievement of employment goals, NWIC's Workforce program has established working relationships with industry employers to hire graduates from the program.

[Learning outcomes](#) have been defined in the Workforce department for all its current program and course offerings. These programs include:

- [Carpentry \(I and II\)](#)
- [Plumbing \(I, II, and III\)](#)
- [Electrical \(I, II, and III\)](#)

The student learning outcomes that have been adopted are through the NCCER curriculum, which is a national standard in the construction trades field. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

At the program level, the Workforce program allows for the opportunity to evaluate the alignment to the core theme objectives. The Workforce plan is reviewed quarterly at the program level and evaluated regularly to ensure goals and outcomes are achieved. This information is shared at the program level, with the academic department, and also at various Leadership Team meetings.

Annually, the Workforce program is required to show that goals and outcomes of the program and how it is meeting both enrollment and employment rates. The data are shared with leadership to ensure decisions can be made in regards to further sustainability, alignment of community needs, and budgetary decisions. Key administrators (SPAs) are responsible for the collection, analysis, and submission of the core theme data. Further, key administrators are identified as lead personnel for the accomplishment of each of the mission-critical activities.

However, currently the data for Indicator 1 shows that the college has not yet reached this threshold because the data are lacking for additional years. In order to establish trends, this data needs to be systematically collected. Also, the data that is available only reflects workplace literacy and does not account for computer literacy. This specific class has not been offered due to budget constraints. Originally, the college sought to offer workforce readiness training and computer literacy together but many of workforce students resisted computer training because they failed to see the relevance of computers to being a carpenter, a plumber or a general laborer. In addition, adjusting to school proved overwhelming for students. They struggled with arriving to class on time, how to reading a textbook, relearning basic Math, staying awake in class due to homelessness, domestic violence issues, lack of running water or electricity, and general poverty taxing their emotional readiness to learn. Since the college did not want to overwhelm the students with excessive training, the computer literacy training was relegated to Phase III. In 2014, the college hired a vocational education basic education instructor to specifically create an online Math class that aligned with the construction trades textbook. Additionally, the college purchased laptop computers for the classroom. These steps were taken to slowly acclimate the students into computer literacy training. This is why NWIC failed to meet its proposed minimum threshold of 60%.

The student attainment of industry-recognized credentials indicator also was not reached due to the lack of available data on how many students achieved the certified status. There needs to be a greater tracking of the students earning credentials. NWIC's primary weakness was an inability to foresee the

unique challenges of the high-risk population that were recruited. Through trial and error, the college identified the following challenges: most of our students suffer from drug and alcohol addictions, homelessness, domestic violence, mental health issues, spiritual wounding or historical trauma, suicide, fear of leaving the reservation to obtain employment, refusal to relinquish culture such as fishing, crabbing and clamming in order to complete training. Students also suffer from having to read a textbook when typical Reading and Math assessments placed our students at a 4th to 8th grade level, and their refusal to adopt what was termed as “outsider” or mainstream workplace readiness skills such as the importance of arriving to work on time, following a manager’s or supervisor’s orders, handling conflict appropriately, completing and prioritizing daily tasks, and dressing appropriately. Obtaining industry-recognized at a 30% completion rate may have been too steep of a threshold to achieve given the challenges of the population the workforce program serves.

NWIC likewise did not meet original employment targets due to unforeseen and unrealistic expectations of our students to rapidly ingest workforce readiness skills. Although NWIC did not meet the 30% employment target, given our small population and their unique challenges, a percentage rate does not adequately measure or capture student success. A different, more telling indicator of student success became the number of students retained and transitioning along a workforce career pathway.

Improvement:

In order to support the objective to prepare students for employment, Workforce has implemented the following strategies:

1. The academic advisor attended an intensive training entitled *Dependable Strengths*, to help students identify and promote their strengths on resumes and during interviews. This also supported students identifying their strengths, passions, and positive stories of success to build a strong foundation for thinking about their identity and purpose .
2. NWIC adopted a pre-designed employability program in order to take advantage of technical assistance, networking with other programs that have completed the program, and to cut down on planning time. It is anticipated that this standardized process will result in meeting the minimum threshold.
3. NWIC changed its orientation to focus more employment planning. By emphasizing employment goals at the beginning of the program year, students know that the college is here to help them obtain employment. The program tracks attendance on a weekly basis and intervenes when absences threaten successful completion of the program.
4. The job developer held short, 15 minute talks during class time to introduce workforce readiness skills topics. As each week progressed, the topics would build upon each other. This ensured that the college did not overwhelm students with information and that instructors had their attention during class time.
5. The Workforce Advisory Committee, within the Lummi community, provided feedback that helped to determine achievement and alignment of workforce goals and programs. However,

this advisory committee has since disbanded and it has become difficult to align community needs with the Workforce programs. In order to make improvements, it is recommended that the advisory committee be re-established to work towards meeting community needs.

There are many success stories of students who obtained employment , including one student who successfully completed Plumbing Levels I, II and III. He was later offered a full-time position complete with benefits and retirement portfolio on the first day of employment. Another student who was a participant in the NACTEP program has acquired valuable industrial work experience to broaden his employment goals of securing higher wage earnings. He serves as an example of how proper coaching, admitting failures, highlighting positive changes, and expressing a desire to achieve new goals, can lead to successful employment. Throughout the Workforce department are several examples of how this program has helped students achieve their goals and the department is focusing on these strengths.

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

Objective 2: Articulate career pathways from college entry to associate to baccalaureate programs.

Assessment:

Indicator 1: Articulation of career pathways in college publications. Minimum Threshold: Establish 2 career pathways. Baseline: 0.

No Career pathways were established.

Indicator 2: Rate of students transitioning along career pathways. Minimum Threshold: 20% transition rate along career pathways. Baseline: 0%.

As no pathways have been established, there is no rate of student transition.

Discussion:

When this indicator of Goal 6, objective 2 was developed, the goal was to create and articulate career pathways from the Workforce department into associate degree programs. An attempt was made in the development of the Certified Nursing Assistant program into a pathway for students in the Bachelor of Science program. However, the nursing program had low enrollments and was phased out due to budgetary concerns.

NWIC has focused on creating career pathways within the Workforce program as opposed to into higher-level degrees. Students transition from carpentry into electrical or plumbing. The current pathways that exist are within Workforce programs themselves but have yet to be articulated through a career-ladder approach to the associate's and bachelor's programs. There has not been a lot of movement in this direction due to the fact that there was not a clear understanding of what pathways were being developed and what direction the college was heading. Since NWIC's priorities may have shifted, the Workforce program needs to be evaluated thoroughly to determine new goals. Also, the Workforce program is currently only funded through a grant, and they must adhere to the grant priorities and outcomes.

Due to the fact that pathways have not been created, there has been no transition along the path. Unfortunately, this indicator will not be completed. NWIC realized that forming career ladders that guided students from workforce to academic programs did not address the foremost concern of NWIC's role in stabilizing the tenuous lives of this unique population of students. In 2012 and 2013, NWIC implemented and offered a Certified Nursing Assistant program with the intent of offering career ladder from nursing assistant to a Bachelor of Arts in Community Advocates & Responsive Education in Human Services or CARE. Despite the community needs surveys identifying nursing assistant education as a desirable training program, NWIC consistently failed to recruit enough students each quarter. In addition, interested students who could not pass a background check could not enter the program. As a result of chronic under enrollment, this program was terminated. In essence, the Native student population is not a monolithic population with the same challenges, desires, and skill levels. NWIC had to consider how the workforce student differed, and how the college could best meet their needs.

Improvement:

A majority of the Workforce students complete more than one of the training programs. It is recommended that the institution examine workforce and career pathways to determine if this objective is still relevant to the institution. Since resources and ideas focused on an ideal of instituting career ladders, the college needed to sharpen our programmatic lens back to and on the students' needs and challenges of this special population. The college also needed to breakdown some of the original plans and implement programmatic changes in phases: 1) Phase I entailed identifying which of the four programs secured the highest enrollment to gauge community need and interest; 2) Phase II entailed developing more thoroughly workforce readiness or "soft skills" training; and 3) Phase III would then address implementing computer literacy training.

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

Objective 1: Opportunities to access college programs are communicated at all entry points.

Assessment:

Indicator 1: Admissions yield (a measure how many students apply to be a student vs. how many actually enroll). Threshold: 60% or above.

The first indicator of student access to and opportunities for engagement in the TCU experience is the quarterly admissions yield that NWIC maintain at a minimum threshold of 60% or above. The baseline for admissions yield, established in 2011, was 83%. For AY2012, the admissions yield was 83%. For AY2013, the admissions yield was 77%. For AY2014, the admissions yield was 76%. For AY2015, the admissions yield was 70%.

Annual Admissions Yield (AY)

<u>2011</u>	<u>AY</u>	<u>2012</u>	<u>AY</u>	<u>2013</u>	<u>AY</u>	<u>2014</u>	<u>AY</u>	<u>2015</u>	<u>AY</u>
Summer	85%	Summer	78%	Summer	70%	Summer	59%	Summer	66%
Fall	78%	Fall	88%	Fall	84%	Fall	86%	Fall	72%

Winter	84%	Winter	82%	Winter	79%	Winter	77%	Winter	73%
Spring	85%	Spring	82%	Spring	76%	Spring	80%	Spring	69%
Annual:	83%		84%		77%		75%		71%

Indicator 2: Online Resources - ongoing improvement of student access to useful online resources at NWIC. Threshold: Accessible Online Resources will include: Campus Catalog, Quarterly Course Schedule, Student Handbook, JICS (grades/transcripts/ financial aid), Staff and Program Directory, Canvas etc.

The second indicator of access to and opportunities for engagement in the TCU experience is ongoing improvement of student access to useful online resources. Resources made available include access to, but not limited to: Campus Catalog, Quarterly Course Schedule, Student Handbook, Jenzabar Internet Campus Solution (JICS - grades/transcripts/ financial aid), Staff & Program Directory, CANVAS, and others.

In an effort to improve and enhance student access to resources which contribute to educational success and retention, NWIC has made several key resources available online. The following is a list of strategic online student resources, a brief history of each resource and where each resource can be accessed online through the NWIC website.

[College Catalog](#): Since 1986, NWIC has created biannual college catalogs which were available publicly only in print at the Lummi campus and all extended sites. In 2011, the college made the catalog accessible online for the first time. Since then, NWIC has maintained a print catalog in a limited number and deferred to an updated catalog online.

[Quarterly Class Schedule](#): For the past decade, the NWIC quarterly class schedule was only made available in print form accessible at the Lummi campus and all extended sites. Since 2010, the quarterly class schedule has been made available online. As of 2014, NWIC no longer provides print copies of the class schedule and is currently only accessible online.

[Student Handbook](#): The NWIC Student Handbook has been available to students in print over the last decade and became accessible online in 2010.

[Jenzabar Internet Campus Solution \(JICS\)](#): JICS is a reliable and succinct student data portal that provides timely access to grades, transcripts, class schedule, time management calendar, financial aid information, and other very useful tools. JICS was first made accessible to students in 2011 and has been accessible online ever since.

[Employee and Program Directory](#): For the past decade, NWIC has kept and maintained an internal print directory of employee extensions for in house use only. In 2015, this directory was reviewed and re-written to establish two separate documents: the first was an updated in-house directory and the second was an online public directory including phone numbers for academic and non-academic programs and program email addresses. While the online directory is currently a static directory with general updates, a new interactive search directory has been implemented on the NWIC website.

[Online college directory](#): This directory is highly flexible, allowing website visitors to search for departments and individuals using keywords to by name, department, location, or other criteria. The directory also contains staff photos and pertinent information, such as academic credentials and research and teaching areas for faculty. As this full functioning directory is relatively new; the photos and content are currently being added and revised. The link to the college directory is prominently displayed in the top right-hand corner of every webpage. The directory also lists every academic and non-academic department in addition to the searchable staff directory. Departmental and Program directories listing each staff member within the department, including directory information, photo, and biographical information, as appropriate, is currently being implemented.

[CANVAS](#) Learning Management System (LMS) for student online and hybrid courses: CANVAS is the third college-wide online LMS that the NWIC has used. Following initial trials using several different platforms, the college began using WebCT. When it was purchased by Blackboard, the college decided to move to Moodle, which was used from 2007-2014. Following a decision to move to a more robust system with strong video conferencing capabilities to support synchronous delivery of course content, Moodle was replaced by CANVAS in late 2014 and continues to meet the college's needs. CANVAS provides student access to course work anywhere there is access to Internet services. CANVAS houses related course materials, such as weekly assignments, course syllabi, class discussions, grades, and other pertinent information for online and hybrid students.

Other Online Resources: There are many other resources provided online for student and public access including, but not limited to:

1. [2015 Campus Safety and Security Report](#)
2. [Fire Safety & Evacuation Procedures](#)
3. [Missing Student Notification Policy](#)
4. [NWIC's Drug Free Policy](#)
5. [NWIC Comprehensive Emergency Management Plan](#)
6. [Career Services](#)
7. [Residence Life](#)
8. [Campus Map](#)
9. [Transcript Request](#)
10. [Emergency Preparedness](#)

Indicator 3: Percentage of students who declare a program of study who previously enrolled as undeclared, including GED, CEU, and Workforce Education. Students who transfer in. Threshold: 30%

Indicator 3 measures the percentage of students who declare a program of study who previously enrolled as an undeclared student, including but not limited to, GED, CEU, and Workforce Education, with a maintained minimum threshold of 30%. For AY2014, the percentage of students who declared a program of study who previously enrolled as an undeclared student was 31%. For AY2015, the percentage was 25%.

Discussion:

Goal 7, objective 1, Indicator 1 (7.1.1) is the institution's admission yield. These data are collected each year and reviewed by the institution to make decisions and to inform all constituents of the data trends. Overall, the admissions yield has decreased each year beginning in 2012 and continues to fall. However, the status is currently above the minimum threshold and remains relatively high.

Access to opportunities for engagement in the TCU experience can begin in many areas. The NWIC Admissions and Enrollment departments in the Center for Student Success (CSS) are one of the early points of access and engagement. The admissions and enrollment staff facilitate potential student and current student inquiries, interests, applications, and enrollments. These processes help ensure that NWIC provides a high level of access to the TCU experience at all entry points. The college aspires to maintain an admissions yield of 60% per year in order to increase annual student recruitment and enrollment.

Likewise, NWIC provides specific enrollment, financial aid, and account information for students online and through student email distribution. Information on application and enrollment, financial aid, and programs of study can be found on the [NWIC website](#), in the [college catalog](#) and at the CSS. The more frequently students access their accounts, the more up-to-date information they will be able to access. Student email distribution is used to inform students of any current campus updates or upcoming events. Faculty and staff also use email to contact and communicate with students.

Moreover, the college aspires to recruit students from pre-college programs into college-level programs. Students in the ABE and GED programs, in Continuing Education (CEU) classes, and in Workforce Education programs are encouraged to seek further education in college-level programs. Although NWIC's current status is not fully meeting the minimum threshold, there have been many factors greatly impacted NWIC's ability for the college to have a successful transition rates from GED and workforce courses. For example, the GED program changed in Washington State and resulted in very few students completing the GED. The college lost funding that it relied on to deliver the GED program as well. Also, many local Tribes coordinate their own GED programs for their Tribal members.

Improvement:

Based on the downward trend of the admissions yield, along with other data that includes retention and enrollment, the development of a Strategic Enrollment Management Plan was created to address recruiting and retention efforts. The development and implementation of this plan is currently underway and NWIC hopes to see a positive outcome from the creation of this plan.

One area for improvement is the transition rate of GED and Workforce students into college courses. The GED program has limited funding and limited staffing resources, and the college should review the GED program to determine its current relevancy and community needs.

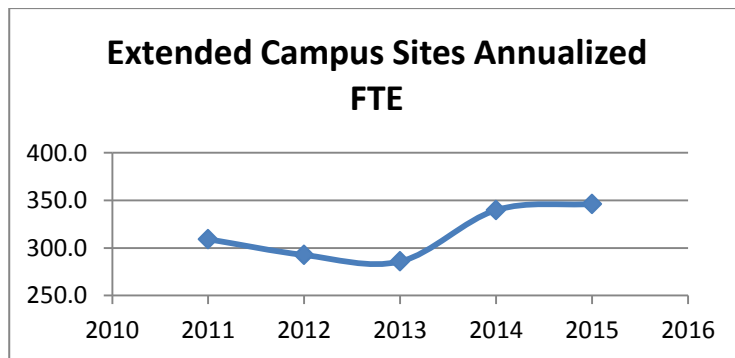
Goal 8: NWIC increases access to program of study courses through distance education modalities and site-based services.

Objective 1: NWIC increases access to programs of study courses through distance education modalities and site-based services.

Assessment:

Indicator 1: The first indicator that NWIC provides place-based education at extended campus sites is an annualized FTE for off-campus program of study students with an established minimum threshold of 3% increase annually.

As noted in the graphs below, for AY2011, the annualized FTE for off-campus program of study students was 309.2. For AY2012, the Annualized FTE for off-campus program of study students was 292.6. For AY2013, the Annualized FTE for off-campus program of study students was 285.8. For AY2014, the Annualized FTE for off-campus program of study students was 339.8. For AY2015, the Annualized FTE for off-campus program of study students was 346.



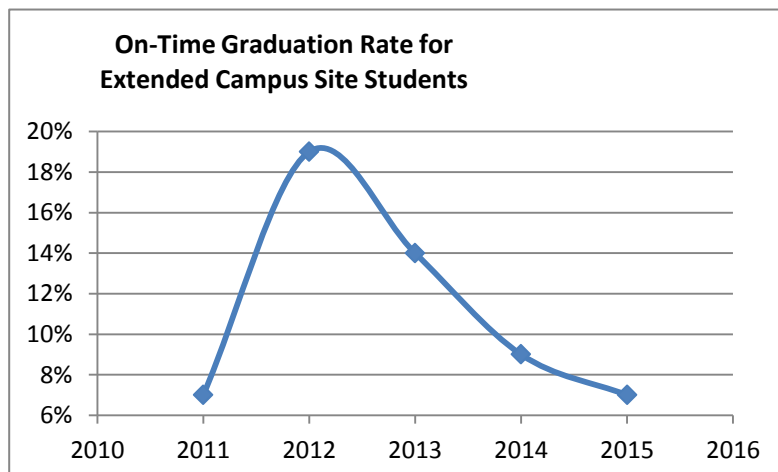
Year	FTE
2011	309.2
2012	292.6
2013	285.8
2014	339.8
2015	346.2

Indicator 2: On-time graduation rate for off-campus students. Threshold: 14%

The second indicator that NWIC provides place-based education at extended campus sites is a record of on-time graduation rate for off-campus students with an established minimum threshold of 14% annually.

As noted in the graphs below, for AY2011, the on-time graduation rate for off-campus students was 7%. For AY2012, the on-time graduation rate for off-campus students was 19%. For AY2013, the on-time graduation rate for off-campus students was 14%. For AY2014, the on-time graduation rate for off-campus students was 9%. For AY2015, the on-time graduation rate for off-campus students was 7%.

Discussion:



Year	Graduation Rate
2011	7%
2012	19%
2013	14%
2014	9%
2015	7%

NWIC serves the educational needs of Tribal communities. This includes a strong focus on and use of culturally relevant curriculum that includes Native American culture, history, and Native language. Providing access to higher education opportunities embedded with Native culture helps sustain and further develop our Tribal communities. The following modalities are offered by both the main campus and off campus sites: face-to-face, telecourse (ITV), online (OL), video-conferencing (VC), hybrid, and independent learning (IL).

In order to provide sufficient services and place-based education at extended campuses, there needs to be a sufficient number of full-time students (FTE). The student FTE growth of off-campus programs is contingent upon on-site classroom space, which is often limited, and the number of distance learning courses developed. Therefore, the projected growth of FTE at extended sites is a conservative three percent per year. NWIC met this minimum threshold largely in part to increased modalities and the effort of many departments to increase access to students. Some courses are offered in several different modalities, which create more choices for students. Although there are courses that are place-based and have limited modalities in which they can be taught, the off-campus FTE for students has still increased.

For students, on-time graduation is one and one-half years for certificates, three years for associate's degrees, and six years for baccalaureate degrees. Historically, NWIC students have to take reduced loads or stop out for financial or other personal reasons, and thus take longer to complete their programs of study compared to the national average. Also, the Integrated Postsecondary Education Data System (IPEDS) definition of "graduation rate" may not always fit the model of NWIC's student demographics. NWIC cohorts are also generally small, which can have a big impact when only percentages are examined.

Improvement:

The on-time graduation rate is a standard measure that is used to compare institutions. However, it may not fit with the institution's goals and may not be the best measure of objective achievement. One additional piece of data that should be examined is the number of student graduates. The [graduation report](#) should be examined to determine if the objective has been fulfilled. Every year this data has increased and shows how many students are achieving their degree from NWIC's extended campus sites. The number of graduates is a better indicator of success than using the graduation rate, considering the college's numbers are fairly small. Perhaps a better indicator of success would be to focus on the growing number of graduates each year.

Core Theme Four — Advance Place-based Community Education and Outreach

NWIC has measured how well Core Theme Four has been achieved as well as highlighted some of the initiatives and activities that demonstrate achievement of the core theme and its goals and objectives. Core Theme Four expresses a unique aspect of NWIC's mission of Indigenous self-determination and knowledge by focusing on the many ways that the college engages with the Tribal communities it serves. At the beginning of the current strategic plan cycle, the college made a commitment to community engagement and has since achieved that end through the goals, objectives, and indicators in core theme four, as well as numerous other ways that have emerged as the strategic plan unfolded over the past seven years. While the college tracked specific core theme indicators, as described below, there have also been many success stories of NWIC students, staff, and communities who demonstrated the college's commitment to engage the communities that the college serves and advanced place-based community education and outreach. In the end, these activities have built the capacity of the college to promote Indigenous self-determination and knowledge. It is also important to note that NWIC, as a Tribal college, is a 1994 land grant institution. Core Theme Four aligns with and supports the college's role as a land grant institution with support and coordination of the three primary areas of land grant programming in research, extension, and teaching.

Two of the parts of the college that have been central in designing and implementing activities that advance place-based community education and outreach are the Cooperative Extension and the National Indian Center for Marine Environmental Research and Education (NICMERE) departments. Goal 9 is primarily driven by the Cooperative Extension department in collaboration with other departments and goal 10, is primarily driven by the NICMERE department in collaboration with other departments.

The following table presents the status of the core theme indicator data for the goals and objectives that are contained within Core Theme Four.

<u>G.O.I</u> <i>Goal Objective Indicator</i>	<u>Indicator</u> <i>Brief description of the indicator</i>	<u>Minimum Threshold</u> <i>Brief description of the threshold for this indicator</i>	<u>Status</u> <i>Color code for indicator at the end of academic year 2016</i>
Goal 9: NWIC promotes healthy living and nutrition, leadership, and financial security.			
<u>Objective 1: NWIC provides professional development, community education classes, and workshops in support of Tribal community training needs.</u>			
9.1.1	Number of professional development and Community education classes and workshops offered each year.	Increase overall by 10% to 199 per year. Baseline: 181 in AY2011.	

9.1.2	Number of enrollments each year in professional development and community education classes and workshops.	Increase overall by 10% to 2996 per year (duplicated headcount). Baseline 2,724 in AY2011.	
9.1.3	Number of Continuing Education Units (CEUs) completed each year by participants.	Increase overall by 10% to 3,950. Baseline: 3,590 in AY2011.	

Objective 2: NWIC conducts research and product development of curriculum resources for professional and community education.

9.2.1	Number of curriculum resources developed and disseminated.	Increase number of resources overall by 20% to 13. Baseline: 11 in AY2011.	
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Objective 3: NWIC provides Tribal communities opportunities for leadership development.

9.3.1	Traditional Leadership Curriculum is available and accessible.	Curriculum is posted online and made available to NWIC extended campus sites and communities served by NWIC.	
9.3.2	Traditional Leadership Curriculum is incorporated into programs of study.	Bachelor of Arts in Native Studies Leadership implemented.	

Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources.

Objective 1: NICMERE maintains positive reciprocal relationships with Tribal, state, and federal agencies and institutions of higher learning focused on shared research interests and support of students.

10.1.1	Annual meetings are held with existing and potential partners in collaborative projects.	A representative from NICMERE/NWIC will meet with partners in collaborative projects at least once per year.	
10.1.2	Number of collaborative projects.	Increase to 7. Baseline: 3 in AY 2011.	

Objective 2: NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education.

10.2.1	Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization.	Increase to 5. Baseline: 0 in AY 2011.	
10.2.2	Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations.	Increase at the rate of 1 per year to 21. Baseline: 15 in AY2011.	

<u>Objective 3: NWIC provides education, training, and workforce developmental opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Education departments.</u>			
10.3.1	Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education and Workforce Training office.	One meeting per year.	
10.3.2	Number of new workforce development courses in aquaculture and natural resources offered.	Increases to 2. Baseline: 0 in AY2011.	

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

Objective 1: NWIC provides professional development, community education classes, and workshops in support of Tribal community training needs.

Assessment:

Indicator 1: Number of professional development and community education classes and workshops offered each year. Threshold: Increase overall by 10% to 199 per year. Baseline: 181 in AY2011.

Exceeded Threshold. The number of classes and workshops rose through AY2014, fell in AY2015 and then rose sharply in AY2016 to 256.

Indicator 2: Number of enrollments each year in professional development and community education classes and workshops. Threshold: Increase overall by 10% to 2,996 per year (duplicated headcount). Baseline: 2,724 in AY2011.

Exceeded threshold. The number of enrollments rose through AY 2014 but then fell below the threshold in AY2015 and AY2016.

Indicator 3: Number of Continuing Education Units (CEUs) completed each year by participants. Threshold: Increase overall by 10% to 3,950. Baseline: 3,590 in AY2011.

The number of CEUs fell sharply between AY2011 and AY2012, began to increase but has declined since then to be below the baseline in AY2015 and AY2016.

Discussion:

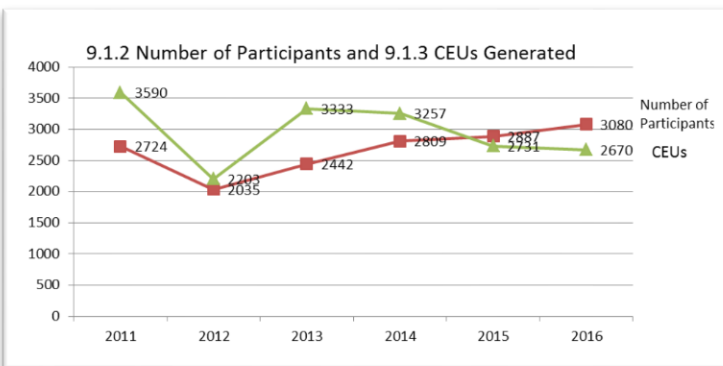
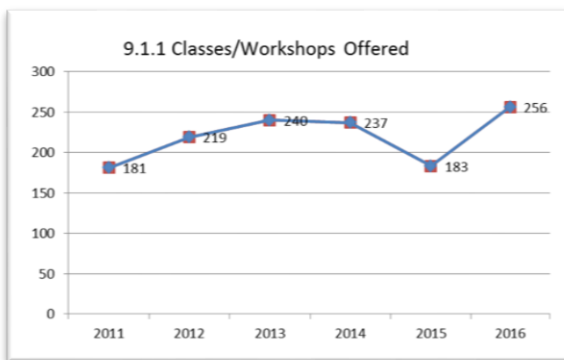
There are numerous examples of how NWIC has provided professional development, community education classes, and workshops in support of Tribal community training needs that meets the goal of promoting healthy living and nutrition, leadership, and financial security. The indicators give a partial quantitative measure of this achievement. The Cooperative Extension Department, in coordination with the Core Theme Four team and other college departments, oversees assessment and tracking of this objective and its indicators. Indicators 9.1.1 and 9.1.2 measure the number of workshops and participants each year in professional development and community education classes and workshops, and 9.1.3 measures the number CEUs generated by those activities. The Community Outreach Coordinator collects these data for workshops and trainings within the cooperative extension and community outreach and reports on them annually. While the Cooperative Extension Department is primary responsible for offering these workshops and training, other departments also offer them, such as the NWIC Center for Health, Center for Student Success, extended campus sites, and instruction, and their data are not necessarily included in this report.

As noted in the status table above, indicators 9.1.1 and 9.1.2 exceeded the threshold levels for AY 2016 while the number of CEUs collected, 9.1.3, fell below the baseline level. There are multiple reasons for this decline in CEU credits collected.

The drops in AY2015 and AY2016 coincide with significant shifts in the organizational structure and staffing of the Cooperative Extension Department. Prior to this time, the department was a stand-alone department with a director reporting directly to the president. The Cooperative Extension Department was then connected more strongly with the Coast Salish Institute under the oversight of the Dean of Indigenous Education. Also during this time, the staffing of the Cooperative Extension changed significantly such that most of the staff members are new to their positions within the past one to two years, including a new Community Outreach Coordinator who oversees data collection. The focus of the department was also re-evaluated which has affected the type and scope of workshops and trainings offered so as to more fully engage with Tribal communities and address the college's mission. It is also important to note that the Cooperative Education Department is primarily grant funded and, as such, the offerings are strongly affected by the funding levels.

The following table and charts illustrate the data and trends for these three indicators:

Academic Year	9.1.1 Classes Offered	9.1.2 Participation numbers	9.1.3 CEUs generated
2011	181	2724	3590
2012	219	2035	2203
2013	240	2442	3333
2014	237	2809	3257
2015	183	2887	2731
2016	256	3080	2670



Two primary reasons identified for the decline in CEUs are: (1) there has been an increase in the number of workshops and trainings focused on the needs of younger members of the community, particularly in the area of building their capacity in healthy living, leadership, and financial security. While these workshops and participants can be counted for 9.1.1 and 9.1.2, they cannot be counted for CEUs if the participants are under 16, which many are, and (2) not all workshops have collected CEU registrations for its participants. As the college can only be reimbursed for CEUs up to 10% of its total Indian Student Count (ISC) from the federal government, there hasn't always been as thorough a collection given that the college regularly exceeds the 10% threshold.

While the core theme indicators tell part of the story of achieving this core theme objective, there are numerous success stories that demonstrate achievement. The college has a very strong financial literacy program that extends from youth to adult and has a very strong outreach to the extended campus sites. Financial literacy trainers regularly travel to the sites to provide training. [The Building Native Communities: Financial Skills for Families Curriculum](#), which was developed by the First Nations Development Institute, has been used to train community members who work with high school age youth and families as part of the “train the trainer” process. They, in turn, used the skills and knowledge in their summer projects with those same youth. In this way, the cooperative extension trainers no longer had to perform all trainings, new leaders were developed, and the reach of the curriculum was increased. The financial literacy workshops and trainings have also served to support broad academic capacity building for grades 7-12, coordinating with the summer science bridge program, and also engaged the communities through very practical efforts by providing free tax preparation.

The traditional foods trainer has held several workshops on food sovereignty, use of traditional foods and plants while on the canoe journey that is held annually by Tribes in the Salish Sea and Pacific Northwest. These trainings increase the community members’ knowledge in place about nutrition and connection to their identity. These workshops were multi-tribal and multi-generational events that included youth with elders.

The NWIC Center for Health (NWICCH) has provided extensive initiatives and workshops that promote healthy living for the Tribal communities that the college serves. One of the purposes of the NWICCH is to conduct research and to educate about research that focuses on wellness, health disparities, and resilience of American Indian and Alaska Native communities. During the early part of the current strategic plan the NWICCH conducted extensive diabetes education trainings for the Tribal communities served by NWIC. The NWICCH has also conducted trainings on suicide prevention and drug awareness, which will be described more fully under objective two below.

Improvements:

The Cooperative Extension Department is currently developing a community education plan, which has been identified as a mission-critical activity and will address achievement of Goal 9. One of the areas identified for improvement in achieving objective 1 is greater coordination between the Cooperative Extension Department and other parts of the college offering workshops, trainings, and classes that support Goal 9, such as the NWIC Center for Health. The Community Outreach Program Coordinator primarily uses data collected by staff in the Cooperative Extension office to identify trends and to be used by administrators in planning. The staff member in that position is new within the past year and is working to coordinate data gathering and analysis throughout the college. The Dean of Indigenous Education, who oversees the Cooperative Extension Department and the department’s offerings, is in the process of using the core theme indicator data for future planning in which trainings, workshops, and classes to offer. The reason for the decline in the number of CEU enrollments recorded annually is currently being investigated with the goal of more fully gathering all potential CEU enrollments.

Objective 2: NWIC conducts research and product development of curriculum resources for professional and community education.

Assessment:

Indicator 1: Number of curriculum resources developed and disseminated. Threshold: Increase number of resources overall by 20% to 13. Baseline: 11 in AY2011.

The threshold has been met with the number of resources overall at thirteen. Several more resources are currently under development. Note that this only includes the Cooperative Extension Department.

Discussion:

Core theme indicator 9.2.1 has been met as the college continues to develop curriculum materials and disseminate them. To date, thirteen different curriculum materials have been developed and disseminated as identified in the [list of curriculum materials developed](#). The Cooperative Extension department uses many of the curriculum materials developed within that department as part of “train the trainer” activities that are designed to extend the knowledge and skills offered by the department to build the capacity of the communities served by the college.

The NWIC Center for Heath has several research initiatives focused on healthy living. The Witnessing Our Future program is a suicide prevention service project directed by a 25-member community partnership. The project organized a two-day youth summit, titled “I Choose Life: Embracing Your Sacredness – Silheng Kwenkwem – Standing Strong.” Over 550 youth from all over the Pacific Northwest attended the event. It was so successful that other area Tribes will take turns host the event annually using our title and specifically designed logos.

The Native Transformation Project (NTP) involved three Tribes (Lummi Nation, Swinomish Indian Tribal Community, and Upper Skagit Indian Tribe) and was co-directed by a community action board with Tribally-chosen representatives chosen by each Tribe. The research project focused on determining Coast Salish strengths and resiliencies within the individuals, families, Tribal communities, and their practices and events that enabled members to maintain a lifetime of wellness against addiction to alcohol and substances and also that helped people other people so addicted to become well and stay well. This project was so successful that the Tribes requested the research results be implemented, which is now occurring, and requested to expand that research to focus on the new epidemic of opioid use and subsequent deaths in all three Tribes.

Improvements:

The Program Outreach Coordinator tracks the indicator for this objective, which is the number of curriculum resources developed and disseminated, by contacting departments throughout the college that have created curriculum resources, including Instruction, the NWIC Center for Heath, and NICMERE. The threshold for objective 2, the development and dissemination of curriculum materials, is a first step in a college-wide effort to collect curricular materials, not limited to the Cooperative Extension department, and make them available, as appropriate, to the communities served by the college. The collection and dissemination of curricular materials also relates to increasing scholarship and research at NWIC, as is included in Core Theme One, and is also a component in the development of new policies,

such as the Indigenous Research Policy currently under development, and in the articulation of the next strategic plan.

Objective 3: NWIC provides Tribal communities opportunities for leadership development.

Assessment:

Indicator 1: Traditional Leadership Curriculum is available and accessible. Threshold: Curriculum is posted online and made available to NWIC extended campus sites and communities served by NWIC.

The curriculum is available and accessible. However, it has not been promoted and disseminated widely.

Indicator 2: Traditional Leadership Curriculum is incorporated into programs of study. Threshold: Bachelor of Arts in Native Studies Leadership implemented.

This indicator was fully achieved with the development of the Native Studies Leadership program of study.

Discussion:

The first indicator, 9.3.1, states that the “Traditional Leadership Curriculum is available and accessible.” While the curriculum has been accomplished by being available on the [Teaching and Learning website](#), adequate support materials have not been developed for the application of the curriculum in different contexts. The curriculum also needs to be more fully distributed within the Tribal communities served by the college. However, the traditional leadership curriculum has influenced the leadership trainings offered by the Cooperative Extension Department in financial literacy as well as traditional foods.

Indicator 9.3.2, “Traditional Leadership Curriculum is incorporated into programs of study,” was accomplished starting in 2012 with the development of the Bachelor of Arts in Native Studies Leadership (NSL) program of study. The contents of the [Honoring Traditional Ways Tribal Leadership Training Curriculum](#) strongly informed the coursework in the first two years of the program of study, supported strengthening students’ Indigenous identity, and resulted in seven courses. It is important to note that several of the former recipients of the original leadership training curriculum were curriculum developers when the Native Studies Leadership bachelor’s program and have since earned advanced degrees and are faculty and department chairs for the Native Studies Leadership and CARE in Human Services programs. Both department chairs have received candidacy for completion of their Ph.D. programs and are expected to complete their dissertations in 2017. In 2013, the seven courses were designated as the NWIC Foundational Requirements and became requirements for all bachelors’ programs. In 2014, a subset of the NWIC Foundational Requirements was incorporated into the program of study for all NWIC certificate and associate’s-level programs of study. Thus, the incorporation of the leadership curriculum has extended to all programs of study and is now being taught at the Lummi campus and several extended campus sites. It is important to note that Traditional Leadership Curriculum has had a strong influence on the reorientation of the entire NWIC general educational programming, moving toward the goal of Indigenization of the curriculum and making significant strides toward achieving the college’s mission of Indigenous self-determination and knowledge.

Improvements:

One key area of improvement that has been identified to aid in more fully achieving Goal 9, objective 3, “NWIC provides Tribal communities opportunities for leadership development,” is built into the mission-critical activity to develop a Native Leadership Development Plan. The plan will address institutional prioritization of the development of the next generation of Native leaders, dissemination and use of the Traditional Leadership Curriculum, coordination of leadership development across departments, coordination with the Teaching and Learning Plan and Committee to support development of Native faculty, and coordination with the Coast Salish Institute in developing the plan. The development of the Native Leadership Development Plan will be under the direction of the college president with support from the Dean of Indigenous Education and the Native Studies Leadership department chair.

Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources.

Objective 1: NICMERE maintains positive reciprocal relationships with tribal, state, and federal agencies and institutions of higher learning focused on shared research interests and support of students.

Assessment:

Indicator 1: Annual meetings are held with existing and potential partners in collaborative projects a representative from NICMERE/NWIC will meet with partners in collaborative projects at least once per year.

Threshold has been met because meetings have occurred annually.

Indicator 2: Number of collaborative projects. Threshold: Increase to 7. Baseline: 3 in AY2011.

Threshold has been exceeded with 18 projects thus far in AY2016.

Discussion:

The thresholds for indicator one has been met, with one meeting each year. These meetings have resulted in ongoing and strengthened relationships with numerous institutions, which have thus resulted in many student opportunities and collaborative projects, exceeding the threshold for indicator two. NICMERE and the Native Environmental Science department, have worked together to forge collaborative relationships with external agencies, to develop and promote mutually-supportive projects. Meetings were held each year, as planned, and in AY2015 there were ten projects, exceeding the threshold by three. There were an additional eight in AY2016. This aspect of Goal 9 has been successful and is being carried forward in future planning and allocation of resources.

NWIC’s marine research center, the Salish Sea Research Center (SSRC), has eight current grants in AY2016, totaling \$1.76 million for the life of the grants. These grants include funds for research, outreach, and education, and facilitate partnering and collaboration with Lummi Natural Resources and other Tribal Nations including: Tulalip, Swinomish, Quinault, and Quileute tribes. Other teaming includes federal agencies, such as the Bureau of Indian Affairs, National Oceanic Atmospheric Administration,

National Science Foundation, National Institute of Food and Agriculture, state agencies, such as Washington Sea Grant, and other research entities including the University of Washington, Oregon State University, and Monterey Bay Aquarium Research Institute. These partnerships provide opportunities for students to conduct research, learn analytical tools, increase their workforce capacities in the geosciences, and prepare their STEM education in preparation for graduate school. Furthermore, many of these grants include community outreach, which has resulted in partnering with Lummi Natural Resources to bring Lummi Nation School K-12 students to tour the SSRC facilities, and include outreach programs to facilitate K-12 place-based science for Quinault, Quileute, and Lummi Tribal students.

Improvements:

These departments will continue to meet to coordinate efforts. In addition, as a new strategic plan is developed the NICMERE plan and Native Environmental Science Department plans will be reviewed and updated, as needed.

Objective 2: NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education.

Assessment:

Indicator 1: Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization. Threshold: Increase to 5. Baseline: 0 in AY2011.

The number of courses has remained at the baseline of 0.

Indicator 2: Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations. Threshold: Increase at the rate of 1 per year to 21. Baseline: 15 in AY2011.

The threshold has been exceeded with 37 internships as of AY2016.

Discussion:

NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education. The NICMERE director collects, analyzes, and submits data on the two indicators for this objective: 1) the number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization; and 2) the number of students participating in aquaculture and environmental science internships at NWIC and outside organizations. The NICMERE director has coordinated this effort with the Native Environmental Science (NES) Department, which oversees academic programming in the sciences. The NICMERE director has continued to monitor the appropriateness of these indicators. While the second indicator continues to be appropriate and useful, the first indicator has been determined to be too broad given the resources of NICMERE, the Salish Sea Research Center, and the NES department. This determination was reached in consultation between the administrators and faculty in these areas. Further reasons for this shift and how it affects future planning will be discussed below because it relates to objective 3.

The NICMERE Department, the Native Environmental Science Department, and academic leadership have used feedback from students to clarify that the focus of this area on training and courses related to training is no longer appropriate. NWIC's historical roots are in the trainings of aquaculture fishermen in the 1970s with the creation of the Lummi Indian School of Aquaculture (LISA). That focus on aquaculture training remained important and vital up until the past few years but with NWIC's transition to becoming a baccalaureate granting institution students began gravitating away from training and toward more advanced academic work. While the NWIC initiated the creation of shared programming with Bellingham Technical College in aquaculture, it soon became clear that this approach was not serving the needs of NWIC students. Meanwhile, the number of students graduating for the Bachelor of Science in Native Environmental Sciences (BSNES) has increased significantly since 2010 and the number of students continuing on to graduate school has been increasing. In 2016, three BSNEs graduates entered graduate school and five more are in the process of applying in 2017. Thus, student interest has shifted from training to Native leadership, necessitating a rethinking of indicator one.

Success stories of how students have demonstrated achievement of place-based aquaculture and environmental science research and education include that over the last three years, the Salish Sea Research Center (SSRC) has secured over \$50,000 in travel funds for students and staff to attend conferences and trainings. Student interns presented their original research at nine different national science conferences and won four best poster awards.

Improvements:

The primary area of improvement is the realignment of the indicator with the refocusing of programming on academics leading to bachelor's-level courses and preparation for graduated school rather than on training courses. The NICMERE and NES departments' work plans for the coming year will incorporate objectives and activities toward this end.

Objective 3: NWIC provides education, training, and workforce developmental opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Program departments.

Assessment:

Indicator 1: Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education, and Workforce Program. Threshold: 1 meeting per year.

Threshold has been achieved with one meeting each year.

Indicator 2: Number of new workforce development courses in aquaculture and natural resources offered. Threshold: Increases to 2. Baseline: 0 in AY2011

No new workshops have been developed.

Discussion:

While NICMERE and Workforce administrators have met to discuss coordination, no coordinated courses in these areas have been offered. The reason relates directly to the discussion above about

science offerings evolving from training to leadership in science academic. While there have not been trainings in the narrowly defined areas noted in indicator two, there have been trainings, however, in more general natural resources areas and particularly in HAZMAT trainings. The administrators in NICMERE and Workforce Education, as well as the Native Environmental Science department and instructional leadership, have evaluating the appropriateness of this indicator in light of limited resources, particularly in the workforce area, and changes in focus in both the Workforce Education and NICMERE departments.

Improvements:

Since the development of the current strategic plan in 2010 and the beginning of the current accreditation cycle, there have been two primary shifts that have led indicators 10.2.1 and 10.3.2 to show below baseline levels. First, Workforce Education has focused much more on specifically on training within construction trades rather than in marine sciences. While this is partly because of shifts in funding for Workforce Education toward construction trades, it is more strongly due to a second reason. At the inception of the current strategic plan, the intent was to develop a stronger training program in marine sciences. Several cross-institutional projects were initiated, such as the development of a memorandum of understanding with Bellingham Technical College so that each school could receive and support students from the other school. Student interest in these training-type educational projects was very minimal. Simultaneously, students expressed more and more interest in more academically oriented pathways, often leading to research-based pathways and graduate school rather than technical-based pathways. Thus, while NICMERE did not achieve the specific indicators identified in the Year One and Year Three reports to the NWCCU, the shift in focus has meant that more students are succeeding academically. The number of graduates in the Bachelor of Science in Native Environmental Science, NWIC's only science bachelor's program, had a single graduate in 2010 and has had over 50 graduates since then. The [NICMERE Plan](#), currently under review and revision, along with the Native Environmental Science Department annual work plan, will address these shifts in focus. In addition, these shifts are being noted in the planning for the next strategic plan.

Summary and Recommendations for Chapter Four

One of the key findings of the assessment of the NWIC core themes has been that some of our indicators were too narrowly defined to accommodate the emergent nature of the college. While some indicators clearly showed the type of development we had desired in order to meet the core theme objectives (labeled green), others did not meet the articulated threshold (yellow), or in some cases did not meet or exceed the baseline (red). Yet, in many cases, the core theme objective was met although in a different manner than originally anticipated. In the vast majority of cases, the core theme objectives continued to maintain their value as means to the core theme goals, the core themes themselves, and the college's mission. This suggests that in the future, indicators need to be flexible enough, and, in some cases, more strongly tied to core theme objective achievement. In many cases, quantitative measures of core theme objective achievement, while reasonably easy to measure, may not have been as valuable as a qualitative measure of achievement.

Another key finding is that while the core theme indicators and thresholds were clearly articulated, we did not have as robust a system for collecting those data as would have been desired. Key staff members

were identified to collect the data but in some cases they did not have all the necessary information to provide the data to the Accreditation Steering Committee and the Institutional Research Department. For the future, as indicators are identified, mechanisms need to be instituted that provide the necessary data in a more automated manner. Whenever possible, the key data collection staff and departments at the college need to oversee the data collection using streamlined data reports whenever possible. In other cases, where the data must come from another source, simplified systems need to be put into place for data collection and staff members need to have a clear understanding of the reporting needs early in the seven-year cycle. Collecting the data in a more streamlined manner will aid in the ability to make decisions regarding improvements based on data on a more regular basis.

A significant portion of standard four focuses on the assessment of student learning outcomes and improvements in the assessment of student learning outcomes. NWIC has a robust Assessment Plan (2012-2017) designed to guide the assessment process and to make improvements related to student learning. This plan is ending in 2017 at the same time as the Strategic Plan (2010-2017) and other key plans, such as the Teaching and Learning Plan (2012-2017). Work is continuing in coordinating all of these plans more strongly and to learn from the implementation of the current plan. Some of the themes that are emerging that need to be addressed in the assessment of student learning are that the college needs to train and support faculty, regardless of location, teaching modality, or part-time status, to perform quality assessment. While the college has allocated funding for this purpose, including increasing the pay rate for part-time faculty in order to include assessment in their teaching contracts, and to perform on-site assessment trainings at the extended campus sites, it is still a challenge to fully support the assessment needs of all faculty given the distributed nature of the NWIC campuses and teaching modalities.

Another area that has been identified is the need to more closely coordinate the assessment, collection, and analysis of course-level student learning outcomes. While robust quarterly and annual mechanisms have been implemented during the current assessment plan for program-level assessment there has not been as strong of regular and systematic assessment mechanisms for course-level assessment. Fortunately, many faculty have excellent course-level assessment skills and there are many examples of quality course-level assessment. Still, it has been time consuming to gather and analyze these data. For the future, there are several areas of improvement that are being developed. These improvements include greater coordination between the course-, program-, and institutional-level assessment of student learning which is being incorporated into current assessment processes and the future assessment plan.

Another area, which connects with the next finding, is ensuring that the questions being asked in the assessment process are appropriate to NWIC as an Indigenous institution. As a Tribal college, NWIC is uniquely positioned to apply Indigenous methodologies as the college creates a new assessment plan. Recommendations to considerate during the creation of the next assessment plan are to: 1) Indigenize the assessment process; 2) make the plan adaptable to meet four-year and two-year program needs; 3) be intentional in documenting how assessment data are used for program/institutional improvements; and 4) be more inclusive in implementing assessment processes to ensure that constituency needs are met.

NWIC has evolved a great deal during the seven years of the current accreditation and strategic plan cycle. At the beginning of this period, the college had just been approved to grant bachelor's degrees and there was only one very new bachelor's degree. The college now has four bachelor's degrees and a growing percentage of the graduates are at the bachelor's level. Last year, NWIC had approximately 33% of graduates earn a bachelor's degree (132). As the college has strengthened its identity as a bachelor's-granting institution, we continue to focus on our unique identity as an Indigenous institution, in accordance with the NWIC mission.

The first and the fourth core themes in the strategic plan, focused on engaging Indigenous knowledge and place-based education; these are steps towards mission fulfillment. This movement has affected how the college considers what are appropriate objectives and what are the appropriate indicators and methods of data collection. As noted previously in this report, application of an Indigenous Evaluation Framework and overall Indigenous perspectives and methods are key to the college more fully achieving its mission. Indigenous principles and methods will be important as the college articulates the next strategic plan and therefore the goals, objectives, and methods of assessment, as well as finding ways to use the strengths of non-Indigenous methods in support of the college's mission.

CHAPTER FIVE

MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY



Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

The 2010-2017 Strategic Plan, approved by NWIC Board of Trustees in 2010, was designed to fulfill the mission of the college through the implementation of its goals and objectives. Evaluation of institutional effectiveness of its programs and services and attainment of learning outcomes is completed on an annual end of plan cycle.

Executive Summary of Eligibility Requirement 24

NWIC is the only Tribally- operated college in the Pacific Northwest; therefore, there is a sufficient critical mass of potential students among the Tribal populations for the college to be sustainable now and in the future. Student enrollment and retention rates are sufficient to sustain the existing academic and operational programs and services. The Development Office successfully supports the implementation of the campus master plan to ensure the adequacy of classrooms, offices and technology as new programs are added. The college employs a sufficient number of qualified faculty, administrators, and staff to provide efficient and effective operations of its programs and services to fulfill its mission.

Standard 5.A — MISSION FULFILLMENT

5.A.1. – The institution engages in regular, systemic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The NWIC Assessment Team is responsible for the review and implementation of the [2012-2017 Northwest Indian College Assessment Plan](#) that serves as a guideline for assessing student learning and the effectiveness of programs and services. The Director of Institutional Research and Assessment, Dean of Academics and Distance Learning, and the Academic Program Developer serve as the leadership of the Assessment Team and meet on a regular basis to implement the plan. In addition, [Core Theme Teams](#) were developed to implement, assess, evaluate, and make improvements related to attainment of Core Theme Objectives. Core Theme Teams meet on a quarterly basis; two core theme co-chairs serve as leaders within each core theme team, moving the collection and reporting of core theme indicator data forward.

A Single Point of Accountability (SPA) is responsible for the ongoing data collection of performance indicators, and, at the end of each academic year an analysis is completed to determine if the college is satisfactorily accomplishing each core theme objective. Recommendations for improvement are then developed, as appropriate. Data for all core theme data indicators over the span of the seven-year accreditation cycle is compiled in the [Core Theme Worksheet](#).

The Office of Institutional Research and Assessment collects, compiles, and reports on institutional data and implements a calendar of indirect measures for trend analysis and benchmark comparisons. This [NWIC Report Card](#) is shared with college leadership, including the board of trustees, on an annual basis and is available on the NWIC Assessment website.

Assessment at the course-level is completed and reported by faculty on a quarterly basis as part of the program assessment process. Results are shared at the end of each quarter with the department chairs and the Assessment Team leadership. Demonstrations of course-level student learning outcomes are also collected by the Dean of Academics and Distance Learning.

Assessment at the program- and institutional-levels is completed by faculty in collaboration with the department chairs and the Assessment Team leadership. Annual narrative reports are compiled by department chairs and program leads and shared at the end of each academic year with the all faculty and the Assessment Team.

Assessment of programs and services are completed by program leads and reports are shared with the Leadership Team at the end of each academic year.

Examples of engagement in assessment activities appear on the following pages.

Board of Trustees	
Assessment Activity	Evidence
Self-Assessment	Annual Report to LIBC; Board Goals
Substantive Change	Accreditation at 4-year level-approved
Programs of Study-added	BS-Native Environmental Science-approved BA-Native Studies Leadership-approved BA-Tribal Governance and Business Management-approved BA-CARE in Human Services-approved
Ability to expand services to new location	Addition of extended campus at Nisqually-approved

Executive Team	
Assessment Activity	Evidence
NWIC priorities	Bi-annual report (public) 3-Year Budget Projection Annual Budget

Administrative Team	
Assessment Activity	Evidence
Adequacy of policies/procedures	Policy review calendar Procedure review calendar

Leadership Team	
Assessment Activity	Evidence
Implementation of Strategic Plan	Annual work plan reports
Instructional Technology: access to distance learning modalities and effective use of technology in classrooms	Distance Education Plan
Institutional Data Management Team: institutional trends	Institutional reports: IPEDS, NEC, AIMS, enrollment

Core Theme Teams (all staff)	
Assessment Activity	Evidence
Attainment of core theme objectives	Core theme worksheet
Mission fulfillment	SWOT analysis report of mission fulfillment

Assessment Team	
Assessment Activity	Evidence
Indicators of student learning: institutional learning outcomes; program learning outcomes; and course learning	Annual reports by department chairs and faculty; course-level data collected by the Dean of Academics and Distance Learning

outcomes	
Indirect indicators of student learning	Reports on survey results; CCSSE; Student Satisfaction; Alumni; Graduate
Institutional data	Student Success Report on Enrollment, Retention; Graduation
Strategic Plan Committee	
Assessment Activity	Evidence
Community Need	Community Need Survey Report; focus group input
End of cycle analysis	Assessment of strategic plan survey report; SWOT/Gap Analysis reports
Note: review of mission and visioning activity will be scheduled in 2017	

Development Team	
Assessment Activity	Evidence
Allocation of funds for campus plan	Capital Campaign-funds raised for new facilities; or restoration of existing facilities
Assessment of potential for donations to increase endowments	Annual report of funds received

Strategic Enrollment Management Committee	
Assessment Activity	Evidence
Data informed strategies for increasing enrollment and retention.	Strategic Enrollment Management Plan

Teaching and Learning Committee	
Assessment Activity	Evidence
Faculty development needs	Teaching & Learning Plan

5.A.2 – Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Annual Assessment Results

The *NWIC Report Card* is an annual report that summarizes the key success indicators of core themes that support mission fulfillment. The report card is reviewed by the board of trustees at their annual board retreat and is made available to the public on the NWIC Institution Research and Assessment website.

Core Theme 1: Engage Indigenous knowledge						
Indicator	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
1) Completion rate for foundational courses	new	new	60%	85%	80%	82%
2) Student Participation in research activities	106	66	80	13	63	57
3) Faculty participation in research activities	43	50	63	48	22	21

Core Theme 2: Commitment to student success						
Indicator	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
1) Completion rate for first year core courses	62%	55%	60%	61%	72%	74%
2) Graduation rate on time (3 yr.)	17%	11%	10%	14%	12%	15%
3) Student participation in 15 or more service learning hours	235	182	282	299	203	163
4) Retention rate of 1 st generation students	57%	64%	55%	49%	50%	60%
5) Retention rate of FYE students	69%	43%	38%	47%	39%	49%

Core Theme 3: Access to higher education opportunities at all levels for tribal communities						
Indicator	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
1) Enrollment in GED courses	315	221	177	71	27	27
2) Enrollment in workforce education programs	-	8	35	19	65	60
3) Percent of GED students that entered college	10%	56%	19%	21%	50%	0%
4) Enrollment in courses offered through distance learning modalities	1886	1991	1017	1014	1022	1134

Core Theme 4: Advance place-based community education and outreach						
Indicator	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
1) Number of community education activities (unduplicated)	7	26	27	23	32	87
2) Number of tribal communities served	78	86	90	95	96	87
3) Tribal participation in community education programs	2259	7099	7166	4188	4484	5389
4) Student participation in NICMERE	36	29	26	25	27	7
5) Number of activities that support NICMERE programming	3	missing	2	6	10	4

End of Cycle Assessment Results

The 2016 Assessment Survey of the Strategic Plan is an end of plan assessment of mission fulfillment. All NWIC employees were invited to participate in the survey; the survey results were reviewed and analyzed by all-staff in Core Theme Team meetings. A compilation report will be shared with the Strategic Plan Committee based on the [Survey Results on Assessment of the 2010-2017 Strategic Plan \(2016\)](#). The Strategic Plan Committee will use the results to inform the development of the next strategic plan.

The [Student Success Report](#), provides an annual update on the progress of the assessment plan and is shared with the NWIC Board of Trustees at their annual retreat and is reported on the NWIC Institutional Research and Assessment webpage.

Institutional Data

Enrollment

Description	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Indian Student Count (ISC)	759	690	731	680	669
FTE Overall	851	843	850	786	760
Lummi	307	363	426	377	378
Muckleshoot	133	62	90	79	75
Nez Perce	48	48	72	60	62
Nisqually	1	15	23	38	65
Port Gamble S'Klallam	44	45	73	57	53
Swinomish	21	23	33	33	27
Tulalip	37	37	57	39	51
Continuing Education Units (CEU)	63	94	90	74	72

Retention Rate

Description	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Overall Fall-to-Fall	39%	49%	47%	49%	52%
FYE Fall Cohort	43%	38%	47%	39%	49%

Graduation Rate

Description	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Associate 3-yr rate	14%	15%	9%	14%	15%
Baccalaureate 6-yr rate	*	*	*	41%	42%

**NWIC is new to offering Bachelor's degrees; ability to track graduation rate began in AY2015.*

Student Learning Outcomes

Assessment of Student Learning Outcomes occurs at three levels: institutional-level, program-level, and course-level. Annually, department chairs and program leads share an analysis of their respective program's assessment findings to faculty, staff, and administrators during the fall quarter in-service. These [Annual Narrative Reports](#) include student learning outcome assessment results and program recommendations for improvements intended for the next academic year. Annual narrative reports are posted online on the Institutional Research and Assessment website.

An end of cycle Core Theme Report is presented in the *Core Theme Worksheet* which highlights the accomplishments of core theme objectives including listing associated mission critical activities. A published [Biannual Report](#) is available for distribution to the public. Assessment reports are posted on the Institutional Research and Assessment website.

Standard 5.B — ADAPTATION AND SUSTAINABILITY

NWIC is committed to honoring the vision of the ancestors and its mission by responding to the higher education needs of its constituents, the participating Tribes of the Pacific Northwest. Plans are made with deliberate efforts to listen to the voices of Tribal people. This is accomplished through consultations with Tribal leaders and elders; student, community, and employee focus groups and surveys; and program advisory committees.

NWIC adapts to the needs of its constituent Tribal communities within the context of the following guiding principles for strategic planning:

- **Community minded**—the vision of the elders and ancestors will guide our planning process.
- **Student success focused**—in all we do, the student is at the center. This comes through the continued work to fulfill our mission, “Through education, NWIC promotes Indigenous self-determination and knowledge.”
- **Sustainable**—the strategic planning process will be used to continually improve and enhance our institution.
- **Engaging**—the process will actively inform and collaborate with constituents in implementation and completion of the strategic plan.
- **Data informed**—we will embrace a culture of evidence that assures strategic planning is informed and assessed using relevant data.

5.B.1 – Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Mission fulfillment has been measured in the attainment of goals and core theme objectives by core theme teams and reported using the *Core Theme Worksheet*. In addition, each of the four core theme teams reviewed Standard Two: Resources and Capacity and provided input from the lens of their respective core theme in the preparation of the Year Three self-evaluation report with revisions, as necessary, for the Year Seven self-evaluation report.

The use of the Program Prioritization process is an example of how NWIC has adapted to change in revenue to support programs and services. In 2013, NWIC received notice that a federal sequestration of funds would result in a five percent cut in federal funds over a minimum of a two-year period. The college responded by selecting a tool to assist in prioritizing its limited resources. The evaluation process was adapted from the book *Prioritizing Academic Programs and Services (reallocating resources to achieve strategic balance)* by Robert C. Dickson.

The program prioritization model used the following guiding principles for the study (completed 2014):

- Mission Driven—to achieve our mission and strategic plan goals and objectives, this process will be driven by our mission—“Through education, NWIC promotes Indigenous self-determination and knowledge”—for our students.
- Continuous Improvement—the results of the prioritization process will be used to continually improve and enhance our programs.
- Transparent—process will be collaboratively developed, approved, and well-publicized in advance of the study.
- Comprehensive—process will be broad in scope and depth encompasses essential aspects of the program.
- Consistent—the process used will be applied in an equitable manner across all programs.
- Engaging—all staff are encouraged to actively participate in the implementation and completion of the process.
- Data-Informed—will embrace a culture of evidence that assures program priorities are informed by relevant information.
- Community-minded—the teachings of our elders and ancestors will guide our process.

Ranking of Criteria/Weight

The following table presents the criteria as ranked by all staff and the weight assigned for scoring each program. The ranking is based on the essentiality of each criterion in fulfilling the mission.

Rank	Criterion	Description	Weight
#1	Criterion 2	Community demand for the program	15
#2	Criterion 9	Impact, justification and overall essentiality of the program	15
#3	Criterion 5	Quality of the program outputs	15
#4	Criterion 3	Internal demand and interdependency of the program	10
#5	Criterion 6	Size, scope and productivity of the program	10
#6	Criterion 4	Quality of program inputs/resources and processes	10
#7	Criterion 10	Opportunity analysis of the program	7.5
#8	Criterion 8	Cost and other expenses associated with the program	7.5
#9	Criterion 7	Revenue and other resources generated by the program	5
#10	Criterion 1	History, development and expectations of the program	5

The total number of points possible is 100

The program prioritization activity provided an equitable process for evaluating the effectiveness of all academic and non-academic programs using both quantitative and qualitative metrics. The results of the scoring along with a narrative featuring commendations and recommendations were shared with each program lead. The program leads responded with a written description of how they planned to use the feedback to make improvements and revise their program work plans, if necessary. The assessment results informed the budget planning process and rationale for requesting additional programs funds.

Resource Allocation

The college has historically used an annual budgeting process; however, in December 2016 the board of trustees adopted the [Institutional Budget Policy \(POL-704\)](#). One of the expectations described in the policy is that budget authorities submit a three-year departmental budget narratives to focus on capital and operational expenses in comparison to revenue projections over a term longer than one year. The budgeting process follows an [annual budgeting process and timeline](#). The [Request for Additions to Budget](#) form asks for a rationale for the additional funds with priority given for activities that: 1)

increase recruitment; 2) increase retention; 3) support mission critical activity; or 4) demonstrate positive cost/benefit impact.

It is expected that the use of evaluative data, such as results of program prioritization, and planning tools, such as the three-year budget projections, will result in a more data-driven and mission-driven annual budget.

5.B.2 – The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The *2012-2017 NWIC Assessment Plan* was designed to support assessment of the effectiveness of the *2010-2017 Strategic Plan*. The Assessment Team is in the process of evaluating the effectiveness of the assessment plan and strengthening its alignment with the strategic plan. It is a priority to develop the next assessment plan using an [Indigenous Evaluation Framework](#). The Strategic Planning Committee is charged with the task of developing a new strategic plan for 2018-2025 based on the analysis of data, evaluation reports, and environmental scans.

Examples of Changes and Adaptations that Support Mission Fulfillment, Institutional Effectiveness, and Sustainability

Facilities: Nine new buildings have been added to Lummi campus; one new building at Swinomish Campus; improvements to two existing buildings; and restoration of a building of historical significance to the Lummi Nation.

Technology: NWIC changed to a new more powerful learning management system called CANVAS; upgrades were made to teleconferencing equipment at extended campuses to increase reliability; all telephones were converted to IP system on Lummi campus and at sites resulting in a reduction of annual costs and an increase in capability, such as sending and receiving faxes via computer and receiving phone messages as emails. The NWIC website has been significantly enhanced to make it more stable and effective as a resource for students, faculty, staff, and the community. Faculty quarterly reports on assessment of student learning outcomes have been automated using CourseEval software (in addition to seven years use for student course evaluations), which provides excellent data gathering, organizing, reporting, and analysis tools.

Academic Programs: In 2010, NWIC became accredited at the four-year level, while continuing to be accredited and offer two-year degrees and certificates. Four baccalaureate degrees were developed in response to community needs:

- BS in Native Environmental Science;
- BA in Native Studies Leadership;
- BA in Tribal Governance and Business Management; and
- BA in Community Advocacy and Responsive Education in Tribal Human Services.

Because the BS in Native Environmental Science was created before the NWIC Foundational Requirement courses and institutional outcomes were established, in 2015 the science faculty and leadership completely revised the program outcomes. The Native Environmental Science (NES) Department created the new program outcomes using the *Indigenous Evaluation Framework* in

collaboration with the Native Studies Leadership program staff. The NES Department used the metaphor of the Four Salmon Moons (see chart below) and the chair of the department facilitated the creation of four new program outcomes: Sense of Place, Rationality, Inquiry, and Communication.

Four Salmon Moons	Program Outcomes
	<p>Sense of Place</p> <ul style="list-style-type: none"> • Value the interrelationships between people and the environment. • Ground and apply concepts and methodologies to place. <p>Rationality</p> <ul style="list-style-type: none"> • Demonstrate self-location within inquiry-based research. • Value relationality in the practice of Native Environmental Science. • Evaluate and interpret environmental laws, policies, and acquired rights, and advocate for inherent rights. <p>Inquiry</p> <ul style="list-style-type: none"> • Use Indigenous theories and methods to conduct inquiry-based research and evaluation that respond to the needs of Indigenous communities and serve to promote Indigenous self-determination. • Evaluate and use appropriate technologies for inquiry-based research in support of restoration and revitalization of the environment. • Evaluate and apply quantitative, qualitative, and mixed methodologies and concepts that include the synthesis of complex information <p>Communication</p> <ul style="list-style-type: none"> • Communicate using oral, written, and graphical (visual) methods to support Indigenous self-determination. • Communicate effectively to multiple audiences, including Indigenous communities, policy makers, scientific communities, and the general public.

In addition, the BS in Native Environmental Sciences program of study was revised to include relevant cultural content presented in the seven Foundational Requirement courses. The Science Department is

currently in the process of fully reviewing the program of study to ensure full alignment with the new program outcomes.

Commendations for the Native Environmental Science program

- **Record number of Indigenous Women in STEM**—Dr. Jody Chase, National Science Foundation officer, commented, “Tribal colleges are successfully preparing and graduating the most STEM graduates than any other colleges and universities nationwide.” In particular, Northwest Indian College is greatly contributing to the increased diversity of Indigenous Women in the STEM field. In 2016, seven out of ten NWIC students were Indigenous Women that graduated with a science degree. None of the top mainstream institutions such as Harvard, Stanford, or University of Washington can report a higher number of Indigenous Women Science graduates.
- **NWIC graduates accepted in top ranking graduate schools**—Emma Norman, Chair of Native Environmental Science program said “Northwest Indian College has successfully transitioned from a two-year degree granting institution to a four-year degree granting institution as evidenced by the number of students entering graduate school at top-ranking schools in the STEM field.
- **Awards of Scholarship**—Dr. Norman further comments that “NWIC Native Environmental Science students consistently win prizes and awards for their research projects and poster presentations. Our students stand out amongst other emerging scholars, because they are self-confident, passionate about what they do, and are grounded in their work. After presentations from our students, reviewers and audience members are often shocked to learn that our students are undergraduates and not already in graduate school. Their work is polished, they are articulate, and their work is innovative, and responsive to community needs. In 2016 alone, our students won over a dozen academic prizes (including best poster presentation competition and best research design).”

Improvement Resulting from Community Engagement

The Restorative Teachings project resulted from an initiative to provide culturally relevant curriculum in the field of Early Childhood Education. The Tribal community engaged in a visioning activity including reflecting on the conditions of the past—the traditional past and the past of oppression brought by the European invasion—the present, and the future, for Tribal Nation’s youngest citizens (children ages birth to eight), Native families, and early learning. Thus with the support and guidance of Lummi elders and members of the Xw’lemi Sche’lang’en (Lummi Culture and Language) Department steps were taken to adapt the Early Childhood Education curriculum to be decolonizing in its effects.

Nahrin Parsons, Early Childhood Education faculty, said “The result of the visioning process guided the development of learning outcomes for *Whole Child Health & Wellness* and *Securing Families* curriculum. The Restorative Teachings project received grant funds to develop Traditional Plants and Foods education that is grounded in the principles of Indigenousness and sovereignty as expressed in the college’s mission. This process exemplifies how Early Childhood education initiatives build on one another and are guided by the Tribal communities the college serves, demonstrative of sustainability and underscoring the importance of community-driven development.”

Improvement of Academic Curriculum Resulting from Program Prioritization

Curricular review consists of a review of a program and its associated courses. As part of the review, program materials are evaluated for completeness and accuracy. The program outcomes, program outcomes rubrics, and curriculum map are evaluated and all syllabi for core courses are reviewed to

make certain that they are complete and accurate, including being in alignment with the curriculum map and listing the approved course, program, and institutional outcomes on each syllabus. As part of the curricular review for each program, faculty and program leads responded to each point raised in the program prioritization recommendations and to update Criterion 10 of the program prioritization for their program in order to track improvements based on the prioritization results. For example program prioritization responses for the associate degrees in Business and Entrepreneurship are listed below:

Recommendation 1: The program could utilize additional full-time faculty. Two classes were completely full and students were waitlisted or re-directed to other courses during the Fall Quarter of 2014. Additional sections of these classes throughout the year should be offered to accommodate all students who wish to enroll in these programs. In addition, full-time faculty could contribute significantly to the program assessment objectives and data collection. Currently, part-time faculty are not required to participate in this process.

Update: Additional FT and PT faculty have been hired to support the additional courses offered in this program.

Recommendation 2: It would be beneficial to provide an online, independent learning, or online hybrid section of all courses in these programs so that students away from the Lummi campus or extended sites could fully complete the courses for this program in the above modalities. Currently, the college only offers the program courses in this way. The college would need to ensure that general education and foundational courses could be completed in these modalities. It is believed that offering the entire program in this manner and through these modalities would increase student enrollment significantly.

Update: All BUAD courses are not offered in the online and VCH modality. The courses have been extended to offering Fall, Winter, Spring and Summer quarters with the additional faculty employed.

Institutional Programs and Services

Trend analysis has shown a decline in student enrollment over the past several years. In response to this decline, the [Strategic Enrollment Management \(SEM\) Plan](#) is being developed. The Strategic Enrollment Management Committee was formed during Fall Quarter 2015 in an effort and as a mechanism to bring together campus resources and focus on issues of enrollment and student success. Recruitment and retention of students at NWIC is a priority for this institution as part of its overall strategic plan as evidenced in Core Theme Two: Commitment to Student Success. While strategies have been in place for several years, many building on the Achieving the Dream and other past initiatives, this plan is NWIC's initial attempt to create an effective framework that clearly states the goals and objectives for the purposes of implementing and tracking our efforts for effectiveness. As a living document, this plan will be reviewed quarterly with a comprehensive annual report, with proposed revisions, presented to administration in the fall of each year prior to the start of each academic year. Currently, the NWIC Strategic Plan is slated to end in 2017, during the next fiscal year. The planning process for the new NWIC Strategic Plan is well underway and the SEM committee will coordinate their work with the Strategic Planning Committee to incorporate the SEM into the new Strategic Plan.

Policy and Procedures

A new NWIC policy initiative was developed by the Administrative Team. The Human Resources Director maintains a current calendar of policy and procedure review. New policies and procedures developed include: financial policies to guide budget planning in a manner that ensures sustainability including a

reserve policy; comprehensive emergency management plan; and several academic and student services policies were developed or updated.

5.B.3 – The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The current seven-year strategic plan is nearing its conclusion. A Strategic Plan Committee convened by the president will guide the development of the next seven-year plan. In 2015, the committee selected an adaptation of [*A Practical Guide to Strategic Planning in Higher Education, by Karen E. Hinton, 2012*](#) to guide its planning process. In addition, the committee will utilize the *Indigenous Evaluation Framework* to incorporate Indigenous methods of measuring success in the new plan.

The process includes the following steps:

1. End of plan review of emerging patterns, trends, and expectations including: [Assessment of Strategic Plan](#) report; *Student Success Report* on student enrollment, retention, and graduation rates; [SWOT Analysis](#) by all staff of effectiveness of strategic plan in mission fulfillment; [GAPS Analysis](#) and Recommendations. The Office of Institutional Research will provide access to other relevant information the committee requests, such as: institutional reports and survey results.
2. Review of mission; development of vision statement; environmental scans including: [Community Needs Survey](#); Focus Groups with tribal communities; consultations with tribal elders and leaders; and student and employee focus groups.
3. Develop core themes, goals, and objectives for the next plan.
4. Use of Indigenous Evaluation Framework in the design of the implementation and assessment components of the strategic plan.
5. End of plan review will be scheduled at least twelve months before the end of the existing strategic plan.

The [Strategic Plan Timeline](#) describes the above steps with target completion dates. The end results of the planning process will be an approved comprehensive plan that is responsive to existing community need and will give direction to the college programs and services in a way that leads to mission fulfillment.

The board of trustees has been monitoring the progress of the strategic planning process and will review and approve the final product by the end of academic year 2017.

Conclusion

This comprehensive report represents the culmination of a seven-year journey for NWIC. This report, put simply, is about our ability to initiate and respond to change as we have strived to more fully achieve the college's mission. Since NWIC became accredited as a baccalaureate-granting institution in 2010, we have been in a constant state of evolution and growth. We have actively responded to the needs of Northwest Tribal communities by developing and implementing new bachelor's degree programs, maintaining and strengthening existing two-year degree programs, and offering basic workforce education programming, while reflecting upon and deepening our understanding of what it truly means to fulfill our mission as a Tribal college.

The Year One, Year Three, and Year Seven self-evaluation reports reflect NWIC's movement from abstract, descriptive core theme objectives and indicators to SMART objectives with concrete and measureable indicators with the goal of more accurately assessing mission fulfillment. This shift aligned with our intention to strengthen a culture of evidence, but it also revealed gaps and areas of improvement in our ability to do so, specifically as it relates to our data collection processes and how we are using data to make institutional changes. The development and implementation of mission-critical activities (MCAs) is an example of tools used to achieve core theme objectives and hence the mission. MCAs, which were created midway through the accreditation cycle, were intended to be essential to mission fulfillment. Because the MCAs were created midway through the cycle, the college did not attempt to use or track these activities until the latter part of the process. As we implemented and began tracking the MCAs, it became clear that more time, capacity, and resources were needed to successfully plan, implement, and evaluate the impact of each MCA. The process also revealed a limitation in our readiness to make necessary changes at the program, departmental, and institutional levels based on an analysis of the results of implementing the MCAs. In the end, we realized that some MCAs, though important, were probably not mission-critical or that more time and resources are needed to fully actualize them. It is an important lesson learned for future strategic development and implementation to put these structures and their tracking into place early in the process.

Another lesson learned is that mission fulfillment is not necessarily a destination; it is an ongoing and dynamic process. Our core theme goals and objectives represented an exciting but often daunting undertaking because navigating new territory also revealed new and unanticipated challenges. We responded to the federal sequestration and associated financial uncertainty by conducting a program prioritization process and developing the three-year budget projection process. These are examples of how we proactively responded to times of uncertainty by planning for short- and long-term sustainability. Currently, we have responded to a declining student enrollment trend by developing the Strategic Enrollment Management (SEM) Plan and created the SEM Committee. In doing so, we used crisis as another word for opportunity. We have responded to challenges by learning to pause, reflect, ask new or deeper questions, review the data, and make course corrections along the way, but we always continued to move the process forward toward mission-fulfillment.

This seven-year self-study process has required us to constantly examine and prioritize our resources and capacity in order to accomplish our institutional goals. Improvement in the areas of policy development and capacity building were clearly a necessity based on our vision for the future. NWIC has devoted a tremendous amount of time and energy toward creating an adequate structure and process for the development of policies and procedures that strengthen our capacity to promote and manage institutional change through effective oversight and governance by the board of trustees. Notable

advancements in capacity building also occurred on many levels including, but not limited to, student services programming, instruction and teaching practices, community-based research opportunities, distance technology and delivery, assessment and data collection, facility and capital improvements, financial management and planning, emergency preparedness and recovery, as well as key initiatives still under development.

A major benefit of the accreditation process is that it has encouraged us to be more intentional about each step of the process. The development of policies and procedures and how they can be used to move us toward mission fulfillment is evidence of this intentionality. This is the main reason why, for example, we are taking the necessary time to systematically and holistically develop an Indigenous Research policy, which will be used as a framework to inform policies and plans related to Indigenous research methodologies, responsibilities, and protocols, as well as academic freedom, teaching and service, scholarship, and assessment. The intention is to align all of our efforts under a common vision.

It is remarkable how far we have come these last seven years. In many ways, NWIC feels like an entirely new institution. In some ways we are, but one thing that has not changed is our commitment to our mission and the Tribal communities we serve. In order to truly fulfill our mission, as the founders of the college intended, we have to be even more intentional about taking deliberate steps to Indigenize the entire institution—from the board of trustees and administration, to the faculty and staff, and each of extended campus sites—and indeed, all aspects of how we serve students, the content of the curriculum, teaching methodologies, and all related activities.

Early on in the accreditation cycle we made an intentional decision to examine and interpret the accreditation standards through the lens of the four core themes articulated in the college's strategic plan. Taken together, the core theme goals and objectives, though implemented and tracked separately, were intended to achieve a deeper more comprehensive purpose; it is about our ongoing pursuit of rebuilding Tribal nations by building people—our students. It is about honoring our identity and strengthening our Tribal communities. Hence, mission fulfillment is all about people. Whatever term, strategy, or tool we have used in this process—a SMART objective, performance indicator, or SWOT analysis—our mission is always about empowering real people with real lives. For many Native students, receiving a college degree may initially seem like an impossible dream or a dream deferred. Yet through perseverance, courage, and the determination to provide something better for themselves, their family, and their community, many have reached goals that previously seemed impossible. NWIC, too, must continue to adapt to changing circumstances and remain sustainable as we continue to promote Indigenous self-determination and knowledge. For many Native students, NWIC represents a life transformed. As this report has shown, NWIC is an institution transformed and on the path of continued transformation.