

Achieving the Dream

ADVANCING OUR STUDENT SUCCESS AGENDA



Timeline

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graph LR; A[Preparation] --> B[Roll Out @ LU]; B --> C[Scale Up]; C --> D[Institutionalize]
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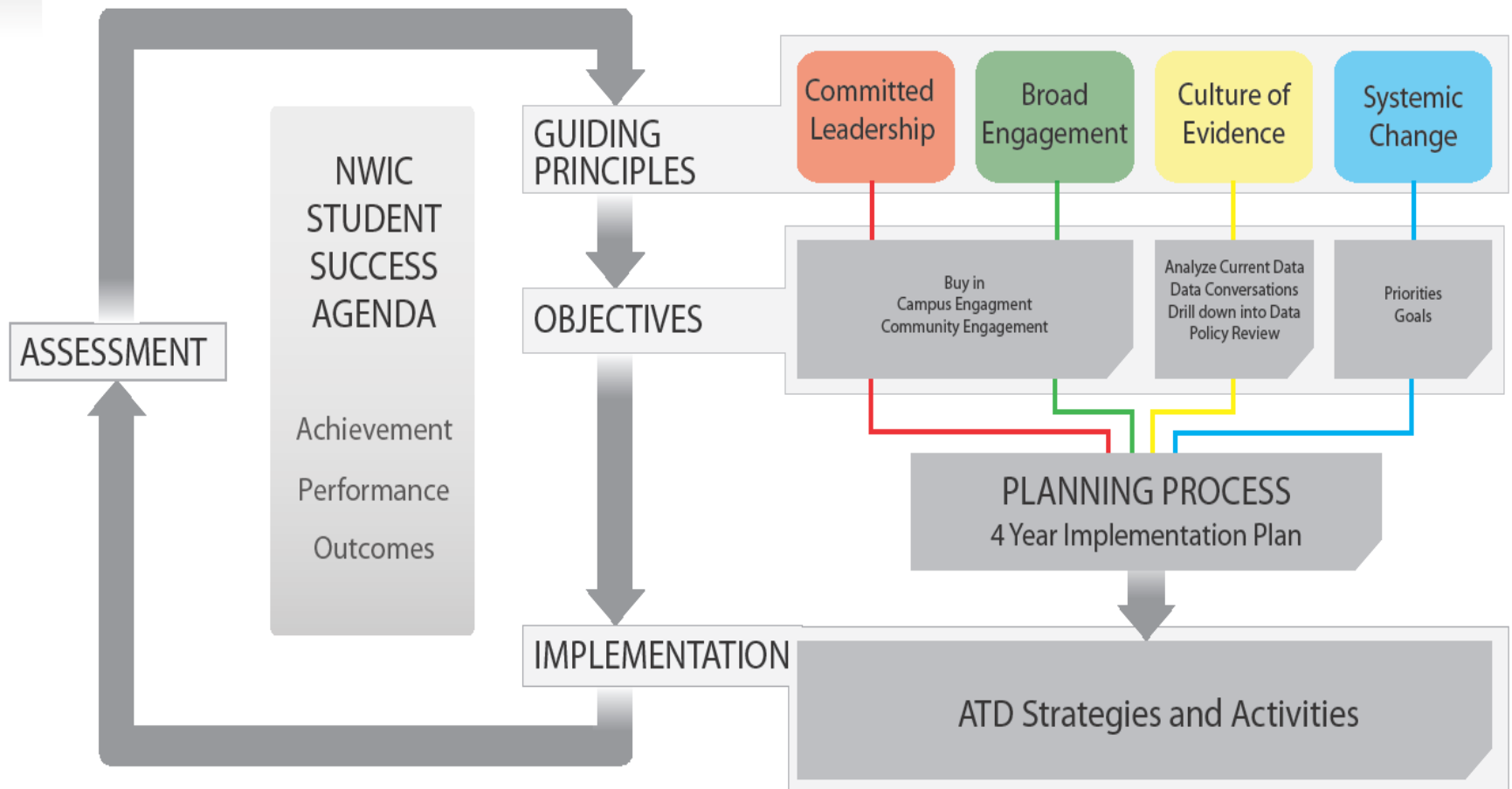
Preparation

Roll Out @
LU

Scale Up

Institutionalize

NWIC Achieving the Dream Planning Framework



| Planning | Initiating | Expanding | Sustaining |
|---|---|--|--|
| <p>Defined the gaps and considered solutions Engaged Stakeholders and build relationships</p> | <p>Created the interventions and established infrastructure</p> | <p>Created ownership at the sites, implementation from learning experiences here</p> | <p>Addressing practices and policies and Evaluation</p> |
| <p>Roll out to main campus and sites, engaging community members, students, staff and faculty</p> | <p>Collected data made changes based on the data</p> | <p>Began scaling up our three interventions to our extended sites. NWIC has 6 extended sites, attended orientation, met with an advisor regarding their educational plans and attended financial literacy workshops.</p> | <p>Continuing duties of Site-Based Student Success Coordinator</p> |
| <p>Data analysis of 2008,2009 and 2010 revealed two priority areas.</p> <p>Three interventions were developed</p> | | | |

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| | | <p>FT and PT Faculty involvement in all strategies.</p> <p>Quarterly report outs are part of our in-service meetings with the faculty and staff. The faculty remains consistent, part time faculty at the sites meet with our full time faculty at least once a quarter and many of our part time faculty at the main campus attend our twice weekly in service activities (professional development for faculty)</p> <p>Two site assistant managers attended a financial literacy training that NWIC was invited to that was sponsored by the USA funds. Financial literacy awareness is integrated in our developmental education English classes as a framework for preparedness intervention strategy</p> | <p>Changes to the orientation are based on the survey results from students, site managers, advisors, faculty, and site student success coordinator. Our low enrollment at orientation continues to be a challenge, however CSS is currently strategizing as to how to increase the enrollment and outreach to those students that do not attend</p> <p>Policy changes as a result of ATD: SAP policy and late registration in IL, LC, courses with a C or better to move to next level</p> <p>Emerging Native Scholars program FYE Equity STEM work in Math English revision of outcomes and rubrics Teaching and Learning Institute</p> |

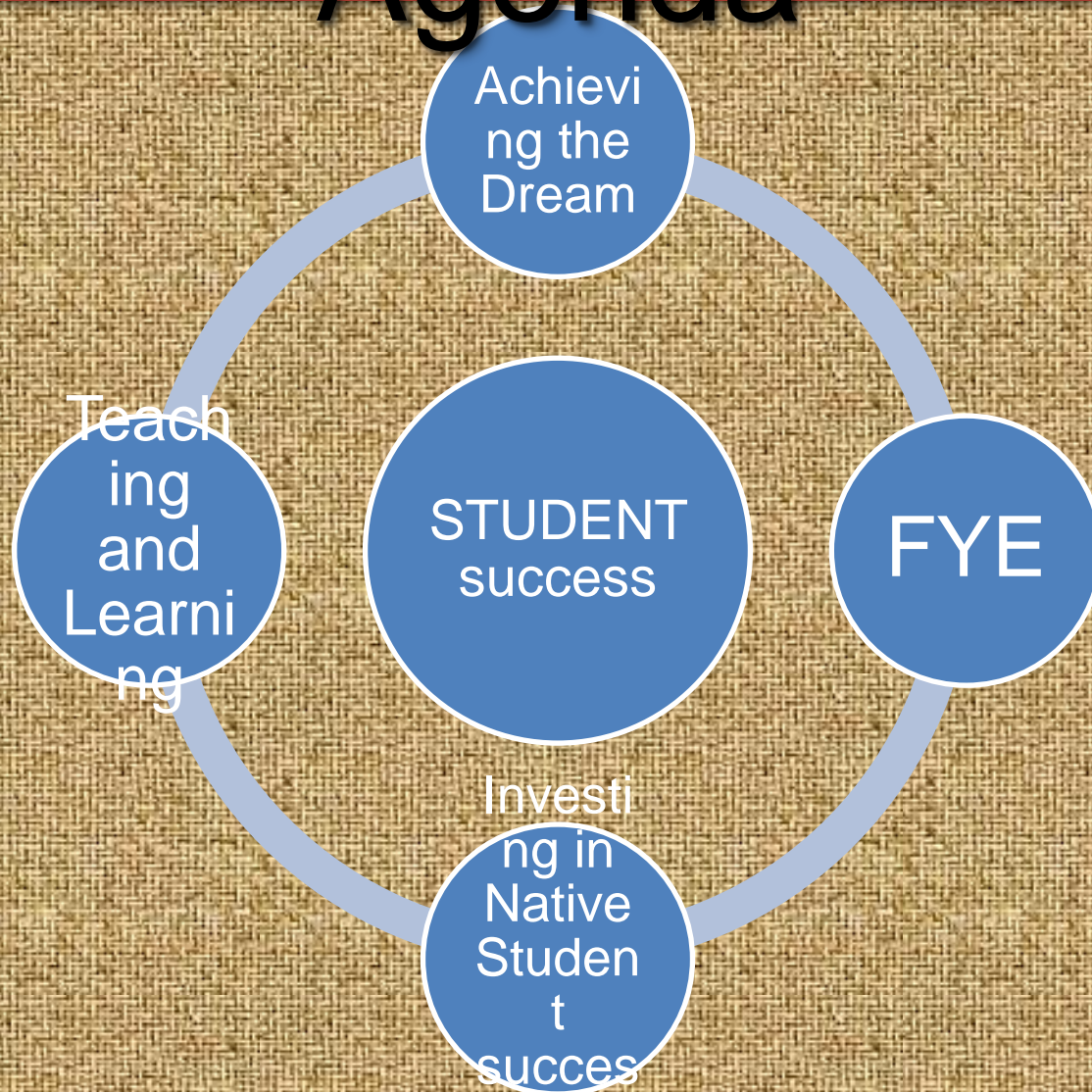
Cultural Material in Courses

- In English 98, students:
 - Recognize of impact/importance of written word
 - Build upon and develop their foundational writing skills
 - Begin to familiarize themselves with topics that pertain relationship(s) between Native people, tribes and the Federal Government
- In English 101, curriculum covers the following:
 - meaning of indigenous intellectualism,
 - purpose of language as critical communication,
 - study of American Indian rhetoric and argumentation strategies, and a
 - study of issues that arise in tribal community discourse. In centering the course on Native American voices and authorship and by privileging the educational needs and concerns of Native American students directly,
- The course seeks to affirm Native American college writers' knowledge as components to their development

Cultural Material in Courses

- Math Courses
 - Removed teacher from role as “answer book” and sole source of authority on knowledge
 - Classroom approach is validation of students’ diverse “ways of seeing”
 - Emphasizing the fact that all can be enriched different perspectives
- Mathematical objects
 - cultural artifacts produced by native people
 - beading patterns
 - validating traditional cultural practices are inherently mathematical and worthy of mathematical analysis.

The Student Success Agenda



IDENTITY

Successful NWIC students are rooted in their individual and collective personal and tribal identities, are connected to ancestral and contemporary life experiences that strengthen their tribal families and communities, promote sovereignty, and protect inherent rights.

Students are knowledgeable about their identity in the context of the place of their origin, as well as the qualities that comprise tribal identity, including governance and economic systems, kinship, homelands, socialization practices, beliefs, traditions, values, and Native languages.

Goal: Students connect their educational process to cultural restoration and tribal knowledge

1. Students connect their educational process with sense of place.
2. Students connect their educational process with what it means to be a People.
3. Students are knowledgeable about their identity in the context of the place of their origin.

Goal: Students are knowledgeable about historic and contemporary Native issues.

1. Students are knowledgeable of their own tribe's traditional practices, beliefs, values and language
2. Students are knowledgeable about contemporary tribal governance and economic issues

Goal: Students demonstrate the qualities of cultural and personal sovereignty.

1. Students access community resources that support their educational goals.
2. Students participate in communities of learning in support of their educational goals.



ACHIEVING THE DREAM

STUDENT SUCCESS COMMITMENT STATEMENT

"We are committed to: Supporting the educational dreams of our students and their academic achievement by building leadership skills, inspiring engagement, and strengthening their tribal identity."

The staff, faculty, and community of Northwest Indian College

Handwritten signatures and names surrounding the text, including: Steve Paulk, Kathryn Stovrl-Stevenson, Edna Jefferson, Bill Freeman, Victor Johnson, and many others.

NWIC Service Area – Scaling Up



Student Orientation @ Sites

- Mandatory at sites each quarter
- Includes:
 - ID Photos
 - Student Speakers
 - Cultural Events
 - Financial preparedness workshop
 - Holistic advising session



Strategy 1: Orientation @ Sites

Tulalip

- Native flutist and story telling

Nez Perce

- 25 students
- Nez Perce Horse Program experience

Port Gamble

- Singers and drummers

Muckleshoot

- 24 students
- Coffee lip balm demo

Swinomish

- Cement Stepping stones for 13 Moons Garden

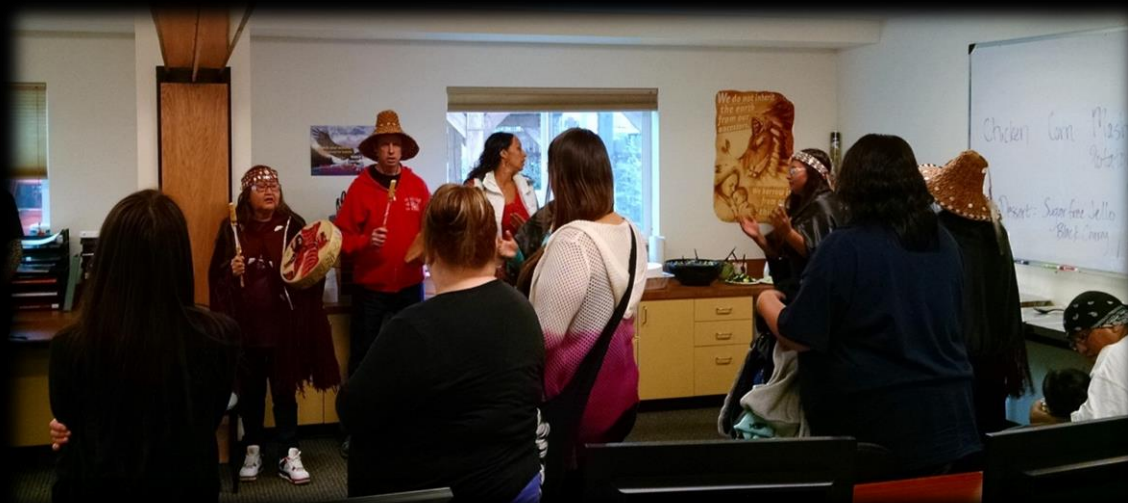
Nisqually

- Incoming/Outgoing Site manager exchange

Morgan SoHappy-
Muckleshoot carver



The Chia Fresca is a
natural and traditional
energy drink using
Chia from Southern
California Tribes



Nisqually Canoe

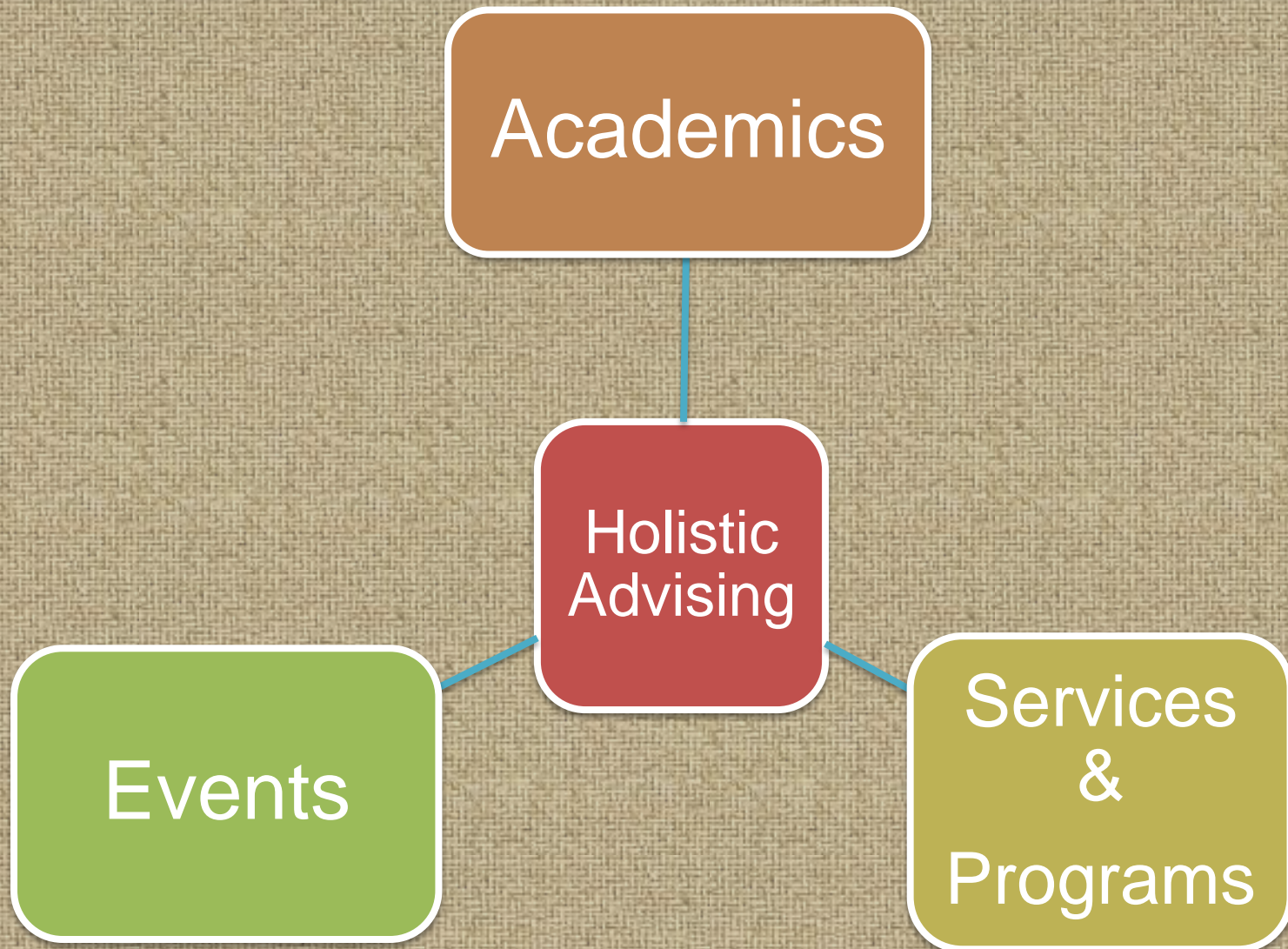


Strategy 2: Holistic Advising @ Sites

ATD Coaches encouraged stronger definitions and “philosophy” of holistic advising:

- Retention begins at point of admit
- Proactive versus reactive
- Intentional versus tangential efforts – no more “Hey, let’s try this”
- Multi-dimensional

Strategy 2: Holistic Advising @ Sites



Holistic Advising – Student Clubs

Events

- Each site has a student club
 - Swinomish 13 Moons Garden Club
 - Tulalip Gardens Culture Club
 - Port Gamble Culture Club
 - Muckleshoot “Four Directions” Scholarship Club
 - Nez Perce “A Team” Scholarship Club
 - Nisqually Study Jam Club

Holistic Advising – Events

Events

- SEB – Claudia Griffin
- NWIC Career Fair
 - Based on feedback from fall 2013 surveys, site students wanted to feel more connected in main campus and participate in college events. Site students attended the NWIC Career Fair at Lummi.
- President's Lunch

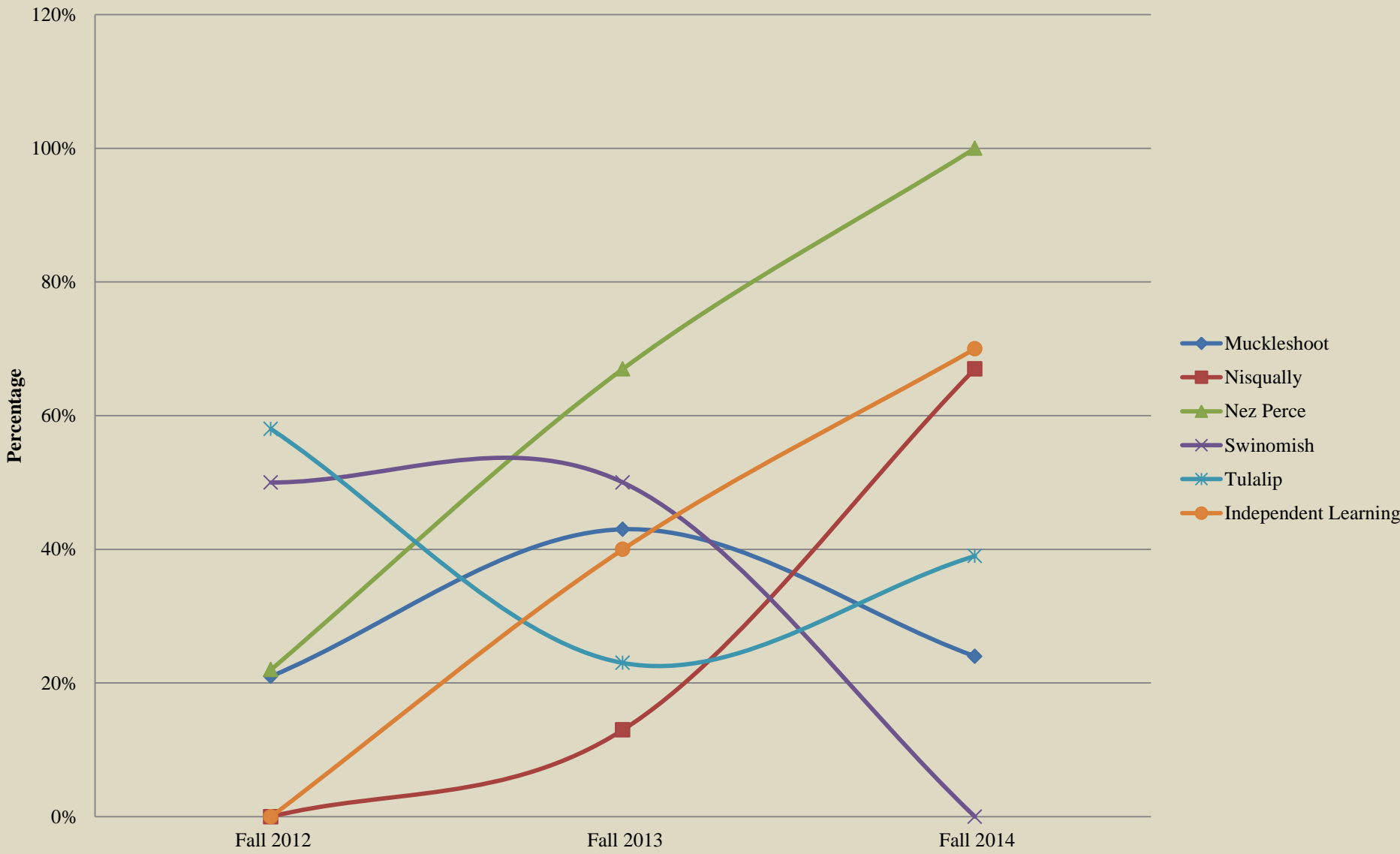
Holistic Advising – Services & Programs

Services
&
Programs

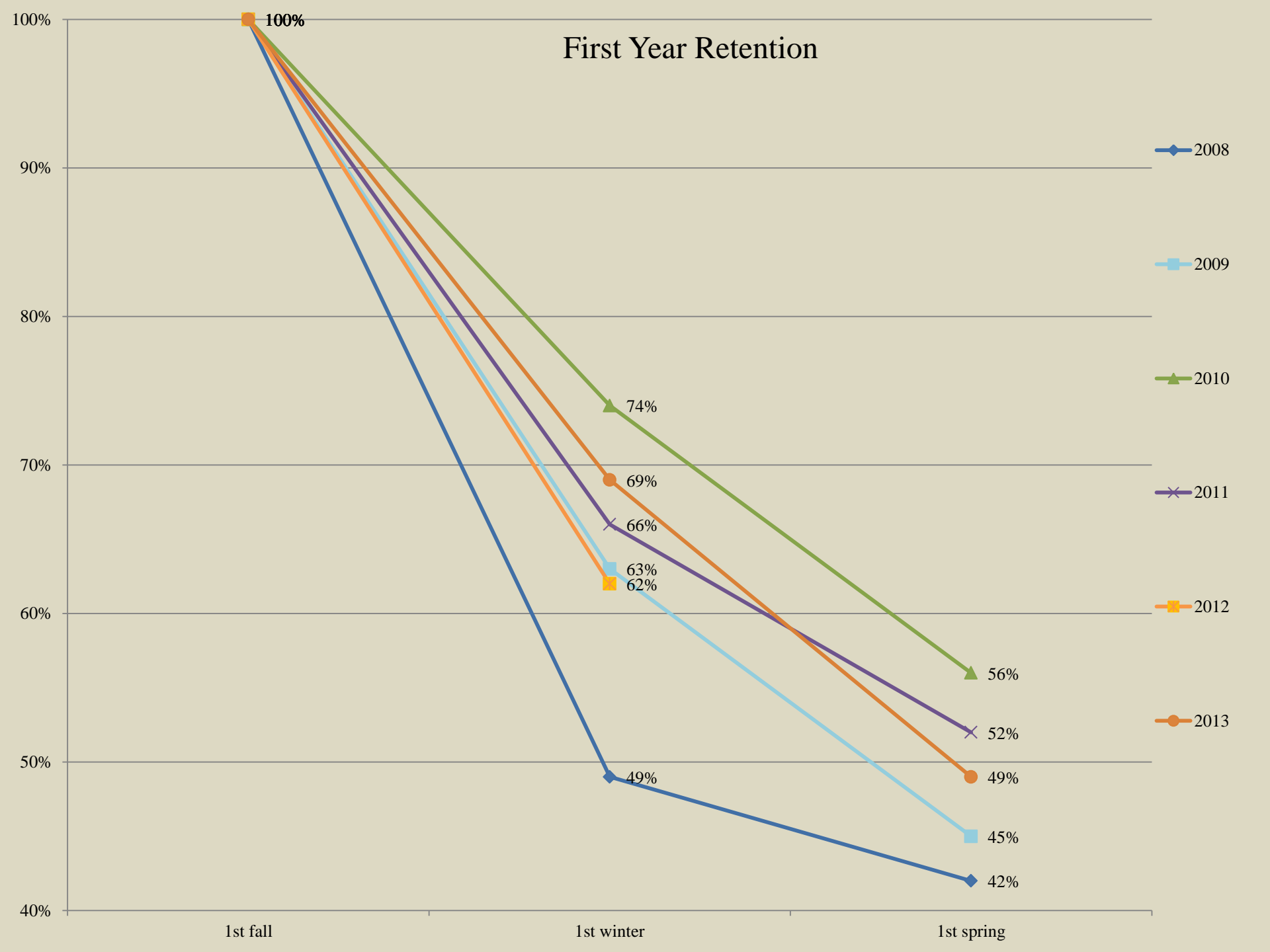
- Site visits
 - Financial Aid visits for scholarship workshops
 - Advisors visit to register students and troubleshoot
 - Site connections with main campus staff for CSS/Site Retreat.
 - Additional retreat added for Winter quarter 2015

Findings

Fall to Fall Retention by Site



First Year Retention



Challenges

- Staff Turnover – Advisors, Site managers
- Small numbers means huge changes in percentages

Strategy 2: Financial Preparedness

English 95

- College Knowledge – Week 5
- Writing for Personal Statement– Week 4

English 98

- Personal Statement – Week 2

Math 70

- Quarterly workshop in the classroom with Financial Literacy team from the Cooperative Extension

Math 98/99

- Longer class periods twice a week (labs)
- Financial Aid do a quarterly classroom visit

English 95/98

- Longer class periods twice a week (labs)
- Financial Aid do a quarterly classroom visit

HMDV 110

- Course Outcomes: Students will be able to:
- Examine wellness, life skills, and issues typically faced by college students including (...) financial planning

Findings

- Students awards
 - Average award for students who were in the financial preparedness intervention classes \$3308,
 - Average award of all students \$2241
- AICF TCU
 - 12% increase in applicants from 2012-2013 to 2013-2014
 - 5% increase in applicants from 2013-2014 to 2014 (current)

Strategy 2: Financial Preparedness- Scale up to sites

- Scholarship workshops
 - Held every quarter at student orientation
 - FAFSA Preparation
 - Personal statement workshop
 - Scholarship workshop
 - General financial aid advising



Institutionalization

Preparation

Roll Out @
LU

Scale Up

Institutionalize

- Culture of evidence-based decision making and continuous improvement permeates NWIC
- Making policy/procedural changes based on evidence:
 - Independent Learning registration deadline
 - Grade Change procedures