The Self-Study Process at Northwest Indian College

2010

The 2010 Northwest Indian College (NWIC) self-study process began in winter quarter 2007. This self-study is a result of the Northwest Indian College’s Substantive Change Request to offer programs at a new degree level.

The NWIC community engaged in a comprehensive and in-depth analysis of organizational learning. Among the many goals of the 2010 NWIC Self-Study, a philosophical statement also was used to guide our process.

“As we evolve and become a 4 year degree granting institution, Northwest Indian College strives to maintain our responsiveness, commitment and integrity to the tribal communities we serve.”

Throughout the self-study process NWIC focused on providing evidence and analysis of:

~ Effects of the change on the total institution;
~ Adequacy of the administrative, faculty, financial, library, and facilities support for the new degree level and the program’s objectives
~ Evidence of the program’s effectiveness
~ Plans for contributing assessment of the effectiveness of the change and impact of this change on the institutions as a whole

Many contributors from the Lummi and extended campuses participated, providing meaningful insight for the betterment and constant improvement of Northwest Indian College.

A special thanks to all of those who participated

STEERING COMMITTEE

Dave Oreiro, Co-Chair
Carole Rave, Co-Chair
Laural Ballew
Crystal Bagby
Nadine Bill
Lora Boome(Student)
Janice Brendible
Dan Burns
Brian Compton
Cheryl Crazy Bull
Cliff Cultee(Student)
Maeg Demmons
Cindy Dodd

Chris Flack
Gaylene Gobert
Justin Guillory
Karyl Jefferson
Willie Jones, Sr.
Valerie McBeth
Bernice Portervint
Barbara Roberts
Jessica Urbanec (Student)
Standards Committee

**Standard 1**
Barbara Roberts, Chair
Nadine Bill
Barbara Delzell

**Standard 2**
Carole Rave, Chair
Alex Prue
Brian Compton
Chris Flack
Dan Burns
Jessie Urbanec
Seth Keegahn
Shelley Macy
Ted Williams

**Standard 3**
Cindy Dodd, Chair
Maeg Demmons
Cheryl Toler
Debbi Mele Mai
Julie Dunaway
Katrice Shuler
Lora Boome
Penny C. Hillaire

**Standard 4**
Bernice Portervint, Chair
Adib Jamshedi
Azmat Hussain
Cliff Cultee
Emma Norman
Sharon Kinley
Steve Pavlik

**Standard 5**
Valerie McBeth, Chair
Jason Myers
John Rombold

**Standard 6**
Cheryl Crazy Bull, Chair
Kristin Kinley
Janice Brendible

**Standard 7**
Laural Ballew, Chair
Angel Jefferson
Barry Meehan
Mike Fentress
Larry Robinette

**Standard 8**
Dave Oreiro, Chair
Charlotte Clausing
Jon Davis
Mike Betz
Paul Roberts

**Standard 9**
Karyl Jefferson, Chair
Barbara Delzell
Michelle Vendola
Sunny Guillory
# Table of Contents

Standards Committee III  
Index of Figures XIII  
Index of Tables XIII  
Executive Summary 1  
  Overview of Northwest 1  
  Indian College 1  
  Mission Statement 1  
  Purpose of this Self Study 1  
  Self-Study and Continuous Improvement 2  
Eligibility Requirements 3  
  1. Authority 3  
  2. Mission and Goals 3  
  3. Institutional Integrity 3  
  4. Governing Board 3  
  5. Chief Executive Officer 3  
  6. Administration 3  
  7. Faculty 4  
  8. Educational Program 4  
  9. General Education and Related Instruction 4  
  10. Library and Learning Resources 5  
  11. Academic Freedom 5  
  12. Student Achievement 5  
  13. Admissions 5  
  14. Public Information 5  
  15. Financial Resources 6  
  16. Financial Accountability 6  
  17. Institutional Effectiveness 6  
  18. Operational Status 6  
  19. Disclosure 6
Standard One: Mission and Goals

Role of Northwest Indian College in Higher Education Community
Northwest Indian College Purpose and Mission
Strategic Plan
Public Service Support NWIC Mission and Goals
Goals Guide Decisions Related to Institutional Resources – Human, Physical, and Financial
Planning and Effectiveness for Capacity Building
Assessment
  Surveys and Data Collection
  Recommendations
Exhibits

Standard Two: Educational Program and its Effectiveness

Overview
Historical Context
General Requirements
Human, Physical, and Financial Resources
Educational Programs’ Compatibility with Mission
Programs Demonstrate Coherent Design
  Degree Designators
  Concentrated/Abbreviated Time Frames
  Practices Common to Institutions of Higher Education
  Responsibility for Curriculum
  Library and Information Resources Integrated into Learning Process
Optimal Learning and Accessible Scheduling
Credit for Prior Learning
Course/Program Additions/Deletions
Program Elimination or Changes
Analysis and Appraisal
  Strengths
  Challenges
Recommendations 47

Educational Program Planning and Assessment 47
  Historical Perspective 47
  Description 49
    Development of the Assessment Process 52
    Products 53
  Analysis and Appraisal 55
    Strengths 56
    Challenges 57
  Recommendations 57

Undergraduate Program 58
  General Education 58
  Academic Advising Programs 61
  Developmental/Remedial Policies 62
  Faculty 62
  Vocational Programs, Licensing & Job Placement Rates 62
  Analysis and Appraisal 63
    Strengths 63
    Challenges 64
    Recommendations 64

Continuing Education and Special Learning Activities 65
  Compatibility with Missions and Goals 65
  Academic and Fiscal Responsibility 66
  Extended Campus Analysis 66
    Recommendations 67
  Individualized Studies Program Analysis 67
    Recommendations 70

Full-time Faculty 71
  Administration 71
  Resources and Interaction with Faculty 72
  Non-Standard Course Delivery Analysis 74
    Recommendations 77
Fee Structure and Refund Policy 78
Credit Hours 78
Analysis and Appraisal 80
  Strengths 80
  Challenges 80
  Recommendations 80
Non-credit Programs and Courses 80
  Records of Non-credit Instruction 82
  CEU Hours of Instruction 82
    Strengths 82
    Challenges 82
    Recommendations 83
Exhibits 83
Table 1: Degree Programs & Faculty Assignments 86
Standard Three: Students 91
  Staffing 93
  Recruiting 93
  Admissions 94
    Transfer Students 95
    International Students 96
  Student Advising 97
    Testing 97
    Academic Advising 98
      Challenges 99
      Recommendation 99
  Orientation 99
  Career counseling 100
    Challenges 102
    Recommendation 102
  Enrollment 102
    Recommendation 104
  Financial Aid 104
    Recommendation 106
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancillary Support Services</td>
<td>106</td>
</tr>
<tr>
<td>Bookstore</td>
<td>106</td>
</tr>
<tr>
<td>Residential Life - Student Housing</td>
<td>107</td>
</tr>
<tr>
<td>Food Services</td>
<td>109</td>
</tr>
<tr>
<td>Early Learning Center</td>
<td>109</td>
</tr>
<tr>
<td>Academic Success/Retention</td>
<td>109</td>
</tr>
<tr>
<td>Outreach</td>
<td>111</td>
</tr>
<tr>
<td>Academic support/tutoring</td>
<td>111</td>
</tr>
<tr>
<td>Wellness</td>
<td>112</td>
</tr>
<tr>
<td>Recommendation</td>
<td>113</td>
</tr>
<tr>
<td>Recreation</td>
<td>113</td>
</tr>
<tr>
<td>Co-curricular activities</td>
<td>113</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>114</td>
</tr>
<tr>
<td>Student Clubs</td>
<td>116</td>
</tr>
<tr>
<td>Student Publication</td>
<td>116</td>
</tr>
<tr>
<td>Service-Learning</td>
<td>116</td>
</tr>
<tr>
<td>Athletic (Intramural and Intercollegiate)</td>
<td>117</td>
</tr>
<tr>
<td>Credits and Grading</td>
<td>119</td>
</tr>
<tr>
<td>Graduation</td>
<td>120</td>
</tr>
<tr>
<td>Management and Oversight</td>
<td>121</td>
</tr>
<tr>
<td>Looking to the Future</td>
<td>125</td>
</tr>
<tr>
<td>Exhibits</td>
<td>126</td>
</tr>
<tr>
<td>Standard Four: Faculty</td>
<td>130</td>
</tr>
<tr>
<td>Full-time Faculty Qualifications</td>
<td>130</td>
</tr>
<tr>
<td>Faculty Participation</td>
<td>132</td>
</tr>
<tr>
<td>Advising – BSNES Students</td>
<td>132</td>
</tr>
<tr>
<td>Recommendations</td>
<td>134</td>
</tr>
<tr>
<td>Faculty Workloads</td>
<td>134</td>
</tr>
<tr>
<td>Challenges</td>
<td>136</td>
</tr>
<tr>
<td>Recommendations</td>
<td>136</td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>136</td>
</tr>
<tr>
<td>Recommendations</td>
<td>137</td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>138</td>
</tr>
<tr>
<td>Challenges</td>
<td>139</td>
</tr>
</tbody>
</table>
Recommendations 139
Faculty Recruitment and Awareness of Policies 139
   Challenges 140
   Recommendations 140
Academic Freedom & Responsibility 140
Part-time Faculty Qualifications and Employment Practices 141
   Challenges 141
   Recommendations 141
Part-time Faculty Assessment of Policies 141
   Challenges 142
   Recommendations 142
Scholarship, Research, and Artistic Creation 142
Institutional Policies 143
   Recommendations 143
Research Policies and Practices 144
   Ethical Considerations 144
   College Goals 144
   Authorization to Pursue Grants for Research 145
   Institutional Review Board (IRB) 145
   BSNES Program Research 145
   Recommendations 145
Resources for Scholarship, Research, and Artistic Creation 145
   Challenges 145
   Recommendations 145
Commitment to Faculty Scholarship, Research, and Artistic Creation 146
   Scholarship 146
   Recommendations 148
Sponsored Research and Programs 148
   Academic Freedom to Pursue Scholarship, Research, and Artistic Creation 149
Exhibits 149
Standard Five: Library and Information Resources 152
   Overview 153
   Recommendations 155
   Recommendations 156
## External Evaluation

### Recommendations

- Planned Facilities and Increased Access
- Information Services and Distance Access
- Special Collections
  - Native American Studies Collection
  - Vine Deloria, Jr. Collection
- Exhibits

## Standard Six: Governance and Administration Charter and Role of Governing Board

### Historical Context

### Governance System and Board Roles

### Board Evaluation

### Leadership and Management

### Decision Making and Institutional Development

- Curriculum Committee
- Personnel Policy Committee
- Facilities and Safety Committee
- Division Leadership Teams
- Extended Campus Site Meetings
- Committee on Institutional Capacity

### Other Institutional Committees and Teams

### Leadership Experience and Qualifications

### Personnel and Staffing Issues

### Governance Issues and Concerns

### Faculty Role in Governance

### Student Role in Governance

### Recommendations

### Policy 6.1 Affirmative Action and Nondiscrimination

### Policy 6.2 Collective Bargaining

### Exhibits
Regard for Health, Safety, and Accessibility 202
Recommendations 203
Appropriateness of Off-Campus Facilities 203
Recommendations 203
Facilities Owned/Operated by Others 204
Equipment and Materials 204
Adequate Equipment 204
Recommendations 205
Equipment Maintenance and Inventory 205
Hazardous Materials 205
Physical Resources Planning 206
Master Plan Consistent with Mission 206
Acquisition/Allocation of Capital and Operating Funds 207
Special Constituencies 207
Recommendations 208
Trustee and Constituent Involvement 208
Exhibits 208
Standard Nine: Institutional Integrity 211
Instructional Integrity 212
Recommendations 214
Integrity in Research 214
Recommendations 215
Integrity of the Student Experience 216
External Integrity 217
Global Integrity 218
Sustainability 219
Exhibit 219
Glossary of Acronyms 221
Index of Figures

FIGURE 1: FACULTY DEMOGRAPHICS ................................................................. 130
FIGURE 2: FACULTY SALARY ........................................................................... 136
FIGURE 3: FACULTY SERVICE ........................................................................ 146
FIGURE 4: FACULTY PUBLICATIONS .............................................................. 146
FIGURE 5: FACULTY RELEASE TIME .............................................................. 147
FIGURE 6: INSTITUTIONAL FACULTY PROFILE ............................................ 150
FIGURE 7: FACULTY - NUMBER AND SOURCE OF TERMINAL DEGREES .... 151
FIGURE 8: OPERATING EXPENSES ............................................................... 176
FIGURE 9: REVENUE BY SOURCE ................................................................. 176
FIGURE 10: INDIAN STUDENT COUNTS ....................................................... 177
FIGURE 11: TRIBALLY CONTROLLED COLLEGE FUNDS ......................... 177
FIGURE 12: ISC FUNDING COMPARISON ...................................................... 178
FIGURE 13: CAMPUS MAP ........................................................................... 209
FIGURE 14: CAMPUS MAP LEGEND ............................................................. 210

Index of Tables

TABLE 1: DEGREE PROGRAMS & FACULTY ASSIGNMENTS .......................... 86
TABLE 2: DEGREE PROGRAMS ADDED OR DELETED .................................... 87
TABLE 3: ACTIVITIES AT EACH LEVEL OF ASSESSMENT PROGRAM ............ 88
TABLE 4: SUMMARY OF ASSESSMENT ACTIVITIES 2008-2009 ....................... 89
TABLE 5: GENERAL EDUCATION COMPARISON - NWIC - ICRC ................... 90
TABLE 6: ADMISSIONS REPORT ..................................................................... 128
TABLE 7: STUDENT AFFAIRS STAFF PROFILE ............................................. 129
TABLE 8: CURRENT FUNDS REVENUE ......................................................... 187
TABLE 9: CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS .... 188
TABLE 10: SUMMARY REPORT OF REVENUES AND EXPENDITURES ............ 189
TABLE 11: SOURCES OF FINANCIAL AID ...................................................... 190
TABLE 12: OPERATING GIFTS AND ENDOWMENTS .................................... 191
TABLE 13: CAPITAL INVESTMENTS .............................................................. 192
TABLE 14: CONSTRUCTION CAPITAL SCHEDULE (PART 1) ......................... 193
TABLE 15: CONSTRUCTION CAPITAL SCHEDULE (PART 2) ......................... 194
TABLE 16: NET ASSETS .............................................................................. 195
TABLE 17: GRANTS IN FISCAL YEAR 2009 - 2010 ........................................... 196
Overview of Northwest Indian College

Northwest Indian College (NWIC) is a 501(c3) non-profit educational institution chartered by the Lummi Nation. Its primary goal is to serve the educational needs of the Pacific Northwest tribes and their people. Its main campus is on the Lummi Reservation, with sites and learning centers situated throughout the service area. The rich culturally diversity of the Northwest Indian tribes is represented in the extended campuses located at Muckleshoot, Nez Perce, Port Gamble S’Klallam, Swinomish, and Tulalip Reservations.

Mission Statement

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

The mission statement reflects the purpose of the College to provide education in the context of the self-determined priorities of its constituent tribal communities. The diverse languages, cultural values and beliefs provide the framework for the academic programs offered by the college.

Purpose of this Self Study

The College celebrated its 25th anniversary in 2009. In the past two and half decades, NWIC has demonstrated the sustainability of the Associate of Arts and Science transfer degree and the responsiveness to community interests in its cultural and community service programs. After much research and planning, NWIC Board of Trustees determined that the time is right to move to the next degree level.

Tribes have identified interest in four-year programs in several disciplines. Native Environmental Science was selected as the first bachelor’s degree.

In February 2007, NWIC submitted a Substantive Change Prospectus to the Northwest Commission on Colleges and Universities (NWCCU) to add the Bachelor of Science Degree in Native Environmental Science (BSNES). The purpose of this self-study is to report on the effectiveness of the College in providing services at the new degree level.

In 2008 the Northwest Commission on Colleges and Universities (NWCCU) conducted a full-scale review of NWIC as part of the 10-year cycle. Accreditation was reaffirmed in January 2009. The evaluation report listed 8 commendations and 5 recommendations.

NWIC has a full-time equivalent count of 760 and an unduplicated headcount of 1,011 students. Students attending NWIC represent 101 tribes from across the United States.

NWIC is a member of the American Indian Higher Education Consortium (AIHEC). These tribally controlled colleges receive funds through the Tribally Controlled College Assistance Act.

The Board of Trustees adopted a Strategic Plan that included the development of four-year degree programs. During the next five years, determined through community surveys, and focus groups that
there was a strong support for adding programs at the four-year level at NWIC. The College launched a five-year plan to develop a four-year program in 2006, and secured funding from the U.S. Department of Education, Title III, Strengthening Institutions grant. The award was for approximately $100,000 per year for 5 years. This grant supports the development of institutional capacity to offer academic and student support services at the new degree level.

In February 2007, a Substantive Change Prospectus to add Bachelor of Science in Native Environmental Science Degree was submitted to the Northwest Commission on Colleges and Universities (NWCCU), resulting on the College receiving candidacy status as a four-year institution. The first upper division courses were offered in 2008 and the first graduate of the BSNES degree participated in the 2009 Commencement Ceremony. The ceremony was extra special since it also was a celebration of the 25th anniversary of the College.

Self-Study and Continuous Improvement

NWIC has just completed a five-year cycle of planning and assessment of its effectiveness in accomplishing goals. Much effort was made to include a broad sector of its constituency, including all five Extended Campus communities, in the planning process for the next strategic plan. The 2010-2015 Strategic Plan will be completed during 2010. This timeline coincides nicely with the Report One timeline of the new NWCCU standards.

Since the 2008 Self-Study, the College has focused on improving the faculty evaluation process, academic program assessment, increase employee compensation, and improvement in facilities and technology services. This report provides an appraisal of the strengths and challenges of the College relative to each of the nine standards. Recommendations are listed, if appropriate, in each chapter.
Eligibility Requirements

1. Authority
Northwest Indian College’s governance is provided by a seven member Board of Trustees through a charter issued by the Lummi Indian Business Council. Northwest Indian College is accredited through the Northwest Commission on Colleges and Universities with initial candidacy granted in 1993. Northwest Indian is also a member of the American Indian Higher Education Consortium that represents 37 Tribal Colleges in United States and Canada.

2. Mission and Goals
The mission of Northwest Indian College states:

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

The mission statement and strategic plan were developed through a comprehensive planning process involving all of the Northwest Indian College’s constituencies. The current mission statement was Board approved in July of 2004 and revisions to the strategic plan were updated and approved by the Board of Trustees in September of 2007. The strategic plan clearly describes College wide initiatives as priorities related to funding and programming. It also includes implementation goals related to Northwest Indian College’s intention to serve students and Tribal communities through educational services and degree attainment. Northwest Indian College is finalizing the 2010-2015 Strategic Plan.

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 and staff and students are held to high ethical standards.

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 has been amended by the Lummi Indian Business Council on February 5, 2010. The Board operates with 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 Board of Trustees operates under a Code of Ethics and members are required to sign and observe a Conflict of Interest Policy as well as Board member pledge and agreement.

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.

6. Administration
Northwest Indian College provides well qualified committed administrative staffing and support services for programmatic and academic levels necessary to meet the mission and goals of the institution. The formal administrative structure consists of
two teams: Administrative Team and Leadership Team. An Administrative Handbook guides the administrators. The Leadership Team meets to hear updates and discuss institution-wide concerns. The Administrative Team meets to review recommended policies, handbooks, and procedures; discuss academic and student programming; and review the institution’s finances and human resources. Both teams strive to acquire leadership necessary to support a Bachelor’s Degree program. Northwest Indian College is determined to provide cultural and traditional leadership support to the Leadership Team, to staff, and to students. Tribal elders have been instrumental in developing strategies for leadership, team building, communication, and conflict management consistent with the culture and traditions of native people.

7. Faculty
Northwest Indian College employs a core of well-qualified Master’s and Ph.D. level full-time faculty whose expertise and number cover the academic needs of the college’s educational program. The faculty participates in the ongoing functioning of the college in addition to teaching classes through committee structures, including Curriculum Committee, Personnel Policy Committee; student club advisement; academic advising; through ongoing development of course and program outcomes; teaching and learning initiatives, including service learning. Faculty members teach 15 credits per quarter as well as participate in professional growth activities via in-service and individual professional development opportunities supported by institutional and grant funds. Faculty members are evaluated on a periodic and systemic manner. As a tribal college and a place-based institution, Northwest Indian College is uniquely positioned to explore alternative approaches to governance and to explore culturally appropriate governance practices that would lead to continuous improvement in faculty/administration relationships.

8. Educational Program
Northwest Indian College offers one Bachelor of Science (candidacy status), four Associate of Arts and Sciences, one Associate of Applied Science Transfer, one Associate of Technical Arts, ten Certificates and one Award of Competency degrees. The choice and type of degrees reflect the needs of the communities the College serves as articulated in the College’s Strategic Plan in support of the College’s mission. The associate transfer degrees are aligned with agreed guidelines in the State of Washington for general education requirements, a focus on Northwest Indian College’s specific requirements and recognized core content. All degrees follow commonly accepted guidelines for length, content, and rigor, using appropriate instructional resources and based upon faculty-student interactions that support the student learning environment. NWIC does not have programs of study in disciplines requiring program specific accreditation.

9. General Education and Related Instruction
Associate transfer degrees and the Bachelor of Science degree contain a general education component that aligns with the Washington State Intercollegiate Relations Commission (ICRC) general education guidelines in addition to Northwest Indian College specific requirements in Native American Studies and student success courses. All Northwest Indian College associate degrees and certificates require a substantial general education component in excess of nine quarter credits. The
Bachelor of Science degree requires a concentration in a specific area of Native Environmental Science in addition to the general education component.

10. Library and Learning Resources
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 either physically going to the Lummi Library, electronic databases and collections, interlibrary loans or reference materials available at each extended campus location.

11. Academic Freedom
Northwest Indian College has an approved Academic Freedom policy, following the guidelines of the American Association of University Professors, which assures that faculty members have the ability to pursue and disseminate knowledge in their area of expertise without censorship at the same time following respectful practice and responsibility regarding cultural information.

12. Student Achievement
The Northwest Indian College’s Assessment Plan (2007-2012) articulates the process for developing program outcomes for all Northwest Indian College degrees and certificates and the process for ensuring that students achieve those program outcomes. At present, the Bachelor of Science in Native Environmental Science degree, and three associate degrees have articulated program outcomes which are the Associate of Technical Arts Degrees - Chemical Dependency and Information Technology; and the Associate of Applied Science Transfer Degree - Early Childhood Education. Six other associate degrees program outcomes are being processed and finalized: Associate of Arts and Sciences Degree - General Direct Transfer, Native Oksale Education, Native American Studies, Native Environmental Science; Associate of Science Transfer degree – Life Sciences; and Associate of Technical Arts degree - Individualized Program. Program Outcomes updates will be placed on the electronic Northwest Indian College Catalog. College competencies in reading, written communications, oral communications, quantitative skills, computer skills and cultural competencies form the framework for all degree programs at Northwest Indian College, regardless of modality or location. Program Outcomes are approved by the Curriculum Committee.

13. Admissions
As a federally funded institution, Northwest Indian College has an open door admissions policy, as articulated in the Northwest Indian 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 purposes and objectives, admission requirements and procedures, academic rules, regulations directly affecting students, programs and courses, degrees offered, degree requirements, costs and refund policies, students rights, grievance procedures, academic credentials of faculty and administrators, and items relative to attending and withdrawing from Northwest Indian College. This document is provided in hard copy format and electronically published on College’s website. Any information that
is updated is changed in the electronic catalog.

15. Financial Resources
Northwest Indian College routinely seeks and utilizes many different sources of funds to ensure adequate support of its programs and services including federal appropriations received through the Tribally Controlled Community Colleges Assistance Act of 1978, tuition revenue, sponsored programs/grants and development resources.

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.

17. Institutional Effectiveness
The Office of Institutional Research provides oversight for the review of the institution’s long-range and strategic plans. The current strategic plan clearly defines the planning and review process and provides avenues for regular assessment and reporting. Results are made available through varied publications and the institution’s website.

18. Operational Status
The College is in candidacy for accreditation at the Bachelor degree level and has completed two years of its academic program at that level and is currently operational in a third year with students actively pursuing the bachelor degree. Northwest Indian College was reaffirmed accreditation at the associate level in January 2009.

19. 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.

20. Relationship with Accreditation Commission
Northwest Indian College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Northwest Indian College agrees that the Northwest Commission on Colleges and Universities 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. Northwest Indian College understands that the Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents.
Role of Northwest Indian College in Higher Education Community

Northwest Indian College (NWIC) has a unique mission focused on the self-determination and knowledge of indigenous (American Indian) populations of the Pacific Northwest. It is one of 32 tribally chartered post-secondary institutions in the United States and Canada, and is the only accredited tribal college in the Pacific Northwest.

NWIC is a member of the American Indian Higher Education Consortium (AIHEC) comprised of the 32 tribally chartered institutions as well as five other post-secondary institutions serving predominately Native populations. Often the 37 members of AIHEC are discussed as a group although five of the members are not tribally chartered, but include two Bureau of Indian Education operated institutions, one federally chartered institution and two corporations that are primarily vocational/technical institutions.

There are forty federally recognized tribes in the NWIC service area of Washington, Oregon, and Idaho, and a population of over 250,000 Native Americans. The current student body of NWIC is over 80% Native American and represents over 100 tribes from across the United States. Over the last five years, NWIC has served approximately 1,200 Native American students each year.

Canadian First Nation students may study at NWIC as regular students under the provision of the Jay Treaty. NWIC supports the vision and goals of the World Indigenous Nations Higher Education Consortium (WINHEC) to build partnerships that restore and retain indigenous spirituality, cultures and languages, homelands, social systems, economic systems, and self-determination.

Northwest Indian College Purpose and Mission

Northwest Indian College evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fisheries and shellfish hatchery training for Native American technicians. Many graduates were placed successfully in tribal hatcheries throughout the United States and Canada. Community interest in higher education grew and in April 1983, the Lummi Indian Business Council approved the charter for Lummi Community College, a public non-profit comprehensive two-year institution. The college changed its name to Northwest Indian College in 1989 to better reflect its regional focus to serve tribes in the Pacific Northwest.

The charter identifies the vision of the founders of Northwest Indian College as: To improve the quality of life within all northwest Indian communities by encouraging, preparing and promoting Indian people to successful completion of secondary and post-secondary education. It goes on to describe the purpose of the college: This purpose is fulfilled by providing on-reservation educational opportunities, including academic, vocational, adult, continuing, cultural, recreational, and in-service education leading to appropriate certificates and degrees (associate, undergraduate, graduate, and post-graduate degree when such degree programs are accredited) in accordance with the needs of individual communities.

The 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 goals. The College’s previous mission statement was: To provide for student suc-
cess through postsecondary educational opportunities for Northwest Indian people. The curriculum will include academic, vocational, continuing, cultural, community service, and adult basic education. Specific courses of study and activities will be offered in accordance with identified needs and interests of the various participating Indian communities. The College will also provide in-service training, planning, research, and evaluation services to tribal institutions and departments.

The College’s current mission statement evolved from an extensive planning process that informed the current strategic plan and served as the basis of the planning process currently in effect. It was approved by the Board of Trustees in July 2004. The constituent involvement in the process was inclusive and expansive resulting in a statement that is more reflective of the intention of the Lummi tribal charter. The current mission statement is: Through education, Northwest Indian College promotes indigenous self-determination and knowledge. The mission statement is published in all public documents. Exhibit Or Footnote: Sample of publications that include the current mission statement

The educational philosophy of Northwest Indian College is based on the acknowledgement that tribal values and beliefs are the foundation of education and must include a study of Native American culture, language, and history within the tribal community. Values and beliefs identified by Lummi include:

**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 the water and everything that is on it and in it.

**Xwlemi-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.

**Strategic Plan**

The College’s five-year strategic plan was developed with input from NWIC students, faculty, administrators, staff, trustees, and community members at various planning stages. Four major strategic initiatives evolved from this 18-month planning process. The strategic initiatives are:

1. NWIC strengthens individual and tribal prosperity through excellent and culturally relevant education, research, and training.
2. NWIC increases resources to fulfill its mission.
3. NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.
4. NWIC builds sustainable tribal communities and people through promotion of healthy living, leadership development, and community development.

The strategic plan as adopted in 2004 included implementation goals to be accomplished over the period of 2004-2009. Strategies for accomplishing these goals were incorporated into annual divisional work plans. Annual reports on the work plans along with institutional research and assessment reports inform the leadership of the effectiveness of the strategies and support making informed decisions for change. Specific application of this continuous improvement process (which includes analysis and appraisal resulting in change) can be found throughout the other chapters of this report.
A key factor influencing the success of our institutional effectiveness practice is our college-wide approach and practice of communications with all constituencies. Communication within the college community occurs regularly throughout the year in all-staff meetings, department meetings, committees, focus groups, and through presentations. For example, in May 2009, two all-staff meetings included discussion of the strategic plan. Extended campus personnel were given opportunities to share their insights and recommendations at meetings held at their respective locations. Departments and programs were given opportunity to share their progress and needs in writing through listening session papers.

In addition, many college personnel serve as channels of communication with the broader community through engagement in community meetings including committees, boards, commissions, and coalitions. Minutes of standing committees are accessible to the college community on NWIC.net. Other ways the College communicates is through newsletters and the College website. Coverage of College events, news, and announcements are regularly distributed through news releases and publications.

NWIC maintains communication with the Northwest Commission on College and Universities (NWCCU) through annual and special reports. Representatives of the College regularly attend NWCCU workshops. As appropriate, NWIC consults with NWCCU when considering making substantive changes. For example, after several months of consultation, NWIC submitted a prospectus in February 2007 to NWCCU to request a change to a four-degree institution. NWCUU granted NWIC candidacy status as a four-year institution and this self-study is the next step in process. Cite: Substantive Change Prospectus, Northwest Indian College, Bachelor of Science in Native Environmental Science, February, 2007.

Progress in accomplishing our mission and goals is documented and made public. The Office of Institutional Research collects documentation of accomplishments from a variety of sources including program reports, surveys, and statistical data. Copies of summary reports are included on the “Assessment” page of the NWIC website. Print copies of the strategic plan report and NWIC annual report are available for distribution to the public. Presentations on progress are made regularly internally and externally. The President provides updates at all staff meetings. The Board of Trustees and President report to the Lummi Indian Business Council formally on an annual basis and informally upon request. In addition, efforts are made to share accomplishments through presentations at regional/national tribal leaders meetings such as American Indian Higher Education Consortium, National Congress of American Indians, Northwest Area Indian Health Board, National Indian Gaming Association, and Affiliated Tribes of Northwest Indians.

Public Service Support NWIC Mission and Goals

Consistent with the College mission and strategic initiatives, NWIC is responsive to the needs and interests of the tribal communities it serves. As noted above, initiative one of the strategic plan is that “NWIC strengthens individual and tribal prosperity through excellent and culturally relevant education, research, and training.” Community service work by students helps us achieve this goal. The NWIC Center for Service-Learning was established in 2002 to facilitate and support indigenous service-learning, build student retention, and meet the needs of the Indian community.

A service-learning example: A digital storytelling project was integrated as a co-curricular activity in the EDUC 110, Introduction to Education course. The goals of the
Project were to preserve and promote a Native voice and cultural heritage contemporary technology. Students in the course interviewed tribal elders, filmed and edited short movies about their educational experiences, and combined them with their own personal stories. The learning goals of this project were to give Native students the change to reflect on the curriculum and particularly the historical impact of boarding schools.

Students also undertake research in support of the tribal communities we serve. NWIC has been successful in securing funds for paid undergraduate research undertaken by students in our Bachelor of Science in Native Environmental Science program.

An example: Students created a catalog of Bellingham Bay phytoplankton that included not only descriptions but also photographs of these organisms. As phytoplankton are critically important species in the food web, the research has significant implications for the Lummi people who have traditionally relied on the bay for food resources.

Another example: Smuggler’s Slough was once an important saltwater marsh that provided valuable habitat for juvenile salmon. Alterations to the environment caused much of the marsh to convert to grassland. The Smuggler’s Slough Biodiversity Baseline Study involved establishment of sampling transects and the creation of a baseline inventory of vascular plants in Smuggler’s Slough. This was done in preparation for the largest habitat restoration project ever to be undertaken in Washington.

Yet another example: The Herbarium and Wetland Ranking System involved creation of an herbarium collection that will be utilized in interviews with tribal elders, with the objective of aiding individual’s recollection of particular plants and developing watershed ranking criteria.

The College also engages in developmental education and college preparation activities. An example: Running Start is a partnership between NWIC and Washington state high schools that allows eligible high school juniors and seniors to earn college credits that satisfy both high school and college requirements simultaneously.

Another example: NWIC is a state approved center for proctoring GED exams. The College provides GED preparation services and encourages students who earn a GED though NWIC to participate in the commencement ceremony along with the college graduates.

Community-based participatory research is another approached used to support our community partners. The NWIC Center for Health was established to provide culturally relevant research in response to the interests of tribal communities to address health disparities. An example: Diabetes Education in Tribal Schools is a collaborative project with eight tribal colleges and universities to develop a science-based diabetes education curriculum for Native students in grades K-12.

The College also supports the communities we serve through our pursuit of initiative two of the strategic plan, which is “NWIC increases resources to fulfill its mission.” An example: The College library is also the public library for the Lummi Nation. The Library Director works collaboratively with the Lummi Nation personnel to pursue resources to expand the collections with works that are of interest to the general Lummi community. Another example: NWIC works in collaboration with the Lummi Nation to award tribal higher education scholarships to tribal members. Another example: The College pursues scholarships from foundation, corporate, and individual donors to support endowments and operational expenses.
Public service also relates to initiative three of the strategic plan, which is that “NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.” The College’s Coast Salish Institute was designed as a model for tribal teaching, research, and development. The Institute oversees programs that introduce students to tribal language, culture, and history.

An example: The Institute undertakes traditional educational knowledge curriculum mapping to identify cultural outcomes (social, historic economic, political, and scientific) for such courses as The Ecology of the First People and Nîtíl’tu o, From the Beginning of Time (Indian Fishing Rights).

Another example: Conversational Native American language courses are designed to teach the fundamentals of speaking, reading, and writing Native American languages.

Another example: Workshops, conferences, and teaching materials on tribal issues are offered. Recent projects include:

- Red Alert Symposium – The Impact of Climate Change on Northwest Tribal Fisheries.
- Tribal College Forum – Sacred Lands, Sacred Trust.
- With Our Own Eyes, a video project sponsored by NOAA in which NWIC students interviewed elders on the issue of climate change.
- Where Words Touch the Earth, a video project sponsored by NASA to engage Native students about the impact of climate change in their communities.
- The annual Vine Deloria, Jr. Indigenous Studies Symposium is an annual intellectual forum for Native scholars to expand traditional knowledge is such areas as religion, spirituality, law, policy, education, and science.

Public service also plays a role in initiative four of the strategic plan, which is that “NWIC builds sustainable tribal communities and people through promotion of healthy living, leadership development, and community development.” Designated as a land grant college through a 1994 act of Congress, NWIC received funds in 2005 to establish its own Cooperative Extension Office. The Cooperative Extension Office mission is:

“To promote self-sufficiency and wellness for indigenous people through culturally grounded and holistic programs.”

Our Extension Office provides activities that fortify traditions within tribal and family groups, by promoting intergenerational communication, and by providing healing opportunities for those that need a hopeful perspective on their future. Some of the Cooperative Extension and Community Education programs offered include the Traditional Plants and Foods Program, which emphasizes holistic wellness and the therapeutic value of traditional foods and medicines. Culturally relevant classes on traditional foods help participants remember the teachings of their elders and to lead them to reconnect to the land.

A partnership with the Northwest Indian Treatment Center makes their drug and alcohol treatment activities even more culturally relevant and effective.

Youth Leadership and Family Wellness Conferences provide opportunities to learn from the wisdom of local tribal elders, leaders, and role models while strengthening family relationships.

The Financial Literacy Training Program uses a culturally-based curriculum that builds on the fact that Indian people have always used resources wisely. Partnerships include: Lummi Community Development Finance Institute; Lummi Employment Training Cen-
The cultural arts programs provide opportunities for teaching the arts in a cultural context. For example, at the annual Weavers Teaching Weavers conference, advanced basket weavers teach apprentices about basketry while sharing wisdom about other issues, such as health and nutrition, building self-esteem, and parenting.

The Tribal Museum Studies program provides tribal members with skills to showcase their tribal history, culture, and art. At the request of tribal museum directors, the college is partnering with the Burke Museum to deliver an Award of Completion in Tribal Museum Collections. Additional training modules are under development. If tribal interests continue and grow this program may be considered for development into an academic degree.

**Goals Guide Decisions Related to Institutional Resources – Human, Physical, and Financial**

NWIC employs faculty based on programs offered and student need. The chart, Faculty Teaching Areas and Degrees located in Standard 4 documents adequacy for the existing programs (Policy 4.1).

The College has allocated sufficient resources from institutional and grant funds to develop the Bachelor of Science in Native Environmental Science (BSNES) program. As the program grows and stabilizes, faculty and staff positions will be increasingly supported by institutional funds, with grant funds providing diminishing support. BSNES faculty and staff positions include the Science Director, three full-time faculty, and a full-time program assistant.

Other positions created to build NWIC’s capacity as a four-year institution include: Resident Life Director, Early Learning Center Director, Food Service Manager, Institutional Research Director, Sponsored Programs Coordinator, and Public Information Officer.

The campus master plan and related capital campaign are also responsive to goals in the strategic plan. These were developed and implemented to ensure that the College has adequate facilities and technology resources for both existing programs and the planned growth resulting from the addition of four-year degree programs. An example: U.S. Department of Education Title III grants supported a three-year upgrade of computer hardware and software campus-wide.

The Development Office and the Office of Sponsored Programs work to increase financial resources to support the mission and goals. Their reports identify funding priorities in relation to the goals of the College.

**Planning and Effectiveness for Capacity Building**

The development of the BSNES program has been a shared community vision and ongoing goal since the inception of NWIC. Throughout the College’s history, the Board of Trustees, tribal leaders, and NWIC faculty, staff and students have together worked to develop academic and social programs that meet the emerging and evolving economic and human development needs of tribal communities.

The original NWIC charter and subsequent amended charters state that our “purpose is to improve the quality of life within all northwest Indian communities by encouraging, preparing, and promoting Indian people to successful completion of secondary and post-secondary education. The purpose is fulfilled by providing on-reservation educa-
tional opportunities, including academic, vocational, adult, continuing, cultural, recreational, and in-service education leading to appropriate certificates and degrees (associate, undergraduate, graduate, and postgraduate degrees when such degree programs are accredited)."

NWIC joins a growing national trend of community colleges expanding their mission by offering degrees at the baccalaureate level. Many tribal colleges and universities have successfully navigated the path leading to community college based baccalaureates and serve as resources and models for NWIC’s efforts. In many instances, tribal colleges have been the forerunners in the community based baccalaureate movement.

Through strategic planning activities undertaken from 2000 to 2002, one of the College’s institutional goals was “to provide developmental and continuing education, certificate programs, associate and baccalaureate degrees to meet the academic, vocational, and cultural needs of Native American communities.” During this time, major strategic directions included the identification of a minimum of seven specialized baccalaureate degree programs consistent with the professional employment needs of the northwest reservation communities. In 2006, after careful examination and analysis of resources, personnel, facilities, and an increasing student and community demand for baccalaureate degree programming, Native environmental science was selected to be the first program of study for which we would pursue candidacy for accreditation.

Multiple Department of Education Title III, Strengthening Institutions Programs grants have supported the growth and development of NWIC’s capacity to deliver baccalaureate degree programs. NWIC also received several grants from the National Science Foundation and U.S. Department of Agriculture to support environmental science and science, technology, engineering, and mathematics (STEM) programming.

The Committee on Institutional Capacity is supported by grant funds. It is charged with building capacity in these priority areas: the Bachelor of Science in Native Environmental Science; an analysis of moving from a quarter system to a semester system; an analysis of future baccalaureate degree programs; the development of entrepreneurial programs; and the formation of a Jenzabar users group.

NWIC has created three institutes within the College to address specific topics – the Coast Salish Institute, the National Indian Center for Marine Environmental Research and Education (NICMERE), and the NWIC Center for Health (NWICCH).

The Coast Salish Institute leads and facilitates the development of NWIC’s Native Studies experience, including faculty and staff development, curriculum development, community outreach and most importantly, building and maintaining the College’s place-based mission.

NICMERE focuses on the role of the College within the context of the cultural and economic relationship of indigenous Pacific Northwest peoples with salmon, the ocean, and the land and its natural resources. Through NICMERE, NWIC enters into agreements and memoranda of understanding with partners such as the National Oceanic and Atmospheric Administration (NOAA) to access resources for our students and communities.

The NWIC Center for Health is the organizational framework for our efforts to expand NWIC’s role in community health and for advocacy for the more Native health professionals.
In 1994, Congress approved tribal colleges and universities as land grant institutions. This provided increased access to federal funding for the tribal colleges’ place-based missions and allowed NWIC to significantly improve services in the environmental sciences and cooperative education, especially in areas related to nutrition, individual and family wellness, traditional plants and foods, and financial literacy.

Our capacity building work is undertaken in an environment of intellectual inquiry and engagement that greatly enhances our exploration of what it means to be a four-year degree granting institution. For our students and faculty, it has meant a focus on a higher order of thinking and analytical skills development. It has also allowed us to develop a more rigorous approach to research and scholarship. Student engagement is a vital component of institutional life through service-learning and co-curricular activities, participation in the analysis and design of their own programs of study, and work experiences related to internships and class projects.

Assessment

Each tribal nation has its own definition of what it means to be a “complete” man or woman. The work of the entire family and community was traditionally focused on helping children achieve whatever the tribal people identified as the qualities and behaviors that make one a “full human being.”

Since the advent of the tribally controlled education movement some forty years ago, there has been considerable discussion about how to integrate the traditional experiences and intentions of education with the formal educational environments that schools and colleges represent. Assessment of the effectiveness of NWIC as a tribal college and the assessment of student learning and experience must be examined in the greater context of Indian education. While NWIC strives to embrace a model of continuous improvement through the use of assessment and data, we must also strive to be true to our cultural traditions and understand what it means to be a tribal person and what it means to be a people of a place.

The NWIC Office of Institutional Research (OIR) has its own purpose statement:

In support of the mission of Northwest Indian College, the Office for Institutional Research provides data and statistical analysis for college decision making. Focusing on a model for constant improvement, the OIR strives to provide detailed information about Northwest Indian College, its constituents, and its resources.

While NWIC uses the current assessment plan as a guiding template for institutional assessment practice and as a calendar of assessment events, NWIC fosters learning environments that encourage institutional and divisional leadership to use and understand data and performance indicators in ways that best serve divisional goals and outcomes. Our assessment focuses on these goals:

- To be accountable for the tribal and public investment in higher education
- To demonstrate commitment to outcomes-oriented teaching and learning
- To produce a measurement of effectiveness and satisfaction between college programs and services and communities served
- To be deliberate in our focus on maintaining our identity as a tribal college

The NWIC Strategic Plan 2004-2009 identified over 50 indicators. This presents challenges in data collection and review, and results in a burdensome reporting responsibility. To address this, NWIC administrators have focused their evaluation on key indica-
tors related to student retention, completion, graduation, and responding to cultural programming needs within each of the strategic initiatives.

Providing NWIC extended campuses with more opportunities for participation in strategic planning process is another goal of the NWIC administration.

NWIC is currently engaged in a process to update the 2004-09 strategic plan. This includes community needs assessments, student surveys, and the collection of representative economic and social data. Several strategic planning sessions have been conducted since spring 2009. These include a deliberate effort to increase participation by the extended campuses.

The 2002 through 2007 phase of NWIC’s assessment program involved collecting and analyzing baseline data and initiating major processes, including course and college outcomes processes. NWIC has created a formal assessment plan – with goals – for the next assessment phase.

The 2007 through 2012 phase maintains the ongoing and cyclic processes that were initiated in the first phase and focuses on these priorities:

- Setting up procedures to report results back to the tribal college community in a more timely, consistent and ongoing way;
- Reflecting upon and using the information to improve student learning;
- Emphasizing cultural values and knowledge;
- Developing cultural outcomes and meaningful assessment strategies;
- Increasing student, faculty, staff and administrator participation;
- Educating students about the mission of the college and the role of assessment in their education;
- Creating a cycle of surveys and reports;
- Developing a program outcomes process.

The assessment plan is divided into three sections – inputs, processes and products. NWIC conducted a thorough evaluation of its assessment program in the summer of 2006. Results of the comprehensive assessment survey have been well documented and NWIC hopes to conduct a similar follow up survey in 2012.

NWIC utilizes individual and/or divisional annual work plans to facilitate institutional wide mandates and goals as set forth by the strategic plan. Institutional work plans related to the strategic plan are also developed. The structures of divisional and/or individual work plans depend on the construct of the department. NWIC uses logic models to bring together planning, evaluation, and action. This allows administrators to identify a clear relationship between the individual and/or departmental goals and the initiatives of the strategic plan. Work plans are reviewed annually by the President or the designated Vice President.

NWIC continues to examine all institutional plans for their connectedness to the strategic plan. The 2008 NWCCU evaluation committee reports stated that, “the college has several institutional plans: strategic plan, development plan for fundraising, distance learning plan and division work plan. Although the evaluators found the plans to be aligned to a certain extent, unlike the connectedness between work plans and strategic initiatives, there did not appear to be an explicit process to ensure the connectedness of these different institutional plans.”

NWIC has made a concerted effort to examine institutional plans for their connec-
tedness to the strategic plan’s initiatives and goals. We also continue to identify performance indicators and critical factors of success.

NWIC assessment program and institutional effectiveness models use three types of data for assessing success at the course and program levels:

1. Direct indicators of student learning (outcomes Assessment);
   a. NWIC outcomes (both academic and cultural)
   b. Program outcomes
   c. Course outcomes
2. Indirect indicators of student learning (i.e., students’ perceptions of their learning);
3. Institutional and tribal community data (e.g., enrollment, retention, graduation, transfer data).

Surveys and Data Collection

NWIC uses institutional assessment methods to continuously improve the college as a whole, as well as various campus constituencies. In recent years, NWIC has led a number of assessment driven initiatives that impact multiple divisions of the institution. Most notable of these are:

- Foundations of Excellence: Self Study of First-Year Experience Students at NWIC (FYE Self Study final report);
- Developmental Education Initiative;
- Teaching and Learning Initiative.

In each of these efforts, a cross section of the campus community worked together on institutional priorities.

NWIC also engages in regional collaborative research in support of its mission. *Pathways for Native American Students: A Report on Colleges and Universities in Washington State*, was created by the Partnership for Native American College Access and Success Project and was funded by the Bill and Melinda Gates Foundation and the Lumina Foundation for Education. In addition to NWIC, partner institutions included Antioch University-Seattle, Grays Harbor College, Muckleshoot Tribal College, and The Evergreen State College. The report represents a significant contribution from NWIC to higher education research.

Research and recommendations contained in the report resulted from an extensive study process of over 40 institutions in the state of Washington. This report is an important and major contribution to the discussion of Indian education in the Washington and is a natural companion to work underway in early childhood and K-12 education.

During spring and summer quarters of 2009, NWIC engaged in a community survey targeting the primary tribal communities and constituencies within its current academic service area. The survey allowed a broad range of participants to identify the educational needs of the tribal communities served by NWIC. More than 600 people responded. Data collected will be used in the development of a new NWIC strategic plan for 2010 through 2015.

While NWIC uses the current assessment plan as a guiding template for institutional practice and calendar NWIC tries to foster learning environments the encourage institutional leadership to own the data and performance indicators in ways that best serve divisional goals and outcomes.

**Recommendations**

Strengthen the NWIC process for continuous improvement to include the following:

a) Annual institutional performance will be measured through the Col-
lege’s mission, institutional goals, performance indicators, and critical success factors as set forth in the strategic plan. Results will be published and shared in an annual report card.

b) NWIC strives for institutional effectiveness and decision making at all levels using models of continuous improvement that are mission-driven and informed by data to change, affirm, and improve. NWIC must ensure that current and future institutional plans used by the institution are connected to the strategic plan and mission statement.

c) Institutional leadership will become increasingly knowledgeable about the changing environment of accreditation standards and processes set forth by the Northwest Commission of Colleges and Universities.

Maintain the tribal community-based identity of NWIC as current and future strategic planning models are implemented toward a more comprehensive academic baccalaureate degree-granting institution.

Exhibits

1. Exhibit 1.1 NWIC Charter amended February 5, 2010 by Resolution #2010-014.
2. Exhibit 1.2 NWIC Mission Statement
3. Exhibit 1.3 NWIC 2009 Listening Session Reports
4. Exhibit 1.4 NWIC Charter
5. Exhibit 1.5 NWIC 2000-2002 strategic planning documents
6. Exhibit 1.6 Doctoral thesis titled “Assessment in a Tribal College Context: A Case Study of Northwest Indian College.” Anne Marie Karlberg’s
7. Exhibit 1.7 NWIC Work Plans
8. Exhibit 1.8 NWCCU 2008 Full-Scale Evaluation Committee Report
Standard Two: Educational Program and its Effectiveness

Overview

As one of 37 tribally chartered colleges and universities across the United States and Canada, Northwest Indian College (NWIC) exists to serve the needs of tribes and tribal people in the Pacific Northwest. As conveyed in our mission statement:

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

NWIC’s mission and strategic plan inform our educational program, including:

- How decisions are made about which degree and non-degree programs are offered;
- How general education requirements are incorporated into educational programs;
- How courses and programs are assessed and improved;
- How distance learning and other special teaching and learning methods are used to enhance the College’s ability to achieve its mission.

The mission and strategic plan also inform how we choose to seek and allocate funding to support the College’s educational program.

To understand how Northwest Indian College has defined its role as an institution of higher education and how it defines institutional effectiveness, it is necessary to consider the history and context of Indian education and how tribally chartered colleges and universities, and their missions, have evolved.

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

These colonial practices intended to assimilate tribal people through:

- sending children to boarding schools or to church or military-run day schools;
- relocating individuals and families from traditional homelands into Indian country or later into urban settings;
- refusing to provide appropriate or relevant education, which resulted in the poverty-stricken, broken homes that fill our tribal communities.

We recognize and honor those of us who have survived this demoralizing experience.

In the late 1950s and through the 1960s, American Indians in the United States experienced a surge in native pride and, along with the rest of the country, a blossoming commitment to local self-determination and civil rights.

Leading the way in the development of tribal educational institutions, the Navajo Nation established Rough Rock Demonstration
School and Navajo Community College. These institutions were chartered by the tribal government under the autonomous authority of their tribal constitutions and governed by all-Indian boards. After Navajo Community College, now Diné College, was established in 1969, new tribal colleges quickly sprung up in the Northern Plains and in California.

Soon after, these colleges established the American Indian Higher Education Consortium (AIHEC). Originally an informal coalition of the first six tribal colleges, AIHEC now includes 36 tribal colleges and universities in the United States and one in Canada. NWIC is part of this resilient movement to take back both governance of education and control of its content within our tribal communities.

NWIC strives to be effective in the context of a challenging dichotomy—the people we serve are culturally wealthy, but they are socio-economically impoverished. Many of our students live in essentially third-world conditions, with inadequate shelter, health care, and access to education, as well as with limited opportunity to make a living. At the same time, they live in families and communities where traditional beliefs and practices are deeply embedded in their daily lives and inform their decision making.

Our tribal governments operate within a similar dichotomy - the traditional governing structure of our tribal nations is vastly different from the federal constitutional system. How do we reconcile our cultural practices with a western model based on elections and hierarchies? How do we operate effectively under federal laws, regulations, and restrictions?

To be effective, NWIC must be creative and manage its finances carefully. All financial planning ties directly to the College’s mission and goals and includes monthly budget reports and quarterly formal reviews by administrators. The Office of the Vice President of Sponsored Programs identifies initiatives that need financial support, and the College talks to external agencies about how they can help (for example, the listening session held in 2009). This listening session brought together federal and state agencies, congressional representatives and businesses to learn more about NWIC programs and needs. Presentations by NWIC staff and students resulted in expanded and new partnerships and information sharing. Evidence of NWIC’s fiscal responsibility is that the annual audit revealed no anomalies.

Despite many challenges, the College is determined to provide a culturally relevant, community-based education that serves its tribal communities. It already offers excellent site-based educational programming and is committed to developing targeted academic programs in:

- native science
- cultural studies
- tribal leadership

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

4. To restore and use our native languages;
5. To protect our homelands;
6. To preserve our inherent rights;
7. To protect our religious and spiritual beliefs and practices;
8. To strengthen our families and communities;

**Historical Context**

The history and educational philosophy of the tribal college movement forms the backdrop for the development and delivery of academic programming at Northwest Indian College. Because tribal colleges must measure effectiveness in both tribal and mainstream contexts, NWIC faces more challenges than mainstream institutions. We promote academic excellence within a tribal context that supports individual and communal identity. But we must also measure effectiveness by mainstream criteria. At times, these dual measures create tension between tribal and mainstream institutions. Nevertheless, NWIC continues to define itself as a tribal college.

NWIC grew from the vision of generations of Lummi people who wanted to educate their children at home and not abandon traditional ways and tribal responsibilities.

The Lummi Nation began its journey into higher education by creating the Lummi Indian School of Aquaculture (LISA) during the late 1970s. LISA combined innovative aquaculture education with the cultural practice of having Lummi elders in the classroom.

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

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

During the last ten years, NWIC has focused and expanded its educational program. According to the 2000-2002 catalog, the College offered:

- Seven Associate of Arts and Sciences (AAS) transfer degrees
- Nine Associate of Technical Arts (ATA) degrees
- One Associate of Science transfer (AST) degree
- Sixteen certificate degrees
- One award of competency

These numbers were essentially unchanged in the 2002-2004 catalog.

The College decreased the number of programs in the 2004-2005 catalog to two AAS, one ATA, one AST, and one certificate. The size and significance of these changes affected our decision to produce a one-year rather than the typical two-year catalog.

Since then the College has slowly added programs more coherently, in line with its mission.

The reduced number of programs of study in the 2004-2005 catalog resulted from an effort by the instructional leadership, under the direction of the President, to make the educational program more coherent and better aligned with the College’s strategic plan and mission. In addition, the College’s relatively small student enrollment, coupled with the large number of degree programs, spread college resources thin.
Before making reductions, the President and senior administration used the results of the 2003 community needs assessment survey to give priority to culturally aligned academic programs, as well as to other high-demand programs, such as chemical dependency studies. Vocational programs with low enrollments, such as construction trades, were given lower priority.

As a result, the College stopped offering many of the programs, particularly ATA, transfer degrees and certificates, and consolidated other programs. The number of AAS transfer degrees offered decreased from seven to two. Among those programs eliminated were the business, fine arts, and allied health, which had very low enrollments. The Tribal Environmental and Natural Resources Management (TENRM) became a concentration within the Native American Studies AAS degree.

The general direct transfer degree was deemed no longer needed, since the two remaining AAS degrees, Native American Studies and Oksale Teacher Education, satisfied the Washington state Direct Transfer Agreement (DTA) and gave students sufficient flexibility to craft their own transfer programs within those degrees.

As programs of study were eliminated from the catalog, the College took great care to provide “teach-out” opportunities for students or help them switch to active programs with minimal impact on their academic goals. No required courses for any program with potential teach-out students were deactivated during the teach-out period.

Overall, these program reductions and consolidations allowed the College to focus more on its strengths—Native American studies and Native Teacher preparation.

The number of AAS degrees increased from two to three in the 2005-2007 catalog when the College decided to reinstate the General Direct Transfer degree again. It did so for two reasons:

1. feedback from students who wanted more flexibility to transfer in areas of their interest;
2. feedback from mainstream colleges and universities who saw our transfer degree offerings as overly prescriptive and not in the spirit of a general liberal arts two-year college education.

As the College was changing its academic offerings, it was also changing the organizational structure of the instructional division. Prior to 2002, the instruction division was led by the Vice President of Instruction and Student Services, who oversaw three academic divisions, each led by an associate dean, 1) business, distance learning, and vocational education; 2) art, education, humanities, health, and social science; and 3) math and science.

As the College was changing its academic offerings, it was also changing the organizational structure of the instructional division. Prior to 2002, the instruction division was led by the Vice President of Instruction and Student Services, who oversaw three academic divisions, each led by an associate dean, 1) business, distance learning, and vocational education; 2) art, education, humanities, health, and social science; and 3) math and science.

As the College was changing its academic offerings, it was also changing the organizational structure of the instructional division. Prior to 2002, the instruction division was led by the Vice President of Instruction and Student Services, who oversaw three academic divisions, each led by an associate dean, 1) business, distance learning, and vocational education; 2) art, education, humanities, health, and social science; and 3) math and science.

Other than upgrading the associate deans to deans, this structure remained intact until 2004, when the three instructional divisions merged into a single faculty, led by three faculty chairs. The new organizational structure mirrored the changes in academic offerings, focusing and unifying curriculum, and fostering interdisciplinary ties - a hallmark of tribal-college education.

In 2005, the faculty chairs were replaced by a single Dean of Academics who, along with the extended campus and adult basic education director, reported to the Vice President of Instruction.

In 2007, the Vice President’s position expanded to include instruction and student services and two new instructional dean positions were created:
• Dean of Academics, who oversees academic program development and integrity
• Dean of Extended Campuses, who oversees all educational sites and distance learning

In 2008, the Dean of Academics position expanded to include oversight of the extended campuses. The Dean’s title was changed to the Dean of Academics and Distance Learning. An Associate Dean of Academics and Distance Learning position was created to help the dean oversee the College’s academic, vocational, and distance learning programming.

The creation of innovative instructional initiatives was another development in academic programming at NWIC. In 1998, the College began offering a new associate degree in tribal environmental and natural resource management (TENRM). The degree employed a unique cohort-based learning community to examine environmental studies from a tribal perspective. Three cohorts graduated from the TENRM program between 1998 and 2003, with a graduation rate significantly above the College average.3

In 2002, the College built on the successes of the TENRM program by introducing all first-year students to a block of theme-based courses to develop basic math and writing skills within a core Native American Studies curriculum. This initiative, funded by the National Science Foundation’s Tribal College and Universities Program (TCUP), resulted in a 65% one year (fall to fall) retention rate.4 The “First Year Experience,” as it came to be called, was institutionalized after NSF TCUP funding ended in 2007. However, in 2008 the College restructured the program because of inconsistent student success. We have since implemented a three-year plan to adjust our overall focus.

For years, tribal communities in the Pacific Northwest have dreamed of offering bachelor’s degrees at NWIC. Beginning in 1997, the College collaborated with Washington State University (WSU) to offer the Oksale Teacher Education program, in which students co-enrolled at NWIC and WSU took classes on site at NWIC and through interactive television, and graduated with a Bachelor of Arts in elementary education from WSU. Unfortunately, this partnership did not continue after grant funding for the program ended in 2002.

Many Oksale Teacher Education graduates have gone on to successful educational careers, including receiving advanced degrees. One graduate is a current NWIC faculty member, another became the director of special education at the Lummi Tribal School, and another is the Lummi Tribal School’s principal.

The dream of offering our own bachelor’s degree came true when we submitted a prospectus to the NWCCU in February 2007 for a Bachelor of Science in Native Environmental Science (BSNES).5 The NWCCU granted NWIC candidacy status in May 2007, and the College began offering first, second, and third year courses in Native Environmental Science in September 2007. As our flagship degree, the BSNES represents the hopes and desires of tribal elders and educators to provide an education that meets critical needs in tribal communities. In June 2009, NWIC conferred its first bachelor’s degree in Native Environmental Science, a monumental achievement for the student and college alike.

Since Lummi Community College changed its name to Northwest Indian College in 1989, it has expanded its service area throughout the Pacific Northwest. It has created extended campuses on reservations...
and has developed multiple modes of instruction to enhance distance learning.

At the time of the 1998 self-study, our telecourses used a one-way satellite system. Courses taught on the Lummi campus were televised to extended campuses, but the technology didn’t allow the instructor or students at the Lummi campus to see or interact with distance-learning students. In 1999 and 2000, NWIC replaced the old satellite system with two-way video conferencing when it became a part of the Washington state K-20 Network, an educational system connecting all Washington K-12 schools, colleges, and universities.

After setting up a K-20 classroom on the Lummi campus, the College set up a connection at Makah on the Olympic Peninsula. Subsequently, Washington State authorized additional K-20 connections at all NWIC extended campuses. Now all extended campuses have either one or two classrooms equipped with a K-20 connection, giving every NWIC student access to interactive television courses (ITV).

Currently the College has dedicated instructional space and administrative staff at these five full service sites:

1. Muckleshoot
2. Nez Perce
3. Port Gamble S’Klallam
4. Swinomish
5. Tulalip

General Requirements

Northwest Indian College has done much to fulfill its commitment to provide high quality educational programs in a tribal college context. NWIC currently offers:

- One Bachelor of Science degree
- Four Associate of Arts and Sciences transfer degrees
- One Associate of Science transfer degree
- One Associate of Applied Science transfer degree
- Three Associate of Technical Arts degrees
- Ten certificates
- One award of competency (two quarters or 30 credits)

Most programs are available on the Lummi campus; selected programs are available at extended campuses.

In 2008, in addition to its regular degree and certificate programs, NWIC began offering non-degree awards of completion (less than 45 credits, no general education requirement). The College developed the award of completion to address professional development needs. Because they are not programs of study, requiring instructional administration but not Curriculum Committee approval, they can be developed and implemented more quickly than programs of study.

In 2009, NWIC articulated a process for creating all new educational programs, including study programs, awards of completion, training programs (‘collections of credit” for continuing education courses). These are often courses developed quickly to address community needs. The new process consists of the following seven phases:

- Propose program
- Gather and analyze data to research program feasibility
- Determine feasibility
- Develop curriculum and make resource projections
- Approve program and courses
• Implement program
• Evaluate program

Previously, educational programming had been influenced by individual or group interests and by external opportunities, such as grants. The new process has been designed to be more orderly, organized, and transparent. It will integrate careful review of each phase and it will ensure that all new educational programs align with the College’s mission and goals. The College’s Administrative Team is currently using this new process to respond to a community needs assessment and to examine six potential baccalaureate programs.

As it increases its capacity to develop four-year academic programs, NWIC is still at heart a community-based tribal college. Indeed, reporting on our 2008 self study, the NWCCU evaluation committee commended our faculty and staff’s responsiveness to community and student needs, and our students’ satisfaction with faculty and staff. Nonetheless, we face challenges: teaching under-prepared students, infusing academic programs with a native perspective, securing adequate resources. We must meet these challenges as we move towards offering bachelor’s degrees.

Human, Physical, and Financial Resources

The College has 27 full-time faculty, two pro-rata faculty, plus about 54 part-time faculty. All the full-time faculty are located at the Lummi campus, except for one who is at the Nez Perce extended campus and one who is located at the Tulalip extended campus. In addition, many members of the instructional and student services administration also teach.

All programs of study are directed by the Vice President of Instruction and Student Services and the Dean of Academics and Distance Learning. Each program has at least one full-time core faculty member. The College’s support of interdisciplinary academic programming encourages faculty to collaborate and results in flexible curricula and classrooms.

Most full-time faculty have master’s degrees in their fields, which include psychology, education, environmental science, biology, botany, Native American studies, anthropology, history, business, and adult education. Four faculty members have Ph.D.s. In fact, a Ph.D. Fulbright scholar teaches at the Lummi campus. Our recently hired Science Director, who oversees the Bachelor of Science in Native Environmental Science, holds a Ph.D. in Fisheries Biology. As part of the Northwest Indian College Center for Health (a new initiative funded by the U.S. National Institutes of Health and the Department of Health and Human Services), the College also receives curricular and research support from Ph.D. researchers at the University of Washington and Washington State University.

Table 1 lists all the programs of study currently offered at NWIC. The right column lists the core faculty and instructional administration who teach in these programs.

NWIC also offers GED instruction on the Lummi campus, directed by two full-time faculty members. Moreover, the College provides extensive developmental education to prepare students for college-level courses.

Full-time Lummi campus faculty also oversees developmental education at the extended campuses. GED instruction is usually supported at extended campus sites by Washington State, with funds paid directly to the sites. In some instances, tribal resources also support GED programs.
As part of our effort to improve developmental education college wide, the Tulalip and Muckleshoot sites are piloting two projects designed to promote college readiness and high levels of academic achievement at the pre-college level. These projects are part of a larger collaboration between NWIC and Washington state colleges and universities, called “Pathways for Native Students,” which seeks to create seamless educational pathways, thus improving native students’ access to higher education and success. The projects are co-funded by the Lumina Foundation for Education and the Gates Foundation.

Additionally, the College developed two pre-college reading courses after analyzing first-year assessment data. A unique component of these courses is the use of Reading Plus, a web-based assessment tool that provides a variety of skill-based activities and exercises designed to improve reading retention, working memory, focus, and reasoning.

NWIC offers a Career Enhancement Certificate to students who have completed a series of developmental education courses designed to prepare them for the workplace or higher education. While the Career Enhancement Certificate is not a college level program of study, it does mark an important achievement for students and an important transition to college level courses.

Classes at NWIC typically are small, which promotes interaction between instructors and students. To support incoming freshmen, some classes have been taught in teams, providing even more opportunities for interaction.

More evidence of the College’s human resources and commitment to high standards of teaching and learning is contained within the:

- NWIC 2009-2011 Catalog
- NWIC Organizational Chart
- NWIC Personnel Policy Manual
- NWIC Annual Report

Instructional facilities at NWIC have expanded significantly since the College’s inception, especially during the past four years. The Lummi campus now extends to recently acquired land south of Kwina Road and contains eighteen buildings, including a new residence and dining hall, the Kwina Building classroom/office complex, and the Early Child Development Center.

In Fall 2008, NWIC and the Swinomish Tribe officially opened a new building solely dedicated to academic, cultural, and vocational programming. The building consists of four classrooms - including one equipped with a lab for science programs - four offices for faculty and staff, and a kitchen/lounge.

Several other buildings are under construction. Both a student services building and natural resources laboratory/science building are projected to open in 2010. Preliminary plans for the Coast Salish Institute, a Cooperative Extension building, and a new library have been drawn up.

As well as adding new facilities, NWIC has expanded distance-learning capacity with two ITV-equipped rooms in the Kwina classroom building. These high-tech rooms support instruction for extended campus students and tribal communities. In addition, during the 2008-2009 academic year, the College upgraded several ITV systems to include video recording that can be downloaded online from the College website. This new technology allows distance learning students to view valuable workshops at their convenience.
Additional technology upgrades included revamping the College’s website to make it more user-friendly for off-campus students and staff. Key upgrades included:

- implementing locally controlled web capabilities for the extended campuses;
- improving overall web usability for the sites;
- providing more internet-based features to advertise and promote online courses; to recruit students; and to give students better access to information on admissions, registration, and financial aid.

Upgrading the website has markedly improved communication between the Lummi campus and the extended campuses, and provided the sites with more local content and visibility.

In October 2008, the College purchased iLinc web conferencing software to expand and improve distance learning. A positive impact: iLinc has enabled students taking online and independent learning (correspondence) courses to receive one-on-one advising and tutoring, thus eliminating the isolation and “disconnectedness” they often feel. Likewise, main campus instructors and staff now feel more connected to their students.

Another benefit: iLinc offers an alternative to the interactive video conferencing system, which can tie up an entire classroom. iLinc is more convenient for students, instructors, and staff because they can access iLinc on a desktop computer or laptop and not have to wait for the ITV system to become available. The combination of ITV and iLinc allows for one-on-one advising, tutoring, and meetings to occur with multiple users simultaneously. Staff can also provide technical support to students who use iLinc at home. In sum, iLinc has increased the technical knowledge of our students, faculty, and staff, and it has provided up-to-date technology to those who previously had to do without.

As well as upgrading technology, the College has expanded its outreach efforts this past year. An outreach coordinator position was created. A feasibility assessment study resulted in new educational offerings at non-staffed sites within tribal communities in Washington State. These outreach efforts reveal the College’s intention to increase access to higher education throughout our service area. Targeted non-staffed sites include:

- Yakama
- Nooksack
- Nisqually
- Quinault
- Skokomish
- Makah

Depending on future enrollments, the College will explore establishing a Memorandum of Understanding with non-staffed sites.

Recent and upcoming construction projects, as well as other phases of development, are outlined in the *Northwest Indian College Master Plan*. Spanning the next 15 to 20 years, the master plan clearly shows how the College intends to improve physical resources. The master plan is currently being updated.

The College has the physical, human and financial resources necessary to offer the Bachelor of Science in Native Environmental Science program. As noted, the College is completing a new natural resources building with facilities to support two- and four-year programs in the sciences. The College also has physical resources to support a field-based science program, including boats, vehicles, and field equipment. The extended campus sites are also developing capacity to deliver the BSNES program by partnering...
with tribes to share facilities, such as the otolith lab available at the Tulalip extended campus.

The BSNES program has four Ph.D. core faculty members, which includes the Science Director, who works closely with the faculty and staff of the Coast Salish Institute to integrate cultural material into the curriculum. The Science Director is following an approved plan to implement the BSNES program. Both development and implementation of the program have been funded by NWIC and grants. Construction of the natural resource building has been funded by several sources, including the United States Department of Agriculture. The Department of Defense has provided funds for high-quality scientific equipment.

In order to align human, physical, and financial resources with its mission and strategic plan, NWIC has to acquire funds that support teaching and learning. However, faculty and staff applying for grants must first submit an “authorization to pursue funding” request to the Vice President of Sponsored Programs and Research. The request is reviewed and approved by the appropriate vice president and the President to be sure it aligns with the College’s goals and strategic plan. This process has been very successful.

Evidence of the College’s financial resources are apparent in recent audit reports, NWIC Foundation Office documents, payroll documents, and the annual report. Alumni surveys, graduation records, and course evaluations reveal that students are satisfied with the way human, physical, and financial resources are allocated to provide quality teaching and learning at NWIC.

**Educational Programs’ Compatibility with Mission**

When the College adopted and implemented the NWIC Strategic Plan 2004-2009 (revised October 2007), it redefined the goals and policies of educational programs to reflect the College’s mission statement. Strategic Initiative One consists of the following four instructional goals:

1. Offer outstanding educational programs for associate degrees and certificates;
2. Increase instructional services by improving distance learning and site-based access for all NWIC students;
3. Enhance institutional assessment directed at improved services;
4. Develop baccalaureate degree programs in areas of high priority to tribal communities in the NWIC service area.

To address goal two, NWIC has been developing new modes of instruction for the last ten years—mainly as a response to increasing enrollment at the extended campuses. For example, the College has added a number of online courses to meet the growing demand. Last year alone, students taking online courses grew from an average of 85-90 to 120-125.

The College is analyzing the value of merging online instruction with independent learning. However, under the direction of the Dean of Academics and Distance Learning, these two modes have already been reorganized to improve the coordination and delivery of distance education programs.

The recent Bachelor of Science in Native Environmental Science program sprung directly from the College’s mission statement and the goals listed in the strategic plan. Tribal communities served by the College expressed a high level of interest in the pro-
gram. Indeed, the BSNES truly represents the tribal college philosophy - to embed high quality academic programming within a tribal context that supports the identity of native students. As noted in the substantive change prospectus submitted to the NWCCU in 2007, the BSNES program is unique precisely because it is rooted in native culture.

Initiative Three of the NWIC Strategic Plan 2004-2009 states, “NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.” This principle guided our faculty and staff as they developed curricula, course projects/assignments, enrichment activities and internships/assistantships for the BSNES program. Here are the program’s goals:

• To promote and acquire tribal knowledge;
• To ground teaching and learning in traditional knowledge and contemporary best practices;
• To give native people a voice in teaching and learning;
• To help students learn how to present native identity and knowledge appropriately;
• To empower students by increasing their cultural competencies and resiliency;
• To help develop a Native Studies degree and support tribal autonomy.

The BSNES has clearly defined program outcomes, as do all its required courses. The instructional assessment process – outlined in the 2007-2012 Assessment Plan and posted on the NWIC Assessment website at http://www.nwic.edu – describes the methods used to develop course, program, and college outcomes.

All courses approved by the College’s Curriculum Committee have approved course outcomes which are listed in the course syllabus. At this time most but not all NWIC courses and programs of study have articulated outcomes. Faculty list learning outcomes on syllabi or establish them within the course itself. Students assess learning outcomes when they complete course evaluations at the end of each quarter for courses with established outcomes.

Programs of study and their required courses are created, revised, and evaluated according to guidelines established by the Curriculum Committee and articulated in the Curriculum Committee handbook. In addition, the Curriculum Committee and the instructional administration have developed a process for reviewing programs and courses to improve teaching and learning at NWIC. The review process ensures that all components of a program are in place and recommends updates as needed. Three programs were reviewed along with all core courses in those programs, as well as all general education courses regularly taught, were reviewed prior to the completion of the 2009-2011 catalog. The programs that were reviewed during the 2008-2009 academic year were the ATA in Information Technology, the ATA in Chemical Dependency Studies and the AAS-T in Early Childhood Education.

NWIC’s new process for creating programs is a powerful tool to ensure that the goals of educational programs align with the College’s mission. At every step - proposal, data gathering, feasibility study, approval, development, implementation, and evaluation - each new program is scrutinized for alignment with mission under the guidance of the strategic plan.

In recent years, we have made significant efforts to strengthen our degree programs.
by providing opportunities for faculty development and investing in teaching and learning initiatives. During the 2006-2009 academic years, we received a faculty development grant from the Bush Foundation, which built upon prior faculty development initiatives. In light of our mission, non-native faculty were trained to better understand native perspectives and taught how to integrate cultural practices into their classrooms. The grant also gave native faculty an opportunity to pursue advanced study and for native staff who were not already faculty to pursue degrees with the intention of becoming faculty.

Beginning in the 2007-2008 academic year, the College implemented a teaching and learning initiative with funding from the Lilly Foundation’s Woksape Oyate (Wisdom of the People) project. One goal was to improve teaching and learning at NWIC by making faculty more aware of historical and modern native experience, again giving them better insight into students’ needs, and again reflecting the College’s mission. Faculty developed a toolkit of best practices for teaching native college students. The initiative also encouraged faculty to conduct action research and publish their findings. The toolkit continues to be developed and refined and action research projects are ongoing. Both the toolkit and action research, as well as other useful tools to support teaching and learning, are available on the NWIC faculty home page at http://blogs.nwic.edu/faculty.

Also during the Woksape Oyate project, NWIC conducted a study of “shared understanding,” with a particular focus on the faculty and administration’s philosophy of teaching. One key result of this study is that the College created a faculty roundtable to foster more discussion about teaching and learning issues. NWIC is committed to shared understanding and will continue to provide opportunities to improve communication and build agreement.

As well as helping non-native faculty, the Woksape Oyate project provided educational and research support for native staff who wished to advance in their careers and become NWIC faculty. In many ways, the Bush Foundation faculty development grant served as a foundation for the teaching and learning initiatives implemented through the Woksape Oyate project funding.

Further evidence of how educational program goals align with the College’s mission, as well as a description of how the College develops, approves, and evaluates educational programs appears in the following:

- NWIC Strategic Plan 2004-2009
- NWIC 2009-2011 Catalog
- NWIC document: History, Philosophy, and Mission
- Board of Trustees minutes
- Curriculum Committee minutes
- Articulated outcomes at the course, program, and college levels
- Course syllabi guideline
- Annual report

As it expands to a four-year college, NWIC has concentrated efforts to develop a more comprehensive approach to Native Studies. In winter and spring 2009, faculty revised and restructured the Native American Studies Associate of Arts and Sciences Degree program, which is our “anchor” program - a resource for integrating history, culture, and language, and for tribal studies. Then and now the focus has been on creating a strategic plan for Native Studies including teaching, scholarship, research, and service. This effort has been spearheaded by Native Studies faculty and the Coast Salish Institute (CSI).
Part of the process has included developing a Coast Salish philosophy to guide the NWIC Coast Salish Institute. Native Studies faculty and Coast Salish Institute staff have conducted “think tank” discussions to help them draft and revise a philosophy. They have also begun developing learning outcomes for Lummi language and Coast Salish art courses. Cultural consultants, tribal elders, and students are all involved in this work.

The following outlines and summarizes the discussion of the CSI and Native Studies staff regarding their capacity building discussions:

**Qwe-chost - prepare yourself to face your vision, your future**

The mission of the CSI is to develop curriculum and resources for a Native Studies program that teaches students to:

1. Identify and embrace the uniqueness of their own cultural group/family.
2. Understand their relationship to the land and nature.
3. Speak from a traditional perspective - supported by language not a record.

The CSI and NWIC Native Studies Program achieve this by:

- studying the assimilation and colonization period of native people,
- identifying the qualities, characteristics and values that were systematically removed from native people which include:
  - language
  - homeland
  - symbols
  - heroes
  - history
  - family
- focusing on protecting, preserving, and revitalizing tribal practices, and by
- building accessible bodies of indigenous knowledge.

In order to accomplish this work, Native Studies resources at NWIC must include:

**Cultural Academic Advisor(s):** To support the revitalization of Coast Salish culture and language by broadening the cultural foundation of the curriculum. Through their native language, the elder(s) describe the meaning of cultural practices and ceremonies that for thousands of years have grounded us to a **sense of place**.

**Language Research Assistant(s):** To research, document, and compile the Coast Salish language(s) that will inform our curriculum development. To teach basic/introductory language courses.

**Culture/Language Curriculum Developer(s):** To discern appropriate course topics and devise culturally relevant instructional materials (lesson plans, videos, guest speakers) through participating in Coast Salish culture and ceremonies.

**Tribal Leadership Advisor:** To describe the journey of self-determination in modern times and to foster an environment of self-reliance and resilience.

The following recent accomplishments are examples of approaches and resources that support the mission and goals of the CSI and Native Studies Program:

1. Language videos that weave a particular part of the Coast Salish culture with the language
   a. **Sqwa’** is a traditional food of the Lummi people that is not commonly found in the modern diet. This video was produced for courses in the Na-
a. Native American Studies degree program.

b. Coast Salish baskets describes the practice and importance of basket weaving among Coast Salish people.

2. Sacred sites video

Three hundred and sixty-five (365) audio tapes copied to CDs. These are stories from the last remaining speakers of the Lummi language. Originally recorded by various linguists and anthropologists, NWIC acquired them from the Lummi Culture Department. They serve as the foundation of our language courses.

a. Native American Studies courses 101, 102, and 103 are completed (lessons, syllabi, outcomes).

b. The Native American Studies degree 200 series will be completed by June 2010.

c. The material for a language endorsement has been prepared but needs more development.

3. Native Environmental Science 301: Ecology of the First People

4. Twelve Moons project: This is the core of the program, a natural scope and sequence of how the people lived in their own environment, educating their own children. Research for this project, combined with elder interviews, was used in the climate change video.

5. Climate Change Video: This video is a collaboration of NWIC/CSI, NASA, WGBH/ PBS, Teacher Domain, and Lummi Nation Schools.

a. Where Words Touch the Earth is a NASA-funded science video produced to encourage American Indian college students to document the effects of climate changes in their own environment.

b. WGBH/PBS became a partner to extend the reach of the project through Teacher Domain, a K-16 worldwide classroom.

c. A 12-minute video that shows the effect of “warming water” on salmon, culture, and native people.

Programs Demonstrate Coherent Design

Degree Designators

Coherence in the design of academic programs at NWIC is assured by adhering to internal guidelines and to external standards. Internal guidelines are articulated in the College's strategic plan, by the Curriculum Committee, and in the process for developing new educational programs, described above. NWIC’s transferable programs conform to the guidelines of the Washington State Intercollegiate Relations Commission (ICRC) and transfer directly to Washington State colleges and universities.

As noted above, NWIC recently adopted a process for creating new educational programs. This process meets student and community needs in a timely manner, and it ensures that all new programs are designed thoughtfully and coherently. Every proposed degree or certificate program must include course sequencing, assessment methods, and learning outcomes. Moreover, the process includes all parts of program creation, from initial consideration through development, implementation, and evaluation. Core full-time faculty, the Dean of Academics and Distance Learning, the Curriculum Committee, the Vice President of Instruction and Student services, and the Administrative Team (the President and senior administration) are all involved in the process. If a proposed program will effect substantive change, the Board of Trustees, as well as student and community groups, may become involved during the feasibility phase.

New non-transferable programs, including certificates and Associate of Technical Arts
degrees, must be also approved by a similar process, even though there are no ICRC guidelines for non-transferable programs. New awards of completion and training programs go through a similar development and implementation process as well.

NWIC’s programs of study are coherent and compatible with the College’s strategic plan, mission, and goals. They also comply with the standards set by the colleges and universities to which our students transfer. NWIC is a voluntary member of the ICRC and adheres to ICRC design criteria when we create and revise programs.

To elaborate, ICRC guidelines for two-year associate transfer degrees are articulated in the direct transfer agreement (DTA). All NWIC AAS degrees conform to the DTA. The ICRC also articulates guidelines for AST and AAS-T degrees. NWIC’s AST in Life Science degree and AAS-T in Early Childhood Education degree also conform to ICRC guidelines. The composition of each academic program follows specific guidelines outlined in the NWIC 2009-2011 catalog. The criteria for designating programs - BS, AAS, AST, AAS-T, ATA, certificate, or a 2 quarter award of competency - appear on page 45 of the catalog.

The Bachelor of Science in Native Environmental Science was developed through a rigorous process that involved collecting data to determine program focus and properties. This process culminated in the BSNES substantive change prospectus. Using the Curriculum Committee’s assessment processes, faculty and staff designed the program and its courses. Evidence of the BSNES program’s coherent design appears in the:

- program of study
- course and program outcomes
- curriculum map and rubrics
- program description and details (available in the NWIC catalog)

When the NWCCU granted candidacy for the BSNES program, faculty and administrators began developing upper-division courses within the BSNES program. In summer 2007, the Curriculum Committee and Board of Trustees approved those courses and the BSNES program, which were offered that fall.

In September 2007, the BSNES program commenced with a cohort of 38 - freshmen through juniors. In fall September 2008, the cohort had fallen to 24. During their regular lunch discussion with the President, some students said they dropped out because the program was not flexible enough - it offered only nine elective credits. Other students felt the program was too “mainstream” and did not adequately reflect native perspectives on the environment and native ways of learning, even though those were program goals.

After receiving more feedback from students and faculty, the President and key native administrators met with students and community members to discuss the BSNES program. In late fall 2008 and early winter 2009, three separate focus groups revealed the BSNES was not adequately addressing student needs.

Consequently, a group of BSNES and Native Studies faculty, together with instructional administrators, spent the summer of 2008 redesigning the BSNES program to align better with student and community expectations. The redesign process determined which parts of the program to change or improve, while still maintaining the overall purpose of the program - to train native professionals in the sciences, natural re-
sources, and environment. The faculty and administrators studied curricular models and interdisciplinary programs at other colleges and universities. They also spoke to faculty and administrators at Western Washington University’s Huxley College of the Environment, Fairhaven College, and The Evergreen State College. The redesigned BSNES, which is now offered at NWIC, is the result of their hard work.

The current version of the BSNES program emphasizes both western science and native perspectives on the environment. Two new courses were developed to highlight native perspectives:

- The Ecology of the First People, NESC 301
- From the Beginning of Time: Native American Fishing Rights, NESC 319

Moreover, the program now has two options, instead of one:

- The Environmental Science Option (ESO) is essentially the original program with more electives and thus more flexibility
- The Interdisciplinary Concentration Option (ICO) takes a significantly different approach, as described below.

The ICO is based upon the Fairhaven College’s interdisciplinary studies model, but adapted to NWIC’s special needs. Fairhaven College is the interdisciplinary, liberal arts college of Western Washington University. A significant number of NWIC graduates have transferred to Fairhaven College and completed bachelor’s degrees there. Many, including several current administrators at NWIC, have noted that the Fairhaven approach works well for native students.

The ICO has a small core of interdisciplinary courses in addition to the core Native Environmental Science courses. It allows students to design an individualized program study which they pursue during their junior and senior years. This program consists of electives and independent study, and it culminates with a thesis project during the final two quarters. Like Fairhaven’s model, the ICO requires students to take responsibility for the direction of their education.

Students who entered under the original program were allowed to follow the old one or switch to the new one.Interestingly, only one student chose to complete the original program - she graduated in June 2009. The updated BSNES program is described in the 2009-2011 college catalog.

In January 2009, after the BSNES program had been redesigned, the College produced the Native Environmental Science Program Handbook. The Handbook was based on documents used at Fairhaven College, but modified to fit the BSNES.

The Handbook guides students, faculty, and staff through all parts of the BSNES and the AAS in Native Environmental Science. The AAS degree was developed as a foundation for the BSNES or a springboard for transfer to other colleges and universities. Because all students in the BSNES are required to do an internship, the College also produced the Internship Manual. Both handbooks are updated as needed.

By all accounts, the redesigned BSNES program better addresses student needs. In addition, faculty are guiding students through the program more successfully. The redesign process highlighted the academic and personal tensions that exist between western scientific and native perspectives. This tension epitomizes the two world views that each student must explore.
Concentrated/Abbreviated Time Frames

Fast-track courses follow the same credit-to-time guidelines as those offered in standard time frames, as described in the NWIC credit hour guidelines. They have identical course outcomes. They are short and intensive, and they may start and end at any time during the quarter.

NWIC does not offer any concentrated or abbreviated degree programs. However, the early childhood education AAS-T and the chemical dependency studies ATA do include numerous fast-track courses. For example, Early Childhood Education: Stars Basics for Child Care (ECEC 120) is a 20-hour basic training course for all licensed childcare providers. It is often taught over three days. Both programs include program outcomes, curriculum maps, and rubrics to assess students’ competencies. These tools are used for both fast-track and regular coursework.

Fast-track programming is the preferred option for award of completion programs, such as the casino executive training program (CET). These programs serve working students who cannot attend regular courses. The CET program consists of fast-track courses, which meet periodically, and online coursework through a partnership with San Diego State University. During spring and summer 2009 the digital media and web technology award of completion (DMWT) was offered in an accelerated 10-week format. This program included rigorous course outcomes based on guidelines developed for the Certified Adobe Associate national exam.

Practices Common to Institutions of Higher Education

NWIC follows practices common to colleges and universities:

- designing and offering programs of study
- articulating criteria for each of the programs it offers
- adhering to the ICRC guidelines for associate transfer degrees

Modeling Whatcom Community College, NWIC has used quarter credit hours since its first full accreditation in 1993. Our credit hours are aligned with other schools using the quarter system. Credit hour equivalency is documented in:

- NWIC quarterly schedules
- NWIC outcomes for all modes of instruction
- Curriculum committee handbook, credit-hour-to-time guidelines, and minutes
- ICRC handbook

The ICRC’s ongoing academic review committee (OAR) reviewed our 2005-2007 catalog. Even though our programs conformed to the ICRC guidelines, they made several recommendations. The administration, faculty, and eventually the Curriculum Committee reviewed and acted on these recommendations. In one case, the Curriculum Committee chose to continue using a chemistry course sequence in the Life Science degree program that varied from other Washington state schools. They made this decision because NWIC students did well with this sequence, and the courses transferred without problem.

NWIC does not have program-specific tuition.

Responsibility for Curriculum

In the late 1980s, an informal collection of staff and faculty began to work on improving the quality of academics at the College. Gradually that group evolved into the in-
structional committee. In the beginning, this was a voluntary committee. There were no written rules about procedures or responsibilities.

As the College grew, the instructional committee became more formalized. In the 1990s, the name was changed to Curriculum Committee and membership requirements were established. Faculty chairs and division heads became members, and a quorum system was established to conduct business. From 2000 to 2006, the role and procedures of the Curriculum Committee were formalized. The Vice President for Instruction drafted a document detailing the responsibilities and procedures of the Curriculum Committee. Committee members reviewed and revised the document, and in June 2006, the President and Board of Trustees approved it as the official Curriculum Committee Handbook. It includes forms for all regular Curriculum Committee actions, such as creation, deletion, and modification of courses and programs of study. All this material appears on the Curriculum Committee’s website as well (The Handbook is currently being revised).

At present, the Vice President for Instruction and Student Services, Dean of Academics and Distance Learning, Curriculum Committee members, and faculty are responsible for the evaluation, review, and approval of all changes to the curriculum.

Faculty members, the Dean of Academics and Distance Learning, the Vice President for Instruction and Student Services, and others may originate proposals regarding curriculum.

The Curriculum Committee reviews all suggested changes to curriculum, then sends them to the Vice President for Instruction and Student Services.

Recently faculty, administration, and the Curriculum Committee have worked together to determine the best way to ensure appropriate faculty representation in Curriculum Committee business. One new process being explored involves consulting with the faculty roundtable, which includes all full-time faculty. This may be an open and efficient way to receive more input and feedback on curricular matters before they are brought to the committee for action. In like manner, the Curriculum Committee has started posting documents relevant to upcoming meetings on an online blog. Faculty and staff are encouraged to review these documents and submit comments prior to each Curriculum Committee meeting. The blog is available at http://blogs.nwic.edu. Over time, faculty, administration, and the Curriculum Committee will evaluate and refine this process.

At their monthly meeting, the Administrative Team reviews substantial curriculum changes; new programs of study or major program revisions. If required, the Board of Trustees reviews and approves Curriculum Committee actions.

The Curriculum Committee is comprised of the following:

1. three or more academic faculty members who volunteer or are selected annually
2. Director of Student Support Services (TRIO)
3. Dean of Academics and Distance Learning
4. Extended Campus Representative
5. Director of Library Services
6. Financial Aid Director (currently Associate Dean of Student Life)
7. Registrar

If someone wants the Curriculum Committee to consider a proposal to create, modify,
or delete curricula, he or she must first consult with the Dean of Academics and Distance Learning, individual members of the Curriculum Committee, and content specialists. The Dean of Academics and Distance Learning may recommend the item be presented to the Curriculum Committee or suggest some other action.

If the Dean approves the proposal and files the necessary paperwork, the proposer asks the Curriculum Committee chair to place the item on the agenda. The proposer then presents his or her proposal and all related materials to the Committee. The members review the proposal, deliberate, suggest changes, and vote. If the proposal is approved, the Chair signs the requisite documents and submits the committee's recommendation to the Vice President for Instruction and Student Services, who may accept or reject it, or ask for revisions.

If he or she approves, the Vice President for Instruction and Student Services signs the requisite documents and forwards the approval form to the Registrar's Office in Enrollment Services. (Note, only proposals to create, modify or deactivate courses or programs of study require approval from the Administrative Team and Board of Trustees.) Enrollment Services enters the curriculum change in the Jenzabar database system and updates the College catalog. All changes to the College catalog are posted as addenda on the College website. All curriculum documents are filed in the Registrar's Office. The chair posts minutes of all meetings on the Curriculum Committee website.

As noted above, the process for creating new educational programs demonstrates how the Curriculum Committee operates within the larger framework of program development.

Importantly, the Curriculum Committee conducts an ongoing review of the entire college curriculum:

- To promote curricular consistency and cohesiveness.
- To foster high academic standards.
- To analyze, evaluate, and refine the overall curricular structure.

As noted in the Curriculum Committee Handbook, the review is done every two years, prior to creating a new college catalog. The Handbook also lays out review requirements and procedures. The Curriculum Committee course evaluation form is a valuable tool for both course and program review. The last complete review was conducted in the 2008-2009 academic year.

The design and integrity of the curriculum are also maintained through the College, program, and course outcomes process. The Instructional Division and the Office of Research and Sponsored Programs oversee this process. In addition, the process assesses student learning within courses and college wide. Following are six NWIC competencies and their corresponding outcomes:

1. Cultural knowledge - Students will demonstrate an understanding of:
   a. Sense of place
   b. What it is to be a people

2. Written communication skills - Students will be able to:
   a. Write standard edited English
   b. Write in a variety of forms using reliable sources

3. Oral communication skills - Students will be able to:
   a. Make effective presentations
   b. Communicate effectively in groups

4. Computer skills - Students will be able to:
   a. Use word processing software
b. Use spreadsheet software to compute and represent graphic data
c. Use presentation software
d. Use the internet for research
e. Use electronic library resources
f. Use email

5. Quantitative skills - Students will be able to:
   a. Solve real-world problems using numerical data
   b. Apply critical thinking skills to draw conclusions

6. Reading skills - Students will be able to:
   a. Comprehend academic texts
   b. Improve vocabulary through reading

To be sure NWIC courses are effective, outcomes and competencies are assessed from the time students enter the College until they graduate.

Faculty uses a standard form to create outcomes and competencies for every NWIC course. Outcomes must be included on all syllabi. Moreover, all sections of each course - regardless of location, instructor, or mode of delivery (face-to-face, ITV, online) - have the same set of outcomes. Course outcomes include college outcomes as well as course specific outcomes. All the course outcomes developed to date are available on the NWIC assessment website.

Standardized course outcomes help maintain the integrity of the curriculum. They ensure academic quality and consistency when courses are presented in different modes, at various locations. They aid part-time faculty as well.

Course outcomes are required for any course proposal or program of study presented to the Curriculum Committee. Indeed, creating outcomes is an integral part of NWIC’s process for developing new educational programs. Also important, student course evaluations often reveal how well outcomes have been achieved.

Library and Information Resources Integrated into Learning Process

To aid student learning, NWIC’s library provides sufficient, up-to-date resources. At the annual staff and faculty training before the start of the school year, library personnel inform the faculty about new resources. The library also emails faculty to tell them about recent acquisitions and has helped them evaluate our electronic databases. Moreover, library personnel respond to faculty suggestions and requests for new materials. Faculty serve on the library committee, and the library director serves on the Curriculum Committee.

To be sure NWIC courses are effective, outcomes and competencies are assessed from the time students enter the College until they graduate.

Faculty uses a standard form to create outcomes and competencies for every NWIC course. Outcomes must be included on all syllabi. Moreover, all sections of each course - regardless of location, instructor, or mode of delivery (face-to-face, ITV, online) - have the same set of outcomes. Course outcomes include college outcomes as well as course specific outcomes. All the course outcomes developed to date are available on the NWIC assessment website.

Standardized course outcomes help maintain the integrity of the curriculum. They ensure academic quality and consistency when courses are presented in different modes, at various locations. They aid part-time faculty as well.

Course outcomes are required for any course proposal or program of study presented to the Curriculum Committee. Indeed, creating outcomes is an integral part of NWIC’s process for developing new educational programs. Also important, student course evaluations often reveal how well outcomes have been achieved.

Library and Information Resources Integrated into Learning Process

To aid student learning, NWIC’s library provides sufficient, up-to-date resources. At the annual staff and faculty training before the start of the school year, library personnel inform the faculty about new resources. The library also emails faculty to tell them about recent acquisitions and has helped them evaluate our electronic databases. Moreover, library personnel respond to faculty suggestions and requests for new materials. Faculty serve on the library committee, and the library director serves on the Curriculum Committee.

To be sure NWIC courses are effective, outcomes and competencies are assessed from the time students enter the College until they graduate.

Faculty uses a standard form to create outcomes and competencies for every NWIC course. Outcomes must be included on all syllabi. Moreover, all sections of each course - regardless of location, instructor, or mode of delivery (face-to-face, ITV, online) - have the same set of outcomes. Course outcomes include college outcomes as well as course specific outcomes. All the course outcomes developed to date are available on the NWIC assessment website.

Standardized course outcomes help maintain the integrity of the curriculum. They ensure academic quality and consistency when courses are presented in different modes, at various locations. They aid part-time faculty as well.

Course outcomes are required for any course proposal or program of study presented to the Curriculum Committee. Indeed, creating outcomes is an integral part of NWIC’s process for developing new educational programs. Also important, student course evaluations often reveal how well outcomes have been achieved.

Library and Information Resources Integrated into Learning Process

To aid student learning, NWIC’s library provides sufficient, up-to-date resources. At the annual staff and faculty training before the start of the school year, library personnel inform the faculty about new resources. The library also emails faculty to tell them about recent acquisitions and has helped them evaluate our electronic databases. Moreover, library personnel respond to faculty suggestions and requests for new materials. Faculty serve on the library committee, and the library director serves on the Curriculum Committee.

To be sure NWIC courses are effective, outcomes and competencies are assessed from the time students enter the College until they graduate.

Faculty uses a standard form to create outcomes and competencies for every NWIC course. Outcomes must be included on all syllabi. Moreover, all sections of each course - regardless of location, instructor, or mode of delivery (face-to-face, ITV, online) - have the same set of outcomes. Course outcomes include college outcomes as well as course specific outcomes. All the course outcomes developed to date are available on the NWIC assessment website.

Standardized course outcomes help maintain the integrity of the curriculum. They ensure academic quality and consistency when courses are presented in different modes, at various locations. They aid part-time faculty as well.

Course outcomes are required for any course proposal or program of study presented to the Curriculum Committee. Indeed, creating outcomes is an integral part of NWIC’s process for developing new educational programs. Also important, student course evaluations often reveal how well outcomes have been achieved.
The library staff, Science Director, and BSNES faculty have worked hard to ensure the library has both print and electronic resources to support students and faculty in the BSNES program. Core BSNES faculty sit on the library advisory committee. The library has also allocated significant funds from the Title III capacity building grant to improve the library collection in the sciences - especially mainstream and native environmental science.

With the interdisciplinary concentration in the BSNES degree, students may branch out into areas the library does not adequately support. Fortunately, NWIC has a well-functioning interlibrary loan program. Moreover, all NWIC students and faculty have borrowing privileges at surrounding colleges, particularly Western Washington University. Students at the extended campuses have access to electronic media, books mailed from the Lummi campus library, and public and college libraries in their area.

To better address the needs of the BSNES program; in 2009 the library participated in a study titled, “Capacity Building Findings in Support of the Bachelor of Science Degree in Native Environmental Science.” The study resulted in the following recommendations:

- Update plans to develop the collection and acquire more resources,
- Upgrade the current environmental science collection,
- Acquire a new online catalog system,
- Update the library’s webpage,
- Publish monthly or quarterly library activity reports,
- Plan, schedule, and implement library outreach activities, such as library staff visits to remote extended campus sites,
- Design and implement an information literacy instruction program for students and faculty of NWIC,
- Identify the training needs of the library staff and develop a comprehensive staff development plan.

**Optimal Learning and Accessible Scheduling**

NWIC offers courses at multiple locations to meet the needs of its geographically dispersed students. Courses are offered face-to-face and through interactive television (ITV) on the Lummi campus and on extended campuses at Muckleshoot, Nez Perce (at both Kamiah and Lapwai), Port Gamble S’Klallam, Swinomish, and Tulalip.

In addition, NWIC offers classes at different times and through various modes to meet the needs of non-traditional students, such as working adults who cannot take a full course load during the day.

Modes of distance learning include:

- interactive television (ITV)
- a hybrid combination of face-to-face or ITV and online instruction
- fully online courses (OL)
- individualized learning programs (IL)

Clearly, students have many options to fit not only their daily schedules, but also their learning preferences and styles.

The College promotes optimal learning by establishing consistent course and program outcomes. (See the assessment website for evidence.) The Curriculum Committee reviews course outcomes, and students at all locations assess outcomes on course evaluations.

The College also promotes optimal learning through faculty development and leadership activities in the following areas:

- teaching and learning
- cultural integration
• assessment
• faculty evaluation

To offer quality courses at the Lummi campus and extended campuses, faculty must be comfortable with and skilled in distance-learning modes. To assist the faculty, the College has offered training sessions:

• strategies to increase student engagement using distance learning technology
• new trends in online learning

Flexible pedagogy promotes optimal learning as well. Examples include:

• interdisciplinary courses
• team-teaching
• seminars
• case studies
• place-based instruction
• individualized learning
• service learning

NWIC has especially emphasized service-learning, making it an integral part of the institution. The College offers faculty training in service-learning and holds an annual conference. Many faculty members now require service-learning projects in their courses.26

Over the past year and a half, faculty participated in cultural integration presentations and workshops. Topics included:

• historic and modern native experiences
• canoe journey
• treaty rights
• self-governance
• tribal sovereignty
• cultural diversity

The NWIC Coast Salish Institute hosted many of these presentations and workshops. To incorporate historic and modern native experiences into their classes, faculty have invited community members, tribal leaders, and respected elders to speak.

Faculty has also received training in:
• writing across the curriculum
• developing course and program rubrics

Some faculty have participated in the Native Case Institute, a collaborative partnership with other colleges and universities. Moreover, faculty is engaged in assessment activities, including developing and implementing course and program course outcomes.

The majority of full-time faculty participated in a series of workshops on action-based research in teaching and learning. Now all the participants are developing action-research projects for their classes. The projects will be rigorously assessed and published. Faculty will share their experiences with their colleagues and instructional leaders. They will also post their findings on the teaching and learning website.

Many faculty are adding to the College’s teaching and learning toolkit, which showcases pedagogical practices. The faculty web site, which contains the teaching and learning toolkit, as well as other resources, is online at http://blogs.nwic.edu/faculty.

In sum, providing faculty with numerous opportunities for professional development has ensured that students receive quality instruction at every NWIC location.

Key upgrades to distance-learning technology have also promoted optimal learning. These upgrades have:

• increased the College’s capacity to offer distance learning
• improved communication between the Lummi campus and the extended campuses

Over the past year and a half, faculty participated in cultural integration presentations and workshops. Topics included:

• historic and modern native experiences
• canoe journey
• treaty rights
• self-governance
• tribal sovereignty
• cultural diversity
• increased student access to courses (and thus increased enrollment)
• allowed students to take courses that fit their schedules and learning styles
• increased opportunities for one-on-one tutoring and advising
• improved technical support for students taking online or independent-learning courses
• encouraged faculty, students, and staff to learn more about technology

To promote optimal learning at the extended campuses, NWIC must meet the unique needs of our students. For example, we have offered certificate programs, such as the certificate in hospitality management, because employment opportunities were available in specific communities.

In fact, the Dean of Academics and Distance Learning, the Director of Outreach and Community Education, and the Curriculum Committee have developed processes to speed up the College’s response to requests from extended campuses for community-based academic and training programs.

Between 2002 and 2007, instructional and student services staff created, developed, implemented, and evaluated the First-Year Experience (FYE). This innovative program included a block of courses specially designed to optimize learning in a tribal context.

During the 2006-2007 academic year, a committee planned a seminar, which became an important component of the FYE. During the 2008-2009 academic year, the seminar was revised. It was divided into three sections and focused on these themes:

• connections to self (fall quarter)
• commitment to community (winter quarter)
• tribal leadership and civic engagement (spring quarter)

The seminar provides a forum for students and faculty to engage in discussions that will help each student be successful in his or her educational journey. Culturally rich content is embedded within the course, and students produce a final portfolio reflecting on their experiences.

Additionally, FYE students are encouraged to participate in our service learning program. This program engages students in co-curricular activities, fosters leadership skills, and helps build community within the freshman cohort.

In early 2008, NWIC received a College Spark Washington grant to study, evaluate, and improve the FYE program, with a focus on best practices as they apply to tribal education. The College contracted the Foundations of Excellence in the First College Year (FEFCY) http://fyfoundations.org to help conduct the study. FEFCY used an evidence-based model to examine those institutional structures, policies, and processes that affect first year students. The year-long project included over 75 administrators, staff, faculty, and students. FEFCY collected data and analyzed our FYE program. The study resulted in a number of recommendations and a three-year implementation plan.

Even before the 2008 study, NWIC administrators realized that the majority of incoming students were not prepared for college. As a result, we have been attempting to assess and improve the developmental education course work our students receive. We have also relied on other tribal colleges to help us design and implement developmental courses that include best practices.
In addition, the College produced a new advising flow chart, which included developmental courses. Students were placed in pre-college math, basic English, and Introduction to Successful Learning (HMDV 110) to acquire the skills they need to succeed. As well, the flow chart promoted a multidisciplinary approach to preparing students for college, emphasizing courses such as art, native studies, and office professions, as well as the First Year Seminar (NASD 105).

At the end of the 2007-2008 academic year, NWIC analyzed the “college-going pattern” of FYE students at the Lummi campus. It found many attended in a “non-linear” fashion. At the time, the College was scheduling blocks of courses based on the cohort model similar to what was used in the TENRM program. Although appropriate for that program (resulting in high retention rates), block-course scheduling did not work well for these non-linear students. In fact, only four of the 62 students who enrolled in FYE program in the fall 2008 completed it. The low retention rate for 2007-2008 academic year contrasted sharply with the three previous years. For example, 68 percent (15 of the 22) of students successfully completed the FYE program in 2003-2004.

What we discovered is that students voluntarily left college for a quarter or more, then returned later. Some explanations: looking for employment, fulfilling cultural obligations, taking care of families. We also found that students who interrupted their education had difficulty re-enrolling into required first-year courses because of the block scheduling. The students could continue to take FYE courses, just not in blocks.

Consequently, the College adjusted its scheduling to accommodate these students. It offered first-year core courses every quarter, allowing students to take them whenever they return. Students also have more courses to choose from now.

Although the cohort model was successful in the TENRM program, only a relatively small group of environmental science students benefited from the cohort model. To have a positive impact on every first-year student, the College now requires all students to participate in the FYE program. Moreover, because appropriate courses are essential to student success, NWIC has identified core courses designed to meet the needs of first-year students. These courses may include experiential learning or integrated study. And they are taught by highly qualified instructors.

NWIC also promotes optimal learning through its traditional tribal leadership curriculum. This curriculum, developed in conjunction with tribal leaders and community members, supports the development of young native leaders, including staff and faculty at NWIC. This curriculum exemplifies incorporating community and traditional knowledge into contemporary experience.

A recently implemented developmental education program, funded by a grant from the Gates and Lumina Foundations, also strives to promote optimal learning. For example, students at the Tulalip extended campus have significantly improved their reading skills using cutting-edge technology and innovative methodology.

An internship or practicum provides NWIC students excellent opportunities to gain practical experience. The BSNES program requires students to complete an internship during their senior year. The early childhood education and information technology programs require a practicum. NWIC offers first-year students a “discovery” internship, which encourages them to explore an interesting field of study.
Evidence of instructional planning for optimal learning appear in:

- the BSNES program of study and flow chart
- program and course outcomes
- curriculum maps and rubrics
- syllabi
- program descriptions in the College catalog

Optimal learning motivated the College to create a second track in the BSNES program. The initial program had only one track - environmental science - which is still an option (ESO). However, some students wanted more flexibility, as well as more emphasis on native environmental science. They also wanted a more “holistic” approach, consistent with a native world view. Although much of the original program remains unchanged, it now offers two tracks and more flexibility.

The Curriculum Committee approved the modified program in August 2008. The modifications were reviewed by BSNES students and presented to the Board of Trustees for approval. In October 2008, the College notified the NWCCU of its decisions and began offering an Interdisciplinary Concentration Option (ICO) in winter 2009. Because the new option was created within an existing degree, the College was not required to submit a substantive change letter.

The ICO optimizes learning by allowing students to pursue a program that achieves their own academic, professional, and personal goals. With guidance from a faculty committee, they write a concentration proposal, detailing a program of study to achieve their goals, culminating in an undergraduate thesis project. Essentially, they design their own degree plan and tailor it to their individual needs.

By contrast, the ESO emphasizes more traditional hands-on, lab-based science course work, along with core courses integrating native and western perspectives on the environment. In the ESO, students complete a senior internship and thesis project under the direction of a faculty advisor.

Whether students choose the more conventional ESO track or the alternative ICO track, each path engages them in intellectually demanding work and challenges them to draw on their cultural resources and values.

When the BSNES program was implemented in 2007, the College knew that many extended campus students would find it challenging, if not impossible, to complete their junior and senior years on the Lummi campus. However, the College has been unable to offer most upper-division BSNES courses at extended campuses because of inadequate physical and human resources. To address this issue, the Dean of Academics and Distance Learning has asked each extended campus manager to devise a plan that would allow students to complete the BSNES off campus. In particular, the plan must address:

1. Available resources (tribal resources, partnerships with tribal programs to support internships and/or service-learning projects, funding);
2. Available facilities (lab/classroom space, possibly high school lab access);
3. Available faculty (qualified part-time faculty);
4. Enrollment (sufficient student interest in the program);
5. Budget (projected costs to offer upper division courses).

The Dean intends to offer upper-division courses at select educational sites beginning in fall 2010. At present, the Nez Perce site is
piloting the BSNES interdisciplinary concentration option and offering upper division courses. One student at that campus is scheduled to complete the degree at the end of the 2009-2010 academic year.

It is important to note that the interdisciplinary concentration option has allowed this student to pursue the BSNES. The flexibility of the ICO is attractive to many extended campus students who are unable to complete the more traditional ESO. The Nez Perce student’s concentration committee is comprised of three members, including one full-time native studies instructor and one pro-rata science faculty, both of whom are located at the Nez Perce site. The third committee member is a full-time science instructor at the Lummi campus, who serves as faculty liaison for the ICO track. In addition, this student has received support from the Nez Perce tribe, including completing his internship with the Nez Perce Environmental Waste and Restoration Program.

This student’s success is an excellent example of how our tribal partners can invest in the future of their people. The coordination of extended and main campus faculty with tribal support is a model for students who wish to pursue the BSNES in their own community.

Although successful, the Nez Perce pilot program has identified challenges:

- How do we oversee and monitor the student’s plan of study, including the program proposal?
- How do we find sufficient faculty in a rural area?

To aid their learning, all NWIC students meet with academic advisors from the student services office. Advisors help students develop individual education plans (IEP) and use program planning guides. Advisors also perform unofficial evaluations to keep track of their students’ progress.

In addition, student services staff:

- identify degree-seeking students and direct them to required courses;
- assist with short-term credit retrievals through weekend seminars and student development conferences;
- prepare quarterly student needs reports to help the administration schedule courses.

At the beginning of the 2009-2010 academic year, the College published its first annual schedule. (Previously schedules were published each quarter.) Led by the Vice President of Instruction and Student Services, the process took an entire year and required cooperation from:

- faculty
- program directors
- academic advisors
- enrollment staff
- instructional administrators
- extended campus managers

The process now is spearheaded by the Associate Dean of Academics and Distance Learning.

The scheduling committee regularly reviews student enrollment data to determine attendance patterns. The committee has two main goals:

1. to ensure the annual schedule corresponds with high enrollment
2. to help students map out long-term educational plans
Credit for Prior Learning

In the late 1980s, NWIC began offering credit for prior experiential learning. A faculty committee designed a plan and met with representatives from other community colleges to discuss potential problems and effective pathways.

In the past year, the credit for prior experiential learning program was reorganized under the Dean of Academics and Distance Learning and renamed credit for prior learning experience (PLE). The PLE program is administered through NWIC’s individualized studies program, with direct oversight by the associate dean.

Students wishing to receive credit for prior experience must meet the requirements established in HMDV 120, Exploring Credit for Prior Learning, and HMDV 121, Credit for Prior Learning. The requirements and process for receiving credit for prior experiential learning are laid out in the syllabi for these two courses.

When students have completed HMDV 120 and HMDV 121, the Associate Dean of Academics and Distance Learning reviews their coursework and then asks a faculty evaluator to determine whether or how much credit to grant. Once credit is awarded, the HMDV 120 and HMDV 121 classes are dropped from the transcripts and replaced by the courses for which credit is being awarded. The maximum PLE credits are:

- 15 for the Bachelor of Science and Associate of Arts and Sciences degrees
- 18 for the Associate of Applied Science transfer degree
- 22 for Associate of Technical Arts degree
- 10 for any certificate

Course/Program Additions/Deletions

One function of the Curriculum Committee is to review and make recommendations to the administration about the academic curriculum of the College. The committee:

- creates, revises, and cancels academic courses and programs,
- reviews academic curricula, policies, and procedures.

These responsibilities and processes are spelled out in the NWIC Curriculum Committee Handbook.

The Curriculum Committee reviews policies, regulations, and procedures for course and program additions and deletions usually every two years, but more often if necessary before the publication of a new catalog. This review process was last completed during the 2008-2009 academic year, prior to publication of the 2009-2010 catalog. The committee has also considered:

- evaluation of and changes to programs, including whom to involve in decision making;
- communication between the committee, faculty, and department chairs about the revision of courses and programs;
- need for new programs.

Recently, the committee has developed a clearer and quicker process to create new programs of study, such as professional-technical studies certificates. In addition, it has assembled a list of key content faculty to consult about course development or revision, as well as course outcomes. In like manner, the instructional leadership and Curriculum Committee have articulated a process to approve program outcomes currently under review.
As detailed in the Handbook, curricular changes are first reviewed by the Dean of Academics and Distance Learning, then brought to the Curriculum Committee for approval, and then forwarded to the Vice President for Instruction and Student Services for review. The Vice President approves or rejects the recommendations and forwards any changes to appropriate departments and offices within the College.

In 2006, committee members assessed the Curriculum Committee handbook and reviewed the committee’s functions, processes, and accompanying forms. Changes to the handbook were approved in June 2006. Evidence of the review can be seen in the Curriculum Committee minutes and the revised Curriculum Committee handbook.

Subsequently, the committee reviewed and revised parts of the handbook, accompanying forms, and new academic processes (as noted in committee minutes from the 2007-2008 academic year and posted on the Committee website). This review turned up several important issues about academic policies, regulations, and procedures, which will require further consideration and be addressed in future handbook revisions.

Program Elimination or Changes
When programs are deactivated or significantly modified, NWIC goes through a teach-out process to allow students to complete their program. Students who have continuous enrollment (defined in the catalog as being enrolled in credit courses without interruption for more than two consecutive quarters, excluding summer quarters) may complete the program under the old catalog (NWIC 2007-2009 Catalog pg 4).

The 1998 NWIC self-study described how the College handled students when our Tacoma campus closed. In particular, we continued offering classes temporarily while advising students to transfer to another extended campus or to an affiliated school. Since 1998, we have included course and program cancellation policies in the catalog.

An example of how NWIC has changed a program: In 2004, we modified the Associate of Technical Arts degree in Chemical Dependency. In particular, we eliminated Human Services 222, Ethics and Chemical Dependency Treatment, because it was not needed in the new program. We maintained the course’s active status, however, for students to take as an independent learning course.

Another example: when NWIC eliminated several programs in 2004, we implemented a teach-out process. Students who were within one year of completing the programs (needing 45 credits or less) were encouraged to become part of the teach-out pool. Student services contacted these students, and the College offered the classes they needed to complete their programs the following year. A specific case: the College hired an adjunct so that four students could complete their two-year construction trades certificate.

Table 2 provides a list of all programs of study added or deactivated since 2003.

Analysis and Appraisal
Strengths
Classes at NWIC typically are small, allowing faculty to interact with students to a high degree. The College also has pursued innovative pedagogical approaches, such as team-taught block courses. Specifically targeting first-year students, these courses provide dynamic and supportive instruction.
Student services staff, faculty, and others ensure that students enroll early and remain on track to make academic progress. Evidence of this includes:

- retention team purpose and function document
- student retention plan for 2007
- minutes of the retention team
- regular progress reports for those students enrolled in the TRIO program

In addition, the College recently reconvened the academic standards committee to maintain high standards of instruction and student success (Curriculum Committee minutes for 4/3/08).

NWIC has made a concerted effort to tie courses and policies to the College mission. The outcomes work done on curricula, syllabi, and course evaluations of coursework has significantly improved the connection between what we say we do and what we actually do. This work is ongoing.

On a 2006 survey, ninety-one percent of alumni said their experience at NWIC helped them develop a sense of purpose, value, and meaning. Ninety-three percent agreed that NWIC contributed significantly to their personal growth.

The Curriculum Committee has a well-organized process to review new course proposals, which ensures credit-hour equivalency. The course outcomes process ensures that courses meet NWIC’s general education and transfer guidelines and are aligned with the NWIC’s mission and goals.

The College has worked hard to nurture closer relationships with the extended campuses. The use of ITV allows extended campus staff to participate in Curriculum Committee and planning meetings. With the creation of the Dean and Associate Dean of Academics and Distance Learning positions, extended campuses now have a voice in curricular issues.

The College has also improved faculty participation in curriculum development. It has recruited more faculty to serve on the committee, and it has found ways to solicit more faculty input on curricular issues before meetings.

As noted above, the College has a well-defined process to grant, monitor, and document credit for prior experiential learning (PEL).

The seven-phase process to create new educational programs is clear, orderly, and efficient. The process ensures that new programs are thoughtful and thorough, and that they support the College's mission and goals. The process also improves service to extended campuses and tribal communities because it lets the College create training programs quickly.

**Challenges**

Expanding the curriculum to include bachelor's degrees has required careful needs analysis and allocation of resources. Policies that previously addressed only associate degrees have had to be revised.

Expanding to four-year programming has required NWIC to plan courses and make faculty decisions four years ahead. Currently the College produces a comprehensive annual course schedule, but course and faculty scheduling for the BSNES must be done in four-year cycles.

The increasing physical, human, technological, and financial resources needed to maintain programs at the extended campuses require careful planning and prudent allocation of resources. One challenge is offering upper-division BSNES courses in modes oth-
er than face-to-face instruction. Freshman and sophomore BSNES courses are available at several extended campuses (Nez Perce and Muckleshoot, in particular), but junior and senior courses are not. Moreover, upper-division BSNES science course require highly qualified faculty and laboratory facilities. Unfortunately, we have limited resources. The instructional leadership is searching for ways to meet these challenges and plans to offer these courses at extended campuses where interest and enrollment are high.

Maintaining curricular consistency between the main campus and extended campuses is another challenge. Faculty using different modes of instruction need to communicate with each other. For its part, the College has posted course and program outcomes on its assessment website. Periodic course reviews and oversight from the Dean and Associate Dean of Academics and Distance Learning also ensure that curricula are consistent campus wide.

On occasion individuals at our extended campuses or from the community may have an idea for a new course or program. Because they are not familiar with NWIC policies or procedures, they may have difficulty drafting a proposal. Indeed, their proposals may require extensive clarification and support before they can be presented to the Curriculum Committee. This process can be time-consuming.

**Recommendations**

Create orderly processes for the College and Curriculum Committee—like the seven-phase process we now use to create new educational programs—to reactivate programs or to modify existing programs.

Revise the Curriculum Committee Handbook to include the following:

a) Guidelines developed since the previous handbook update, including guidelines for designating general education courses, course levels, and for defining credit hours

b) Processes developed since the previous handbook update, including the seven-phase process for creating new educational programs, the course and program review process, and the process for approving program outcomes.

c) Revised Curriculum Committee forms (e.g., adding “program outcomes approval” to the cover sheet)

**Educational Program Planning and Assessment**

NWIC plans and assesses educational programs:

- to meet the needs of our academic disciplines
- to meet the needs of our native communities
- to prepare our students for careers in their chosen fields

Note that components of each subsection of Standard 2B are discussed in the following narrative. Notations in the narrative are made when it refers to a specific subsection.

**Historical Perspective**

Prior to 1999, NWIC used several approaches to assess educational programs. Because of its small size and limited capacity, the College contracted external evaluators and consultants to measure program effectiveness.

In 1999, in response to evaluators’ recommendations “to adopt and consistently implement an educational assessment plan,
which provides for a series of outcomes that are internally consistent and in accord with its mission” (1998 Full Scale Recommendations in NWCCU). NWIC hired consultants to create an assessment plan. This plan was a starting point for the development of our current comprehensive assessment plan.

From this point on, college administrators made institutional assessment and outcomes work a top priority. In 2002, NWIC hired a Director of Assessment through a National Science Foundation capacity-building grant. At the completion of the grant, the Director of Assessment position was institutionalized. In 2007, the Office for Institutional Research was established to support the NWIC mission and provide data and statistical analysis for decision-making, with a focus on constant improvement.

For such a small school, NWIC made a major investment in institutionalizing assessment goals and outcomes. Although faculty became more engaged in the process, especially in outcomes work, few college employees had assessment experience. The College asked the Director of Assessment to lead faculty trainings. From these efforts, NWIC has become committed to:

- teaching and learning best practices
- teaching and learning within native cultures
- meeting the unique challenges of teaching and learning at a tribal college

With NWIC’s new assessment direction, subsequent cycles will have formal assessment plans, with a preset timeline of when goals are to be accomplished (see NWIC’s 2007-2012 Assessment Plan and the 2002-2007 Assessment Report). Further evidence of NWIC’s commitment to assessment appears in initiative I.G.1 of NWIC’s 2004-2009 Strategic Plan. This initiative states the College will offer “high quality academic and vocational programs” and “enhance institutional assessment directed at improved services.” This important focus on assessing student learning continues to be highlighted as the College updates its strategic plan.

In light of its commitment to improve teaching and learning, the NWIC academic administration, Curriculum Committee, and faculty performed a comprehensive review of all programs during the 2008-2009 academic year, before publishing the 2009-2011 catalog. At the time of this review, the College had articulated program outcomes for the:

- Bachelor of Science in Native Environmental Science
- Associate of Applied Science transfer degree in early childhood education
- Associates of Technical Arts degrees in Information Technology and Chemical Dependency Studies

The review evaluated the program outcomes, core courses, and all related curriculum materials of the three associate degrees. In addition, the review evaluated all core courses in these programs and all regularly taught general education courses. Moreover, it recommended updates to program and course materials, which were made before the review was completed.

All programs of study - including all program outcomes - are scheduled for review every two years, during the year before each new catalog is published.

During the 2009-2010 academic year, the College has made progress implementing the 2007-2012 Assessment Plan. In particular, core faculty articulated program outcomes for another six associate degree and two certificate degrees in addition to the four programs noted above. Program outcomes for these degrees are currently being fina-
lized and approved. In total, the College has articulated program outcomes for the Bachelor of Science in Native Environmental Science degree, all four Associate of Arts and Sciences degrees, the Associate of Science Transfer in Life Science degree, the Associate of Applied Science Transfer in Early Childhood Education degree, all three Associate of Technical Arts degrees and two of the ten certificate programs. Program outcomes for the remaining certificate programs are planned to be completed in the near future.

The Curriculum Committee, academic leadership, and Administrative Team review and approve program outcomes in accordance with the process developed by the Curriculum Committee. The approved program outcomes are then posted online on the assessment website, as well as in the online catalog addendum, available from the College’s main web site.

**Description**

In recent years, NWIC has made significant progress toward ensuring “that all components of the campus embrace a culture of continuous improvement focused on the assessment of student learning” (Policy 2.2 – Educational Assessment) (2.B.1). We have all made a unified, cross-campus effort to achieve this goal (2.B.1). Since 2002, these cultural and institutional conditions have helped:

1. The entire campus has worked to develop a comprehensive strategic plan that incorporates assessment.
2. Faculty and staff want more emphasis on native curriculum and content (see student feedback in the NWIC Student Opinion Survey report and Alumni Survey report).
3. Administrators and faculty want more consistent standards among instructional sites and modes of learning (see student feedback in the NWIC Student Opinion Survey report and Alumni Survey report).

In sum, the goals of NWIC’s assessment program are:

1. to help the College to accomplish its mission and strategic initiatives,
2. to improve student learning,
3. to fulfill accreditation requirements.

During the 2009-2010 academic year, NWIC engaged in an extensive, intensive, and inclusive strategic planning initiative. It built on and updated the 2004-2009 strategic plan. It clarified NWIC’s core values and included a community needs assessment.

The needs assessment received responses from over 600 tribal community members to identify their top educational priorities. Following are the six top core goals identified for NWIC:

1. develop a four-year bachelor’s degree program;
2. build a permanent campus;
3. strengthen academic programs;
4. address extension and community-development needs for tribes and communities;
5. strengthen the cultural and tribal foundation of the College;
6. increase resources to fulfill the College’s mission.

During the 2008-2009 academic year NWIC began an initiative to improve and assess teaching and learning. Through the Woksape Oyate (Wisdom of the People) project, the College developed a faculty toolkit comprised of our best practices in teaching and learning. In addition, faculty conducted classroom-based action-research projects. Each project included an assessment sec-
As part of each project, faculty report on their project results and share them with colleagues in writing (on the faculty teaching and learning website) and in oral presentations.

As noted, the College also instituted a seven phase process with tracking forms for developing new educational programs. This process clearly delineates requirements for new programs. The Curriculum Committee will not consider a new program unless it has:

- program outcomes
- rubrics for each program outcome and a curriculum map
- a plan for implementing outcomes

At NWIC, we assess student learning by systematically gathering, interpreting, and using information about our students’ academic performance and their perceptions of their learning. The purpose of assessment is to improve the quality of our academic programs (2.B.1) and to improve student learning.

To assess the success of the College, its programs, and courses (2.B.1), NWIC uses three types of assessment data:

- direct indicators of student learning
- indirect indicators of student learning
- institutional data

**Direct indicators** require students to demonstrate their learning through essays, capstone projects, tests, presentations, etc.

**Indirect indicators** ask students to reflect on their learning through satisfaction surveys, interviews, focus groups, etc.

**Institutional data** do not necessarily indicate student learning, but they do reflect the overall condition and effectiveness of the College. They may include retention and graduation rates and enrollment trends.

In 2007, NWIC completed a mission-based five-year cycle to assess all its educational programs (including all modes of learning at all locations). Faculty and staff consistently use the results of this research to improve student learning and success. In the past two years, we have focused on new areas of our 2007-2012 Assessment Plan. Beginning with course outcome work, and more recently with program outcomes, we have made progress in pursuing the annual goals for improvement.

Most of our data is posted on the NWIC assessment website at http://blogs.nwic.edu, which is linked from the faculty homepage or, alternatively, can be accessed from the College’s homepage at www.nwic.edu. The assessment website is also a working space for projects in progress.

The timeline of assessment activities summarizes NWIC’s assessment activities from 2002 to 2009 (2.B.1). In the early years, NWIC was laying a new foundation for the College - developing a strategic plan, updating its mission statement, and restructuring its academic programs. During this period, assessment activities focused on:

- receiving student and community feedback (indirect indicators of student learning)
- collecting and developing institutional data

Now with a solid foundation, NWIC has developed most course, program, and college outcomes. This work will continue throughout the current assessment cycle.

Table 3 summarizes NWIC’s ongoing assessment activities. NWIC endeavors to in-
clude all three types of indicators at the course, program, and course level.

Over the last five years NWIC has developed course, program, and college (academic and cultural) outcomes that will provide evidence of improved student learning. Faculty and staff will continue this work as they track improvements in learning. In addition, the updated online course evaluations that students complete each quarter will enable the College to track student perceptions of teaching and learning over time.

To date, over 45% of course outcomes and all college outcomes are posted on the NWIC assessment website (2.B.2). This represents a 5% increase from the 2008 comprehensive self-study. More importantly, the increase is in significant programs:

- The 29 courses offered most frequently for the Associate of Arts and Sciences degrees (following the Washington State Intercollegiate Relations Commission Direct Transfer Agreements) have outcomes that have been reviewed by the Curriculum Committee
- All 10 core courses in the Associate of Technical Arts in Chemical Dependency degree have outcomes that have been reviewed by the Curriculum Committee
- All 25 core courses in the Associates of Applied Science Transfer in Early Childhood Education degree have outcomes that have been reviewed by the Curriculum Committee
- All 24 courses in the Associate of Technical Arts in Information Technology degree have outcomes that have been reviewed by the Curriculum Committee
- Twenty of 23 required courses for Bachelor of Science in Native Environmental Science ESO track and 10 of the 13 required courses for the ICO track have outcomes that have been reviewed by the Curriculum Committee (87% for ESO track and 77% for ICO track). The three courses that do not have Curriculum Committee reviewed outcomes are the same for both tracks - Internship in Native Environmental Science, NESC 497, and third and fourth year Native Environmental Science Seminar courses, NESC 393A-C and 493A-C. While these three courses do have articulated outcomes developed by BSNES faculty and listed in the course syllabi, the outcomes have not been reviewed by the Curriculum Committee. (Evidence: BSNES program outcomes, rubrics and syllabi for three additional courses)

NWIC is now following a timeline to articulate, implement, and assess all course, program, and college outcomes. The 2007-2012 Assessment Plan identifies annual goals for each year.

The College uses indirect indicators of student learning and institutional data to:

- improve student learning
- revise the curriculum
- increase student support services (2.B.3)

The 2002-2007 assessment report outlines how we used indirect indicators to improve learning and student success. For instance, NWIC conducted:

- an alumni survey
- a student opinion survey
- a teaching and assessment methods survey
- a community needs assessment
- a community college survey of student engagement

It also instituted peer reviews of teaching and online course evaluations.

The College has used this information, as well as institutional data (enrollment, retention, course completion, graduation, and
transfer) to plan and restructure its programs and improve student success (see the Student Success Report,\textsuperscript{52} the American Indian Measures for Success Reports (AIMS), the First-Year Experience Report,\textsuperscript{53} the Integrated Postsecondary Education Data System (IPEDS) data feedback reports,\textsuperscript{54} NWIC annual enrollment reports,\textsuperscript{55} and NWIC to WWU transfer data, 1996-2006).\textsuperscript{56} The 2007-2012 Assessment Plan maintains current and implements new initiatives.

Development of the Assessment Process
To develop its current assessment process, the College pursued an informed, systematic, yet flexible, approach, paying special attention to staff concerns and time constraints. When surveyed, the staff said that assessment:

- should be conducted in a responsible and ethical manner
- result in a respectful and reciprocal relationship between the director of assessment and all staff
- produce meaningful, relevant, and useful data to benefit academic programs, students, and the NWIC community

Faculty, administrators, and staff have all noted that assessment at NWIC has been functional, keeping everyone engaged and informed. They viewed our process as:

- participatory (including staff from the extended campuses)
- flexible
- adaptable to college needs

The staff noted how assessment data has been effectively distributed through NWIC’s website, brown bag lunches, and faculty meetings (broadcast on ITV to include extended campus staff). Finally, assessment data has been especially useful to the Center for Student Success.

Nevertheless, NWIC staff suggested a number of ways to improve our assessment process:

1. improve communication among students, faculty (including extended campus, online, and independent learning faculty), administrators, staff, and tribal community members
2. involve the extended campuses in more college activities
3. integrate assessment into the College’s daily operations
4. educate and train students and staff about the importance of assessment
5. increase student and staff participation
6. make plans and set goals
7. improve access to results (in particular, make results available to the tribal community)
8. use assessment data systematically to make decisions campus wide

In June 2009, NWIC surveyed faculty to ascertain their understanding of and support for assessment.\textsuperscript{57} Although faculty understood assessment well enough, they identified these needs:

- training, particularly in how to develop assessments
- support from assessment experts (especially institutional leaders)
- support from colleagues

Embedding Assessment in College Processes
NWIC has begun embedding assessment into its processes for creating and reviewing curriculum. Outcomes are now required for all new programs of study, as well as for new, revised, and reviewed courses. The College is working to embed assessment into its processes for developing strategic
Learning, Teaching, and Assessment Approaches

NWIC faculty are striving to teach and assess learning in meaningful and culturally appropriate ways. For instance, instructors are experimenting with curricula that are:
• integrated
• place-based
• relevant
• experiential

The newly developed Teaching and Learning Toolkit contains examples of each of these approaches.

Many of these experiments have been conducted in the first-year experience program (FYE). There is some concern, however. Namely, how appropriate is it for non-native faculty to teach native content? And how appropriate is it for non-native faculty to use culturally relevant pedagogy and assessment? Certainly, non-native faculty struggle with these issues. Nevertheless, to improve student learning, most faculty are willing to innovate, to incorporate tribal values, and to engage in cultural conversations.

During the 2008-2009 academic year, in partnership with The Foundations of Excellence in the First College Year (www.fyfoundations.org), NWIC conducted a thorough self-study, with a special focus on the FYE. A campus-based task force (broadly representing the entire college) inventoried the experiences of all first-year and transfer students (the “Current Practices Inventory”). For the following nine months, the task force used “foundational dimensions” and other “performance indicators” to evaluate the students’ experiences. The study resulted in a three-year strategic action plan to improve the first-year experience of all NWIC students.

One key finding: NWIC must help students develop college-readiness skills. Two essential courses - First-Year Seminar (NASD 105) and Introduction to Successful Learning (HMDV 110) - are being updated. The College will assess completion rates and other measures of success to be sure these courses are preparing students for college work.58

Products

Direct Indicators of Student Learning

NWIC staff believes the assessment program’s “best product” was mobilizing faculty to articulate college, program, and course outcomes. In fact, a number of faculty members have stated that assessment efforts improved student learning and success. By contrast, the staff disagreed about the success of articulating cultural outcomes. Some were impressed with how much discussions have advanced (especially recently); others were frustrated with slow progress. Keep in mind that our efforts to articulate outcomes are evolving. The initial stages have been promising and should soon yield more meaningful results.

Overall, the challenges of creating and implementing the assessment program were numerous (2.B.1). They included:

1. learning how to make the assessment program culturally appropriate and meaningful (Because NWIC has a mostly non-native faculty, this has been especially challenging.),
2. persuading people to make time in their already full schedules to participate in assessment activities,
3. educating faculty, staff, students, and the community about assessment,
4. making certain that assessment results are used to improve teaching and learning, and the College itself.
The outcomes initiatives that need the most work are:

- designing curriculum based on outcomes (not vice-versa)
- developing consistent high academic standards
- addressing cultural issues (teaching languages, hiring more native faculty, determining cultural outcomes) (2.B.2)

Developing program outcomes is also a high priority (2.B.2). We need to accomplish these tasks:

- articulate program outcomes
- determine which courses, activities, or capstone experiences will be used to assess program outcomes
- establish indicators and standards (qualitative and quantitative) to measure program outcomes at key stages
- create the assessment tools
- determine how data will be collected
- assess students at entry and at exit
- analyze information
- share results
- design administrative and communication systems to ensure programs use results to:
  - make decisions
  - refine policies
  - upgrade practices
- educate students about the importance of assessment.

From 2003-2005, after adopting a mission statement that incorporated tribal community values, NWIC reviewed, re-evaluated, and recreated its programs. Indeed, the College restructured programs, curricula, and staff to reflect the strategic plan more accurately. For instance, administrators discontinued programs with low enrollment. Staff focused on creating a two-year Native American Studies transfer degree. Administrators and faculty streamlined many other programs and required courses, and they realigned curricula with the new mission statement.

Because of this radical restructuring, NWIC has only recently begun to develop program outcomes. During the current assessment cycle, the College has assembled a community of faculty who understand best practices in teaching and learning. In the past few years faculty have articulated program outcomes and created rubrics and curriculum maps for four programs of study and, more recently, program outcomes for an additional eight programs.

The BSNES program, in particular, has had extensive program outcome development. In addition to articulated program outcomes, rubrics and curriculum map that have been reviewed each year since 2007, program outcomes have been incorporated into parts of the BSNES programs.

Presently the Curriculum Committee and instructional leadership are reviewing program outcomes. Program rubrics and curriculum maps for the most recently developed program outcomes are in development.

During 2004-2005, the Coast Salish Institute helped the College develop

- cultural curriculum
- integration strategies
- language programming
- community development services

In addition, the Institute offers programs and conducts research to assist faculty, students, and staff in cultural areas.
Indirect Indicators of Student Learning (2.B.3)
Over the last seven years, the College has conducted numerous surveys. These surveys have provided useful baseline data for measuring improvement. They have also stimulated insightful conversations and resulted in significant actions. Surveys have included the

- alumni survey
- student satisfaction survey
- community college survey of student engagement
- community needs assessment

In particular, the alumni and student satisfaction surveys highlighted the need for a student newspaper, student housing, a daycare center, and an athletics program. Over six years, all these suggestions were implemented. However, we need to find quicker and more systematic ways to transmit information. And we need to document how that information is used.

NWIC students used to complete course evaluations with pencil and paper, which were then hand compiles by support staff. The College then began using survey software (SurveyMonkey) to collect student data online. The online process was more efficient, and it gives more access to our extended campus and distance-learning students. One downside: this survey software requires extensive data processing since it is not a dedicated course evaluation tool. The College is currently piloting new student-evaluation software with robust analysis and reporting tools (CoursEval). This software has already improved our assessment process.

Institutional Data (2.B.3)
NWIC effectively collects, analyzes, reports, and shares institutional data. Some of this data is posted on the assessment website in a student success report. The staff in many departments make good use of this data. One example: after studying our retention data, student services decided that:

- all students should have a minimum of three advising and outreach contacts per quarter
- all advisors should log contact information for others to view
- all degree or certificate students should have current credit evaluations and education plans on file
- all advisors should teach students to manage their educational programs
- the College should conduct a retention survey to focus on student development

Another example: our institutional data suggest that NWIC students are more successful when they interact directly with their instructors (as opposed to independent learning). Consequently, the College added more interactive television (ITV) and hybrid courses. These courses have been especially helpful to our distance-learning students.

Analysis and Appraisal
In June and July 2006, NWIC conducted a comprehensive evaluation of its assessment program. This evaluation included:

- a survey of full-time faculty and staff
- the Director of Assessment's analysis

The most and least successful components of the NWIC assessment program are discussed in a comprehensive document and in more detail below.

First, some background and context concerning the most recent developments in NWIC’s assessment process. When the Director of Assessment resigned early in 2008, the College needed to restructure the assessment program. Instructional leadership
formed the Assessment Team to assume the duties of the former director. However, since no one had formal assessment expertise, the team was not able to meet the time line laid out in the 2007-2012 Assessment Plan to develop and implement program outcomes. During fall 2009, realizing they needed an assessment expert, the College applied for Department of Education Title III funding. The College plans to create a new position, combining the Director of Institutional Research and the Assessment Coordinator positions. The Assessment Team will provide support to the position.

Given these circumstances, NWIC has been slow to achieve the 2008-2009 academic year goals laid out in the 2007-2012 Assessment Plan. In particular, the Assessment Plan called for:

- program outcomes for all NWIC programs of study
- course-level rubrics
- curriculum maps
- activities to assess program outcomes
- anchor papers to guide student assessment at program entry, midpoint, and exit.

**Strengths**

Between 2003 and 2008, NWIC faculty and staff worked hard to develop a successful assessment program. Our President’s determination and the inclusion of extended campuses and tribal communities were instrumental. Importantly, our program assesses teaching and learning within the matrix of the College’s mission statement and strategic plan.

In part, the program has been successful because the administration has provided the financial, human, and technical resources needed to conduct efficient assessment. For example, administrators hired a full-time Director of Assessment and offered faculty stipends to participate in assessment initiatives and develop outcome measures. The College also gave students gift certificates to complete lengthy surveys.

NWIC now has:

- an effective data collection system
- an adequate database system
- a data administrator who is able to extract data efficiently and create reports (This individual, hired during the 2004-2005 academic year, has also been instrumental to the program’s success.)

In addition, the Director of Institutional Research, hired in 2007, has implemented processes that have improved how the College collects, analyzes, and distributes data, as well as how it uses institutional data to make administrative decisions.

The assessment program has supported teaching. Because NWIC’s primary focus is on teaching, rather than research, faculty are determined to provide excellent instruction and ensure their students succeed. As noted, faculty have worked with the assessment program:

- to develop course and program outcomes
- to develop teaching and learning toolkit materials
- to conduct classroom action-based research projects

Over the last 18 months faculty have been deeply engaged in assessment work as the College updates its Assessment Plan and develops its continuous improvement model.

Table 3 summarizes the assessment activities during the 2008-2009 academic year and describes how the College has linked training and assessment practice.
The assessment program plays a key role in NWIC’s new process for creating new educational programs. In particular, it helped create an orderly and efficient structure and ensure that all new programs of study have measurable outcomes.

Moreover, the assessment program has supported the College’s mission statement. It has helped faculty develop outcomes and assessments that are appropriate to native curricula and sensitive to cultural knowledge, values, and skills. A good example: the assessment program, in conjunction with the Foundations for Excellence, helped the College evaluate and strengthen the First-Year Experience program.

Interestingly, because NWIC is a small and relatively new college, it has had a better chance to develop a successful assessment program than many older, larger mainstream schools where ingrained traditions are difficult to change. Much to its credit, NWIC has been willing to invest in assessment.

Challenges
As noted, we have not met all of the 2008-2009 program outcome goals as set out in the 2007-2012 Assessment Plan. Our greatest challenge is to get the assessment process back on track.

A special challenge for tribal colleges is making sure assessment is aligned with traditional cultural perspectives and practices. The tension between western linear assessment and “indigenous evaluation” approaches has slowed our progress. According to our mission statement, NWIC not only wants to produce educated students; it wants to support student and community identity and promote self-determination among native people. The problem is that many of the faculty are non-native. Most arrive at NWIC unfamiliar with tribal colleges, tribal communities, and the needs of native students.

NWIC has offered a number of workshops, in-services, and training sessions to teach faculty about historical and modern native experiences and the unique demands of native education. The President, along with three native and non-native staff members, authored a book chapter on cultural integration in the classroom. The College currently has a native Ph.D. Fulbright scholar teaching courses and supporting the teaching and learning initiative. Still, incorporating indigenous evaluation approaches into our courses and programs is an ongoing challenge. A related challenge is expanding the Coast Salish Institute’s support of native and cultural studies programs.

Another challenge is including the extended campuses in assessment activities. Traveling to meetings at extended campuses takes much time and conducting meetings over interactive television (ITV) is cumbersome.

A final challenge is reporting and using assessment results in a timely and effective manner. We hope to meet this challenge in the later stages of our 2007-2012 Assessment Plan.

Recommendations
Inputs (Plans and Strategy)

Modify the 2007-2012 Assessment Plan in light of recent changes at the College—in particular strengthening institutional research and assessment separate from instructional assessment.

Reevaluate the timelines and resource allocations in the 2007-2012 Assessment Plan and make adjustments, as necessary.
Modify the Assessment Plan to include indigenous evaluation approaches.

Offer faculty and administrators more training in indigenous evaluation.

Assessment process (2.B.1)

Allocate time and resources to implement a revised assessment plan to institutionalize assessment through, increased participation and communication, assessment-related education, planning with extended campuses, administrators, students, and the community, publication of annual reports and periodic newsletters, program specific and campus-wide meetings.

Direct indicators of student learning (2.B.2)

Articulate a process and timeline to complete development of program outcomes.

Implement program outcomes into the curriculum by June 2011 for all programs of study.

Publish program outcomes for all programs of study in a catalog addendum by June 2011.

Identify key courses in each program of study where program outcomes will be assessed.

Integrate program outcomes and assessment measures into those courses.

Provide faculty with time to implement the Assessment Plan for all programs of study.

Prioritize collecting and evaluating data about student completion. Complete the development of measurable cultural outcomes and integrate them into program and course outcomes.

Indirect indicators of student learning (2.B.3)

Implement course evaluation software to collect, maintain, and report student evaluations.

Review student course evaluations from quarter-to-quarter to improve teaching and learning.

Institutional data (2.B.3)

Develop tribal community data indicators.

Collect college benchmark data to analyze institutional capacity building and development.

Collect data for the continuous improvement process.

Undergraduate Program
General Education

All NWIC degree programs, (prebaccalaureate and baccalaureate) require general education courses. These requirements are clearly spelled out in our catalog.

NWIC is a member of the Intercollegiate Relations Commission (ICRC). We follow all the direct transfer agreement guidelines (DTA) for our associate transfer degrees.
The ICRC is a member organization of Washington state colleges and universities. It was established to help students transfer from two-year to four-year colleges and universities. While membership in the ICRC is voluntary, NWIC belongs to ensure that our students can transfer to four-year schools with ease.

In 2007, the College asked ICRC’s Ongoing Academic Review committee (OAR) to audit our catalog and our programs and courses to help us strengthen our academic offerings.

The NWIC catalog publishes detailed descriptions of all our programs of study including:

- Bachelor of Science
- Associate degrees
- Certificates
- 2 quarter award of competency

The catalog also lists general education requirements and describes individual courses.

To support our mission, NWIC requires students to take native studies general education courses. These courses incorporate native cultures, histories, and traditional knowledge systems.

NWIC also recognizes that students must acquire basic learning skills and become computer literate to succeed in college and beyond. As a result, all degree and certificate programs require “student success” courses as follows:

- Introduction to Successful Learning (HMDV 110)
- Introduction to Computers (CMPS 101)
- CMPS 101 is also required for the 2 quarter award of competency. We require them, even though they are not part of the ICRC guidelines.

To fulfill the general education requirements for all AAS and BS degrees, students must take:

- basic skills courses
- distribution area courses
- NWIC specific courses

Basic skills courses are comprised of:

- 14 credits of communication skills (10 in English composition, four in speech)
- five credits of quantitative skills

Distribution area courses include:

- humanities
- social sciences
- natural sciences

NWIC specific courses include:

- student success courses
- native studies courses

Students in the Associates of Arts and Sciences degree programs take 20 credits of native studies courses. The general education requirements for the Bachelor of Science in Native Environmental Science are equivalent to those for our associate transfer degrees.

In addition to the general education requirements, each program of study has its own core course requirements. Some of these courses may satisfy general education requirements as well.

Table 4 compares NWIC’s general education requirements with ICRC’s general education guidelines.

NWIC’s four AAS transfer degrees have the same general education requirements since they are designed to meet the ICRC DTA
guidelines, although specific courses are required to fulfill certain general education requirements. However, students enrolled in the AAS-T in Early Childhood Education meet their distribution area requirements with specific NWIC core classes (BIOL 104, HIST 111, HIST 112, and NASD 110). They must also take one conversational native language course. Students in the AST in life sciences do more coursework in science.

In spring 2009, NWIC began offering an Associate of Arts and Science in Native Environmental Science degree (AAS-NES). This is a transfer degree, but it is also the foundation of our BSNES program.

The College also offers several associate of technical arts degrees (ATA). To meet the general education requirements students must take at least one course in communication skills, quantitative skills, humanities, social sciences, and natural sciences.

Certificate programs require courses in communication skills, computer skills and successful learning skills. The 2 quarter award of competency requires courses in college writing or English for the workplace, interpersonal communications, and public speaking.

The NWIC 2009-2011 catalog clearly articulates the rationale for all general education courses and the criteria for evaluating the relevance of each course. As noted, all NWIC general education courses are aligned with ICRC guidelines. In fact, we go beyond the guidelines by requiring more English Composition credits, a speech course, and NWIC specific requirements.

Also in accordance with ICRC guidelines, the Curriculum Committee oversees, updates, and approves development of general education courses regularly. In addition, it assigns appropriate designations (basic skills, distribution areas, NWIC specific) to each course. The catalog notes these designations alongside course descriptions.

The catalog also lists general education requirements in the degree and certificate descriptions. Lastly, the catalog presents the history of general education at NWIC in the “History and Background” section; the “Philosophy” section describes our general education requirements in a broader context.

Humanities and fine arts, the natural sciences, mathematics, and social sciences all include general education courses. Interdisciplinary courses, spanning and connecting many of these fields, are also offered. Humanities courses include art, including traditional native arts; theater; literature; native studies; and philosophy. Students may also do individualized study or internships, although internships are non-transferable electives and do not meet the humanities distributions area requirement.

Natural science courses include astronomy; biology; chemistry; environmental science; native environmental science; and physics.

Mathematics is an interdisciplinary subject and courses include basic math; vocational math; precalculus; statistics; and analytic geometry and calculus.

Social sciences courses include anthropology; sociology; psychology; history; native studies; political science; business administration; economics.

As a tribal college, NWIC includes native content throughout the curriculum, especially in our social science offerings. Overall, we are committed to developing an integrated approach to teaching and learning with an emphasis on native perspectives. As noted in our catalog:
The educational philosophy of Northwest Indian College is based upon the acknowledgment that tribal values and beliefs are the foundation of education and must include a study of Native American culture, language, and history within the tribal community.

NWIC’s transfer of credit policy is largely based on ICRC guidelines. Our catalog and student handbook clearly delineate our transfer and credit acceptance policies. We track transfer into the College with a transfer evaluation request form.

NWIC recognizes academic credits earned at other accredited colleges and universities when those credits are equivalent to our own. As the ICRC stipulates, NWIC equates one semester credit to one and a half quarter credits.

Likewise, NWIC students who plan to transfer to a four-year institution are urged to earn the AAS (which are direct transfer degrees) and take additional courses that meet the requirements of the institution to which they will transfer.

Credits earned at business colleges or in vocational programs may be applied toward our ATA and certificate programs, if they are appropriate and the student can demonstrate competence. However, transfer students must earn a minimum of 25 credits at NWIC.

To help our students, the admissions office has a transfer-articulation specialist who remains up-to-date on transfer policies through communications with peers at other institutions and by attending relevant workshops. In addition, the College offers a transfer seminar (HMDV 103) to inform students about transfer policies.

As noted earlier, NWIC periodically asks ICRC’s Ongoing Academic Review committee to make certain that our transfer degrees comply with ICRC guidelines.

Following the ICRC guidelines does not impact the NWIC’s ability to:

- introduce new courses or programs
- establish prerequisites
- articulate quality standards
- evaluate the transferability of individual courses

The guidelines simply assure mutual cooperation and academic integrity among institutions of higher learning in Washington State.

Since NWIC started accepting students into the BSNES program, faculty and instructional leadership have been developing transfer guidelines. They are now drafting a complete BSNES transfer guide.

NWIC’s Nez Perce extended campus is located in Idaho. To date, NWIC does not have a formal articulation agreement with Idaho colleges, although they are being developed.

Academic Advising Programs

NWIC has always provided effective student advising through Student Support Services, located in the NWIC Center for Student Success. Faculty also advise students, once students complete 45 or more credits. The catalog describes our advising programs as follows:

Academic advising is provided to students by advisors in Student Services, by a Site Manager or by a faculty member as applicable. The academic advisor will assist students in registering online or in signing the quarterly enrollment form and provide the necessary information to ensure adequate course selec-
tion for the student’s intended program of study. Advisors offer requirements, planning schedules, long-term academic planning, understanding financial aid information and monitoring satisfactory academic progress. Students should schedule appointments with their advisor to verify that courses they have selected apply to their degree program prior to quarterly registration.

The College recently updated its Jenzabar database to produce academic advising worksheets, calculate graduation requirements, and generate graduation reports. The registrar also reviews all graduation applications.

NWIC offers students career, life-skills, wellness, and transfer advising, to name a few. In addition, students are assigned a faculty advisor when they complete at least 45 credits. Students in both options of the BSNES program have a primary advisor, who is a Native Environmental Science faculty member or the Science Director. If a student is in the interdisciplinary concentration option, this advisor also serves as the committee chair.

Developmental/Remedial Policies
NWIC has policies and procedures to determine if students need developmental or remedial work and to determine if that work will count as credit toward a degree.

Formerly, NWIC used the Tests of Adult Basic Education (TABE) to assess students’ English and math skills. Now entering students must complete ACT’s COMPASS placement test.

After students complete the test, they meet with their advisors to determine appropriate course placement. Students requiring remedial work are placed in developmental courses to prepare for college. As noted in the catalog, “Courses numbered below 100 are designed to meet the pre-college, vocational, or self-improvement needs of students.”

For many NWIC students, English and math are big academic hurdles. In fact, the majority of incoming students require remedial coursework. They take these courses as part of the First-Year Experience program (FYE), which is designed to help students succeed. Because reading is such an essential skill, the College developed two courses, College Reading I and II (READ 090 and 091 respectively), to teach students how to comprehend college texts, as well as developing College outcomes in reading. As part of the FYE, advisors use a flow chart to ensure that students take developmental courses in the proper sequence.

Faculty
All NWIC faculty are qualified to teach courses in their field. In addition, our faculty draw upon their diverse backgrounds and broad experiences to teach a wide variety of courses. Our faculty also includes native cultural experts, with specialties in language, art, history, governance, and 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. For new degree programs, NWIC recruits full-time faculty with appropriate specialties.

Vocational Programs, Licensing & Job Placement Rates
None of NWIC’s vocational programs require state licensing examination pass rates although faculty overseeing these programs track job placement rates. The College fo-
Focuses more on academic degree programs, with less focus on vocational programs.

Currently there is no formal system to track state examination pass rates in the Chemical Dependency Studies Program. Job placement is reported anecdotally.

The Information Technology and computer repair and networking faculty have tracked job placement rates, however, state licensing examinations are not applicable for this vocational program. The most recent data indicates 100% placement. Graduates have been hired by the IT department at the Nooksack tribe, the Tulalip tribe, Comcast, the Intalco IT department, the WECU IT department, the computer sciences departments at the University of New Mexico and Western Washington University, and at NWIC. One graduate is a Johnson O’Malley database developer; another works in a vocational rehabilitation training center.

Analysis and Appraisal

Strengths
NWIC’s Curriculum Committee periodically reviews general education courses as part of a broader curricular review.

NWIC has adopted general education requirements that align with ICRC guidelines, but also reflect our identity as a tribal college.

NWIC’s catalog clearly spells out the philosophy behind and rationale for our general education requirements. It also thoroughly describes our general education requirements.

Our general education courses are substantial and varied.

Faculty instructing general education courses have diverse perspectives and broad backgrounds.

NWIC follows ICRC policies for evaluating transcripts and assigning transfer credit. The Associate Dean of Student Life and the Registrar developed this process, which includes consultation with content-area faculty.

Both the transfer articulation specialist (Associate Dean of Student Life) and the ICRC representative (Registrar) serve on the Curriculum Committee.

Upgrades to the Jenzabar database have improved the transfer process, although credits transferred prior to fall 2008 must still be manually calculated.

Academic advising meets our students’ needs. Students receive detailed advising worksheets showing degree progress. Advisors are intimately familiar with their students’ academic history.

The Center for Student Success has a comprehensive advising process that tracks the academic progress and advising needs of all students. The process includes a required appointment with an academic advisor prior to enrollment; an advisor’s signature on enrollment forms or online schedule printout; assistance from the math and writing center; study groups; mentoring and/or tutoring; and referrals for non-academic needs (i.e., chemical dependency, financial assistance, transportation).

NWIC has a policy listed in the catalog to place students in developmental courses.

NWIC has expanded testing and placement procedures. In addition to the COMPASS placement test, we use the Reading Plus placement test.
NWIC has expanded developmental courses. In particular, we created College Reading I and II to help students acquire basic skills.

NWIC has a qualified, diverse, and committed faculty, including native faculty within the Coast Salish Institute.

**Challenges**

A constant challenge is offering general education courses that follow ICRC guidelines and fulfill NWCCU expectations, but still reflect our tribal identity and meet tribal community needs.

The College needs to refine the recently approved guidelines for designating general education courses.\(^6^4\)

As the College develops baccalaureate programs, the Curriculum Committee needs to clarify how it designates 300 and 400 level courses.\(^6^5\)

The College has to complete transfer guidelines for the BSNES program.

Because a number of our Nez Perce extended campus students transfer to colleges and universities in Idaho, NWIC needs to negotiate an articulation agreement with the state.

Academic advisors and faculty need more training to keep up with our curriculum and program changes, especially the new BSNES program.

The College needs to continue finding ways to prepare incoming students for college work.

The College needs to hire more native faculty with advanced degrees.

The College needs to find BSNES faculty who have both expertise in mainstream environmental science and native environmental science, who are trained in scientific methodology, but have native perspectives on the environment.

The College needs to find more effective ways to track BSNES students on all campuses.

**Recommendations**

Enhance the processes for curricular review to help ensure the integrity of the general education requirements as understood both within and outside of NWIC.

Continue to strengthen our general education courses. Possibly evaluate the benefits of offering more linked or interdisciplinary courses.

Complete articulation agreements with colleges and universities in Idaho. (At present, Lewis-Clark State College accepts our AAS-T in Early Childhood Education for their Bachelor of Applied Science in Applied Technology program. We are negotiating an agreement to let our students transfer into their Bachelor of Applied Science in Early Childhood Education program.)

Complete policies and procedures to define the functions of faculty advisors and complete the advising training manual.

Evaluate our testing and placement procedures.

Track student progress after they have completed developmental coursework.
Continuing Education and Special Learning Activities

Compatibility with Missions and Goals

NWIC offers many special credit and non-credit programs. Each is compatible with the College mission and aligned with the NWIC Strategic Plan 2004-2009. Specifically, they meet the Plan’s Strategic initiative 1, Implementation goal 1, section 2: “Increase instructional services by improving distance learning and site-based access for all NWIC students.”

All of the College’s special programs have been carefully designed and approved. They are administered by appropriate college personnel, and they are evaluated regularly. NWIC’s special programs include:

1. individualized studies program
   a. independent learning
   b. courses by learning contract
   c. credit for life experience
   d. credit by course challenge
2. non-standard course delivery options
   a. web-based courses
      i. fully online
      ii. hybrid (partially online, partially face-to-face)
   b. interactive television (ITV)
      i. fully ITV
      ii. hybrid (partially online, partially ITV)
   c. unconventional time frame
      i. fast track
      ii. week-long seminars
      iii. variable time frame early childhood education
3. courses offered to high school students for college credit
   a. early college
   b. high school completion
   c. running start
   d. Lummi campus summer program

Even in its earliest years, NWIC served tribal members of the Lummi Nation and non-Lummi natives, mostly from the Northwest coast. Beginning in the 1980s several smaller tribes asked the College to serve their communities. NWIC worked cooperatively with these tribes to develop programs, courses, and instructional sites.

NWIC’s continues to offer credit courses that consider students’ geographical and technological isolation; life experience; work demands; and family commitments. At our extended campuses, site managers make certain we offer continuing education units to meet community needs.

All five NWIC extended campuses have full-time staff and provide a full range of educational and support services. Tribal nations partner with NWIC to develop extended campuses. They help us design instructional sites that fit their needs but also adhere to the College’s mission and goals. Our main campus is at Lummi Nation, but we have extended campuses on these reservations:

- Swinomish
- Port Gamble S’Klallam
- Tulalip
- Muckleshoot
- Nez Perce

The Nez Perce extended campus is at two locations, Kamiah and Lapwai. We are also exploring establishing extended campuses at Nisqually, Skokomish, and Yakama. NWIC has offered services at Nisqually in the past and has always offered courses at the Yakama Nation. Courses at the extended campuses are offered in many modes including:

- face-to-face instruction
- interactive television (ITV)
- online
- hybrid
• independent learning

ITV courses can originate from the Lummi campus or any extended campus. Because we use such a variety of distance-learning modes, students can complete their degrees in a timely manner.

Although we do not offer all our programs of study at the extended campuses, those that we do have identical learning outcomes to the programs we offer at Lummi. Put simply, NWIC strives for consistency, irrespective of location or mode of instruction.

If there are any discrepancies, the programs are reviewed. The Curriculum Committee determines if programs meet our mission and goals, and they approve only those programs that are well-designed, articulate course outcomes, and meet high standards.

**Academic and Fiscal Responsibility**

NWIC is solely responsible for the academic and fiscal elements of its instructional programs at all instructional sites, including:

• individualized studies program
• web-based and ITV courses
• hybrid courses
• unconventional time frame curricula
• college courses for high school students (e.g., the Early College and Running Start programs)
• non-credit programs and courses

NWIC has no contractual relationships with educational organizations not regionally accredited.

To ensure relevance, we encourage the tribes hosting our extended campuses to integrate their own tribal history, culture, and language into our courses. However, NWIC alone is responsible for accrediting courses.

In like manner, the tribes may recommend and even pay for instructors, but NWIC must ensure that instructors are qualified. Lastly, tribes may recommend that we hire other personnel, but NWIC ultimately approves all hires.

Of course, the College does not object to hiring personnel from the host tribes. On the contrary, local hires can serve as familiar role models for our students and provide a comfortable presence. However, conflicts may arise if NWIC practices differ from the host tribe’s goals. For example, NWIC relies heavily on ITV and online programs to complement face-to-face classes. By contrast, some of our tribal partners want only more expensive face-to-face courses.

Occasionally our extended campus managers become overwhelmed trying to meet the demands of our host tribes and their NWIC obligations. Indeed, site managers are responsible for admissions, recruitment, retention, advising, and financial aid. They must also be instructional technicians and often they are instructors as well.

**Extended Campus Analysis**

In 2007 NWIC created the Dean of Extended Campuses position to better meet the needs of our extended campuses and to improve communication with the host tribes. In 2008, the College reorganized its instructional division. Oversight of the extended campuses fell to the Dean and Associate Dean of Academics and Distance Learning. This reorganization has resulted in improved communication, coordination, and integration of services between the main and extended campuses. For example, the Dean and Associate Dean, along with other NWIC staff, hold bi-monthly meetings with the extended campus managers.
In 2009, the College added the Outreach Coordinator position to focus more attention on our current extended campuses and those we hope to establish in the future. Working with the Dean and Associate Dean, the Outreach Coordinator frequently travels to the extended campuses to address their needs in person. Moreover, this position may eventually allow us to add non-staffed sites to our service area.

The unique nature of each extended campus presents numerous challenges:

• providing adequate physical facilities
• securing rooms and equipment
• hiring qualified staff
• maintaining good relationships with the host tribes
• meeting the needs of students, instructors, staff, and tribes

On some extended campuses, we have to compete with others for facilities. For example, even though ITV is available at each extended campus, we may have difficulty scheduling evening courses because the host tribe has scheduled other activities in the ITV classroom.

By contrast, our extended campuses are strong because they are place-based. Each one reflects the host tribe and serves the tribal community.

To solidify our presence on the extended campuses, NWIC recently constructed a new classroom building, complete with science lab, at our Swinomish campus. We plan to construct similar buildings at other sites to increase our facilities and expand services.

For the past two years, the Center for Student Success, in collaboration with the Dean of Academics and Distance Learning, hosted extended campus retreats at the Lummi campus. These three- and four-day events included professional development workshops on current trends in tribal education and ways to build better relationships between the main and extended campuses.

**Recommendations**

Continue to pursue grant opportunities to develop facilities and improve the teaching and learning environment at extended campuses. (Note: it is especially important to pursue science grants so extended campus students can pursue the BSNES.)

The Dean of Academics and Distance Learning work with host tribes to expand facilities, resolve current scheduling issues, and work closely with extended campus managers to plan annual schedules.

**Individualized Studies Program Analysis**

The individualized studies program ensures students access to courses regardless of their life circumstances or their distance from any NWIC campus. Individualized study may be offered as:

• independent learning
• learning contract
• credit for life experience
• credit by course challenge

Course outcomes for all courses must be approved by the Curriculum Committee and individualized study courses follow the same outcomes as courses offered in other modes.\(^{(57)}\)

**Independent Learning (IL):** IL classes were developed in the 1980s. Because of low student enrollment and limited funds for hiring faculty, NWIC had difficulty providing all the face-to-face classes required for graduation. Initially, IL courses were developed and
taught by permanent full-time or pro rata. As numbers of students on campus increased, qualified part-time teachers were hired and trained to work effectively within this mode.

Of course, these courses were designed and approved to meet the College’s mission and goals. Primarily they benefit those students whose life circumstances and physical location prevent them from attending face-to-face classes or using web-based learning.

IL classes are based on text assignments and can include requirements for online research, email or phone contact. Syllabi and supplementary materials are sent to students upon registration. The IL program assistant prepares a list of students, their classes, and contact info. She sends a student list to IL faculty so they can maintain contact with their students. In addition, she sends materials, provides support and encouragement, and helps solve problems such as textbook ordering. The majority of faculty-student contacts are made via email, allowing rapid and detailed feedback from instructors.

The Dean of Academics and Distance Learning administers the program. Since its inception, students have evaluated the courses and instructors at the end of each quarter. Instructors complete self-evaluations. The Associate Dean of Academics and Distance Learning evaluates the program and courses. When faculty peer evaluations were initiated, IL faculty participated too. Independent learning courses were included as part of our entire course review.

Until fall 2007, students were allowed two quarters to complete IL courses. Since then, students have been allowed one quarter. The longer time frame was initially justifiable because distant students had difficulty obtaining all required materials. The increased use of electronic communication (email and the internet) has alleviated this problem but not eliminated it. Some students in remote locations, for example, may not have access to a computer with online connections. In addition, financial aid policies affect how much time students had to complete their work and show satisfactory academic progress.

The College continues to review the IL mode in light of best practices. One important point: best practices in distance learning have noted the importance of immediate instructor feedback on student learning. Since most IL faculty are current full-time faculty, they receive professional development opportunities almost weekly.

One key benefit is that the IL mode gives students with full-time commitments (full-time jobs or families) greater access to higher education. Students with special situations (those with health or employment issues or those who enroll outside our local service area) have greater access as well. And on-line classes afford quick, easy, and inexpensive contact between students and instructors. As noted above, instructors can give their distance-learning students immediate feedback.

There are, however, some problems with IL. Some students have difficulty obtaining materials, especially textbooks, in a timely manner. Students who face major life crises or lack motivation may have difficulty completing required work on time. Although cheating has been rare, it has occurred, mainly on objective tests. Moreover, the pay rate has not changed since the program’s inception. IL instructors still receive $15.00 per credit hour for each student.

One bright spot: evaluation of IL instructors has become more consistent since the College hired knowledgeable administrators.
**Learning Contracts (LC)**: Learning contracts have been in place since the mid 1980s. They were based on the learning contracts used by Whatcom Community College, with whom Lummi Community College had an articulation agreement with during its early years.

By offering courses through learning contracts, NWIC is able to meet its mission and goals and benefit students in many ways. Learning contracts can be used by students who want to enroll in a regular class (not offered when needed) or who want to create an original plan of study. Moreover, learning contracts meet a variety of needs:

- permitting independent study
- fulfilling a graduation requirement in a timely manner
- providing course access for students who work full time and cannot attend a course at its scheduled time

In all cases, the student and faculty complete a contract that includes:

- learning objectives
- learning activities
- evaluation methodology and criteria

The contract is signed by the student, instructor, and the Dean or Associate Dean of Academics and Distance Learning. It is then sent to enrollment services. Because the Deans monitor faculty workloads and necessary paperwork, they are able to improve course scheduling.

Requests for learning contracts are approved if a student needs a course for graduation or if a course is not being offered during the quarter. All learning contracts need prior approval from the Dean of Academics and Distance Learning and must be accompanied by supporting evidence, such as a copy of a credit evaluation. Learning contract courses are evaluated in the same way as all others.

Note: NWIC’s policy on learning contracts is based on our belief that instructional integrity can exist in many modes.

**Credit for Life Experience**: Credit for life experience was instituted in the late 1980s. Our faculty based the program on similar programs at other two-year colleges. NWIC’s program meets the standards of all Washington colleges offering similar programs. It allows students who may be discouraged by the time it takes to earn a college degree to replace some coursework with life experience.

The Associate Dean of Academics and Distance Learning oversees the program and determines whether or not students meet the necessary criteria. Credit for Life Experience is administrated through the individualized studies department.

The College offers two courses, HMDV 120 and 121, to help students apply for life-experience credits. In these courses, students create a portfolio to document their life experiences that equate to the learning outcomes of specific NWIC courses. The portfolio is passed on to the faculty member(s) teaching the course(s) for which students are seeking credit. Faculty members may wish to consult with students at this point. If credit is granted, the HMDV 120 and 121 credits are replaced with credits for the appropriate class.

Occasionally, students expect to receive credit for learning that is not clearly documented. NWIC cannot help them. Some students try to receive credit in a field that requires the involvement of a faculty member or expert outside of the Individual Learning Department. Even though these people aren’t compensated, they often re-
view lengthy portfolios. They may also require students to submit extra materials to demonstrate competence in the subject area.

Note: NWIC transcripts do not reflect whether credit was awarded through Credit for Life Experience.

Course Challenge for Credit: NWIC based its course challenge process on the one used at Whatcom Community College. We have used the process since the mid 1980s and have published it in the catalog since 1994. NWIC staff designed the framework and developed general criteria for challenges. The process meets the College's mission and goals.

In brief, course challenges allow students to prove their mastery of a subject without taking a course. When a student satisfactorily challenges a course, the student completes a form \(^71\), which is signed by the appropriate faculty member. The faculty member administers the challenge and turns in a grade. The student must register for the course before the challenge is administered and the grade is given. Completed challenge forms are filed in the individualized studies office.

Obviously, instructors must do extra work to create a comprehensive challenge test. Some courses are easier to challenge than others. For example, a student can readily prove advanced writing or math skills. It may be more difficult to prove interpersonal communication or leadership skills.

Recommendations

Independent Learning
Revise the self-evaluation to make it more relevant to the mode of instruction. Currently, independent learning instructors fill out a self-evaluation form, which they return to the Associate Dean of Academics and Distance Learning for review.

Document and make accommodations for students who have difficulty obtaining materials and completing work.

Develop and implement a system for monitoring tests.

Increase independent learning faculty pay to account for increased interaction between the instructor and students.

Learning Contracts
Determine which courses need to be offered through learning contracts.

Credit for Life Experience
Develop and implement a system to fairly compensate faculty who work with students seeking Credit for Life Experience.

Create a transcript designation that shows when students have earned Credit for Life Experience.

Credit by Course Challenge
Ask the Curriculum Committee to review the process students use to challenge a course. In particular, require students to challenge a course within the first three weeks of the quarter so the student still has time to complete the course.

Ask the Curriculum Committee to devise consistent criteria by which courses can be challenged, as well as criteria to evaluate students who challenge courses.
**Full-time Faculty**

Full-time faculty representing the appropriate discipline and fields of work are involved in the planning and evaluation of all of the College’s continuing education and special learning activities.

Full-time faculty from the Lummi campus work closely with part-time faculty at the extended campuses to ensure that course and program planning is consistent and that all courses at all locations have the same outcome measures. Managers of extended campuses also work closely with faculty at their location. They provide peer reviews of teaching as well as other evaluations of instructors and courses. In 2007-08, the Nez Perce extended campus became the first to employ a full-time faculty member. A full-time faculty member is now located at the Tulalip extended campus.

Full-time faculty participate directly in or oversee all course planning and evaluation in all Individualized Studies programs. Several independent learning faculty are former full-time NWIC faculty. Courses are evaluated according to course outcomes that were approved by the Curriculum Committee.

The College’s full-time Curriculum Developer works with full-time faculty who are in appropriate disciplines to design and administer courses with an online component. All online courses follow the same course outcomes as the face-to-face classes.

Full-time faculty have also been involved in planning and evaluation of all courses offered over interactive television (ITV), through unconventional time frames, and for high school level students. Running Start is a state created program. State guidelines include a preexisting corpus, which NWIC follows and adheres to.

**Administration**

The responsibility for the administration of continuing education and special learning activities is clearly defined and is an integral organizational component of the institution’s organization.

All special programs for credit are integral organizational components of NWIC and are administered by the Vice President for Instruction and Student Services. Responsibility for specific programs belongs to the Dean of Academics and Distance Learning who reports to the Vice President for Instruction and Student Services. The Vice President, in turn, reports directly to the President.

The Dean of Academics and Distance Learning is responsible for providing management and leadership of NWIC’s extended campuses, distance-learning technology, and oversight of instructional technology grants. He ensures that programs and courses provided to the extended campuses are aligned with the College’s mission and goals and that resources allocated to each extended campus are sufficient and used in a cost effective manner.

Individualized study courses, including independent learning, courses by learning contract, credit for life experience, and credit by course challenge, are administered out of the Instructional Division, under the oversight of the Associate Dean of Academics and Distance Learning, who reports to the Dean of Academics and Distance Learning.

A curriculum designer, who reports directly to the Dean of Academics and Distance Learning, oversees the administration and responsibility for all online courses. Appointment of faculty for teaching online courses is the responsibility of the Dean of Academics and Distance Learning. Scheduling is accomplished by joint efforts of the...
curriculum designer and the Associate Dean of Academics and Distance Learning.

All non-standard delivery methods (with the exception of the externally-based Chemical Dependency fast track program) are integral organizational components of NWIC and are administered by the Vice President of Instruction and Student Services. The Dean of Academics and Distance Learning administers courses originating at the Lummi campus as well as courses originating at the extended campuses. He also coordinates ITV courses between the originating campus (primarily the Lummi campus) and the receiving campuses (primarily the extended campuses).

All non-credit offerings and programs are administered by the Office of Outreach and Community Education and are an integral part of the College.

Resources and Interaction with Faculty

Students who take courses at NWIC extended campuses have complete access to the College library.

All NWIC extended campuses have at least one full-time site administrator. Often, the site administrator is also an instructor of at least some courses offered at the extended campus. Thus, extended campus students have ready access to this administrator-instructor. In addition, part-time faculty teach many on-site, face-to-face classes at the extended campuses. Students are able to meet with the instructor just as they would in a Lummi campus class.

Through multiple means, students are able to communicate with part-time faculty who teach via ITV, online, hybrid, and independent learning modalities. Students in ITV courses can talk to instructors via the ITV system. Instructors often make extra time at the beginning or end of a class to discuss course matters with remote students.

Part-time faculty can also be reached by email, phone, and/or fax as well as through instant messaging in the Moodle learning management system. If problems arise, extended campus site managers can serve as a resource to help students access course resources and communicate with part-time instructors. Distance learning staff also assists students who are having difficulty contacting an instructor or accessing course materials.

Online and other distance learning courses provide ready access to appropriate learning resources and provide sufficient time and opportunities for students to interact with faculty.

Most students who take courses through the Individualized Studies Program have internet access. This provides them with ready access to the NWIC online library as well as to their instructor. An annotated database of library materials is updated annually and made available to independent learning students through the Independent Learning Handbook. The Handbook is either mailed or emailed to participating students. It includes instructions on how to borrow library materials by mail or telephone as well as request copies of a limited number of pages from library holdings. Library staff is available to help students find resources for research papers. Students who have access to any public library may request books through the interlibrary loan program.

Students who take courses through learning contracts are made aware of and can utilize the same procedures for accessing library materials. Some independent learning and learning contract do not have access to the internet. While this varies, program administrators estimate that it is usually less than
ten per quarter. For these students, an Independent Learning Assistant works with them to submit the necessary information to receive a library card and helps to provide orientation for accessing library materials. This is done by phone, mail, and fax.

To facilitate communications between these students and faculty, the Independent Learning Assistant provides phone contact information to both the student and the faculty. All course materials are mailed to students who cannot access them by email. For turning in course assignments, students are able to fax or mail them to the Independent Learning Assistant, who then distributes them to the faculty.

Courses that have an online component are available through the Moodle learning management system. This system provides students with access to learning resources continuously throughout the quarter. The learning management system also offers a platform for facilitating student/instructor interactions through email, instant messaging, asynchronous discussion forums, and synchronous chat features. Students are encouraged to contact instructors through the Moodle system and through other avenues, including email and telephone.

For technical questions about the course, contact information is provided for technical support staff at the Lummi campus and a help form is available for students to request assistance. Students can also ask extended campus staff to assist them with their courses.

Because they include a face-to-face or ITV component, hybrid courses ensure that the student meets with the instructor at least weekly in the classroom. Therefore, interactions between students and instructors occur on a wide range of different forms, including: face-to-face meetings, ITV, email, online discussion forums, telephone, and instant messaging. Instructors are required to have regular office hours during which time students may contact them.

Some of the challenges for student and instructor interactions in courses with an online component are: 1) irregular access to the internet; 2) employers or tribes blocking access to certain email providers; and 3) inexperience with online interactions. Some students are comfortable with the Moodle system, while others are still relatively new to computers and the internet.

Students in ITV courses have the same number of contact hours with the instructor as they would in regular face-to-face courses. The primary difference is that the interaction happens through videoconferencing. For additional help, students can contact instructors by phone or email during normal office hours.

Students can also access the Moodle learning management system for ITV courses to facilitate communication with instructors. Moodle also allows faculty to distribute course materials efficiently. Interactive tools, such as online discussion forums, help to increase the connectedness of extended campus students by providing opportunities for increased interaction and community building outside of normal class hours.

Challenges for student and instructor interactions in ITV classes are often technology-based. Some students are nervous when speaking in front of the camera. Others have difficulty learning to use the equipment. Occasionally, extended campus managers do not have the training and experience to resolve technical issues with ITV.
Non-Standard Course Delivery Analysis

In addition to offering courses in standard face-to-face, classroom settings, NWIC offers web-based courses, interactive television (ITV) courses, hybrid courses (usually 50% face-to-face or ITV time plus 50% online), and unconventional time frame courses. Regardless of the mode of delivery, all courses must meet the College’s mission and goals, achieve the same course outcomes, and go through the same the Curriculum Committee review and approval process. The Dean and Associate Dean of Academics and Distance Learning determine which courses to offer via which delivery modality.

Interactive Television (ITV)

NWIC is a member of the Washington State K-20 Network, a videoconferencing system that allows for multi-directional, interactive, real-time, full-motion audio-video that can be used for many applications, including distance learning. The network connects all of Washington’s public school districts, community and technical colleges, state baccalaureate institutions, some private colleges, and NWIC. The Lummi campus and all extended campuses are connected to the K-20 Network. Agreements with Heritage University in Toppenish, WA, and the Mt. Baker School District in Deming, WA allow students from the Yakama Nation and the Nooksack Tribe to attend Early Childhood Education classes via their K-20 systems. Instructors teach face-to-face at the location where the course originates while students at ITV locations tune in and participate as if they were in the same classroom.

Up to three courses at any one time can be broadcast from the Lummi campus. However, receiving sites typically have just one set of ITV equipment. Thus, they can receive only one ITV course at a time. If the ITV classroom is being used for a face-to-face class or for some other purpose, the site is unable to offer the ITV class. Also, evening ITV courses can be offered only at locations that have evening staff.

Teaching via ITV requires a different skill set to keep students engaged and contributing. The instructor can only see students at her/his own site and one other site at a time. When multiple sites are tuned in, direct contact between the students and the instructor is easily broken.

Staff meetings and professional development opportunities are shared from main campus with the extended campuses via ITV.

ITV technology also presents challenges. There is a brief but noticeable time lag time between sound and picture. There is a moderate learning curve for effective use of the remote control that allows the operator to direct and focus the camera on the student who is speaking. The timing of entering passwords at the receiving sites has occasionally created some difficulty. Passwords are not added to the registration until a couple weeks after classes begin, so it can be frustrating for students attempting to access their syllabi.

Hybrid and Online Courses

Online courses have been offered since Spring 2003. An online curriculum developer was hired in October 2005. In Spring 2006, 18 faculty participated in a training program to increase their expertise and ability in offering online courses. There are currently 21 courses developed for online delivery. Approximately 12 to 15 are offered each quarter.

Some courses are offered as hybrids. Approximately half of the contact hours are with the instructor either in the classroom or on the ITV system and the other half are online.
Hybrid courses were first offered in fall 2007. They have been particularly useful to students whose schedule allows limited flexibility. While they are able to have some face-to-face time with the instructor (either in person or via ITV), they are able to complete other activities asynchronously via an online course platform. Thus, hybrid courses blend the benefits of face-to-face instruction with the flexibility offered by an online platform. This has also allowed NWIC to schedule more course offerings with an ITV component.

Online and hybrid courses allow the College to better meet the NWIC Strategic Plan's Implementation Goal 1.2: Increase instructional services by improving distance learning and site-based access for all NWIC students. NWIC has full-time positions in place to oversee the design, approval, and administration of the fully online and hybrid courses.

Unfortunately, many of our students still do not have internet access at home and/or have limited computer skills. Thus they may be challenged by online or hybrid courses. Finding time and a location to complete coursework on time can be a struggle. For those not computer savvy, the online course platform itself poses a barrier to learning the course content. Not surprisingly, there is a “digital divide” among our student body. In general, students in or near urban areas and younger students have more connection to the Internet.

NWIC recently received a U.S. Department of Health and Human Services grant that allowed us to purchase laptop computers. Now, as many as eleven Early Childhood Education program students per quarter can be loaned laptops for completing coursework online.

Online and hybrid courses are a relatively new way for both instructors and students to operate academically. A period of learning and adjustment is needed for both parties to develop the necessary skills, experience, and familiarity with web-based modalities.

Unconventional Time Frames

The College offers courses through unconventional time frames. Chemical Dependency Studies is offered as a fast track program in partnerships with the Northwest Indian Council on Chemical Dependency, the Northwest Indian Treatment Center, and the Lummi Systems of Care program. All courses meet the certification requirements from the Washington State Department of Health.

The fast track Chemical Dependency Studies program serves a critical need by training more certified counselors. It is very accessible to working professionals. Courses are generally offered several full days consecutively and are intended to facilitate student attainment of alcohol/drug counselor certification and/or continued certification. Courses are required to follow the same credit-bearing requirements as campus-based courses.

The program is co-administered by the Dean of Academics and Distance Learning and the Office of Outreach and Community Education. Evaluations of courses and instruction are undertaken by the administering office. NWIC provides a transcript of grades for the Northwest Indian Council on Chemical Dependency students.

Assessment of the program is inconsistent. NWIC administrators periodically conduct evaluative site visits. NWIC obtains student evaluations of the courses at the Northwest Indian Treatment Center and Lummi Systems of Care, but not from courses offered by the Northwest Indian Council of Care.
NWIC receives enrollments and student grades.

Since most Early Childhood Education (ECE) students are employed in Head Start, Early Head Start, child care, and other ECE programs, they need classes scheduled in the evenings and on weekends. From the early 1990s and through 2004, three ECE courses were offered only as weeklong intensive seminars. Students attended 8-1/3 hour sessions on five consecutive days. Students from distant areas were transported to the Lummi campus and housed nearby for the duration of the program. The ECE program has since been restructured. Due to the high travel and per diem costs, these courses are no longer offered. Weekly ITV courses, online offerings, and face-to-face instruction are a more than adequate alternative.

Other ECE courses are taught via a variety of time frames. For example, Frameworks for ECE (a 3 credit core requirement of the AAS-T in Early Childhood Education) is offered only face-to-face. To meet the needs of the tribal Head Start personnel taking the course, it is offered in whatever time frame best meets their needs while still providing the necessary 30 hours of instruction. Time frames have included two 16-hour weekends, alternate weekly classes plus one 16 hour weekend, weekly 3-hour evening classes for 10 weeks, and four 8-hour days. This flexibility responds directly to the variable time needs of those already working in early learning programs in the tribal communities we serve.

Courses Offered to High School Students for College Credit Analysis

NWIC has been offering adult high school completion classes and high school credit retrieval courses since 1987. These programs raise the hopes and expectations of tribal youth, allowing them to believe that success in college is possible. All courses for high school students for college credit are developed with the College mission and goals in mind and require Curriculum Committee approval.

High school students can participate in Early College programs at either of two general locations. In Whatcom County (the site of the Lummi campus), NWIC partners with Ferndale High School, Lummi High School, and Whatcom Community College. In Snohomish County (the site of the Tulalip extended campus), NWIC partners with Tulalip Heritage High School, the Tulalip Tribes, and Everett Community College.

Some Early College courses have been jointly developed by NWIC and high school faculty to meet both NWIC and high school course outcomes. The participation of NWIC faculty ensures that course content and outcomes meet NWIC standards. Some are taught by NWIC faculty and some by high school faculty. For the latter, the high school faculty submits their curriculum vita to NWIC for approval.

Many Early College courses have a strong cultural component and provide elective credit. They are designed for students who typically do not think of themselves as college material. Unfortunately, some Early College students are unprepared for the rigor of college level coursework and can be discouraged rather than encouraged. Copies of course syllabi are kept on file. To earn high school credit, high school students over the age of 16 may take NWIC courses that have no pre-requisites. Students must receive the approval of their high school principal or counselor. Tuition may be waived for enrolled tribal members.

While most credit retrieval courses are taught in the Learning Assistance Center at the Lummi campus, high school students...
and adult diploma students are also allowed to take college classes for credit retrieval. Tuition is waived for both programs if students have proof of tribal enrollment.

While Early College programs are offered directly in the high schools, Running Start students may take NWIC courses wherever NWIC offers them. Running Start offers high school students an opportunity to explore the freer, more advanced college academic environment while still enjoying the end of their time in high school. It serves as an efficient, safe connection between the two worlds.

Running Start students also add a fresh perspective to classroom discussions. Younger students inspire older students to excel, while older students serve as role models for the youth. NWIC Running Start students come from a variety of local high schools and have included both Natives and non-Natives.

To qualify for state funding, all Running Start courses must be 100 level or above. Unfortunately, many students who want to participate in Running Start at NWIC must first take remedial math and/or English courses. This discourages participation. Also, Running Start funds support only tuition. Funding for books, transportation, or other fees must be provided by the student or some other source. This, too, limits participation.

Since 2004, the NWIC Lummi campus has offered a summer program at which high school students earn college credit. Recently, the summer program has moved to the Lummi Tribal School rather than being a Lummi Campus based program. The summer program:

- Assists students in obtaining high school and College credit, with an emphasis on English, math, and Native Studies
- Exposes students to a College experience by offering a campus-based program
- Encourages student cultural experiences
- Builds basic academic skills

Summer program courses are jointly designed by NWIC faculty and instructors from the Lummi Tribal School and Lummi High School. They are approved through the College’s academic approval processes and are administered by the Director of the NWIC Coast Salish Institute. The program works primarily with high-risk students and is especially designed to increase retention and reduce substance abuse. The program stresses a positive native identify through its cultural and native language components.

The summer program is evaluated both by assessment of student accomplishments and by an outside evaluator. NWIC does timely reporting and data collection on the students’ progress. A certified science and math teacher employed by NWIC works directly with students and establishes crucial relationships that lead many of the students to become NWIC enrollees. The completion rate of participating students and other evidence of improved academic skills are strong indicators of the program’s value.

**Recommendations**

Continue to expand on existing collaborations in the Early College program.

Invest resources in improving and expanding programs at extended campuses for high school students.

Address financial challenges of the Running Start program.
Explore best practices for working with students who are at high risk due to economic or other circumstances.

**Fee Structure and Refund Policy**

The fee structure and refund policy for are equitable and are clearly explained in the NWIC course catalog, quarterly schedules, and on the NWIC webpage.

Students who attend courses at an extended campus or who take courses through the Individualized Studies Program and who leave the College without officially withdrawing will forfeit all claims to credits in courses and refunds of tuition and fees. A 100% refund of tuition and fees will be made for official withdrawals through the 15th instructional day of the quarter (9th instructional day for summer quarter). After that date, no refund will be given. Specific dates can be found in the quarterly course schedule.

Refunds for short courses or seminars less than the full duration of the quarter will be made only for official withdrawals submitted to the student records office no later than the first day of the start of the class or seminar.

Fee structures and refund policies for the Early College program are clearly detailed in the memoranda of understanding that exist between the College and participating high schools.

As it is a program of the State of Washington, fee structures and refund policies for the Running Start program are set by the state. Students are responsible for the purchase of textbooks or other necessary materials.

Tuition is typically waived for high school completion program’s courses. Students qualify for the waiver because they are enrolled in either a high school retrieval or adult diploma program. Similarly, high school students are not charged for the summer program.

Materials or overhead fees for cooperative extension and continuing education courses vary depending on the course.

**Credit Hours**

NWIC operates on the quarter credit system. Credit for continuing education courses and special learning activities is based on written institutional policies as developed by the Curriculum Committee and approved by the administration. Students earn one credit for each 10 hours of in-class time with an expectation of 20 to 30 hours of out-of-class study time. Thus, our expectation is that students earn one quarter-hour of credit for 30 to 40 hours of student involvement. This is maintained throughout the College and includes all special programs, including continuing education and special learning activities.

The Curriculum Committee ensures that all courses offered through the Individualized Studies Program, via ITV, online, in face-to-face settings, or in a hybrid format follow the same standard. The same is true of courses that are offered in unconventional time frames. Lummi campus and extended campus courses are treated in an identical manner.

The Curriculum Committee must approve all for-credit courses and programs offered at the main campus, extended campuses, through distance-learning modalities the Individualized Learning Program, and/or continuing education. Similarly, all are monitored through established policy.
Credit for Prior Learning Experience (PLE) is offered only at the undergraduate level. Relevant policies and procedures are clearly articulated on page 16 of the NWIC course catalog. It states:

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 the process. HMDV 120 is a required class for those who have not yet decided which courses fit their life experiences. During this class, the student analyzes his or her life for college level learning and identifies specific comparable courses.

HMDV 121 is a required class for all Prior Learning 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 instructors to determine if the credits will be awarded.

Students who earn credits through Prior Learning Experience analyze and document their learning experiences and create a portfolio of the results. The instructor evaluates the portfolio and decides whether credits will be granted.

All NWIC courses are open to course challenge unless the course has been designated an exception by the instructor. Students may challenge courses and receive credits if an acceptable level of competence is demonstrated. The appropriate faculty member determines whether the challenge will be accepted or rejected.

Two courses are offered to help a student complete the process. HMDV 120 is a required class for those who have not yet decided which courses fit their life experiences. During this class, the student analyzes his or her life for college level learning and identifies specific comparable courses.

HMDV 121 is a required class for all Prior Learning 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 instructors to determine if the 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, 20 for the Associate of Applied Science-Transfer degree, and 22 for the Associate of Technical Arts degrees.

NWIC does not offer an external degree, degree-completion program, or special degree that has clearly articulated policies and procedures concerning admission to the program, transfer of prior-earned credit, credit by examination.

Internship credit is occasionally provided to students who travel internationally. Travel/study courses previously offered clearly met the same academic standards, received similar credit to, and were subject to the same institutional control as other programs offered by the College.
In 2004, NWIC students traveled to Taiwan and Hong Kong on a cultural exchange sponsored by the Lummi tribe and the state of Washington. In 2000, the College sponsored an academic trip to the Aztec pyramids and provided students with an opportunity to study with indigenous tribes of Central America. In both cases, students received credit for this travel/study course.

**Analysis and Appraisal**

**Strengths**

It has been a strength of NWIC since the beginning to serve students by finding ways to deliver courses for credit that take into consideration their geographical location, technological limitations, their life experience, the demands of their work, and commitment to their families, and other circumstances. This continues to be true.

The amount of contact time per credit hour received for different types of courses at NWIC has been applied in light of commonly accepted definitions of credits, as in the Carnegie Unit, and is included in forms and articulated in other Curriculum Committee documents.

**Challenges**

Offering courses at the main campus, five extended campuses, and through many distance-learning modalities can present challenges in terms of consistent quality, delivery, administrative oversight, and integrity of instruction.

Students who enroll in online courses or other courses requiring significant use of computers and the internet must have adequate computer skill, including an ability to navigate the internet, prior to enrolling in a course. This requires an assessment and a process for ensuring that students have these skills.

**Recommendations**

Develop and implement student assessment of technology skills as part of the student testing and advising process. Use the assessment results to guide students into on-line and ITV orientation sessions to support readiness for use of distance methodologies.

Include orientation to distance modalities in First-Year Experience seminars.

Implement a training process for new managers of extended campuses and new faculty in the use of ITV tools and teaching methodologies. The training will include orientation to basic technical skills and procedures for operating and troubleshooting ITV equipment. It will also incorporate best practices and strategies.

**Non-credit Programs and Courses**

Continuing education and cooperative extension programs are offered out of the Office of Outreach and Community Education. Some are developed at the instigation of the Office or the College’s instructional leadership. Most, however, are developed in response to requests from administrators from tribes or other tribal-serving organizations.

Requests include: 1) continuing education units (CEUs) or clock hours, with certificates of completion for participants of workshops or conferences; 2) short-term trainings on a variety of subjects, including workforce development, professional development, wellness, cultural arts, financial literacy, and nutrition; and 3) longer training programs that are not appropriate for academic credit.
Members of many professions are required to earn a specific number of continuing education units within a given time period. An example: NWIC continuing education offerings satisfy the requirements for Washington State certified addiction counselors, mental health counselors, and others. Another example: NWIC is annually approved by the Washington State Office of the Superintendent of Public Instruction to grant clock hours for certified classroom teachers.

A formal academic program review process has been developed to respond to the need for an appropriate, timely, and diligent response to requests for CEUs or clock hours. The tribe or organization making the request must provide the Office of Outreach and Community Education with a course description, syllabus, biographies and résumés of instructors, and the number of hours of instruction.

After consulting with faculty and other content area experts both within and outside the College, the Director of Outreach and Community Education approves or rejects the request. Many CEU and clock hour courses (e.g., workforce training programs) rely on industry experts for both the curriculum development and course instruction.

The College either provides a staff person to enroll and register the workshop/conference attendees or works with staff of the host organization to ensure enrollment and registration is carried out correctly. Participants must complete both a CEU form and a workshop registration form.

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 plus a debriefing among those leading the courses.

NWIC’s policy is that enrolled tribal members pay no CEU or clock hour fee for courses related to culture and wellness. However, there may be a participation fee. This is based on the costs NWIC incurs to organize and host the workshop, conference, or seminar. Fees may be assessed to each participant or to the organization requesting the CEUs or clock hours.

By offering CEUs and clock hours for a broad range of cultural, personal, and professional development workshops and trainings, the College not only provides important learning opportunities, but also validates the formal education process. Many native people had significant negative experiences in school that prevent them from wanting to attend college. By making a conscious effort to break down those barriers and provide positive educational experiences, the College is encouraging people to pursue a formal education. These training opportunities also acknowledge the importance and value of continued learning.

For example, at the request of programs that serve low and very low-income members of the Lummi Nation, a series of financial literacy training workshops was created. Participants are awarded CEUs. This is a mandatory training for participants of the Lummi Temporary Assistance for Needy Families (TANF) program and the Lummi Venture’s program. The program is so effective, four other tribes or tribal-serving organizations have requested a similar program.

Significantly, many of those who have participated in the financial literacy program have enrolled in other training programs offered by the NWIC Office of Outreach and Community Education. In addition to finan-
cial literacy, the office provides programs in health and nutrition, traditional arts and culture, professional development, family wellness, positive parenting, and youth leadership.

These programs increase the College’s visibility throughout the native communities it serves and provide an opportunity to distribute college brochures and other recruitment materials. Whenever possible, the College provides certificates of completion that people can use in their portfolios. These are greatly appreciated and proudly displayed by those who receive them.

Occasionally, organizers of workshops and conferences for which CEUs could be offered fail to do so. Thus, the College not only misses out on an opportunity to validate a formal education to potential students, but also loses potential income. As noted elsewhere in this document, the College receives financial reimbursement from the federal government according to its Indian Student Count (ISC). Federal regulations allow up to 10% of the College’s total ISCs to be from continuing education. By not enrolling workshop / conference participants for CEUs, the College occasionally misses income opportunities.

**Records of Non-credit Instruction**

Once a course has been approved for CEUs or clock hours, a course implementation form is completed by the Office of Outreach and Community Education and sent to the Enrollment Services Office. There, staff enter course information into the Jenzabar database system. Information maintained by both offices includes the title of the workshop/training course, the course description, the group or tribe offering the course, the instructor’s name, course location, and the target audience.

Upon completion of the training/course, instructors submit grades of pass/no pass for each participant and this and all other CEU data are entered into the Jenzabar database. Course and instructor evaluations are completed by participants, providing useful feedback for the instructor and the institution.

**CEU Hours of Instruction**

Per NWIC written policy, one continuing education unit (CEU) is equivalent to 10 hours of instruction and must be appropriate to the objectives of the course. 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.

**Strengths**

NWIC has clearly defined processes for creating, administering, and documenting non-credit courses.

NWIC’s system for creating training programs is aligned with those of other educational programming at the College, including programs of study and awards of completion.

**Challenges**

Course participants are often asked to complete two forms – a course registration form to participate in the workshop or training and a CEU form to receive credit. This can lead to confusion that results in one form or the other not being completed.

Occasionally, the registration process for CEU and clock hour courses is administered by non-NWIC staff (e.g., if the course takes place at a distant location). At times, non-NWIC staff make completion of the registra-
tion and CEU forms a low priority or they fail to get the forms completed accurately. This can result in the College receiving a smaller financial reimbursement from the federal government for Indian students participating in CEU and/or clock hour courses.

Completion of course and instructor evaluations by participants is also occasionally given a low priority.

**Recommendations**

Develop a course enrollment form that is a combination registration/CEU form.

Provide enhanced training to people who will be responsible for registering students in CEU or clock hour courses.

Create systems to increase the response rate for evaluation of non-credit courses.

**Exhibits**

1. Exhibit 2.1: NWIC 2003 Needs Assessment Survey
2. Exhibit 2.2: OAR report
3. Exhibit 2.3: TENRM Report
4. Exhibit 2.4: TCUP Report
5. Exhibit 2.5: Substantive Change Prospectus, NWCCU 2007 BSNES
7. Exhibit 2.7: NWIC First Year Experience course schedules
8. Exhibit 2.8: NWIC Lummi Campus Map
9. Exhibit 2.9: NWIC Master Plan
10. Exhibit 2.10: 2007-2012 NWIC Assessment Plan
11. Exhibit 2.11: NWIC Curriculum Committee Handbook
13. Exhibit 2.13: NWIC Teaching and learning environment survey results
14. Exhibit 2.14: Curriculum committee policies and procedures, minutes, forms, and other materials
15. Exhibit 2.15: NWIC Institutional process for Development of New Educational Programs of Study
16. Exhibit 2.16: BSNES course credit analysis matrix 9 6 07
17. Exhibit 2.17: Student BSNES program evaluation
18. Exhibit 2.18: Program handbook
20. Exhibit 2.20: Curriculum Committee approved credit hour to time document (available on the Assessment website)
21. Exhibit 2.21: Casino Executive Training (CET) program design documents (Evidence: DMWT program design documents)
22. Exhibit 2.22: Curriculum Committee meeting minutes of inter 2010 quarter
23. Exhibit 2.23: NWIC library review report, August 2009
25. Exhibit 2.25: NWIC FYE Meeting minutes, April 28, 2008: Spark Grant Proposal
26. Exhibit 2.26: FEFCY draft final report
27. Exhibit 2.27: OLC Developmental Work Document
29. Exhibit 2.29: NWIC Tribal Leadership Curriculum
<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.33</td>
<td>BSNES course credit analysis matrix</td>
</tr>
<tr>
<td>2.34</td>
<td>BSNES flow chart</td>
</tr>
<tr>
<td>2.35</td>
<td>BSNES Outcomes list, curriculum map, rubric</td>
</tr>
<tr>
<td>2.36</td>
<td>BSNES Course Syllabi</td>
</tr>
<tr>
<td>2.37</td>
<td>NWIC Lummi campus Student Needs Report Spring 08</td>
</tr>
<tr>
<td>2.38</td>
<td>Curriculum Committee meeting minutes 3/18/04</td>
</tr>
<tr>
<td>2.39</td>
<td>Curriculum Committee meeting minutes 1/15/04</td>
</tr>
<tr>
<td>2.40</td>
<td>Document: Lead Faculty for given departmental codes – February 28, 2008</td>
</tr>
<tr>
<td>2.41</td>
<td>Curriculum Committee meeting minutes 5/6/06, 5/19/06, and 7/20/06.</td>
</tr>
<tr>
<td>2.42</td>
<td>Revised NWIC Curriculum Committee handbook</td>
</tr>
<tr>
<td>2.43</td>
<td>1998 NWCCU Accreditation Visitation Report</td>
</tr>
<tr>
<td>2.44</td>
<td>NWIC’s 2007-2012 Assessment Plan</td>
</tr>
<tr>
<td>2.45</td>
<td>NWIC 2002-2007 Assessment Report</td>
</tr>
<tr>
<td>2.46</td>
<td>Course review files</td>
</tr>
<tr>
<td>2.47</td>
<td>NWIC College catalog addendum</td>
</tr>
<tr>
<td>2.48</td>
<td>NWIC Student Opinion Survey 2003</td>
</tr>
<tr>
<td>2.49</td>
<td>NWIC Alumni Survey 2004</td>
</tr>
<tr>
<td>2.50</td>
<td>2002-2007 Assessment Report</td>
</tr>
<tr>
<td>2.51</td>
<td>2007-2012 Assessment Plan</td>
</tr>
<tr>
<td>2.52</td>
<td>NWIC Student Success Report</td>
</tr>
<tr>
<td>2.53</td>
<td>NWIC First Year Experience Report, 2010</td>
</tr>
<tr>
<td>2.54</td>
<td>NWICIPEDS Reports</td>
</tr>
<tr>
<td>2.55</td>
<td>NWIC Annual Enrollment Report</td>
</tr>
<tr>
<td>2.56</td>
<td>NWIC to WWU Transfer Data Report 1996-2006</td>
</tr>
<tr>
<td>2.57</td>
<td>Evidence: faculty understanding of and support for assessment Survey results</td>
</tr>
<tr>
<td>2.58</td>
<td>FYE draft report</td>
</tr>
<tr>
<td>2.60</td>
<td>OAR report</td>
</tr>
<tr>
<td>2.61</td>
<td>Draft BSNES transfer guide</td>
</tr>
<tr>
<td>2.62</td>
<td>“NWIC Computer Maintenance and Networking Programs.ppt”, located on the faculty hard drive</td>
</tr>
<tr>
<td>2.63</td>
<td>NWIC Curriculum Committee review of general education material</td>
</tr>
<tr>
<td>2.64</td>
<td>&quot;Faculty Input on General Education Requirement Distribution Areas Attributes,&quot; filename: &quot;Faculty Input on Distribution Areas &amp; Courses Notes 11-6-09&quot; AND the approved Gen ed guidelines from the Curriculum Committee</td>
</tr>
<tr>
<td>2.65</td>
<td>notes from faculty discussion on course level</td>
</tr>
<tr>
<td>2.66</td>
<td>NWIC Curriculum Committee handbook</td>
</tr>
<tr>
<td>2.67</td>
<td>NWIC Curriculum Committee Handbook</td>
</tr>
<tr>
<td>2.68</td>
<td>NWIC IL course and instructor evaluation form</td>
</tr>
<tr>
<td>2.69</td>
<td>NWIC IL instructor self-evaluation form</td>
</tr>
<tr>
<td>2.70</td>
<td>NWIC Learning Contract form</td>
</tr>
<tr>
<td>2.71</td>
<td>NWIC Course Challenge form</td>
</tr>
<tr>
<td>2.72</td>
<td>Curriculum Committee Handbook</td>
</tr>
<tr>
<td>2.73</td>
<td>NWIC Course Syllabi</td>
</tr>
<tr>
<td>2.74</td>
<td>Washington State Running Start Coordinator’s Guide 2007</td>
</tr>
</tbody>
</table>
# Table 1: Degree Programs & Faculty Assignments

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program of Study</th>
<th>Core Teaching Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Native Environmental Science</td>
<td>Brian Compton, John Rombold, Sharon Kinley, Emma Norman, Mark Moss, Steve Pavlik, Rochelle Trayano, Terri Plake</td>
</tr>
<tr>
<td>Associate of Arts and Science (AAS)</td>
<td>Native American Studies</td>
<td>Steve Pavlik, Sharon Kinley, Phill Allen, Janice Brendible, Alex Prue, Lucas Washington, Willie Jones, Sr., Lexie Tom, Greg Mahle</td>
</tr>
<tr>
<td>Associate of Arts and Science (AAS)</td>
<td>Native Environmental Science</td>
<td>Brian Compton, John Rombold, Sharon Kinley, Emma Norman, Mark Moss, Steve Pavlik, Rochelle Trayano, Terri Plake</td>
</tr>
<tr>
<td>Associate of Arts and Science (AAS)</td>
<td>Oksale Education</td>
<td>Janice Brendible</td>
</tr>
<tr>
<td>Associate of Arts and Science (AAS)</td>
<td>General Direct Transfer Degree</td>
<td>Kathy Stuart-Stevenson, Wayne Woods, Emma Norman, Don McCluskey, Matteo Tamburini, Mark Moss</td>
</tr>
<tr>
<td>Associate of Science Transfer (AST)</td>
<td>Life Science</td>
<td>Brian Compton, John Rombold</td>
</tr>
<tr>
<td>Associate of Applied Science Transfer (AAS-T)</td>
<td>Early Childhood Education</td>
<td>Shelley Macy, Ane Berrett</td>
</tr>
<tr>
<td>Associate of Technical Arts (ATA)</td>
<td>Chemical Dependency Studies</td>
<td>Cal Scheidegger, Ane Berrett</td>
</tr>
<tr>
<td>Associate of Technical Arts (ATA)</td>
<td>Information Technology</td>
<td>Gary Brandt</td>
</tr>
<tr>
<td>Associate of Technical Arts (ATA)</td>
<td>Individualized Program</td>
<td>Bernice Portervint</td>
</tr>
<tr>
<td>Certificate</td>
<td>Native American Studies</td>
<td>Phill Allen, Sharon Kinley, Janice Brendible, Steve Pavlik, Alex Prue, Lucas Washington, Willie Jones, Sr. Lexie Tom, Greg Mahle</td>
</tr>
<tr>
<td>Certificate</td>
<td>Computer Repair Technician</td>
<td>Gary Brandt</td>
</tr>
<tr>
<td>Certificate</td>
<td>Construction Trades</td>
<td>Steve Washke</td>
</tr>
<tr>
<td>Certificate</td>
<td>Individualized Program</td>
<td>Bernice Portervint</td>
</tr>
<tr>
<td>Certificate</td>
<td>Web Page Development</td>
<td>Gary Brandt</td>
</tr>
<tr>
<td>Certificate</td>
<td>Project Management</td>
<td>Carl Symons</td>
</tr>
<tr>
<td>Certificate</td>
<td>Office Professions</td>
<td>Zaccorelli Frescobaldi-Grimaldi</td>
</tr>
<tr>
<td>Certificate</td>
<td>Native Art</td>
<td>Ramon Murillo, Sharon Kinley</td>
</tr>
<tr>
<td>Certificate</td>
<td>Casino Gaming Technician</td>
<td>Gary Brandt</td>
</tr>
<tr>
<td>Certificate</td>
<td>Hospitality Management</td>
<td>Steve Zawoysky, Frank Cornett</td>
</tr>
<tr>
<td>Certificate</td>
<td>Award of Competency</td>
<td>Computer Repair Technician</td>
</tr>
</tbody>
</table>
NWIC also offers the following non-degree awards of completion.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program of Study</th>
<th>Core Teaching Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award of Completion</td>
<td>Casino Executive Training</td>
<td>Frank Cornett</td>
</tr>
<tr>
<td></td>
<td>Digital Media and Web Technology</td>
<td>Gary Brandt</td>
</tr>
</tbody>
</table>

Table 2: Degree Programs Added or Deleted

<table>
<thead>
<tr>
<th>Programs Added</th>
<th>Programs Deactivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Environmental Science BS</td>
<td>Allied Health AAS</td>
</tr>
<tr>
<td>Early Childhood Education AAS-T</td>
<td>Business Administration AAS</td>
</tr>
<tr>
<td>Office Professions Certificate</td>
<td>Fine Arts AAS</td>
</tr>
<tr>
<td>Native Art Certificate</td>
<td>Tribal Environmental and Natural Resource Management AAS</td>
</tr>
<tr>
<td>Casino Gaming Technician Certificate</td>
<td>Early Childhood Education ATA</td>
</tr>
<tr>
<td>Web Design Certificate</td>
<td>Entrepreneurship ATA</td>
</tr>
<tr>
<td>Hospitality Management Certificate (reactivated)</td>
<td>Hospitality Management ATA</td>
</tr>
<tr>
<td>Project Management Certificate</td>
<td>Office Professions ATA</td>
</tr>
<tr>
<td>Construction Trades Certificate (reactivated)</td>
<td>Public and Tribal Administration ATA</td>
</tr>
<tr>
<td>Native Environmental Science AAS</td>
<td>Legal Studies ATA</td>
</tr>
<tr>
<td></td>
<td>Hospitality Management Certificate</td>
</tr>
<tr>
<td></td>
<td>Construction Trades 1 and 2 yr Certificate</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education Certificate</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship Certificate</td>
</tr>
<tr>
<td></td>
<td>Legal Studies Certificate</td>
</tr>
<tr>
<td></td>
<td>Public and Tribal Administration Certificate</td>
</tr>
</tbody>
</table>
### Table 3: Activities at each level of assessment program

#### 2.3 - Activities at Each Level of NWIC’s Assessment Program

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Indicator</th>
<th>College</th>
<th>Program</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct indicators of student learning (outcomes assessment)</td>
<td>• update and/or increase familiarity and support for mission</td>
<td>• develop/implement cultural outcomes</td>
<td>Develop and implement program outcomes</td>
<td>Develop and implement course outcomes</td>
</tr>
<tr>
<td></td>
<td>• develop/implement college outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect indicators of student learning (surveys, focus groups, interviews)</td>
<td>• graduate survey (ongoing)</td>
<td>• faculty peer review (ongoing)</td>
<td>Conduct</td>
<td>Course evaluations (include evaluation of outcomes)</td>
</tr>
<tr>
<td></td>
<td>• student opinion survey (2003, cyclical)</td>
<td>• student engagement survey (e.g., Community College Survey of Student Engagement and Faculty Survey of Student Engagement) (2005, cyclical)</td>
<td>• graduate survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• alumni survey (2004, cyclical)</td>
<td></td>
<td>• student exit survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• student engagement survey (e.g., Community College Survey of Student Engagement and Faculty Survey of Student Engagement) (2005, cyclical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional data (rates and numbers)</td>
<td>• student enrollment</td>
<td>• graduation (3 year rates)</td>
<td>• student</td>
<td>• student enrollment</td>
</tr>
<tr>
<td></td>
<td>• retention (one quarter, quarter to quarter, fall to fall)</td>
<td>• transfer</td>
<td>• enrollment</td>
<td>• course completion</td>
</tr>
<tr>
<td></td>
<td>• performance after transfer to WWU</td>
<td></td>
<td>• retention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• time to program completion (in progress)</td>
<td></td>
</tr>
<tr>
<td>ITEM</td>
<td>ACTIVITIES</td>
<td>ACTION</td>
<td>GOAL</td>
<td>NEXT STEPS</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Case studies</td>
<td>9/16/2008</td>
<td>Discussed case studies as a Method of teaching and learning at NWIC</td>
<td>Less time using lecture as a method of teaching and more time using methods which actively engages students</td>
<td>Incorporate teaching method into teaching strategies</td>
</tr>
<tr>
<td>Revisiting Writing Across the Curriculum</td>
<td>9/16/2008</td>
<td>How does it fit with our assessment plan?</td>
<td>Start in developing common strategies in assessing writing</td>
<td>Develop consistent Assessment in grading Student writing.</td>
</tr>
<tr>
<td>College Reading</td>
<td>9/16/2008</td>
<td>Presentation on the new college reading courses and a look at textbook content</td>
<td>Add Reading as a NWIC 6th competency</td>
<td>Create NWIC outcomes and post on website</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>2/22/2009</td>
<td>Panel discussion on Best Practices in writing across the curriculum</td>
<td>Develop learning outcomes</td>
<td>Incorporate into content area of course work</td>
</tr>
<tr>
<td>Best Practices in 9/16/08 Competency Based Grading</td>
<td>Workshop-discussions about method of assessment-discussion of portfolios as a means of assessment</td>
<td>Exploration as an alternative to the traditional if appropriate embed or utilize assessment into grading scale and carried out as a process in the learning process in order to collect evidence about the performance and knowledge of a student.</td>
<td>If appropriate embed or utilize assessment into the learning process</td>
<td></td>
</tr>
<tr>
<td>AHEC Indigenous Evaluation Workshop</td>
<td>9/17/2008</td>
<td>Presentation about Indigenous evaluation</td>
<td>Exploration of Indigenous evaluation as a if appropriate embed or utilize assessment into method of assessment. Indigenous evaluative the learning process knowledge is concerned with: learning through knowledge, using information for guidance, recognizing that learning is ongoing. Purpose of evaluation is to understand if the programs lead to the desired outcomes.</td>
<td>If appropriate embed or utilize assessment into the learning process</td>
</tr>
<tr>
<td>Coast-Salish Institute-cultural Assessment</td>
<td>11/17/2008</td>
<td>Presentation about Indigenous evaluation</td>
<td>Exploration of assessment methods which if appropriate embed or utilize assessment into the learning process would include more authentic assessments the learning process</td>
<td>If appropriate embed or utilize assessment into the learning process</td>
</tr>
<tr>
<td>Rubrics</td>
<td>1/30/2009</td>
<td>Presentation by Ann Marie Karlberg on 2 Basic Assessment tools, Rubrics and checklist</td>
<td>Continuation of NWIC Assessment Plan, implementation of the analytic rubric (scoring guide) and/or the holistic rubric to assess outcomes</td>
<td>Embed assessment into the learning process</td>
</tr>
<tr>
<td>Program Outcomes Work</td>
<td>Introduction to Course and Program Review</td>
<td>In-service presentation –overview of the program and course review process. Faculty engaged in program and course review process in small groups</td>
<td>Develop program outcomes for DTA and NAS programs. Include program outcomes on syllabi.</td>
<td>Revise course outcomes to improve learning and ensure that instructional activities are used to assess the outcomes</td>
</tr>
<tr>
<td>Course Outcomes Work</td>
<td>Introduction to Course and Program Review</td>
<td>In-service presentation –overview of the program and course review process. Faculty engaged in program and course review process in small groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5: General Education Comparison - NWIC - ICRC

<table>
<thead>
<tr>
<th>Guideline</th>
<th>ICRC</th>
<th>NWIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Skills</td>
<td>10 credits including 2 courses in English composition totaling 6 credits</td>
<td>14 credits consisting of 2 courses in English composition totaling 10 credits and 4 credits of speech communications</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>5 credits of courses with Intermediate Algebra as a prerequisite</td>
<td>5 credits of courses with Intermediate Algebra as a prerequisite</td>
</tr>
<tr>
<td>Distribution Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>15 to 20 credits with no more than 5 credits in humanities performance, in 2 or more disciplines</td>
<td>15 credits with no more than 5 credits in humanities performance, in 2 or more disciplines, 5 credits designated NASD</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>15 to 20 credits in 2 or more disciplines</td>
<td>15 credits in 2 or more disciplines, 5 credits designated NASD</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>15 to 20 credits in 2 or more disciplines with at least one lab science course</td>
<td>15 credits in 2 or more disciplines with at least one lab science course, 5 credits designated NASD</td>
</tr>
<tr>
<td>Other Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American Studies</td>
<td>not specified</td>
<td>at least 20 credits, 15 from the 3 distribution areas above and 5 additional credits</td>
</tr>
<tr>
<td>Student Success Courses</td>
<td>not specified</td>
<td>7 credits consisting of Introduction to Successful Learning (HMDV 110) and Introduction to Computers (CMPS 101)</td>
</tr>
<tr>
<td>Electives</td>
<td>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</td>
<td>19 credits with at least 8 credits chosen from basic skills, distribution areas, and transferable electives</td>
</tr>
</tbody>
</table>
Standard Three: Students

NWIC’s commitment to its mission is demonstrated in its service to and support of its student body. While there are several areas of the institution that support the success of the NWIC student body (i.e.: the Math and Writing Center, the Learning Assistance Center), the Center for Student Success (CSS) is NWIC’s foundational support network for its student body. Therefore, we will use the CSS as the lens through which we explore how NWIC supports its students.

Services and programs administered through the CSS include: Recruitment, Admission, Advising, Testing, Enrollment, Financial Aid, Athletics, Student Leadership, Tutoring, and most recently, Residential Life, and the Early Learning Center.

“The mission of the Center for Student Success is to empower students and provide development opportunities in a supportive learning environment.”

The Center for Student Success is charged with supporting students throughout their entire relationship with NWIC, beginning with recruitment activities, through graduation, and continuing with opportunities to engage with the College as NWIC alumni. It is the goal and intent of the CSS to provide experiences that foster student leadership, cultural awareness, responsibility for self and others, and active community participation. Through these opportunities, NWIC increases the quality of student life and creates a climate for lifelong learning in support of tribal community initiatives. The CSS also creates cultural opportunities for students and families, thereby supporting the institutional mission (3.A.1).

NWIC has developed knowledge of our student population that is not unlike that of relatives. This allows us to effectively maintain our values as stated in our mission and our strategic plan. The Family Education Model, developed by Iris Heavy Runner-Pretty Paint1 provides the philosophical foundation of the Center for Student Success. It is grounded in the strength and well-being of the family and community and builds on those strengths to support the success of the student in culturally responsive ways. As NWIC brings into its student experiences the strength of the family and community, it necessarily becomes like family and is very definitely a part of the student community.

During the 2008-09 academic year, NWIC students came from 101 tribes and First Nations bands from throughout the U.S. and Canada. Over 83 percent were enrolled in a recognized tribe, 70 percent were female, 57 percent were over 30 years of age, 46 percent worked at least 30 hours a week, and 43 percent were single with dependent children. Median household income for our first time entering students in the 2007-08 academic year was $24,647 as compared to $56,079 for all households in Washington. While increasing numbers of our students are in the 18 to 24 age range, most have taken a long-term hiatus in their education before entering or returning to college. Many of our students come from families in which low levels of educational attainment, unemployment, and/or substance abuse are the norm (3.B.1).

The majority of students admitted to NWIC provide proof of tribal heritage. In the 2007-08 academic year, out of the 347
students accepted for admission, 323 (93.1%) self-reported a tribal affiliation. Of those, 283 (87.6%) also submitted proof of tribal heritage. In total, 81.6% of accepted applicants in the 2007-08 academic year provided proof of tribal heritage.2

Additionally, almost half of our student body comes from a home that lives in poverty and the student is the first member of its family to go to college. Our typical student has had an educational experience that can only be described as disenfranchised in the mainstream educational system. They often come to NWIC after having experienced significant challenges in their secondary education, having marginal success in employment, and needing significant support to overcome the obstacles of everyday life to stay engaged in a formal educational experience.

The services of the CSS are designed to complement our instructional programs and are built around supporting the realities of this student.

The Center for Student Success is housed on the main campus of NWIC at Lummi. Services to both staffed and non-staffed instructional sites are offered through technology resources through quarterly visits by CSS staff to staffed sites and through outreach services/staff, thereby offering support, admittedly of varying degrees, to all NWIC students at all locations (3.A).

The following goals were established by the Center of Student Success to recruit, support, challenge, retain, and celebrate student success, as well as meet the mission and strategic initiatives of NWIC:

- To provide service, growth opportunities, and educational content designed to empower students by increasing their cultural competences and resiliency.
- To create a climate in support of tribal community initiatives and cultural opportunities for students and their families.
- To implement a proactive, high quality marketing and recruitment plan to attract students to NWIC.
- To Increase student recruitment, retention, and graduation rate by 10 percent annually.

These goals are achieved through service learning opportunities with community-based organizations, offering a variety of educational services, providing skill building opportunities, offering competitive and cooperative sports activities, and the development of culturally relevant curriculum.

The NWIC student body includes people seeking personal and professional growth opportunities, various certificates, and those committed to a four-year degree. Serving this diverse population brings challenges similar to serving any diverse community. NWIC students come from a myriad of tribal cultures and a wide range of socio-economic backgrounds. In keeping with our mission, we honor each student and what they have to offer (3.D.2). The CSS promotes cultural sharing from all tribal practices to encourage the development of a foundation of understanding within our diverse student body and the full range of their academic pursuits. Students are encouraged to take responsibility for self and others, and actively participate in tribal community activities that augment the quality of the academic environment.
Staffing

The Center for Student Success is staffed by many committed, qualified, and mostly Native individuals. NWIC believes that giving hiring preferences to Native individuals supports the mission of the institution by providing role models for students and offering employment opportunities for graduates. That said, NWIC is adamant about providing the best services for their students. Ensuring that a candidate and/or employee has the qualifications to meet the needs of our diverse student body is paramount. The CSS is currently staffed by individuals with expertise in a wide range of areas and years of experience serving students in higher education.

The CSS has been fortunate to maintain a stable core of qualified staff. When openings occur, evaluation of a candidate’s education and prior work experience as it directly relates to the mission and purpose of NWIC Student Services, is closely evaluated before a hiring decision is made. Job descriptions are carefully drafted to ensure requirements and responsibilities are clear and each employee’s performance of their duties is evaluated at least annually (3.A.2). Students are informed of staff responsibilities through the College catalog and student handbook. The leadership of both the College and the CSS has supported continuity of the department by promoting from within when opportunities for advancement occur.

Staff is offered opportunities to improve their performance and/or educational levels through formal training plans and through regional, national, and international conferences that contribute to continued professional development. Additionally, the CSS Leadership has initiated a summer institute for staff to provide orientation, training, and refresher courses on current service models and up and coming trends in the fields of student services, tribal colleges, and higher education. As this institute evolves, topics addressed grow out of issues raised in the previous year and through the recommendations of CSS staff and academic leadership.

The organizational chart demonstrates clear lines of authority and regular departmental and quarterly inter-departmental CSS meetings help clarify a single point of accountability for assignments and coordination of activities within departmental and individual annual work plans. While each individual is responsible for specific daily tasks and job responsibilities, the CSS has the ability to complete large scale projects such as orientation, NWIC commencement, and a student development conference as a team. The effectiveness of the CSS organization also supports both the individual leadership work plans and the division work plans that are part of the institutional effectiveness strategies of the College.

Achievements of the Center for Student Success are reported annually, in the Center for Student Success report.

Recruiting

Recruiting for NWIC is mainly accomplished through the efforts of one recruiter, one off campus advisor/outreach specialist, and the extended campus site managers. Nearly all of these individuals are Native and hold a minimum of a Bachelor’s degree (3.A.2).

Recruiting efforts are guided by the NWIC recruiting plan, which is a bi-annual document that both guides and monitors the success of recruiting efforts. As NWIC has evolved into a four-year degree granting institution, the recruiting plan has expanded from focused efforts on high
school students and recent high school graduates to the transfer student and associate’s degree graduates. The institution has worked with the Science Department to test various recruitment strategies for students in the four-year Bachelor of Science in Native Environmental Science (BSNES) program. There is still an ongoing conversation about recruiting responsibility for upper division programs. CSS leadership, recruiters and department directors are negotiating these parameters, keeping in mind NWIC will offer additional 4-year degree programs in the future and it will not be cost effective for each 4-year program to have its own recruiter.

Recruiting of students is becoming even more critical as Native communities recognize the value and need for higher education. While some Native students venture out of their communities to pursue mainstream education, most stay close to home and attend classes at their local tribal college.

At a tribal college, Native students are able to attend school and pursue their higher education degrees among their peers, learn from Native faculty and faculty supportive of traditional Native ways and knowledge, and see a Native President and mostly Native administration presiding over the school. This immersion in higher education within their tribal community, especially when combined with the Family Education Model approach adopted by the CSS and NWIC, offers first generation students the chance to feel as though they are not so isolated, but in fact do have a role in academia. They can see and learn from other pioneers who have gone before them and succeeded; plus the tribal college becomes another member of their extended “family,” walking with them towards a new future.

Assessment of recruiting efforts is ongoing. Recently the dean for student life and the recruiter held focus groups to evaluate their presentation of recruiting materials, especially when those materials are set up in a table fashion. The outcome of those focus groups informed and influenced the redesign of our recruiting presentations. The recruiter and each extended campus site manager will now have identical table presentations for their recruiting efforts. This will ensure that all potential students will have access to full and uniform information about NWIC.

In addition, there is a current effort to develop a method or formula to measure the effectiveness of recruiting strategies. The recruiter is developing a database to track a potential student from the type of initial contact through their decision whether or not to attend NWIC. Development of this formula will allow for more targeted recruiting efforts. We are currently able to identify the number of newly admitted students and the number of returning students, but we are challenged to attribute the efforts and activities that influence those numbers.

Admissions

The foundational philosophy of the tribal college movement is that tribal communities need access to post-secondary education that is open and place-based and that supports their cultural and traditional ways of life. In keeping with that philosophy, NWIC is an open admission institution. The College follows an “open door” policy in admitting any individual who has graduated from high school or completed a GED prior to enrollment (3.D.1). Students who do not meet those criteria are eligible for admission with high COMPASS (assessment) placement scores under the Ability to Benefit Policy. Also, students who provide transcripts showing comple-
tion of college-level credits from any other accredited college will also be admitted. Students under age 18 who do not meet these criteria must obtain permission from their parent or legal guardian and their school district (if applicable) in order to enroll in college courses. This includes participation in the Running Start program.

NWIC has adopted a structured admissions process which makes clear what steps are necessary to succeed, and how to meet academic and personal goals. Integral to the admissions process is conveying the College’s dedication to promoting indigenous self-determination. The NWIC admission policy is consistent with the mission of the institution:

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

The NWIC admissions process is simple and effective. The NWIC Admissions office is staffed by two full-time admissions personnel who respond to inquiries for admission and facilitate the applications for admission to NWIC.

High school students who apply for the Running Start program must meet the Washington state criteria for Running Start and complete and submit all NWIC Running Start paperwork.

Upon recommendation of the Whatcom County Public Health Department, NWIC continues to look into adding a proof of measles immunization to the admissions requirements. In the event of an outbreak, providing proof of immunization is required.

Early in the admissions process, students receive a copy of the current College catalog. The NWIC catalog is published every two years and has historically served as the College’s official publication. Therefore, it contains all critical information to guide a student through their studies at NWIC, including, but not limited to: the mission of NWIC; students’ rights and responsibilities; procedures for adding and dropping classes; the history of formation; admission requirements and procedures; transfer credit policy; financial information; academic regulations; and procedures for withdrawal. (3.B.5)

In addition to the catalog, students have access to all the necessary information in various other forms and sources, including: the college website www.nwic.edu; the newly revised student handbook which is widely distributed to students during orientation; quarterly and annual class schedules; and the NWIC transfer evaluation process and policies.

All of these documents are reviewed and revised according to the policy review schedule and most have a representative committee responsible for ensuring the publication is accurate, comprehensive, and addresses the needs of the student and institution.

Transfer Students

With the introduction of the four-year degree, NWIC has implemented a more formal process for facilitating the evaluation and transfer of credits for incoming students. Prior to 2000, transfer credit was performed on a case-by-case basis, the results of which were calculated by hand, entered onto a degree planning spreadsheet in pencil, and photocopied for a student’s file. No electronic records were made, nor were the credits posted to the student’s NWIC transcript. After the College adapted the Jenzabar database system, records of transfer began to be
recorded on student’s transcripts and on the students’ advising worksheets.

NWIC recognizes academic credits earned at other regionally accredited institutions, including public, private, and tribally controlled colleges that are essentially equivalent in academic level to NWIC. Transfer credits are evaluated by the Associate Dean of Student Services, with assistance by the content faculty as needed. They are then applied appropriately according to the student’s chosen program of study (3.C.4). A copy of the student’s official evaluation is sent to the student. The advising office has access to review this information for advising purposes. The College describes the transfer of credit policy and procedures in the 2009-2011 catalog.¹⁷

Degree seeking students are requested to submit official transcripts from previously attended colleges at the time of application for admission. As official transcripts are received, they are logged in on a “transcripts received” list. This list is available to the Advising Office on a network file that is shared between the registrar, advising, and admissions offices.

Unofficial transcript evaluations are performed by the Advising Office on an ongoing basis. Official transfer evaluations are completed by the Associate Dean of Student Services. Students apply for graduation the quarter prior to the quarter they expect to graduate to insure a timely official credit evaluation. The Associate Dean works with the advising staff to identify and reach students who are close to graduation but may need additional credits, paperwork, or academic support.

The College’s transfer policies encourage students with previous college experience to attend NWIC, as the professional and consistent evaluation of previous credits often allows them to achieve the four-year degree, or any other desired academic accomplishment, faster than if transfer credits were not permitted.

Students are assured of a consistent and thorough review of their official transcripts through the transfer evaluation request procedures. If a specific course’s transferability is difficult to determine, three steps may be taken. First, the Associate Dean checks with the NWIC faculty content specialist. Second, the corresponding content specialist at the transcript-generating institution may be consulted. Third, if there are still any issues to be resolved, the Associate Dean has the option of arranging for a consultation between the two faculty or content specialists. These established procedures ensure the official transcripts are evaluated as carefully as possible.

The College lists the name of each previous course, including the institution from which the credits were transferred and the amount of transfer credits accepted on the NWIC transcript.

**International Students**

As a result of changes in the Department of Homeland Security guidelines, NWIC’s administrative management re-evaluated its guidelines for international student applicants in the spring of 2009. The resulting changes were distributed to appropriate staff and personnel in spring 2009 and are reflected in the College catalog¹⁸ (pg 15).

Northwest Indian College is not an approved school through the Student Exchange and Visitor Program (SEVP) and cannot accept other non-immigrant students for regular admission. Therefore, such students can take courses with NWIC for the purposes of recreation, or courses
of a non-vocational nature, and if they are B-visa students.

International students may take classes at NWIC under the following circumstances:

- they are already enrolled full-time at another SEVP approved school (F-1 or M-1 visa) and are not using NWIC credits to equal full-time enrollment, or
- they are taking continuing education units (any visa), or
- they are visitors (B-visa) engaged in study that is merely vocational or recreational in nature.

International students are not eligible for federal or state financial aid and are classified as non-residents for tuition paying purposes.

The exception to this policy is Canadian First Nations students. Canadian First Nations students may study at NWIC as regular students under the provisions of the Jay Treaty. The Jay Treaty states that Native Indians born in Canada are entitled to enter the United States for the purpose of employment, study, retirement, investing, and/or immigration. Such students do not need to apply for special circumstances provided they submit their verification of enrollment in a federally approved Tribe or Band, along with their admissions application.

Student Advising
Once a student is admitted to NWIC, they are strongly encouraged to meet with one of the institutional advisors. The relationship with the advisor provides support and guidance over the course of the students’ enrollment at NWIC. The advising staff is comprised of three on-campus advisors, an off-campus advisor/recruiter, and the early childhood education advisor; the site managers serve an advising role for students at the staffed extended campus sites, as well. Of the five advisors of the CSS, all have experience in the area, one has a bachelor’s degree, and four have master’s degrees.

The Center for Student Success asks each new, and often returning, student to complete a student intake process that includes a student survey, placement testing, and an orientation. This process helps the advisors identify strengths as well as areas where students may face barriers to their educational success and need additional support. The process also orients the student to the services that are available to help ensure their success.

Testing
Before registration, NWIC advisors assess the academic abilities of students. Since 1999, the College has used the COMPASS placement test. The COMPASS test is a computerized assessment that advances with the students’ capabilities and has the capacity to be customized by a committee of NWIC faculty. This capability allows the COMPASS placement indicators to be periodically reviewed and adjusted to meet the placement needs of NWIC courses at all levels.

The College asks each new student and any student who has “stopped out” for more than a year, regardless of their level of official academic interests and goals, to complete the COMPASS placement test. This is a fairly simple request for students on the main campus, but more difficult for those at the extended campus sites where the testing environments and staff are more limited. To address these limitations, the College has been piloting Accuplacer testing software, which is an online program accessible at any location with internet access. Using Accuplacer for extended campus and independent and online learn-
The results of the COMPASS test help advisors make recommendations to students in the selection of courses appropriate to the student’s academic ability. Placing students occurs according to the College's policies and procedures, including ability to benefit, as reflected in the 2009-2011 catalog.\(^\text{19}\) (3.D.3).

If a prospective student has not earned a high school diploma or GED, the COMPASS scores are an indicator to meet the financial aid eligibility requirements for “ability to benefit” to receive funding.

The NWIC testing center also assists adult basic education students working toward their GED diploma, either at NWIC or from other institutions, by coordinating completion of the necessary placement procedures for that process. Assessments and GED testing are available by appointment and on a drop-in basis throughout the school year.

**Academic Advising**

Once the placement testing has been completed, the advisors work with the student to determine an academic plan and course schedule that will support the students’ educational goals. Academic advising is initially provided to students by advisors in student services and, when students have earned at least 45 credits, by a faculty member in the academic area which the student is focused.

The academic advisor will assist the student in registering online or in signing the quarterly enrollment form\(^\text{20}\) and provide the necessary information to ensure adequate course selection for the student’s intended program of study. Students meet quarterly with their advisor to update their program of study and design a course plan for the academic year (3.D.10).

Information developed about students becomes part of their degree plan. Students are assisted in setting goals for themselves. For students who intend to transfer to another institution to further their education, a plan for their academic career at the transfer institution is developed and, if their goal is to pursue a four-year degree at another institution, they are connected with the advisor who also serves as the transfer specialist.

In addition to meeting with an academic advisor, faculty are engaged in the academic advising of second-year students and students enrolled in the bachelor’s program. Students enrolled in the Interdisciplinary Concentration Option of the Native Environmental Science program also meet with their committee for recommendations and approval of their upper division courses. This process ensures degree progress and that students are meeting all requirements. It 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 work opportunities. It also facilitates development of professional skills related to the student’s field of interest. Students also have access to cultural activities, community service projects, environmental field trips, guest lectures, and internships specific to student’s degree concentration.\(^\text{21}\)

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. Significant work has ensured that faculty has the information, support, and training they need to support the students in this way. As faculty advising
evolves, faculty advisors need to be provided with as much information as possible and should have access to and ongoing training in the advising module of Jenzabar. The CSS staff hosts Faculty Advising Days and social opportunities with the faculty and students to help build those important connections and provide the support necessary to faculty as they engage students in this endeavor.

Advisors offer assistance to students in understanding degree requirements, planning schedules, understanding financial aid, facilitating evaluation of transferring credits from other institutions and monitoring satisfactory academic progress. Students and advisors use degree planning worksheets to clearly define and determine degree requirements. Students meet with their advisors prior to each quarter’s registration to verify that courses they have selected apply to their degree program. This expectation is being re-evaluated as students become more independent in their education. Student access to advising worksheets through the advising database (JICS) is in the process of being developed.

Advisors also assist in the petition of students for prior learning experience (PLE) credits. PLE credits may be awarded for life and job experiences that are comparable to NWIC courses. Students are required to petition for PLE credits through an established process. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, artwork, and independent research.

Students at the extended campuses rely on site managers, support staff, and occasional visits from the off campus advisor/outreach coordinator for academic advising. The off campus advisor/outreach coordinator is a fairly new position created to help fill the support needs for students at non-staffed locations. This individual reports to the Dean for Academics and Distance Learning, but works very closely with the CSS staff to ensure continuity of service. This individual supports students either through email, fax, web contact and occasional visits to these more remote sites for their advising needs. This arrangement limits their face-to-face contact, but as the role of the off campus advisor/outreach coordinator evolves, students’ access to advising, registration and financial aid support will continue to increase, as well as support of institutional recruiting and retention efforts.

Challenges
The advising staff has historically used guidelines established by TRIO for all advising activities. TRIO funds are designated for two-year students and as NWIC is now advising four-year degree seeking students, those guidelines do not meet the needs of the entire student body.

Recommendation
Develop an advising handbook.

Orientation
The Center for Student Success (CSS) has historically hosted a quarterly orientation as a lunch hour activity, typically offering it before the second week of class. The orientation has evolved into an all-day event that includes:

- Keynote Speaker
- President's Address
- Cultural Welcoming Activity
- Introduction of CSS staff
- How to navigate services at NWIC
- Introduction of the TRIO Program
- Financial Aid Orientation
• Academic Policies Orientation
• Introduction to Student Handbook
• Faculty Lunch Meet & Greet
• Tours of Campus and Library
• Continuing Student Panel
• Student Involvement and Leadership Activities.

This event is designed for new and continuing students and provides an opportunity to teach students about staff and services that are in place to enhance student success. Aligned with the Family Education Model, student’s families are invited to participate in orientation.

New students are informed of the orientation by mail, by a flyer in their acceptance packet, and through on-campus announcements. The orientation is coordinated with one of the first classes students are recommended to take, HMDV 110 - Introduction to Successful Learning. This adds to the number of students who participate in the event. In addition, a PowerPoint presentation has been added to the NWIC website to provide access to extended campus and other distant learning students who cannot attend orientation on campus (3.D.9). The orientation is not a required activity, so the CSS staff works diligently to persuade students to attend the event.

Orientation activities, including the development of the on-line orientation, are closely tied to the findings of the NWIC First Year Experience self study which resulted in both the expansion of orientation and a greater effort to coordinate the orientation experience across the institution’s sites.

The orientation is constantly evolving, as CSS staff makes improvements based on student input and evaluations. The College provides an additional orientation for new and prospective students of the Bachelor Degree. This quarterly orientation includes: continuing student perspectives; an opportunity to socialize with other bachelor degree program students, advisors, and faculty; an historical context about the program; an introduction to program requirements and options; and examples of the interdisciplinary concentrations.

NWIC students are informed about student rights and responsibilities through the Student Handbook and the NWIC Catalog, which includes the Student Right to Know Act. Both are provided in hard copy and online, at student orientation, and in HMDV 110 - Introduction to Successful Learning. (3.D.5)

Career counseling

Since 1996, NWIC has offered career advising to all students. These services are offered through the full-time career advisor, whose office is located in the Center for Student Success (3.D.11). The career advisor provides access to career assessment, maintains a career library, posts job information, provides information on internships and professional training programs for native students, and coordinates a career and futures fair that includes tribes and programs in higher education that recruit and support Native students. The career advisor also provides educational seminars and course curriculum for first year students.

Incoming students are encouraged to complete a career interest assessment to assist with early exploration and/or determination of a student’s career goals. The career advisor works with students individually and through the opportunities for group interaction that are built into courses typically taken in the first quarter, such as HMDV 110 - Introduction to Suc-
cessful Learning, and the required seminar, NASD 105 (one credit per quarter for first year). During these courses, the career advisor introduces topics such as exploring career opportunities; learning interviewing and résumé writing skills; and use of computerized career resources, books, and job availability data.

Participating in career advising helps students identify or refine their educational goals and helps ensure that the student connects with the appropriate faculty in their second-year, when faculty advisors are introduced. This process also helps in the discussion of using work study and internships as career building opportunities, when those opportunities arise, as well as assisting in job placement when they have successfully completed their educational plan at NWIC.

The career services staff works closely with the financial aid office to assist with work study placements that are consistent with the chosen program of study or career goals. Work study candidates explore placement opportunities and arrange an interview with the career advisor. The advisor encourages departments to use this opportunity as a “teachable moment” for the student by facilitating the interview and providing feedback on strengths and areas of improvement with the student. Students are able to use this opportunity to ask questions and ensure of appropriate work study placements.

The career advisor helps students with the application process for internships and distributes information on internship availability. Internships represent an important component of student services, as NWIC moves toward a job placement model to build its capacity to serve bachelor degree seeking students. Internships provide the opportunity to enhance learning, explore careers experientially, and build marketable skills. As such, the BS-NES degree requires an internship in the fourth year. The science director and faculty work to ensure the BS-NES student has an internship placement that supports their educational success and is based on their interest.

NWIC is exploring whether it is necessary to employ an additional full-time staff person to focus on internships and fellowships. Currently, this work is distributed between the career advisor and the science faculty, with little attention given to the use of fellowships. This conversation will be especially important if the college adds additional four-year degree programs.

With the guidance of the career advisor, the student services department organizes an annual career fair for students and community members. To coordinate this event, the College partners with tribal and federal agencies to offer students an opportunity to network with the exhibitors and explore career paths/options, develop internship opportunities, and learn about employers and their hiring expectations. Students attend skill building sessions that offer valuable job search skills such as getting the most out of an internship experience; professional development opportunities; differences in application and hiring processes among governmental and non-governmental (both tribal and federal) positions; interviewing strategies; and designing résumés that speak to job descriptions and desired qualifications. The event has keynote speakers who are tribal leaders and professionals who can provide insight to students on career opportunities. The career fair has grown in its success and attendance each year and is evolving to enhance its relevance to our bachelor program graduates.
A special career fair hosted by the National Oceanic and Atmospheric Administration (NOAA) and NWIC is planned for May 2010. This career fair is a response to conversations between NOAA staff and NWIC regarding the lack of opportunity for NWIC and other students to see “STEM” in action, especially as it pertains to career opportunities.

**Challenges**
Providing parity of career services to all NWIC extended campuses and other distant learning students is a challenge. This is being addressed by piloting an online resource and by partnering with the extended campus site managers in order to more adequately meet student needs.

**Recommendation**
Develop and maintain a career services section on NWIC’s webpage to provide greater exposure for our students.

**Enrollment**
The NWIC Enrollment office is staffed by the registrar and three full-time equivalent staff who are responsible for ensuring student records are entered and maintained consistent with confidentiality and FERPA guidelines.

Enrollment for NWIC courses occurs by mail, fax, and online and is facilitated by advisors, faculty, and extended campus/off campus staff. The variety of avenues for enrollment accommodates student enrollment needs, regardless of location, but also creates inconsistencies that can be difficult to mediate, including inconsistencies in program counts, incomplete forms, and timing of submissions.

As a result of offering the BSNES degree program, the College has seen an increase in the importance of ensuring students appropriately “declare” their academic goals with the enrollment office. Currently, the enrollment office has 57 students who have “declared” the BSNES degree as their goal, however, BSNES advisors and faculty have only 21 students who have connected with them and are enrolled in classes particular to this degree program. What’s more, some of these students are not “declared” BSNES students with the enrollment office. It must be acknowledged that each report is a “snapshot in time” and students move in and out of the program and concentration options throughout the year. The apparent disconnect in this enrollment data is a topic of attention within the institution and policies, procedures, and practices are being developed to address the inconsistencies to the greatest extent possible, including revision of the BSNES handbook.

The enrollment office has had long-term struggles with enrollment forms that are submitted after the quarterly enrollment deadline and/or are incomplete when submitted. Often this dynamic is a result of the CEU offerings and the multi-campus experience. Those realities are not going to change. The challenge for the enrollment office is to continue to work with the Continuing Education and extended campus sites to minimize the impact.

All official documents pertaining to student admissions, registration, and records are housed in the student records room, which offers secure, fireproof, and otherwise safe storage. (3.C.5.) Staff creates a folder for each student accepted for admission to the College. The student folders are filed by student identification number in a rolling metal file system in the student records room and contain the
application for admission, official transfer transcripts, official program evaluations, grade changes, and all official correspondence.

Student enrollment and transcript data are maintained via the computer mainframe. Electronic data is backed up on a daily basis. Since access to enrollment forms for the current quarter is frequently required, they are maintained in a locking rollaway file cabinet in the enrollment office. Enrollment forms for the previous four quarters are housed in a locking fire-proof cabinet in the enrollment office and then they are moved into storage.

Access to documents in student folders and student data is limited to assigned enrollment services personnel. Advisors and other key personnel have permission to necessary screens/student data as “view only.”

Starting fall quarter 1997, enrollment forms, incomplete course agreement forms (monitored until the incomplete is resolved and then filed in student folders with grade changes), and Certificates of Degree of Indian Blood (CDIB) verifications are filed separately in the student records room.

The current computer system provides the ability to produce separate transcripts for credit and CEU courses. A legend that accompanies the official transcript defines the course numbering system, as well as the distinction between credit and CEU courses and grade explanation. GED credits are recorded on the credit transcript, which can make evaluation of credits by an institution receiving an NWIC student difficult.

The College assigns “institutional” credit or “continuing education” (CEU) credit to every course in its curriculum. The distinctions between the two are clear. (3.C.3.) The transcript lists curriculum for institutional credit separately from continuing education credit. Institutional courses numbered under 100 are considered developmental and are not applicable to degrees or certificates. Institutional courses numbered 100-199 are considered freshman level and courses numbered 200-299 are considered sophomore level. Since NWIC was granted bachelor’s level candidacy in fall 2007, the College is now offering 300-399 junior level courses and 400-499 senior level courses as part of the new BS degree in Native Environmental Science. At this time, continuing education unit credit (CEU) is distinguished by the use of the suffix “U” after the course number. Distinctions between college-level, developmental, and CEU credits are described in the College catalog (pg 23) and on a document accompanying official transcripts.

Since 1998, the College has offered many cultural, recreational, and community service courses that were offered for credit and as CEU courses. The implementation of CEU courses and the College’s open enrollment policy allows maximum flexibility for NWIC students and staff to meet their educational and personal goals. Enrollment of CEU courses is not as fluid a process as that of academic offerings since the courses often occur outside of regular campus activities and beyond the extended campus sites. Delays in getting the enrollment forms are usual. This can cause delays in quarterly enrollment reports and incomplete enrollment forms can impact the ability for the institution to collect the Indian Student Count.

The implementation of online enrollment has greatly improved the enrollment process, but the process relies on advisors, faculty, and extended campus site staff to utilize the system and follow up
with delivery of the forms to the enrollment office for verification. This process is not foolproof and delays, especially from extended campus sites, create difficulties for students as the quarter progresses, most notably in the facilitation of their financial aid.

**Recommendation**

Evaluate the apparent inconsistencies in enrollment data and identification of program of study and develop and implement policies and procedures to minimize these inconsistencies.

**Financial Aid**

**Increase student financial aid resources through scholarships.**

*– NWIC Strategic Plan, 2004-2009*

The Student Services staff attempt to connect all potential, new, and current students with the Office of Student Financial Resources (SFR) at the earliest point possible, to help ensure students have the financial means to pursue and/or continue their education. The SFR staff, (Director, Assistant Director, and two Program Assistants), assist students in completing their Free Application for Federal Student Aid (FAFSA) and applying for appropriate scholarships, as well as providing additional financial support to help meet educational costs. The SFR is located at the main campus. Staff regularly travels to the extended campus sites to provide support to those students.

Financial aid personnel regularly inform students and prospective students of funding and scholarship opportunities. A financial aid representative accompanies advisors to extended campus site visits to provide one-on-one information with students and extended campus staff and participates in recruiting activities, such as community events, to reach the potential student early in the process.

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. The SFR makes every effort to provide financial assistance to eligible applicants by exploring grants, scholarships, internships, work-study or a combination of these student aid programs from federal, state, private, and tribal agencies (3.D.6). 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), and Work First.

The SFR facilitates applications for aid using publications found on the College website and in the office. They are available by mail or e-mail to distant learning students. Students are supported and guided through these processes by the student financial aid handbook, which can be found on the College website or in paper form at the SFR (3.D.7). Basic information on the SFR and financial aid process can also be found in the College catalog.

Financial aid personnel offer several workshops to help students negotiate the educational funding obstacle course. Their workshops are often broadcast over our interactive television (ITV) network to reach students at the extended campus sites. Topics of these workshops include scholarship specific information, complet-
ing the FAFSA, general scholarship application guidelines, and financial management.

There are many scholarships available to NWIC students: American Indian College Fund, (application on-line); WECU (application from Financial Aid Office); Work First (application from Work First office); Veterans Education Benefits (application process starts at local VA office); and special scholarships to support BSNES students. Other scholarships that are available to tribal members include American Indian Services (on-line application); Rosalie and Sam Long Scholarship; and the Forrest “Dutch” Kinley Scholarship (applications available in Financial Aid Office). Additionally, the SFR assists students who have tribal-specific scholarships available to them, such as the Lummi Higher Education scholarship, and a newly added scholarship, the Lummi Commercial Company Scholarship.

There is a challenge in maintaining current information on some tribal scholarships, as tribes can provide the funds directly to the student without informing the SFR. This has the potential of causing an overaward status for the student and a payback status for the College. The SFR is working with the business office to implement policies and procedures that will address this, however, unless the funding goes through the NWIC business office, there will be no way of preventing this entirely. The SFR and business office provide regular information and outreach to tribal higher education offices, so this possibility will decrease over time.

The SFR has followed the trend in student financial aid and moved from a paper generated application and notification process to electronic processing. All forms can be provided to students electronically, then printed and returned. Faxed forms are accepted for all documents in financial aid. Virtually all of the FAFSAs are done on the web by the students. The electronic process greatly reduces delays in processing student files. Identification of missing or needed information occurs more quickly and communication between agencies can occur without the delays experienced in the paper dominated system.

NWIC has initiated a student email policy that identifies the individual and unique student email account assigned by NWIC as the primary means of student correspondence. The SFR utilizes this email to inform students of the status of their financial aid applications and scholarship information. The SFR experiences some challenges utilizing this email account solely, since some students do not have easy access to the internet or computers. To address this challenge, computers with internet access are provided at all campus sites and students who enroll in independent or online learning classes must have access to computers to complete their work. Still, the SFR provides standard mail copies to students who request it.

Financial aid at NWIC is administered in accordance with federal and state regulations and annual third party audits ensure accountability for the various programs. (3.D.6) The staffing assignments ensure confidentiality and security of information. All advisors and residence life staff have view-only access to student financial aid status on the financial aid module of the institutional data management system, Jenzabar.

As stated in the catalog, students who successfully complete at least 67% of enrolled credits each quarter and have at least a cumulative 2.0 GPA, (1.7 GPA for freshmen), are considered to be making satisfactory academic progress in their
program of study. When students who are receiving federal aid do not meet these criteria, their eligibility for financial aid is impacted and they are placed on financial aid probation. Students who are not making satisfactory academic progress and who experience probation for two consecutive quarters are suspended from receiving financial aid. Students who have had their aid suspended may petition for reinstatement of aid if they have special mitigating circumstances. Otherwise, to reinstate eligibility for financial aid, students must enroll in and complete at least 6 credits and maintain or achieve a 2.0 or higher cumulative GPA. It has been the practice of the NWIC financial aid department to notify students of academic probation or suspension both by email, through the students institutional email account, and by letter.

All students, including students who are not receiving financial aid, who do not meet satisfactory academic progress criteria will receive an academic warning. These students are encouraged to meet with a faculty or academic advisor to identify challenges and solutions and create a plan to return to good standing.

NWIC, as determined and supported by its Board of Trustees, does not participate in any student loan programs (3.D.8) so there are no loan default rates to monitor or report. The financial aid staff does provide current and prospective students who are in default on loans from other schools information and assistance to become eligible for financial aid again. We have been successful in supporting the average main campus student meet up to 80 percent of their funding through grants and scholarships.

The College meets its obligation to the National Student Loan Data System (NSLDS). Three times a year, the Student Status Confirmation Report (SSCR) is sent to financial aid staff who vets the list against students who have submitted FAFSAs for NWIC for default or over award status. The notices are viewed through the ISIR comments that accompany this electronic file. The SSCR typically requests enrollment information for approximately 20 students. The challenge of this process is that only about 40 percent of NWIC students send a FAFSA to NWIC, leaving many students no means to report current enrollment to the NSLDS. Reporting their enrollment may produce a deferment on existing student loans and avoid concurrent enrollment issues, which would be to the student’s benefit.

**Recommendation**

Explore whether or not enrollment services is the more appropriate place to report enrollment to the NSLDS.

**Ancillary Support Services**

**Bookstore**

NWIC has a College store that offers a wide variety of products for students and community, including textbooks for approximately 20 core classes, clothing, beverages, snacks, school supplies, artwork, clothing, and many other items.

All other textbooks are ordered through the NWIC online book store, MBS. Implementation of the online bookstore was in response to students enrolled at extended campus sites and in on-line and independent learning classes who found it challenging to get books mailed from the bookstore on the main campus. As first initiated in 2007, the online bookstore was the sole source for textbooks. But in response to student, faculty, and staff input, the campus bookstore began offering
core text books for sale in 2008. Core classes include NWIC requirements and developmental education courses. This change has received many positive comments in the bookstore suggestion box (3.D.18). Implementation of the online bookstore has its challenges. Many NWIC students do not have a credit card or access to funds for purchasing their books prior to distribution of their financial aid. In response, NWIC leadership implemented an “access code” which gives students a $300 credit on their student account for the purchase of books. An internal process in the business office reconciles the actual amount a student spends on their books to the $300 “charge” to their account when the MBS statement is received. This process has eliminated the barrier of available funds for students in obtaining the books and supplies, as the $300 allows for other purchases at the bookstore, as well. When there is difficulty, the store manager serves as the liaison for students and offers technical support between the students and MBS.

The transition from a campus bookstore to an online bookstore and then back to a partial campus bookstore has created some difficulties in the ordering and accessing of textbooks. The process for making the books available through MBS requires that the list of required texts be sent to MBS at least eight weeks prior to the beginning of the quarter. Since it takes MBS at least two weeks to procure the order, when the book list is sent in late, students can be delayed in getting their books. If the delay is significant enough, the student might have to utilize other sources to get their books for the start of class. If this occurs, students do not have the institutional “credit” to use for their purchase, which can cause a financial hardship to the student. The other option is to wait for the books to be available on MBS, which causes them to be unprepared when classes start.

Those responsible for management of the online bookstore have implemented a process that, when completed in a timely fashion, accommodates the processing time for MBS. This has been more effective since the completion of the annual academic class schedule. The process, though, requires many different individuals to make the process a priority and there have still been delays in finalizing the texts that will be used in various classes (including the new classes in the BSNES degree) and getting that information from the faculty to MBS. As the institution gets more familiar with this process, though, the delays are getting shorter and shorter, so there is still a commitment to maintaining this venue for students to acquire their textbooks.

The campus bookstore does not offer a textbook “buy back” at this time. The institution partnered with Nebraska Book, Co., in the past, to offer this service but there was very limited student participation, even when the book buy back was well advertised. In lieu of a buy back, the student services staff facilitate a student book exchange.

**Residential Life - Student Housing**

NWIC currently has one student campus housing facility, located on the main campus. It is open to all students regardless of their level of academic pursuit. The campus housing accommodates 67 students, has rooms of both double and triple occupancy, a fully equipped open kitchen for student use, a student lounge, and a coin-operated laundry facility. Each room contains a closet, a restroom that is shared with one other room, and is furnished with a bed, desk, and chair for each occupant (3.D.13). The Residence Life Center is
staffed by the Director of Residence Life, a Senior Resident Adviser, and two Resident Advisors.

NWIC confirmed the need for its student housing program as a result of findings from the Community College Survey of Student Engagement (CCSSE), conducted winter quarter 2005 (see college website). One hundred and twenty four NWIC students from various sites completed the survey. Among many other points, we learned that one of the areas that would promote improvements in student learning and persistence was adequate student housing. Prior to this survey, informal surveys of students identified housing as a barrier to access. The College responded. The Board of Trustees identified the need for student housing as a high priority and the objective of providing full-time students on the Lummi campus affordable accommodations in a safe and drug free environment was met. The new Student Residence Hall opened in 2007, with funding support from the Lummi Housing Authority, Federal Home Loan Bank (grant), U.S. Department of Agriculture, and capital campaign funds.

The Student Residence Life Program helps build a sustainable learning community through promotion of healthy living, leadership development, and embracing the traditional ways of life for its residents and the community. The residence hall supports educational success by providing a permanent study space, access to computers, internet access, and close proximity to the library, classrooms, and recreation facilities. The Resident Advisor supports community building through hall meetings, weekly activities, and weekly study sessions. Each quarter, during midterm and finals week, mid-night breakfast is hosted to encourage and support group study.

The Student Residence Hall was designed for the single student, but it became evident early on that there was also a high level of need for family housing. The NWIC leadership determined the current facility structure could accommodate a single parent with a single child, without modifications, and stay within the stipulations of the HUD/Lummi Tribal Housing funding agreement. Therefore, this change was adopted late in the first year of operation. To address additional family housing needs, the College is working with Lummi Tribal Housing and is looking forward to adding access to full family housing in 2011.

The residence hall and campus community have experienced “growing pains” that we believe are typical when adding an on-campus, 24/7 student presence. The student housing policies guide the administration in decisions regarding alcohol/drug free and behavior issues, as well as provide parameters for students in the form of a signed resident agreement. Information about campus housing is available to the students in the 2009-2010 Student Handbook, pages 9-10.

When the student housing first opened, vacancy rates were very high, prompting implementation of a mandatory residence policy for freshmen (first quarter only). A significant effort is made to recruit residents each term. These efforts, with appropriate exceptions and exclusions as detailed in the Resident Life Policy, helped bring the residence hall occupancy rate up to acceptable levels. Efforts are still needed to continue gaining residents as the facility struggles to be self-sufficient, but the number of occupants is on the rise.

The housing committee convenes regularly to address policy, resident, and recruitment concerns as well as to assess
housing and food service rates. A “sliding scale” fee was implemented to help reduce the cost for students, but has required the institution to financially supplement the facility.

**Food Services**

The College has attempted several iterations of food service in the short time the residence hall has been open. Initially, the institution contracted with local caterers to provide food service for student residents and the campus community with very little success. Students were dissatisfied with the menu and were on their own much of the weekend. Services were sporadic and the caterers did not meet their profit needs. In the 2009-10 academic year, the institution hired their own cook and the results have been promising. The dining hall provides three healthy meals a day, five days a week. The kitchen is staffed with a head cook who works with all residents with special dietary needs and two assistant cooks. Residents are charged a flat quarterly rate and non-residents have the option to pay cash or purchase a pre-paid dining hall meal ticket. All cooks maintain a current food handler’s permit, as mandated by health and safety standards. The Whatcom County Health Department is brought in to inspect the kitchen to ensure compliance with meeting standards. (3.D.14)

There are other on-campus meal options for students, as well. There is a small kitchen on the North Campus (also inspected) that is staffed by a skilled cook (with a food handler’s permit) who provides options for breakfast and lunch five days a week, as well as snacks available through the campus bookstore. Food service is provided in the Early Learning Center (ELC) kitchen by the ELC staff, all of whom have food handler’s permits.

**Early Learning Center**

Student surveys indicated lack of childcare was a barrier to NWIC student success and retention. Therefore, NWIC opened an Early Learning Center (ELC) so students had a nearby, state licensed, and cost effective childcare option for their young children while they are pursuing their academic goals. The ELC opened in spring 2009 and provides care to children from age one-month to three-years of age. It is open hours which accommodate a regular business hour schedule.

The College recognizes the importance of early learning on future academic success and has established the ELC to provide a quality, family-centered, 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 was envisioned as an ancillary service that would cover its operating expenses by collecting a fee for services, including supplementation from the Department of Social Health and Services Temporary Assistance for Needy Families (DSHS/TANF) for some income-eligible students. However, the ELC has struggled to meet its costs, so the institution has substantially subsidized its operation. The leadership continues to explore options of operation and fee scales to be able to maintain this service without causing financial stress on the institution. In the meantime, the ELC provides part- or full-time child care for up to 15 students, five staff, and one community member each quarter – according to the ELC Fall Quarter Report (dated December 11, 2009).

**Academic Success/Retention**

NWIC students are typically the first in their family to pursue higher education. As
“first generation” students, they are typically unfamiliar with the higher education system. The frequent lack of previous exposure and long-term preparation can result in misunderstandings about college degrees and correlated career benefits, as well as other potentially complex procedures such as financial aid and graduation requirements.

From the 2005 American Indian Higher Education Consortium AIMS report, 23 tribal colleges and universities (TCUs) reported on the factors affecting student mobility and retention. The following are the seven most frequently cited factors that negatively impact student retention:

- Family obligations (cited by all 23 TCUs)
- Maintaining an off campus job (12)
- Financial problems (12)
- Lack of preparation (12)
- Transportation (11)
- Personal and family problems (8)
- Lack of daycare service (4)

Such barriers, typical of Native American students nationally, are common among the NWIC student population (see ACT Evaluation/Survey Service Student Opinion Survey Graphics Report for Northwest Indian College, prepared by ACT Education and Social Research, July 23, 2003) and the institution takes them into consideration when designing support for academic success.

NWIC has developed a well-rounded system which supports the academic success and retention of their students: student outreach, student wellness, co-curricular and recreational activities, student athletics, and multiple tutoring sources. Educational workshops and courses with student services content are also provided. Topics may include but are not limited to: transferring to a four-year program, study skills, test anxiety, learning styles, time management, steps toward independence, financial aid, career development, taking exams, personal development, and computer skills.

Information on NWIC academic standards and satisfactory progress may be found in the College catalog (3.D.4). Northwest Indian College is committed to facilitating student success and has adopted a non-punitive satisfactory progress policy under which instructor’s report unsatisfactory academic progress to advisors and students.

As previously noted, a new NWIC student is required to take an assessment of their academic (reading, writing, math) skills prior to enrollment. Results of this assessment indicate that between 50% and 75% of entering freshmen are unprepared for college level courses in English (writing and/or reading) and/or math. In 2005, the average student placed, according to the COMPASS testing, at Math 98 and English 100. As a result, NWIC has the daunting task of trying to bring a high number of
entering freshmen up to college-level academics in the first year of college.

It is not uncommon for students completing a two-year degree to take three years or more because the first year of classes is spent in the developmental education courses. The College recently embarked on an extensive assessment / analysis of the First-Year Experience of the NWIC student and will be implementing strategies to improve students’ success in that first critical year.

Outreach

A real strength of the NWIC advising program is the student outreach that is performed. There are mechanisms in place for monitoring student progress that provide an early warning about students who are in danger of failing or falling behind in each class. Student progress reports are generated by faculty in the 3rd, 6th, and 9th weeks of the quarter. These reports are forwarded to the student services staff and the academic advisors and/or the outreach specialist to follow-up with students who are struggling academically. Faculty members are asked to suggest the type of help the students need and when the outreach specialist makes contact with the student, strategies are discussed and implemented.

Student contacts are tracked in the Jenzabar/JICS advising module, so all pertinent advising staff and faculty advisors can see which students have been identified as needing outreach and can see what efforts are being made to contact and support that student. This ensures that the student gets the support they need from all the student services staff, regardless of who they meet with.

The institution believes this model of circular outreach is critical to the support and success of the student and is developing benchmarks to assess its effectiveness.

Academic support/tutoring

Advisors make a concerted effort to refer students who are struggling academically to the Math and Writing Center where professional and peer tutors are available for individual and small group tutoring. The Math and Writing Center provides academic support for Lummi campus students and all sites on-line or by phone, and with on-site tutors at the Tulalip, Port Gamble, and Nez Perce extended campus sites.

Students who study primarily through distance learning modalities may face a challenge in accessing tutoring services. Tutors are committed to assisting students with overcoming this barrier by working the students through e-mail and over the phone as needed.

A needs assessment and progress reports are part of the tutoring process and tutors track achievement levels of students. Tutors complete a tutor training program that equips them with various skills, including:

- how to track student progress,
- how to tutor writing,
- education reforms,
- students at risk and,
- listening skills.

The majority of academic tutoring is provided for English and mathematics coursework. More specialized tutoring in other topics can be arranged. The academic leadership has identified a desire for increased capacity to provide tutoring services at the 300-400 level and is pursuing funding for assistance in that regard.
Additional academic support can be found at the Learning Assistance Center (LAC) on the main campus. The LAC provides developmental education courses, academic assistance on a drop in basis, and preparation for general education diploma. Developmental Education courses are also offered at each extended campus site, usually with a tribally provided adult education classroom and instructor.

When a student self-identifies a disability that may be interfering with their success, CSS staff refer the student to one of the local or tribal vocational rehabilitation programs for assistance. If the vocational rehabilitation program provides recommended accommodations, a NWIC advisor, the student, and vocational rehabilitation counselor work together, to the extent confidentiality restrictions allow, to meet the students’ needs.

Benchmarks are being established for evaluation and assessment of the tutoring services provided and their impact on student success.

**Wellness**

A Life Skills and Wellness advisor is part of the student services staff and provides general life skills, wellness and health education to NWIC students. (3.D.12) This person coordinates information distribution, presentations, workshops, wellness activities, and guest speakers from the community to cover a broad range of topics, including but not limited to, nutrition, physical fitness, diabetes, and sexuality. This program is offered throughout the academic year. The wellness advisor also provides referrals to students who are identified (or self-identify) as needing additional support, such as counseling or medical assistance. In keeping with the cultural aspects of the institution and student body, the advisor is encourages and supports students who are interested in implementing talking circles (traditionally designed sharing opportunities) and group meetings to cope with stress and promote mental health.

For the main campus, the proximity (1/3 of a mile) of the Lummi Health Clinic, with its full range of on-site health services for enrolled tribal members, has made it unnecessary for NWIC to employ its own direct care health services staff. The institution does have two full-time NWIC faculty who are certified mental health counselors, one with additional Substance Abuse credentials. They are often given special consideration in their workload requirements to ensure their availability to students for consultation and support in short-term and emergency situations. Otherwise, referrals are made to the Lummi Health Clinic for students who are tribally enrolled.

For the extended campus sites, students typically are able to access full range health services from the local tribal health services divisions. The range of services available to students depends of the service guidelines established by the hosting tribe. These services are often better known by the student than by the NWIC staff and/or faculty, the College does, however, make every effort to assist and support all students in accessing those services.

When necessary, a team, or “case management” approach, is utilized to support students with more critical needs. When case management is determined a necessary step, the team often includes instructors, advisors, a dean, and a certified mental health counselor. Although rarely necessary, this option allows the student services staff to meet and address students across a wide spectrum of need.
Other health care options and considerations, such as medical insurance or funding for services not available at the Lummi Health Clinic (or for students not eligible for their services) are the responsibility of the student. The CSS staff help facilitate applications for alternate support, such as for state assistance programs, whenever possible.

**Recommendation**

Explore health insurance options for students not eligible for services at the Lummi Health Clinic.

**Recreation**

An important part of wellness for students is ensuring there are activities which support physical fitness. NWIC employs a full-time athletic director who coordinates various sports teams. A partnership with the Lummi Fitness Center (1/3 mile away from the main campus) provides students with the opportunity to use their facility, participate in physical fitness events, and take physical education courses for credit. The Fitness Center, our athletic department, and other community organizations organize recreational activities such as running, volleyball, golf, snowboarding, canoeing, softball, and other fitness/service opportunities such as walks-a-thon pledge drives (3.D.17).

NWIC has limited resources available for student recreation, so partnerships with tribal entities that support wellness serve students by strengthening the services that are in place.

- The Lummi Nation has a tribal transportation system that supplements the local city/county transportation system. Both make regular stops at the NWIC main campus. The institution regularly provides transportation to wellness events and activities.
- The Lummi Tribe has an athletic field and gymnasium that are either adjacent to the main campus or within close walking distance. They are usually accessible and available to student activities.
- Physical education courses are taught as part of the College curriculum in coordination with tribal fitness centers and facilities at the main campus and most extended campuses.

As a member of the American Indian Higher Education Consortium (AIHEC), NWIC has participated in intercollegiate athletic competitions, such as cross-country, basketball, and volleyball. These are open to all students, regardless of their location.

Students regularly have opportunities to participate in softball, hiking, bowling, and canoeing at all campuses. The extended campus site managers have access to the student activities funds so site-specific activities can be coordinated.

The College continues to explore the feasibility of including a student multipurpose center in the capital campaign and master plan. This eventuality is still some time in the future, so, in the meantime, the College continues to be resourceful in providing recreational and athletic opportunities that do not require their own indoor facilities.

**Co-curricular activities**

The majority of NWIC students are returning, older, commuter, and off-campus students. Thus, the co-curricular activities NWIC offers, such as student governance, various student activities, clubs and organizations, and community service/service learning activities (3.D.16), must be many
and varied to be accessible to the College’s varied student body.

The Center for Student Success 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 life (3.D.15). Guest speakers, conferences such as NWIC’s annual Vine Deloria Conference, and trips to other local colleges and universities to see speakers and attend conferences provide scholarly opportunities for students to enrich their associates and/or bachelor degree program experience. Extended campus sites also periodically host events and guest speakers with the support of the activities/leadership coordinator.

NWIC students are engaged and integrated into the life of the institution. Students are offered enrichment activities at least three times quarterly. Events and workshops are aimed at integrating students and their families into the campus community. Students are encouraged to participate in student clubs, on-campus employment, and student government. Students are also offered a minimum of one cultural event per quarter. Recognizing that students are from a variety of federally recognized tribes, they may attend powwows or visit other college campuses that host Native American cultural events. This offers exposure to other cultures and enhances their understanding of the NWIC campus community.

In order to meet the needs of a diverse student body, including students who commute and students who live in the residence hall, the College provides opportunities for evening as well as daytime events. Speakers scheduled during the day are scheduled during hours that are reserved for out-of-classroom opportunities. The College also makes a concerted effort to ensure that students at the extended campus sites have access to and participate in co-curricular activities. For example, guest speakers, student executive board events, and meetings are scheduled in interactive television (ITV) rooms. Funding is available for students to travel to activities at the main campus. All buildings in which co-curricular programming occurs are accessible to students with physical disabilities.

In an effort to be accessible to all students, events are posted both on the NWIC web site and on all campuses and notices are sent to students via their student e-mail accounts. The newly revised website allows for student services staff to have more direct access to posting events. As a result, more events are posted in a timely manner, making it possible for more off-campus students to participate.

The participation in events and activities from students at the extended campus sites has improved significantly. Site students participate in travel opportunities, have formed culture clubs, sponsored site-specific events, and have taken advantage of speakers over the ITV system. There is still some difficulty with engaging students who are off campus and not at one of the five staffed extended campus sites. The lack of formal NWIC presence at these non-staffed sites has been addressed, somewhat, by the addition of the outreach coordinator. Time will tell if this increases those students’ participation in the co-curricular activities available to them.

**Student Leadership**

Northwest Indian College values student involvement with campus governance. Students are afforded a variety of oppor-
opportunities to participate in institutional governance through membership on the Student Executive Board, by serving on a wide range of College committees, by having the opportunity to meet with the College President on a regular basis, and by assuming leadership positions in student clubs and organizations.

All full- and part-time students at the main Lummi campus and at extended campuses are automatically members of the Associated Students of Northwest Indian College (ASNWIC). The ASNWIC annually elects a Student Executive Board (SEB) to represent the interests of students at all NWIC sites. (3.B.2) The SEB provides the opportunity for student involvement in College decision-making processes and enhances communication between College administrators and students. Currently, the SEB representatives are second and fourth year students, which enhances the opportunity to meet the needs of our bachelor-level students.

The College employs a full time student activities/leadership coordinator to advise the NWIC Associated Students Executive Board and serve as a direct link to the Dean for Student Life. The Student Executive Board’s primary function is to provide programs which meet the needs of the students in the areas of education, culture, social activity, and student welfare.

The Student Executive Board is governed by its constitution and bylaws. Article II of the Constitution of the Associated Students of Northwest Indian College, states that student governance has been established “to provide a means for students to be represented in college decision-making.” Student Executive Board officers attend monthly Board of Trustees meetings; they present updates on student activities; and they provide a strong student perspective on institutional programs, services, and the overall student experience at the College.

The Associated Students are responsible for evaluating the constitution and bylaws and amending as necessary to meet the needs of the students. The most recent constitution and bylaws were voted on and passed by the students in 2004. They are currently under review again. Proposed changes must be approved by the Board of Trustees. However, Student Executive Board members are able to amend the bylaws to meet students’ immediate needs without Board of Trustees approval.

CSS staff collaborates with students to identify student needs and evaluate the effectiveness of student programs and services by providing a student activities end-of-year report, student activities survey, and an activity evaluation form. Student representatives are invited to participate in many CSS and institutional committees including Commencement, Student Development Conference, Strategic planning, and other ad hoc committees. They are often called upon by faculty, staff, and administrators to offer insight and feedback about the quality of student experience at NWIC at all-staff meetings and trainings, surveys, and student-only lunches with the President.

In an effort to identify the needs of the Associated Student Body the activities / leadership coordinator works with the Student Executive Board to complete an annual student interest survey. The results of the survey direct the development of student activities. For example, in 2004 the outcomes of the survey lead to the development of the Culture and Language Club. Event evaluation sheets are distributed by the activities/leadership coordinator following a number of activities to determine appropriateness and effectiveness.
Student Clubs

Campus clubs and organizations exist for a variety of reasons. These include allowing students to develop a community of people with similar interests. Clubs also provide a door into the non-academic world through professional contacts with business and tribal leaders and provide students a way for involvement in the larger community. Clubs and organizations add value to a student’s collegiate experience.

Student-sponsored clubs and organizations have grown from four campus clubs to six campus clubs, with increased participation from students not at the main campus. Formal campus clubs include the Associated Students of NWIC, American Indian Business Leaders (AIBL), American Indian Science and Engineering Society (AISES), Language and Culture Club, Phi Theta Kappa International Honor Society, Intramural Athletics, Drama, and the Ski and Boarding Club. These clubs have access to club activity funds through the activities/leadership coordinator and raise additional funding through various fundraising activities.

Student Publication

Currently students do not publish their own College publication (3.D.19) and student directed media opportunities have not existed at NWIC. Therefore, policies have not been developed to provide guidance for media production. However, there is a quarterly newsletter, available in print and on-line, which includes articles written by students. The CSS works with students to develop and solicit submissions for the newsletter and the activities/leadership coordinator edits and assists with distribution.

In the past, the Center for Service-Learning published a departmental newsletter with student submissions and developed a new “podcast” media format, a pre-recorded radio show that is broadcast over the internet. The podcast was developed by the students with the intent that the students would develop and empower student voices and inspire creativity through sharing. The content was released, and identified, as the opinion of the individual student and may not represent the NWIC or the Center for Service-Learning. As the NWIC Center for Service-Learning is revitalized, it is probable that we will see this media format again, as it was gaining popularity.

While the College offers a variety of opportunities to students for publication, there is no College-wide policy guiding these efforts. Student efforts could be included in any institutional policy on publication.

Service-Learning

NWIC has a long history of actively tying academic learning with service to the community needs. The practice of service-learning is inherently consistent with traditional beliefs and practices in many native cultures of “giving back/away” what is learned. These traditional practices demonstrate the foundation of co-curricular and service-learning activities.

Formal service-learning programming was established with a grant in 2002 and has continued through the current time on a carryover balance of that grant.

Examples of past service-learning activities include the following:

- In 2008, a Digital Storytelling Project was integrated as a co-curricular activity in the EDUC 110, Introduction to In-
The goals of the digital storytelling project were to preserve and promote the Native voice and cultural heritage using contemporary technology. Students in the course met with tribal elders and interviewed, filmed, and edited short movies about their educational experiences and combined them with their own personal stories. The learning goals of the project were to give Native students the chance to reflect on the curriculum and particularly the historical impact of boarding schools.

- Other co-curricular activities include partnerships with the local community such as the Little Bear Creek Elders Residential Center. Students worked closely with community members to establish a community garden, also called the “teaching and learning” garden. Some of the co-curricular learning outcomes included identifying native plants that traditionally provided healing and gaining an understanding of their medicinal and nutritional benefits to the local tribal community.

- In spring quarter 2007, students in the Art 105 and Native American Studies 188 courses participated in the Canoe Journey by making cultural gifts to assist in the Potlatch give away as a co-curricular service learning activity.

- In the Native Studies freshman seminar course, students created a first-year experience video that included an overview of the NWIC campus, campus resources, and interviews of first-year students.

- The institution hosts an annual Summit on Indigenous Service-Learning that brings together educators, community partners, and students in an effort to discuss best practices of service-learning, education, and community engagement.

- Other service-learning activities included assisting with a Thanksgiving dinner for the campus community; gift making activities for the holidays; helping students and community members register to vote; and organizing a book drive on campus to benefit youth in the Lummi community and to promote reading and literacy.

The list of service-learning activities is impressive and confirms significant institutional capacity for student engagement. It is a key objective of the NWIC administration to institutionalize service-learning and eventually require that all NWIC students must be involved in a service-learning project prior to graduation. To begin this process, the institution has employed a service-learning faculty liaison, hired service learning support staff, developed a new, more comprehensive job description for the Director of Service-Learning, and applied for grant funds to support the new Center for Indigenous Service-Learning for at least three years.

Athletic (Intramural and Intercollegiate)

The NWIC long standing intramural and recently added intercollegiate athletic programs support the institutional commitment to bring access to a full higher education experience to the tribal, place-bound student.

The College provides a wide variety of intramural and intercollegiate athletic opportunities, but has not joined any formal intercollegiate athletic association. Under our current intramural status, all students are eligible to participate in athletic programming. Organized sports include basketball, cross country, volleyball, and, most recently, tennis.
The purpose of the intramural/sports component of Northwest Indian College is to make participation in sports and activities a meaningful part of a total education and to help produce mentally diverse and socially adjusted individuals through encounters that are well organized, wholesome, varied in nature, and safe.\(^{31}\)

NWIC explicitly commits to supporting athletes as students first by emphasizing success in academics as the number one priority. Student athletes are supported by events such as a quarterly athletic advising day that is cooperatively hosted by the athletic department, coaches, and academic advisors.

The philosophy, goals, objectives, policies, and procedures (including athlete academic standards) are contained in the NWIC athletic handbook\(^ {32}\). They are approved by the Board of Trustees and evaluated according to the policy review schedule.\(^ {33}\) (3.E.1.) Any amendments suggested by the Athletic Director are sent to the Dean of Student Life who submits them to the Vice President of Instruction and Students. The Athletic Director, the Dean of Student Life, and the Vice President of Instruction and Student Services have input into the handbook.

The Athletic Director and Dean of Student Life oversee policies and rules concerning athletics. Input is also provided by coaches and assistant coaches. Policies are reviewed annually and published in the student athlete handbook, which is provided to student athletes (3.E.2). Additionally, the goals and objectives of the intramural athletic program, as well as institutional expectations of staff members are provided in writing to potential staff members through job announcement, in their contract, and through the coach’s expectation section of the athletic handbook.

Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for student athletes are channeled through the same institutional departments that handle these matters for all students (3.E.3). The admission requirements do not differ for athletes and in the event a student-athlete receives a special scholarship from the athletic department, the financial aid office facilitates the award.\(^ {34}\)

Athletic scholarships are awarded quarterly and the amount of the award varies annually. Athletes are identified by the head coach or the athletic director. Student athletes are evaluated on team commitment, participation, and commitment to their education. Women and men receive an equal number of scholarships.

Budgeting for the athletic activities is a coordinated effort. The athletic director, with the support and approval of the dean, prepares the annual athletic budget for consideration and inclusion in the overall institutional budget. The final approval and adoption of the institutional budget is by the Board of Trustees.

The athletic department generates additional funding through its fundraising activities. Annually, the College hosts a golf tournament to raise additional funds to support the athletic activities and scholarships. Other fundraisers organized by the athletic department generate funds for uniforms and other student athlete needs. The proceeds of these events are accounted for through the business office and office of the NWIC foundation. This is the institution’s generally accepted practice (3.E.4) for managing club and scholarship funds.

The athletic department and the institution are committed to providing fair and equitable treatment to both male and
female student-athletes. Funding, scheduling, scholarship awards, and supplied equipment are equally available and provided for all student athletes, regardless of gender (3.E.5).

The coaches and athletic director schedules games and practices to avoid excessive conflict with the College's instructional calendar, especially during end-of-quarter examinations (3.E.6). The athletic handbook states that it is the responsibility of the athletic director to ensure minimal conflict with class schedules and team travel.

The student travel policy supports communication between faculty and athletic program staff. Student education is the top priority for all student services departments, including athletics. It is a challenge when the American Indian Higher Education Consortium annual basketball tournament is scheduled close to finals week. We do not have influence over this schedule (which generally correlates with the spring break of semester-based institutions) and historically this is the highlight of the year for basketball players. In the event there is a conflict with scheduling, additional student support is made available to assist students with early completion or other alternatives that are satisfactory to the instructor.

NWIC's athletic program growth over the last few years has been significant and important to both student life and school pride. Currently, colleges and universities are vying for the opportunity to schedule with our basketball program. Annual schedules provide for equal athletic opportunities for both genders although, because of limited participation, it is more challenging to implement the women's schedule. Happily, in the current academic year, women's athletics has experienced both stability with returning students and growth with new students.

As we mature as a four-year degree granting institution, we will have to make a decision about joining an appropriate intercollegiate athletic association that meets students' needs and aligns with the institutional mission and goals. Until then, the students continue to have athletic opportunities that allow them the intercollegiate opportunity in the spirit of full access.

Credits and Grading

NWIC operates on a quarter system, with the academic year beginning with summer quarter and ending with spring quarter. Academic credit is a measure of the total time commitment required of a typical student in a particular course of study (2009-2011 catalog, pg 21). The College's curriculum committee reviews all proposed courses and establishes universal criteria by which all courses are evaluated. Credits are defined in the College catalog and in a document accompanying official transcripts and are based on our quarterly calendar (3.C.1). All courses described in the catalog are applicable toward a program of study. Credit generation is accurate, standardized, and follows nationally accepted guidelines (3.C.2) and NWIC credits and degrees are transferrable, consistent with the Inter-College Relations Commission.

Recently added to the College's established criteria is the evaluation process for the thesis project for students in the BSNES program. Students enrolled in the BSNES program are required to complete a ten credit thesis project in their last two quarters of the program. BSNES students work with faculty advisors to create an approved proposal for the thesis project the quarter before they begin work on it.
Details regarding requirements for the thesis project are outlined in the BSNES Student Handbook (pg 9-12) and the criteria used in evaluating thesis projects are listed under possible forms the project may take (pg 10-12). For students enrolled in the Environmental Science Option of the BSNES program, the instructor of record is the student’s academic advisor. The advisor is responsible for evaluating the thesis project and assigning a grade. For students enrolled in the Interdisciplinary Concentration Option, the instructor of record is the chair of the student’s concentration committee. The chair evaluates the thesis project in consultation with the committee and assigns a grade.

Student performance and achievement evaluation criteria are appropriate to the student’s degree level and standards for awarding academic credit, standards of progress, course challenge, and incomplete grades are clearly outlined in the College catalog (pg. 18, 21-22).

Award of credit for each course is based on established criteria described in each course syllabus. Students are evaluated at mid-term and at the end of each quarter by the instructor of record and receive an official final grade for the course. Two weeks prior to the end of each quarter, the registrar’s office produces and mails grade rosters for instructors to record student grades; email notifications are sent to faculty from the Registrar’s office, as well.

The College utilizes an online grading system (the JICS Web Module) which is directly linked to, and works in conjunction with, the Jenzabar system. This allows all faculty to view student records and allows them to enter daily attendance and grades. The online grading system improves the timeliness of instructor grade reporting, increases the accuracy of student grades, and assists with sending the final grade reports in a timely manner. Faculty who are not comfortable with the JICS system send their quarterly grades to enrollment services staff for entry by hand.

After grades are entered into the computer system, grade verification rosters are sent to instructors to verify accuracy and allowing for corrections. A grade report is mailed to each student indicating the grade(s) received.

Final grade rosters are printed and filed in the student records room in the student enrollment office. A comprehensive academic record is maintained in the Jenzabar database housed on a mainframe computer. Students may request official or unofficial transcripts detailing quarterly and cumulative credits and grade point average.

**Graduation**

To celebrate the students’ graduation is a joyous occasion for the entire campus community. It signifies a success of the student, their family, the community, and the institution. NWIC has graduated over 642 students with various certificates and associate degrees, and one student with a bachelor’s degree. This is an important accomplishment for our institution, especially in light of the historical lack of access and success for Native students in higher education.

Students, naturally, look forward to their graduation and look to the CSS staff to assist them in reaching that point. As the students get closer to that goal, their dependence on the CSS staff grows. The individual program graduation requirements and deadlines are clearly stated in the program of study section of the catalog (pg.28-29), in the student handbook.
Advisors work with students to ensure they are on track for graduation by developing a degree planning sheet. The degree plan enables students to stay on track for graduation, taking the required courses and taking the prerequisites needed to fulfill their academic goal. Once students have earned 45 or more credits, they choose a faculty advisor to work with to enroll in appropriate courses, track degree progress, and plan next steps. In addition to meeting with an advisor, students seeking a bachelor’s degree work closely with the department chair to track prerequisites and program requirements.

Students enrolled in the interdisciplinary concentration of the bachelor’s degree consult with faculty who are part of their committee in order to choose courses that not only meet academic standards and but also align with the student’s objective. The student’s faculty committee engages in an approval process for upper division concentration credits and individualized courses that meet guidelines and criteria. Processes for students pursuing the Interdisciplinary Concentration Option are stated in the BSNES handbook (p. 22-23).

Graduation deadlines are widely published. Students must complete an application for graduation no later than the first three weeks of the quarter before the student plans to graduate. The application must be completed by the student. Then an official program evaluation is completed and signed by the Associate Dean of Student Life and the Registrar.

Evaluation of credits is consistently applied throughout the process of verifying degree and certificated completion. Graduation evaluations are officially monitored by the registrar’s office with assistance by the Associate Dean of Student Life. Letters are also sent to students outlining the specific courses or requirements needed to complete all graduation requirements once the student submits an application for graduation.

Students in the Interdisciplinary Concentration Option of the BSNES program have unique graduation requirements and degree verification processes. Multiple people play a role in verifying degree progress and their courses meet degree standards. The graduation process has been established and is being implemented for two potential graduates in spring 2010.

Management and Oversight

The Center for Student Success Leadership Team is comprised of the supervising Vice President for Instruction and Student Services, the Dean for Student Life, the Associate Dean for Student Services, and the Directors of Student Services, Athletics, Housing, Student Leadership, and the Early Learning Center. This dedicated team of professionals has embraced the evolution of the college as it expands its capacity for successful instruction, information-informed decision-making and, ultimately, for serving as a bachelor degree granting institution.

The CSS team is supported by a cadre of policies (3.A.3) to ensure the services are guided and consistent:

- Advising services are guided by TRIO programming guidelines – dictated by the major funding source for the advising staff
- Student housing services refer to the student residential policy
• Student financial aid services comply with the financial aid handbook
• The early learning services has appropriate policies to maintain state licensure for a daycare facility
• Student athletics have an athletics handbook
• Students have the student handbook, the student constitution, bylaws, and election code.

The institution ensures all policies are reviewed regularly and approved by the appropriate institutional authorities so policies are current and respond to the needs of the institution and, more importantly, the student body.

Paramount to the success of the institution has been to know who our students are, keep them safe, maintain a stable, transparent environment for their learning, and support their academic success with programming that is informed by assessment.

NWIC has made a conscious effort to know who their students are, where they come from, what they want, and what they need. This knowledge helps the institution prepare a place for them that will support their growth as members of the families, members of their communities, and members of the world at large. The student services department completed a number of surveys to determine student interest and satisfaction with services provided. Some of the surveys include graduate survey, student conference evaluations, workshop/annual event surveys, athletics interest, leadership and activity interest, and resident conversations. For all the knowledge we have about our students, it is of no use unless we can keep our students safe.

The Vice President of Administration Services is responsible for overseeing the day-to-day functions of all safety and security matters. But safety at the College is a community wide effort and the safety and security of students is an institutional priority. All employees and students are encouraged to take appropriate measures to protect themselves and others. The institution makes adequate provisions for the safety and security of its students (3.B.4) and their property:

• The College complies with all state, federal and local health regulations.
• A safety committee, with members from the administration, developed the current NWIC campus safety and security manual. The manual has been approved by the Board of Trustees, published in hard copy, and is available on the College web site. It was also emailed to all staff. Safety procedures described in the campus safety manual are also printed in the student handbook.
• The College maintains a drug and alcohol free campus.
• Student lockers are available to store personal items.
• College closures due to inclement weather are posted on the College and local radio station websites.
• Supervisors call direct reporting staff regarding College closures to ensure safety of employees. Individual departments have developed ways to communicate about potential threats to safety.
• Building maps are posted and all exits and fire extinguishers have been clearly marked.
• The student residence hall has installed an alarm and security cameras to insure safety.
• Maintenance staff is responsible for checking buildings for locked doors and secured windows each evening.
NWIC has a reputation as a safe place for our students, a place students come for a new start. Historically, NWIC has experienced very few conduct issues (3.B.3). This is reflected in crime reports that are distributed annually through the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (see NWIC web site). The College is in the process of employing one part-time security guard and, when necessary, the College calls on the local law enforcement agency as the primary response to threats. The office for the tribal law enforcement is less than one-half mile away and enforcement officers are attuned to the special needs of the College. Response time is quick when threat is imminent.

Conduct issues are typically reported to the Dean of Student Life or an advisor. Individuals reporting are encouraged to complete an incident report to document the matter. When necessary, a staff person completes the report on behalf of a student. Conduct issues are reviewed by members of the Center of Student Success leadership team so appropriate institutional response is assured. Training on the use of incident reports is offered to staff annually and as a result, the number of reports has increased each year as has the effective use of the reporting tool (as it is often difficult to summarize the complexities of an incident on a single form).

NWIC has begun to explore options for review of conduct issues, especially with the issues that arise in the new student residential programming, and is exploring the possibility of a student conduct board, including representation of their peers, which can employ sanctions that align with Native values and beliefs and maintain the sense of community.

It is the practice of NWIC to publish student services policies and procedures in the College catalog. As such, students find guidance in their response to emergent matters in the Student Handbook (pg 4-6).

All information regarding NWIC is published in written form and available through the College admissions office, student services, and on the College website. Information is kept current and is posted on the NWIC website. This includes the catalog calendars, academic schedules, and special events. Procedures related to admissions, financial aid, student records, academic policies and procedures, student services, advising, international students, and student activities are found in the 2009-11 catalog.

In keeping with best practices, the student handbook is a fairly new institutional document that was published to augment CSS policies and procedures for student development programs and services. This handbook, resident life policies, and the athletic handbook are all reviewed every two years by the CSS leadership team prior to approval by the College Board of Trustees. The reviews are done to coincide with the publication of each new College catalog.

The institution participates in best practice research and has a track record of being on the cutting edge of programming. The CSS leadership in cooperation with the institutional research and assessment office periodically and systematically evaluate the appropriateness, adequacy, and utilization of student services and programs and uses the results as a basis for change (3.B.6).

The student services advising staff evaluates programming and services annually for grant purposes and every four years with the renewal of the TRIO grant application, the major funding source for the advising staff. Evaluation of the TRIO pro-
Program is based on individual activities used to improve retention, graduation, transfer rate of project participants, and the institutional climate. Whether to continue or alter a particular activity is determined partly by the usefulness of that activity in affecting retention, graduation, transfer rates, and the institutional climate. Data is gathered through student surveys and through collection of data in the areas of student satisfactory progress and quarter-to-quarter persistence.

Currently, the objectives of the TRIO grant incorporate the institutional commitment to the Family Education Model and the structured first quarter model. The Family Education Model is current research by Iris Heavy Runner-Pretty Paint on components necessary for Native American students to find success in higher education. This model works well with the structured First-Year Experience and first generation initiatives of the College and TRIO programs.

NWIC has made major improvements in the area of research and assessment in recent years. We currently have an office of research and sponsored programs to assist all areas of the College with evaluation and data collection. Best practices research and using data to inform decision making and developing co-curricular programming is the goal of the administration. Student services staff meet to debrief event success/challenges and review student evaluations to make improvements for future events. When planning annual activities, events, workshops, and conferences, committees plan according to evaluation and assessment results and student feedback from prior events.

The institution engaged in a comprehensive assessment effort of our First Year Experience program during the 2008-09 academic year. As a result, the following areas were identified as instrumental to student support, engagement, and persistence during the first year. Development and/or enhancement of these programs is in progress:

- Development of e-newsletter
- Development of online orientation
- Strengthen mentoring program
- Student orientation
- Developing co-curricular outcomes
- Career services webpage
- Student testimonials (multi-media)
- Coast Salish Institute welcoming ceremony

The CSS collaborates with academic instructional leadership to promote student retention and program completion rates (See persistence rates). Baseline data is gathered at the beginning of fall quarter and compared to data gathered in previous academic quarters and years. Data gathered includes:

- First-year students
- First generation students
- Students returning in fall quarter
- Master list of enrolled students
- Students adequately financially funded at 80% or better
- Students who have successfully transferred to four-year institutions
- Graduates who transfer to 4-year institutions
- Students making satisfactory academic progress per quarter

Each academic quarter, new data is gathered and compared with the baseline data. For example, at the end of each academic quarter, enrollment lists are examined to determine quarter-to-quarter and year-to-year retention rates of students. Lists of graduates are examined and contacts are made with appropriate institutions, individuals, or families to de-
termine if the student has successfully transferred.

The 2008 retention data indicates that students who are eligible for (and tracked by) the TRIO-specific programming, have an increased success rate for graduation with higher grade point averages and successful degree completion than students not enrolled in that program. This discrepancy is under consideration, since it is the official position of the institution that all students are to have access to all services and that the TRIO grant simply supports the work the staff do with our students, most of whom, statistically, fall within the eligibility guidelines of the TRIO programming. This commitment to parity of services has been seen in the 2009 data, which reveals an improvement of retention and completion rates of non-TRIO students, indicating an improvement of providing a parity of services.

Finally, quarterly and annual reports are completed on ethnicity, gender, age, and other attributes. The College has published in the equal opportunity compliance statement (Catalog, pg 39) that it is committed to and practices equal opportunity in education and participation in College activities without regard to race, color, gender, age, religion, political ideas or affiliation, national origin or ancestry, marital status, and physical or mental handicap.

This commitment to collecting and utilizing data for decision-making is institution-wide and will only grow in its depth and breadth in the future.

**Looking to the Future**

NWIC works diligently to ensure the Center for Student Success departments are afforded sufficient resources (human, physical and financial) to meet the identified needs of the student body. (3.A.4) Our institutional success can be seen in the successes of our students.

NWIC has provided an enriching environment within which Native American students pursue studies that enable them to gain self sufficiency in a rapidly changing technological world while recognizing and nurturing their cultural identity.

NWIC's educational philosophy for its four-year degree, as well as for all other degrees, certificates, and awards, acknowledges and respects tribal values and beliefs as being the foundation of the curriculum and services we provide our students (3.D.2). Course curricula must include a study of Native American culture, language, and history within the tribal communities. The extended campuses participate by identifying the values and beliefs that underlie the educational approach appropriate to their specific students’ needs.

It is a system of services that has been shown to be successful. Western Washington University, the local university where many NWIC AAS graduates continue their education, continues to report that students who transfer from NWIC have grade point averages during their junior year similar to transfers from any other community college in the state of Washington. These results, along with others, prove NWIC offers a strong preparation of students for continuing their academic career with bachelor's studies and succeeding in the real world after graduation.

Yet, as with anything, there is room for improvement and there are goals for the future:

- Currently the Center for Student Success is housed in four separate build-
ings. A new Center for Student Success building is under construction and will be completed by spring 2010. This center will bring all the services of financial aid, enrollment, admissions, recruitment, advising, testing, student activities / leadership, and athletics under one roof and provide a “one-stop shop” for students to access the majority of support services. This design will make service to all students, those on main campus and at the extended campuses, more cohesive as communication between and among the different service centers will strengthen.

- The 2009-10 institutional budget for the Center for Student Success division is divided into the following areas: student services, admissions, enrollment/registrar, financial aid, residential life, athletics, student activities/leadership and early learning center for a total budget of more than $1,360,800. There is an opportunity each academic year to request additional funding in response to enrollment and participation of students, but due to limited financial resources, the academic advising relies on funding from the TRIO/SSS U.S. Department of Education grant. It is critical to develop a contingency plan for providing for those services in the event that grant funding is unavailable.

- Utilizing surveys as the primary method of data collection provides students services with information about student satisfaction, which is an indirect indicator of effectiveness but does serve as an indicator of co-curricular learning and development. CSS staff will work with the institutional research and assessment staff to incorporate direct indicators of student development and learning outside the classroom.

Native American students have traditionally faced the greatest challenges in regard to social, economic, and health problems in the U.S. NWIC students come to the institution facing long-standing deficiencies of services causing inconsistent and difficult educational issues. The College, and the staff of the Center for Student Success in particular, have been committed to meeting those students where they are and guiding them to success. To accomplish this, the institution has seen increased staffing, the implementation of an athletic department, the opening of the early learning center for student childcare, and pointed efforts at creating parity of service and access for students at the extended and non-staffed campus sites.

Exhibits

1. Exhibit 3.1 “The Family Education Model”, developed by Iris Heavy Runner-Pretty Paint
2. Exhibit 3.2 NWIC Admissions Report – Tribal Heritage
3. Exhibit 3.3 NWIC Center for Student Success resumes for professional staff
4. Exhibit 3.4 NWIC College catalog
5. Exhibit 3.5 NWIC student handbook
6. Exhibit 3.6 CSS Leadership summer institute agenda
7. Exhibit 3.7 NWIC Organizational Chart
8. Exhibit 3.8 NWIC Center for Student Success report
9. Exhibit 3.9 NWIC recruiting plan
10. Exhibit 3.10 NWIC Catalog 2009-2011, page 13-14
11. Exhibit 3.11 - Student Handbook, Proof of immunization, pg 7
12. Exhibit 3.12 NWIC College Catalog 2009-2011
Exhibit 3.15 NWIC transfer evaluation process and policies
Exhibit 3.16 NWIC policy review schedule
Exhibit 3.17 - 2009-2011 NWIC College Catalog 2009-2011, Transfer of Credit Policy, page 16
Exhibit 3.18 NWIC College Catalog 2009-2011, guidelines for international student applicants, pg 15
Exhibit 3.19 NWIC College Catalog 2009-2011, Testing and Placement, pg 15
Exhibit 3.20 NWIC quarterly enrollment form
Exhibit 3.21 Substantive Change Prospectus, NWCCU 2007, pg. 11-12
Exhibit 3.22 NWIC College Catalog 2009-2011, PLE credit policy page 23
Exhibit 3.23 Student Right to Know Act
Exhibit 3.24 NWIC BSNES handbook
Exhibit 3.25 NWIC Student financial aid handbook
Exhibit 3.26 NWIC student housing policies
Exhibit 3.27 NWIC resident agreement
Exhibit 3.28 NWIC Resident Life Policy
Exhibit 3.29 NWIC student activities end-of-year report, student activities survey, and an activity evaluation form
Exhibit 3.30 NWIC College Catalog 2009-2011, Student-sponsored clubs and organizations page 34
Exhibit 3.31 NWIC College Catalog, pg 10
Exhibit 3.32 NWIC Athletic Handbook
Exhibit 3.33 NWIC Policy Review Schedule
Exhibit 3.34 NWIC Athletic Handbook
Exhibit 3.35 NWIC Student Handbook, student travel policy
Exhibit 3.36 NWIC program of study planning sheets, and advising worksheets
Exhibit 3.37 NWIC Policy Review Guide
Exhibit 3.38 NWIC Campus Safety and Security Manual
Exhibit 3.39 NWIC Incident Report
Table 6: Admissions Report

<table>
<thead>
<tr>
<th>Evaluation Year 2009</th>
<th>1 Year Prior 2008</th>
<th>2 Years Prior 2007</th>
<th>3 Years Prior 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Freshmen Applications Received</strong></td>
<td>419</td>
<td>407</td>
<td>316</td>
</tr>
<tr>
<td>Admitted</td>
<td>324</td>
<td>226</td>
<td>139</td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>486</td>
<td>436</td>
<td>426</td>
</tr>
<tr>
<td><strong>Transfer Applications Received</strong></td>
<td>77</td>
<td>116</td>
<td>145</td>
</tr>
<tr>
<td>Admitted</td>
<td>59</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>138</td>
<td>129</td>
<td>168</td>
</tr>
<tr>
<td><strong>Readmission Applications Received</strong></td>
<td>168</td>
<td>112</td>
<td>93</td>
</tr>
<tr>
<td>Admitted</td>
<td>126</td>
<td>84</td>
<td>52</td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>212</td>
<td>128</td>
<td>121</td>
</tr>
<tr>
<td><strong>Graduate Applications Received</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Applications Received</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non Degree Applications Received</strong></td>
<td>43</td>
<td>53</td>
<td>110</td>
</tr>
<tr>
<td>Admitted</td>
<td>12</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>148</td>
<td>55</td>
<td>113</td>
</tr>
</tbody>
</table>


Table 7: Student Affairs Staff Profile

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Support</th>
<th>Student</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>13</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD, EdD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD, JD, MSW</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA, MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, BS</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA, AAS, Certificate</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Years Experience in field:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>none</td>
<td></td>
<td>6</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>less than 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-May</td>
<td>10</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-Nov</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>16 - 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time: 9/10 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td>16</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time: 9/10 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Standard Four: Faculty

Full-time Faculty Qualifications

Northwest Indian College (NWIC) has a well qualified and diverse faculty. Every academic program of study has one or more core faculty members at the masters or Ph.D. level. Some NWIC faculty have an associates or bachelor degree, particularly in cultural education and Native Studies where cultural knowledge and tribal credentialing is most important.

NWIC has 27 full-time and 2 pro-rata faculty as of March 2010. Full-time faculty are defined as professional staff who are contracted annually at 100% full time with primary assignments to instruction or research. Pro-rata faculty are defined the same as full-time faculty but are contracted at less than 100% of full time.

The majority of NWIC faculty members have a Master’s degrees and three have earned a Ph.D. All Ph.D. level faculty members are core faculty in the Bachelor of Science in Native Environmental Science (BSNES) degree program.

In addition, the Dean of Academics and Distance Learning holds a Ph.D. and the Associate Dean of Academics and Distance Learning holds a J.D. Both occasionally teach. The Science Director who oversees the BSNES program holds a Ph.D. in Fisheries Biology and serves as an academic advisor for some students in the BSNES program. Other administrators who hold master degrees or higher also teach at times within their discipline areas.

The College typically employees between 54 and 68 part-time faculty who are contracted on a quarter-to-quarter basis to teach specific courses.

The Evaluation Committee for the College's 2008 reaffirmation for accreditation commended the NWIC faculty for its dedication to accomplishing the College’s mission. The Committee also praised the College and its faculty for its commitment to the students (commendation #3). The faculty’s dedication is demonstrated by their longevity at NWIC.

The following table shows the demographic breakdown for the NWIC faculty as of March 2010:

<table>
<thead>
<tr>
<th>Native and Non-Native Faculty</th>
<th>Native</th>
<th>Non-Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>All NWIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Pro-rata</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>Lummi Campus Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Pro-rata</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Part-time</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
</tr>
<tr>
<td>Native Female</td>
</tr>
<tr>
<td>Native Male</td>
</tr>
<tr>
<td>Non-Native Female</td>
</tr>
<tr>
<td>Non-Native Male</td>
</tr>
</tbody>
</table>
On average, faculty members have worked at NWIC for 6 years with several over 10 years. The retention of faculty over time reflects faculty members’ strong commitment to the College in general and, more specifically, to teaching Native American students at a tribal college.

The commitment of the College and its faculty to serve the unique needs of native communities is ensured through the screening process for all faculty positions. Faculty hiring committees ensure that all candidates not only have appropriate qualifications in the discipline area, but also that applicants must understand the mission of the College, the role of the College in the community, and the role of the instructor in serving native students.

During the past year, the Vice President of Instruction and Student Services, the Dean of Academics and Distance Learning, and the Associate Dean of Academics and Distance Learning developed a profile of the full-time faculty, noting each faculty member’s degree, cross discipline, courses taught, service to the College and recommendations. This review ensures that faculty teaching assignments and academic qualifications align and support the institutional commitment toward highly qualified content area instruction. Professional affiliations listed on each faculty member’s annual self-evaluation indicate faculty’s ongoing participation in their academic area of expertise and commitment to professional development. As noted in Standard Two, since 2007 NWIC faculty have participated in a teaching and learning initiative to build their capacity to improve teaching and learning. During the 2009-2010 academic year, faculty are being given the opportunity to design and develop methodologies materials for the new teaching and learning toolkit. The toolkit both reflects the skill and knowledge of existing faculty and serves as a reference and orientation for new faculty.

Many NWIC faculty are also performing action-based research projects in teaching and learning in conjunction with the teaching and learning initiative. The teaching and learning website showcases the toolkit materials and will showcase the results of action research projects (see http://blogs.nwic.edu/teaching_learning, also available from the faculty home page, which is linked to the College’s home page at http://www.nwic.edu).

Many NWIC faculty implement service-learning into their courses through the “faculty fellows” program. Faculty in this program share a common interest in creating meaningful service-learning educational experiences for their students. The faculty fellows receive training in service-learning pedagogy, including best practices in curriculum design and integrating service-learning into new and existing courses.

As a tribal college, it is important to have a significant number of native faculty to mentor native students and to provide cultural perspectives. At present, many NWIC faculty are non-native. Native faculty are in high demand at mainstream institutions. There, faculty can earn higher salaries and work in more attractive re-
search environments. Thus, NWIC is challenged to increase its pool of native faculty. Supporting tribal members to earn degrees and become NWIC faculty is one way to address this challenge. For example, NWIC currently supports two Lummi tribal members in their quest to become college faculty. One is pursuing a track that will allow him to teach native language. The other is working toward degrees that will allow them to teach English, the humanities, and Native Studies.

Faculty Participation

NWIC faculty develop and implement educational programs in coordination with the instructional leadership. Many faculty regularly engage in academic planning, curriculum development, and academic advising. Faculty play a key role in academic planning and curriculum development by creating new courses and programs and by updating existing courses and programs within their areas of expertise.

Faculty participate in the Curriculum Committee, which requires a minimum of three faculty representatives as standing members. Other faculty are invited to attend, particularly when issues pertaining to a faculty member’s area of expertise are discussed. Faculty also participate in a newly formed Faculty Roundtable which discusses issues of importance, including academic programming. The Faculty Roundtable is currently clarifying its role in the academic planning and curriculum development process and defining its relationship to the Curriculum Committee.

Faculty provided input for a study of shared governance initiated by the President which began in the Fall of 2009. This study will inform institutional strategies and set updated benchmarks for evaluating faculty participation in decision making. The report and institutional implementation plan are expected to be available at the time of the site visit.

Faculty and administrators participated in a study of the teaching and learning environment at NWIC as part of the Woksape Oyate project. This study examined the shared understanding of faculty and administration about the philosophy of teaching and learning from tribal and academic perspectives and from a commitment to student success. Analysis and results of the survey are available on the college’s assessment web site at www2.nwic.edu/faculty/assessment. Results of the study are being used by the College leadership to inform faculty development and shared governance. The creation of the Faculty Roundtable is also a result of this study. Faculty and staff are engaged in a process that will lead to a statement of NWIC philosophy of teaching and learning by the end of the spring quarter 2010.

Full-time faculty also engage in student advisement in their area of expertise and in quarterly advising of students in all programs of study who have completed 45 or more credits.

Advising – BSNES Students

Students in both the Environmental Science Option (ESO) and the Interdisciplinary Concentration Option (ICO) of the Bachelor of Science in Native Environmental Science (BSNES) program have faculty advisers who assist them in pursuing their degree. Students who choose the ESO have a Native Environmental Science faculty advisor. Students who choose the ICO have a concentration committee chair, who also serves as the primary faculty advisor.

For both options, the duties of the advisers include:
1. Performing regular quarterly advising (including signing enrollment forms)
2. Approving the content and supervisor for each student’s Internship in Native Environmental Science course (NESC 497)
3. Approving each student’s thesis project proposal (NESC 499A and 499B), including serving as the instructor of record for that project)

The details of the student-advisor relationship and the faculty advisor’s responsibilities are described in detail in the Native Environmental Science Program Handbook.4

In addition, full-time faculty develop new programs and courses. They also review existing courses at least once every three years and revise them, as needed. Curriculum review is part of the updating of each new release of the college catalog.

During academic year of 2008-2009, NWIC faculty and instructional leadership reviewed the College’s most commonly offered courses and, when needed, updated courses to improve the quality of course materials and instructional design.

Faculty and instructional leadership use student, institutional, and community information to review and improve NWIC programs in alignment with the College's mission and strategic goals. Faculty participate in the development of: 1) the biannual College catalog, 2) the annual sequence of courses for each program of study, 3) quarterly course schedules, and 4) the annual academic calendar. The process is initiated by program experts in the faculty and staff who propose annual course schedules, review plans of study for programs, and update curricula.

Faculty members support the growth of the College’s educational programs by providing input into the NWIC strategic plan, which is being updated during the 2009-10 academic year, and in the implementation of the NWIC 2007-2012 Assessment Plan.5

The Assessment Plan includes a systematic process for developing and implementing assessment measures for student learning. Since the 2008-09 academic year, faculty have been involved in assessment goals and activities which include:

- Best Practices in Integrated Competency Based Grading
- American Indian Higher Education Consortium Indigenous Evaluation Workshop
- Implementation of the analytic rubric (scoring guide) and/or the holistic rubric with a least one course that they teach
- Revising course outcomes to align with program outcomes

The assessment work continued through fall quarter 2009, with BSNES program faculty identifying which courses will be used to assess program outcomes at entry, midway, and exit.

Throughout this process, faculty have identified several activities that are essential for assessing the BSNES program. These include: course revisions; bringing Native Environmental Science course syllabi into alignment with Native Environmental Science program outcomes (course outcome, assignment, assessment); modifying the thesis project syllabus to be an exit assessment point; and linking courses and/or instructors to foundational concepts across courses (e.g. math, writing, chemistry, culture).

As noted in Standard 2, Science and Native Studies faculty have been intimately involved in the development of the BSNES
program and course development. During Summer 2008, a team of faculty, staff, and administrators updated the Native Environmental Science program structure and program course requirements and prerequisites based on student and community needs, resulting in the currently offered BSNES program of study. Additionally, course syllabi and general course outcomes for new courses within the BSNES program were developed and were approved by the Curriculum Committee.

An important part of these efforts was the development of BSNES program learning outcomes:

1. Communication  
2. Quantitative and Qualitative Methodologies/Observation and Analysis  
3. Bodies of Knowledge  
4. Technology  
5. Problem Solving  
6. Leadership-Effectiveness/Decision Making

Complete BSNES program outcomes, curriculum map and program rubrics are also available on the NWIC Assessment 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. An administrator chairs this committee and membership includes at least one faculty member.

Faculty serve as advisors to student clubs and organizations, such as American Indian Science and Engineering Society (AISES), Drama, Intramural Athletics, Language and Culture Club, Phi Theta Kappa, Ski and Boarding Club, AIHEC (American Indian Higher Education Consortium) Student Competitions, Service Learning, and provide internship supervision.

The results of the teaching and learning environment survey administered during summer 2009 show that in the past year, 42% of the full-time faculty have participated in the Curriculum Committee, 5.3% have participated in the Academic Standards Committee, and 5.3% have participated in the Personnel Policy Committee.

The small size of the NWIC faculty combined with their many responsibilities makes it challenging to have adequate faculty participation in all committees.

**Recommendations**

Perform an annual review of faculty participation in standing and ad hoc committees to ensure broad representation and participation.

Clarify the role and structures for faculty in NWIC shared governance informed by the studies on shared governance and the teaching and learning environment.

Clarify the roles and structure of the Faculty Roundtable.

**Faculty Workloads**

Faculty workloads, qualifications, and competencies reflect the importance that faculty have in meeting the College’s mission, philosophy and goals. Faculty are often the front-line service providers to students and to community members who attend classes and events at the college. Thus, the quality of their service, teaching, and learning ultimately underlies the College’s effectiveness in achieving its mission.

Knowing this, the College gives sufficient time and support for ongoing professional
growth and renewal, encouraging faculty to stay current in their fields while maintaining a positive workload balance. As a matter of course, faculty teaching and advising assignments, talents, and competencies reflect the College’s purposes in providing access to educational opportunities, supporting student success, and being a positive place to work and learn.

Faculty are encouraged to stay abreast of changes in their fields and to expand their understanding of the communities in which they work. For this reason, the College faculty development program may be able to assist in paying the expenses for attending appropriate workshops and conferences.

For over 10 years, funding from the Bush Foundation has supported faculty development initiatives at NWIC. Support includes individual faculty professional development activities, such as conference attendance and travel to support research opportunities, academic coursework, and trainings. Since the Bush Foundation discontinued funding for faculty development in 2009, the College now uses other sources of funding to support faculty development, including the Woksape Oyate (Wisdom of the People) grant from American Indian College Fund on behalf of the Lilly Foundation, and funds from the U.S. Department of Education Title III, which supports NWIC capacity building activities.

Faculty in-service activities specifically focused on supporting the professional growth of faculty members in teaching and learning are built into faculty contract times. In-service activities during the 2008-2009 and 2009-2010 academic years include training on classroom techniques such as classroom management, instructional assessment, and action research in teaching and learning. In-service days are determined and posted in the academic calendar and approved by the Board of Trustees. Faculty members are encouraged to provide input on the in-service contents and to serve on the in-service committee.

This year, all full-time faculty met individuality with the Dean of Academics and Distance Learning and developed a work plan based on four areas: teaching, service, scholarship, and professional development. Faculty work plans were developed to ensure that the mission of the College, as well as those of the programs is realized.

Each faculty member has, with varying degrees, responsibilities in the broad categories mentioned above. Teaching includes the preparation and presentation of courses that meet the curriculum needs of the program. Scholarship includes the creation, presentation, publication and, where relevant, commercialization of ideas, knowledge, and information. Such activities help fulfill the goals of the program and the College. Service includes active participation in College committees, involvement with local, state and federal governmental and community organizations, administrative activities, and contributions to professional societies and industrial associations. Individual faculty work plans reflect both the specific talents and abilities of the faculty member and the needs and objectives of the programs and College.

Faculty members are assigned classes within their area of specialization and expertise as part of the class scheduling process overseen by the instructional leadership (the Vice President of Instruction and Student Services and the Dean and Associate Dean of Academics and Distance Learning). Faculty competency, creden-
tials, experience, and preference are the criteria used in assigning classes.\textsuperscript{9}

From its inception, the College has typically had small classes which allows for students to receive a great deal of faculty support. This enables greater student success than if classes were much larger. Faculty contracts specify that each full-time faculty member has an official work week of 40 hours, with a minimum campus commitment of 35 hours per week. Classes vary in size, with the majority of classes being under 10 students.\textsuperscript{10} Work assignments may include additional compensation for work beyond the regular workload at the discretion of the Vice President of Instruction and Student Services.

The guidelines for the workload of full-time teaching faculty are as follows:\textsuperscript{11}

- 15 credit hours per quarter, regardless of the number of students in a class
- A maximum of three (if core courses) to four (if including non-core) course preparations, with course preparation being equivalent to the number of courses being taught, regardless of the number of sections or modalities involved in the delivery of those courses. Core courses are those that are required for graduation.

**Challenges**

The development of the Interdisciplinary Concentration Option (ICO) in the BSNES has an ongoing learning experience for faculty and instructional leadership in determining and maintaining faculty workloads. Since the ICO requires students to work closely with a faculty committee chair to create and carry out an individualized program of established and individualized coursework, internship, and thesis project, faculty need to spend a significant amount of time working with students on an ongoing basis. Faculty also develop new lower- and upper-division courses for the BSNES, meet with other BSNES faculty and instructional leadership to clarify and improve program design and implementation, and continue to do other duties such as committee work, keep regular office hours, and maintain a 15 credit teaching schedule. As the BSNES matures, faculty and instructional leadership are expected to have greater clarity about faculty workloads and requirements to offer the BSNES program and any baccalaureate programs to be developed in the future at NWIC.

**Recommendations**

Establish a process in which the Dean of Academics and Distance Learning and faculty regularly consult and reevaluate individual faculty workloads to ensure that each faculty member’s workload conforms to the established guidelines and that any specific duties, such as curriculum development, BSNES and other committee assignments, grant activities, or other college assignments, are accounted for adequately in assigning teaching and other assignments.

**Salaries and Benefits**

The following table shows the salaries for all full-time faculty as of March 2010. These values are based on a 176 day academic year contract period.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>$34,966</td>
</tr>
<tr>
<td>Minimum</td>
<td>$24,124</td>
</tr>
<tr>
<td>Maximum</td>
<td>$42,566</td>
</tr>
<tr>
<td>Average</td>
<td>$34,547</td>
</tr>
</tbody>
</table>

Figure 2: Faculty Salary
In fall 2009, NWIC performed a market analysis comparing base salaries for entry level faculty at the bachelor, master’s, and doctoral level at NWIC to two other institutions – Whatcom Community College, which is the nearest community college to NWIC, and Salish Kootenai College, which is the nearest tribal college to NWIC.

The analysis showed that NWIC base salaries were 65% to 72% of comparable Whatcom Community College salaries and 103 to 118% of comparable Salish Kootenai College salaries (note that the cost of living in Montana near Salish Kootenei College is lower than in Northwest Washington). Based on this market analysis, in January 2010, the NWIC President recommended and the NWIC Board of Trustees approved a 3% salary increase for all NWIC employees and an additional 3% market adjustment which applied to faculty only, resulting in a net 6% salary increase for faculty. The salary increases were made retroactive to October 2009 and are reflected in the table above. Even though the increase does not bring the NWIC faculty salaries into parity with local community colleges, it does make NWIC’s salaries more competitive. The President and Board of Trustees are committed to making salaries more competitive, even in difficult economic times.

Faculty benefits are described in the NWIC Personnel Policy Manual. The Human Resources department also offers seminars on benefit options. Benefits cost from 28% to 33% of faculty salaries. NWIC offers a competitive fringe package including subsidizing health insurance premiums for its employees and their families. Faculty benefits include

1. Vacation time
2. Pensions (TIAA/CREF)
3. Life insurance
4. Accidental death and disablement
5. Extended health
6. Dental plan
7. Disability insurance
8. Educational opportunity
9. Tuition fee waiver

The College also grants sick leave, including leave governed by the Family and Medical Leave Act, bereavement leave, emergency leave, civil duties leave, military leave, educational leave, cultural leave and personal leave.

The NWIC Human Resources Department has developed a salary schedule for faculty and other employees that is based on experience, education, and seniority. The department recently analyzed each faculty member’s contracted salary with their placement on the schedule. The analysis revealed that some faculty are being paid at a higher rate and some at a lower rate than guidelines would indicate. However, the majority are at or very near the rate indicated by policy. This variation contributes to the perception of inequity in salaries among some faculty.

This analysis is based on annual 176 day academic year contracts for regular faculty duties and does not account for additional job responsibilities, market pressures, or other factors that may influence salary schedule placements. It also does not account for supplemental contracts paid for work beyond the regular faculty responsibilities.

**Recommendations**

Evaluate salary placements for every full–time and pro-rata faculty and adjust the salary of any faculty who is currently paid below the salary indicated by policy.
**Faculty Evaluation**

The Evaluation Committee report for NWIC’s 2008 accreditation review recommended that the College implement regular and systematic evaluations of full-time and part-time faculty performance using multiple indices as specified in current College policy and procedure documents (Standards 4.A.5, 4.1).

Since the 2008 comprehensive accreditation visit, the College has created an implementation plan and timeline for faculty evaluations that address the recommendation. NWIC held a one-day faculty evaluation training for all full-time faculty and extended campus site managers in December 2008. As part of the new process, part-time faculty are guided through the evaluation process by site managers (for site-based faculty) and by the Associate Dean of Academics and Distance Learning (for Lummi campus faculty).

Using the implementation guidelines outlined below, during the 2008-09 academic year, the College completed three comprehensive faculty evaluations, fourteen annual faculty evaluations including fourteen self-evaluations, and one informal evaluation. This shows significant progress toward a complete faculty evaluation system.

For the 2009-2010 academic year, all four newly hired faculty have been evaluated. In addition, six annual reviews have been completed, with all other faculty scheduled to be evaluated by the end of spring 2010.

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

- **Student Evaluation:** Completed by students, the summary reports are distributed to the instructor and his or her supervisor and are used for a quarterly performance review.

- **Self Evaluation:** Completed by the instructor, they are used by his or her supervisor for an annual performance review.

- **Peer Evaluator:** Completed by the instructor and a peer evaluator, they are used by the supervisor and peer evaluator for an annual performance review.

- **Informal Observation:** Completed by an observer, these are distributed to the instructor and are used by the supervisor and observer for an annual performance review.

- **Formal Evaluation:** Conducted by the supervisor or appointed administrator, these are distributed to instructor and Human Resources Department in an annual evaluation.

- **Comprehensive Evaluation:** Conducted by Dean of Academics and/or the faculty member’s supervisor, these are distributed to instructor, supervisor, Vice Presi-
dent of Academics and Student Services, and 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, these are distributed to the Human Resources Department for employee file.

**The evaluation process consists of an:**

**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 complete 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 the full time faculty member 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 researched appropriate cultural teaching practices and ways to evaluate faculty effectiveness in order to maintain high levels of cultural competencies of the faculty. 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.

**Challenges**

One of the challenges is a lack of comparative data for student course evaluations. In the 2008-2009 academic year, the college analyzed student course evaluation data across the campus and decide to implement a new student evaluation database. In the 2009-10 academic year, we are piloting a new student evaluation platform (CoursEval) which allow for comparisons and statistical analysis over time.

**Recommendations**

Review the faculty evaluation process at the end of the 2009-10 academic year with a faculty subcommittee to determine if revisions need to be made to the process. The faculty evaluation comprehensive plan needs to be evaluated for:

- What worked
- What didn’t work
- What can be done better
- What needs to be included or discarded

**Faculty Recruitment and Awareness of Policies**

The College has maintained a high retention rate for employment of faculty. On average, faculty have been at NWIC for 6 years with a maximum of 22 years. This indicates that the College has been effec-
tive in attracting and retaining well qualified professionals.

Faculty, staff, and administrators are made aware of openings for faculty positions through postings on campus and through electronic announcements. The steps for hiring staff are clearly outlined in policy and procedure documents in the Human Resources Department. Personnel and hiring policies require clear definition and justification for hiring necessity, securing funding, broadcasting the position, and abiding by legalities for fair and productive interviewing and notification practices.

Each new full-time faculty hire attends a new employee orientation conducted by the Director of Human Resources. Institutional policies and procedures are distributed and reviewed during the orientation. The information is also available on the College faculty website and accessible to all employees on campus. The process for hiring full-time faculty is clear and well documented, resulting in the hiring of highly qualified faculty who support the NWIC mission.

Challenges
NWIC continues to be challenged to retain faculty in some key areas of institutional need, such as math and business. Recent hires in these areas address this issue, but NWIC still needs to provide competitive salaries and an attractive work experience to retain faculty. While the longevity of faculty is an advantage in terms of retention and continuity, it also means that the College needs to be aware of pending retirements and plan accordingly.

Recommendations
Review potential faculty retirements over the next five years and develop a plan to recruit and replace retiring faculty.

Academic Freedom & Responsibility
NWIC’s policy on academic freedom is published in the Faculty Handbook. It reads:

1. In order to promote the condition whereby both the students 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:

   a. 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.

   b. 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 their profession and their institution by their 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, which requires all instructors and students to refrain from:
1. Inappropriate use of culturally sensitive information, especially spiritual information;
2. Unauthorized commercial or other exploitative use of tribal/cultural information;
3. Unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
4. 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).

Part-time Faculty Qualifications and Employment Practices

Part-time and adjunct faculty members are a clear strength of NWIC. Several faculty members from other institutions, most notably the University of Washington, teach courses at the College. All are highly qualified. Several have a PhD.

Part-time faculty are invaluable to the mission of the College, as they support our students and educational programs. Balancing appropriate recognition and support of the work that part-time faculty perform for the College with the reality of uncertain enrollments and changing programmatic needs is an ongoing challenge.

Part-time faculty teach a variety of core courses for degree-seeking students as well as community education courses for the members of tribal communities. Required qualifications are the same for part-time as for full-time faculty. Masters degrees are preferred for teaching core courses and a bachelors degree or higher are preferred for teaching community education courses. The Human Resources Department or extended campus site managers approve all part-time appointments. Many part-time instructors have real world and professional industry experience, and bring that experience to the classroom. Whether academic or professional, all instructors must meet NWIC standards set by the hiring departments and extended campuses where they will teach. They must also meet Human Resources hiring criteria.

Conditions of employment are clearly outlined in the faculty member's employment contract. The Faculty Handbook and Personnel Policy Manual contain employment guidelines and general NWIC information. The Human Resources Department is responsible for ensuring that all part-time faculty are aware of all NWIC policies and procedures. Qualification expectations are based on training, expertise, and experience.

Challenges

Part-time faculty are paid significantly less than prevailing wages at nearby community colleges. This can make it difficult to recruit and hire qualified part-time faculty.

Recommendations

Perform a market analysis for part-time faculty and consider options for increasing part-time faculty wages over time to become more competitive.

Part-time Faculty Assessment of Policies

During winter 2009, NWIC held a college-wide faculty evaluation retreat and orientation for full-time and part-time faculty. The comprehensive evaluation plan and schedule described in section 4.A.5 above was presented by the Dean and Associate Dean of Academics and Distance Learning. The evaluation process for part-time and
full-time faculty is the same. It is included in the faculty handbook.\textsuperscript{13}

Prior to the development of this comprehensive evaluation plan, each site manager oversaw the process of employing part-time faculty at their extended campus site. They made sure the appropriate application forms were completed, that résumés or curriculum vitae were submitted, and that the applicants met all job requirements, including degrees achieved and teaching experience. After the implementation of the comprehensive evaluation plan, site managers began to undertake evaluations of site-based part-time faculty.

Both the Dean and the Associate Dean, as well as the site managers, review all course evaluations and self evaluations of part-time faculty. Peer evaluations are reviewed by the site managers. All paperwork is kept in the individuals file located in HR on the Lummi Campus.

Also, the Dean of Academics and Distance Learning includes an orientation letter with the signed contract that is sent to all new part-time faculty. The letter provides key information as well as contact names, email addresses, and phone numbers of relevant personnel. Beginning with the 2009-10 academic year, all part-time faculty are required to attend at least one training session toward improved instructional practice.

In summer 2009, we held our first annual extended campus site manager retreat at which faculty evaluation, grading, and other items of interest are discussed.

Challenges
While great strides have been made in addressing part-time faculty issues, it remains difficult to train, schedule courses for, and evaluate the effectiveness of part-time faculty because of the distance and transient nature of many part-time faculty, particularly at extended campuses.

Part-time faculty are compensated for contact hours only. Without extra pay, they generally are unable to participate in orientation activities. If orientation activities are held at our main campus at Lummi, travel distances and times can add to the expense. Other issues related to part-time faculty include: compensation for office hours and attendance at professional development activities and meetings; scheduling conflicts resulting from requirements of other employers; and the need for more systematic recruitment, training, and support of part-time faculty.

Recommendations
Conduct a thorough evaluation of the role of part-time faculty, examine their relationship to maintaining high quality academic programming, and articulate policy and procedures for measuring effectiveness and maintaining quality.

Review the part-time faculty evaluation process at the end of the 2009-10 academic year to determine if revisions need to be made to the process. The faculty evaluation comprehensive plan needs to be evaluated for:

- What worked
- What didn’t work
- What can be done better
- What needs to be included or discarded

Scholarship, Research, and Artistic Creation
Faculty’s role at Northwest Indian College is primarily instructional. However, they
are also actively involved in scholarship, artistic creation, and research, especially in participatory ways with students and community.

NWIC’s mission is focused on student learning and success. To this end, faculty are expected to maintain a level of scholarship appropriate to their teaching assignments. In other words, faculty are expected to remain current in their field as it applies to the educational goals of the College and also to remain or become current in pedagogical methods that may advance student learning.

These expectations are met in a number of ways. Faculty in academic areas attend and present papers at conferences, write papers for publication in academic journals, author or contribute to textbooks, act as reviewers for textbooks, and publish in literary magazines and trade books. Faculty lead or participate in community-based research as well. In 2007, the American Indian College Fund received a five-year $17.5 million grant from the Lilly Endowment. Named Woksape Oyate (Lakota for “Wisdom of the People”), the funds are being used by NWIC and other tribal colleges to build their intellectual capital. At NWIC, current Woksape Oyate implementation activities include action research grants focused on teaching and learning.

As NWIC is a land-grant institution designated by the U.S. Congress in 1994, it is the recipient of special grant funds to support the land-grant mission and philosophy of education, extension, and research.¹⁴ We prioritize research as one of our institutional goals. Research is a key element of the first strategic initiative in NWIC’s strategic plan: “strengthen individual and tribal prosperity through excellent and culturally relevant education, research, and training.” The BSNES program and the Coast Salish Institute both include research in their program description. The library also includes support of research as central to their mission. Numerous lower and upper division courses include research as part of their course descriptions and outcomes.

Examples of recent faculty research (which typically involves faculty oversight of student research experiences) include salmon rearing studies, a study of the ecological characterization of Puget Sound, water quality sampling, agricultural conversion impacts studies and watershed studies. Students have worked with faculty researchers in studying biological diversity of the Smuggler’s Slough in coordination with the Lummi Nation Natural Resources Department.

**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. In addition, 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 requires approval through the Office of Sponsored Program’s “Authorization to Pursue Funding” process, which requires approval by the President.

The IRB is relatively to NWIC and it is in the process of fully developing³ and disseminating those guidelines.

**Recommendations**

- Articulate college-wide research and publication guidelines
- Finalize and disseminate the IRB handbook
Research Policies and Practices
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. Historically, the College has always supported faculty working with students in research efforts. Since NWIC has historically been a teaching institution without a focus on research, the College’s research agenda and the faculty role in that process is in development. No articulated policy and procedures currently exist that describe the faculty role in the development and administration of research policies and procedures.

Ethical Considerations
The basic guidelines for ethical research conduct are contained in the NWIC Statement of Professional Ethics as approved by the Board of Trustees. The Institutional Review Board (IRB) reviews research projects to be undertaken by NWIC faculty and staff as well as research projects proposed for the Lummi Reservation. The IRB includes tribal members, NWIC faculty and staff, health professionals from nearby communities, Lummi Indian Business Council employees, Lummi Health Clinic members, and broader community representatives.

The IRB and the Director of the Coast Salish Institute work together to provide faculty and administrators with appropriate information about how to address those who have been involved in traditional ceremonial procedures.

Meetings with tribal elders regarding sensitive religious and cultural information issues are a regular occurrence.

Ethical considerations are clearly identified in the Faculty Handbook and the college catalog, which states:

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

- Inappropriate use of culturally sensitive information, especially spiritual information;
- Unauthorized commercial or other 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).

College Goals
The NWIC Faculty Handbook notes that the College engages in research and provides technical support to tribal governments and organizations or employers consistent with available resources and community needs.

Goals of the library include providing research resources for Pacific Northwest Indian Tribes, with an emphasis on the history and culture of the Lummi Indian Nation.
Authorization to Pursue Grants for Research

Page 41 of the Faculty Handbook describes pursuing research as part of grants. There is no reference to research that is not tied to grant funding.

Institutional Review Board (IRB)

No mention of the Institutional Review Board is found in the Faculty Handbook, personnel Policy Manual, or college catalog, since the IRB is a fairly recent development at NWIC.

Northwest Indian College identifies its educational partners and affiliations and memberships on page 10 of the catalog. Details of those relationships are articulated in Memoranda of Understanding between NWIC and those institutions.

BSNES Program Research

The BSNES program includes student research in its program description, which states that the BSNES degree is intended to meet the critical need for effective Native American leaders and environmental scientists who are rooted in their culture. The program emphasizes and explores the interrelatedness of native ways of knowing, traditional ecological knowledge, and Western science. Prominent aspects of the program include hands-on learning and the involvement of students in community service, research, and internships.

Recommendations

Monitor and ensure inclusion of institutional research goals and practices in all policy and procedure statements including in grant and program development.

Update the Faculty Handbook to include guidelines on performing non-grant funded research and adherence to IRB guidelines.

Resources for Scholarship, Research, and Artistic Creation

The College supports faculty in taking the initiative to engage in scholarship, research, or artistic creation beyond their teaching responsibilities. Financial support is provided through professional development funding, special assignment funding, and foundation grants. Our educational leave policy, sabbatical policy, and release time policy all address reassignments for special projects, college initiatives, and research projects and are spelled out in our personnel manual.

Challenges

Incorporating research along with teaching and other responsibilities into faculty roles as the College develops as a bachelor granting institution.

While teaching is their main focus, the College's faculty is committed to engaging in research, scholarship, artistic creation, and community service. However, funding to support ongoing research and scholarly activities is often uncertain.

Recommendations

Articulate policy and procedures that describe the faculty role in the development and administration of research policies and procedures.

Include consideration for special projects, college initiatives, and professional development in the regular review of faculty workload and assignments.
Commitment to Faculty Scholarship, Research, and Artistic Creation

The College’s commitment to faculty scholarship, research and artistic creation is reflected in assignment of faculty responsibilities. Faculty are required to remain current in their fields and the College provides financial support for faculty activities through professional development funding, special assignment funding, foundation grants, and professional leave. The sabbatical policy, as described in the Personnel Policy Manual, provides for faculty leave given adequate financial resources to support the leave. The following tables and discussion summarize faculty activities since the last comprehensive review (2008). Further information on faculty activities is available.¹⁹

The following table lists the number of faculty who have been involved in service activity in the past year according to self-evaluation reports.

<table>
<thead>
<tr>
<th>Service Contribution of Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services</td>
<td>16</td>
</tr>
<tr>
<td>Campus Activities/Committee Services</td>
<td>24</td>
</tr>
<tr>
<td>Curriculum/Course Development</td>
<td>24</td>
</tr>
<tr>
<td>Laboratory Development/Enhancement</td>
<td>4</td>
</tr>
<tr>
<td>Community service as representative of the institution</td>
<td>12</td>
</tr>
</tbody>
</table>

Figure 3: Faculty Service

Finanically, the College supports faculty research, scholarship, and artistic creation through grants such as the Lilly Endowment (2007) which focuses on faculty development in the area of Native American issues and Native American faculty. Part of this new initiative supports Native American faculty in improving their educational credentials and perform scholarly work.

The following table lists the number of faculty publications, creative activities and presentations during the past year according to faculty self-evaluation reports.

| Publications, Creative Activities, & Presentations |
|---------------------------------------------------|-----|
| Refereed journal paper submitted                  | 3   |
| Refereed journal paper published                   | 3   |
| Conference proceedings published                   | 5   |
| Scholarly creative cultural activities             | 5   |
| Professional presentations at national conferences| 6   |
| Professional presentations at on-campus workshops/seminars | 10  |
| Professional presentations at off-campus workshops/seminars | 7   |

Figure 4: Faculty Publications

Scholarship

Faculty are encouraged to engage in scholarship, including staying current in their teaching discipline, curriculum development, publication and/or presentation of scholarly work, and artistic creation. Examples of scholarly work from the 2009 faculty self-evaluations include:

AIHEC Climate Change Curriculum Development Workshop: Together with faculty members from 11 other tribal colleges, we developed a 100-200 level course on Native Americans and climate change. This course was accepted by our curriculum committee for implementation in winter 2010.

Red Alert: The Impact of Climate Change on Northwest Tribal Fisheries: This April 2009 workshop brought together the best fisheries biologists in the Northwest with tribal elders, leaders, and natural resource people. Conferees addressed one of the most critical issues facing tribes today. Nearly 40 people made presentations. The
primary funding sources for this workshop was a $15,000 NASA/AIHEC Enrichment Grant plus $6,000 provided by the Climate Institute.

Where Words Touch the Earth: This science video production project engaged Native American students at the undergraduate level to document the changes in their regional environments. Only four tribal colleges participated in this project, the final product of which is a documentary video that will be aired on the Discovery Channel. Two colleges received automatic invitations to participate: Haskell Indian Nations University and Northwest Indian College. Staff from the Coast Salish Institute completed this video project.

Vine Deloria, Jr. Indigenous Studies Symposium: In 2009, the College hosted the 4th annual Vine Deloria, Jr. Indigenous Studies Symposium. This event is an intellectually driven symposium of ideas. Over the years, a virtual “Who’s Who” of Native American scholars from throughout the United States and Canada have gathered annually to explore the issues and ideas that were close to the heart of Vine. Nothing else like it exists in Indian Country and the hosting of this event brings a high level of prestige to the College.

AIHEC Tribal College Faculty Enrichment Grant: This grant (“The Other Side of Ursus: Western and Indigenous Perspectives as to the Cognitive Ethology of Bears”) supported the development of ideas and materials for a Native American Ethnozoology course that will begin to be taught in the 2010-11 academic year. The instructor will spend one week at the Wildlife Research Institute in Ely, Minnesota during summer 2010 to work with the foremost black bear biologist in North America.


The following table lists the number of faculty who received release or provisions during the past year for their involvement in research according to faculty self-evaluations.

<table>
<thead>
<tr>
<th>Faculty, Administrator, Staff Support for Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Release time/reduction of course load</td>
<td>3</td>
</tr>
<tr>
<td>Provision of professional research staff</td>
<td>1</td>
</tr>
<tr>
<td>Provision of student research assistant</td>
<td>4</td>
</tr>
</tbody>
</table>

**Figure 5: Faculty Release Time**

Research Publication
As NWIC develops into a Baccalaureate granting institutions with an emphasis on research as well as teaching, the need for faculty to perform research, publish, and develop discipline specific skills in the context of tribal college needs will increase. It will be a challenge to maintain a proper balance between research and publication and teaching and other college responsibilities.

The above listing of scholarly activities address the period since NWIC’s last comprehensive self study. Further examples and data concerning faculty scholarship prior to Fall 2008 is presented in the 2008 self study report, in the AIMS/AKIS reports and in faculty evaluation documents.

While faculty are clearly involved in research and scholarly work, College has not articulated NWIC specific research mission and goals as it relates to faculty scholarship, research, and artistic creations. NWIC does not specifically expect nor reward faculty for scholarship, research, or artistic creation.

**Recommendations**

Articulate NWIC research mission and goals, which clarifies faculty roles and assignments in scholarship, research, and artistic creation, as appropriate to the College’s mission and goals.

**Sponsored Research and Programs**

Northwest Indian College’s Office of Research and Sponsored Programs ensures that all grants and contracts are consistent with the institution’s mission and the College Strategic Plan. “Authorization to Pursue Funding” guidelines are described in the Grant Manager’s Manual.

The Native Environmental Science Program’s guiding principles of serving tribal communities of the Pacific Northwest, engaging in culture, stewardship for future generations, and recognizing a sense of place are the foundations of the program. Prominent aspects of the program include hands-on learning and the involvement of students in community service, research and internships. The program prepares graduates to work within tribal communities in support of envi-
ronmental stewardship, conservation, and revitalization. In the spirit of these guiding principles, Northwest Indian College has received grants and contracts that pursue the foundational philosophies of the program and college. All grant funded projects must directly address one or more of the College’s strategic initiatives.

Following is a sampling of our active grants:

1. The National Science Foundation Minority Science and Engineering Improvement Program is supporting the recruitment and retention of first and second year students in our Native Environmental Science program.
2. National Oceanic and Atmospheric Administration research grants engage students in habitat restoration and marine biotechnical projects.
3. A U.S. Department of Agriculture research grant support research on hypoxia zones in Bellingham Bay. The impetus for this research is the recognition of the urgent need for sustainability;
4. and for anticipatory (rather than reactive) approaches to environmental challenges.
5. The National Oceanic and Atmospheric Administration supports internships for students interested in enhancing their educational development and professional-level experiences. 20

Academic Freedom to Pursue Scholarship, Research, and Artistic Creation

As discussed earlier, the Academic Freedom Policy is published in the Faculty Handbook. The College supports faculty course autonomy, pedagogical approaches, academic discourse and expression, and engagement in research and creative activities. Northwest Indian College faculty must adhere to standards set within their disciplines and expressed by specialized accreditation bodies.

Exhibits

1. Exhibit 4.1 NWIC “Core” Faculty resumes
2. Exhibit 4.2 NWIC Faculty evaluations
3. Exhibit 4.3 NWIC T and L Environment survey
4. Exhibit 4.4 NWIC BSNES Program Handbook
5. Exhibit 4.5 NWIC Assessment Plan
6. Exhibit 4.6 NWIC BSNES program outcomes
7. Exhibit 4.7 NWIC Teaching and Learning Environment Survey, 2009
8. Exhibit 4.8 NWIC Grant Reporting, (Bush, Woksape Oyate, Title III reports, pre-service and in-service agendas, listing of in-service activities)
9. Exhibit 4.9 The Self-study Questionnaire
10. Exhibit 4.10 NWIC Enrollment reports from Jenzabar
11. Exhibit 4.11 NWIC Faculty handbook, p.22
12. Exhibit 4.12 NWIC Faculty Evaluation Handbook
13. Exhibit 4.13 NWIC Faculty handbook
15. Exhibit 4.15 NWIC Draft IRB handbook
16. Exhibit 4.16 NWIC Statement of Professional Ethics
17. Exhibit 4.17 NWIC Faculty Handbook Page 14
18. Exhibit 4.18 NWIC Faculty Handbook Page 36
19. Exhibit 4.19 NWIC AIMS/AKIS Reports and prior year faculty data
20. Exhibit 20 NWIC Office of Sponsored Programs list of active grants and projects
## Standard Four - Faculty Table 1 Institutional Faculty Profile

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Dr</th>
<th>M</th>
<th>B</th>
<th>Prof License</th>
<th>Less than Bac</th>
<th>Salary, 9 Months</th>
<th>Years of Experience at Institution</th>
<th>Total Years of Teaching Experience</th>
<th>Previous Fall Term Credit Hour Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>27</td>
<td>54*</td>
<td>3</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>$24,124</td>
<td>$34,966</td>
<td>$42,566</td>
<td>&lt;1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>&lt;1</td>
<td></td>
</tr>
</tbody>
</table>

*Changes on a Yearly Basis as needed to provide classes for sites and main campus*
<table>
<thead>
<tr>
<th>Institution Granting Terminal Degree</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>1</td>
</tr>
<tr>
<td>Antioch University</td>
<td>1</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>9</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>2</td>
</tr>
<tr>
<td>Pacific Oaks College</td>
<td>1</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>1</td>
</tr>
<tr>
<td>Huron University</td>
<td></td>
</tr>
<tr>
<td>University of Washington</td>
<td>1</td>
</tr>
<tr>
<td>St. Mary's College of Minnesota</td>
<td>1</td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td>1</td>
</tr>
<tr>
<td>Washington State University</td>
<td>1</td>
</tr>
</tbody>
</table>

A Faculty member earned a Masters in Education and also earned two BAs one in English One in Education, U of W and WSU Respectively. There are only 23 people listed here for the faculty as one faculty member does not have a degree other than an honorary degree and three are cultural faculty with less than bachelor’s degrees.
Standard Five: Library and Information Resources

Northwest Indian College’s library has a unique dual mission: serving as the primary academic library for the college and also providing library services to the Lummi community as the tribe’s public library. The mission statement of the library, adopted by the Library Advisory Committee in 2008, reflects this duality:

The mission of the library is to support the Northwest Indian College and the Lummi community with research, informational, and recreational resources that enhance lifelong learning.

The library’s goals spring from this mission and remain the same as those listed in the NWIC 2008 self-study:

1. To support the curriculum and programs offered at NWIC
2. To provide research resources for Pacific Northwest Indian tribes, with an emphasis on the history and culture of the Coast Salish and Lummi Nation
3. To provide information on Native Americans from United States and Canada
4. To provide general reference, reading materials, and technology services for the NWIC and the Lummi community

As the designated tribal public library, we pursue targeted funding opportunities through federal grants to increase what we can offer to a population that needs lifelong learning resources. The library’s public service enhances its educational and research role and co-exists well with the college’s mission of self-determination for native people.

Also, because of the college’s extended outreach services, the library must diligently develop inter-library loan services, distance research access, and the acquisition of broad-based materials for student use. The library’s research role has evolved over the years. Further, it has significantly expanded access to on-line and physical resources as we attempt to serve a geographically diverse population. As well, the library has had to develop relationships with local and tribal libraries at the extended campuses and throughout the state and region.

Expansion of the college’s academic programming, including its baccalaureate programming, requires the library to continuously evaluate its holdings, equipment, and capacity to serve academic needs. Institutional resources from both operational funds and sponsored programs are directed primarily toward increased academic and research holdings and access.

The college’s 2008 10-year accreditation review recommended that the college engage in an evaluation of library services resulting in the following institutional actions:

1. To re-establish regular meetings and record-keeping of the Library Advisory Committee
2. To revise and distribute the library policy manual
3. To conduct a consultant review of library collections and services
4. To reinstate surveys and other strategies to evaluate library services

Our self-study for NWIC’s request to offer four-year degrees determined that the expansion would impact the capacity of the library. It would also affect our ability
to respond to the increased demand for resources to meet the research and study needs of faculty and students beyond the two-year college experience. In addition, the library staff observed that the expansion would increase the library’s educational support role in the areas of bibliographic instruction and information literacy.

Overview

Currently the library is located on the north campus of the NWIC main campus at Lummi. It is housed in a historic building that is part of the Lummi Day School complex and has available approximately 3500 square feet of space.

The library has sufficient holdings, equipment, and trained personnel to support the NWIC mission and goals, as well as the educational needs of the local community:

1. The library’s resources support teaching, learning, and research consistent with the academic needs of the college. Library holdings and services are adequate to support the academic programs available at the college.
   The library’s collection includes approximately 31,500 titles, including print monographs and serials, reference works, video and audio formats, and electronic books. Additionally, the library subscribes to a number of electronic databases that include indexing and full text of additional works.
   The library’s computer lab has seven computers, connected to a printer, with Internet access and Microsoft Office software for student use in research and homework, and one catalog-only computer.
   Library equipment also supports video playback and provides data projectors for classroom use.
   The library is staffed by one professional librarian and three paraprofessionals.

2. The library’s core collection, including electronic resources, is currently sufficient to support the curriculum at both the two-year and four-year level.
   Based on recommendations of an external consultant and faculty input, the library has begun to substantially increase the library’s core holdings that support the current four-year Native Environmental Science program. It has also begun planning for additional programs and has begun acquiring books and other materials focused on native science.
   Through the support of the American Indian Higher Education Consortium, the library has added the EBSCO Environmental Pro database, a database that one faculty member characterized as the best thing the library could have done for our Native Environmental Science students.

3. The library’s collections and services are designed to support the entire mission of the college—not only core curricula, but also the broader issues of indigenous self-determination and knowledge. To support this broader mission, the library’s holdings include materials related to neighboring tribes and First Nations peoples in Canada. The library also provides more general resources, including children’s materials, and technology services to the broader community.

There are approximately 18,400 volumes in the main circulation stacks. Areas of greatest holdings are:

- LC class E, History of America, 4,150 volumes, more than 74% Native;
- LC class F, History of the United States and British, Dutch French and Latin America 685 volumes, about 40% Native;
• LC class H, Social Sciences, 1,350 volumes;
• LC class P, Language and Literature, 2,500 volumes, number of Native not available;
• LC class Q, Science, 1,700 volumes;
• LC class S, Agriculture, 2,000 volumes;
• There are approximately 1,000 volumes in the Reference collection.

A snapshot of the shelves showed more than 4,000 items on the shelves with Native stickers, excluding the P section, which has not been well marked.

The library also has more than 1,200 VHS tapes and 250 DVDs. These range from locally produced materials for instruction and cultural documentation to commercially produced materials supporting the curriculum to recreational materials. Video formats are often successful in the classroom, and the VHS format continues to be viable both in the classroom and as entertainment.

During Fall Quarter 2009 the library circulation was approximately 1,100 items, as well as hosting 12 visits from classes. More than 200 titles were added to the collection and almost 200 patrons were added. In January and February of 2010, 300 people signed in to use the library, 560 for use of the student computers and 400 for use of the community computers.

The librarian is primarily responsible for the selection of materials and does so in consultation with the faculty and the Library Advisory Committee. Any member of the institution, including students or community, may recommend acquisitions. Various institutional resources, such as Title III capacity building grants, are designated to the library.

The main reference and circulating collections are organized according to the Library of Congress classification system. The youth collections are shelved separately and classified according to the Dewey Decimal system. This helps users to distinguish easily between materials intended for youth and adults. As a part of the reclassification activity completed in 2009, we “weeded” the collection, removing outdated materials in a number of areas.

NWIC's library catalog is available on-line, encouraging its independent use. However, because the current integrated library system is outdated, we are investigating a new system that will be more functional and allow better independent use.

To assist users, the library staff offers bibliographic instruction to individuals and classes. Signage in the library stacks gives a broad outline of the Library of Congress Classification System and location of call number ranges.

Moreover, the library is in the process of updating its web site, which will provide ready access to electronic resources outside the college. The new web site will let users easily navigate the library’s online journal subscriptions and e-book resources. It will also feature a curated selection of Native American resources with a specific focus on native environmental science. Importantly, the web site will introduce users to internet resources, teach them internet research strategies, and help them achieve information literacy.

On a related topic, the Distance Learning Department purchased a media server and developed a web interface to allow audio, video, and image assets to be digitized, stored, and searched. These resources will include recorded lectures, presentations, and conferences, to name a few. All NWIC students will be able to view these re-
sources directly. Instructors will be able to embed these resources in online courses. Substantial progress has been made on this project with the support of the college’s instructional technologist. We anticipate the site will go live prior to the accreditation site visit in late April 2010.

The library policy manual, including collection management policies, was revised and distributed to the Library Advisory Committee in December 2009. Following final review by the committee, the policies will be submitted to the NWIC Administrative Team and will become part of the regular calendar for policy review maintained in the administrative handbook. In particular the handbook contains important policies in the areas of:

- Conduct
- Circulation
- Computer Use
- Collection Management - including selecting, deselecting, gifts, and challenges.

Over the last several years, the library has experienced significant changes in leadership with the illness and death of longtime librarian, Nancy Carroll, followed by the short tenure of Juanita Costillo. Valerie McBeth joined the college as Library Director in July 2008. She has been completing the transition of the adult collection to the Library of Congress classification system, assuring the acquisition of adequate resources for the college’s transition to a four-year degree-granting institution, and supporting ongoing operations. She is also participating in the design of the college’s new library technology building.

The Library Advisory Committee has helped throughout these transitions. Committee members representing faculty, administration, the extended campuses, and the community meet regularly to provide oversight and support. The meetings are open, and anyone may attend and contribute. In addition, the committee accepts requests for acquisitions and accommodates them if they meet the policy guidelines.

The Current Library Advisory Committee members: Dave Oreiro (Administration), Bernice Portervint (Sites/Academics), Kathy Stuart-Stevenson (Faculty), Shannon Huber and Polly Hanson (community members).

Recommendations

Distribute Library Advisory Committee meeting notices and minutes.

Conduct a face-to-face community assessment/survey at NWIC graduation or through the Library Advisory Committee to ensure better response.

The interlibrary loan program is a strong component of the NWIC library. Our current staff is knowledgeable and has an outstanding system for faculty and students to secure books and articles from other colleges and universities around the world. At a small college like ours, interlibrary loans can offer valuable support for four-year degree programs. The library’s membership in the Online Computer Library Center (OCLC) makes this possible.

The NWIC library works hard to accommodate users. It is open 60 hours per week. From Monday through Wednesday it remains open until 7:00 pm. Sunday hours during the academic quarter are 1:00 am-6:00 pm. The original rational for evening and weekend hours was to provide access for students in the new residence hall, but the extended hours have proven popular with others as well.
Students, faculty, and staff at the distance learning sites are all in public library service areas where they may acquire general materials. Resources from the college library are mailed on request to users at the extended campuses. Interlibrary loan is available to all students, faculty, and staff. The current library building, including the computer lab, is not fully Americans with Disabilities Act compliant, although the first floor is accessible, and the library staff is well-equipped to work with individuals who need to use the library.

Formal reciprocal agreements with Western Washington University, Whatcom Community College, and Bellingham Technical College allow NWIC students and staff ready access to the resources of those institutions as well.

**Recommendations**

Develop relationships with public, university, and community college libraries at extended campus locations to improve student and faculty access.

NWIC’s Library Director, Valerie McBeth, is professionally trained with an MLIS from the University of Washington and 10 years of service in public and community college libraries. She also has graduate degrees in comparative literature and German. Under her direction, the library staff positions have been revised and the paraprofessional positions refocused to increase formal and informal on-the-job training.

The two current staff, Nancy James, Library Technician III, and Marty Jimmy, Library Technician II, have largely been trained on the job. However, they are both currently enrolled in Highline Community College’s online program, which will grant them certificates in library and information services. The Library Technician I position was just recently filled and educational plans are pending completion of the probationary period. The library also employs one work-study student.

Library Director Valerie McBeth has attended several professional meetings in the past year, including the annual Tribal College Librarians’ Institute; the biannual Tribal Archives, Libraries and Museum Collections Conference; the annual Northwest Corner Library Director’s meeting, which includes directors of public, academic and corporate libraries in the northwest corner of the state; and monthly meetings of the academic and public library directors in Whatcom County. She also communicates electronically with peers at other tribal colleges and institutions.

Numerous strategies support student and staff use of the library, including tutorials, workshops, guides, and handouts. The staff produces guides to the library and bibliographies. It also provides necessary documentation (database log-ins and passwords) to ensure electronic access.

Extended campus directors attend a training session with the Library Director at their annual retreat, and serve as the primary contact for students at the distance learning sites. Library staff members are available to support site staff and distance learning students via telephone, email, fax, and postal service.

The Associate Dean for Academics and Distance Learning oversees the library. The Library Director sits on the Curriculum and Technology Committees, fostering communication and cooperation with the faculty and administration. In addition, she serves as a member of the college’s leadership team, which meets quarterly for updates and institutional development activities. Recently she was appointed to
the Committee on Institutional Capacity Building, which advises and supports the growth of institutional systems, processes, and resources.

The Library Director’s membership on the Curriculum Committee makes her aware of courses and programs being developed and allows her to consult about materials already in the collection, as well as materials available for acquisition. The key role of the library in providing students with access to a broad range of reference materials for their baccalaureate program, as well as providing general resources for all institutional programs, is strengthened by her participation.

Financial support has been adequate. Institutional funding and grants have helped the library build capacity for four-year programs, as well as support ongoing programs. However, as the college prepares for expanded four-year programming and a new library, we need to develop additional resources.

External Evaluation

The library hired a consultant, Carlene Engstrom of Tribal J College Consulting and former director of the Salish Kootenai College Library. She spent a week in August 2009 evaluating the library collections and services. Several of her suggestions have already been implemented:

1. We revised the library policy manual.
2. We created a collection management plan.
3. We publish quarterly and annual reports.
4. We drafted an education plan for our two library technicians.

We are currently working on acquiring a new integrated library system and making improvements to the library’s webpage.

Our long-range plans are to upgrade the collection, establish an information literacy program, and develop outreach activities.

To initiate long-range planning, the Library Director prepared a preliminary set of goals and presented them to the Library Advisory Committee in the spring of 2009. She recommended developing a timeline and a process to help the library reach those goals. Recently the administration agreed to prepare an academic plan in support of the NWIC strategic plan and will incorporate the library’s long-range plan into that effort.

Recommendations

Establish a timeline and process for completing the long-range plan as part of the institution’s academic and strategic plans inclusive of performance indicators related to student success.

At the beginning of the spring quarter, the library sent faculty an email questionnaire, which resulted in several new purchases. During the winter 2010 quarter, the library held a formal meeting with faculty to solicit more involvement in making recommendations for the collection.

Recommendations

Explore strategies to get more faculty input when acquiring new holdings.

As part of the evaluation process, at the end of the spring 2009 quarter the library used Survey Monkey to survey all students and staff. Two of the suggestions have been implemented:

1. We installed new signage in the main stacks.
2. We offered longer checkout periods for materials.

Other suggestions were building-related and will be addressed in the new building.

In the December 2009 issue of the tribal newspaper, we published a community survey but unfortunately received no responses. Clearly, we need to find other ways to gather input from the community.

**Recommendations**

Implement, as appropriate, additional recommendations of the external evaluator:

- Continue to curate and promote web-based resources to increase access to information at both the Lummi campus and distance learning sites.

- Continue efforts to train staff, instructors, site staff, and students on techniques for using available web-based resources.

- Track usage statistics of the library web site to identify viewer trends and use this information to improve the layout and type of information presented.

- Improve communication and integration of online library resources and web-based course components, providing students an easy link between the two.

- Improve the coordination between library, distance learning, and information technology staff.

- Explore the development of an e-reserve to increase access to electronic information.

**Planned Facilities and Increased Access**

A new building to contain the library and Information Technology Department is in the final design stage. The new facility will encompass over 14,000 square feet on the newly developed south campus and will include ample space for the current collection. More importantly, it will allow for future growth, specifically:

- expanded space for special collections, including a room devoted entirely to the Deloria collection
- a computer lab
- group study rooms with video playback capacity
- a conference room
- a classroom
- staff space

In total, the library will gain almost four times its current space. As a result, the college must plan for and reserve resources to increase holdings as soon as we move into the new facility. Construction of the Library Technology Building will commence in the spring of 2010 with completion in the fall of 2011.

**Information Services and Distance Access**

As noted throughout, NWIC relies heavily on technology to provide services from our extended campuses to students in remote locations. Although access to NWIC holdings is readily available through the on-line catalog, faculty, and students may suffer if they have to pay shipping costs and wait for traditional texts and research materials. The more we expand our technology—more equipment, software, and hardware—the better we will be able to serve our users as the college transitions to four-year degree programs.
To date, the Library Director has visited all but one of the college’s extended campuses and has noted that all are near public or community college libraries. If the college can reach an agreement with these libraries to share resources, our students could have improved access to research and educational materials, special educational programs, even training.

Traditionally libraries provided a variety of AV resources for instructors and students. The NWIC library was no different, but recently the staff recognized that most instructors now use computers and projectors for instruction instead of overhead and slide projectors.

**Special Collections**

**Native American Studies Collection**

The Northwest Indian College’s Native American Studies Collection is comprehensive and outstanding. It covers all major areas, including history, law and policy, philosophy and religion, and education. Although the collection is especially strong in the area of Northwest Coast Tribal Studies, we are constantly calling upon Native American Studies instructors to recommend new titles to make the collection even stronger. In addition, we are seeking to expand the collection, especially in the area of traditional ecological knowledge (TEK) to support our Bachelor of Environmental Studies degree program. As well, we are planning to increase our holdings of books on indigenous peoples outside of the United States.

**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: 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 over 3000 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—which was also sought by Yale University and the Museum of the American Indian—will be housed in a separate Vine Deloria, Jr., room in the new library as a non-circulating collection available to all NWIC students and visiting scholars. This collection will be an especially important resource to support our existing and planned four-year degree programs.

**Exhibits**

1. Exhibit 5.1 NWIC Library Policy Manual
2. Exhibit 5.2 Formal reciprocal agreements with Western Washington University, Whatcom Community College, and Bellingham Technical College
3 Exhibit 5.3 Position descriptions for Library Technicians I, II, and III.
4 Exhibit 5.4 Assessment, holdings, consultant’s report, surveys
Northwest Indian College (NWIC) was established by charter of the Lummi Indian Business Council (LIBC). This 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, Washington, declares that governance of the college shall be provided by a board of trustees. The charter specifically 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.”

In sum, 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. 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 is an annual written narrative and financial report to the LIBC, 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 hiring the NWIC president and delineates the president’s role, as well as how he or she interacts with and reports to with the board and the LIBC. The charter also outlines the president’s responsibilities and delegates the authority for:

- day-to-day operations
- budget and financial management
- planning and development
- preparation of annual reports to the LIBC

Historical Context

Northwest Indian College traces its beginnings to the Lummi Indian School of Aquaculture (LISA). In the early 1970s, LISA helped Lummi and other tribal member’s transition from a predominately natural fishing culture to one that employs alternative sources for fisheries and aquaculture. LISA operated under the auspices of the Lummi Indian Business Council.

When inconsistent funding from the Bureau of Indian Affairs forced the closure of LISA, the Lummi Nation’s education department began to explore alternative educational programs. The rise in the late 1960s and early 1970s of tribally controlled or chartered community colleges contributed to the Lummi Nation’s interest in pursuing its own tribal college.
In April 1983, the LIBC exercised its sovereignty by issuing a charter to Lummi Community College. The college began affiliation with Whatcom Community College, part of the Washington state community college system. In 1987 the college applied for candidacy, and it received initial accreditation in 1993. In recognition of its broadening service area, the board of trustees changed the college’s name to Northwest Indian College in 1989.

Because of internal strife at the college during 2000 and 2001, the LIBC issued an executive order for a board and tribal council review of the college and called for the suspension of the president. During the ten-day suspension period, the LIBC rescinded its order, but not before a complaint was filed with the Northwest Commission on Colleges and Universities. The NWCCU initiated a review, filed a report, and put the college on probation in June 2002.

During this difficult period, college trustees, community members, and staff undertook an extensive review of the college’s charter and bylaws and asked the LIBC to adopt their recommendations for change. They clarified the “arms length” relationship required between NWIC and the LIBC and ensured the board’s ability to govern the institution. Moreover, they adopted a:

1. conflict of interest policy statement
2. member pledge and agreement
3. code of ethics

Upon appointment, all board members sign the conflict of interest statement, the pledge and agreement, and they agree to uphold a strict code of ethics.

In spring 2003, the college submitted a report to the NWCCU requesting removal from probation. Although a site visit and report favorably addressed the college’s response to governance issues, the commission extended the college’s probation, requesting additional clarification of key points in the charter. The LIBC adopted amendments providing this clarification. In October 2003, the college submitted a second report and was evaluated in another site visit. On January 26, 2004, probation was lifted and accreditation reestablished.

The 2003 interim fifth-year report for the NWCCU noted that the college needed to implement policies and procedures to address the material weaknesses of prior audits and related management letters. Within one year NWIC completed three institutional audits and implemented new financial management policies and procedures. The college just completed its fourth annual audit with no significant anomalies.

The college’s 10-year self-study conducted for the 2008 visit presented the following recommendations:

1. Request that the Board of Trustees and the LIBC consider expanded board membership, including extended campus representation
2. Suggest that the board and president create an extended campus advisory board, to meet periodically with the board of trustees
3. Explore faculty governance models in use at other tribal colleges and universities as possible models for NWIC
4. Implement recommendations from tribal consultations to create opportunities for culturally appropriate shared governance
5. Maintain and improve use of ITV to promote student participation in campus-wide activities and meetings
6. Consider scheduling an annual meeting between the student executive board and the board of trustees.

The report of the evaluation team included the following commendation:

“Northwest Indian College has made significant progress in its overall governance system to facilitate the successful accomplishment of its mission. The president, in particular, and the board are commended for their commitment to continuous improvement of the system by making necessary revisions to policies and evaluation tools and processes.”

The report also included the following recommendation:

While the evaluators found that the board of trustees is committed to continuous improvement of governance, there is no regular process of evaluation. The evaluators recommend that the board regularly and systematically evaluate its performance and revise, as necessary, its policies to carry out its responsibilities in an effective and efficient manner (6.B.6).

**Governance System and Board Roles**

NWIC’s board of trustees has historically been comprised of five members appointed from applicants who submit letters of interest to the LIBC. In November 2009, the board voted to amend its charter and add two more board members, an action approved by the LIBC in January, 2010.

Applicants are interviewed by the board, which then submits its recommendations to the LIBC. One member of the LIBC is appointed to serve as its representative. Appointments are for a three-year term. At its annual retreat in November 2009, the board recommended the LIBC consider two changes:

1. Expand board membership by two positions, with priority given to representatives from NWIC’s extended campuses (this recommendation will impact the quorum, increasing it from three to four).
2. Remove the one-year “sit-out” period for board members who have served two consecutive terms so they may reapply for and be reappointed to their seats.

In addition to the charter and bylaws of the college, institutional documents that set forth the practices of governance include the:

- organizational chart;
- administrative handbook;
- faculty handbook;
- student government constitution and by-laws;
- academic and student handbooks, such as the curriculum committee handbook and housing policy.

The roles and responsibilities of the respective groups are outlined in these documents. The board, whenever appropriate, adopts official documents, such as the organizational chart and student constitution. A policy review calendar helps the board and administration review and revise relevant materials in a timely manner.

In addition to describing the role of the president and the board of trustees, 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. The board of trustees serves as a committee of the whole at all times. The
audit committee is the only standing committee of the board and is comprised of, at minimum, the treasurer and two board members. Recently the entire board has served as the audit committee.

The board of trustees meets monthly for 10 months out of the year. It also participates in special board meetings and an annual retreat. The board has adopted an agenda that includes reports from the president (on academic programs and human resources) and the student executive board, as well as the financial report and any special presentations. The board also considers any program developments that require accreditation review or approval. And it approves by motion or resolution any substantive request for change.

When the board approved the strategic plan in 2004, it recognized the college’s desire and intention to better serve its communities by developing four-year degree programs (Strategic Initiative 1: Goal 2: Development of Bachelor’s Degrees). On June 7, 2006, the board approved the president’s request to initially pursue accreditation at the four year degree granting level. This was followed by approval on February 16, 2007 to submit the prospectus for the Bachelor of Science in Native Environmental Science to add four-year degrees to the college’s accreditation status. The board approved the program of study for the BSNES on August 8, 2007. The college then implemented the Bachelor of Science in Native Environmental Science (BSNES). The board also approved including the addition of an interdisciplinary concentration.

The board receives regular updates on the self-study and accreditation process. At a special session prior to the official submission of the self-study, the board reviews the document in its entirety. Board members participate on self-study committees and meet with representatives of the NWCCU as necessary.

Furthermore, the board approves an annual budget and, if appropriate, modifications. Starting in the 2008-2009 academic year, the board’s approval process included the adoption of a preliminary budget, a modification after six months of operation, and then a final budget for the following year. Currently the administrative team is considering a new budget process. Finally, the board reviews and accepts the annual audit.

Long-range financial planning remains a key concern of the board of trustees and administration. Our fiscal year runs from July 1 to June 30. The budget process begins in January and the board approves the budget before June 30.

The college receives most of its operational funds from the federally funded Tribally Controlled Community College Assistance Act, (TCCCAA). The TCCCAA provides funding by counting eligible Indian students, called the ISC. These federal funds, combined with tuition and fees, comprise the college’s general budget.

For many years the lack of forward funding and the federal budget process (continuing resolutions) destabilized the college’s budget process. In the federal fiscal year starting October 2009, a one-time payment to establish forward funding was appropriated. As a result, NWIC expects more predictable funding in the future. This funding stability improves planning and allows the college to focus more fully on areas of continued financial analysis, such as:

- accounts receivable
- indirect cost recovery
management of depreciation
• capitalization expenses
• management of investments

Noteworthy, and discussed more fully in Standard 7, is the need to find financial support for those students at NWIC for whom we do not receive federal funding. These students account for approximately 15% to 20% of our student body. The board has established legislative goals to address this issue.

Board Evaluation

The board of trustees began to adopt annual goals in November 2008. In fall 2009, it adopted and implemented an evaluation process. 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.

On a scale of 1 (minimal) to 5 (exceptional) the board evaluated its overall performance as average to above average. In those areas where the board felt their performance was below average, they established goals for the remainder of 2009 and 2010.

2008-09 Evaluation of Board Goals

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Composite Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Strategic Planning</td>
<td>3.3</td>
</tr>
<tr>
<td>Board Expansion</td>
<td>3</td>
</tr>
<tr>
<td>Promotion and advocacy of the college</td>
<td>3.35</td>
</tr>
<tr>
<td>Board Training</td>
<td>3.25</td>
</tr>
</tbody>
</table>

Of 19 items, the board ranked itself 3 or higher in 16.

The board’s review of below-average items and its goals and plans for 2009-2010 are described below:

1. The board keeps abreast of changes in the field of higher education and discusses trends and forces.
   Rating: 2.75
   Goal 1: Study higher education policy and current issues in education.
   Action: Articles and readings shared by NWIC administration, Association of Governing Boards membership, Tribal College Journal.
   Goal 2: Study role of NWIC Board as a tribal college board especially from a Coast Salish perspective.
   Outcome: Report and make recommendations for board governance strategies.
   Action: Meet with tribal cultural experts to discuss governance and readings.

2. Board members involvement with fund development.
   Rating: 2.75
   Goal: Conduct state legislative initiative with focus on non-beneficiary funding.

3. Effective relationships with diverse constituencies.
   Rating: 2.75
   Goal: Improve outreach to constituencies.
   Outcome:
   a.) Participate in regional conferences and meetings;
   b.) Continue to conduct board meetings at extended campuses;
   c.) Expand board membership;
   d.) Train the board to conduct leadership briefings.
Leadership and Management

President Cheryl Crazy Bull's contract and job description reflect her full-time responsibility to NWIC. Each year the board of trustees evaluates her performance, focusing on academic, student, financial, constituency, and leadership issues. President Crazy Bull's leadership has helped the college move through the initiatives established in the 2004-2009 strategic plan, including the development and implementation of the college's first bachelor's degree.

President Crazy Bull has determined that focusing on institutional capacity building and wellness are critical to implementing the strategic initiatives. During a two-year organizational development process, her leadership team and the board of trustees produced strategies to improve governance and institutional leadership. From the board's perspective, four significant changes resulted:

1. Adopting the presidents' evaluation instrument as a rubric from a Likert scale, thus emphasizing key indicators of success.
2. Implementing a “two-readings” strategy for approval of policies and manuals/handbooks (Read/receive at one meeting; revise/approve at the next one).
3. Adding a student governance board report to the board meeting's agenda.
4. Implementing annual board goals.

Over the years, with and without the support of organizational consultants, the college has engaged in many activities to improve institutional decision making, teamwork, efficiency, and productivity. These “wellness” initiatives have improved the organizational structure of the college and have promoted professional growth among its leaders.

For several years until fall 2009, NWIC held classes four days a week, with Fridays reserved for planning, team activities, assessment, and professional development. For example, during the winter and spring quarters of the 2005-2006 academic year, staff worked in teams to design and implement community-based activities, such as an outreach library at Little Bear Creek (the elder living facility for the Lummi Nation). During the 2006-2007 academic year, teams focused on improving institutional services, such as raising funds for scholarships, recruiting students, and improving public relations. Teams focused on the self-study process during 2007-2008 and on cultural curriculum development and learning initiatives in 2008-2009.

At the end of the spring 2007 and spring 2008 quarters, the college hosted a community extravaganza to showcase team activities. The extravaganza has now become a popular annual event.

In spring 2010, after discussion with the faculty, the administration reinstated a five-day class schedule commencing in the fall of 2010. They also set aside two times each week for ongoing professional development and institutional initiatives such as program outcomes design and assessment. In addition, they scheduled a five-day faculty in-service just before the winter quarter for teacher preparation, professional development, and institutional updates. These changes will be assessed at the end of the year to determine their impact on professional growth and institutional development.

Work plans used by key administrators and program heads are closely linked to
the college’s strategic plan. These work plans have been used for the last three years as tools to establish and monitor priorities. They also provide evidence of administrative leadership and are used in annual evaluations. As a tool for cultivating effective leadership the 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 and encourages the use of work plans by key administrators. Divisions such as Students Services, Outreach and Extension, etc. have historically had their own work plans integrated with the work plans of key personnel. In like manner, the job descriptions of all key personnel are periodically reviewed and updated to reflect duties and responsibilities.

The formal administrative structure of NWIC consists of two teams:

1. The administrative team is responsible for institution-wide policy, budget, and vision. It supports the president.
2. The leadership team is responsible for building bridges between the administration, departments, and staff. It serves as a model for the college’s vision and goals and supports the strategic plan.

Members of the administrative team include:

President: Cheryl Crazy Bull
Special Assistant to the President: Karyl Jefferson
Vice President of Instruction and Student Services: Carole Rave
Vice President of Research and Sponsored Programs: Barbara Roberts
Vice President of Administration: Dave Oreiro
Human Resources Director: Larry Robinette
Information Services Director: Mike James
Finance Director: Laural Ballew
Dean of Student Life: Cindy Dodd
Dean of Academics and Distance Learning: Justin Guillory

Members of the leadership team include:

Administrative Team plus;
Director of Continuing Education and Extension: Susan Given-Seymour
Science Director: Joel Green
Director of the Coast Salish Institute: Sharon Kinley
Library Director: Valerie McBeth
Development Director: Lisa Santana
Director of Institutional Research: Nadine Bill
Associate Dean of Academics and Distance Learning: Bernice Portervint
Associate Dean of Student Services: Crystal Bagby
Director of Student Services: Vacant
Sponsored Programs Coordinator: Charis Snyder-Gilbert

The administrative team meets monthly to:

- review recommended policies, handbooks, and procedures;
- discuss academic and student programming;
- review the institution’s finances and human resources.

Periodically, the administrative team engages in a shared reading. Most recently they read and discussed “Culture and Tradition in the Millennium: Tribal Colleges and Universities”.
The team also keeps a record of their tasks and maintains a calendar of events. Recently they adopted a standard agenda to track and report key issues.

The leadership team meets for a full day each quarter to hear updates and discuss institution-wide concerns. In particular, the team emphasizes shared communication and data analysis. They also broadly address recommendations. During their July 2009 meeting, the team formed a finance committee to assist with financial planning and analysis.

In recent months the administrative and leadership teams have focused on organizing and streamlining institutional processes and decision making. In particular, they:

- Produced an administrative handbook;
- Created a process for reviewing and accepting new programs;
- Developed methods to review and analyze data, particularly with respect to teaching and learning, student success, and finances.

Administrative and leadership team members realize they will require more skills and training to meet the challenges of offering four-year degrees. When surveyed in July 2009, the leadership team requested training in the following:

1. How to communicate effectively
2. How to resolve conflicts
3. How to prioritize and schedule tasks
4. How to build teams that work
5. How to use data convincingly

After taking the survey, 14 of the 19 members of the leadership team attended a six-hour training session provided by the Whatcom Dispute Resolution Center titled, “Understanding Conflict - Fundamentals of Conflict Resolution.” The trainer, Barbara Rofkar, has been retained by the college to provide individual and small-group support.

The leadership team also receives training through Janet Ott and Associates and their affiliated organization, Excellence Northwest. In addition, the college itself offers periodic training. For example, at the leadership team meeting in November, President Crazy Bull gave an hour-long presentation on how to prioritize.

NWIC is determined as well to provide cultural and traditional leadership support to the leadership team, to staff, and to students. William Jones, Sr., (Lummi elder, NWIC faculty member, and past tribal chair and council representative) and Tom Sampson (Tsartlip Elder and leader) have been instrumental in developing strategies for leadership, team building, communication, and conflict management that are consistent with the culture and traditions of native people.

**Decision Making and Institutional Development**

Because NWIC is a tribal college, the heart of its vision is grounded in the preservation and revitalization of the traditions and practices of native people. We are a place-based institution, and all our resources and efforts are directed to maintaining our sense of place, no matter if students attend the Lummi campus or one of our extended sites. We make every effort to include tribal identity, cultural studies and native learning methodologies in our distance learning modalities as well.

All parts of capacity building at NWIC center on the institution’s ability to serve its unique student body and community. This includes an internal approval process to
ensure that grants support the college’s mission. In other words, each request to apply for a grant must show clearly that the grant supports institutional goals.

Administrative documents, policies, and handbooks are distributed throughout the college and are available either in electronic or print format. Recently the administration, with guidance from the special assistant to the president, has begun to make all institutional forms and policies available at a centralized location on the college’s Moodle website. Further, the teaching and learning committee has established a new faculty website with resources, action research, and opportunities for dialogue.

In addition to the administrative and leadership teams, NWIC maintains its institutional structure for decision-making and advising through numerous other teams and committees, including the following:

**Curriculum Committee**

This is a standing committee comprised mainly of representatives from the faculty and student services, although a faculty member serves as chair. It impacts all academic and service programming. In particular, the committee must approve all new and revised academic programs before they are submitted to the president, and the board of trustees acts upon them. The committee also establishes policies for maintaining institutional standards and integrity.

**Personnel Policy Committee**

This committee, which maintains the integrity of NWIC’s personnel management system, is chaired by the human resources director. The committee distributes policy changes to the campus community after those changes have been examined by the administrative team and sent to the board of trustees for approval. Non-policy changes, such as procedural changes, must be approved by the administrative team before they are incorporated into the policy manual.

**Facilities and Safety Committee**

This committee works with space allocation and campus safety. Key to a safe campus are the safety manual and the crisis management team, comprised of the vice president of administration, the human resources director, the dean of student life, and the facilities/maintenance manager. These individuals oversee the policies and procedures laid out in the safety manual.

**Division Leadership Teams**

At their discretion, administrators establish division leadership teams, comprised of their respective deans and directors. These teams meet regularly to evaluate progress, solve problems, and oversee implementation of work plans and strategies. For example, the Center for Student Success has a well-established, functional leadership team that focuses on student retention issues and strategies, monitors student progress and performance data and which facilitates implementation of the Family Education Model. In addition to regular team meetings throughout the school year, the CSS hosts at least one annual retreat.

**Extended Campus Site Meetings**

Throughout the academic year, the dean of academics and distance learning holds bi-weekly meetings with all the extended campus site managers. These meetings are attended by the associate dean, the coordinator of site services, the outreach coordinator, and the curriculum designer. Site managers are encouraged to contribute to the agenda, ensuring critical issues and needs are addressed. Existing policies
and proposed changes are often discussed.

**Committee on Institutional Capacity**

This is a committee of note because it has evolved over the last several months as an institutional response to increased capacity development toward the four-year degree. It was originally the implementation committee of the College’s Title III grant. As the initiation of the four-year degree evolved, the role of the Committee expanded to a broader institution reach. For example, this is the Committee where the process forms for design and approval of academic programs was started. Also the data committee began as a sub-committee of this Committee but now stands alone in its role as a tool for institutional development.

Prior to the beginning of the 2010 winter quarter, the college scheduled a mid-year site manager retreat on the Lummi campus. This one-day retreat for teacher preparation, ongoing professional development, and institutional updates will become an annual event.

**Other Institutional Committees and Teams**

Several other standing committees provide specific services to the college:

- The housing committee recommends housing policy and ensures safe and affordable student housing;
- The retention and institutional effectiveness committee supports interdepartmental collaboration to promote student success;
- The technology (IT) committee coordinates institution capacity building and technology access.

**Ad-hoc or Planning Teams**

Under special circumstances teams or committees are formed to address special initiatives, such as the self-study steering committee and the strategic planning committee. These teams serve for fixed periods of time and work to achieve specific goals.

**Leadership Experience and Qualifications**

All members of the administrative team have masters or doctoral degrees. Every member has many years of experience working in Indian education and many in higher education. Team member curricula vitae are available in NWIC’s exhibit room.

Annual evaluations are conducted in April and May and are kept in the employee’s personnel file. Evaluations include employee work plans, which allow each employee to define goals for the next academic year. The human resources director tracks the progress of evaluations and reports to the president on their status.

The board of trustees and president fully support the educational and professional development of college employees. In fact, a special fund has been established with endowment proceeds from the American Indian College Fund to support continuing education for faculty and administrators.

Support from the college includes:

- access to books and periodicals;
- participation in professional conferences;
- opportunity to pursue advanced degrees.
In the past few years, the college supported three members of the leadership team as they completed their master’s degrees and the dean of academics and distance learning as he completed his doctorate in education. It has also helped other faculty and staff to advance in their professions.

Moreover, the college has helped local tribal members to pursue bachelor’s degrees. We also provide institutional support including tuition support and release time for staff to pursue courses and degree programs. This educational support is part of our mission to promote tribal leadership. As of March 2010, of the 131 employees, 96% have an associate degree or higher. Bachelor’s degrees or higher are held by 86% of our employees. Over half of our staff 56% have a Master’s or higher.

**Personnel and Staffing Issues**

The personnel policy committee oversees the development and implementation of the policy handbook. The administrative team oversees administrative policies and maintains a separate administrative handbook. Additional policy information is available in the minutes of team and committee meetings and from the human resources office and the special assistant to the president.

According to the American Indian Measures of Student Success (AIMSS) 2004-2005 report, the average faculty salary at other tribal colleges was 19.9% higher than at NWIC. The 2006-2007 Integrated Post-secondary Education Data System (IPEDS) revealed that the gap had been closed to 12.9%. Unfortunately, the 2008-2009 IPEDS showed the gap had increased to 17.5% ($32,315 compared to $39,187).

In the 2007-2008 academic year, faculty and staff received a 4% cost of living adjustment (COLA), the first one in several years. No adjustment was made during the 2008-2009 academic year; however, faculty and staff did receive a 3% adjustment for the 2009-2010 academic year. Further a 3% market adjustment was added to the faculty salary scale, to begin closing the gap between NWIC salaries and those at other tribal colleges.

To address personnel and staffing issues, NWIC is committed to:

- securing grants;
- seeking more funding from Washington state to support non-beneficiary students;
- recruiting more students for whom the college receives operational support under the tribally-controlled community college act and who pay tuition and fees;
- training and retaining faculty and staff;
- offering salaries and benefits comparable to those at peer institutions.

Much to its credit, NWIC is one of the few tribal colleges that pays for medical benefits for employees and their families.

Although comprehensive medical benefits may be attractive to potential employees, NWIC is still at a disadvantage when competing with institutions that offer higher salaries, as well as more resources and opportunities for research. In addition, even though we are a tribal college, we have difficulty recruiting and retaining qualified native employees.

**Governance Issues and Concerns**

NWIC is a small institution with a widely dispersed student body that needs intensive services. As a tribal college and a
place-based institution, NWIC is uniquely positioned to explore alternative approaches to governance. Our greatest challenge is to develop a culturally appropriate system of governance that includes faculty and student concerns. Further, our leaders are determined to maintain the integrity of the college’s tribal mission, particularly in the design and delivery of academic programs.

In mainstream colleges and universities, both public and private, the most common form of faculty governance is the faculty senate. Unfortunately, NWIC has a limited number of native faculty (as is true in most tribal colleges) to participate in governance, no matter what form it takes. To assist, the college has relied on native administrators, advisory boards, and students, as well as resource people from the community.

Most of NWIC’s faculty is familiar with mainstream institutions in which the faculty senate (or faculty union) dictates relationships between faculty and administration. At NWIC, however, three or four faculty members volunteer as liaisons to represent the entire faculty. They meet regularly with the academic administration and periodically with the president to discuss contractual relationships, faculty duties, and academic programs, to name a few. NWIC has been following this model of faculty governance since the 2007-2008 academic year.

The president communicates with the faculty and staff through monthly or quarterly updates. As the quarterly schedule of in-service activities is prepared, the President identifies a day. She also hosts a regular (usually monthly) luncheon for students to hear their concerns and update them on college issues.

Because the college is regional in its service area, it is a challenge to ensure extended campus representation in faculty governance. To meet this challenge:

- the Board of Trustees schedules board meetings at extended campus sites;
- holds its annual retreat at one of our tribal partner’s sites;
- uses ITV to inform students about governance issues and to encourage them to attend meetings;
- Expanded membership from 5 to 7 with a particular emphasis on site representation facilitated by advertising the positions in local tribal papers.

Faculty Role in Governance

NWIC faculty designs, revises, and approves academic programs in departmental and ad hoc committees and through the college curriculum committee. Faculty members also participate in institutional committees, as time permits. Moreover, faculty members:

- develop and review strategic plans;
- serve on research teams and student advisory committees for degree programs;
- monitor research projects and internships;
- advise student clubs;
- counsel students on college life.

Several forms of faculty governance have been used over the years. As noted above, for the past three years the faculty has used liaisons to improve interaction and communication with the administration. These efforts have met with varying degrees of success. Recent institutional wellness surveys have revealed some faculty discontent, especially with a lack of
resources and information and with slow decision making.

President Crazy Bull commissioned a study of shared governance to improve relationships between faculty and administration, as well as to explore culturally appropriate governance practices. During the 2008-2009 academic year she began consulting with tribal leaders and spiritual advisors to investigate how cultural understanding of governance might be incorporated into the college. Currently under review, the report provides further guidance as to how to approach achieving a shared governance model. Among the outcomes of the report are a clearer vision of how faculty and administration view shared governance and what areas of opportunity for agreement exist. Recommendations derived from the report and from additional analysis will be available for team review.

**Student Role in Governance**

The Associated Student Body (ASB) of NWIC has a constitution and bylaws adopted by the student body and approved by the board of trustees. The ASB is fully engaged in student life, providing activities and student support services. The ASB’s student executive board (SEB) is comprised of:

- president;
- vice president of student activities;
- vice president of finance;
- vice president of student clubs;
- vice president of extended campuses.

Officers are elected each spring and begin service at the start of the next school year. Students are nominated for vacant or unfilled positions and are appointed by the SEB.

Each year the SEB receives funds from NWIC. Last year, for the first time, the college instituted a student activity fee. The SEB allocates funds to:

- assist student clubs (although clubs may also raise their own funds);
- support various student activities;
- provide student travel.

The student activities coordinator advises the SEB.

NWIC students are active at the Lummi campus and at extended campus sites. However, a survey conducted during one of the president’s monthly luncheons revealed that many students are unaware of how student governance works. Although they knew the SEB supports student activities, students expressed that they didn’t realize the SEB could have a say in bookstore services, and tuition and fees, for example. The opportunity for input had not been afforded them. Surprisingly, some didn’t know they could vote in student elections.

**Recommendations**

To create a more informed student body, the following recommendations are offered:

- Posting minutes of SEB meetings more widely.
- Making presentations to a variety of student groups to inform them about all parts of student governance.
- Creating opportunities for students to comment on environ-
mental issues, (campus aesthetics, technology), academic decisions, (program development), and financial aid.

**Policy 6.1  Affirmative Action and Nondiscrimination**

Northwest Indian College is an open admissions institution in that any student with a high school diploma or GED or with the ability to benefit can attend college at any of the College’s sites or through distance learning modalities. Northwest Indian College does not discriminate in the selection or hiring of faculty and staff except to the extent of that Indian preference is applied in the institution. To this exception, the College applies the principle that given equitable qualifications, a Native candidate will be given preference in hiring over a non-native candidate.

The U.S. Supreme Court has held that giving Indian preference is not a harmful or racially discriminatory practice but is rather a furtherance of Indian self-government.

**Policy 6.2  Collective Bargaining**

This policy does not apply to NWIC.

**Exhibits**

1. Exhibit 6.1 NWIC Charter
2. Exhibit 6.2 Lummi Tribal Constitution, LIBC Resolution 2003-019
3. Exhibit 6.3 NWIC Board of Trustees Conflict of interest policy
4. Exhibit 6.4 NWIC Board of Trustees Pledge and agreement
5. Exhibit 6.5 NWIC Board of Trustees Code of Ethics
6. Exhibit 6.6 LIBC Resolution No. 2010-014
7. Exhibit 6.7 NWIC Organizational Chart
8. Exhibit 6.8 NWIC Administrative handbook
9. Exhibit 6.9 NWIC Faculty handbook
10. Exhibit 6.10 NWIC Student Government Constitution and By-laws
11. Related academic and student handbooks
12. Exhibit 6.12 NWIC Policy Review Calendar
13. Exhibit 6.13 NWIC Board of Trustees Minutes: June 7, 2006
15. Exhibit 6.15 NWIC Board of Trustees Minutes: August 8, 2007
16. Exhibit 6.16 NWIC Analysis of Non-beneficiary Funding Environment
17. Exhibit 6.17 NWIC Board of Trustees Evaluation Summary – October 2009
18. Exhibit 6.18 Job description – NWIC President, evaluation rubric form
19. Exhibit 6.19 Work plans and reports, job descriptions
20. Exhibit 6.20 Minutes of administrative team meetings
21. Exhibit 6.21 Minutes of leadership team meetings
22. Exhibit 6.22 Administrative handbook
23. Exhibit 6.23 Phases I - IV program approvals
24. Exhibit 6.24 Curriculum committee handbook and minutes
25. Exhibit 6.25 NWIC Personnel policy handbook, committee minutes
26. Exhibit 6.26 NWIC Campus safety manual, emergency procedures brochure
27. Exhibit 6.27 List of administrative teams committees and their functions
28. Exhibit 6.28 Study of Shared Governance Report
29. Exhibit 6.29 NWIC ASB Constitution and Bylaws
Financial Planning

Autonomy in Financial Planning and Budgeting

The NWIC Board of Trustees grants appropriate autonomy to the NWIC administration with regard to all institutional finance and budgetary business. This practice is consistent with the charter and bylaws of the NWIC Board of Trustees.

The Board evaluates and approves the annual revenue and expenditure budgets presented by NWIC management. The most recent implementation of an annual budget calendar includes a mid-year budget adjustment based upon up-to-date information regarding revenues and additional expenditures. This supports further financial planning and budgeting with respect to overall mandates and institutional priorities. It also improves the opportunity for the Board to evaluate institutional budgets in detail during their regularly scheduled meetings.

The Board Treasurer is elected by the trustees per the charter and bylaws. The Treasurer “shall oversee the financial affairs of the College . . . [and] shall not have the authority to handle or disburse any College funds except when authorized to do so by the Board of Trustees.”

In 1988, NWIC was chartered as an independent entity by the Lummi Nation. The College’s main campus is located within the boundaries of the Lummi Indian Reservation. The strategic location on tribal property provides NWIC uniquely protected status from state and local government authority.

Lummi tribal law prevails, with NWIC falling under Lummi tribal jurisdiction.

Planning is Strategically Guided

“NWIC ensures adequate financial resources and high quality financial management toward excellent academic, vocational, community and student support.”

This goal statement from the NWIC Strategic Plan, 2004-2009, provides direction to the planning and budgeting process. The Substantive Change Prospectus-Bachelor of Science in Native Environmental Science (2007) submitted to the Northwest Commission on Colleges and Universities includes budget projections to support the addition of the College’s four-year degree program.

The College is in the process of adopting a three-year model for budget forecasting. 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 generally begins in the third quarter (February or March) of the fiscal year. At this time, departments begin to develop their fiscal year budget proposals. The Comptroller is responsible for collecting the projections for expenditures and revenues for the following fiscal year from department heads.

The Comptroller 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 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. Because salaries and benefits are foundational to the budget process, the Human Resource Department and the Business Office must communicate regularly and thoroughly on matters related to updated salary information.

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.

**Recommendations**

Assess the effectiveness of the three-year budget forecasting model and, if appropriate, implement strategies for change and identify the critical success factors and performance indicators to measure improvement, thus incorporating the budget into the College’s continuous improvement model.

**Major Categories of Income**

Revenue projections are based on trends of major revenue sources including: Federal Appropriations of the Tribally Controlled College Assistance Act, P.L. 95-471 (TCCAA), tuitions and fees, and contributions from the NWIC Foundation. An aggressive sponsored programs agenda supplements capacity building programs under development and projects that fit the current institutional goals. The following two pie graphs illustrate the typical distribution of NWIC revenue and expenses.

![Operating Expenses](image1)

**Figure 8 – Operating Expenses**

![Revenue by Source](image2)

**Figure 9 – Revenue by Source**

The TCCAA federal appropriations represent 25% of revenue. Beginning in FY2010 the Tribally Controlled College Assistance Act changed its distribution policy to provide forward funding. This will result in the all accredited tribal colleges, including NWIC, receiving TCCAA funds at the beginning of the fiscal year. Historically, the TCCAA funds were not distributed until mid-year, putting a burden on the College to allocate cash reserves and/or arrange for a line of credit until the TCCA annual disbursement was received. This new practice will allow for a more reliable revenue projection. The amount of the TCCAA revenue is determined from a formula based on the Indian student count.
(ISC) in the previous year. In 2008-09, NWIC received approximately $5,492 per Indian student count.

Financial planning is responsive to the size of the Indian student enrollment. The TCCAA allocation generally increases in proportion to increases in student enrollment. The following line graph tracks NWIC’s trends in Indian student count enrollment over the past five years.

The following bar graph demonstrates the stability of the TCCAA revenue for financial planning purposes.

For the past several years, revenue from tuition and fees has represented approximately 7 to 10 percent of the institutional budget (see Table 8). Although this revenue is significant and constant for the College, it represents a small portion of the overall institutional revenue sources,
especially when compared to the TCCAA and grant fund sources. To support the recommended tuition increase and related revenue projection for the 2010 fiscal year, a comparative analysis was done on the tuition rates of similar colleges and the financial needs of the typical NWIC student.

Figure 12: ISC Funding Comparison

<table>
<thead>
<tr>
<th>NWIC Student</th>
<th>NWIC Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ISC funding Eligible</td>
<td>*ISC funding Eligible</td>
</tr>
<tr>
<td>Cost to educate per ISC</td>
<td>Cost to educate per ISC</td>
</tr>
<tr>
<td>**$7,667</td>
<td>**$7,667</td>
</tr>
<tr>
<td>Funding Differential</td>
<td>Funding Differential</td>
</tr>
<tr>
<td>$1,233</td>
<td>$4,849</td>
</tr>
<tr>
<td>$5,492 Tribally Controlled</td>
<td>$5,492 Tribally Controlled</td>
</tr>
<tr>
<td>College Funds</td>
<td>College Funds</td>
</tr>
<tr>
<td>$1,100 Tuition</td>
<td>$1,100 Tuition</td>
</tr>
</tbody>
</table>

Grant funds currently account for approximately 40% of revenues. However, when the capital campaign goals are achieved, the overall percentage of grant revenues will be reduced. The following chart provides a realistic illustration of the total cost to educate an ISC student compared to a non-ISC funding eligible student. The chart demonstrates that TCCAA funds and tuition revenues do not sufficiently cover the cost of educating a student. There is a $1,233 shortfall in education costs for the ISC funding eligible student, while the cost shortfall for non-ISC funding eligible students rises to $4,849. The data used for this analysis is for the fiscal year 2009. To meet this shortfall, NWIC must secure other revenues.

Approximately 50% of full-time NWIC students are PELL grant eligible. These students have an average annual income of $18,519. It is a challenge to provide affordable tuition while concurrently maintaining a balance of sustainable revenues and expenditures.
Each spring the annual institutional budget is published for review and approval of the Board of Trustees. It is distributed to the administrative team and is entered in the accounting module of the Jenzabar system. This provides budget managers with instant on-line access to the budgets they manage. The information available includes revenue received to date, expenditures, encumbrances to date, and the amount of funds remaining.

The Financial Manual describes the policies related to budget revisions. The budget modification process ensures board approval of appropriate revisions. Most budget changes can be made throughout the year without board approval.

**Adequacy of Financial Resources**

The NWIC Strategic Plan defines the priorities for resource allocation as academic programs, vocational programs, research responsive to the interests of tribal communities, capital projects, and the cultural and community development needs of partnering tribes. Through their annual reports, program managers are invited to describe their need for additional resources. The Office of Sponsored Programs uses this information to allocate institutional funds and prioritizing their efforts to pursue funding opportunities.

The College has a strong track record of receiving major grant awards. An example: The Department of Education awarded NWIC a Title III development grant award of $500,000 per year for the period from 2006 through 2011. Funds are supporting the development and implementation of the Bachelor of Science degree in Native Environmental Science program. Another example: The Department of Health and Human Services awarded a five-year Head Start partnership grant to support the Early Childhood Education program.

The NWIC financial reports document that the unrestricted TCCAA funds, tuition/fees revenue, and contributions from the NWIC Foundation are adequate to support the basic operational expenses of the College when combined with funds from other sources. Grant funds, donations, and revenue from fundraising are used to pay for capital projects and other special programs on a self-sustaining basis. (see Table 9: Chart of Active Grants in Fiscal Year 2009-2010).

**Debt for Capital Outlay Projects**

NWIC and its Board of Trustees are authorized to “apply for funds . . . for capital and operational funds.” NWIC assumed its first debt for a capital outlay in fiscal year 2007 in the form of an $880,000 loan from the United States Department of Agriculture. Funds supported completion of the new student residence hall. The 40-year loan requires an annual payment of $42,704. The loan requires an additional $4,270 to be set aside each of the first ten years and then the annual payment held until the loan is paid in full. To date, NWIC has made three payments and set aside $12,810 as required in the loan agreement. The NWIC administration projects that the capital campaign will generate sufficient funds for an early payoff of the loan. The College has no plan to increase its debt for future building projects.

**Financial Stability**

The five year history of NWIC’s net assets shows a constant increase in net worth. From 2006 to 2009, net assets have increased over $7 million, primarily from investments in new campus buildings.
Transfers among Major Funds/Interfund Borrowing

NWIC does not participate in interfund borrowing and major fund transfers.

Financial Aid

NWIC participates in several student financial assistance programs. As long as the applicants meet eligibility requirements, we are able to award an unlimited amount of federal Pell grants. We award about $21,000 per year in Federal Supplementary Opportunity Educational Grants. We can expend up to $55,000 on students who qualify for federal work study and another $20,000 on students who qualify for state work study. The latter requires a 20% match from institutional funds. The American Indian College Fund General Scholarship Program makes $100,000 available per year. Several institutional scholarships are made available through a combination of donors and institutional matching funds.

The College does not participate in any student loan programs.

A student’s total financial aid package is based on several factors. Their expected family contribution is determined by the Federal Department of Education and is based on income, family size, and other factors identified in the student’s Free Application for Federal Student Aid (FAFSA). The College’s cost of attendance another determining factor. This is based on the student’s estimated living expenses for an academic year and considers factors such as whether or not the student is living on own and their other sources of financial aid. Students are given additional scholarships and resources, plus provided with assistance in finding sources to fill as much unmet need as possible.

The financial aid process is discussed in the NWIC catalog, the NWIC Student Handbook, the NWIC website, on the NWIC scholarship board, in introductory courses such as Introduction to Successful Learning, and during orientation and advising. Native American students are informed of special opportunities through tribes, private industry, the American Indian College Fund, and other agencies.

Financial Reserves

NWIC has minimal financial reserves on hand. In lieu of a reserve, the College maintains a secured line of credit of nearly $2.7 million to meet fluctuations in operating revenues and expenses. The College has a goal to build a financial reserve through capital campaign contributions and maintain it with prudent budgeting.

NWIC is very resourceful at managing limited resources to exact maximum benefits for our students. By constantly pursuing and receiving funds from various sources, NWIC achieves a level of financial security above that of many other tribal colleges.

Recommendation

Establish a separate account for reserve funds.

Relationship between General Operations and Auxiliary Enterprises

NWIC has expanded services in several ancillary business units over the last few years. The College is now able to house approximately 65 students in the residence hall. Additionally, NWIC has hired staff to provide meals to resident students and others on the College campus. In 2008, NWIC opened the Early Learning Center which provides childcare and early childhood education to children of stu-
The residence hall is near capacity for the 2009-10 academic year. NWIC expects the residence hall will achieve full occupancy by fall quarter 2010. A sliding fee scale that is based on each student’s financial circumstances is used to calculate residence hall costs. A continuing study of the profit and loss statements for our business units will identifies necessary cost adjustments, ensuring the sustainability of these services. Additionally, efforts to market the services and features of the residence hall and corollary meal plan to potential students and community members should increase demand for these services.

The meal plan offered to residence hall occupants provides regular healthy meals five days a week. NWIC believes that meeting the nutritional needs of students is one of a myriad of ways that the College can promote healthy lifestyles and more successful students.

The Early Learning Center (ELC) was opened in 2008. It is housed in a new facility capable of providing services to a combination of 18 toddlers and infants. The number of toddlers/infants using this service varies significantly day to day. To date, the ELC has not reached full capacity. Many factors affecting the financial success of this unit are external to the College. The ELC faces competition from a community subsidized day care less than one mile away. Additionally, given the grant funding used to construct the facility, its use must conform to more stringent guidelines concerning student/teacher ratio. Another factor is the financial condition of the student customers who would benefit from these services. Many students and staff do not qualify for state childcare assistance. Without this aid, it is impossible for some to afford the service.

An interdepartmental program to coordinate state childcare funding and work study funding is being developed. This program could alleviate the financial challenges of the ELC. Also, further collaboration with the Early Childhood Education program could produce research and services that benefit the children, the College, and the community as a whole.

The NWIC bookstore provides many services and products to students and community members. Bookstore staff works with faculty to maintain an adequate stock of the textbooks required. The bookstore also sells office products, snack foods, and native arts, clothing, and jewelry. Furthermore, it is our area’s exclusive seller of some brands, including Pendleton® products. Our objective is to use the bookstore as a profit-making model for other ancillary business units at the College.

Recommendation

Implement a financial analysis model for ancillary enterprises to work to increase profits for each.

Financial Management

NWIC finances are managed in a manner consistent with best practices, Governmental Accounting Standards Board (GASB) and Generally Accepted Accounting Practice (GAAP) standards, and are consistent with OMB circulars A-21, A-110, A-122 and A-133. As dictated in the NWIC charter, the Board of Trustees has the final authority in matters of institutional financial management, budget, debt, and
auditing. This authority is demonstrated through:

- approval of the financial manual – a policy and procedures manual that guides the institutional financial management, including cash management and investment;
- approval and regular review of the annual budget – including regular review of revenue and expenditure reports and cash flow analyses;
- approval of any debt;
- management of the annual audit processes.

The College President is the conduit and liaison for financial information to and from the Board of Trustees. The College President presents the annual budget to the Board for approval prior to the fiscal year and then provides financial status reports at their monthly meetings. If necessary, the President also brings forward a mid-year budget adjustment/modification (see draft budget process). The Board of Trustees has good representation of financial skills, so the review is thorough and thoughtful. The Board requirements do not provide for any specific financial skills, so this strength in the current board is not deliberate; the lack of a formal orientation to the College finances could put new board members at a disadvantage and on a steep learning curve.

The College President supervises the NWIC Comptroller, who is responsible for day-to-day management of the College finances and supervises the staff and functions of the College business office. This includes accounting, payroll, cashiering, accounts payable, accounts receivable, purchasing, receiving, and the bookstore. The Comptroller has been at NWIC almost 2 years, holds a Master of Public Administration degree, and has 34 years experience in finance, accounting, grants accounting, payroll, and budgeting. The Comptroller is assisted in the management of the general ledger and internal control issues by the Senior Accountant. The Senior Accountant has been with NWIC 4 years, possesses an accounting degree, and is being supported toward the attainment of CPA certification.

The small staff of the business office has several employees with over three years of service to the College. Concerted efforts are made to ensure all staff is cross-trained in at least one other area so checks and balances are maintained and functions are not disrupted by absence and/or turnover. These efforts help to support timeliness and accuracy of functions, as well as mandatory reporting.

Recent staff turnover has negatively affected our in-house knowledge of capital investing. As a result, the College has not maximized the opportunity for interest income with the influx of capital campaign funds and institutional cash from revenue such as the TCCAA funds. This is an area that is being addressed and should see significant improvement in the near future.

As reported earlier, the College is increasing its capacity for financial analysis, including cost of instruction, cost of extended campus services, and other extensions and derivatives of these analyses. In undertaking these analyses, the Comptroller is assisted by the Special Assistant to the President. Additionally, the Comptroller is assisted in matters of student scholarship and financial aid by the Directors of Development and Financial Aid, respectively.
Recommendation

Develop a financial orientation process for new board members.

Evaluate the process for investment of capital and address any procedural or policy impediments.

Grants Management

Grants compliance is a shared function of the Business Office and the Office of Research and Sponsored Programs (ORSP). Because NWIC has such an extensive grant portfolio with a significant number of individuals serving as principal investigators or grant managers, oversight has been a challenge. This has resulted in compliance issues with meeting reporting deadlines and often results in no-cost extensions of grants that are intended to be spent in a specific timeframe for stated purposes. The Business Office works closely with grants managers to comply with financial reporting requirements and has instituted a new system for tracking grant revenues and expenses. The ORSP has a grants manual for training grants managers and is working on a grants management system to track reporting and compliance issues.

Recommendation

Implement an effective grant post-award process, with the goal of reducing or eliminating grant compliance issues such as delinquency in reporting requirements and requests for no-cost extensions.

Annual Auditing

NWIC engages in an annual A-133 audit, as determined and monitored by the Board of Trustees. The Board of Trustees publishes an RFP for auditors and then selects and contracts with an independent certified public accounting firm based on their A-133 credentials, their experience in education and tribal finances, and, of course, the cost of the audit bid. The Board of Trustees has determined that changing auditors every few years provides an additional level of assurance that the review of accounting records and policies/procedures is comprehensive and accurate. Thus, the RFP offers a three-year agreement (although, the Board may, at their discretion, modify the length of the contract). The current auditor is Ribail, Stauffer & Associates PLLC (2008 and 2009), having replaced Joseph Eve LLP (2004-2007).

The annual audit process includes:

- review of all funds and transactions of the College, including a major programs audit;
- financial aid, including Department of Education financial aid funds, Title III funds, other financial aid programs, and those programs not subject to governmental audit;
- review of responses to previous years’ Management Letter issues (insufficient response to a Management Letter issue typically becomes a finding in the following year);
- internal controls.

The audit report culminates in a written audit report with management letter and verbal report to the Board of Trustees, for their formal acceptance of the report. The audit report, including management letter, is routinely provided to all granting agencies, members of the Board of Trustees, and the Lummi Indian Business Council as the chartering body. Copies are also provided to upper management and to any staff or community member upon request.
NWIC’s recent audit history is exemplary. NWIC has developed a strong process of internal controls, consisting of policies, procedures, overlapping processes, and duties that ensure all transactions are reviewed by at least two employees. The process also ensures appropriate responses to Management Letter issues. The institution demonstrates a well organized program of internal audit and control that complements the institutional accounting system and the external audit process. Accounting staff continually analyze ongoing processes to assure that appropriate controls are in place. The College has been free from material weaknesses in this area for several years. In fact, NWIC regularly receives high marks from the annual auditors for its internal controls.

Periodically, in addition to the A-133 audit, NWIC is randomly audited by federal agencies. Thankfully, these time-consuming audits are not a frequent occurrence. The College has had this type of audit more frequently in the past, and the reduction appears to be the result of federal auditors having increased confidence in the College. All recent audits performed by federal granting agencies have been free of any findings.

Federal, state, external, and internal audit reports are available for examination.

Considerations of Proprietary Institutions or Audits by State Agencies do not apply to NWIC.

Fundraising and Development

Fundraising Policies

All fundraising activities at Northwest Indian College and through the Northwest Indian College Foundation are enacted within the context of the institutional policies and the policies of the NWIC Foundation. The policies maintain the highest ethical standards and practices and comply with generally accepted industry practices. These policies and guidelines can be seen in the NWIC Financial Manual and the NWIC Foundation Handbook.

Employees of NWIC and the staff responsible for fundraising activities are bound by policies related to employee conduct (i.e., conflict of interest, employee responsibilities, etc.) as outlined in the NWIC Personnel Policy manual. Additionally, the annual A-133 audit reviews all aspects of the College financials and, as noted above, no issues have come to light.

Fundraising for the College is currently focused on these areas:

- Our capital campaign has been very successful in raising funds for a construction of a new campus and increasing our financial independence;
- Our annual fund supports college operations;
- Annual events, scholarship development, and specific activities are targeted to programs such as student athletics;
- Endowment funds support scholarships and other activities.

The College, a 501(c)(3) tax exempt organization, uses and reports donations according to all federal requirements. NWIC fundraising activities fall within the scope of the College’s development office. This includes events, direct mail, individual contributions, foundation and corporate giving, and the comprehensive capital campaign.

The NWIC Foundation raises funds on behalf of NWIC. The NWIC Foundation is a nonprofit corporation organized as a 501(c)(3) entity whose purpose is to “design and implement such programs and
procedures so as to persuade continuous and special philanthropic support and benefactions to further the purposes of the Foundation for the benefit of the College.” General guidelines for engaging in fundraising activities are contained in the Foundation board member agreements, signed by each member of the Foundation board.

The Foundation has an endowment valued at nearly $8 million dollars. Since 1992, it has been built through tribal, federal, and private contributions. Oversight of the foundation is provided by a Board of Directors selected through a membership process. Members of the College Board of Trustees, the Lummi Indian Business Council, and the College President all have designated positions on the Foundation board.

The Foundation is audited annually and has routinely been found to meet the requirements of a 501(c)(3) organization.

The College’s capital campaign has been extremely successful, with over $30.5 million (76%) of the $40.2 million goal raised. The majority of funds raised support construction and related costs, while $3.7 million will be used for financial independence goals (scholarships, endowments, capacity building).

The NWIC Foundation has contributed more than $1.3 million in the past two years to College operations.

A-133 audits of the College and foundation find that the fundraising efforts are within the scope of governmental requirements.

**Endowment Funds Administration**

The College has one small investment of $39,000 in a real estate investment trust (REIT). This is an investment in the American Indian Higher Education Consortium (AIHEC) building in Washington, DC. The building is periodically reappraised and the value of the investment is changed accordingly. This is expected to be a very long term investment.

The Northwest Indian College Foundation provides scholarships to NWIC students, operating funds to the College, and collateralizes the College’s line of credit. In addition to private gifts, funds have been secured through a U.S. Department of Education challenge grant and Bureau of Indian Affairs (BIA) matching grants. The challenge grant and BIA matching grants have reinvestment requirements that are difficult to comply with during downturns in the stock market. The Foundation cannot operate at a deficit, making it a challenge to provide student scholarships and other support for the College during difficult economic times. The Foundation is overseen by its own Board of Directors. The Foundation Board uses Morgan Stanley Smith Barney to manage its investments.

The Foundation undergoes an annual A-133 audit at the same time as the College. Historically the foundation board has approved the use of the same audit firm as NWIC. Its financial statements are available for inspection.

Day-to-day operations of the foundation are provided by Development Office staff. A formal agreement defines the relationship between the College and the College Foundation. This agreement is reviewed every two years. The College provides financial oversight of Foundation operations and investments.
Exhibits

1. Exhibit 7.1: NWIC Bylaws
2. Exhibit 7.2 Projected Revenues and Expenses for four-year degree program
3. Exhibit 7.3 The Funding Anatomy of Northwest Indian College, 2010
4. Exhibit 7.4 NWIC Cost of Instruction Analysis Report 2009
5. Exhibit 7.5 NWIC Financial Manual
6. Exhibit 7.6 NWIC Board of Trustees Charter
7. Exhibit 7.7 NWIC 2007-2009 Catalog
8. Exhibit 7.8 NWIC Student Handbook
9. Exhibit 7.9 NWIC charter
11. Exhibit 7.11 NWIC Annual Budget
12. Exhibit 7.12 NWIC Financial Status Reports
13. Exhibit 7.13 EZ Audit, the annual TCC report, IPEDS, the various SF 269s, SF 272s, and the 990s for tax exempt status
15. Exhibit 7.15 NWIC Audit Report
16. Exhibit 7.16 NWIC Foundation Handbook
17. Exhibit 7.17 Formal Agreement between the College and the College Foundation
<table>
<thead>
<tr>
<th>Source (IPEDS Report)</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td>Government Appropriations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>1,142,948</td>
<td>8.97</td>
</tr>
<tr>
<td>State</td>
<td>2,991,962</td>
<td>23.48</td>
</tr>
<tr>
<td>Local</td>
<td>854,776</td>
<td>6.71</td>
</tr>
<tr>
<td>Government Grants &amp; Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>Unrestricted</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>5,015,837</td>
<td>39.32</td>
</tr>
<tr>
<td>State</td>
<td>Unrestricted</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>8,978</td>
<td>0.07</td>
</tr>
<tr>
<td>Local</td>
<td>Unrestricted</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>913,007</td>
<td>7.17</td>
</tr>
<tr>
<td>Private Gifts, Grants, Contracts</td>
<td>Unrestricted</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>1,748,941</td>
<td>13.75</td>
</tr>
<tr>
<td>Endowment Income</td>
<td>Unrestricted</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>64,731</td>
<td>0.55</td>
</tr>
<tr>
<td>Sales and Services of Educational Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources</td>
<td>64,731</td>
<td>0.55</td>
</tr>
<tr>
<td>Independent Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Current Funds Revenues</td>
<td>12,742,180</td>
<td>100.00</td>
</tr>
</tbody>
</table>
## Table 9: CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS

### Public Institutions Only

<table>
<thead>
<tr>
<th>Source (IPEDS Report)</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td>Instruction</td>
<td>194,054</td>
<td>1.53%</td>
</tr>
<tr>
<td>Research</td>
<td>1,706,507</td>
<td>13.47%</td>
</tr>
<tr>
<td>Academic Support (Excluding Libraries)</td>
<td>1,706,507</td>
<td>13.47%</td>
</tr>
<tr>
<td>Library Expenditures</td>
<td>194,054</td>
<td>1.53%</td>
</tr>
<tr>
<td>Student Services</td>
<td>194,054</td>
<td>1.53%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>194,054</td>
<td>1.53%</td>
</tr>
<tr>
<td>Plant Operations &amp; Maintenance</td>
<td>1,706,507</td>
<td>13.47%</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>2,636,373</td>
<td>20.81%</td>
</tr>
<tr>
<td>Awards from Unrestricted Funds</td>
<td>2,636,373</td>
<td>20.81%</td>
</tr>
<tr>
<td>Awards from Restricted Funds</td>
<td>2,636,373</td>
<td>20.81%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>2,636,373</td>
<td>20.81%</td>
</tr>
<tr>
<td>Educational and General Mandatory Transfers</td>
<td>12,669,653</td>
<td>100.00%</td>
</tr>
<tr>
<td>Auxiliary Enterprises (Including Transfers)</td>
<td>12,669,653</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hospitals (Including Transfers)</td>
<td>12,669,653</td>
<td>100.00%</td>
</tr>
<tr>
<td>Independent Operations (Including Transfers)</td>
<td>12,669,653</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Current Funds Expenditures &amp; Mandatory Transfers</td>
<td>12,669,653</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
### Table 3: SUMMARY REPORT OF REVENUES AND EXPENDITURES

#### Public and Private Institutions

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Education and General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>12,742,180</td>
<td>12,216,616</td>
</tr>
<tr>
<td>Expenditures</td>
<td>12,669,653</td>
<td>12,863,019</td>
</tr>
<tr>
<td>Transfers - Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Non Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Excess (Deficit)</td>
<td>72,527</td>
<td>646,403</td>
</tr>
</tbody>
</table>

#### Auxiliary Enterprisers

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Net Operational Excess (Deficit)</td>
<td>72,527</td>
<td>646,403</td>
</tr>
<tr>
<td></td>
<td>ACTUAL</td>
<td>PROJECTED</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td><strong>Annual Private Contributions</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Governmental State Aid</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Federal Aid (PELL, SEOG, WS)</strong></td>
<td>800,578</td>
<td>69.49%</td>
</tr>
<tr>
<td><strong>Endowment Earnings (Non-Foundation)</strong></td>
<td>342,512</td>
<td>29.73%</td>
</tr>
<tr>
<td><strong>Institutional Unfunded Aid</strong></td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Federal Student Loans (if applicable)</strong></td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Nonfederal Workstudy Aid</strong></td>
<td>8,978</td>
<td>0.78%</td>
</tr>
<tr>
<td><strong>Total Financial Aid</strong></td>
<td>1,152,069</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>ACTUAL</td>
<td>PROJECTED</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Operations Restricted</td>
<td>720,435</td>
<td>750,000</td>
</tr>
<tr>
<td>Operations Unrestricted</td>
<td>386,256</td>
<td>575,064</td>
</tr>
<tr>
<td>Endowments Exclusive of Foundation Gifts</td>
<td>2,255,313</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Plant</td>
<td>312,564</td>
<td>424,000</td>
</tr>
<tr>
<td>Total</td>
<td>0.0873</td>
<td>0.1401</td>
</tr>
<tr>
<td>Ratio of Annual Gifts to plant</td>
<td>0.2570</td>
<td>0.2677</td>
</tr>
<tr>
<td></td>
<td>Permanent</td>
<td>Term</td>
</tr>
<tr>
<td></td>
<td>0.3361</td>
<td>0.3424</td>
</tr>
</tbody>
</table>

ratio = rest + unrest gifts/((rest + unrest gifts) + Total Endowment (FD))
# Table 10: Capital Investments

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td><strong>Land</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>120,399</td>
<td>167,589</td>
</tr>
<tr>
<td>Additions</td>
<td>47,190</td>
<td>260,096</td>
</tr>
<tr>
<td>Deductions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>167,589</td>
<td>427,685</td>
</tr>
<tr>
<td><strong>Buildings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>1,134,292</td>
<td>1,218,334</td>
</tr>
<tr>
<td>Additions</td>
<td>84,042</td>
<td>5,339,015</td>
</tr>
<tr>
<td>Deductions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>1,218,334</td>
<td>6,557,349</td>
</tr>
<tr>
<td><strong>Furniture and Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>893,263</td>
<td>983,021</td>
</tr>
<tr>
<td>Additions</td>
<td>89,759</td>
<td>175,065</td>
</tr>
<tr>
<td>Deductions</td>
<td>0</td>
<td>(15,808)</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>983,021</td>
<td>1,142,278</td>
</tr>
<tr>
<td><strong>Construction in Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>3,178,060</td>
<td>5,167,738</td>
</tr>
<tr>
<td>Additions</td>
<td>1,989,678</td>
<td>1,927,955</td>
</tr>
<tr>
<td>Deductions</td>
<td>0</td>
<td>(5,683,152)</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>5,167,738</td>
<td>1,412,541</td>
</tr>
<tr>
<td><strong>Debt Service</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle</td>
<td>30,097</td>
<td>12,672</td>
</tr>
<tr>
<td>Interest</td>
<td>117,081</td>
<td>30,032</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td>(Private Institutions Only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,414,651</td>
<td>1,720,921</td>
</tr>
</tbody>
</table>

In FY10 the Center For Student Success and Natural Resources Laboratory will be capitalized. It is anticipated that in FY11 the Coast Salish Institute will be complete and in FY12 the Library will be completed.
### Table 14: Construction Capital Schedule (Part 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Residence Hall</th>
<th>Lummi Classroom</th>
<th>Day Care</th>
<th>Swinomish Classroom</th>
<th>Land Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,400.00 Grant</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>400,500.00 Institution</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Institution</td>
<td>0.00 Institution</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40,234.00</td>
<td>40,234.00</td>
<td>Total</td>
<td>36,483.93 Total</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,458,494.28</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>143,494.28</td>
<td>18,034.60 Grant</td>
<td>0.00 Grant</td>
<td>0.00 Institution</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>151,528.68 Total</td>
<td>0.00</td>
<td>Total</td>
<td>36,727.55 Total</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,046,422.05</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>94,604.85</td>
<td>94,604.85 Grant</td>
<td>0.00</td>
<td>0.00 Institution</td>
<td>0.00 Institution</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>104,549.90 Total</td>
<td>0.00</td>
<td>Total</td>
<td>33,264.67 Total</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>569,348.70</td>
<td>661,458.84 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>76,156.60</td>
<td>18,036.60 Grant</td>
<td>0.00</td>
<td>0.00 Institution</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>73,193.23 Total</td>
<td>0.00</td>
<td>Total</td>
<td>31,043.95 Total</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>408,188.54</td>
<td>642,385.89 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>49,319.38</td>
<td>11,995.07 Capital Campaign</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>457,507.92 Total</td>
<td>0.00</td>
<td>Total</td>
<td>32,034.95 Total</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36,356.90</td>
<td>85,006.87 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>36,006.87</td>
<td>25,812.45 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71,363.77 Total</td>
<td>0.00</td>
<td>Total</td>
<td>36,006.87 Total</td>
</tr>
<tr>
<td>Total @ FY09</td>
<td>0.00 total</td>
<td>0.00 total</td>
<td>0.00</td>
<td>181,861.19 Total</td>
<td>151,199.16 Total</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
<td>0.00</td>
<td>0.00 Grant</td>
<td>0.00 Grant</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0.00 total</td>
<td>0.00</td>
<td>Total</td>
<td>15,486.50 Total</td>
</tr>
<tr>
<td>Student Services</td>
<td>Extension</td>
<td>Nat’l Res Lab</td>
<td>Coast Salish Inst</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>-------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>Funding Source</td>
<td>Cost</td>
<td>Funding Source</td>
<td>Cost</td>
<td>Funding Source</td>
</tr>
<tr>
<td>0.00</td>
<td>Grant</td>
<td>0.00</td>
<td>Grant</td>
<td>0.00</td>
<td>Grant</td>
</tr>
<tr>
<td>0.00 Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>0.00 Grant</td>
<td>0.00 Institution</td>
<td>0.00 Grant</td>
<td>0.00 Institution</td>
<td>0.00 Grant</td>
<td>0.00 Institution</td>
</tr>
<tr>
<td>0.00 Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>129,324.89 Grant</td>
<td>6,603.91 Institution</td>
<td>133,868.80 Grant</td>
<td>167,098.15 Grant</td>
<td>12,918.96 Institution</td>
<td>180,017.11 Grant</td>
</tr>
<tr>
<td>129,324.89 Total</td>
<td>Total</td>
<td>133,868.80 Total</td>
<td>167,098.15 Total</td>
<td>12,918.96 Total</td>
<td>180,017.11 Total</td>
</tr>
<tr>
<td>880,077.11 Total</td>
<td>Total</td>
<td>880,077.11 Total</td>
<td>880,077.11 Total</td>
<td>880,077.11 Total</td>
<td>880,077.11 Total</td>
</tr>
<tr>
<td>1,167,868.11</td>
<td>Total</td>
<td>1,167,868.11</td>
<td>1,167,868.11</td>
<td>1,167,868.11</td>
<td>1,167,868.11</td>
</tr>
<tr>
<td>1,000,000 Grant</td>
<td>0 Capital Campaign</td>
<td>800,000 Grant</td>
<td>154,677 Grant</td>
<td>189,279 Grant</td>
<td>154,677 Grant</td>
</tr>
<tr>
<td>1,000,000 Total</td>
<td>0 Capital Campaign</td>
<td>800,000 Total</td>
<td>154,677 Total</td>
<td>189,279 Total</td>
<td>154,677 Total</td>
</tr>
</tbody>
</table>
### Net Assets

#### Five Year History

<table>
<thead>
<tr>
<th>Year</th>
<th>FY09</th>
<th>FY08</th>
<th>FY07</th>
<th>FY06</th>
<th>FY05</th>
<th>FY04</th>
<th>FY03</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>3,271,012</td>
<td>2,726,148</td>
<td>2,684,991</td>
<td>1,865,881</td>
<td>1,800,265</td>
<td>1,771,170</td>
<td>2,802,304</td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td>9,969,724</td>
<td>9,168,930</td>
<td>8,222,031</td>
<td>4,167,151</td>
<td>1,326,508</td>
<td>1,062,094</td>
<td>2,686,806</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>13,240,736</td>
<td>11,895,078</td>
<td>10,907,022</td>
<td>6,033,032</td>
<td>3,126,773</td>
<td>2,833,264</td>
<td>5,489,110</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>1,027,831</td>
<td>1,968,193</td>
<td>1,773,638</td>
<td>105,365</td>
<td>848,508</td>
<td>670,459</td>
<td>1,884,219</td>
</tr>
<tr>
<td>Non-current liabilities</td>
<td>662,607</td>
<td>674,639</td>
<td>298,712</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>1,690,438</td>
<td>2,642,832</td>
<td>2,072,350</td>
<td>105,365</td>
<td>848,508</td>
<td>670,459</td>
<td>1,884,219</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment in capital assets</td>
<td>8,144,226</td>
<td>7,132,477</td>
<td>5,794,926</td>
<td>4,167,151</td>
<td>1,326,508</td>
<td>1,062,094</td>
<td>2,686,806</td>
</tr>
<tr>
<td>Restricted</td>
<td>39,000</td>
<td>39,000</td>
<td>39,000</td>
<td>39,000</td>
<td>39,000</td>
<td>39,000</td>
<td>39,000</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>2,000,000</td>
<td>2,758,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>3,367,072</td>
<td>80,772</td>
<td>250,746</td>
<td>(148,887)</td>
<td>912,757</td>
<td>1,061,711</td>
<td>879,085</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>11,550,298</td>
<td>9,252,249</td>
<td>8,834,672</td>
<td>4,057,264</td>
<td>2,278,265</td>
<td>2,162,805</td>
<td>3,604,891</td>
</tr>
</tbody>
</table>
Table 17: GRANTS IN FISCAL YEAR 2009 - 2010

<table>
<thead>
<tr>
<th>Source</th>
<th>Grant Name</th>
<th>Amount this period</th>
<th>Total (multi-Year)</th>
<th>Beg. Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICF</td>
<td>ED-Support</td>
<td>$ 67,664</td>
<td>$ 67,664</td>
<td>10.08</td>
<td>9.30.09</td>
</tr>
<tr>
<td>IMLS</td>
<td>Basic Library</td>
<td>$ 6,000</td>
<td>$ 6,000</td>
<td>10.08</td>
<td>9.30.09</td>
</tr>
<tr>
<td>ED</td>
<td>Title III-Dev Bachelors Degree (Yr 4 of 5)</td>
<td>$ 500,000</td>
<td>$ 2,499,960</td>
<td>10.06</td>
<td>9.30.11</td>
</tr>
<tr>
<td>ED</td>
<td>Title III Construction-Center Student Success-II</td>
<td>$ 1,650,000</td>
<td>$ 1,650,000</td>
<td>10.08</td>
<td>9.30.10</td>
</tr>
<tr>
<td>ED</td>
<td>Title III Const.-Library/IT/Long House</td>
<td>$ 3,000,000</td>
<td>$ 3,000,000</td>
<td>10.08</td>
<td>9.30.10</td>
</tr>
<tr>
<td>ED</td>
<td>NACTEP-Digital Media</td>
<td>$ 179,853</td>
<td>$ 179,853</td>
<td>5.09</td>
<td>9.30.09</td>
</tr>
<tr>
<td>ED</td>
<td>MSEIP-NES Interdisciplinary Option</td>
<td>$ 151,549</td>
<td>$ 468,423</td>
<td>10.09</td>
<td>9.30.12</td>
</tr>
<tr>
<td>ED</td>
<td>Title III-formula funds</td>
<td>$ 1,401,695</td>
<td>$ 1,401,695</td>
<td>10.09</td>
<td>9.30.14</td>
</tr>
<tr>
<td>NOAA</td>
<td>Discovery Internships</td>
<td>$ 30,000</td>
<td>$ 150,000</td>
<td>5.09</td>
<td>4.30.14</td>
</tr>
<tr>
<td>ED</td>
<td>Student Support Services (Yr 3 of 4)</td>
<td>$ 260,494</td>
<td>$ 990,000</td>
<td>9.08</td>
<td>8.31.10</td>
</tr>
<tr>
<td>DHHS</td>
<td>NARCH V</td>
<td>$ 352,065</td>
<td>$ 352,065</td>
<td>9.09</td>
<td>8.31.13</td>
</tr>
<tr>
<td>NIDA</td>
<td>Supporting Native Mothers</td>
<td>$ 183,928</td>
<td>$ 183,928</td>
<td>9.09</td>
<td>8.31.13</td>
</tr>
<tr>
<td>NIDA</td>
<td>Tribal College/Alcohol Drug Use</td>
<td>$ 167,989</td>
<td>$ 167,989</td>
<td>9.09</td>
<td>8.31.13</td>
</tr>
<tr>
<td>NIDA</td>
<td>Pathways to Sobriety</td>
<td>$ 155,589</td>
<td>$ 155,589</td>
<td>9.09</td>
<td>8.31.13</td>
</tr>
<tr>
<td>NIDA</td>
<td>Supplement/HIV component</td>
<td>TBD</td>
<td></td>
<td>9.09</td>
<td>8.31.13</td>
</tr>
<tr>
<td>DHHS</td>
<td>Head Start Partnership Yr 5 of 5</td>
<td>$ 149,940</td>
<td>$ 749,700</td>
<td>9.30.05</td>
<td>9.29.10</td>
</tr>
<tr>
<td>NSF</td>
<td>REU (NCE approved)</td>
<td>$ 232,620</td>
<td>$ 232,620</td>
<td>9.06</td>
<td>8.31.10</td>
</tr>
<tr>
<td>NSF</td>
<td>Geoscience</td>
<td>$ 152,000</td>
<td>$ 152,000</td>
<td>9.09</td>
<td>8.31.11</td>
</tr>
<tr>
<td>NSF</td>
<td>Recording Salishan Languages</td>
<td>$ 47,204</td>
<td>$ 47,204</td>
<td>8.15.09</td>
<td>7.31.10</td>
</tr>
<tr>
<td>NSF</td>
<td>University of Idaho-subcontract</td>
<td>$ 28,750</td>
<td>$ 28,750</td>
<td>9.09</td>
<td>8.31.10</td>
</tr>
<tr>
<td>USDA</td>
<td>2009 Endowment Interest Distribution</td>
<td>$ 152,979</td>
<td>$ 152,979</td>
<td>9.09</td>
<td>8.31.10</td>
</tr>
<tr>
<td>USDA</td>
<td>Education Equity</td>
<td>$ 111,400</td>
<td>$ 111,400</td>
<td>9.09</td>
<td>8.31.10</td>
</tr>
<tr>
<td>USDA</td>
<td>Traditional Foods</td>
<td>$ 175,000</td>
<td>$ 175,000</td>
<td>7.10</td>
<td>6.30.11</td>
</tr>
<tr>
<td>USDA</td>
<td>Cooperative Extension Office 06-10</td>
<td>$ 85,000</td>
<td>$ 340,000</td>
<td>9.06</td>
<td>8.31.10</td>
</tr>
<tr>
<td>USDA</td>
<td>Native Foods</td>
<td>$ 105,860</td>
<td>$ 105,862</td>
<td>10.15.09</td>
<td>10.14.11</td>
</tr>
<tr>
<td>USDA</td>
<td>Bellingham Bay Hypoxia</td>
<td>$ 175,000</td>
<td>$ 175,000</td>
<td>7.10</td>
<td>6.30.11</td>
</tr>
<tr>
<td>USDA</td>
<td>RD- Phase III Infrastructure</td>
<td>$ 220,000</td>
<td>$ 220,000</td>
<td>8.26.09</td>
<td>7.31.10</td>
</tr>
<tr>
<td>SBCC</td>
<td>ABE</td>
<td>$ 42,747</td>
<td>$ 42,747</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>SBCC</td>
<td>Train the Trainer</td>
<td>$ 30,000</td>
<td>$ 30,000</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>SBCC</td>
<td>Basic Skills</td>
<td>$ 2,862</td>
<td>$ 2,862</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>SBCC</td>
<td>DBO ABE FTE</td>
<td>$ 2,733</td>
<td>$ 2,733</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>NASA</td>
<td>Work First 09-10</td>
<td>$ 94,625</td>
<td>$ 94,625</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>Gates</td>
<td>TESC subcontract</td>
<td>$ 51,332</td>
<td>$ 52,332</td>
<td>7.10.08</td>
<td>5.31.10</td>
</tr>
<tr>
<td>Gates/Lumina</td>
<td>TESC subcontract</td>
<td>$ 80,000</td>
<td>$ 80,000</td>
<td>6.09</td>
<td>5.31.10</td>
</tr>
<tr>
<td>WHF</td>
<td>Native Food Nutrition Program</td>
<td>$ 45,000</td>
<td>$ 45,000</td>
<td>9.09</td>
<td>8.31.11</td>
</tr>
<tr>
<td>AICF</td>
<td>Scholarships 09-10</td>
<td>$ 100,100</td>
<td>$ 100,100</td>
<td>7.10</td>
<td>6.30.10</td>
</tr>
<tr>
<td>College Spark</td>
<td>Retention: First Year Experience</td>
<td>$ 100,000</td>
<td>$ 100,000</td>
<td>7.10</td>
<td>6.30.09</td>
</tr>
<tr>
<td>AICF</td>
<td>Benevolent Fund</td>
<td>$ 10,092</td>
<td>$ 10,092</td>
<td>9.09</td>
<td>8.31.10</td>
</tr>
<tr>
<td>AICF</td>
<td>Wisdom of the People-yr 3</td>
<td>$ 80,000</td>
<td>$ 400,000</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>AICF</td>
<td>Financial Literacy</td>
<td>$ 103,570</td>
<td>$ 122,652</td>
<td>1.10</td>
<td>12.31.10</td>
</tr>
<tr>
<td>AICF</td>
<td>Financial Literacy</td>
<td>$ 100,000</td>
<td>$ 100,000</td>
<td>9.08</td>
<td>8.31.10</td>
</tr>
<tr>
<td>Walmart</td>
<td>Minority Student Success</td>
<td>$ 100,000</td>
<td>$ 100,000</td>
<td>9.08</td>
<td>8.30.12</td>
</tr>
<tr>
<td>CNCS</td>
<td>Learn &amp; Serve America (NCE approved)</td>
<td>$ 433,830</td>
<td>$ 433,830</td>
<td>9.09</td>
<td>8.31.10</td>
</tr>
<tr>
<td>FNDI</td>
<td>Native Youth &amp; Culture Fund</td>
<td>$ 19,500</td>
<td>$ 19,500</td>
<td>7.09</td>
<td>6.30.10</td>
</tr>
<tr>
<td>AIHEC</td>
<td>Climate Change</td>
<td>$ 21,000</td>
<td>$ 21,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 11,215,272</strong></td>
<td><strong>$ 14,379,464</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Northwest Indian College (NWIC) is the only accredited tribal college in Washington, Oregon, and Idaho. The college’s Lummi campus is on the Lummi reservation near Bellingham, Washington. Full-service extended campuses are located on the Tulalip, Swinomish, Port Gamble S’Klallam, Muckleshoot, and Nez Perce reservations. Most of the extended campus’ offer instructional and support services in facilities and classrooms donated by the host tribes – the exception is at Swinomish, where NWIC built a classroom/office building on donated tribal land (discussed later as a model for future growth).

The Campus Master Plan is designed to support the NWIC mission and strategic plan. Design, landscaping, environmental considerations, and sustainability all reflect tribal traditions and intentions. Buildings are constructed in response to priorities: student support services, classrooms, and laboratories take priority over office space and administrative needs. All new construction and renovation of existing facilities, as well as development of facilities at our extended campuses, are closely monitored by the Vice President of Administration and the NWIC Construction/Finance Team. In particular, this team focuses on:

- Moving projects through planning/design and completing projects on time
- Monitoring finances
- Creating strong links between funding and construction

Lummi Campus

The NWIC Lummi campus is comprised of 18 buildings. These include modular structures, trailers, and fixed structures. The land on which the campus is located is owned by the Lummi Nation and is assigned to the college for educational purposes.

The Lummi campus is divided by Kwina Road. The north campus (north of Kwina Road) has 15 buildings on approximately 4 acres. Completed in 2001, the Cultural Learning Center, a large log building, is the most recent addition. Due to space restrictions on the north campus, the college acquired 113 acres of land in 2001 to accommodate necessary expansion. (See figure 1 - NWIC Lummi Campus Layout and figure 2 - NWIC Lummi Campus Layout Key).

Directly across Kwina Road, the south campus is becoming the site of a modern and culturally relevant institute of higher education. Since 2006, three new buildings have been added to the south campus: a residence/dining hall; the Kwina Building classroom/office complex; and the Early Child Development Center (daycare).

The college currently has two new buildings under construction on the south campus. The Center for Student Success will be a 10,000 square foot building dedi-
icated to student services including the following:

- Recruitment and admission
- Enrollment
- Financial aid
- Academic advising
- Counseling
- Testing
- Athletics
- Student Leadership

The Natural Science Lab will be a 5,000 square foot building that will provide the following:

- Biology, chemistry and global information system labs;
- Science-related storage rooms;
- Faculty offices.

These new buildings will not only enhance the Bachelor of Science in Native Environmental Science program, but also increase retention and improve graduation rates.

In the design phase are three new buildings:

- Library/Information Technology
- Coast Salish Institute
- Cooperative Extension

Site and infrastructure work for all three buildings will be funded by a USDA Rural Development Grant. Construction of the Library/ Information Technology and Coast Salish Institute buildings will be partially funded by a Department of Education grant and supplemented by the NWIC Capital Campaign for Development. Construction of the Cooperative Extension building will be fully funded by the NWIC Capital Campaign.

The Lummi campus consists of a variety of modular buildings, trailers, the original Lummi Day School historical building, and newly constructed facilities. The campus has been pieced together over 25 years. Office space, classrooms, and storage areas - previously at a premium - are being added with new construction.

NWIC must continually work to maintain and renovate the older facilities. The flat roofed modular buildings and trailers are a constant challenge during the rainy seasons. Many windows and doors are far from air and water tight. Walls have R-11 insulation at best. Electrical wiring for computers and other electronic equipment is exposed. Plumbing and electrical capacity are stretched to the maximum. Heating systems are, at the same time, inadequate and expensive to operate. Before south campus land was acquired, all facilities were crammed onto the existing north campus. Expansion into the south campus requires that NWIC students, staff, and visitors must cross busy Kwina Road, so the college worked to ensure a cross walk was built to address safety concerns.

During 2008, the college received federal funding for a renovation project to address the conditions of the older and modular buildings on the north and south campuses. The extensive renovation work included the following:

- New weather-resistant windows
- Exterior and trim paint for all buildings
- HVAC systems for seven buildings
- New roofs for four buildings
- New handicap ramp for the library
- Duct cleaning for 10 buildings
- Refitted light fixtures for three buildings
- Americans with Disabilities Act (ADA) compliant automatic door fixtures for five buildings
- Additional solar lighting fixtures in the north campus parking lot.
These recent renovations prolonged the life of many older and modular buildings, improved the aesthetics of the campus, aided access to public facilities, and added safety.

Currently NWIC is working with architects to design four new buildings. Each will be constructed on the south campus in compliance with the master plan adopted by the college in 2004.

The Library/Information Technology building will serve both the college and the community. The library will contain student study areas, computer rooms, and video labs. It will also house special collections, and dedicate a room to Vine Deloria, Jr.’s, personal library, recently donated to the college. The library will also house the Information Institutional Technology Department. This new location will enable a cleaner transition of technology infrastructure from the old campus to the new south campus.

The Coast Salish Institute will provide space for cultural education and the preservation of language and history. It will include an auditorium for storytelling, plays, and cultural performances.

The Cooperative Extension building will be a center for typical land-grant extension services. For example, it will offer a financial literacy training program, traditional plants and foods program, youth leadership programs, family wellness programs, and more.

A Salish-style long house will be built from traditional materials and used for meetings and cultural performances.

**Extended Campuses**

Finding adequate physical space at the extended campuses is an ongoing challenge. Most facilities are overcrowded. With the exception of Swinomish, NWIC uses tribal buildings, and each tribe has its own plans for how facilities are used. Scheduling, noise distractions, competition for space, and conflicts are inevitable when sharing space, although these issues have been significantly minimized as the college and partner tribes expand services. Multi-purpose classrooms also serve as testing areas, offices, computer labs, and study space. Most extended campuses do not have office space for staff or faculty, requiring that administrative, advising, and clerical duties be carried out in public locations shared with students.

**Swinomish**: In the fall of 2008, NWIC completed its first extended site classroom/office building at Swinomish. The 4,242 square foot building, which sits on land donated by the Swinomish Tribe, was funded by a Department of Education grant and NWIC’s Capital Campaign for Development. The Swinomish extended campus consists of four classrooms, four offices, and a kitchen/lounge. Two of the classrooms are equipped with computers and distance learning technology; the third is equipped as a science lab; the fourth is a general classroom.

**Nez Perce**: The Nez Perce extended campus has two sites in Idaho—Lapwai and Kamiah—located 60 miles apart. This past year, the Lapwai site expanded from two to four classrooms/offices in two modular buildings. Lapwai can accommodate 50 students; Kamiah can accommodate 25. Both sites have an interactive television (ITV) classroom and a computer lab.

**Tulalip**: The Tulalip extended campus has three ITV classrooms capable of serving 15 students each, with additional classroom space available when needed. Staff is housed nearby in two offices with a fourth ITV system.
Muckleshoot: The Muckleshoot extended campus has two classrooms, one with ITV equipment, which serve up to 15 students each. These classrooms are shared with other educational institutions.

Port Gamble S’Klallam: The Port Gamble extended campus serves up to 15 students and operates out of one ITV classroom that doubles as office space for staff.

**Facilities Adequacy**

Nine Lummi campus buildings house 19 classrooms, nine of which are designated for special purposes. These include science labs, ITV or distance learning labs, computer labs, tutoring rooms, and GED/adult education classrooms.

New instructional facilities are needed to continue to achieve the institution’s mission and goals. The existing facilities (defined as classrooms, faculty offices, laboratories, study areas, and libraries) have adequately served the past and current needs of the institution. There are a sufficient number of classrooms to meet the current student count on the Lummi campus. The numbers of computer-based classrooms are adequate. (The facility’s designation of “adequate” refers to the instructors’ ability to accomplish the learning outcomes of their courses and the students’ ability to learn.)

On the Lummi campus, NWIC provides individual faculty offices for all full-time faculty. Part-time faculty share office space and a faculty work area. The new classroom/office building on the south campus houses four classrooms, five faculty offices, a kitchen area, and a faculty meeting room. The Natural Resources Lab (in construction and scheduled for completion in Summer of 2010) will add three science-specific classrooms, three faculty offices and a multi-purpose room.

Hiring full time faculty at the extended campus sites is a fairly recent practice (one at Nez Perce and one at Tulalip), so individual faculty office availability varies at the extended campuses. All other faculty at the extended campuses are part-time or have administrative duties in addition to their instructional duties. All office space is occupied by administrative staff and/or used for multiple purposes, including faculty work areas.

The library on the Lummi campus provides access to a wide variety of texts and online resources. The library is accessible through the NWIC website and supports the extended campuses via mail, internet, and interlibrary loans for students and faculty.

The current facilities on the Lummi campus are an eclectic mix of old, new, temporary, and permanent structures. Classrooms are scattered throughout. Many of modular buildings and trailers were acquired second-hand in the 1980s or 1990s as temporary structures. Maintenance, renovation costs, and health and safety issues are ongoing concerns that the college addresses, to some extent, through granting, most recently a HUD Tribal Colleges & Universities Partnership (HUD-TCUP) grant. The college conducts regular professional inspections to monitor conditions related to dampness in the ceilings, walls, and heating and ventilation systems.

Age-related deterioration is a key concern for the historical buildings on campus. The college leadership is exploring options relative to recognizing the historical value of the buildings and having the freedom and flexibility (and resources) necessary to maintain usefulness of them. This is an ongoing discussion as part of the college’s finance/construction team agenda.
Until the new south campus buildings were completed, overcrowding and limited office space were constant considerations. The college has made dramatic improvements in its capacity to offer more comprehensive support to students (housing, early learning center, forthcoming center for student services and more sophisticated classrooms and science labs (new classroom and forthcoming Natural Resources Lab). Those changes will continue with the proposed Library/Tech building, the Coast Salish Institute building and the Cooperative Extension building.

The new Kwina classroom/office building on the Lummi campus was constructed according to a “Learning Village Concept.” Designed as a prototype facility for future development both on the Lummi campus and at the extended campuses, it provides ample multiple use classrooms, faculty offices, a kitchen, restrooms, and a conference room. The structural integrity of the building is in the exterior walls, permitting total flexibility and modification options for interior rooms (reflected in the Swinomish classroom building and in the Natural Resources facility).

Facilities Adequately Furnished

The facilities at NWIC are adequately furnished with furniture, equipment, and computers for students, staff, and faculty. Students have access to computer labs, library, tutoring labs, study areas, and classrooms. NWIC departments annually acquire new or replacement equipment, software, and hardware.

The NWIC science laboratory facilities meet the needs of the students pursuing two-year and four-year environmental science degrees. A state certified facility housing water quality analysis equipment has been added to the science facilities. Labs are inspected regularly and comply with all OSHA standards (documentation available). Standard safety sheets are available in the labs. Lab technicians, faculty, or professional journeymen (electricians, plumbers, etc.) address technical issues while the NWIC custodial staff conducts regular physical maintenance.

In addition to four dedicated computer labs, there are computers in the math and writing tutoring center at the Lummi campus. Faculty has access to a laptop checkout program that, in conjunction with campus-wide wireless, allows each class to use computers for instructional support. The Student Support Services office operates a laptop checkout program, ensuring that all students have access to personal computers to support their academic progress. The student housing facility has a small number of personal computers available for students and wireless internet access is available throughout campus. All computers and peripheral equipment are maintained and serviced by the college’s IT department staff.

At the extended campuses, local tribal staff and Lummi campus staff address technical computer issues. The tribal staff provides most of the day-to-day technical support, furnishing upgrades and providing general maintenance.

NWIC has approximately 5,300 square feet of library space with approximately 3,500 linear feet of shelving. The library has private space available for studying and meetings, including nine cubicles for individual study. The library houses a special collections room of rare Native American books, documents, and related journals.

The Lummi campus and extended campus furnishings are a collection of old and new items with significant replacement of classroom and office furniture in recent years. Every effort is made to provide fur-
nishings that are suitable and in good working condition. As tables, chairs, and other office or classroom furnishings wear out, they are replaced. The new buildings have adequate line items in their budgets dedicated to new and modern fixtures, furniture, and equipment.

Management, Maintenance, and Operation of Facilities

The Maintenance Department is responsible for management, maintenance, and custodial services at NWIC. The department is housed in four separate facilities throughout the Lummi campus. The Maintenance Director has a private office. The other three facilities serve as storage for equipment and supplies, a work area, and an office/storage area.

The institution adequately manages, maintains, and operates instructional facilities. Quality and safety issues are of the utmost concern. Management and operation activities for instructional facilities fall under the direction of the Dean for Academics and Distance Learning. Scheduling, facility utilization, and all maintenance, repair, renovation, and custodial work fall under the Maintenance Department Director and the Vice-President for Administration. Safety issues for instructional facilities are a community endeavor shared by all students, staff, and faculty. All safety and health concerns are reported to the Crisis Management Team, Student Support Services, or any college employee or administrator. The NWIC Campus Safety and Security Manual outlines policies and procedures to handle safety and health issues at the institution.

As noted above, NWIC uses many temporary modular buildings, trailers, and older facilities that require substantial maintenance and refurbishing. These exact a substantial cost in human and financial resources. With advances in technology, contemporary classrooms must be multifunctional; unfortunately, many of our older ones are not. Moreover, since the college does not universally own its own extended campus facilities, it depends on the host tribes to provide necessary maintenance.

Recommendations

Develop annual and long-term plans and alternatives for remodeling, renovation, and major maintenance.

Inspect extended campus facilities for issues related to safety and ADA compliance and partner with tribal maintenance departments to address the identified issues.

Regard for Health, Safety, and Accessibility

The vast majority of college facilities are in compliance with ADA accessibility standards. To provide wheelchair accessibility to some of the modular buildings, the college has constructed wood ramps. The second story of the faculty modular building at the Lummi campus is not accessible by those with some physical disabilities. In addition, some modular facilities have limited bathroom accessibility because of the restrictive nature of the interior walls and room size. Institutional policy, however, provides for relocation if a class or activity is scheduled in an inaccessible location and a student or faculty member with special needs wants to participate.

By contrast, all new facilities are being designed and constructed using universal design features and will fully comply with the uniform building code and ADA standards. As part of the new renovation pro-
gram, the college is adding automatic doors in older buildings.

To address safety and security concerns on the south campus, 17 light poles were strategically placed throughout the parking area and along pathways between buildings.

Many north campus buildings were not designed to meet today’s ADA guidelines. The college ensures compliance by adding ramps and arranging furniture and equipment to allow accessibility. However, due to limited space and ground conditions, ramp steepness is occasionally a challenge for some. Two Lummi campus buildings do not have ramps, requiring accommodation for people with special needs.

**Recommendations**

Schedule non-ADA compliant buildings for renovation or removal.

**Appropriateness of Off-Campus Facilities**

NWIC offers educational programming at five extended campuses. The Memoranda of Understanding with tribal governments hosting the campuses stipulates that the tribes provide program space. Therefore, partnering tribes have created or dedicated space for instructional purposes.

As the college has grown, so has the sophistication of programs. This has required upgrading furnishings and facilities to meet technology and course requirements. Extended campus facilities are dedicated to educational purposes based on student enrollment and anticipated growth.

NWIC collaborated with the Swinomish Indian Tribal Community, in LaConner, Washington to construct a classroom/office building at the Swinomish extended campus site, modeled after the NWIC classroom prototype. The structure mirrors the Kwina classroom/office building, but was modified to include a science lab – allowing for future consideration of the BSNES degree course offerings.

The college provides and maintains a sufficient number of computers at the extended campuses to sustain and enhance students’ learning.

Many extended campuses share small community libraries within the tribal educational facilities. Students also have access to the NWIC library via the internet and interlibrary loan, as well as to local libraries.

The new Swinomish classroom/office building is the first extended campus to include a science lab. The Muckleshoot and Nez Perce campuses have negotiated agreements with local school districts to give students access to science lab facilities.

As stated earlier, typically, extended campus facilities are provided by the respective tribes and may not be located in a suitable learning and teaching environment. Conflicting room use and distractions are common. Classrooms, offices, study areas, computer labs, ITV rooms, advising areas, and meeting places often share the same limited space. Physical resources limit programs.

**Recommendations**

Work with partnering tribes to document and overcome impediments to teaching and learning re-
lated to extended campus facilities.

Facilities Owned/Operated by Others

As noted above, instruction often takes place in facilities owned and operated by our partner tribes.

In these cases, NWIC must work within the confines of existing facilities that partner tribes provide. These facilities were typically designed for purposes other than higher education. This can restrict program delivery and/or course offerings. For example, science labs and equipment at some extended campuses either do not exist or are limited, making face-to-face hands-on learning a challenge and limiting the capacity to offer 300-400 level NES courses at extended campus sites.

Equipment and Materials

Adequate Equipment

The Lummi campus has adequate laboratory equipment for students, faculty, and staff. This includes distance learning technology equipment as well as science laboratory classrooms. Science labs on the Lummi campus include this equipment:

- Liquid chromatography mass spectrometer
- Gas chromatography mass spectrometer
- Total organic carbon atomizer
- Fluorometer
- Infrared spectrophotometer
- AA spectrophotometer
- Photobioreactor
- Water pumps, water sterilizers, temperature monitors, pH measurers, heat exchangers, steam boilers.

In addition, the college has two boats capable of navigating saltwater and freshwater environments.

Hands-on laboratory facilities are also available to students at the Lummi campus through:

- Lummi Nation aquaria with fresh and salt water systems
- Two Lummi Nation fish hatcheries
- Lummi Nation shellfish hatchery

NWIC provides chemistry lab kits that are appropriate for use by students at extended campuses and other distance learning sites. Agreements with local tribal or public schools provide some extended campuses with lab access.

At the Lummi campus, administrators, faculty, and staff have computers with internet access and all necessary software and peripherals. Lummi campus students have computer labs or classrooms with computers that have internet access and up-to-date software. At the Lummi campus, there are 224 computers for employees, 81 computers for students, 98 laptops for either students or employees, and 23 servers.

Through our Memoranda of Understanding, some host tribes of our extended campuses provide computers for NWIC students, faculty, administrators, and staff. At the extended campuses, NWIC provides 50 computers for employees and 19 for students.

NWIC has a fleet of 10 vehicles used for staff, student, and faculty transportation. Eight are owned by the college, and two are leased. The entire fleet includes three 15-passenger vans, four sedans, one pick up, one flat-bed truck, and one small utility van. In 2008, the college purchased two Toyota Prius sedans to address fuel effi-
ciency and economy. Maintenance schedules are provided by the departments responsible for their respective vehicles. In 2010, the Maintenance Department began comprehensive maintenance checks and service of all college vehicles to centralize the fleet’s care.

Although the Lummi campus has well-equipped science labs, the extended campuses have more limited facilities. Equipment is generally grant funded. Some of the more advanced equipment requires training or technical expertise. Because instructional training is often not attached to the acquisition, it requires additional fundraising. Moreover, space and infrastructure can become critical concerns when equipment is brought into classrooms not designed to accommodate it.

**Recommendations**

Allocate sufficient training and maintenance funds for student and faculty training on the use of more sophisticated equipment.

Identify more laboratory-based learning opportunities for extended campus students.

**Equipment Maintenance and Inventory**

NWIC’s Purchasing and Receiving departments manage a running inventory of all equipment at the college. As equipment is received, each piece is recorded and tagged with a numerical sticker for inventory purposes. Policies exist for the removal and disposal of equipment that is damaged, no longer in service, or transferred by location.

The college contracts with an independent auditing firm to conduct an annual audit in accordance with the Generally Accepted Accounting Principles (GAAP) standards issued by the Comptroller General of the United States. Those standards dictate that a physical inventory be taken at least once every two years and be reconciled to the equipment records of the college. NWIC has a documented history of adhering to this requirement.

Inventoried equipment is located throughout the Lummi and extended campuses, and at times may change location, be put into storage, or disposed of without following proper procedures. On occasion, valuable equipment is stolen or lost and is not reported until much later. Televisions, phones, computers, and maintenance equipment have been stolen from both unmonitored and secured rooms.

**Hazardous Materials**

Hazardous materials are stored in a locked storage room in OSHA approved cabinets. The chemistry room has two functional fume hoods that are inspected regularly. Material safety data sheets (MSDS) for all chemicals are stored in a binder in the chemistry lab. Staying up to date on new chemical information is an ongoing process. Appropriate MSDS are added as chemicals are purchased. Science faculty and lab technicians are knowledgeable and teach students how to use and dispose of hazardous chemicals safely. In addition, a safety instruction computer program is accessible to students. Laboratory technicians adhere to a weekly inspection list to maintain a safe and clean research facility. An OSHA/safety lab has been completed and certificates have been made available in the chemistry lab. The new natural science lab will have a chemistry lab, a separate storage room, fume hoods in the classroom, and an emergency shower stall.

The Bureau of Indian Affairs conducted a hazardous materials inspection of all tribal
schools, including tribally controlled colleges, in 2007. NWIC was cited for not correctly storing and disposing of fluorescent light tubes. The inspection noted that new and used tube boxes were stored unlabeled in a similar location and that proper disposal documentation was not kept on file. NWIC excelled in all other aspects of hazardous material handling, storage, usage, and disposal.

Physical Resources Planning

Master Plan Consistent with Mission

NWIC master planning is defined by the following historical planning efforts:

- 1970: The Lummi Comprehensive Plan identifies need for a community college.
- 1973: Lummi Community College accepts its first students.
- 1999: NBBJ Architects create the first master plan for a campus on Bellingham Bay.
- 2001: NWIC purchases 113 acres for a new campus.
- 2003: University of Washington landscape and architecture graduate students develop a master plan for the 113-acre south campus.
- 2004: MITHUN Architects complete the NWIC master plan.
- 2008: NWIC implements the master plan using the new Capital Campaign Development program and begins construction on three new buildings on the south campus and the one at Swinomish Tribe.
- 2009: NWIC begins construction on two new buildings at the south campus and begins architectural design on four more new buildings for the south campus.
- 2009-10: NWIC is updating the Campus Master Plan with the ZERVAS Group to include three new buildings: a workforce training facility, a multipurpose gym, and the president’s residence. The plan also includes additional ancillary parking, sidewalks, roads, and infrastructure.

The current NWIC Campus Master Plan\(^8\) details the development of the 113-acre south campus at Lummi. Faculty, administrators, staff, students, alumni, and key community members all participated in the planning process to assure compliance with the college's mission and goals.

This Master Plan lays out the vision for a campus that will eventually include over 25 buildings accommodating the need for classrooms, offices for staff, administration and faculty, and other support facilities. The plan highlights the priority of new buildings; incorporates cultural ideals for the most effective building designs; and outlines infrastructure needs, anticipated costs, and a plan for execution. Phase I of the four-phase master plan has been fully implemented. Phase II is underway.

Updating the current master plan and designs for additional buildings is an ongoing experience. The Capital Campaign dovetails appropriately with planned construction and future development needs and trends.

Phase III emphasizes the design of culturally relevant facilities that are environmentally sustainable and incorporate a technological and expandable infrastructure. The NWIC Facilities Committee reviews all proposals for space allocations and remodeling. The Construction/Finance Team provides oversight of the construction and finance environment for facilities, land, remodeling, etc. This team meets monthly.\(^9\) Where required, the administrative team forwards all recommenda-
tions to the board of trustees, and the board has final approval on major construction and contracts.

Developed immediately prior to the 2004 master plan was the Northwest Indian College Strategic Plan: 2004 – 2009. It resulted in the adoption of a new NWIC mission statement:

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

This plan also identified four strategic goals, all of which are relevant to the master-planning process:

1. NWIC strengthens individual and tribal prosperity through excellent and culturally relevant education, research, and training.
2. NWIC increases resources to fulfill its mission.
3. NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.
4. NIWC builds sustainable tribal communities and people through promotion of healthy living, leadership development, and community development.

Implementing the master plan has been an economic challenge. Difficulties have arisen due to underestimated bids from contractors, inflated costs of materials and labor, and long periods between design estimates and actual bid selections. In addition, funding sources are limited. Most buildings require multiple funding sources, creating a myriad of reporting and approval processes and regulations that can hinder progress.

Construction of facilities at extended campuses requires the participation of the host tribes.

Acquisition/Allocation of Capital and Operating Funds

In 2006, following a fundraising feasibility “campaign advancement study,” the combined boards of the college and foundation agreed to undertake a comprehensive $40.2 million campaign. This includes $36.5 million for capital buildings, distance learning improvements, and the development of a four-year degree program, plus $2.87 million for financial independence (capacity building funds, student scholarships, faculty assistance, and a building endowment).

The fundraising campaign is counseled by Bateman Consulting, a Seattle firm that specializes in strategic fundraising, philanthropy, and program development. Members of the fund-raising team meet weekly to plan strategies that ensure the campaign stays on track. The team is led by the President and includes the NWIC Development Office Director and staff.

Fundraising efforts and opportunities for a small school like NWIC consume time and resources. The President and Development Office devote much of their time to promoting the college’s Capital Campaign for Development and seeking donors. Major renovations are funded through grants or the Capital Campaign for Development, with limited annual allocation for building maintenance and renovation.

Special Constituencies

All new buildings on the new south campus meet or exceed ADA standards. All but two existing buildings on the north campus have been renovated and mod-
ified to ensure ADA compliancy. All facilities at extended campuses meet or exceed ADA standards.

The addition of student housing on the Lummi campus has magnified the need for a formal security plan. The house parent and resident aide in student housing undertake some security-related duties. Security cameras are located throughout student housing, and a generator ensures operation during emergencies.

Budget limitations prevent hiring a nighttime security guard. The college relies on the support and commitment of the tribal police to monitor the campus regularly.

The upper floor of the existing two-story modular building on the north campus is inaccessible to those with mobility impairments. Design imperfections, prohibitive costs, and its probable short lifespan make it unlikely that accessibility features will be added.

**Recommendations**

Identify funding sources for security personnel.

**Trustee and Constituent Involvement**

The Northwest Indian College Strategic Plan: 2004—2009 was created in 2003 and updated in 2009. In 2010, the college created a new strategic plan.

Through a series of retreats, campus-wide planning sessions, and focus groups, the college community examined its mission, vision, and purposes. A 2009 community needs assessment provided guidance on academic and program priorities. Other planning contributions were made in the form of student and staff surveys and a review of prior planning efforts. Six hundred and twenty-three completed surveys provided the college with a glimpse into the lives of Indian people throughout the region. The process was expansive and inclusive.

The goals and objectives of the strategic plan require an expansion of college facilities. To ensure compliance with the college’s mission and goals, planning for the new campus and expanded facilities at the extended campuses also involves a broad range of constituents, including trustees, faculty, administration, staff, students, alumni, and members of all partnering communities.

**Exhibits**

1. Exhibit 8.1 Capital Campaign Development Program Strategy
2. Exhibit 8.2 Renovation Chart
3. Exhibit 8.3 New building designs
4. Exhibit 8.4 NWIC Safety Manual
5. Exhibit 8.5 Memoranda of Understanding with tribal governments hosting the campuses
6. Exhibit 8.6 Extended Campuses’ Memoranda of Understanding
7. Exhibit 8.7 NWIC Inventory Lists and Draft Asset Disposal Policy
8. Exhibit 8.8 NWIC Campus Master Plan
9. Exhibit 8.9 Construction/Finance Team minutes
Figure 13: Campus map
<table>
<thead>
<tr>
<th>#</th>
<th>BUILDINGS</th>
<th>SQ. FT.</th>
<th>BUILT / ACQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Central Administration</td>
<td>2,730</td>
<td>April 1991 – used modular</td>
</tr>
<tr>
<td>2</td>
<td>Human Resources/ Cooperative Extension</td>
<td>910</td>
<td>November 1998 – used modular</td>
</tr>
<tr>
<td>3</td>
<td>Learning Assistance Center</td>
<td>1,300</td>
<td>1935 – existing wood structure</td>
</tr>
<tr>
<td>4</td>
<td>Faculty and Classroom</td>
<td>3,700</td>
<td>January 1998 – used modular</td>
</tr>
<tr>
<td>5</td>
<td>Library/WorkFirst/ Center for Service Learning</td>
<td>5,000</td>
<td>1935 – existing wood structure</td>
</tr>
<tr>
<td>6</td>
<td>Math &amp; Writing Center</td>
<td>580</td>
<td>1990 – existing wood structure</td>
</tr>
<tr>
<td>7</td>
<td>Cultural Arts Center</td>
<td>2,800</td>
<td>1935 – existing wood structure</td>
</tr>
<tr>
<td>8</td>
<td>Computer Lab</td>
<td>1,800</td>
<td>November 1989 – new wood structure</td>
</tr>
<tr>
<td>9</td>
<td>Accounting/Finance Department</td>
<td>1,600</td>
<td>December 1986 – used modular</td>
</tr>
<tr>
<td>10</td>
<td>Instructional Administration Building</td>
<td>4,160</td>
<td>December 1986 – used modular</td>
</tr>
<tr>
<td>11</td>
<td>Science Building</td>
<td>6,370</td>
<td>September 1992 – used modular</td>
</tr>
<tr>
<td>12</td>
<td>Student Services</td>
<td>2,730</td>
<td>January 1992 – used modular</td>
</tr>
<tr>
<td>13</td>
<td>Student Activity Center</td>
<td>4,000</td>
<td>Jan 1995 – used modular</td>
</tr>
<tr>
<td>14</td>
<td>Student Union</td>
<td>960</td>
<td>May 1996 – used modular</td>
</tr>
<tr>
<td>15</td>
<td>Kwina Office/ Classroom Building</td>
<td>4,252</td>
<td>September 2007 – new wood structure</td>
</tr>
<tr>
<td>16</td>
<td>Center for Student Success</td>
<td>10,000</td>
<td>Construction to be completed in spring 2010</td>
</tr>
<tr>
<td>17</td>
<td>Natural Resources Laboratory</td>
<td>4,252</td>
<td>Construction to be completed in summer 2010</td>
</tr>
<tr>
<td>18</td>
<td>Early Childhood Learning Center</td>
<td>2,480</td>
<td>September 2007 – new wood structure</td>
</tr>
<tr>
<td>19</td>
<td>Student Housing/ Dining Hall</td>
<td>20,000</td>
<td>September 2006 – new wood structure</td>
</tr>
<tr>
<td>20</td>
<td>Coast Salish Institute/Longhouse</td>
<td>13,373</td>
<td>Construction to begin Fall 2010</td>
</tr>
<tr>
<td>21</td>
<td>Library/Technology Center</td>
<td>17,400</td>
<td>Construction to begin spring 2011</td>
</tr>
<tr>
<td>22</td>
<td>Cooperative Extension</td>
<td>4,100</td>
<td>Construction to begin Summer 2010</td>
</tr>
<tr>
<td>23</td>
<td>Construction Trades</td>
<td>4,250</td>
<td>Jan 1997 – (Not on site)</td>
</tr>
</tbody>
</table>

Figure 14: Campus Map Legend
Standard Nine: Institutional Integrity

NWIC is dedicated to providing the Native people of the Pacific Northwest with an education that values and promotes self-awareness. The latter is necessary to: achieve confidence, esteem, and pride; build a career; create a “self-sufficient” lifestyle; and support life-long learning.

For our student body, self-awareness opportunities must include a study of Native American culture, values, and history. By integrating traditional knowledge of indigenous people with a mainstream education, NWIC shows students how to have career options and success, while still honoring themselves, their communities, and their beliefs.

The Administration, staff, and faculty build and maintain relationships with students, their families, and the tribal governments that support and host NWIC.

NWIC is chartered by the Lummi Nation, governed by a Board of Trustees, and administered by the President, who reports to the Board of Trustees. This balance of governance ensures that the mission of the college and the integrity of the student experience remain at the forefront.

As described in Standard 6, the Board of Trustees is appointed by the Lummi Indian Business Council, the governing body of the Lummi Nation. Each trustee must sign both an agreement to serve NWIC students and a conflict of interest agreement stating that their personal interests do not impact their board activities. Likewise, all staff and faculty are governed by the NWIC code of ethics, a policy that was approved by the Board of Trustees on December 16, 2003, and disseminated to all new employees via the personnel policy manual. The code of ethics “is meant to be educational and aspirational to show all members of the College community the climate that we foster, and expresses the ethical principles and guidelines for the conduct of all Northwest Indian College employees”.

While the Code of Ethics has a section dedicated to “Integrity,” the direct references to conflict of interest can be found under “Honor and Trust” (D.9-11). The definitions for the Code of Ethics elaborate:

**Integrity** – Soundness of moral principle; the character of uncorrupted virtue; uprightness, honesty, sincerity;

**Honor** – High respect, reverence, reputation, good name;

**Trust** – Faith or confidence in the loyalty, strength, veracity, etc. of a person or thing; reliance on the truth of a statement, etc., without examination.

It is within the boundaries of these virtues and principles that NWIC operates. NWIC reinforces the foundation of integrity throughout the institution with published policies, handbooks, and manuals. Staff and faculty find guidance in many documents:

- The Finance Manual provides policies to ensure the integrity of the institution’s financial management.
- The Grants Manager Manual ensures faculty, staff, and administrators managing grant funds have support and
guidance in that work (in addition to the support of the Office of Sponsored Programs).

- The Administrative Handbook provides the Administrative Team with a “go to” place for important policies, calendars, etc.
- The aforementioned Personnel Policy Manual governs all staff, faculty, and administration in institutional expectations for behavior and participation in the NWIC community.
- The Administrative Handbook provides the Administrative Team with a “go to” place for important policies, calendars, etc.
- The aforementioned Personnel Policy Manual governs all staff, faculty, and administration in institutional expectations for behavior and participation in the NWIC community.
- The Faculty Handbook guides instructional staff in their institutional and classroom endeavors.
- The Campus Safety and Security Manual provides direction for ensuring protection of the campus community.
- The Curriculum Committee Handbook reflects NWIC’s commitment to the integrity of instruction and offers guidance to both committee members and the institution as a whole on the integration and delicate balance of life and learning.

These and all other institutional policies, manuals, and handbooks are reviewed regularly and amended as needed as described in the Policy Review Schedule.

Instructional Integrity

NWIC strives to ensure that faculty understand the mission and goals of the institution. The NWIC Faculty Handbook offers foundational guidance:

- Because tribal colleges are unique when compared with non-Native academic institutions, and because of NWIC’s origins and diversity, many cultural considerations apply here that may not be encountered at mainstream academic institutions.
- Many of these considerations may represent new concepts and experiences for NWIC faculty members, especially those who are non-Native or who have previously had limited experience and interactions with Native American peoples and communities. The ability and willingness to learn from and work with others with diverse assumptions, values, and goals will contribute significantly to the ongoing and future success of Northwest Indian College.

Due to NWIC’s unique context, the institution adopted a policy of respectful practice and responsibility regarding cultural information. This requires all instructors and students to refrain from:

1. Inappropriate use of culturally sensitive information, especially spiritual information;
2. Unauthorized commercial or other exploitive use of tribal/cultural information;
3. Unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information;
4. 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 and the Faculty Handbook, page 23).

As reflected in Standard 4, NWIC works hard to maintain an environment of trust and honor with its faculty.

The NWIC academic freedom and responsibility policy can be found in the Faculty Handbook, page 23. It reads:

In order to promote the condition whereby both the students 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:

1. 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.

2. 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 their profession and their institution by their utterances. Hence, he/she should show respect for the opinions of others, and should indicate that he/she is not an institutional spokesperson.

Consistent with this policy, NWIC faculty do not experience unwarranted interference with the exercise of their instructional and academic endeavors.

The NWIC faculty and administration are exploring different avenues for faculty governance that support the current shared governance. Currently, the faculty elect liaisons to meet with academic administration (including the President). The liaisons facilitate faculty meetings and provide a bridge to the administration if and when concerns or questions arise. Additionally, the Dean and Associate Dean of Academics and Distance Learning meet regularly with faculty, and faculty have representation on most institutional committees and teams.

The Academic Administration reviews faculty workload quarterly to ensure faculty are not overly burdened, are available to students, and have opportunity to participate in institutional activities and to pursue their individual scholarly activities. The faculty workload plan includes five areas: teaching, service (committee participation and advising), research publications, conferences and presentations, and miscellaneous activities, such as curriculum development (see faculty workload worksheet).

The faculty role in maintaining the integrity of the NWIC curriculum is critical, as is the role of curricula in ensuring the instructional integrity of the institution. As a tribal college, it is imperative that curricula reflect not only the scholarly aspects of learning, but also respect the role of culture in the learning process.

There is no formal process for faculty orientation. NWIC supports the development of Coast Salish cultural diversity materials and presentations as a way to culturally inform new faculty. Because in many instances, the non-Native faculty is unfamiliar with the culture of the Coast Salish tribes and other tribes we serve, their education in our modern and historic experiences as Natives is a critical part of our development. To address the faculty role in maintaining the integrity of the NWIC curriculum and the importance of the role of culture in the learning process, the Coast Salish Institute supports engaged conversations among the faculty to connect their mainstream teaching and appropriate cultural knowledge to connect our curriculum with the students we serve.
Recommendations

Implement a formal orientation process for new faculty.

In evolving to a four-year degree granting institution, NWIC has taken steps to ensure that the college supports an “indigenized” curriculum in current and future four-year degrees. For instance, in the development of the BSNES degree, care was taken to ensure that the degree was not duplicative of a mainstream environmental science degree, but would equip our students with both a mainstream and traditional/cultural understanding of environmental sciences. A key goal in this process has been to ensure that there is respect for traditional ways of knowing (i.e. “traditional ecological knowledge” or TEK) and different ways of learning.

NWIC has made a commitment to incorporate a service-learning pedagogy throughout our academic programming as a means for students to enhance their learning, apply their scholarship, and provide service to their communities. The philosophy of service-learning mirrors traditional cultural practices that encourage community members and students to use newly acquired skills in service to the community.

“Service-learning increases the capacity of schools and communities to engage students in active learning and service. Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Students apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. Through service-learning students apply critical thinking and problem solving skills to concerns such as hunger, pollution, and diversity.”

~ National Leadership Council

“Service Learning is education in action.”

~ Senator John Glenn

Other institutional efforts to ensure instructional integrity include the development of teaching and learning tools for faculty, extensive work on the interrelation of institutional, program, and course outcomes and significant and focused attention to the experience of the first-year student (see faculty website at http://blogs.nwic.edu/faculty/).

Integrity in Research

The evolution of NWIC as a four-year degree granting institution has presented many opportunities for academic research:

- The recent research grant awards to the newly established NWIC Center for Health through the Native American Research Center for Health (NARCH) has solidified the role of NWIC in tribal community-based participatory research with other research institutions, including the University of Washington and Washington State University.
- Our BSNES program has received a U.S. Department of Agriculture research grant to study the health of Bellingham Bay.
- The National Science Foundation has designated NWIC as a Research Experiences for Undergraduates (REU) site and supports our work in these areas: 1) restoration ecology and salmon fisheries; 2) non-point source pollution and water quality assessment; 3) shellfish and fisheries aquaculture technologies; 4) development and use of appropriate GIS and remote sensing tools that recognize intellectual property rights, with sensitivity and confidentiality, and that intersect with...
knowledge-based systems traditionally used by Coast Salish people to store and transfer knowledge and information; 5) native plants population dynamics and restoration; and 6) the bioculture and socio-ecology of the “Salish Bio-Region.”

- The NWIC Cooperative Extension Office has received a U.S. Department of Agriculture Research Innovation and Development Grants in Economics (RIDGE) to use historical data about traditional foods of Puget Sound Indians to create a healthier diet and lifestyle for Indian people today.

- Our Extension Office has received a U.S. Department of Agriculture research grant to explore the incorporation of traditional culture into activities that promote healthy food behavior.

As NWIC expands its participation in research, it is essential that the integrity of our partner tribes is maintained. Tribal communities have a long held and justifiable distrust of research. Far too often, research in tribal communities has been used to the community’s detriment. NWIC recognizes the responsibility that comes with research in tribal communities and is breaking new ground in ensuring that this responsibility is upheld. (See the Consortium Agreement with the University of Washington).

As NWIC secures a research role in the wider educational community, the importance of “equitable partnerships” has become increasingly evident. Cooperative grant applications, memoranda of understanding, and other partnership agreements build and support the capacity of NWIC to serve the needs of our students and our tribal partners.

As NWIC grows in its participation and facilitation in academic research so does the institutional support that guides this work. For example, the NWIC institutional review board (IRB) reviews all proposed and active health research projects for NWIC and for the Lummi Nation. This helps to ensure protection of human subjects. Whenever possible, these research projects provide our students with hands-on experience and expose them to appropriate models of tribal research.

Even as a two-year institution, NWIC has been fortunate to have faculty contribute to the scholarship of learning through publication. As the level of research participation and faculty scholarship has increased, there has been a recognized need for an academic publications policy. This would not only celebrate the publishing accomplishments of the NWIC community, but also ensure that published reports are available to our stakeholders and that our commitment to tribal values will be upheld. To meet this need, faculty and staff are in the process of developing just such an academic publications policy. Also, the college library is developing protocols to collect and share the scholarly work of present and past NWIC faculty.

As academic integrity is the key to a successful research experience, NWIC must develop an Academic Publications Policy to ensure integrity and high quality in publications by strict adherence to professional standards within, externally, and to individual ethical codes and by self-regulation. The overarching goal should be to promote compliance with the highest scholarly standards and prescribe procedures for impartial fact-finding and fair adjudication of allegations of academic misconduct.

**Recommendations**

Promote transparency of the research experience by dissemina-
tion of research projects and findings through diverse media.

Build institutional capacity to educate the broader tribal community about community based participatory research.

Develop Academic Publications Policy.

**Integrity of the Student Experience**

NWIC students both contribute to and benefit from the foundational expectations of trust and honor as referenced in Standard 3. They are governed and informed through the following documents:

- Student handbook
- Resident life policy
- Financial aid handbook
- Student constitution, bylaws and election code
- The college catalog establishes a contract between the college and the student, and lets the student know what to expect from the institution and what will be expected of them.
- Specific to the four-year degree program, the Native Environmental Science Program Handbook ensures that students in that program have degree-related information and guidance throughout their studies.

NWIC holds in utmost respect and trust the commitment to and relationship with the student body. In keeping with this commitment, NWIC provides the following assurances:

- NWIC upholds the Family Educational Rights and Privacy Act (FERPA). A training video is made available to all faculty and staff to ensure that student rights are upheld. FERPA fact sheets are also available to faculty, staff, and students. An extensive section in the course catalog is devoted to student rights and responsibilities and includes FERPA information on pages 20 and 36 through 39.
- The college catalog includes detailed information on student conduct policy, grievance procedures, nondiscrimination, and equal opportunity policies (pp. 37-38).
- The annual class schedule also includes FERPA facts, as well as detailed information on drop policies and financial obligations (pp. 3, 17, 31, 45-57).
- All students receive a printed student handbook that goes into greater detail regarding conduct, responsibilities, and rights.
- In addition to standard scholarship opportunities with tribal entities and other third parties, students have the option to apply for hardship and second chance scholarships to help with unexpected and unique situations. To help students avoid the financial hardship of unpaid tuition, a policy of allowing instructors to do a discretionary drop for students who fail to attend class the first two weeks has been instituted and incorporated into the Registration Form.

NWIC believes it is as important for students to inform the institution as it is for the institution to inform the students. We have implemented several avenues for facilitating this exchange:

- The student survey and assessment tools offer students the chance to provide input and serve as critical evidence of whether the college is living up to its obligation. Results are reviewed and made available on the college website. Topics include classes, self-studies, and, most recently, the
First Year Experience self study results.

- Students are able to submit course evaluations online.
- The elected student council has direct access to the administration.
- The President hosts periodic (usually monthly) student luncheons. These provide a free and open forum for all students to express themselves. The luncheons were instrumental in the development of the interdisciplinary concentration degree option within the BSNES degree. Many BSNES students found the program of study too restrictive and felt it did not meet their career goals. They asked for an opportunity to individualize their studies. That this led to the development of an interdisciplinary concentration within the BSNES degree offers compelling evidence that students can play a significant role in the offerings of the institution.

NWIC has long recognized that the success of tribal college students can often be defined in their first year of attendance. During the 2008-2009 academic year, a comprehensive assessment was done to improve the quality of the first year student experience, enrollment, and retention. This effort was supported by Foundations of Excellence: www.fyfoundations.org.

Commitment to academic integrity and high student expectations can be enhanced for our students through our continued commitment to:

- Educate and involve students in discussions about promoting and sustaining an institutional climate of academic integrity.
- Formulate clear and consistent methods of communication promoting acceptable participation and engage-

External Integrity

NWIC has a reputation for integrity with external entities. State and federal funding agents trust that NWIC will live up to its granting obligations in terms of outcomes and grants management. NWIC has had audits with no significant findings for the past four years.

NWIC is in compliance with all federal reporting agencies and represents itself accurately and honestly to its constituencies, the public, and current and future students through several venues. We participate in the American Indian Measures for Success (AIMS) initiative that was begun in 2004 by the American Indian Higher Education Consortium. The current report can be found at http://www.aihec.org/resources/AIMS.cfm.


Assembly, production, and dissemination of information are monitored by the Registrar and the Office of Institutional Research to ensure accuracy, consistency, and continuous improvement of both internal data collection methods and institutional assessment efforts. The institutional data management systems are facilitated through the Jenzabar system. Twice in recent years NWIC has initiated internal data audits by Jenzabar staff to guarantee the systems are functioning well and at capacity. In addition, the Office of Institutional Research is facilitating an internal self study of NWIC’s data processes and working to ensure reports are consistent
and support the needs of the institutional mission.

NWIC demonstrates its commitment to institutional transparency by providing access to its reports and data in many forms:

- The NWIC website publishes outcomes for all surveys, assessments, and self-studies at www2.nwic.edu/faculty/assessment/.
- Annual Fact Sheets\(^{32}\) inform both internal and external constituencies of key data regarding the institution and its student body.
- An Annual Report\(^{33}\) informs constituencies of NWIC’s work, accomplishments, ongoing activities, and progress. This report is distributed to the Lummi Indian Business Council and funding agencies, and is made available to the public.
- The NWIC Strategic Plan\(^{34}\) is posted on the college website. By the accreditation review, NWIC will have an updated strategic plan.
- The accomplishments of the strategic plan of 2004-09 have been reported by the Office of Research and Sponsored Programs in formal report documents\(^{35}\) so constituencies can follow the college’s progress in those efforts.

The NWIC PR/Publications Committee is responsible for the integrity of these and all campus publications. This committee also ensures the NWIC logo is used to convey an accurate and consistent representation of the college in its media-based tools and activities.

NWIC has a prominent presence in several tribal communities in the Pacific Northwest. Many tribal governments have negotiated formal memoranda of agreement\(^{36}\) for NWIC educational services. Others have no formal agreements, but invite NWIC to offer classes to their community members. The formal MOUs with extended campus sites are approved and signed by the tribal chair, the chair of the NWIC Board of Trustees, and the college President to ensure the integrity of the educational partnership.

NWIC is also working to establish formal MOUs with the research partner tribes of the NWICCH and NARCH projects and the NICMERE project\(^{37}\). Through these agreements, NWIC supports the delicate trust that exists between tribal communities and researchers.

**Global Integrity**

NWIC demonstrates a commitment to the global community through educational activities (such as conferences and seminars) and environmental responsibility. These include:

- The Fourth Annual *Vine Deloria, Jr. Indigenous Studies Symposium*. This annual event honors the life and work of the late Lakota scholar. Through intellectually-driven panels, scholars from throughout the United States and Canada explore new ideas in areas of particular interest to Deloria, including philosophy, religion and spirituality, law and policy, and education.
- **Red Alert Conference**: The Impact of Climate Change on Northwest Coast Tribal Fisheries. This conference brought together fisheries biologists with tribal traditionalists, leaders, and fishermen to address the issue of climate change as it impacts tribal fisheries, especially in the area of salmon and shellfish.
- **Tribal College Forum IV: Sacred Lands, Sacred Trust - A Geo-spatial and Spiritual Perspective**. Western scientists and tribal people explored how geospatial technology can be used to protect sacred lands and sites.
• **The Summit on Indigenous Service Learning.** In its 3rd year, this annual event examines the concepts, principles, and goals of indigenous service-learning, provides experiential opportunities in service-learning, and highlights service-learning projects from throughout the region.

Institutional activities that reflect our commitment to environmental responsibility include:

• “Green” construction efforts:
  - low impact development
  - solar panels
  - energy and atmospheric conservation
  - use of reclaimed water and water conservation
  - forest certified wood and recycled content in construction materials
  - natural ventilation and energy efficient heating/ventilation/air conditioning units
  - resourceful material use and indoor environment (natural light and non-toxic materials)
• College-wide recycling programs
• Use of hybrid vehicles
• The selection of Native Environmental Sciences as the first four-year degree program, reflecting our ongoing commitment to respect and preserve the relationship of the Coast Salish people with the land.

**Sustainability**

To meet the long-term needs of the students and communities NWIC serves, all planning and growth is geared toward the sustainability of the institution and its endeavors. The growth of the Lummi campus, the extended campus sites, the educational programming, and support services are based on current and future needs. Short and long-term budgetary impacts govern decisions about staff and faculty, and educational programming and support activities are developed and administered through a student-centered process.

The message of NWIC is clear and consistent. The philosophy of NWIC, as presented in our strategic plan, is as follows:

**Sele-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 that we take care of our land and the water and everything that is on it and in it.

**Xwlemi-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.

The integrity, honor, and trust that guides NWIC is embedded in these practices.

**Exhibit**

1. Exhibit 9.1 NWIC Faculty Handbook pg. 13
2. Exhibit 9.3 Agreement to serve NWIC students; Conflict of interest agreement
3. Exhibit 9.4 NWIC Code of Ethics
4. Exhibit 9.5 NWIC Personnel policy manual
5. Exhibit 9.6 NWIC Code of Ethics
| Exhibit 9.8 | NWIC Grants Manager Manual |
| Exhibit 9.9 | NWIC Administrative Handbook |
| Exhibit 9.10 | NWIC Faculty Handbook |
| Exhibit 9.11 | NWIC Campus Safety and Security Manual |
| Exhibit 9.12 | NWIC Curriculum Committee Handbook |
| Exhibit 9.13 | NWIC Policy Review Schedule |
| Exhibit 9.14 | NWIC Faculty Handbook |
| Exhibit 9.15 | NWIC Teams and Committee List |
| Exhibit 9.16 | NWIC Faculty Workload worksheet |
| Exhibit 9.17 | Consortium Agreement with the University of Washington |
| Exhibit 9.18 | NWIC Student handbook |
| Exhibit 9.19 | NWIC Resident life policy |
| Exhibit 9.20 | NWIC Financial aid handbook |
| Exhibit 9.21 | NWIC Student constitution, bylaws and election code |
| Exhibit 9.22 | NWIC College catalog |
| Exhibit 9.23 | NWIC Native Environmental Science Program Handbook |
| Exhibit 9.24 | FERPA fact sheets |
| Exhibit 9.25 | Course catalog |
| Exhibit 9.26 | NWIC Annual class schedule |
| Exhibit 9.27 | NWIC Student Handbook |
| Exhibit 9.28 | Hardship and second chance scholarships |
| Exhibit 9.29 | NWIC Registration Form |
| Exhibit 9.30 | Student survey and assessment tools |
| Exhibit 9.31 | Data management system Audit Reports |
| Exhibit 9.32 | NWIC Annual Fact Sheets |
| Exhibit 9.33 | NWIC Annual Report |
| Exhibit 9.34 | NWIC Strategic Plan |
| Exhibit 9.35 | Accomplishments of the strategic plan reports |
| Exhibit 9.36 | Memoranda of Agreement |
| Exhibit 9.37 | MOUs with the NWICCH, NARCH and NICMERE projects |
## Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Associate of Arts and Sciences</td>
</tr>
<tr>
<td>ADA</td>
<td>American with Disabilities Act</td>
</tr>
<tr>
<td>AIBL</td>
<td>American Indian Business Leaders</td>
</tr>
<tr>
<td>AIHEC</td>
<td>American Indian Higher Education Consortium</td>
</tr>
<tr>
<td>AIMSS</td>
<td>American Indian Measures of Student Success</td>
</tr>
<tr>
<td>AISES</td>
<td>American Indian Sciences and Engineering Society</td>
</tr>
<tr>
<td>AKIS</td>
<td>AIMSS Key Indicator System</td>
</tr>
<tr>
<td>ANA</td>
<td>Administration for Native American</td>
</tr>
<tr>
<td>AS</td>
<td>Associate of Science</td>
</tr>
<tr>
<td>ASNWIC</td>
<td>Associated Students of Northwest Indian College (Student Government)</td>
</tr>
<tr>
<td>ATA</td>
<td>Associate of Technical Arts</td>
</tr>
<tr>
<td>BIA</td>
<td>Bureau of Indian Affairs</td>
</tr>
<tr>
<td>BSNES</td>
<td>Bachelor of Science in Native Environmental Science Degree</td>
</tr>
<tr>
<td>CASUS</td>
<td>Comprehensive Assessment of Student Ability Survey</td>
</tr>
<tr>
<td>CAC</td>
<td>Cultural Arts Center</td>
</tr>
<tr>
<td>CC</td>
<td>Curriculum Committee</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CSS</td>
<td>Center for Student Success</td>
</tr>
<tr>
<td>CDIB</td>
<td>Certified Degree of Indian Blood</td>
</tr>
<tr>
<td>CIB</td>
<td>Certificate of Indian Blood</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>COLA</td>
<td>Cost of Living Adjustment</td>
</tr>
<tr>
<td>COMPASS</td>
<td>Computer Adaptive Placement Assessment and Support System</td>
</tr>
<tr>
<td>COPS</td>
<td>Career Occupational Preference System</td>
</tr>
<tr>
<td>CSI</td>
<td>Coast Salish Institute</td>
</tr>
<tr>
<td>CSS</td>
<td>Center for Student Success</td>
</tr>
<tr>
<td>DLC</td>
<td>Distance Learning Center</td>
</tr>
<tr>
<td>DNR</td>
<td>Department of Natural Resources</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DTA</td>
<td>Direct Transfer Agreement</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>ECPDN</td>
<td>Early Childhood Professional Development Network</td>
</tr>
<tr>
<td>EDGAR</td>
<td>Education Department General Administration Regulations</td>
</tr>
<tr>
<td>EPA</td>
<td>Environmental Protection Agency</td>
</tr>
<tr>
<td>ES</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>FA</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>FAC</td>
<td>Faculty and Classroom Building</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>FEM</td>
<td>Family Education Model</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act of 1974</td>
</tr>
<tr>
<td>FOE</td>
<td>Foundation of Excellence</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>FSEOG</td>
<td>Federal Supplemental Educational Opportunity Grant</td>
</tr>
<tr>
<td>FSSE</td>
<td>Faculty Survey of Student Engagement</td>
</tr>
<tr>
<td>FYE</td>
<td>First Year Experience</td>
</tr>
<tr>
<td>GAAP</td>
<td>Generally Accepted Auditing Principles</td>
</tr>
<tr>
<td>GASB</td>
<td>Government Accounting Standards Board</td>
</tr>
<tr>
<td>GED</td>
<td>General Educational Development</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HMDV</td>
<td>Human Development</td>
</tr>
<tr>
<td>ICRC</td>
<td>Washington Intercollege Relations Commission</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>IL</td>
<td>Individualized Learning</td>
</tr>
<tr>
<td>IL</td>
<td>Interlibrary Loan Service</td>
</tr>
<tr>
<td>IMSL</td>
<td>Institute of Museum and Library Services</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
</tr>
<tr>
<td>ISC</td>
<td>Indian Student Count</td>
</tr>
<tr>
<td>ISIR</td>
<td>Institutional Student Information Record</td>
</tr>
<tr>
<td>ITV</td>
<td>Interactive Television</td>
</tr>
<tr>
<td>JICS</td>
<td>Jenzabar Internet Campus Solutions</td>
</tr>
<tr>
<td>LAC</td>
<td>Learning Assistance Center</td>
</tr>
<tr>
<td>LC</td>
<td>Learning Contract</td>
</tr>
<tr>
<td>LIBC</td>
<td>Lummi Indian Business Council</td>
</tr>
<tr>
<td>LISA</td>
<td>Lummi Indian School of Aquaculture</td>
</tr>
<tr>
<td>LRLS</td>
<td>Lummi Reservation Library System</td>
</tr>
<tr>
<td>LSCA</td>
<td>Library Services &amp; Construction Act</td>
</tr>
<tr>
<td>LSTA</td>
<td>Library Services &amp; Technology Act</td>
</tr>
<tr>
<td>MARC</td>
<td>Machine Readable Catalog</td>
</tr>
<tr>
<td>MBS</td>
<td>MBS Direct On-line Bookstore</td>
</tr>
<tr>
<td>MOA</td>
<td>Memoranda of Agreement</td>
</tr>
<tr>
<td>MOVU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NACUBO</td>
<td>National Association of College and University Business Officers</td>
</tr>
<tr>
<td>NASA</td>
<td>National Aeronautics and Space Administration</td>
</tr>
<tr>
<td>NEW</td>
<td>Native Employment Works</td>
</tr>
<tr>
<td>NSF</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>NSLDS</td>
<td>National Student Loan Data System</td>
</tr>
<tr>
<td>NWIC</td>
<td>Northwest Indian College</td>
</tr>
<tr>
<td>NWICCH</td>
<td>Northwest Indian College Center for Health</td>
</tr>
<tr>
<td>NWICSCL</td>
<td>Northwest Indian College Student Council</td>
</tr>
<tr>
<td>OAR</td>
<td>Ongoing Academic Review</td>
</tr>
<tr>
<td>OCLC</td>
<td>Online Computer Library Service</td>
</tr>
<tr>
<td>OMB</td>
<td>Office of Management and Budget</td>
</tr>
<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PLE</td>
<td>Prior Learning Experience</td>
</tr>
<tr>
<td>REU</td>
<td>Research Experience for Undergraduates</td>
</tr>
<tr>
<td>SAR</td>
<td>Student Aid Report</td>
</tr>
<tr>
<td>SEB</td>
<td>Student Executive Board</td>
</tr>
<tr>
<td>SEDG</td>
<td>Supplemental Educational Opportunity Grants</td>
</tr>
<tr>
<td>SEVIS</td>
<td>Student Exchange Visa Information System</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>SFR</td>
<td>Student Financial Resources</td>
</tr>
<tr>
<td>SIGI+</td>
<td>System of Interactive Guidance and Information Plus</td>
</tr>
<tr>
<td>SIRS</td>
<td>Social Issues Resources Services</td>
</tr>
<tr>
<td>SL</td>
<td>Student Lounge</td>
</tr>
<tr>
<td>SNG</td>
<td>Washington State Need Grants</td>
</tr>
<tr>
<td>SOAR</td>
<td>Student Outreach and Academic Resources</td>
</tr>
<tr>
<td>SSCR</td>
<td>Student Status Confirmation Reports</td>
</tr>
<tr>
<td>SSS</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>STARS</td>
<td>State Training and Registry System</td>
</tr>
<tr>
<td>SSCR</td>
<td>Student Status Confirmation Reports</td>
</tr>
<tr>
<td>SYETP</td>
<td>Summer Youth Employment and Training Program</td>
</tr>
<tr>
<td>TABE</td>
<td>Test of Adult Basic Education</td>
</tr>
<tr>
<td>TCCC</td>
<td>Tribally Controlled Community Colleges</td>
</tr>
<tr>
<td>TCY</td>
<td>Tribal Colleges and Universities</td>
</tr>
<tr>
<td>TCUP</td>
<td>Tribal Colleges and Universities Program</td>
</tr>
<tr>
<td>TENRM</td>
<td>Tribal Environmental and Natural Resources Management</td>
</tr>
<tr>
<td>USDA</td>
<td>United States Department of Agriculture</td>
</tr>
<tr>
<td>USDOE</td>
<td>United States Department of Education</td>
</tr>
<tr>
<td>WCC</td>
<td>Whatcom Community College</td>
</tr>
<tr>
<td>WLN</td>
<td>Western Library Network</td>
</tr>
<tr>
<td>WOIS</td>
<td>Washington Occupational Informational System</td>
</tr>
<tr>
<td>WSU</td>
<td>Washington State University</td>
</tr>
<tr>
<td>WWU</td>
<td>Western Washington University</td>
</tr>
<tr>
<td>YTPMPEN</td>
<td>Ya’e Tenges Peer Mentor Prevention Education Network</td>
</tr>
</tbody>
</table>