



YEAR THREE SELF-EVALUATION REPORT



February 28, 2014

Table of Contents

Institutional Overview.....	5
Basic Institutional Data Form.....	7
Preface	15
Brief update on institutional changes since the institution’s last report	15
Response to topics previously requested by the Commission	16
RECOMMENDATION FOUR – Spring 2010 Comprehensive Evaluation Report	16
RECOMMENDATION FIVE – Spring 2010 Comprehensive Evaluation Report	21
RECOMMENDATION ONE — Spring 2011 Year One Peer-Evaluation Report	24
Updated Chapter One: Mission, Core Themes and Expectations.....	27
Executive Summary of Eligibility Requirements 2 and 3.....	27
Standard 1.A Mission	28
Standard 1.B Core Themes.....	30
Core Theme One: Engage Indigenous Knowledge	30
Core Theme Two: Commitment to Student Success	33
Core Theme Three: Access to Higher Education Opportunities At All Levels for Tribal Communities	36
Core Theme Four: Advance Place-based Community Education and Outreach	38
Chapter Two: Resources and Capacity.....	41
Executive Summary of Eligibility Requirements 4 through 21.....	41
Standard 2.A GOVERNANCE - RESOURCES AND CAPACITY	45
2.A.1 Effective System of Governance	45
2.A.2 Multi-Unit Governance System	49
2.A.3 Compliance with the Commission’s Standards for Accreditation	49
GOVERNING BOARD.....	50
2.A.4 Functioning Governing Board	50
2.A.5 Board Acts Only as a Committee of the Whole	50
2.A.6 Board Oversight of Institutional Policies	50
2.8.A Board Selects and Evaluates Chief Executive Officer	51
2.A.8 Board Evaluates its Performance.....	52
LEADERSHIP AND MANAGEMENT.....	53
2.A.9 Effective System of Leadership.....	53
2.A.10 Appropriately-Qualified Chief Executive Officer with Full-Time Responsibility to the Institution.....	55

2.A.11 Sufficient Number of Qualified Administrators who Provide Effective Leadership	55
POLICIES AND PROCEDURES	55
2.A.12 Academic Policies Related to Teaching, Service, Scholarship, Research and Artistic Creation.....	55
2.A.13 Policies Regarding Access to and use of Library and Information Resources	58
2.A.14 Transfer of Credit Policy	58
2.A.15 Policies and Procedures Regarding Students’ Rights and Responsibilities.....	58
2.A.16 Admission and Placement Policies	58
2.A.17 Policies Related to Co-Curricular Activities.....	59
2.A.18 Institution Maintains and Publishes its Human Resources Policies and Procedures	59
2.A.19 Conditions of Employment, Work Assignments, Rights and Responsibilities	59
2.A.20 The Institution Ensures the Security and Appropriate Confidentiality of Human Resources	60
2.A.21 The Institution Represents itself Clearly, Accurately and Consistently	60
2.A.22 High Ethical Standards in Managing and Operating the Institution	61
2.A.23 Conflict of Interest Policy.....	61
2.A.24 Policies Related to Ownership, Copyright, Control, Compensation and Revenue	61
2.A.25 The Institution Accurately Represents its Current Accreditation Status.....	62
2.A.26 Contractual Agreements with External Entities	62
2.A.27 Academic Freedom and Responsibility Policy	62
2.A.28 Environment that Supports Independent Thought in the Pursuit and Dissemination of	63
2.A.29 Scholarship Fairly, Accurately and Objectively Presented.....	64
2.A.30 Policies Regarding Oversight and Management of Financial Resources	64
Standard 2.B Human Resources.....	66
2.B.1 Institution Employs Sufficient Personnel to Maintain Functions	66
2.B.2 Administrator and Staff Evaluations	67
2.B.3 Institution Provides Opportunities for Professional Growth.....	68
2.B.4 Institution Employs Appropriately Qualified Faculty.....	69
2.B.5 Faculty Responsibilities and Workloads	71
2.B.6 Faculty Evaluation	71
Standard 2.C Resources and Capacity.....	75
2.C.1 Characteristics of Education Programs Leading to Degrees and Certificates.....	75
2.C.2 Course, Program and Degree Learning Outcomes	77
2.C.3 Documenting Student Achievement.....	78
2.C.4 Coherent Design with Appropriate Breath, Depth, Sequencing and Synthesis.....	79

2.C.5 Faculty role in the design, approval, implementation, and revision of the curriculum, selection of.....	82
2.C.6 Faculty partnership with Library and Information Resources	87
2.C.7 Credit for Prior Learning	88
2.C.8 Transfer of Credit Procedures.....	89
2.C.9 Characteristics of the General Education Component	90
2.C.10 Learning Outcomes of General Education Component.....	91
2.C.11 Characteristics of Related Instructional Components	91
2.C.12-2.C.15 Graduate Programs	92
2.C.16 Continuing Education Programs Compatible with Mission	92
2.C.17 Responsibility for Continuing Education Programs and Courses.....	93
2.C.18 Granting of Continuing Education Units	93
2.C.19 Maintaining Records for Continuing Education Programs and Courses.....	93
POLICY ON CREDIT HOURS.....	94
Standard 2.D Student Support Services.....	96
2.D.1 Learning Environments.....	96
2.D.2 Student Safety and Security	96
2.D.3 Recruitment, Admissions and Orientation	97
2.D.4 Program Elimination	98
2.D.5 Published Catalog (print and online)	98
2.D.6 Publications Describing Educational Programs	98
2.D.7 Policies and Procedures Regarding Student Records	99
2.D.8 Financial Aid.....	99
2.D.9 Financial Aid Repayment	100
2.D.10 Academic Advising.....	100
2.D.11 Co-Curricular Activities	101
2.D.12 Auxiliary Services	103
2.D.13 Intercollegiate Athletics and Other Co-Curricular Programs.....	105
2.D.14 Distance Learning Identity Verification	105
Standard 2.E Library and Information Resources	107
2.E.1 Collections and Access	107
2.E.2 Planning.....	108
2.E.3 Instruction and Support	109
2.E.4 Evaluation.....	109
Standard 2.F Financial Resources	110

2.F.1 Financial Stability	110
2.F.2 Resource Planning and Development	111
2.F.3 Budget Development	112
2.F.4 Accounting System	113
2.F.5 Capital Budget	113
2.F.6 Auxiliary Enterprises.....	114
2.F.7 Financial Audit.....	114
2.F.8 Fundraising	114
Standard 2.G Physical and Technological Infrastructure	115
2.G.1 Physical Facilities	115
2.G.2 Hazardous and Toxic Materials	115
2.G.3 Campus Master Plan.....	115
2.G.4 Equipment	116
2.G.5 Technology Systems and Infrastructure	116
2.G.6 Technology Training	117
2.G.7 Technology Infrastructure Plan	118
2.G.8 Technology Replacement	118
Conclusion.....	120

Institutional Overview

Northwest Indian College (NWIC) is a tribal college chartered by the Lummi Nation in 1983. The purpose of the College is to serve the higher education needs of tribal communities. NWIC is a member of the American Indian Higher Education Consortium (AIHEC). In 2008 its accreditation status changed from a two-year to four-year degree granting institution with the approval to offer the Bachelor of Science in Native Environmental Science degree. This was followed by Bachelor of Arts in Native Studies Leadership in 2012 and Bachelor of Arts in Tribal Governance and Business Management in 2013. NWIC plans to increase the number of bachelor's degrees in areas in high demand to tribal communities as resources allow.

NWIC received designation as a Land Grant College in 1994. USDA Land Grant funds support the College'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. Shared resources include professionals and tribal knowledge experts, finances, technology, and facilities. Innovative and tribally-relevant training and research is offered through the Salish Sea Research Center, Coast Salish Institute, NWIC Center for Health, and the Cooperative Extension Office.

Exciting transformations have taken place at NWIC over the past five years. Along with the addition of two four-year degrees, the academic and student services have been enhanced to support student success at the four-year level and for transfer to graduate programs. A \$48 million capital campaign has funded the construction of several beautiful new facilities to support the growth of the College.

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 to draw from. 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 AY2013.

Student Statistics	
<i>2012-2013 Annualized Enrollment Report</i>	
Ethnicity	Native American: 84%; White/Caucasian: 8%; Other Ethnicities: 8%
Gender	Female 66%; Male 34%
Age	33% between age 16 and 29; and 66% age 30 or above
Degree Type	Total headcount: 1,145 (list that follows is by degree type) <ul style="list-style-type: none">• Bachelor's degree 152 (13.3%)• Associate degree 809 (70.7%)• Certificate: 39 (3.4%)

Faculty

NWIC supports the development of its 25 full-time faculty and 46 part-time faculty with training and resources for teaching in a tribal college, in academic and program assessment, and developing program outcomes through the Teaching and Learning Institute and regular in-service training. A Cultural Orientation program is under development to provide 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 (7) tribal locations, including the main campus on the Lummi reservation.

Tribal Location	Annualized 2013 Head Count
Lummi (main campus)	1122
Muckleshoot	318
Nez Perce	92
Nisqually	82
Port Gamble	117
Swinomish	133
Tulalip	130

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	Annualized FTE
Face-to-face	662
Independent/Online	180
Tele-course	33
Total	875

Stewardship

The NWIC Board of Trustees promotes the growth of the College 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.



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 Road

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 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	722.5	686.33	630.83
Graduate	0	0	0
Professional	0	0	0
Unclassified	101.76	165.3	164.86
Total all levels	824.26	851.63	795.69

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

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	699	697	686
Graduate	0	0	0
Professional	0	0	0
Unclassified	340	527	627
Total all levels	1039	1224	1313

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 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	24	46	5	4	18	37		7
Lecturer and Teaching Assistant	1		1					
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. 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	37081	6.625

Lecturer and Teaching Assistant	32082	2
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: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
CURRENT FUNDS			
Unrestricted			
Cash	1,063,545	1,581,401	901,126
Investments	0	400,000	400,000
Accounts receivable gross	1,488,444	1,354,922	1,208,964
Less allowance for bad debts	-936,819	-777,573	-743,276
Inventories	9,180	19,595	28,577
Prepaid expenses and deferred charges			
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	1,624,350	2,578,345	1,795,391
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	531,773	494,783	506,669
Due from	0	0	0
Total Restricted	531,773	494,783	506,669
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	52,156	48,796	44,526
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	52,156	48,796	44,526
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			
Land improvements	1,717,249	729,948	427,685
Buildings	13,341,517	12,311,130	10,584,653

Equipment	1,520,533	1,419,968	1,388,250
Library resources	1,550,000	1,150,000	1,150,000
Other (identify)Construction in progress	760,229	889,139	2,075,467
Total investments in plant	-3,316,175	-2,844,584	-2,429,449
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS	15,573,353	13,655,601	13,196,606
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	17,781,632	16,777,525	15,543,192

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
CURRENT FUNDS			
Unrestricted			
Accounts payable	212,881	331,368	200,517
Accrued liabilities	224,465	210,962	252,315
Students' deposits	0	0	0
Deferred credits	0	0	0
Other liabilities (identify) Def. Revenue	1,256,780	1,259,546	512,104
Due to	15,153	14,315	13,715
Fund balance	0	0	0
Total Unrestricted	1,709,279	1,816,191	978,651
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			
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 FUNDS	0		0
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	719,537	634,577	648,892
TOTAL OTHER LIABILITIES	719,537	634,577	648,892
TOTAL LIABILITIES	2,428,816	2,450,768	1,627,543
FUND BALANCE	15,352,816	14,326,757	13,915,649

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
Tuition and fees	2,196,638	2,081,882	1,648,330
Federal appropriations	3,793,467	2,833,614	3,405,350
State appropriations	0	0	0
Local appropriations	0	0	0
Grants and contracts Fed, State & Other	11,018,312	9,325,733	9,511,274
Endowment income	1,074,607	861,810	1,816,217
Auxiliary enterprises	0	0	0
Other (identify)	12,151,85	962,806	818,750
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	8,656,479	7,625,964	6,193,739
Research	0	0	0
Public services	0	0	0
Academic support	242,944	246,211	172,723
Student services	162,414	413,763	1,098,867
Institutional support	3,260,603	2,484,798	3,052,590
Operation and maintenance of plant	1,308,987	1,366,401	969,798
Scholarships and fellowships	4,040,630	3,073,476	2,710,146
Other (identify) Capital Outlay	1,989,343	874,130	3,583,776
Mandatory transfers for:			
Principal and interest	42,704	42,704	42,704
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	19,704,104	16,127,447	17,824,343
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	19,704,104	16,127,447	17,824,343
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	-405,895	-61,602	-624,422

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
For Capital Outlay			
For Operations	100,113	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 FALL 2013 (ACADEMIC CREDIT COURSES INCLUDES INTERACTIVE TELEVISION COURSES)

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	AAS General Direct Transfer, BA Tribal Governance & Business Administration	18	49	15
Nez Perce Site 302 A Street Lapwai ID 83540	AAS General Direct Transfer, BS Native Environmental Science, BA Tribal Governance & Business Administration	24	44	16
Nisqually Site 4820 She-Nah-Num Dr SE Olympia WA 98513	AAS General Direct Transfer	9	22	5
Port Gamble S'Klallam Site 31912 Little Boston Rd Kingston WA 98246	AAS General Direct Transfer, BS Native Environmental Science, BA Native Studies Leadership	32	54	18
Swinomish Site 17113 Tallawhalt Lane La Conner WA 98257	AAS General Direct Transfer, BS Native Environmental Science	17	32	14
Tulalip Site 7707 36 th Ave NW Tulalip WA 98271	AAS General Direct Transfer, BA Tribal Governance & Business Administration	22	63	10

Preface

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

NWIC experienced a change in leadership since the 2011 report. Dr. Justin Guillory, who had been serving as the Dean of Academics and Distance Learning, accepted the position of President of NWIC effective July 27, 2012. Among his first actions was establishing an Executive Team consisting of the president and the four 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 the College's two other primary administrative teams—the Administrative Team and Leadership Team—in light of the creation of the Executive Team.

NWIC also successfully developed and received approval to offer two new Bachelor of Arts degrees in Native Studies Leadership (NSL) in 2012 and Tribal Governance and Business Management (TGBM) in 2013—the College's second and third Bachelor's degrees, respectively. Our fourth bachelor's degree in Tribal Human Services is currently being developed and has a potential start date of fall 2014. The NSL degree contains seven new "foundational" courses that will serve as the foundation of indigenous knowledge in each of our bachelor's degree programs. All NWIC students will be required to take a select number of foundational courses depending upon whether they are pursuing a two-year or four-year degree. Additionally, with the approval of the new NSL degree, the college initiated a "teach out" process and subsequent elimination of the former Native American Studies Associate of Arts and Sciences degree and certificate.

Another notable change was the approval and implementation of new institutional outcomes. The development of new institutional outcomes represented another key step in our efforts to implement student learning outcomes. The organizing principles of the new outcomes include the following: **N**ative **L**eadership, **I**nherent Rights, **W**ays of Knowing, and **C**ommunity-Minded (signifying "NWIC"). The new institutional outcomes now align with our foundational courses so that students are acquiring the skills, knowledge, and values throughout the curriculum that strengthen their cultural identity and build leadership skills within an indigenous framework, thus supporting the College's mission to promote indigenous self-determination and knowledge.

The College has continued to successfully advance our capital campaign efforts with the completion of several new buildings: a Native Environmental Science building (4,252 sq. ft.), Early Learning Center expansion to the existing facility (742 sq. ft.), and the Cooperative Extension building (4,100 sq. ft.). The Salish Sea Research Center (4,200 sq. ft.) was completed in 2013. Construction of a new Library/Technology building (17,400 sq. ft.) and a Coast Salish Institute facility (12,510 sq. ft.) is currently underway and expected to be completed by March 2014 and June 2014, respectively. The Board of Trustees recently approved a \$4 million dollar increase to the capital campaign from \$44 to \$48 million, with the goal of building a new Health and Wellness Facility (including a gymnasium) and a Workforce Education Training Center.

In 2011, the College launched a campus-wide initiative called *Achieving the Dream (ATD) Student Success Initiative*, which is part of the national ATD network. Through the ATD initiative, which is designed to remove barriers and facilitate increased student persistence and completion, the College has continued to advance our student success agenda. Now in its third year, the ATD interventions are

showing promising results in terms of supporting and retaining students, and plans to implement the ATD interventions at the extended campus sites began in fall 2013.

In 2012, the College opened a new extended campus site on the Nisqually Indian reservation located near Olympia, Washington. Nisqually became the College's sixth extended campus site along with the Muckleshoot, Nez Perce, Port Gamble S'Klallam, Swinomish, and Tulalip Reservation sites.

Response to topics previously requested by the Commission

In response to Northwest Indian College's Spring 2010 Comprehensive Evaluation, the Commission, in their letter dated July 27, 2010, requested that the College address Recommendations Four and Five in the Year Three Report. Further, in the Commission's letter regarding the Spring 2011 Year One Evaluation on August 18, 2011, it was requested that the College address Recommendation One in the Year Three Report. These recommendations are addressed below in the order the requests were received.

RECOMMENDATION FOUR – Spring 2010 Comprehensive Evaluation Report

*The Evaluation Committee Recommends that Northwest Indian College periodically and systemically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.
(Standard 3.B.6)*

Note: The first part of the response below was the original response for Recommendation Four in the Year One Report in Spring 2011. The second part of the response is an update since Spring 2011.

Response to Recommendation Four, Spring 2011 Year One Report

The Center for Student Success (CSS) is currently refining a model for outcomes-based assessment of its departments and programming. Academic year 2010-2011 work efforts are focused on developing the details of what needs to be assessed, deciding how to track the data, and determining the need for staff training on assessment and program planning.

CSS supervisors researched articles, attended webinars, read *Demonstrating Student Success: A Practical Guide to Outcomes Based Assessment of Learning and Development in Student Affairs* (Brischiani, Moore Gardner, and Hickmott), and held conversations about how NWIC Student Services can use the results of outcomes-based assessment to change and improve our programs that contribute to student learning and success.

CSS also completed their 2010-2011 work plan linked to the [NWIC Strategic Plan 2010-2017](#). One of the department work plan goals focused on "Evaluating academic support services for continuous improvement and using the results for improved student success." Thereafter, each smaller department will link their work plan to this particular goal.

Over the last two years, as part of institutional program outcomes efforts, CSS advisors developed co-curricular outcomes with the NWIC faculty. These outcomes focus on providing students with the opportunity to learn the knowledge, skills, and attitudes that lead to behavior change. Our next step is to determine if they are measurable, manageable, and clear.

NWIC traditionally serves first generation students. Through a previous First Year Experience (FYE) self-study, and assessments associated with first generation programming, CSS moved toward specialized advising including creating a new position for the FYE/First Generation and Outreach Advisor. This supports better tracking and evaluation of first generation student data. It also improves our Early Alert communication in concert with the faculty for first generation student success.

NWIC will be participating in the Community College Survey of Student Engagement (CCSSE) during the Spring Quarter of 2011. We also intend to look at some of the other nationally recognized assessment tools, such as the College Student Survey (CSS), the National Survey of Student Engagement (NSSE), and the College Student Experiences Questionnaire (CSEQ) as formal assessment tools.

Updated Response to Recommendation Four, March 2014

Assessment of student support programs will follow the cycle of continuous improvement model shown on page 4 of the [NWIC Assessment Plan \(2012 – 2017\)](#). The Dean for Student Life is a member of the Assessment Team and reports back to student support staff to guide the staff through our assessment process. According to the Assessment Plan, student support programs are to participate in direct and indirect program assessment of learning outcomes. Direct assessment of student learning is guided by 14 steps, which include articulate outcomes; develop outcomes rubrics; identify direct and indirect assessment opportunities at entry, midway, and exit; include outcomes on disseminated materials, etc. Indirect assessment includes periodic surveys such as the graduation and student satisfaction surveys. Details of the 14 steps and the survey schedule are outlined in the Assessment Plan.

NWIC traditionally serves first generation students. Through the First Year Experience self-study process and assessments associated with first generation programming, CSS created a new position for FYE/First Generation and Outreach Advisor. This supports better tracking and evaluation of first generation student data and improves our ability to help for first generation students who are struggling. The faculty that teach identified first year core courses, including all developmental education courses, participated in assessment of student attainment of outcome proficiencies during the 2013 academic year. Per the assessment plan, two to three programs will develop and begin assessing learning outcomes annually.

Additional tools now in use include:

Community College Survey of Student Engagement (CCSSE)

In 2011, Northwest Indian College asked its students to complete the Community College Survey of Student Engagement (CCSSE). In the [Community College Survey of Student Engagement, 2011 Key Findings](#), one area in particular, “Support for Learners,” addressed NWIC student support programs’ performance. The Support for Learners definition is “students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.” Our students’ responses showed that the NWIC benchmark score was 55.9. In comparison, the CSSE Cohort benchmark score was 50.0, and the Top Performing Colleges benchmark score that was 58.6. As a result of these findings and to follow the [Continuous Improvement Model](#), NWIC student support programs at the Center for Student Success hold cross training activities to continually improve customer service. Plus, we share updated information or policy changes that occur within our departments, such as changes in financial aid.

Noel Levitz Student Satisfaction Survey

In addition to the CCSSE, the Center for Student Success is launching the use of the [Noel-Levitz Student Satisfaction Inventory](#). In 2013, the college decided to adopt the Noel Levitz Student Satisfaction Inventory as a better means than the CCSSE to capture student perceptions about student service program performance, and to have access to more data, especially since we've added bachelor's degrees. The CCSSE is focused more on community colleges. This Noel-Levitz inventory ranks both the level of satisfaction with various areas of student services and the importance that those services hold to the student. We also developed some of our own questions to add to the survey. The first time we administered the survey, both main campus and extended campus site students were surveyed, so as to be as inclusive as possible. The survey is currently open for student input. The survey will be completed in March and the results will be analyzed and reported in April 2014. The results will then become the basis for making improvements in student support programming.

Prioritizing Academic programs and services

Since Fall Quarter 2013, Northwest Indian College (NWIC) has been engaged a program prioritization process based on the book *Prioritizing Academic Programs and Services* by Dr. Robert Dickeson. NWIC recognizes that we must examine and evaluate the health of all programs. Through a deliberate and transparent process guided by a steering committee, our goal is to evaluate the extent to which each program is utilizing its resources and then reallocate existing resources for program improvement. The Center for Student Success is represented on the steering committee led by President Justin Guillory. Data will be collected in March and April 2014 and then analyzed, reported, and used to make changes in programming. The evidence-based findings and the decisions about each program will be reported by the President to the Board of Trustees.

Other evidence of assessment

The following items demonstrate how NWIC systemically evaluates the appropriateness, adequacy, and utilization of student services and its programs and uses the results of the evaluation as a basis for change:

- The Center for Student Success established a Vision statement in AY2012. We have developed departmental mission statements in the past, but a collective vision was needed. Our Vision statement is: "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 is presented on page 6 of the printed and online [Student Handbook](#).
- Student Services Learning Outcomes were developed in AY2012 and modeled after professional standards of practice published by the Council for the Advancement of Standards in Higher Education. These outcomes were tailored to match the institutional culture of NWIC and guide the development of our departmental and overall work plan. The outcomes will be assessed according to our assessment calendar (see below). The student services learning outcomes are listed at the end of this response.
- A cyclical [Departmental Assessment Calendar](#) was developed. Since AY2012, 2 to 3 departments perform their departmental assessment annually.
- To date, three departments have submitted assessment reports following the assessment calendar:
 - [Student Activities](#),
 - [Residence Life Center](#), and
 - [Academic Advising](#).

- The Center for Student Success adopts and reports on a department and individual staff work plans on a yearly basis. The work plan is an overall goal for providing service to students while connecting to our institutional mission and strategic plan. Each department in the Center for Student Success creates departmental goals and measurable outcomes. At year end, the work plans are reviewed and revised. The work plans contain action steps to achieve goals within given time frames. An important part of the review includes stating what resources are needed. All work plans are directly linked to the NWIC Strategic Plan.
- Graduation Survey results are also used to improve services. The graduation survey is reviewed and updated annually with the Director of Assessment. AY2014 questions will be developed to address Center for Student Success program outcomes.
- New Student Orientation survey responses are collected quarterly, as shown on the [sample orientation survey questions](#). Student learning outcomes and student satisfaction are measured. An orientation committee reviews results and makes suggestion for change based on student feedback. Site-based orientation surveys are also included in this feedback cycle.
- The [NWIC catalog](#) is printed every two years. The online version is updated as necessary and includes all program changes or revisions. Any policy changes within the catalog are reviewed by the college's administrative team and then approved by the NWIC Board of Trustees.
- The [Student Handbook](#) is printed annually and posted online. Updates are made regularly, but any policy changes are reviewed by the College's administrative team and approved by the NWIC Board of Trustees.
- The Residence Life Center (RLC) hosts several focus groups for residents each year, allowing them to provide feedback on issues that impact them such as dining hall choices and policy changes. The RLC policies and procedures can be found in the [Residence Life Center Handbook](#).
- The President hosts quarterly student luncheons as a forum for students to talk about their experiences in classes, with student services and other programs. The President shares the student feedback with the NWIC Leadership Team who provides feedback to the student body at the next Student Luncheon. Extended campus site students have their own scheduled meetings via Interactive Television in an effort to be more inclusive.
- The [Student Feedback Form](#) was created and implemented in 2013 as an additional way for students to submit their feedback, concerns or praise, and a way for Student Services to respond to the feedback.
- In AY2013, a new position was created to serve extended campus site students. The Site-Based Student Success Coordinator is responsible for creating a bridge between student services on main campus and at the six extended campus sites. This includes providing information on financial aid, admissions, orientation, student activities, enrollment, advising, and more.
- Student Services and Instruction have increased partnerships in an effort to better serve students and streamline enrollment, advising, and outreach practices based on feedback from both faculty and students. Common areas of collaboration include the Retention Committee, Academic Standards Committee, Library Committee, Indigenous Service Learning events, Commencement Committee, faculty in-service and roundtable meetings, CSS cross-training, and grant opportunities. Faculty advisors and academic advisors meet regularly for training and collaboration.
- Academic Advisors attend HMDV 110 (Introduction to Successful Learning) classes and use faculty and course evaluations to create connections and partnerships with students in the classroom.
- The NWIC Library distributes an annual survey that measures participant satisfaction with library services, solicits user feedback for improvement, and utilizes feedback annually to make

changes to library hours, collection offerings, and library policy. Each spring the survey is sent via email to all staff and all students, and is available in print in the library. Overall, responses indicate more satisfaction than not. One simple response to address was to increase signage inside the library indicating call number ranges on the shelves.

The library and faculty have also worked together to make students more aware of the resources the library provides and how to use them. Currently almost all Lummi-campus HMDV 110 and first-year English classes have library orientations. The library has also started to interface better with the extended campus sites via ITV.

One issue that has been raised often is the lack of study space, and more specifically the lack of quiet study space in the current building. That was taken very seriously in the design of the new building which includes two small study rooms, and more space with study carrels, tables and chairs and soft furniture. Library surveys also indicate that staying open later would be appreciated, but current staffing levels prevent that, and the budget situation suggests that that will not change soon. The biggest issue identified in the surveys is electronic resources. The library has selected resources carefully, and acknowledges that there are resources that are desirable but beyond the budget. The library is planning to do more research in this area.

Center for Student Success Program Outcomes (2011)

As a result of students' engagement with student support activities, each student will be able to demonstrate achievement of student learning and development in the following outcome areas.

1. *Enhanced self-esteem*-Shows self-respect and respect for others; Initiates actions toward achievement of goals; takes reasonable risks; demonstrates assertive behavior; functions without need for constant reassurance from others
2. *Realistic self-appraisal*- Articulates personal skills and abilities; makes decisions and acts in congruence with personal values; acknowledges personal strengths and weaknesses; articulates rationale for personal behavior; seeks feedback from others; learns from past experiences; exhibits awareness of how he/she is perceived by others
3. *Cultural values*- Articulates cultural values; acts in congruence with cultural values; makes decisions that reflect cultural values; demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, cultural, and lifestyle values and explains how they influence decision making
4. *Education and career choices*-Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; makes the connection between in-classroom and out-of classroom learning; takes steps to seek advanced education; sets, articulates and pursues individual goals; demonstrating understanding of degree requirements when selecting classes
5. *Leadership development*-Serves effectively in a leadership position in a student club/organization; comprehends the dynamics of a group; exhibits ability to visualize a group purpose and desired outcomes
6. *Healthy behavior*- Chooses behavior and environments that promote health and reduce risk with particular attention to drugs and alcohol; articulates the relationship between health and wellness and accomplishing lifelong goals; exhibits behaviors that advance a healthy community; recognizes mental health and substance abuse concerns and makes appropriate use of resources; engages in healthy lifestyles related to exercise, recreation, nutrition, sexuality and stress;

7. *Independence*-Exhibits self-reliant behaviors; functions autonomously; exhibits ability to function interdependently; accepts supervision as needed; manages time effectively; achieves success in managing personal finances
8. *Collaboration*-Works cooperatively with others; seeks feedback from others; contributes to achievement of a group goal; exhibits effective listening skills
9. *Social responsibility*-Understands, abides by and participates in the development, maintenance and/or orderly change of community, social, legal standards or norms; appropriately challenges the unfair, unjust or uncivil behaviors of individuals or groups; participates in service/volunteer activities; demonstrates respect for self, property and others; abides by institutional, residence life policies, procedures and local, federal and tribal laws;
10. *Satisfying and productive lifestyles*- Achieves balance between education, work and leisure time; articulates and meets goals for work, leisure and education; overcomes obstacles that hamper goal achievement; functions on the basis of personal identity, ethical, spiritual and moral values; articulates long-term goals and objectives
11. *Appreciating diversity*-Understands one's own identity and culture; seeks involvement with people different from oneself; seeks involvement in diverse interests; articulates the advantages and challenges of a diverse society; challenges appropriately the abusive use of stereotypes by others; understands the impact of diversity on one's own society

Future Plans

The following steps are currently underway in support of the assessment plan for student support programs according to the calendar in the Assessment Plan:

- Develop program rubrics,
- Identify assessment opportunities,
- Implement assessment strategies
- Analyze findings annually, as articulated in the institutional assessment plan, and the continuous improvement model.

RECOMMENDATION FIVE– Spring 2010 Comprehensive Evaluation Report

The Evaluation Committee recommends that Northwest Indian College complete the process of publishing the expected learning outcomes for each of its degree and certificate programs. The Committee further recommends that the College regularly and systemically demonstrate achievement of learning outcomes by students who complete their programs. (Standard 2.B.2)

Program Level - Published Learning Outcomes

Program outcomes have been completed, approved by the Curriculum Committee, and published for all bachelor-level programs of study and all active associate-level programs of study. Student learning outcomes have been published for all of these programs in the print and the online college catalogs and are also posted on the college assessment web site, along with their program outcomes rubrics and curriculum maps.

In the process of developing program learning outcomes, the faculty considered questions such as, What are the most important skills, knowledge and abilities for our students to learn in this program? What should graduates of this program be able to do? How do the program outcomes reflect our goals as an institution? Particularly relevant discussions about program learning outcomes have taken place amongst faculty depending in each academic discipline with a focus on enhancing student learning.

Faculty members continue this work with ongoing conversations regarding curriculum mapping and how to link program-level learning outcomes, course outcomes and institutional outcomes.

Development of Program Outcomes Rubrics and Curriculum Maps

Program outcome methods of assessment are being implemented across bachelor-level and associates-level programs of study. Faculty members, depending on the academic discipline area, have developed rubrics for the approved program outcomes, such as rubrics with articulated measures for beginning, developing, and accomplished levels of proficiency for each program outcome. Institutionally, we have found that rubrics development is an on-going process. Initial program rubrics were completed for implementation by the fall of 2011 and used by faculty for the assessment of 2012 graduates as a way to test the appropriateness of the rubrics. All active two-year programs of study completed the rubrics and the majority completed curriculum maps of the program outcomes work. There are currently three bachelor-level programs at the institution and all have developed curriculum maps. The Bachelor of Science in Native Environmental Science (BSNES) has developed rubrics and curriculum map. The Bachelor of Arts degrees in Tribal Government and Business Management and Native Studies Leadership have developed curriculum maps and are continuing to develop program rubrics. The faculty members in all programs continue to reassess and update the program learning outcomes, rubrics, and curriculum maps now that they have begun to assess students' levels of proficiency for the program outcomes. All program outcome rubrics and curriculum maps are posted on our college's Assessment web site at <http://www.nwic.edu/assessment/program-outcomes>.

Assessing Learning Outcomes

Faculty members assess student learning outcomes with a variety of direct and indirect methods. Faculty members identify the instructional activities, Capstone experiences, projects, or assignments for every course identified in the curriculum map that is used to assess program outcomes at program entry, midway, and exit. Currently program outcomes are included on syllabi for every course identified in the curriculum map.

An example of our program outcome work is embedded in our BSNES program of study. The BSNES Program learning outcomes provide foundational goals for the development of the program components, such as courses, individualized learning, internships, and thesis projects.

Both tracks of the BSNES (Environmental Science Option (ESO) and Interdisciplinary Concentration Option (ICO)) require completion of NESC 499A-B, Native Environmental Science Capstone Project, which consists of two five credit courses: NESC 499A, which is taken during the junior year and is preparatory for the Capstone project, and NESC 499B, which is the completion and dissemination of the Capstone project during the senior year. The Capstone Project is the student's culminating experience in the BSNES and represents an identifiable extension of the student's program, regardless of which track a student chooses to pursue. The intention of the Capstone project is for students to demonstrate accomplishment at a high level within their chosen area of study.

Students in BSNES work closely with primary faculty advisors on their Capstone Projects (for Environmental Science Option students, the BSNES Faculty Advisor, and for Interdisciplinary Concentration students, the Concentration Committee Chair). These faculty advisors are responsible for the assessment of student attainment of program learning outcomes.

The BSNES program has 25 students who have completed the program over the past five years. During the academic year 2012 the faculty engaged in program assessment activities for the first time. They identified two program outcomes (out of the complete list of six program outcomes) to assess student

performance. All full-time faculty members participated in developing assessment strategies for their particular program of study and assessed student proficiencies of at least one program outcome. At that time the BSNE program was the only four-year program and three (3) main campus students had completed a Capstone project, which is the identified course for final assessment for this program. The assessment showed that 1 out of 3 students reached “accomplished” level and 2 out of 3 students achieved “developing” level for both outcomes: the written component of communication and for “ways of finding out.” The one student at the accomplished level followed the interdisciplinary concentration option (ICO). Overall, faculty were able to assess that the students learned critical thinking skills and demonstrated the ability to link topics to their respective community. In addition, faculty assessed that students learned the process of creating a study from start to finish: asking a meaningful question, making connections between inquiry, analysis, and discussion, building on other scholarship, and linking back to community.

Assessment Process

Faculty follow a quarterly process, outlined in the [Program Outcome Assessment – Activities and Checklist](#), for identifying assessment opportunities, implementing assessment strategies, collecting and analyzing student assessment data, and report-out findings. Once assessment opportunities have been identified faculty develop an [Assessment Strategy Rubric](#) for each identified assessment opportunity and submit a [Program Assessment Matrix](#) at the end of each quarter. This information is communicated to a team consisting of the Director of Assessment, the Dean of Academics and Distance Learning, and the Academic Program Developer. This information is used to track completion of assessment for each program of study and is utilized for completing the [Annual Program Assessment Narrative Report](#) for each program of study

At the culmination of the annual assessment process each program group submits drafts of the quarterly matrices and the annual narrative report for the program of study being assessed, with the final version due each fall during pre-service activities. The annual narrative report synthesizes the information from the three quarters of program assessment matrices into a narrative form with elaboration.

Before the beginning of each fall quarter, faculty review findings from the previous year’s assessment and implement any changes in program design, outcomes, assignments, or other aspects of the program including how it is taught. The Director of Assessment synthesizes the program reports into an [Annual Institutional Narrative Assessment Report](#) for tracking of continuous improvement.

Plan for Continuing Development of Learning Outcomes

Currently, neither the Associate of Arts and Sciences in Native Oksale Education nor any of the certificate programs have published outcomes. We recognize that this situation needs to be addressed. We have focused assessment work to date on the associate and bachelor’s degree programs and have not focused on the currently underutilized Oksale program. Historically the Oksale program has had low to zero enrollments. We continue to grapple with whether to cancel the program in light of budgetary constraints. As an institution we are in the midst of a program prioritization process. This process will provide the evidence needed to evaluate the Oksale program and determine whether to maintain or eliminate this program.

There are currently seven certificate programs at NWIC. The assessment administration team is developing a plan to create a set of general outcomes that apply to all certificates. The plan is to create a set of outcomes based on students achieving beginning levels of competency for the institutional

outcomes. Program-specific outcomes will be developed by program faculty members and added to the general set of outcomes.

The Curriculum Committee has determined that for any new program of study to gain approval, it must have approved program learning outcomes. This process precludes any future program approval without first developing approved learning outcomes. Upon Curriculum Committee approval, program outcomes are added as an addendum to the college catalog and posted on the college website.

Expanding Assessment to Extended Sites

The vast majority of full-time faculty members teach at the main campus. At this time there are two full-time faculty members at one extended campus site. The remaining extended campus site faculty are part-time, quarter to quarter contract employees with only teaching responsibility. However, the full-time main campus faculty teach telecourses that include extended campus site-based students where assessment strategies have been implemented. Development and implementation of program assessment has been focused at the main campus. We have started to expand program assessment to part-time faculty by including them in the annual Teaching and Learning Institute, which includes training in program assessment implementation. Site managers have also been introduced to the assessment process and have been provided opportunities to participate in the annual report-out of program assessment findings.

The full-time faculty members engage in discipline related work sessions which has included part-time site faculty. The work to date has been focused on creating an assessment environment at the extended campus sites. Our plan is to develop the capacity of our sites to participate in the program assessment process, beginning with our Nez Perce site. This site in particular has full-time faculty and has offered a four-year program (BSNES) for several years. We will continue to build the capacity to perform academic assessment at our other extended campus sites as they implement four year programs.

RECOMMENDATION ONE — Spring 2011 Year One Peer-Evaluation Report

The Commission recommends that the College clarify what indicators are going to be used to assess achievement of the objectives of each core theme, and also indicate what constitutes a minimum acceptable threshold of the indicators of each objective of the core themes. It is difficult to understand exactly what is being measured, what the expectations are, and how the results will be used to make improvements (Standard 1.B.2)

Northwest Indian College has performed a very thorough review of all of its core themes in response to Recommendation One. To address this concern, the Accreditation Steering Committee, which oversees the compilation of the Year Three Report, first articulated definitions for each core theme, goal, objective and minimum acceptable threshold. Following this, and under the President's direction, the Committee formed a team for each core theme. Teams had the task to review the appropriate section of the Year One report in consideration of this recommendation and the approved definitions, using the [Guidance for Standard 1 Core Theme Teams](#). It should be noted that for the purposes of this review we retained the terms used in the NWIC Strategic Plan, which has a set of goals for each core theme, with corresponding objectives, indicators and minimum thresholds.

After completing their review, each core theme team then submitted an updated Standard 1 report for their core theme to the Accreditation Steering Committee which reviewed the reports for:

- The use and understanding of stated definitions,
- The use of the Year One report as a foundation,
- Alignment with the NWIC Strategic Plan, and
- Consideration of the peer-evaluation report comments and Recommendation One for the Year One Peer-Evaluation Report of Spring 2011.

Northwest Indian College is strongly committed to continuous improvement and the Chapter One Update on Standard 1.B presented in the Year Three Report represents an extensive reassessment and reflection on how NWIC can more fully address the College's mission and core themes.



Chapter One

Mission, Core Themes, and Expectations

Updated 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. Northwest Indian College is accredited through the Northwest Commission on Colleges and Universities with initial candidacy granted in 1993. Northwest Indian College is also a member of the American Indian Higher Education Consortium that represents 37 Tribal Colleges in United States and Canada.

2. MISSION AND CORE THEMES

The mission statement of Northwest Indian College, *“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 Northwest Indian College’s constituencies. The mission statement was approved by the NWIC Board of Trustees in July of 2004 and the Strategic Plan of 2010-2017 was approved by the NWIC Board of Trustees in November of 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 of Northwest Indian College articulate the college’s primary purpose in providing academic and other educational programming for the students and communities served by Northwest Indian College.

Standard 1.A Mission

The Northwest Indian College 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 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.
- **Xwemi-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 indigenous 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; and improvement of student support services. Core Theme Three—*Access to Higher Education Opportunities*

to all Tribal Communities—streamline pathways for program of study students in academic, community, or workforce education services utilizing distance education modalities and site-based programming at out extended campus sites. Core Theme Four—*Advance Place-Based Community Education and Outreach*—develops capacity to implement our land grant mission by providing place-based education, research, and outreach through the Cooperative Extension Office and Salish Sea Research Center programming.

Acceptable Threshold or Extent of Mission Fulfillment

The NWIC [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](#) this data is used to determine if we are 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 the students and tribal communities served. This approach integrates the best of both worlds—education that is generally understood and accepted by the general community while preserving and promoting indigenous knowledge for the benefit of tribal communities.

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

Standard 1.B Core Themes

Core Theme One: Engage Indigenous Knowledge

NWIC utilizes Indigenous knowledge to determine 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 courses support 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 in 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 outcomes #3 and #5. The objective was updated from the Year One Report to reflect that the development of students' identity is our primary purpose as a tribal college. This indicator is how we assess 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, we are still in the process of aligning institutional outcomes with program outcomes, and editing program rubrics and curriculum maps to become assessment-ready. It is reasonable 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 student satisfaction with their

experience and is given in the last quarter of their senior year. Moving forward with the data collection, we have had find another survey vendor, because the company that we used to use, ACT, no longer administers surveys. The new survey tools, while similar, have different questions and different scales. This means that comparing historical data and future data in this area will be challenging.

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

Objective 1: Foundational courses in all programs of study.

Indicators:

1. Development of foundational Courses. Minimum threshold: Created 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 (7) courses totaling 35 credits and contain content from the indigenous body of knowledge. All bachelor-level programs include all Foundational Core courses. Certificate and Associate degree programs will require an appropriate subset of the foundational courses as part of their program requirements. Included in the requirements for all programs of study is CSOV 101, which has a language component in the lessons. Every student must take this course. Most students will also have to fill the requirement for CSOV 102 which is wholly-focused on Language.

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

Indicators:

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

Rationale: The Teaching and Learning Institute and the Cultural Orientation are our existing training opportunities to enhance cultural capacity. These two activities allow us to maximize the opportunities that exist within the institution to support our engagement of Indigenous knowledge as a part of all of our 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. The Cultural Orientation will provide information regarding the native culture to facilitate integration within the college community. As we have moved forward with implementing a new set of Foundational Courses (as noted in Objective 1 of Goal 2), which include a mandatory language requirement to be completed by students, it was evident that the former Objective 4 under Goal 2 repeated the requirement, and it was removed. The required language component is satisfied in part of the CSOV 101 course and in the entirety of the CSOV 102 course. While revising the objectives under Goal 2, it became apparent that the former Objective 2 and Objective 3 addressed the same issue (culturally-competent faculty), and they 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 Agenda. Minimum Threshold: Identification of three (3) priorities for institutional research.

2. Development of a Publication Policy. Minimum Threshold: Policy approved by Board of Trustees.

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.

A publication policy will enable Northwest Indian College to inventory and acknowledge all publications published by NWIC staff and faculty members, disseminated both internally and externally.

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 the College 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 Center for Health, NICMERE, and with 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: Four (4) publications by AY2017. Baseline: Two (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: Zero (0) reports in AY2010.

Rationale: We are 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. With the baseline of two original texts published by the Cooperative Extension, we feel that an increase to four (4) publications by AY2017 is achievable and measurable. This threshold will contribute to a stronger tribal curriculum and support all degree programs.

Core Theme Two: Commitment to Student Success

Northwest Indian College 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.

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

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

Indicators:

1. Assessment of bachelor program learning outcomes. Minimum threshold: 80% of graduates demonstrate achievement at the accomplished level. Baseline: Of seven (7) AY2013 BSNE program graduates, three (3) were assessed for two (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 can demonstrate that students achieved at the "accomplished" level through the assessment of program learning and institutional learning outcomes. Tracking of course completions and the curriculum mapping of courses within a program of study are used as measures of student success and provide information for the analysis of program effectiveness. As a result of our assessment process, curricula is reviewed and revised to improve student learning. Full-time faculty develop new programs and courses. They also review existing courses at least one over two (2) years and revise them as needed, as curriculum review is part of the updating process before each new release of the college catalog. During AY2013, NWIC faculty and instructional leadership reviewed three (3) programs of study:

Early Childhood Education, Chemical Dependency and the Bachelor of Science in Native Environmental Science. Faculty and staff made recommendations based on their findings and updated courses to improve the quality of course materials and instructional design.

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: Three (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 retention 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 Spring 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 as 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, assistance with writing, and connects with the student on a personal level. The more actively engaged students are with faculty, other students and with their subject matter, the more likely they are to learn, stick with their studies, and achieve their academic goals. Tracking CCSSE results and FYE retention rates provides evidence of student connections and success.

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

Indicator:

1. Completion rate of developmental math. Minimum Threshold: Increase by 20% in AY2017. Baseline: 28.3% in AY2012 and 34.6% in AY2013.
2. Completion rate of developmental English. 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 FY2012 (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 developed as a result of commitment to student learning and current grant funding. Since the start of Northwest Indian College'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 ATD initiative is led by two deans, one over instruction and one in student services. Participation in the ATD core and data teams comes from all levels of leadership in student services, faculty, students, and the board. The data team has worked very hard 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 at NWIC to hear staff asking for data to back up any proposals or planning. All planning has an evaluation component as part of our continuous improvement strategy.

From the ATD initiative four themes emerged focusing on student success. The four themes are Identity, Achievement, Engagement and Leadership. The Math and English developmental education faculty have implemented these four themes into their classes. A composite summary will be made of student assessment, drawing out 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 the 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 pursuing an education encourages them 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

Northwest Indian College serves the educational needs of Tribal communities. This includes a strong focus on culturally-relevant curriculum which includes Native American culture, history, and native language. Providing access to higher education opportunities embedded in native culture helps sustain and further develop our tribal communities. Main campus, on-site, ITV and Distance Learning modalities provide instruction in 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. Baseline: To be established in AY2014.
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, and it is our hope that baseline data will be retrieved in AY 2014. Each workforce program currently in development 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 assure 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), which is nationally-recognized by employers. In addition to providing training which provides a standardized credential and supports student achievement of employment goals, NWIC Workforce is developing Memoranda of Agreement with employers to hire graduates of training programs.

Objective 2: Provide career pathways from college entry to associate 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 in further training 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.

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 in 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. 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 GED programs, in Continuing Education (CEU) classes and in Workforce Education 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 (1½) years for certificates, three (3) years for associate's degrees, and six (6) 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

Northwest Indian College offers 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 to promote indigenous self-determination and knowledge. More specifically, the NWIC focuses on building the capacity of tribal communities and people in support of healthy living, leadership and financial security, as well as in the 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 quarter. Minimum Threshold: Increase overall by 20% to 982. Baseline: 818 in AY2011.
2. Number of enrollments each quarter in professional development and community education classes and workshops. Minimum Threshold: increase overall by 20% to 3,269 (duplicated headcount). Baseline: 2,724 in AY2011.
3. Number of Continuing Education Units (CEUs) completed each quarter by participants. Minimum Threshold: Increase overall by 10% to 3,950. Baseline: 3,590 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 deliver 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:

1. 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 supports new initiatives, ongoing programs, and advances tribal community engagement and capacity building. NWIC supports research grounded in indigenous methodologies and relevant to tribal interests. For communities and individuals to benefit from these products they must be made available through print media as well as through posting online and 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 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 communities served by NWIC. The development of NWIC students' and tribal communities' leadership capacity is built in several ways using the Traditional Leadership Curriculum. First, the Traditional Leadership Curriculum was designed with the intention that it would be shared with all NWIC sites and with the tribal communities served by NWIC. 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 Traditional Leadership Curriculum is that it 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. Another important way this curriculum can support leadership development is 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, as an aspect of 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 seven (7). Baseline: 3 in AY2011.

Rationale: NICMERE acts 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 partners 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 five (5). Baseline: Zero (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 one (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 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 Training departments.

Indicators:

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

Rationale: The Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Training departments 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 the departments we increase the effectiveness of our shared efforts in advancing place-based community education and outreach, and more tribal members will be afforded access to workforce development and training opportunities.

A photograph of a young woman with long brown hair, smiling broadly. She is wearing a dark grey graduation gown and a brown woven mortarboard cap with a pink tassel and a feather. A lei of purple and white flowers is draped around her neck. The background is a soft-focus outdoor scene with tall grass and trees.

Chapter Two

Resources and Capacity

Chapter Two: Resources and Capacity

Northwest Indian College used a holistic approach in the preparation and writing of the report on Standard Two 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 NWIC president, four core theme teams, one for each of NWIC core themes, 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 themes. 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

1. Operational Focus and Independence

Northwest Indian College operates 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 Commission to the NWIC Board of Trustees.

2. Non-Discrimination

Northwest Indian College affirms a commitment to freedom from discrimination for all members of the College community. NWIC is committed to and practices equal opportunity in education and participation in college activities without discrimination. The College complies with federal and state statutes and regulations. In alignment with the College 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.

3. Institutional Integrity

Northwest Indian College creates an environment that is respectful, supportive, and free of intimidation and harassment. The College'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.

4. Governing Board

Northwest Indian College 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 charter was amended by the Lummi Indian Business Council on February 5, 2010. The Board operates under bylaws that are periodically reviewed and updated. Approval of changes to the charter is recommended by the Board of Trustees to LIBC as needed. The charter states that the Board of Trustees must consist of seven (7) members appointed by the Lummi Indian Business Council. A majority of the seven voting Northwest Indian College members will be recognized members of the Lummi Nation and shall have no contractual, employment, or financial conflict of interest in the College.

5. Chief Executive Officer

The President serves as the Chief Executive Officer for Northwest Indian College. The Board of Trustees appoints the President at 100% time. The President does not serve as the Chair of the Board of Trustees.

6. Administration

Northwest Indian College 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. An Administrative Handbook guides the administrators. The Executive Team consists of the President and the four 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 two Deans, and the Directors of Human Resources and Information Services, is responsible for supporting, strategizing and planning. This team serves as a resource to support the President in setting and carrying out college priorities and reviewing, interpreting and implementing institution-wide policy. The Leadership Team 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.

7. Faculty

Consistent with its mission 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.

Northwest Indian College employs a core of well qualified Master's- and Ph.D.-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. The NWIC ensures academic integrity and continuity of its academic programs through assessment of learning outcomes, the Curriculum Committee process and participation in Faculty Inquiry Groups (FIGs).

8. Educational Program

Northwest Indian College (NWIC) offers two (2) Bachelor of Art's degrees, one (1) Bachelor of Science degree, five (5) Associate of Arts and Science degrees, one (1) Associate of Science transfer degree, one (1) Associate of Applied Science transfer degree, three (3) Associate of Technical Arts degrees, 11 Certificates, and four (4) Awards of Completion. All degree programs have clearly-articulated learning outcomes. The choice and type of degrees reflect the needs of the communities the College serves as articulated in the College's Strategic Plan and in support of the College's mission. The associate transfer degrees are aligned with guidelines in the State of Washington for general education requirements, a 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.

9. General Education and Related Instruction

Associate transfer degrees and Bachelor's degrees contain a general education component that aligns with the Washington State Intercollegiate Relations Commission (ICRC) general education guidelines, in

addition to NWIC specific requirements in Native American Studies and student success courses. All NWIC associate degrees and certificates require a substantial general education component in excess of nine (9) quarter credits. The Bachelor's degrees require a concentration in specific areas of Native Environmental Science, Native Studies Leadership, and Tribal Governance and Business Management in addition to the general education components.

10. Library

Northwest Indian College's main library is located on the Lummi Campus and learning resources are primarily managed through the Lummi Campus Library. Students and faculty at all extended campuses, as well as students enrolled in classes in all modalities, have access to 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 the Library meets the needs of the programs offered at NWIC.

11. Physical and Technological Infrastructure

Consistent with its mission to promote indigenous self-determination and knowledge, Northwest Indian College 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 \$48 million capital campaign is designed to support the planned growth of the college and to align with the four NWIC core themes.

12. Academic Freedom

Northwest Indian College 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.

13. Admissions

Northwest Indian College 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.

14. Public Information

The Northwest Indian College catalog serves as the official publication for the college. The Northwest Indian College 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. This document is provided in hard copy format and electronically published on College's website. Catalog updates are posted subsequent to approval to the NWIC website as an addendum.

15. Financial Resources

Northwest Indian College 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 set aside in a reserve account on an annual basis.

16. Financial Accountability

Northwest Indian College is audited annually by an independent certified public accounting firm. The annual A-133 audit, including a management letter, is routinely provided to all granting agencies, members of the Board of Trustees, and the Lummi Indian Business Council. The Board of Trustees reviews and adopts financial policies to ensure compliance with generally-accepted auditing standards.

17. Disclosure

Northwest Indian College communicates all substantive changes to the Northwest Commission on Colleges and Universities. The College also makes available to the Commission and its representatives all documents and communications necessary to carry out its evaluation and accreditation functions.

18. Relationship with Accreditation Commission

Northwest Indian College 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 - RESOURCES AND CAPACITY

2.A.1 Effective System of Governance

Board of Trustees and Governance Structures at Northwest Indian College

Northwest Indian College (NWIC) was established by charter of the Lummi Indian Business Council (LIBC) 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 the College 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 an LIBC meeting. All other reporting occurs by special request through the Board Chair and College President.

In addition, the charter authorizes the hiring of the NWIC 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 Dr. 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 would assume 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 four 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 the College’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 Research and Sponsored Programs: Barbara Roberts
Vice President of Campus Development and Administrative Services: Dave Oreiro
Vice President of Business and Finance/Director of NWIC Center for Health: Karyl Jefferson
Vice President of Instruction and Student Services: Carole Rave

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
Dean of Student Life: Victoria Retasket
Dean of Academics and Distance Learning: Bernice Portervint
Human Resources Director: Linda Schnell
Information Services Director: Michael James

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:

Members of the Administrative Team
Director of Continuing Education and Extension: Susan Given-Seymour
Director of the Coast Salish Institute: Sharon Kinley
Faculty Roundtable representatives: Cassandra Cook and Carmen Bland
Library Director: Valerie McBeth
Development Director: Greg Masten
Director of Institutional Research: Romaka Yniguez
Associate Dean of Academics and Distance Learning: Donald McCluskey, Sr.
Associate Dean of Student Services: Crystal Bagby
NICMERE Director: Marco Hatch
Academic Program Developer: Ted Williams
Registrar: Patricia Cueva
Director of Workforce Development: Tania Vega
Director of Tribal Governance and Business Management program: Laural Ballew
Director of Assessment: Cindy Cultee
Director of Health Programs: William Freeman
Science Director: vacant

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, the college has established standing committees to coordinate specific functions and focuses within the college that bridge departments. 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 College community and to include staff 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 current [list of standing committees](#) includes The Personnel Policy Committee, Facilities and Safety Committee, Crisis Management Sub-Committee, Finance Committee, Housing Committee, Assessment Team, Technology Committee, Curriculum Committee, Academic Standards Committee, Events Committee, Institutional Review Board (IRB), Teaching and Learning Committee, Communications Committee, Library Advisory Board and the Sustainability Committee. The Prioritization Steering Committee is a current special committee.

In addition to the standing committees mentioned above, the college has several mechanisms to involve faculty and students in governance which are described below.

Faculty Roundtable and faculty involvement in governance

The Faculty Roundtable is the general meeting of faculty to discuss issues of importance to faculty. The Roundtable was created and is managed by the general full-time and pro-rata faculty. It meets monthly, approximately three times during each quarter. Time for these meetings is allocated as part of the quarterly in-service schedule for times when classes are not typically scheduled. The Roundtable is followed each month by a meeting between faculty and the Dean and Associate Dean of Academics and Distance Learning, who have direct oversight for all faculty. To link the Roundtable to institutional governance, the Chair of the Faculty Roundtable plus one other faculty member are designated as members of the Leadership Team and serve as a direct line of communication between the faculty and the administrative teams.

The faculty also has a major presence on the Curriculum Committee, which has the primary responsibility for reviewing and approving all aspects of academic programing, particularly the creation and revision of all academic programs and courses. The Curriculum 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 students at Northwest Indian College. The SEB includes representation from the Lummi Campus as well as the extended campus sites. In Fall 2012, the president began to include the Student Executive Board in the Leadership Team meetings. These meetings include time for SEB members to dialogue with the Leadership Team about whatever issues they bring that are of concern to students. The intent of including the SEB was that since the Leadership Team is comprised of leaders from across the college sharing information about the governance and

operation of the college, it made sense to invite student leaders to attend the meetings, since they represent the voice of the student body. This is an example of shared governance, where 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, the team 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.

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. This quarter for the first time President Guillory met with extended campus students over ITV at lunchtime on a different day, and students were able to communicate their feedback and ideas to him directly.

Other aspects of institution-wide governance

The College 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 NWIC Strategic Plan so that individuals and departments are moving forward in a common direction. The College has used the current work plan model for the last five years as a tool for establishing and monitoring 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 had their own work plans which 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 Administrative and Leadership Teams regularly engage in activities intended to strengthen their skills and effectiveness as leaders by reading and working with a shared text. Last year, the teams discussed the book, *Managing Transitions: Making the Most of Change* by William Bridges, which articulates the difference between change and transition from an organizational and individual standpoint. The general purpose of the discussion was to first and foremost acknowledge the transition process we were going through as an institution. A second purpose was to understand the importance of giving ourselves permission to express feelings in healthy ways to alleviate any fears or concerns that often arise during changes in leadership, while at the same time recognizing that change also provides an opportunity to define new ways to move forward while honoring and building upon past successes.

Another team-based reading activity used the book, *Strength-Based Leadership: Great Leaders, Teams, and Why People Follow* by Tom Rath and Barry Conchie, which includes an online leadership assessment tool that identifies an individual's top five leadership strengths. The purpose of the reading and the related activities was to develop creative ways to take our individual strengths and leverage them for improved team functionality, efficiency, and performance.

The College is currently engaging in a campus wide Program Prioritization process based on that outlined in the book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Robert C. Dickeson. The goal of this project is to implement a comprehensive prioritization process to aid in institution-level decision making. This process is particularly important in light of current and potential further sequestration cuts in FY15 and as a tool to promote financial sustainability. All members of the Board of Trustees, the Leadership Team, and the Prioritization Steering Committee have received copies of the book and discussed its contents. In addition, the Prioritization Steering Committee has led several all-staff meetings to inform and gather input from staff on the prioritization process. The Steering Committee has established steps in the process and identified programs to review. Teams are being selected to perform the review of each program according to the established process. The data collection is being performed and the data analysis will be completed during March 2014. The decision and planning phase is planned for April 2014 with implementation of the decisions in Fall 2014 with evaluation and refinement scheduled for Fall 2015.

In December 2013, NWIC held a Board of Trustees professional development training on the topic of the Board of Trustees' roles and responsibilities in institutional governance. The training was facilitated by a Native American consulting firm with extensive leadership experience in areas that include both tribal and non-tribal higher education, tribal governance, local, regional and national boards, and work within tribal communities. This training was particularly valuable because it covered areas that are common to tribal and mainstream institutions, and it focused on issues of governance unique to tribal colleges and universities. The first day of the training was particularly important in the overall governance of the college since many NWIC administrators participated, along with President Guillory and the Board. This allowed for a productive dialogue and the opportunity to build shared understanding on topics such as the historical context of tribal colleges and universities, understanding the roles, duties, and responsibilities of the Board in relationship with the college administration, fiscal responsibilities, policy development and approval, strategic planning, and communication, all within the context of governance. The second day, attended by only the president and the board, focused on topics relevant to maintaining a high functioning board, such as communications.

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 Accreditation Steering Committee meets with and consults with the president regularly and makes regular reports to the College's Leadership Team, which is comprised all of the college's leadership from the director level upward to the president. 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 (2) more board members for a total of seven (7) 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 NWIC Board is on the Lummi Indian Business Council and is appointed by 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 in the [NWIC Board of Trustees Bylaws](#) (revised in 2009) on page 2 that "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 Board of Trustees-approved policy on key aspects of institutional functioning. The Board exercises broad oversight of institutional policies, including those related to its own functioning. The Board reviews and regularly revises policies. Policy development, review, and revision generally start at the level of the department or division within the college for which the policy applies. The review and revision of policies within the College is overseen by the Administrative Team, which has historically 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. 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 it 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 Charter was reviewed and updated by the Board and ratified by the Lummi Indian Business Council (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 handbook review and revision. The calendar lists the major policies and handbooks at the College, 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. The policies and handbooks included in the review calendar are: Personnel Policy Manual,

Financial Manual, Faculty Handbook, Student Handbook, Student Constitution/Bylaws/election codes, Residential Life Policy, Athletic Handbook, Financial Aid Handbook, Campus Safety and Security Handbook, Curriculum Committee Handbook, Library Manual, Early Learning Center Policy, College Catalog, Academic Policy Manual, Individual Learning Manual, and the Extended Campus Manual. The college most recently revised the [Policy Review Calendar](#) in October 2011.

Northwest Indian College 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. In addition, the College has been going through a leadership transition as Dr. Guillory started as president less than a year and half ago. Further, some of the responsibilities of the vice presidents have changed and the college also has a new Human Resources Director, Linda Schnell. With all of these changes, particularly those related to moving from an associate's to a bachelor's degree granting institution, the college has recognized that there needs to be a concerted effort to make certain that all necessary policies are articulated, approved, regularly reviewed and revised, and organized for effective access.

In 2013, the Administrative Team began the process of determining which policies need to be developed and which policies need to be reviewed. This resulted in the recognition that some necessary policies do not currently exist and need to be developed and that some existing policies need to be reviewed and revised. In some cases, departments had articulated practices and guidelines which may have served the institution's needs in the past but needed to become Board-approved policy. Further, the Administrative Team has recognized that the College needs a better way to organize policies and make them readily accessible. This has led to the [Policy Coordination Initiative](#) of February 2014, which is currently underway.

The Policy Coordination Initiative is being overseen by the Human Resources Director under the direction of the President and in coordination with the Administrative Team. The initiative consists of the following steps: articulating a common format for policies, making an inventory of existing policies, identifying policy gaps, working with the Administrative Team to address those gaps, and monitoring and reporting progress in addressing gaps and updating policies. The Initiative will identify and implement an electronic repository for all policies will include ongoing oversight and monitoring of the review and revision of policies to keep them current and accessible.

2.8.A 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 which requires the advice of a broad based search committee. This committee is comprised of representatives of the NWIC Board of Trustees and the Lummi Indian Business Council, plus representatives of the college administration, faculty, staff, and students of the Lummi Campus. Selection of the final candidate shall be made by the Board of Trustees 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 Northwest Indian 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 make an annual narrative and financial report, including audit findings and a corrective plan to the Lummi Indian Business Council on behalf of the College 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.
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, emphasizing key indicators of success using 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, it adopted and implemented an annual evaluation process which has been followed since that time. 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 2013 goals at its annual retreat in November 2013. They also articulated annual goals for 2014 at that meeting.

On a scale of 1 (minimal) to 5 (exceptional), with 3 being average, the Board evaluated its overall performance as average to above average. In areas where the Board felt their performance was below average, they established goals for 2014 to address these areas. The following table presents the results of the most recent Board evaluation followed by the Board goals for 2014.

Evaluation of Board Goals for 2013

#	ITEM	SCORE	AVG.
1	Participate in the Strategic Planning Process		3.6
	a. Policy Development Process	4.0	
	b. Promotion of NWIC	4.0	
	c. Each Board Member will attend at least one planning meeting	2.8	
2	Board Expansion		3.7
	a. Evaluation of current seats	3.4	
	b. Political strategizing - building support	4.2	
	c. Evaluate the financial impact	4.0	
	d. Implement revised Charter - recruit and appoint new member (s)	3.2	

3	Promote and advocate for college – locally, regionally, and nationally		2.6
	a. Each Board member will attend at least one regional or national meeting where they promote NWIC.	2.5	
	b. Board members will advocate legislatively for college resources.	2.6	
	c. Host a Listening Session	2.0	
	d. Advocate for regional tribal support for NWIC campaign.	3.2	

4	Board Training		2.5
	a. Update roles and responsibilities	2.8	
	b. Develop (?) legislative strategies and processes	2.4	
	c. Fundraising training	2.4	

The Board goals for 2014 are as follows:

1. Data Analysis (Board will review quarterly)
 - a. Student Info
 - b. Achieving the Dream
 - i. Retention, first year info
 - c. Four Year Degree Program Progress
2. Board Training -
 - a. Topics: Mission Review, Board Role and Responsibilities, Fiscal stewardship -Capital Campaign/Fundraising training, Tuition increase, etc.)
3. Strategic Planning
 - a. Review existing strategic plan
 - b. Strategic planning process training
 - c. Forward Thinking -Visioning Process
4. Promoting and Advocating for NWIC (due to Economy and Government
 - a. Sequestration) /Telling the NWIC Story

The Board of Trustees has already addressed several of the lower-scoring items in its 2014 activities, including the two-day Board training in December 2013. Part of the Board training focused on the role of policies and how to organize and disseminate policies effectively.

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 Dr. Justin Guillory, who holds a Ph.D. in Higher Education Administration. Dr. Guillory has

worked extensively for Northwest Indian College 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 (4) well-qualified and experienced vice presidents report directly to the president and oversee the major areas of the college. The most recent Board approved [NWIC organizational chart](#) is being revised to reflect changes in the College's leadership structure, and are detailed below.

The titles and names of the four 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 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, Information Technology, Maintenance and Custodial services, 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.

Vice President of Business and Finance/Director of NWIC Center for Health – Karyl Jefferson, M.P.A., Public Administration
Oversees the Business Office and the Center for Health.

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

Director of Outreach and Community Education/Cooperative Extension – Susan Given-Seymour, M.Ed., Student Personnel Administration

Human Resources Director – Linda Schnell, 30 years of experience in human resources management
Public Information Officer – vacant

Director of Development – Greg Masten, M. Ed., American Indian Education

Executive Assistant to the President – Corby Davis, B.A., Accounting

There are dean and associate dean positions within the instruction area and within the student services areas, which are supervised by the Vice President of Instruction and Student Services. Instruction is overseen by the Dean of Academics and Distance Learning (Bernice Portervint, J.D. and M.S., Educational Administration) and the Associate Dean of Academics and Distance Learning (Donald McCluskey, Sr., B.A., English). The Student Services area is overseen by the Dean of Student Life (Victoria Retasket, M.Ed., Student Affairs Administration) and the Associate Dean of Student Services (Crystal Bagby, M.Ed., Student Personnel Administration). There are qualified and experienced directors overseeing each of the instructional areas, including the Coast Salish Institute, which developed and oversees the B.A. in Native Studies Leadership; the Science Department, which developed and oversees the B.S. in Native Environmental Science (position is currently advertised and being administered directly by the Dean in the interim); the Tribal Governance and Business Management area, which developed and oversees the B.A. in Tribal Governance and Business Management; The Library; and the

Workforce Education Department. 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 administrator in that area has an annual work plan which 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 address 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 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 are 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 college president is hired by the Board with full-time responsibilities to the college. As stated in Section 3.6, "Membership Guidelines" of the [Bylaws of the Board of Trustees](#) on page 2, the College 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, associate 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

Academics

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 is available online on the Faculty webpage. 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 the annual faculty contracts or through contract addenda.

The description of service and scholarship is limited to a general statement 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 on page 54. Administrators and staff who teach as part of their duties will have teaching responsibilities included in their job description or, 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 Code of Conduct on pages 34-39 in the [Student Handbook](#) contains policy 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. While the role of research and scholarship in faculty responsibilities has not been articulated as part of academic policy, preparatory work is being done to make research and scholarship a formal part of faculty responsibility and to include it 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 a Research Policy, which is currently under review by the Administrative Team, and will be reviewed by the Board of Trustees in the near future. The Research Policy will address aspects of research and scholarship for faculty, administrators, and staff, as well as for students.

The Research Policy will coordinate with the existing Board of Trustees-approved [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, the tribal community, and 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 recently led an in-service presentation for faculty and academic administrators to inform them of IRB policy and procedures, and 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.

Also in regard to research, a Publications Policy is also under development by the college. This policy, like the existing IRB Policy and the Research Policy currently under review, will apply to faculty, administrators, staff, and students. The Publications Policy will address how research and other scholarly activities, as well as artistic expression, are to be disseminated outside of the College.

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 revision to the Manual and the library policies was approved by the Library Advisory Board in January 2014 and was reviewed by the Administrative Team. The revised Library Manual is currently under review by the Board of Trustees. A print copy of the most recent Library Policies Manual (approved 2011) 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 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 on the NWIC Admissions website. Transfer policies and procedures are also described in the [Student Handbook](#) (page 27) and in the [2013-2015 NWIC Catalog](#) (page 15). 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 colleges educational programming while supporting students' ability to move between institutions efficiently.

Students

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](#) on page 33 and in the [NWIC Catalog](#) on page 33. 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 (<http://www.nwic.edu/content/current-students>). 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](#) on page 14. Admissions and testing processes are also described on the Admission web page where the appropriate forms and contact information is also available (<http://www.nwic.edu/content/admissions>). To assess skill levels, the college uses the nationally-recognized Compass 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. Cut scores for the placement test are reviewed regularly by faculty and advisors to ensure that students are placed in the most appropriate courses to ensure their success. Placement testing is done through the Testing Center in the Center for Student Success in a fair and consistent manner. NWIC does not have a practice of dismissing students from educational programs for academic reasons.

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

Clearly articulated policy and procedures for co-curricular activities at NWIC are found in the [Student Handbook](#) under the Travel Policy, on pages 42-43. NWIC has specific policies concerning 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 student publications, although existing policies and procedures in the Student Handbook would apply to these activities.

Human Resources

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

NWIC has a Board-approved [Personnel Policies Manual](#), which contains all human resources policies and procedures. The Manual is available to all employees, with the most recent version posted on the College's website under the Faculty and Staff tab or at <http://www.nwic.edu/content/human-resources>. 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 and update personnel policies and procedures. 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 bring 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 Policy Committee is presently conducting a comprehensive review of policies and procedures in light of changes in institutional practices, changes in law, and recent changes in human resource management best practices. The personnel policies and procedures are applied consistently, fairly, and equitably to all employees, including student workers. Adherence to the policies is overseen by the Human Resources Director and each Vice President, under the delegation of the President. The policies and procedures contain clear appeal and grievance policies which provide avenues for employees to communicate any concerns about the policies and procedures being applied consistently, fairly and equitably.

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 the Human Resources Director and by their supervisor. 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

Northwest Indian College 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 human resources department where they are kept in a locked secure location only accessible by human resources personnel. Human resources records, including those of past employees and medical records, are maintained and destroyed according to best practices and federal law regulating the maintenance and destruction of human resources records.

Institutional Integrity

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

Northwest Indian College has several mechanisms that help ensure that it represents itself clearly, accurately, and consistently via all publications and communications of the college. First, the Communications Committee, whose membership includes representation from areas and functions across the college, has established [Marketing and Publication Guidelines](#) for many types of publications in coordination with the Public Information Office. The [Social Networking Guidelines](#) provides guidance concerning dissemination of College information through social media. In addition, the Communications Committee meets to discuss and make recommendations concerning issues related to accurate, appropriate, and consistent communications about the college.

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, which is a subcommittee of the Curriculum Committee, reviews and prepares the catalog every two years. The Catalog Committee ensures that the contents of the catalog accurately reflect the current state of the college. Parts of the catalog are reviewed by the appropriate area of the college to ensure its accuracy and completeness. The final approved catalog is posted on the college's website. As new programs, courses, and any other changes to the catalog content occur, catalog addenda are noted and posted on the college's website at <http://www.nwic.edu/content/catalogclass-schedule>.

The Curriculum Committee reviews any changes in the academic offerings, such as changes in programs or courses, and their outcomes, to ensure that they align with the goals, mission, and intentions of the college and that they are accurate and complete. 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 Curriculum Committee. Program brochures and advising guides are developed by the program faculty and administrators to ensure accuracy and consistency with the catalog and other publications.

The [class schedule](#) is developed by the department administrators and staff to ensure that students can complete programs of study in a timely manner. The class schedule is overseen and reviewed by the Associate Dean of Academics and Distance Learning to ensure that all necessary classes are available to

program completion in a timely manner. The quarterly schedule of classes is printed and is also available online at <http://www.nwic.edu/class-schedule>. The online schedule 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

Northwest Indian College creates an environment that is respectful, supportive, and free of intimidation and harassment. The College's Board of Trustees, administrators, faculty, staff, and students are held to high ethical standards. The Personnel Policy Manual contains 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 and College employee actions through the Code of Ethics, which is included as part of the [Personnel Policy Manual](#) in Appendix E 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 express the ethical standards and guidelines for the conduct of all Northwest Indian College employees. It also informs the public and NWIC students of the standards of ethical conduct for which employees are expected to respect.

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 Code of Conduct, which is on page 34 of the [Student Handbook](#). Students are also ensured of being free from harassment and have avenues for having grievances heard and appropriately addressed, as described in the Student Handbook.

2.A.23 Conflict of Interest Policy

Northwest Indian College 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, such as having common neighbors or other potential contact outside the academic environment.

Northwest Indian College does not require employees or students to hold particular views or beliefs.

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

Northwest Indian 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, which has been articulated in the Academic Freedom and Responsibility Policy (found in the [Faculty Handbook](#) on page 23 and in the [NWIC Catalog](#) on pages 23-24), where it states that "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

Northwest Indian College represents its accreditation status in accordance with the official communications from the Northwest Commission on Colleges and Universities. NWIC does not have accreditation with any other accrediting body, such as for discipline specific accreditation. Prior to receiving accreditation at the bachelor level in 2010, the College did not state that it was accredited at the bachelor level. In 2007 when the College received official notification from the NWCCU that it was in candidacy status at the bachelor level, it communicated the fact that it was accredited at the associate level and in candidacy at the bachelor 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 had developed its first bachelor program in Native Environmental Science, for example, the College ensured that no communications in any form were made about the existence of the program until the college received the letter awarding 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

Northwest Indian College 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. Contracts are reviewed by the appropriate supervisor prior to approving and signing the contract to make certain 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 make certain 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.

Academic Freedom

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](#), pages 23-24. 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 NWIC Board of Trustees as part of the Faculty Handbook review and approval in 2008.

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, Northwest Indian College also has a Board approved Code of Ethics which is 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 Northwest Indian College 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 on pages 33-34. 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. As Northwest Indian College 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."

Finance

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

Northwest Indian College has a Board of Trustees approved [Finance Manual](#), which is a compilation of the policies regarding financial management at NWIC. The Finance Manual is reviewed on an ongoing basis by the Finance Committee with updates reviewed by the Administrative Team and approval by the Board of Trustees. The Manual includes clearly define 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 (3) years include:

- Institutional budgeting
- Reserve account
- Investment and debt
- Interest income
- Honorariums
- Bid threshold (an audit recommendation)

The Finance Team is currently developing the details of an investment plan, which is 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 Northwest Indian College to promote indigenous self-determination and knowledge. Through the HR department, NWIC recruits, hires, 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 College's core theme and goals.

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 (pages 5-10). The Human Resources Department (HR) provides guidance in recruitment and selection processes, ensuring that criteria, qualifications, and procedures are appropriate and posted accordingly. Job descriptions and job announcements are posted publicly on NWIC's website 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 which may result in a reclassification of a position. The Personnel Policy Manual is available to employees online.

In 2014, NWIC will begin a review of its hiring practices to ensure that we promote the placement of Native Americans into positions consistent with the Indian Preference Act, as referenced in the Employment Practices section on page 5 of the [Personnel Policy Manual](#). As well, NWIC will be undertaking discussions about the competencies and required qualifications necessary to work effectively at a tribal college. We envision that this work will eventually include the development of organization-wide cultural competency statements for NWIC staff, as well as any job-specific cultural competencies. Other topics for discussion include the establishment of "traditional native cultural standards" to complement already-established degree requirements.

Job descriptions are provided to employees at the time of hire and are routinely available in the HR Department. Human Resources respond to questions from employees about their job description, as part of the new hire on-boarding process as well as in preparation for future career development planning discussions.

As of May 2013, faculty job descriptions have been revised to include teaching, advising and committee work, as we believe it is consistent with our Core Theme Two and our 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. One aspect of

advising will be ongoing 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 scheduling committee and assessment work.

As part of the Human Resources work program, NWIC has initiated a project to develop a new employee orientation program (to be designed and implemented by 2016). The purpose of this program is to provide information that a newly employed individual needs to know, understand, respect and accept the College's beliefs, mission, strategic vision and direction. The orientation is intended to provide clear and relevant information regarding the native culture so the employee can be integrated into the organization and its culture and norms, as well as model the behaviors that are expected of NWIC staff.

The new employee orientation program will include a number of modules, including an important cultural module involving participation by community elders and the college president. This part of the orientation program will cover Lummi Tribal governance and NWIC history, NWIC beliefs and values, NWIC vision and mission, the NWIC mission, and the College's strategic goals and objectives. A second module will cover tribal beliefs and customs of the Lummi people and those of other tribes, indigenouness and tribal sovereignty, cultural awareness and sensitivity, cultural competence and etiquette, culturally-based communication styles and bridging skills, and a NWIC problem-solving strategy that is culturally-based. This employee orientation program will complement the work we will be doing to review our hiring practices and develop cultural competencies for NWIC staff.

2.B.2 Administrator and Staff Evaluations

NWIC administrators and staff are evaluated ninety (90) days from their initial hire date, which is the end of their probationary period. Performance-based evaluations are also completed annually as a means to 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. This performance-based evaluation system focuses on performance-based goals and specific objectives to achieve target goals. It takes into consideration the employee's accomplishments in a given year in relation to these objectives and goals. The rater conducts the evaluation by applying ratings according to the level of achievement of the goals using a rating scale with values of "Outstanding," "Satisfactory," "Less than Satisfactory" and "Unable to Evaluate." The performance-based evaluation cycle is from July 1 to June 30 of each year. Evaluations of administrators and staff are conducted by supervisors from April 1 through April 30 of each year.

All new NWIC faculty members are evaluated during the first quarter of the teaching contract. This evaluation consists of Classroom Observation, the Faculty Evaluation (by supervisor), Student Evaluation, Faculty Self-Evaluation and Peer Evaluation. The full comprehensive evaluation is required of all faculty members including full-time, pro-rata and part-time.

Supervisors, employees and Human Resources also prepare performance development plans to enhance employee performance as well as to help employees plan for future career advancement. 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 evaluation types and schedules are outlined in the [Personnel Policy Manual](#) in Section 6.10 (pages 26-29). A performance improvement policy is included in the Manual in Section 6.2 (page 20).

NWIC Human Resources is planning on reviewing the current performance-based evaluation process for administrative and staff and recommending improvements for future implementation. Currently, the administrative and faculty evaluation processes and forms do not address student success and how an employee is expected to contribute to this.

2.B.3 Institution Provides Opportunities for Professional Growth

NWIC provides faculty, staff, administrators and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness. 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, fulfillment of a requirement for higher education, and participation in NWIC Foundational Courses and other academic cultural course offerings. Part of this policy is in recognition that assisting in the career development of native faculty members towards their advanced degrees is important for teaching at the upper-division level in the four year programs.

NWIC has developed a philosophy of developing employees for increased areas of responsibility at the College. 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 and pro-rata faculty members desiring professional growth through advanced educational degrees (Bachelor's, Master's, PhD) at other educational institutions are eligible to request tuition assistance from NWIC. The advance degree must be related to career development that aligns with the College's 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 (3) members of our organization that are pursuing their doctorate degrees and four (4) that are pursuing their master's degrees.

NWIC supports the further expansion of its professional development support program for additional professional growth opportunities that are aligned with the College's strategic plan. This will require more consistent use of our [Career Development](#) (CD) and [Professional Development](#) (PD) plans, which are not currently institutionalized. NWIC is exploring the use of an employee survey to learn more about ways that supervisors are supporting CD and PD as well as using personal, professional and career development plans across campus sites. Supervisors will also be contacted to find out whether they use PD plans in their department(s) internally.

The Teaching and Learning Committee planned and held the 4th Teaching and Learning Institute in September 2013. This event provided an opportunity for part time faculty members to engage with full-time faculty members to share and learn about teaching strategies and best practices, with an emphasis on cultural integration. Part-time faculty member participants were provided stipends to travel to main campus to enhance their cultural integration practices. Faculty attended from main campus and six of the extended campus sites NWIC serves: Muckleshoot, Nez Perce, Nisqually, Port Gamble S'Klallam, Swinomish and Tulalip.

The theme of the Institute, "The Journey of Scholarship: Connecting Teaching and Student Scholarship," enabled faculty to share their views on student scholarship, and 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.

Full-time faculty members are given several opportunities for professional development. For example, all full-time faculty members are required to attend 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 afforded at NWIC include:

- The NWIC Leadership Team, which is comprised of directors, coordinators, and faculty, meets monthly to engage in professional development activities. In 2013, all Team members read the book *Strengths-Based Leadership* and discussed specific strategies for leading our institution based upon our own “strengths” assessment.
- 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.
- 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.
- NWIC is a tribal college and its mission “Through education NWIC promotes indigenous self-determination and knowledge” is evident in the professional development activities held each year such as the Vine Deloria, Jr. Symposium and the involvement of student, staff and faculty at the American Indian Higher Education Consortium (AIHEC) conferences.
- Site managers at our extended campuses hold an annual retreat in partnership with the CSS staff to discuss advancing the College’s agenda for student success and to develop strategies to improve the communication between CSS staff and site staff, problem solve areas such as financial aid, advising and enrollment and sharing best practices for supporting student success.

2.B.4 Institution Employs Appropriately Qualified Faculty

Northwest Indian College has a procedure in place which adequately screens, interviews and considers qualified candidates for positions of faculty instruction in specific areas of discipline. This process follows a careful review of each candidate’s application led by a panel of reviewers comprised of a Human Resource officer, the Dean or Associate Dean of Instruction and directors of relevant academic disciplines. This panel specifically evaluates three areas:

1. Degree Status Conferred (Master’s level or better),
2. Transcript and Teaching Experience (courses relevant to discipline), and
3. Credentials (based on 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.

Northwest Indian College employs a core of well qualified Master's- and Ph.D.-level full time faculty whose expertise and number 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.

Our student success agenda and NWIC Academic Model promotes a holistic and culturally-integrated teaching and learning environment. All our 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 our student success agenda. Our instructional and support services align to provide teaching and learning experiences which support student success. One way we support student success is through our assessment process.

NWIC has developed an assessment model with the assistance of the tribal elders, designed from a foundation of the vision of the ancestors and build upon the pillars of indigenouness and sovereignty which 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, we began assessing Programs of Study in 2012 (see examples of [Program Assessment Matrix](#) and [Longhouse Model](#)). Faculty starts this process with a list of program outcome assessment activities and a checklist which is used as a guide for the completion of the program narrative report and a final matrix for each assessment opportunity. In fall 2013, faculty was asked to align program outcomes with our new [institutional outcomes](#). After completing this process, the faculty updates or create 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 (3) or more volunteer academic faculty, 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 Curriculum 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 Associate Deans of Academics and the Center for Student Success chair this committee and membership includes at least one faculty member. This committee is a sub-committee of the curriculum committee. Part of its responsibility is to review and prepare final drafts of any policies or procedural changes for 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. Faculty meets regularly with part-time and site faculty to discuss changes in course outcomes and teaching strategies. Through this process, site faculty are developing in their capacity to address and engage in our program assessment processes.

2.B.5 Faculty Responsibilities and Workloads

Faculty members teach 15 credits per quarter as well as participate in professional growth activities via pre-service, in-service and individual professional development opportunities supported by institutional and grant funds. Faculty is evaluated annually in a systemic manner and along with assessment provides evidence for our continuous improvement model to enhance the teaching and learning experience.

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

Grant Related Research

In our Strategic Plan, Core Theme 1, Goal 3 speaks to 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. Our Early Childhood faculty member is involved in a fellowship this academic year which 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, which is published in the [Faculty Handbook](#) on pages 23-24. Specific procedures for monitoring and supporting ethical considerations are addressed by the College's Institutional Research Board (IRB). In addition, all grant-funded research activity 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 Faculty Evaluation Process specifies the timeline and criteria by which faculty are evaluated. The process utilizes multiple indices 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 (pages 26-29). Where areas for improvement are identified, the institution 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 Associate Dean of Academics and Distance Learning 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 supervisor for an annual performance review.
- Informal Observation: Completed by an observer and given to the instructor. Reports are used by the supervisor 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/or the faculty member's supervisor. Reports are distributed to instructor, supervisor, Vice President of Instruction and Student Services, and the Human Resources Department and are used for a comprehensive evaluation during the first year of teaching at NWIC and every third year thereafter.
- Professional Development Plan: Developed by instructor and his or her supervisor and submitted to Human Resources for the personnel file.

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 also completes a peer evaluation. Faculty may also participate with informal observations.
- Comprehensive Cycle: During the first year of teaching at Northwest Indian 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 employee's personnel file.
- Cultural Competencies in the Evaluation Process: The College has committed much 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, we piloted a new student evaluation platform “CoursEval,” which allows for course and faculty comparisons and statistical analysis over time. This new platform allows administrators, faculty and staff to access the “CoursEval” 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 <ul style="list-style-type: none"> Promote student self-identity through the tribal college experience. (Goal 1) <i>Obj. 1 Cultural content in the foundational courses supports students' self-identity.</i> <i>Obj. 2 Student satisfaction with the tribal college experience.</i> Indigenous knowledge is the foundation for all programs of study. (Goal 2) <i>Obj. 2 Faculty have the academic and cultural capacity to support four year degree programming.</i> 	Engage Indigenous Knowledge <ul style="list-style-type: none"> Recruit, hire, develop and retain employees (administrators, faculty, staff) who provide quality education and student access to indigenous knowledge and experiences. Recruit, hire, develop and retain culturally competent Native faculty. Ensure ongoing faculty development and training that result in deepening the understanding and integration of Native perspectives and indigenous pedagogy.
Core Theme Two <ul style="list-style-type: none"> Prepare students to be successful at the associate, baccalaureate and graduate levels. (Goal 4) <i>Obj. 2 Co-curricular activities support students' development appropriate to a four year college.</i> Promote student success in college-level courses through the First Year Experience program.(Goal 5) <i>Obj. 1 Students participate in communities of learners that support their educational goal.</i> <i>Obj. 3 Students participate in extra-curricular activities that strengthen personal and tribal identity.</i> 	Commitment to student success <ul style="list-style-type: none"> Through regular performance evaluation of all 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 <ul style="list-style-type: none"> Offer career and workforce opportunities in response to community and individual needs. (Goal 6) <i>Obj. 1 Offer high quality workforce programs that support employment opportunities</i> Provide access to and opportunities for engagement in the tribal college experience at all entry points. (Goal 7) <i>Obj.1 – Opportunities to access college programs are communicated at all entry points.</i> Increase access to program of study courses through distance education modalities and site-based services. (Goal 8) <i>Obj. 1 Provides place-based education at extended campus sites.</i> 	Access to Higher Education <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 5 hours of work release per week and tuition waivers for student residents. NWIC also employs an activities coordinator, a site based student success coordinator, a ISL director for service learning and encourages employees to participate as mentors and leaders of student orgs and clubs. NWIC employs and maintains staff and facilities at 6 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 Resources and Capacity

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

All of Northwest Indian College's (NWIC) academic programs are designed to support the core themes of the [NWIC Strategic Plan](#), which are clear expressions of the College's mission statement, "Through education, Northwest Indian College promotes Indigenous self-determination and knowledge." The mission has driven the development of new programs and services, particularly the three bachelor-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-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 so that they are 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 creation and revisions of every educational program at NWIC. Core Theme One, Engage Indigenous Knowledge, is a primary concern in creating and revising all programs of study as it is absolutely required that students 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 level. Core Theme Four, Advance Place-based Community Education and Outreach, drives many of the decisions in creating and revising educational programming at NWIC at all levels given that 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. This requirement means that NWIC's educational programs are not generic, but designed so that they can be taught with integrity for each of the tribal communities served by NWIC. All of NWIC's bachelor-level programs of study were specifically developed to answer the needs expressed by communities served by NWIC through data such as the [Community Needs Survey of 2009](#), which indicated a strong need for the Bachelor of Arts programs in both Native Studies Leadership and in Tribal Governance and Business Management. Both 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 communities the College serves, that it has appropriate content and rigor, and that the program addresses all other criteria necessary to be 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
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, which 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 a 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. It integrates careful review 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 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. The college further decided to explore the development of a Bachelor of Arts in Tribal Human Services, which is currently in phase four of the process. Planning for future development for any other certificate, associate-level, or bachelor-level programs, 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 College's 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
6. 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 content is then vetted by faculty and experts in the field. The Curriculum Committee does not consider proposals for new programs or courses until they 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 Curriculum Committee before the program is considered for approval by the Curriculum Committee. Course-level, program-level, and institution-level learning outcomes are included on course syllabi reviewed by the Curriculum Committee during the program approval process.

Following phase four, phase five requires the approval of the program by the Curriculum Committee, the Administrative Team, and the Board of Trustees, plus the NWCCU if the change may be substantive. When all approvals have been completed, phase six, implementation, begins. Referencing the program outcomes, rubrics, and curriculum map articulated in phase four, assessment measures are developed for use at program entrance, midpoint, and exit to demonstrate that students who complete the program have achieved the expected course and program outcomes. An approved program appears in the next print college catalog and immediately on the College's website as a [catalog addendum](#). Institution, program, and course level student learning outcomes for the program and courses are published in the print and online NWIC Catalog, 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, and course-level learning outcomes are also included in course syllabi, which are distributed by faculty to students enrolled in each course at the beginning of each quarter.

Northwest Indian College is a member of the [Washington State Intercollege Relations Commission \(ICRC\)](#). Associate-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 (AST), 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 NWIC Strategic Plan.

All degrees and certificates offered by NWIC have designators consistent with establish 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

As part of phase four of the Seven Phase Process and the Curriculum Committee process, 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 by the Curriculum Committee, as described in the Curriculum Committee's [course outcomes form](#), [syllabus template](#), and [course creation form](#). The course, program, and institutional outcomes that apply to any course are included on the syllabus distributed to students whenever the course is implemented as a class. Each implementation of a course uses identical outcomes which are listed on the syllabus, regardless of the modality or location where the class is offered.

Program learning outcomes are listed in the [college catalog](#) 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. Once a course is created or revised its course learning outcomes are listed

on the syllabus distributed to students (see an [example syllabus](#) showing how learning outcomes are typically listed). Course outcomes are also posted on the [list of course outcomes section of the NWIC Assessment website](#).

The NWIC Board of Trustees approved a new set of [institutional outcomes](#) in April 2013. These new outcomes are designed to align closely with the college's mission and core themes. The institutional outcomes consist of the following four organizing principles: Native Leadership, Ways of Knowing, Inherent Rights, and Community-minded. Together, the four principles form "NWIC." Each of the four organizing principles has two outcomes for a total of eight institutional outcomes. The NWIC faculty is currently in the process of reviewing all program outcomes to ensure that they align with the institutional outcomes. Once this review and alignment process is completed graduates of bachelor-level programs will be expected to achieve all eight outcomes at the accomplished level of proficiency. Student graduating from associate-level programs or certificates will be expected to achieve the institutional outcomes at varying levels of proficiency (beginning, developing, or accomplished), depending upon the requirements of the program. Courses created or revised prior to the establishment of the new institutional outcomes incorporated the previous set of institutional outcomes into their course outcomes. Courses created or revised since the new institutional outcomes were approved are incorporating the new outcomes into their course outcomes.

In addition to listing program outcomes in the college catalog, the students at the main campus were invited to a presentation on program outcomes on two occasions during 2011. The college 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 and approved and it is being delivered, the Seven Phase Process requires ongoing formative and summative assessment of all aspects of the program to ensure that it 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 Curriculum Committee website to assess programs and courses prior to the preparation of each biannual college catalog. 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, which states "NWIC prepares students to be successful at the associate, baccalaureate, and graduate levels." The program and course review analysis supports this goal by exploring the implications of the teaching and learning experience through curriculum design that is relevant and current. 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.

The entire college is currently undergoing a program prioritization process in which all academic and academic support programs will be 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).

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 developed built on the learnings from the previous assessment plan (2007-2012) and incorporated the [cycle of continuous improvement](#) model in its design, which has been used in many aspects of the colleges functioning, particularly during the past four years in implementing the current Strategic Plan and other related plans.

Faculty members assess 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 course identified in the curriculum map that are used to assess program outcomes at program entry, midway, and exit.

Faculty follow a quarterly 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 out findings. Once assessment opportunities have been identified faculty develop an [assessment strategy rubric](#) for each identified assessment opportunity and submit a [program assessment matrix](#) at the end of each quarter. This information is communicated to a team consisting of the Director of Assessment, the Dean of Academics and Distance Learning, and the Academic Program Developer. This information is used to track completion of assessment for each program of study and utilized for completing the [annual narrative report](#) for each program of study.

At the culmination of the annual assessment process each program group submits drafts of the quarterly matrices and the annual narrative report for the program of study being assessed with the final version due each fall during pre-service prior to the start of classes. The annual narrative report synthesizes the information from the three quarters of program assessment matrices into a narrative form with elaboration.

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. The Director of Assessment synthesizes the program reports into an [annual institutional narrative assessment report](#) for tracking of continuous improvement.

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-level programs of study contain the following sections within their program of study:

1. Northwest Indian College Requirements – contains basic skills in computers, successful learning, and communications
2. Northwest Indian College Foundational Requirements – 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. The foundational courses are integrated into the core of the Bachelor of Arts in Native Studies Leadership

3. General Education Requirements – 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 - specific requirements for the program of study. Core requirements are organized so as to sequence courses as students move through the program to build knowledge and skills. The majority of core courses in bachelor-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 Environmental Science Option (ESO) is more prescriptive while the Interdisciplinary Concentration Option (ICO) requires students to create a more flexible [interdisciplinary concentration plan](#) for their upper division coursework. While the ICO allows students flexibility it 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 and experts in the intended field of study, as well as by the Dean of Academics and Distance Learning.

The three Bachelor of Arts 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. Students' knowledge of the foundational course content is assessed in CSOV 300 and students receive recommendations about additional coursework to address any gaps. The BSNES is currently being revised to include a transfer option.

All bachelor-level 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. 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.

Each type of associate-level program of study has a similar structure to the bachelor-level programs, and the college is in the process of incorporating foundational courses into all programs of study. At present, they are only required for the bachelor-level programs. Thus, there are no foundational requirements for associate-level programs but there are courses in the Northwest Indian College section of each program that are designed to develop foundational indigenous knowledge.

Northwest Indian College offers five (5) Associate of Arts and Sciences (A.A.S.) programs. The A.A.S. builds upon the ICRC's Direct Transfer Agreement requirements in general education. The A.A.S. in

General Direct Transfer builds directly upon the ICRC Direct Transfer Agreement (DTA) general education guidelines plus NWIC specific requirements and elective choices. The other four A.A.S. programs start with the DTA courses and adding core requirements for each specific program. The Associate of Science Transfer (A.S.T.) in Life Sciences is built upon the ICRC's Associate of Science Transfer Degree #1 guidelines for transfer in the biological sciences. The Associate of Applied Science Transfer (A.A.S. – 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 (3) Associate of Technical Arts (A.T.A.) programs. A.T.A. programs are not meant for transfer and ICRC does not articulate guidelines for A.T.A. programs. NWIC's A.T.A. programs do, however, contain a general education component with focus on communications and quantitative skills, coursework supporting the College's foundational knowledge, and a set of core courses that reflect current skills and knowledge necessary in that field of study. The core of the A.T.A. 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 11 certificate programs which 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 to serve as a step toward an A.T.A. in Information Technology.

Associate-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 are currently being incorporated into the Credit Hour Policy being reviewed by the Board of Trustees, as described at the end of the Standard 2.C. section. 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 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 built upon the guiding principles of Indigenism 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 on 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 [Admission web page](#) where the appropriate forms and contact information are also available. The college uses the nationally-recognized Compass 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. Cut scores for the placement test are reviewed regularly by faculty and advisors to ensure that students are placed in the most appropriate courses to ensure their success. Placement testing is done through the Testing Center in the Center for Student Success in a fair and consistent manner. Beginning Fall quarter 2013, admissions applications became 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 in print and electronically. The graduation policies and procedures are printed on the second page of the graduation application.

The College's Registrar evaluates each student's graduation application using the student's earned credits recorded in the College's Jenzabar data management system and 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

Northwest Indian College's Curriculum Committee has primary responsibility and authority for the review and approval of all aspects of the college's academic curriculum. The Curriculum Committee has established policies and well-defined processes that help ensure quality in the design, approval, implementation, and revision of the curriculum. The Curriculum Committee has a Board approved [Curriculum Committee Handbook](#), which 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 Curriculum 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 is:

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
8. 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 Curriculum Committee meeting. In addition, to support faculty involvement in the Curriculum Committee and other curricular work, meetings take place during a time reserved for in-service and other faculty work. There no classes scheduled at this time except for a few specialized classes. In addition, the Chair of the Curriculum 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 NWIC Curriculum Committee (CC) approved a revised version of the [Curriculum Committee Process](#), which articulates guidelines concerning Curriculum Committee agenda items. These guidelines provide an orderly process for developing and submitting items to the Curriculum 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 CC meetings more effective and efficient by ensuring that materials are well developed and thoroughly reviewed in a timely manner before being presented to the CC. 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 prior to CC submission. The guidelines also provide a step-by-step process for submission and review by the CC 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 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 along the way until the proposal is approved. Once approved by Curriculum Committee items are submitted to the Vice President of Instruction and Student services, which has the final authority and oversight to implement the proposed change. If the

proposed change is major it also goes to the Administrative Team. If the change is substantive, such as the creation of a new program of study, it also requires Board of Trustees review and approval.

There are many additional ways in which 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 their application. Faculty have a major role as members of this subcommittee. The Academic Standards Committee consults with groups of faculty outside the Academic Standards Committee for input on issues relevant to faculty. Once the Academic Standards Committee has considered creation or revision of academic policy the committee will submit it as a proposal to the Curriculum Committee. The Academic Standards Committee is currently developing policy and membership guidelines.
- **Catalog Committee** – The Curriculum Committee acts as the Catalog Committee, approving timelines and reviewing new catalog materials in preparation for the next biannual 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 reviewed by faculty groups during the year in which the biannual catalog is being produced. The faculty groups review all course and program documentation to make certain that it fits college standards and contains all the necessary components, such as having learning outcomes on all syllabi, regardless of the location or modality of a course. The curricular review groups create a report with recommendations which are submitted and must be approved by the Curriculum 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 as described above, 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 College's 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 curriculum Committee process to develop and vet proposals to the Curriculum 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. The Faculty Roundtable consists of all 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 Roundtable is organized and structured completely by faculty. The Faculty Roundtable 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 Faculty Roundtable began drafting a philosophy and mission statement that is in alignment with the College's mission statement which will serve to further the institutional mission. The Roundtable may bring recommendations related to curricular issues to the Curriculum Committee or to the Dean and Associate Dean of Academics and Distance Learning for consideration.

- Teaching and Learning Committee (TLC) – The 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 conference in which full-time and part-time faculty focus on key issues related to strengthening the teaching and learning environment at NWIC. The 4th Annual Teaching and Learning Institute held September 2013 focused on developing indigenous research and scholarship. 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 (ISL) – Faculty drive the development and implementation of service learning into the curriculum by working with the ISL department. For AY2011, we had 11 faculty-driven service learning projects implemented in courses. For AY2012, we had 15 faculty-driven service learning projects in courses. In 2013, the Curriculum Committee designated certain courses that have 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 Them One, Engage Indigenous Knowledge..

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. Northwest Indian College is 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 uses to support Core Theme Two's focus on student success. Faculty are members of ATD committees and contribute to ATD's influence on the curriculum. One change in the curriculum that included significant faculty involvement was 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, which is ongoing and specifically-focused on improving success for first year students. The FYE supports the colleges' core themes, and one of its goals is to ensure that the curriculum is relevant to Native students, 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 funded by the Gates Foundation. 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, by

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 select the hiring committee, making sure that content faculty are represented in faculty hiring decisions. Faculty are typically request to serve who are most closely aligned with and most knowledgeable about the discipline of the new faculty position. Faculty participation helps ensure faculty voice in recommendations of new faculty hires. One factor that has affected which faculty are involved in the hiring process is the timing of new faculty hiring. Since the hiring process for new faculty frequently occurs after the end of Spring quarter in June, faculty who do not have summer contracts will be less likely to participate in the hiring process.

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 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 the academic and assessment administrations, 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 with a variety of direct and indirect methods. Faculty members identify the instructional activities, 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. Currently program outcomes are included on syllabi for every course identified in the curriculum map.

An example of our program outcome work is embedded in our Bachelor of Science in Native Environmental Science (BSNES) program of study. The BSNES Program learning outcomes provide foundational goals for development of the program components (e.g. courses, individualized learning, internships, and capstone projects). Both tracks of the BSNES (the Environmental Science Option and Interdisciplinary Concentration Option) require completion of NESC 499A-B, Native Environmental Science Capstone Project, which consists of two five credit courses: NESC 499A, which is taken during the junior year and is preparatory for the Capstone project, and NESC 499B, which is the completion and dissemination of the Capstone project during the senior year. The Capstone project is the student's culminating experience in the BSNES and represents an identifiable extension of the student's program, regardless of which track a student chooses to pursue. The intention of the Capstone project is for students to demonstrate accomplishment at a high level within their chosen area of study. Students in the BSNES program work closely with primary faculty advisors on their Capstone projects (for Environmental Science Option students, the BSNES Faculty Advisor, and for Interdisciplinary Studies Option students, the Concentration Committee Chair). These faculty advisors are responsible for fostering and assessing student attainment of program learning outcomes.

The BSNES program has 25 students who have completed the program over the past five years. During the academic year 2012 the faculty fully engaged in program assessment activities for the first time. Prior to this time they had developed program learning outcomes, rubrics, and curriculum maps, but

had not completed a full cycle including articulating indicators, measurement goals (thresholds), gathered and analyzed student assessment data and analyzed it, reported it, and used it as a basis for making improvements. In other words, this was the first year that the faculty completed the cycle of continuous improvement. Faculty in each program of study identified two program outcomes (out of the complete list of six program outcomes) to assess student performance. All full-time faculty members participated in developing assessment strategies for their particular program of study and assessed student proficiencies of at least one program outcome. At this time the BSNE program was the only four year program and three main campus students completed a Capstone project in Spring quarter 2012 in the NESC 400B class, which is the identified course for final assessment for this program. Overall, 1 out of 3 students reached the “accomplished” level and 2 out of 3 students achieved the “developing” level for both outcomes: the written component of communication and for ways of “finding out.” The one student at the accomplished level followed the Interdisciplinary Concentration Option. Overall, faculty were able to assess that the students learned critical thinking skills and demonstrated ability to link topics to their respective community. In addition, faculty assessed that the students’ learned the process of creating a study from start to finish: asking a meaningful question, making connections between inquiry, analysis, and discussion, building on other scholarship, and linking back to community. The results of this first complete cycle of assessment supported the core themes and mission of the college by promoting self-determination and knowledge.

2.C.6 Faculty partnership with Library and Information Resources

The Director of the Lummi Library 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 they have the appropriate resources necessary for instruction and that faculty members have up-to-date knowledge about which resources are available.

One way that the library ensures that it has sufficient resources is by having faculty membership on the Library Advisory Board. 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 library director enlists faculty and students in providing feedback. By having the Library Director serve as a standing member of the Curriculum Committee, the director is able 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 are 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.

For a specific example of how library resources are built into the curriculum, we can look to the Interdisciplinary 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 [NWIC catalog](#) articulates the policies and procedures for the awarding of prior learning credit. 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 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. 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.

The PLE program is administered through NWIC's Individualized studies program, which is part of the Instruction Department with direct oversight from the Associate 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 Associate 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.8 Transfer of Credit Procedures

Northwest Indian College 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 adequate 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 NWIC does not have an established relationship with. 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
- 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 (A.A.S., A.S.T, and A.A.S.-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 and baccalaureate programs require computer and successful learning coursework and coursework that supports the tribal college identity of NWIC. Every program of study at NWIC, from the 45 credit certificate up to the baccalaureate programs has a recognizable general education component.

The following table shows the specific general education requirements for the A.A.S. and bachelor-level programs of study at NWIC compared to the ICRC guidelines.

General Education Requirements at Northwest Indian College Compared to the Washington State Intercollegiate Relations Commission (ICRC) Requirements		
Guideline	ICRC	NWIC
Basic Skills		
Communications Skills	10 credits including 2 courses in English composition totaling 6 credits	14 credits consisting of 2 courses in English composition totaling 10 credits and 4 credits of speech communications
Quantitative Skills	5 credits of courses with Intermediate Algebra as a prerequisite	5 credits of courses with Intermediate Algebra as a prerequisite
Distribution Area		
Humanities	15 to 20 credits with no more than 5 credits in humanities performance, in 2 or more disciplines	15 credits with no more than 5 credits in humanities performance, in 2 or more disciplines, 5 credits designated NASD
Social Sciences	15 to 20 credits in 2 or more disciplines	15 credits in 2 or more disciplines, 5 credits designated NASD
Natural Sciences	15 to 20 credits in 2 or more disciplines with at least one lab science course	15 credits in 2 or more disciplines with at least one lab science course, 5 credits designated NASD
Other Requirements		
Native American Studies	not specified	at least 20 credits, 15 from the 3 distribution areas above and 5 additional credits
Student Success Courses	not specified	7 credits consisting of Introduction to Successful Learning (HMDV 110) and Introduction to Computers (CMPS 101)
Electives	A maximum of 15 credits defined by the institution with the remainder fully transferable to a receiving institution from basic skills, distribution areas, and transferable electives	19 credits with at least 8 credits chosen from basic skills, distribution areas, and transferable electives

All other associate-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).

Also, as described previously, NWIC has established its own set of seven foundational courses that are already requisite for all bachelor-level programs. A subset of the seven foundational courses will be required in the future for associate-level and certificate programs. The foundational course 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 that our students need in order to address the College's mission. Northwest Indian College is committed to advancing the vision of our ancestors by providing a quality Indigenous education through which every student is able to strengthen their personal and tribal identity. The foundational courses are instrumental in supporting students developing 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

Northwest Indian College 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 have been in the process of aligning program outcomes with the new institutional outcomes. The faculty who teach the general education courses, which are requirements for the A.A.S. transfer degree (A.A.S. in General Direct Transfer), have updated that program's learning outcomes to match the institutional outcomes. The faculty are also updating the curriculum map for the program to match the new program outcomes. Note that the institutional outcomes were created to be 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 A.A.S. in General Direct Transfer and the college outcomes. Each of the required general education courses also has established course outcomes, which are available on the assessment website's [course outcomes page](#). This same set of general education courses are required of all bachelor-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 lead healthy and productive lives promoting tribal sovereignty and prosperity. These goals are built into the general education courses at NWIC.

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

NWIC faculty have identified and assessed communication and math general education learning outcomes in the spring of 2013. A total of four English classes were assessed. Of the four, two (ENGL 101 and ENGL 102) assessed program outcomes and the two others (ENGL 95 and ENGL 98) assessed the FYE outcomes. In Math, three classes were assessed. One (Math 107) assessed the program outcomes and the other two (Math 98-99) FYE program outcomes. Our Introduction to Oral Communication (CMST 101) assessed the program outcomes (organize, analyze and synthesize information) at the Developing, and Accomplished levels of proficiency. Faculty determined the assessment opportunity (what class and outcome they would assess) and identified areas to where teaching strategies could be improved. These strategies will be assessed again in the coming year to determine effectiveness.

2.C.11 Characteristics of Related Instructional Components

Certificate and applied degree programs (Associate of Technical Arts – A.T.A.) all have a clearly identifiable set of required general education courses. The general education components of those programs, similar to those of the longer associate and bachelor's degree programs, are directly tied to the goals for the program. The three A.T.A. programs are listed starting on page 69 of the [college catalog](#)

with clearly marked general education sections. The 11 certificate programs are listed in the college catalog starting on page 76. Each also has a clearly marked 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-level programs are usually taught by regular NWIC full-time faculty. All faculty of NWIC are qualified to teach courses in their field of study. The courses in the A.T.A. in Information Technology are taught by a faculty member with an M.Ed., over 30 years of teaching experience, and a strong technical background. In addition, our faculty draws upon their diverse backgrounds and broad experiences to teach a wide variety of courses and also includes 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, we hire an adjunct who must meet the same level of credentialing required by regular faculty members.

2.C.12-2.C.15 Graduate Programs

Northwest Indian College 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 so as to support the College's mission and goals. In particular, NWIC's Cooperative Extension and 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 mission statement aligns with NWIC mission in that it is the mission of the Cooperative Extension to promote self-sufficiency and wellness for indigenous people through culturally grounded, multi-generational, and holistic programs. The Cooperative Extension's vision statement reads "We envision a world in which Native Americans throughout the Pacific Northwest live happy and successful lives through knowing their connection to the place in which they live, and to their own family and tribal traditions." 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,

The Tribal Museum Studies and the Tribal Casino Management programs were originally developed in the Continuing Education Department but have recently moved into the academic area as components of academic programs. Both, however, were developed in support of Core Theme Four 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 only has 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. 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 and followed the Curriculum Committee Process. The process of gaining Curriculum Committee approval included an orientation for the committee since museum studies is not an area that the college has offered courses before, 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 (CEUs). NWIC follows the Seven Phase Process for creating training programs, which ensures that the training programs and the courses in them, which may be credit or non-credit CEU courses, are in alignment with the College's mission and goals and are consistent across the institution. 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 Director of Outreach and Community Education, the Dean of Academics and Distance Learning, and the College's Enrollment Office ensure that CEU courses are implemented according to these guidelines. Monitoring and evaluation of workshops/conferences is overseen by the Director of Outreach and Community Education. Evaluation is on-going and includes feedback from students at the conclusion of CEU and clock hour 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 CEU credit. 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 is 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 which is separate but parallel to each student's transcript for credit courses.

POLICY ON CREDIT HOURS

Northwest Indian College has developed a [Credit Hour Policy](#). The policy follows commonly-accepted practices in higher education and aligns with the NWCCU's Policy on Credit Hours. The Credit Hour Policy was reviewed and approved by the Administrative Team in January 2014, and received a first reading by the Board of Trustees on February 19, 2014. A second reading by the Board of Trustees with possible approval is scheduled for March 12, 2014.

The NWIC Credit Hour Policy consists of three sections:

1. Guidelines for Assigning Credit Hours at Northwest Indian College
2. Monitoring Adherence to the Guidelines for Assigning Credit Hours
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 Curriculum Committee in February 2010. Since that time the guidelines have been used extensively by both in Curriculum 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 Curriculum Committee must articulate learning outcomes and a suggested number of credits. The Dean of Academics and Distance Learning, the Chair of the Curriculum Committee, and the Academic Program Developer, as well as appropriate stakeholders, all 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 Curriculum Committee as a whole then reviews the course proposal prior to an approval of the proposal. Following Curriculum Committee approval, the Vice President of Instruction and Student Services will review the proposal before sending it to the Registrar for implementation. At any of these points in the 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 Associate 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 Associate Dean, under the supervision of the Dean of Academics and Distance Learning, who monitors adherence to the guidelines. The site managers, faculty, and Associate 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 current academic year ([Fall 2013](#) and [Winter 2014](#) class schedules) 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 Curriculum 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, of their communities, and members of the world at large. 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, and Interactive Television (ITV). These modalities are available at all 6 sites. There are currently a total of 17 ITV classrooms available NWIC sites (9 on Lummi campus, 1 in Nisqually, 1 in Yakama, 1 in Muckleshoot, 1 in Port Gamble, 1 in Swinomish, 1 in Tulalip, and 2 in Nez Perce).

The recently 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 that provides all the space and equipment needed to carry-out various forms of research. NWIC has also renovated two of its dormitory rooms to create a study area for students who live in the housing facility.

The NWIC main 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 math faculty created a two credit math tutoring class that NWIC students could sign up for to receive additional help in math study skills and test preparation.

The Cooperative Extension Office provides quarterly “Financial Literacy for Students” classes during Student Orientation. This will soon expand to other sites. 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 Office 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 NWIC or at NWIC-sponsored functions, and has prepared the [NWIC Safety and Security Manual](#). 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 Administration Services and the Safety Committee are responsible for overseeing the day to-day functions of all safety and security matters. This committee, comprised of members of the College administration, developed the current NWIC campus [Emergency Preparedness Brochure](#) and the [Emergency Preparedness Information sheet](#). The documents were approved by the Board of Trustees (9/13/06), published in hard copy, and are accessible to students on the College website. They were also emailed to all staff. Safety procedures described in the campus safety manual are also included in the [NWIC Student Handbook](#).

NWIC operates extended campuses at six (6) sites apart from the main campus. Five (5) 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 the 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 (RLC). These policies are accessible to students online in the Student Handbook. Moreover, the RLC is exploring the possibility of a student conduct board, including representation of student peers, which can employ sanctions that align with Native values and beliefs and maintain the sense of community. 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 and Campus Crime Statistics Act and posted online for public access.

2.D.3 Recruitment, Admissions and Orientation

As NWIC is an open-door institution, we admit students with all levels of educational skill and college preparedness. Therefore, in recruiting students, our recruiting staff is cognizant of the wide spectrum of students that may be interested in attending NWIC. Recruiting for NWIC is accomplished through the efforts of the campus recruiter, the Science Outreach Coordinator (SOC), 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 Degree graduates. In addition to focused recruitment, the SOC coordinates the Saturday Science Academy and Summer Science Camp in order to engage high school native youth in hands-on active learning in topics of Science, Technology, Engineering and Math (STEM).

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 view the online 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 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 Coordinator who also advises students on Lummi campus and at the extended sites. Faculty members and site managers provide additional advising, and the Coast Salish Institute advises students in the Bachelor of Arts in Native Studies Leadership program.

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 Northwest Indian 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 policies, 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 in between publishing cycles. 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

Northwest Indian College 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 and to take the state examination. 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 a Certified Nursing Assistant Program. Entry into employment in the field requires state licensure after course completion. Nationally-recognized

testing is offered locally on the Lummi Campus once a month. 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.

NWIC's student database and student management system is backed up daily. In the event of a major natural disaster or major disruption of service, access to the backed-up data would be available within a few days, depending on the circumstances of the disaster or disruption. To address such situations, NWIC has a student records disaster recovery plan in place. The college maintains two large server stations on campus that maintain all digital files and students records. These stations are purposely housed in separate locations to prevent complete loss of data. For instance, if one building which housed one set of mainframe servers suffers harm or complete damage, such as the case of fire or flood, it is likely that the redundant server located elsewhere would be free of the same damage and maintain all essential digital records. Finally, in order to provide greater redundancy and protection of this important information, data on the mainframe server is also copied monthly onto hard disk CDs by Information Services (IS) personnel and housed in a safe at a protected off-site location.

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), WorkFirst and scholarships. The financial aid office, located at the main 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 the 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 its 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. 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 ISIR comments that accompany this electronic file. The SSCR typically requests enrollment information for approximately 20 students.

2.D.10 Academic Advising

Academic advising begins when a student is admitted to NWIC. They must meet with one of the institutional advisors, their site manager, or online and independent learning coordinator to start their academic planning. The relationship with the advisor provides support and guidance over the course of the students' enrollment at NWIC. Students at the extended campuses rely on site managers, support staff, and quarterly visits from the main campus advisors for academic advising. All advisors have had training and have received an advising handbook which prepares them to be knowledgeable in regards to their responsibilities and inspire a sense of community. Advisor responsibilities are defined in the NWIC catalog so that students have an idea of what to expect.

Advisors work with a student to determine an academic plan and course schedule that will support the student's educational goals. The advisor assists the student to register online or using a paper registration form, and provides the necessary information to ensure appropriate course selection for the student's intended program of study. Students meet quarterly with their advisor to update their program of study, register for classes, and receive assistance in understanding degree requirements, planning schedules, understanding financial aid, setting goals, and monitoring satisfactory academic progress. Transfer and career information is provided if requested. Information learned about student's life and goals becomes part of their degree plan and is used to help guide the student to make decisions regarding their academic path. Students are guided to setting goals for themselves depending on their cultural identity, interests and life circumstances. These specific advising tasks relate directly to the College's mission, strategic plan and commitment to student success.

In the advising process, students and advisors use degree planning worksheets to clearly define and determine degree requirements. Students have access to their advising worksheet through the advising database called JICS (Jenzabar Internet Campus Solution). This program enables students to be responsible for and to take ownership of their education and degree progress, as well as access class and account information.

In addition to services provided by a CSS advisor, faculty is engaged in the academic advising of students with 45 or more credits. Students enrolled in baccalaureate programs have degree-specific advisors within the academic department of their major. This process gives students the opportunity to work closely with faculty who are experts in their field and can provide not only academic advising but also

assistance with finding internships and career opportunities. It also facilitates development of professional skills related to the student's field of interest and a mentor-like relationship with the faculty advisor.

Historically, advising has been provided almost exclusively by student service staff. It has been a major transition for the faculty to participate in student academic advising. Continued work will ensure that faculty has the information, support, and training they need to support students in this way. As faculty advising evolves, faculty need to be provided with as much information as possible and should have access to and ongoing training in JICS to access advisee information. CSS staff hosts Faculty Advising Days and social opportunities with the faculty and students to help build these important connections and provide the support necessary to faculty as they take on this important role with students. CSS has also prepared the [Faculty Advisor Registration Guide](#) for faculty advisor use.

As part of on-going efforts by the advisors, an [Advisor's Training Manual](#) has been developed to train new advising staff. An assessment plan is also being established to evaluate the advising program in a more structured manner. Currently, the evaluation of activities is based on surveys and evaluations received after student events.

The Advisors are currently operating under a work plan that is reviewed for continued improvement yearly. This work plan is informed by national standards of advising at similar institutions and provides a framework for holistic advising, with adaptations to meet the needs of our unique student population. A significant portion of the advising values section of the plan emphasizes the NWIC mission and commitment to student success.

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 College 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 the College 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 2, Goal 4, Objective 2 in Standard 1 speaks specifically to this subsection. Core theme 2 is Commitment to Student Success and Goal 4 refers to preparing students to be successful. Objective 2 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 our 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 development of 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. They were engagement, and persistence during the first year. When these areas were addressed, 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](#) Strategy 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 ITV and participate in student executive board events and community education classes. Important student meetings, such as presidential addresses, are scheduled to take place in interactive television (ITV) rooms. Funding is available for extended site

students to travel to activities at the main campus. All buildings in which co-curricular programming occurs are accessible to students with physical disabilities.

2.D.12 Auxiliary Services

Northwest Indian College does not have relationships with auxiliary enterprises. However, NWIC supports the NWIC 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 College 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

Northwest Indian College has a college bookstore located at the Lummi main campus. The bookstore is an essential part of realizing the College 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 book store, MBS Direct. 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. For extended site students, the Site-Based Student Success Coordinator has created "how to" videos about the book purchasing process that can be used during orientation training and are accessible through NWIC *youtube.com* website.

Residential Life - Student Housing

NWIC currently has two student housing facility options. One is located on the main 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 15 days of student residency. Students can access RLC procedures and policies online at <http://www.nwic.edu/content/housing>.

The RLC is staffed by the Director of Residence Life, three (3) 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 3, Goal 7).

NWIC Family Housing at the Lummi Kwina Estates is located within walking distance from main campus. There are four (4) 2-bedroom apartments and eight (8) 1-bedroom apartments 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 which 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. To meet the increased need for community and student housing, the Lummi Nation has started construction of additional family housing apartments in the Kwina Estates and will make additional units available for NWIC student use.

NWIC student housing policies guide the administration in 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 at <http://www.nwic.edu/content/current-students>. 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, seven days a week. Non-resident students, faculty, staff, and the community can purchase meals. The kitchen is staffed with a head cook and two assistant cooks who accommodate residents with special dietary needs. Residents are charged a flat quarterly rate for meals. All cooking staff maintains a current food handler's permit, as mandated by health and safety standards, and 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, the Cooperative Extension and interns that 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 (7) infants, 12 toddlers, and 20 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. We understand that children are complex and that their life experiences often exceed the kinds of measures these assessments address. We also know 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 classes do their practicum work at the ELC. The Early Childhood Education program lead faculty, Shelley Macy, 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

Every quarter, the NWIC President hosts a luncheon which gives students at the main campus and at extended sites an opportunity to give feedback about auxiliary services directly to administrators. 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.

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 on 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 NWIC library is to support the College campus 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.

2.E.1 Collections and Access

The new NWIC library will open in AY2014 on the South Campus, in close proximity to the Residential Life Center, the Center for Student Success and new classrooms and laboratories. The library was planned and constructed in response to NWIC's growing student body and increased demands for library space and expanded collections. Since access to library resources is integral to student success, the planned increase in utilization of the library will likely result in needs for extended hours of operation, more digital resources, and additional supervision for the computer lab and study spaces.

During regular staffed library hours, there is one unlocked door to the library with an operational radio frequency identification (RFID) gate. There is a second, normally locked door which also has a functional gate. Library materials are RFID-tagged when acquired, and de-tuners are applied when materials are checked out.

The library's physical collections include volumes in the main circulating collection, the reference collection, and in special collections. The library subscribes to more than 50 print periodicals. The print collection is augmented by a video collection (VHS and DVD), including both non-commercial recordings of cultural importance and commercially-produced materials which support the curriculum.

The library recently completed a study regarding support for the proposed baccalaureate degree Native Studies Leadership. The library's collection was analyzed using the following methodology: After examining the key concepts in the proposed program, a group of about 35 Library of Congress subject headings were identified as being most relevant to the program. Those subject headings were searched in the library's catalog, yielding almost 3,000 titles, and included recently-published titles.

A comparison was made with the library catalog of The Evergreen State College (TESC). Located in Olympia, Washington, TESC is a small, public, liberal arts college which promotes interdisciplinary study and has been creating Native American programs of study since 1972. These similarities suggested that a comparison of the two library catalogues would be useful. The same subject headings used to search the Lummi Library catalog were used to search TESC's catalog, yielding fewer than half the number of titles, and fewer newer titles. This showed us that the NWIC library has a selection of books which will be useful for those in the Native Studies Leadership degree program.

At the NWIC library, students also have access to many course textbooks if they are unable to purchase the book. Faculty may place a text on reserve for students to access throughout the quarter. Per the library's [Collection Development Policy](#), the library ordinarily does not place textbooks into the circulating collection. In many cases however, courses use, as texts, materials that are not traditional textbooks. When the library holds these they are placed on reserve and made available to all students. Instructors may also provide desk copies for the library to put on reserve. Additionally, the library has expanded its collection of more advanced, baccalaureate-level texts to reflect the College's transition into a four-year institution.

To support student study and research, the library subscribes to the state-negotiated ProQuest suite of databases, EBSCO's Environment Complete and Sustainability Watch, Credo Reference and ABC-CLIO's American Indian Experience and a small collection of e-books. The library has long had reciprocal borrowing agreements with Bellingham Technical College, Whatcom Community College and Western Washington University, which allow patrons to borrow circulating materials and use subscription databases while in those libraries. Through the Whatcom County "One Card" program, program any card holder from any public or academic library in the county may borrow materials from any other, and can return them to any participant library or book return. The library also provides interlibrary loan services through the One Card program.

Distance learners can use the Online Public Access Catalog (OPAC) and request materials from the Lummi collection. These are generally mailed with return postage included. In case of non-circulating materials portions may be photocopied and mailed or faxed, or materials may be sent to a site manager where they are used under supervision. Distance learners have remote access to the subscription databases. All of the distance learning sites are also in service areas of public libraries, where distance learners have access to all that those libraries provide.

Vine Deloria, Jr. Collection

Vine Deloria, Jr., is widely considered to have been Indian Country's greatest intellectual. In a career that spanned over forty years, Deloria, a university professor, scholar, and Indian civil rights activist, published over 25 books and 200 articles. His research and writings cover a wide range of topics such as history and politics, philosophy and religion, traditional indigenous knowledge, and education. He also authored trenchant critiques of American society and western science.

Deloria passed away in 2005, and in 2009, his widow donated his personal library to Northwest Indian College. This library consists of nearly 3,000 volumes and covers the entire range of Deloria's interests. It is especially strong in the area of federal Indian law and policy and includes many primary government documents with a nearly complete collection of Reports of the Commissioner of Indian Affairs, dating back to 1869. The collection also contains many first editions and rare books in philosophy and science, including a complete set of The Collected Works of C.G. Jung. In sum, Vine Deloria, Jr.'s personal library gives Northwest Indian College a stellar resource, the envy of any major university offering a Native American Studies program. Deloria's library, also sought by Yale University and the Museum of the American Indian, is cataloged and currently held in closed stacks, where it is opened for browsing by appointment. The new library contains a separate reading room to house the collection, making it available to all NWIC students and visiting scholars. This collection will be an especially important resource to support current and future four-year degree programs at the College.

2.E.2 Planning

The library revises its three-year plan annually. The plan is informed by an annual online survey of students, faculty and staff, and by formal and informal consultation with constituents. It is reviewed by the [Library Advisory Board](#), whose members represent faculty, administration and staff and whose actions are aligned with the College's strategic plan.

2.E.3 Instruction and Support

The library provides bibliographic instruction and support to students and the community both formally and informally. The library is open 61 hours per week, and staff is available in person and remotely to help patrons. During AY2013, 17 classes visited the library for tours, for introductions to library services, catalog searching, basic and advanced searching of databases, and for training on information literacy. Advanced classes may also arrange for a tour at the Wilson Library at Western Washington University and an introduction to databases specific to the class subject matter.

The librarian occasionally visits the sites to provide instruction, and has visited one class using ITV. Instructors have also contacted the library and relayed information back to their students, encouraging them to contact the library directly to request assistance and materials.

2.E.4 Evaluation

The library conducts an annual survey of students, faculty and staff to assess in general terms the success of the library in meeting patrons' needs. All survey feedback is considered, and improvements are made when feasible. To gain further insight into the effectiveness and completeness of the library's resources, faculty members have been invited to assess collections in their subject areas. This has resulted in improvements in many areas.

In 2009, an outside consultant was hired to evaluate library collections and services, especially with respect to the Bachelor of Science, Native Environmental Science program. Based on the recommendations from that evaluation, the library has

1. rewritten, and then revised the policy manual to include collection management,
2. upgraded the collection in areas relevant to Environmental Science,
3. acquired a new integrated library system,
4. updated the library's web page,
5. provided quarterly reports to the Associate Dean for Academics and Distance Learning, and
6. created a staff development plan.

Standard 2.F Financial Resources

2.F.1 Financial Stability

Northwest Indian College manages its financial resources in a responsible manner to ensure sufficient cash flow to meet the needs of program operations. As a tribal college, NWIC receives stable funding from the Federal Appropriations of the Tribally Controlled College Assistance Act (TCC), tuition and fees, and contributions from the NWIC Foundation.

The annual allocation of TCC funds is based on the previous year's enrollment of Indian students (ISC). This source of funds (TCC) is steady and gradually increasing. As demonstrated in Figure 1 enrollment of Indian Students increased in FY12 by 7%. Figure 2 below shows the TCC allocation in recent years.

Figure 1: Indian Student Count (ISC) by year

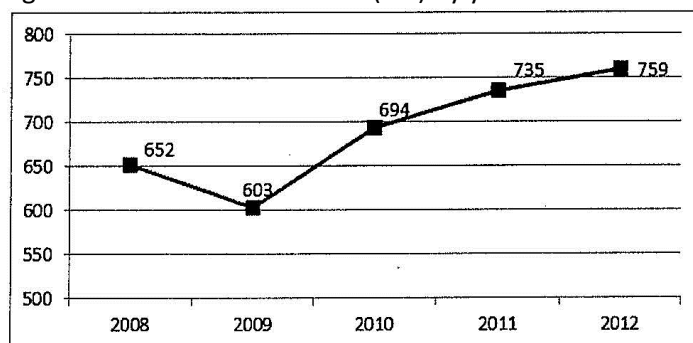
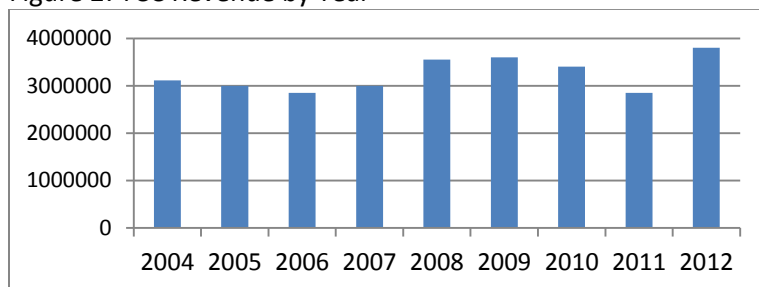


Figure 2: TCC Revenue by Year



Tuition

As posted in the NWIC 2013-2015 Catalog, the College increased the resident tuition for all programs to \$105 per credit (for up to 12 credits) for tribally-enrolled (resident) students. Non-tribal (non-resident) students pay a higher tuition (\$289 per credit and \$3,468 per FTE) because the College does not receive federal or state funding for non-tribal students. In fiscal year 2012, tuition and fees collected made up 27% 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.

Financial Reserves

NWIC adopted financial reserve policies in 2011, allowing the College to create and grow reserve funds to support institutional operations in the event of a revenue short-fall (see [Policy #335 Budgeting—Reserve Account](#)). [Policy #445 Authorized Investments](#) was also adopted to provide guidance for Short

Term investments and Long Term investments of the Institutional Reserve account. The impact of implementing these policies is that the financial stability of the College will increase in the next few years.

Risk Management

The College is insured against losses to general property and auto liabilities, workers' compensation, and employee medical claim. 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.

The Northwest Indian College Foundation provides funding through endowments that support operations and student scholarships. For example, an endowment was developed for facilities maintenance to support the replacement or updating of the facilities currently under construction. It is estimated that the average life span of buildings is 40 years. The maintenance endowment will help with the expenses of replacing or renovating of buildings as needed.

2.F.2 Resource Planning and Development

Enrollment Management

Student undergraduate enrollment continues to grow. The enrollment goal in the previous strategic plan (2005-2010) was 750 FTE, which was exceeded in 2009-10. The current goal is to maintain a minimum enrollment of 750 FTE and increase student retention rates. The chart below illustrates the number of student FTEs in recent years.

Student FTE	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13
Under Graduate	413	500	589	591	684
Pre-College	216	222	172	193	96
Continuing Education	94	88	96	64	94
TOTAL	723	810	857	848	874

Development

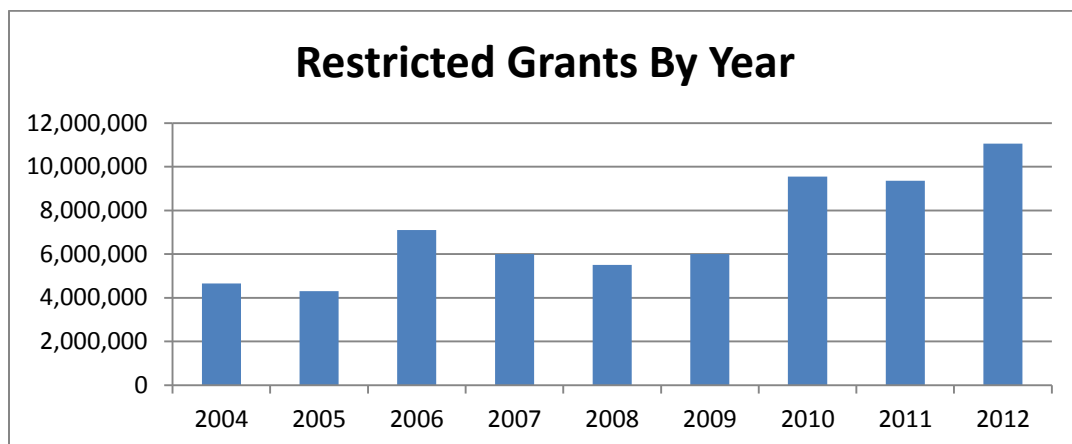
The Northwest Indian College Foundation is a separate entity that provides financial support to NWIC through scholarships and operational support. The table below shows the balance of the Foundation's funds in recent years.

Type of Fund	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12
Unrestricted Gifts	74,155	84,928	14,235	31,681
Restricted Gifts	2,319,166*	560,403*	227,391	238,461
TOTAL	2,393,321	645,331	241,626	270,142

*includes gifts to capital campaign for construction

Sponsored Program Agenda

The Office of 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: ED Title III \$2.5 million per year; NSF TCUP \$2.2 million (multi-year); USDA Equity/Endowment \$100,000 per year; and NIH Native American Research Center for Health \$ 2.6 million (multi-year). The *Restricted Grants By Year* chart below demonstrates that the College has a strong track record of receiving grant awards.



2.F.3 Budget Development

The policy for financial planning and budget development is found in the NWIC Financial Manual, [Policy #329 Institutional Budgeting](#):

“The NWIC Board of Trustees grants appropriate autonomy to the Administration of NWIC with regard to all institutional finance and budgetary business. This practice is consistent with the Charter and Bylaws of NWIC Board of Trustees.

1. The Fiscal Year of NWIC begins July 1 and ends June 30
2. The Board evaluates and approves the annual operational revenue and expenditure budgets presented by the management of NWIC prior to the beginning of the fiscal year and, if necessary, a budget modification mid-year.
3. The Board will consider a three year projection of basic operational revenues and expenditures each year with initial approval of the annual operational revenue expenditure budget, and mid-year, if necessary.
4. The Administration will implement a process for development of the institutional budget that results in a balance of revenue and expenditure, inclusive of an initial annual reserve, if feasible.
5. Budgeting for capital construction shall occur in a separate process, facilitated by and through the President’s office and shall report to the Board of Trustees, as agreed.”

Budget Development Process

In the context of the mission, goals, and funding priorities, the College prepares an annual operating budget for the fiscal period July 1-June 30. The institutional budget process begins in the third quarter (February-March) of the fiscal year. At this time the departments begin to develop their fiscal year budget proposals. The Finance Director is responsible for collecting the projections for expenditures and revenues for the following fiscal year from department heads.

When the budget projections are compiled, the Finance Director provides the Administrative Team with a budget statement of projected revenues and fixed annual expenses of the college and budget worksheets. These are distributed to all departments. They include projected salaries and benefits of the College personnel based on salary schedules approved by the Board of Trustees. A personnel roster is provided by the Human Resource Director for update to the budget worksheets. During this process, the department heads can request “above base” allocations, as well as reallocate existing funds within their base. Department heads may request additional funding if it is necessary to fulfill services to the institution. After review with the department heads, the budget is prepared for the President to present to the Board of Trustees.

In Fiscal Year 2014 Northwest Indian College began a process to review the health of our programs and services in light of our existing resources based on the book *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Robert C. Dickeson. The intent is to develop a strengths-based rationale for the prioritization and allocation of existing resources and a strategy for developing additional resources to accomplish our mission and core theme objectives. All NWIC employees have several opportunities to engage in this process.

2.F.4 Accounting System

Accounting System

NWIC uses Jenzabar software, a relational database software designed for educational institutions. The College follows generally accepted accounting principles in determining appropriate treatment for financial transactions. Department and grant managers have several options for retrieving up-to-date information on their budgets. Additionally, summary monthly reports are produced for administrative and Board of Trustees review.

Internal Controls

The college also has a through 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 easily pilfered assets such as cash and inventory items. Signing authority is limited, and must be documented with a signed form allowing for individuals to sign on specific accounts and sometimes up to specific amounts. The purchasing and accounting departments maintain a list of authorized signers based upon these authorizations. Up-to-date reports of individual funds are consistently reviewed to ensure available funds.

2.F.5 Capital Budget

The \$48 million capital campaign was developed to implement the NWIC Master Plan. In support of the Master Plan, Dr. Justin Guillory, NWIC President, 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."* Over \$39.8 million has been pledged with \$8.2 million needed to reach the \$48 million goal. The Master Plan was designed to meet the need for physical resources (buildings and equipment) for the growth of the College. Since NWIC received accreditation at the four-year level it has added three bachelor's degrees and more are in development. 10 new buildings have been completed and three (3) more are ready to build when the fund raising goal has been reached. The capital budgets include technology infrastructure, equipment, and furniture so that as each new building is completed it is fully prepared for occupancy. Consideration for increased need for human resources, including additional faculty, maintenance, and custodial staff, is built into the institutional budgeting process. Increases to operational budgets for utilities, maintenance, and scheduled replacement of furniture and equipment are made when necessary.

Debt Management

The college has limited debt that does not create a drain on educational resources. [Policy #480 Institutional Debt](#) defines types of debt, management, and reporting that would be required if the Board of Trustees approved long term debt, short term debt, or a change in the line of credit.

2.F.6 Auxiliary Enterprises

NWIC does not have any relationships with auxiliary enterprises. However, the NWIC Bookstore, Early Learning Center, and Residence Life Center are programs within the institution that have a goal to be self-supporting. The costs for these programs come out of the institutional budget. Gross revenues from these programs go toward the general operational expenses of the college.

2.F.7 Financial Audit

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

- 1) The financial statements and the accompanying schedules of the College present its financial position and the results of its financial operations in accordance with generally accepted accounting principles;
- 2) The organization has internal accounting and other control systems to provide reasonable assurance that it is managing Federal financial assistance programs in compliance with applicable laws and regulations; and
- 3) The organization has complied with laws and regulations that may have a material effect on its financial statements and on each major Federal assistance program.

Copies of the annual audits are available in the business office. [Audit reports](#) include any findings and management letter recommendations. Any required future action that needs to be taken or suggested areas of improvement are considered for implementation within the administration or the business office soon thereafter. The auditors also meet with the College Board of Trustees after the audit and management letter is finalized to present their findings.

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 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 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, Northwest Indian College provides a learning environment at on-reservation tribal locations. The facilities are adequate for the current level of academic programming at its main campus and six extended campuses. The [Campus Map](#) and [Campus Map Legend](#) describe the size and type of buildings on the main campus. The seat space for classes is adequate, as it is seldom necessary to add sections for courses due to exceeding the maximum seat capacity. 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 which 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 Science director or Maintenance supervisor, 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 19th 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 \$48 million capital campaign titled “Weaving Our Communities, One Student at a Time” supports the construction of new facilities on the Kwina property.

Currently, Lummi Campus consists of 25 buildings. These include modular structures, trailers, and fixed structures. Nine (9) 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
- Library/Technology Building
- Center for Student Success (student services)
- Natural Resource Lab/Classrooms
- Cooperative Extension Building
- Coast Salish Institute

In the near future two (2) additional buildings will be constructed including: Workforce Training building and Wellness Center (with gymnasium).

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 main camps 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

The following are available to students:

- 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)
- 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 main 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 our large service area, technology strategies and infrastructure are critically important to student success. In addition to face-to-face programming we offer 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 our 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 Wi-Fi access 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 uses *Moodle* software for on-line courses and 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 they don't have this 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 for testing.

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 at <http://blogs.nwic.edu/faculty/>. Faculty can view technology-related videos on how to use Moodle 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 NWIC 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 \$48 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.

It is anticipated that all projects described in the current master plan will be completed by 2017. A planning process for a new technology plan will be implemented in FY 15 that will engage the Information Services staff, faculty, and other staff that use technology. The updated plan will inform budget priorities and future fundraising plans.

2.G.8 Technology Replacement

The College annually allocates funding for the replacement of campus technology through the implementation of a 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 3 years. Maintenance agreements for computers and software support 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. The GASB replacement guideline is 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 NWIC Leadership Team developed an Instructional Technology sub-committee. The purpose of 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 solutions that a 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 committee include faculty, and staff from academic programs, student services, and administrative services.

The Distance Education Strategic Plan is scheduled for review in 2014. With engagement of faculty from all extended campus locations, consultation with colleagues from other tribal colleges and institutions with successful distance learning programs will be a vital part of the visioning and planning process. A new 5-year plan will be developed to inform the direction for instructional technology to support the needs of students and faculty at the main campus and extended campus locations. The Instructional Technology sub-committee will review and recommend technology innovations to improve learning environments for students and incorporate those recommendations into the new plan.

Conclusion

The timing of this Year Three Self-Evaluation Report is significant in that we are currently celebrating our 30th anniversary as an accredited institution. Over that period of time we have steadily evolved by taking small steps with occasional giant leaps. At each step, however, we have always strived to stay true to the original vision of the elders and leaders of the Lummi Nation to create a tribal college on their homelands where their children could learn their history, culture and language, and acquire the skills and knowledge for the restoration of community prosperity. The College also strives to honor that act of generosity by expanding that vision of providing access to higher education to other tribal communities in the Pacific Northwest. This report represents a brief summary of the ongoing pursuit of that vision, and the extent to which our institution is devoting the resources necessary to fulfill our culture-based mission and core themes.

For the purposes of the Year Three Report, we examined our resources and capacity through the lens of each of our four core themes. *Core Theme One—Engaging Indigenous Knowledge*—provided evidence of increased capacity with the implementation of the Bachelor of Arts in Native Studies Leadership and foundational courses, strategies to increase students' satisfaction with the tribal college experience, and increase access to cultural knowledge. *Core Theme Two—Commitment to Student Success*—demonstrated our commitment, by virtue of the development and publication of student learning outcomes at the course, program, and institutional levels, to the implementation of the Achieving the Dream initiative and improving our student support services through improved advising and retention approaches campus-wide. *Core Theme Three—Access to Higher Education Opportunities to all Tribal Communities*—demonstrated improved access through more streamlined pathways for program of study students in academic, community or workforce education services utilizing distance education modalities and site-based programming at our extended campus sites. *Core Theme Four—Advance Place-Based Community Education and Outreach*—demonstrated our increased capacity to successfully implement our land grant mission by providing placed-based education, research and outreach through the Cooperative Extension Office and National Indian Center for Marine Environmental Research and Education (NICMERE) programming.

It is important to note that all of these positive advancements have occurred during recent periods of diminishing financial resources due to the federal sequestration and long-time funding inequities via federal appropriations. In 1978, for example, Congress authorized \$8,000 per ISC or Indian Student Count (through the Tribal Controlled Colleges and Universities Act), but tribal colleges and universities (TCUs) have never been fully funded at this amount. We are currently funded at \$5,665 per ISC, which is one of the highest funding allocations to date. Last year we budgeted for a 6 percent cut in ISC allocations and federal grant programs due to the sequestration, which resulted in a two-year tuition increase, and implemented a 55 percent reduction in institutionally-supported family health benefits to close the budget gap.

However, in spite of these challenging times, we have faced the financial uncertainties head on by proactively engaging in an institution-wide prioritization process by evaluating the extent to which each program is utilizing its resources with the goal of improving how we can use them *better* based on our institutional priorities. This process dovetails nicely with the spirit of the self-study process of continuous improvement, which is tied to strategic planning, resource allocation and assessment. Our goal is to complete this process by end of April 2014.

It is also important to note that during the downturn of the economy, the NWIC has effectively raised funds and continued to build new campus infrastructure in order to advance the College mission. All of the new buildings that have been constructed—the Native Environment Science building, the Early Learning Center expansion, Cooperative Extension building, the Salish Sea Research Center, and the nearly completed Library/Technology facility and the Coast Salish Institute—have significantly increased our ability to implement our strategic plan and our core themes and will undoubtedly help us continue to do so.

This report also highlights our emphasis on strengthening student retention efforts. The combination of improved resource stewardship and student retention is critical in order to maintain financial stability. What good is it if we enroll 100 new students in the fall quarter and we lose half or more by winter quarter? The loss of students, quarter-to-quarter, over the long haul, is financially unsustainable for us. This is why we have allocated a tremendous amount of time, energy and resources to the front-end of the college entry process by making strong connections with applicants and encouraging students to complete their financial aid applications and secure other financial resources available to them, which in turn will help overcome any financial barriers and improve rates of student success.

The exciting development of the Emerging Native Scholars initiative demonstrates our growth and evolution as a four-year institution. This notion of developing native scholars represents a gradual paradigm shift in terms of how the college is building its capacity to produce not just college graduates, but scholars. This is a strength-based strategy in that it changes how students see themselves, many of which may never have considered themselves as scholars before. This is an intentional process that begins with first year students and is integrated with our First Year Experience activities. Upon arrival, in other words, we want to convey to our students that they are scholars-in-training, and they have all of the support, resources, intelligence, and ingredients of what it takes to be a scholar. And we are going to stand by them along their educational journey. This is part of the imprinting of the tribal college experience.

This report also sheds light on our continued investment in building the capacity of our full and part-time faculty to teach at a tribal college. Our faculty are optimally-positioned to make a positive impact on every student in their class. Although we are certainly excited about our new campus and new buildings, it is what happens *inside* of the buildings is where our mission comes alive. That is where indigenous knowledge and self-determination is promoted. That is where the makings of tribal nation builders and leaders occur. That is where the imprinting of the tribal college experiences takes place. That is why it is imperative that we continue to consult with elders and indigenous scholars and cultural people to equip our faculty with the tools and resources to incorporate cultural content into their curriculum and use culturally appropriate teaching strategies to engage students and to promote an optimal learning environment.

At NWIC, we strive to rebuild tribal nations by building people, that is, our students. Ultimately, with the submission of the Year Three Report, our intention is to demonstrate our commitment to the college vision by providing our students with the opportunity to draw upon their cultural resources and engage in indigenous knowledge in and beyond the classroom (Core Theme One), by committing all of our available resources so that educational success is within their reach (Core Theme Two), by keeping all points of access open to every tribal student who desires a tribal college education (Core Theme Three), while offering an authentic placed-based education that honors the unique culture, history and language of the tribal communities we serve (Core Theme Four). These are simply paddles in our canoe—expressions of our mission—that we are using to propel us forward along our journey to self-determination and a return to cultural sovereignty for the survival and prosperity of our people.