

11/15/2016



NORTHWEST
INDIAN
COLLEGE

ANALYSIS OF MISSION FULFILLMENT

2016 SWOT Analysis Activity | All Staff

ENGAGE INDIGENOUS KNOWLEDGE	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Place-based education • Passing down knowledge (elders, knowledge carriers) • Faculty, guest speakers • Four-year degree programs developed in response to community need • Native staff that have background in indigenous knowledge • Coast Salish Institute • Vine Deloria Symposium • Curriculum informs students of laws, treaties, and policies 	<ul style="list-style-type: none"> • Indigenous framework is not clearly defined • Xenophobia • Internal oppressive structures devalue who is heard and how • Native language is not taught • Mentoring of future educators • Shared understanding of college mission
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Apply indigenous framework • Engage students in defining “indigenous” and “self-determination” • Decolonize methodology across campus • Engage students with indigenous perspective, rationality, empowerment, and holistic learning • Publishing work of undergraduates • Sharing and connecting what we do and who we are, incorporating TEK in classes, research and all staff • Share with all staff publications to inform of good things we are doing • Include other tribal cultural and language courses • Allot budget for sites to invite their cultural leaders into the classroom as guest speakers 	<ul style="list-style-type: none"> • Students who are not from Lummi may feel the college excludes them influences retention • Students not prepared to walk in dual/plural worlds • We apply colonizing methods unknowingly • Not having a clear common definition of “Indigenous self-determination” • Not having cultural competency training or ability to attend trainings on such topics might mean our instructors fail the students, and thus, fail in promoting knowledge for self-determination. • Core courses not being offered every quarter is a detriment to student persistence

STUDENT SUCCESS	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Empowerment of NWIC alumni • High impact practices: mentoring; tutoring; TRIO-SSS program; Senior Capstone projects • Affordable tuition; scholarships; work study • Small class sizes • Staff is knowledgeable about the college and direct students to get right assistance • Environmental Science program is exemplary—well respected • Faculty support student persistence • Small college—feeling of family, care for, and value each other • Internships and Service Learning provide opportunity for community engagement 	<ul style="list-style-type: none"> • General education requirements • Accepting credits of students transferring to NWIC • Students need to receive financial aid in timely manner • Not meeting needs of students with disabilities • Student housing • Career Center (job placement) • Need more scholarships • Retention • Declining enrollment; recruitment; retention • Lack of faculty prep time • Adult students need more support in registration process • Students need continuous and ongoing training on alcohol and drugs • Site technology isn’t updated regularly and can be detrimental to student success
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Student motivated support networks • Work study that supports leadership development • Childcare scholarships • Develop new degree programs based on results of community needs survey-including master’s degree programs • Develop Career Center to help graduates secure jobs or enter graduate school • Provide space and support for non-Lummi students • Modify andragogy; addressing student educational patterns 	<ul style="list-style-type: none"> • Not preparing students adequately to persist • The percentage of job placement of graduates • Not acknowledging student problems at the current time when they need it most • Sports: students get to continue playing with little or no focus on academic strength

<ul style="list-style-type: none"> • Implement strategic enrollment plan • Build resilience in students in academic settings • Breaking the mold: moving from measured success to scaffolding • Improve coordination of student success programs to better care for learning disabilities • Greater emphasis on women’s athletics • Update library to be a more alive vibrant place to go; sell coffee, have food, reading room, writing mentors... (change from old-school idea of library to Learning Commons environment) • Start college canoe team and other relevant sports • 2+2 or 3+1 program in Teacher Education • Hire more recruiters 	
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ACCESS	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Capital campaign—new facilities • Multi-media education • Canvas online modalities; improved student management system; student access to their grades; online registration • Library • 2-Year programs • Website-continue to evolve, getting better, user friendly • DL is a strength—6 sites with 6 strong site coordinators • Staff space—students and staff feel comfortable • IT quick response to technology issues 	<ul style="list-style-type: none"> • Not all buildings are ADA accessible • Need to improve media relationships (news, radio, etc.) • Need more childcare services • Timely registration for workforce students • Communication glitches—frequent misdirected phone calls; access to website manager unknown • Technology glitches—ITV specifically; problems with big blue button on Canvas; need training
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Provide weekend courses/programs • Make online and web resources more accessible and useful • Expand workforce education training in response to job and market opportunities • Expand number of online courses • Articulation agreements for students transferring to graduate programs • Expand recruitment to all tribes in our region (Washington, Oregon, Idaho) • Use social media to recruit • Strengthen running start program 	<ul style="list-style-type: none"> • Some site campuses don’t have the technological structure to optimally support distance education

COMMUNITY	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Research opportunities • Research programs that provide internships that are culturally relevant • WWU & UW stakeholder connections • Good working relationships with most tribes (goes beyond the northwest) • Strong relationships with federal institutions like NOAA, NASA, USDA, NSF, ... • Cooperative Extension provides indigenous and experiential learning opportunities 	<ul style="list-style-type: none"> • Need more CEU opportunities • Lack of public knowledge about NWIC

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Expand collaboration/partnership with Indian Health Services, Natural Resources, tribal departments, internships, etc. • Explore how NWIC can support creating sustainable communities • Expand collaborations in sponsored research and community partnerships • Expand student internship placements outside tribal areas • Re-engage food sovereignty curriculum • Strength relationship and collaborate with tribal governing bodies at all sites 	<ul style="list-style-type: none"> • Need to address issues with narcotics, drugs, and alcohol • Existing in poverty mode, survival mode—we need think and wish bigger • Waiting for culture is a threat—we miss opportunities because we wait for elders to tell us “you’re ok” to do it • Declining community support—need to stay competitive and be responsive to community needs and interests • Dependence on grants to support vocational programming

OTHER	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Community Needs Survey • Community involvement in mission fulfillment 	<ul style="list-style-type: none"> • Broadness of mission statement leads to vague application at department level • Out of date organizational chart—update needed to define roles • Workload: key people have too many tasks • Reliance on grant funds • Tuition does not provide enough funding for the college • Low compensation for employees • Lack of cross curricular skill embedding (linear sequential education rather than context based skill development education) • Curriculum committee has become too bureaucratic—makes it harder to be cutting edge; process is a hardship for faculty
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Institutionalize successful grant programs • Survey alumni and use results for improvement • Focus on connection between finances and enrollment • Increase opportunities to help new and returning students feel welcome at NWIC • Beautification of campus grounds • Change the system from punitive to supportive for students with alcohol and drug issues • Expand advertising and community awareness of NWICs education and strengths • Expand time for faculty inquiry groups—don’t allow admin and institutional tasks to take up time for FIGs • Create pathways to political careers affecting tribal communities • Time allotted for employees to obtain degrees • Get people together to work smarter not harder • Find ways to give information to everyone • Involve Student Executive Board in policies • Develop Vision Statement • More four-year degrees; include general liberal arts degree • Develop minors for students to choose from • Public Information Officer—provide regular press releases featuring success of NWIC • Alumni Association should be part of the Development Office • Celebrate the college’s accomplishments 	<ul style="list-style-type: none"> • Federal funding cuts • Increased enrollment of non-tribal • Drop in enrollment • Lower completion of GED • Lack of skills at college level • Poverty • Lack of public awareness • Impact on tribal communities if NWIC does not provide opportunities for research • Loss of student funding due to inefficiency in implementing Learning Contracts (as result of too few credits) • Loss and change of leadership • Loss of native teachers in Early Learning Center • Lack of communication and plans for Emergency Preparedness • Secure funding: over reliance on grant funding • Climate change • Low enrollment; cancelled classes; loss of funding • Bias of local media; outside perceptions of NWIC • Practice of passing student who aren’t fully prepared • Donald Trump • War • Competition from other tribal colleges • Human Capital—turnover is a real threat to building capacity • Other college’s in close proximity to NWIC sites

This version is a compilation of all staff small group responses at Lummi campus and Extended Campus sites