

2010 NWIC SELF-STUDY RECOMMENDATIONS

Standard 1—Mission and Goals

1. Strengthen the NIWC process for continuous improvement to include the following:
 - a. Annual institutional performance will be measured through the College’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 will use 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 ensures 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.
2. Maintain the tribal community-based identity of NWIC in Strategic Plans.

Standard 2-Educational Program

1. 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 modify existing programs.
2. 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).

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3. Inputs (Plans and Strategies)
 - a. 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.
 - b. Reevaluate the timelines and resource allocations in the 2007-2012 Assessment Plan and make adjustments, as necessary.
 - c. Modify the Assessment Plan to include indigenous evaluation approaches.
 - d. Offer faculty and administrators more training in indigenous evaluation.
4. Assessment process:
 - a. 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.
5. Direct Indicators of Student Learning:
 - a. Articulate a process and timeline to complete development of program outcomes.
 - b. Implement program outcomes for all programs of study in a catalog addendum by June 2011.
 - c. Identify key courses in each program of study where program outcomes will be assessed.
 - d. Integrate program outcomes and assessment measures into those courses.
 - e. Provide faculty with time to implement the Assessment Plan for all programs of study.
 - f. Prioritize collecting and evaluating data about student completion.
 - g. Complete the development of measureable cultural outcomes and integrate them into program and course outcomes.

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6. Indirect Indicators of student learning:
 - a. Implement course evaluation software to collect, maintain, and report student evaluations.
 - b. Review student course evaluations from quarter-to-quarter to improve teaching and learning.
7. Institutional data:
 - a. Develop tribal college benchmark data to analyze institutional capacity building and development.
 - b. Collect data for the continuous improvement process.
8. Enhance the processes for curricular review to help ensure the integrity of the general education requirements as understood both within and outside of NWIC.
9. Continue to strengthen our general education courses. Possibly evaluate the benefits of offering more linked or interdisciplinary courses.
10. Complete articulation agreements with colleges and universities in Idaho.
11. Complete policies and procedures to define the functions of faculty advisors and complete the advising training manual.
12. Evaluate our testing and placement procedures.
13. Track student progress after they have completed developmental coursework.
14. Continue to pursue grant opportunities to develop facilities and improve teaching and learning environment at extended campuses.
15. 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.
16. Independent Learning:
 - a. Revise the self-evaluation to make it more relevant to the mode of instruction.

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- b. Document and make accommodations for students who have difficulty obtaining materials and completing work.
 - c. Develop and implement a system for monitoring tests.
 - d. Increase Independent learning faculty pay to account for increased interaction between the instructor and the students.
17. Learning Contracts—determine which courses need to be offered through learning contracts.
18. Credit for Life Experience
- a. Develop and implement a system to fairly compensate faculty who work with students seeking Credit for Life Experience.
 - b. Create a transcript designation that shows when students have earned Credit for Life Experience.
19. Credit by Course Challenge:
- a. 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.
 - b. Ask the Curriculum Committee to devise consistent criteria by which courses can be challenged, as well as criteria to evaluate students who challenge courses.
20. Continue to expand on existing collaborations in the Early College program.
21. Invest resources in improving and expanding programs at extended campuses for high school students.
22. Address financial challenges of the Running Start Program.
23. Explore best practices for working with students who are at high risk due to economic or other circumstances.
24. 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.

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25. Include orientation to distance modalities in First-Year-Experience seminars.
26. 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.
27. Develop a course enrollment form that is a combination registration/CEU form.
28. Provide enhanced training to people who will be responsible for registering students in CEU or clock hour courses.
29. Create systems to increase the response rate for evaluation of non-credit courses.

Standard 3—Students

1. Develop and maintain a career services section on NWIC's webpage to provide greater exposure for our students.
2. Evaluate the apparent inconsistencies in enrollment data and identification of program of study and develop and implement policies and procedures to minimize these inconsistencies.
3. Explore whether or not enrollment services is the more appropriate place to report enrollment to the NSLDS (National Student Loan Data System).
4. Explore health insurance options for students not eligible for services at the Lummi Health Clinic.

Standard 4—Faculty

1. Perform an annual review of faculty participation in standing and ad hoc committees to ensure broad representation and participation.
2. Clarify the role and structures for faculty in NWIC shared governance informed by studies on shared governance and the teaching and learning environment.
3. Clarify the roles and structure of the Faculty Roundtable.
4. 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

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activities, or other college assignments, are accounted for adequately in assigning teaching and other assignments.

5. 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.
6. 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; and what needs to be included for discarded.
7. Review potential faculty retirements over the next five years and develop a plan to recruit and replace retiring faculty.
8. Perform a market analysis for part-time faculty and consider options for increasing part-time faculty wages over time to become more competitive.
9. 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.
10. 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; and what needs to be included or discarded.
11. Articulate college-wide research and publication guidelines.
12. Finalize and disseminate the IRB handbook.
13. Monitor and ensure inclusion of institutional research goals and practices in all policy and procedure statements including in grant and program development.
14. Update the faculty Handbook to include guidelines on performing non-grant funded research and adherence to IRB guidelines.
15. Articulate policy and procedures that describe the faculty role in the development and administration of research policies and procedures.
16. Include consideration for special projects, college initiatives, and professional development in the regular review of faculty workload and assignments.
17. 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.

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Standard 5—Library

1. Distribute Library Advisory Committee meeting notes and minutes
2. Conduct a face-to-face community assessment/survey at NWIC graduation or through the Library Advisory Committee to ensure better response.
3. Develop relationships with public, university, and community college libraries at extended campus locations to improve student and faculty access.
4. 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.
5. Explore strategies to get more faculty input when acquiring new holdings.
6. Implement, as appropriate, additional recommendations of the external evaluator:
 - a. Continue to curate and promote web-based resources to increase access to information at both the Lummi campus and distance learning sites.
 - b. Continue efforts to train staff, instructors, site staff, and students on techniques for using available web-based resources.
 - c. 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.
 - d. Improve communication and integration of online resources and web-based course components, providing students an easy link between the two.
 - e. Improve the coordination between library, distance learning, and information technology staff.
 - f. Explore the development of an e-reserve to increase electronic information.

Standard 6—Governance and Administration (were the following included in the final draft?)

1. Posting minutes of SEB meetings more widely
2. Making presentations to various student groups about all parts of student governance.
3. Creating opportunities to comment on environmental issues (campus aesthetics, technology), academic decisions (program development), and financial aid.

Standard 7—Finance

1. Assess the effectiveness of the three year budget forecasting model, and if appropriate, implement strategies for change and identify the critical success factors and

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performance indicators to measure improvement, thus incorporating the budget into the College's continuous improvement model.

2. Establish a separate account for reserve funds.
3. Implement a financial analysis model for ancillary enterprises to work to increase profits for each.
4. Develop a financial orientation process for new board members.
5. Implement an effective grant post-award process, with the goal of reducing or eliminating grant compliance issues such as delinquency in reporting and requests for no cost extensions.

Standard 8—Physical Resources

1. Develop annual and long-term plans and alternatives for remodeling, renovation, and major maintenance.
2. Inspect extended campus facilities for issues related to safety and ADA compliance and partner with tribal maintenance departments to address the identified issues.
3. Schedule non-ADA compliant buildings for renovation or removal.
4. Work with partnering tribes to document and overcome impediments to teaching and learning related to extended campus facilities.
5. Allocate sufficient training and maintenance funds for student and faculty training on the use of more sophisticated equipment.
6. Identify more laboratory-based learning opportunities for extended campus students.
7. Identify funding sources for security personnel.

Standard 9—Institutional Integrity

1. Implement a formal orientation process for new faculty.
2. Promote transparency of the research experience by dissemination of research projects and findings through diverse media.

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3. Build instructional capacity to educate the broader tribal community based participatory research.