

Northwest Indian College

2016 COMMUNITY NEEDS SURVEY REPORT

Community Needs Survey

A Community Needs Survey was conducted by the Office of Institutional Research (June 2016). The majority of the participants completed the survey online. However, paper copies were made available at the entry if the Northwest Indian College (NWIC) Commencement location and at local tribal community events. 672 individuals from various tribal communities completed the survey.

TABLE OF CONTENTS

NEW PROGRAMS OF STUDY

- Baccalaureate Degrees 2
- Graduate Degrees..... 3
- Workforce Programs 4

COMMUNITY OUTREACH AND RESEARCH

- Community Education Units..... 5
- Research 6
- Distance Education Preferences..... 7

HIGHER EDUCATION CHALLENGES 8

APPENDIX 9

The intent of the community needs survey is to identify community interest and recommendations for new programs to be offered at NWIC in the next strategic plan cycle (2018-2025).

2016 Community Needs Report, Version 1 (does not include Lummi and Nez Perce tribal community focus groups results).

Community Interest in new Baccalaureate Degrees

Northwest Indian College currently offers four baccalaureate degrees including BA in Community Advocates and Responsive Education in Human Services; BA in Native Studies Leadership; BA in Tribal Governance and Business Management; and BS in Native Environmental Science. Survey participants were asked to select areas of interest for the future development for new Bachelor’s Degrees.

Very High 200+	High 100+	Moderate 50+	Low 10-49
Behavioral Health*	Nutrition	Secondary Education	Interdisciplinary Studies
Social Work	Engineering Technology	Physical Education	Geography
Nursing	Dentistry	Pharmacy	Cartography
Computer Technology	General Education	Museum Studies	
Mental Health Counseling	Indigenous Liberal Studies		
Early Childhood Education	Art i.e. fine art, graphic design, cinematic arts		
Elementary Education			

**Note: Behavioral Health was selected by more than 300 respondents.*

Highlights from the data

The highest interest for bachelor’s degrees was in the health field especially Behavioral Health. Nursing, Computer Technology, and Teacher Education (Early Childhood and Elementary Education) all were selected by more than 200 individuals.

Takeaway

Several tribal communities expressed interest in restoration of the beliefs and values that make their communities strong and healthy.

Community Interest in Future Development of Graduate and Post-Graduate Programs

Northwest Indian College does not currently offer graduate level degrees. However, within the next seven years it might be feasible to apply for accreditation for at least one degree at the graduate level. The community was surveyed to determine their highest interest in this area.

Very High 300+	High 200+	Moderate 100+	Low 50+
Business Administration	Law	Medicine	Dentistry
Social Work	Environmental Science/ Natural Resources	Rehabilitation Counseling	Curriculum and Instruction
	Educational Leadership (masters)	Educational Leadership (doctorate)	Fine Art
	Health	Computer Science	Pharmacy
		Psychology	
		Physical Therapy	

Highlights from the data

The Master’s in Business Administration and Master’s in Social Work both were selected by more than 300 individuals.

Takeaway

“A Master’s Degree in Business Administration (MBA) should now be offered at NWIC to strengthen what is currently available”, Muckleshoot Youth focus group.

Community Interest in Workforce Education Programs

Workforce Education includes associate degree, certificates, and courses that lead to certifications in skilled areas for employment. Participants were asked to choose 3 areas of interest that would meet community needs. 603 individuals responded to this section.

Very High 300+	High 200+	Moderate 100+	Low 1+
Victim Advocacy certificate	Certified Nursing Assistant-certificate	Dental Health Aid	Forestry
	Computer Science-associate degree	Marine Outboard maintenance	
	Paraprofessional Teacher Education-associate degree	Facilities Maintenance	

Highlights from the data

Victim Advocacy Certificate was selected by more than 300 individuals to provide support in such areas as domestic violence, victims of crime, and child advocacy.

Takeaway

The focus group discussions featured a high interest in competency-based programming in computer technology to prepare for jobs in such areas as: programming, coding, web design, networking, skills of MS Office suite (Word, Excel, Outlook, etc.).

Other areas of interest included training for home health care givers; elder-care; dental assisting, diving and areas of behavioral health; classes in vocational trades such as carpentry, mechanics, welding, masonry, crane work, electrician and plumbing.

Also significant were interest in such areas as certification in Museum studies, Tribal Language instruction and Office Professions offered at days/times convenient for working students (i.e., evenings, weekends, and fast track scheduling).

COMMUNITY OUTREACH AND RESEARCH

The College currently offers place-based Community Education and Outreach including research, workshops, and conferences. Participation in such activities is documented through Continuing Education Units (CEU); or in some cases college level credit for research projects.

Community Education Units (CEU)

Continuing Education Unit courses, workshops or conferences are a unit of credit equal to 10 hours of participation. Examples of such courses include: Financial Literacy, Traditional Plants/Foods, and Cultural Arts. Respondents were asked to choose three areas of interest that would their community needs. 582 individuals responded to this question.

Very High 400+	High 300+	Moderate 200+	Low 100+
Addiction/Recovery Education	Diabetes Education	Cedar Gathering	Other
	Teen Parenting	Fish Canning	

The OTHER category consisted of 112 write-in individual responses; duplicate write-in responses included the following:

- Traditional Plants and Food (Nutrition) **4.15%**
- Cultural Education classes **1.49%**
- Computer Technology (3D Printing, Laser Engraving, CAD, Programming, Networking) **0.83%**

Highlights from the data

More than 400 survey respondents selected ADDICTION/RECOVERY EDUCATION as important to their community.

Takeaway

Other areas of high interest include Diabetes Education and Teen Parenting.

Community Priorities for Research

NWIC supports an environment for increasing the indigenous body of knowledge through scholarship and research. Examples of NWIC research projects include: Witnessing Our Future (suicide prevention); climate change vulnerability; and restorative teachings in early childhood education. Programs that specifically have a research component in their purpose include: Salish Sea Research Center/NICMERE and Native Environmental Science programs; the NWIC Center for Health; Coast Salish Institute.

Very High 400+	High 300+	Moderate 100+	Low Less than 100
Behavioral Health	Language Restoration Environmental Economic Development	Political Science	Other*

*Other: there were 47 individual responses that were written in.

Highlights from the data

Behavioral Health category was selected by 483 individuals as an important area for research and including such topics as: suicide prevention, substance abuse, emphasis on wellness not just treatment; youth wellness through developing leadership; and chemical dependency.

Takeaway

Focus group comments emphasize the importance of an indigenous approach to research. The research findings should benefit the tribal communities. For example, research for development of place-based curriculum should be specific to the local tribe in such areas as tribal history, Native plants/medicine, etc. There is a need for secure storage of cultural materials.

Distance Learning

Northwest Indian College is committed to serving the educational needs to Tribal communities throughout the Pacific Northwest. This is accomplished by working cooperatively with Muckleshoot, Nisqually, Port Gamble S’Klallam, Swinomish, and Tulalip Tribal communities to sponsor classes and programs of particular relevance to them. There are three main types of distance learning classes: 1) synchronous; 2) asynchronous; and 3) hybrid.

Very High	High	Moderate	Low
Face-to-face (50%)	Video-conf. Hybrid (19%)	On-line (11%)	Learning Contracts (4%)
		Ind. Learning (11%)	Telecourses (3%)

See appendix for definitions of distance learning modalities

Community Preferences for Distance Learning

First priority was for **Site-based** face-to-face classes (50%); and **Videoconferencing-Hybrid** classes (19%) were the second choice by survey respondents. Other respondents selected On-line classes (11%); Independent Learning (11%); Learning Contracts (4%) and Telecourses (3%).

Highlights from the data

Telecourse classes (ITV) is the least popular distance learning modality.

Takeaway

Further investigation is needed to determine the most effective distance learning modalities to continue investing in for the years to come.

Higher Education Challenges

Survey Participants were asked to identify challenges students face in in pursuit of higher education on their community.

Very High	High
Financial Need Child Care College Readiness (English, Math, Computers)	Housing Transportation Unfamiliar with college application process

Highlights from the Data

Survey respondents selected the following challenges in pursuit of higher education as:

Very High: Financial need; College Readiness (i.e. English, Computer, Math Skills); and Child Care

High: Unfamiliar with College Application Process; Transportation; and Housing

Takeaway

Focus group participants further emphasized Financial Need challenges as: some students are not eligible for PELL and need assistance in securing other sources of financial assistance; and most students need assistance in in securing scholarships.

APPENDIX

Definitions for Distance Learning Modalities:

- **Synchronous class:** a class that requires regularly scheduled face-to-face contact times between the instructor and students which is listed in the quarterly class schedule. Types of synchronous classes include:
 - Site-based Class: a face-to-face class in which the student participates in-person at an extended campus location.
 - Telecourse class: a class in which students participate face-to-face via ITV.
 - Videoconferencing class: a class in which students participate face-to-face via videoconferencing other than ITV.
- **Asynchronous class:** a class that requires the content of the class be delivered using methods that do not rely on structured meeting times and that do no regularly scheduled times are listed in the quarterly class schedule
 - Online Learning Class: a class in which a student studies using an asynchronous online learning management system.
 - Independent Learning Class: a class in which students study individually using a syllabus with self-paced learning units under the direction of an instructor.
 - Learning Contract Class: a class in which one student studies individually under the direction of an instructor according to a learning contract developed by the student and instructor.
- **Hybrid class:** a class in which part of the contact time of a synchronous class is replaced by a required asynchronous component, thus reducing the amount of required scheduled face-to-face time.