

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement
Core Theme One: Engage Indigenous Knowledge												
Goal 1: NWIC promotes student self-identity through the tribal college experience												
Objective 1: Cultural Content in the foundational and capstone courses supports students' self-identity												
<i>Mission-Critical Activities (MCAs) - Activities that are essential to achieving the objective (responsible people are listed in parentheses – the position with an "*" must include this MCA in their work plan)</i>												
MCA: A) Teach and Report on the Assessment of Foundational Courses (NSL Dept. Chair* & assessment administrators-AAA)												
MCA: B) Teach and report on the Assessment of Capstone courses (Dean of Academics and Distance Learning* & Director of IR&A)												
1.1.1	Assessment of NWIC Institutional Outcomes 3 and 5 in the CSOV 101 and CSOV 300 courses	All full-time faculty teaching these courses assess and report student proficiency of institutional outcomes #3 & #5	The NWIC institutional outcomes were approved in AY 13			NSL Department Chair aligning institutional outcomes with CSOV 101 & CSOV 300	The Academic Leadership Committee is continuing the conversation about the alignment of the institutional outcomes with the program outcomes. On main campus, there were 4 instructors of the named courses. 3 were full-time faculty and 1 was a full-time administrators. These courses were taught at the extended campus sites by part-time faculty and in some cases, the site manager. This mission critical activity is connected to: 2.1.2 - Continuous Development of Place Based Curriculum at the sites.	CSOV 101 & 300 were assessed by all full time faculty at main campus, work is being done to scale assessment up to the extended sites. The NSL department attempted to align program outcomes with the NWIC institutional outcomes and found 1 of the 8 aligned. Work is being done to mitigate this misalignment.	CSOV 101 & CSOV 300 Instructors	Annual	NSL Department Chair	Plan under development to coordinate program and institutional outcomes
1.1.2	Assessment of NWIC Institutional Outcomes #3 and #5 for all bachelor's degree students within the capstone classes in their final year.	All full-time faculty members assess and report student proficiency of institutional outcomes #3 & #5 within capstone courses	The NWIC institutional outcomes were approved in AY 13			Programs are working on alignment of program outcomes with the newly approved institutional outcomes	In academic year 2015 the BSNE program revised their program outcomes and are aligned with the institutional outcomes approved in AY 2013. In AY 2016 the faculty and department chair are working to bridge the old BSNE program outcomes with the newly approved program outcomes. The department set a goal to assess the new outcomes in their entirety in academic year 2017; all of which are directly aligned with the NWIC institutional outcomes. In academic year 2015 as well as 2016 both NWIC institutional outcomes #3 and #5 were assess within their capstone course TGBM 499. CARE was established in academic year 2015 and there for had no graduates. The NSL department chair recognizes the NWIC institutional outcomes were created concurrently with the development of the NSL program. Therefore institutional outcomes were not assessed for the graduates of the NSL program.	Complete in 3 of the 4 bachelor's programs with the alignment of insitutional outcomes with the program outcomes.	Capstone Course Instructors & Department Chairs	Annual	Director of Institutional Research & Assessment	Need to align program and institutional outcomes with NSL.
Objective 2: Student satisfaction with the Tribal College experience												
MCA: A) Provide NWIC activities which define and promote a positive Tribal college experience and reflect students' ability be self-determined individuals; Assess student satisfaction using the Graduate Survey and Student Satisfaction Survey (Dean of Student Life* & Student Activities Coordinator)												
1.2.1	Student Satisfaction Inventory (Noel-Levitz) regarding overall student satisfaction	Question 100: 80% select "somewhat satisfied," "satisfied," or "very satisfied"	N/A	N/A	N/A	92%	N/A	N/A	Dean for Student Life	2-year cycle: 102 respondents AY 14. Next survey AY 16	Dean of Student Life	Above threshold in AY14. Next assessment scheduled for AY17.
1.2.2	Graduate Survey regarding overall satisfaction	90% or higher graduates respond satisfied or very satisfied	N/A	97%	97%	100%	99%	94%	Director of IR &A	Annual	Dean of Student Life	Above 90% threshold
Goal 2: Indigenous knowledge is the foundation for all programs of study												
Objective 1: Foundational courses in all programs of study												
MCA: A) Program of Study Revisions to include Foundational Courses (Dean of Indigenous Education*)												
MCA: B) Provide access to Foundational Courses through multiple modalities including site based (NSL Dept. Chair*)												
2.1.1	Development of foundational courses	7 courses approved by Curriculum Committee by 2012	N/A	N/A			Foundational Courses Approved		Coast Salish Institute staff	Completed	Dean of Indigenous Education	Approved and implemented.

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement
2.1.2	Implement Foundational Core into all programs of study (inclusion in the programs of study and instruction of courses)	100% of all programs of study include appropriate Foundational courses by AY 2017	N/A	N/A	N/A		Foundational courses implemented into POS		Dean of IE, Dean of A and DL, Academic Program Developer, and Program Leads	Completed	Dean of Indigenous Education	Approved and implemented.
Objective 2: NWIC faculty have the capacity to support four year degree programming (quality assurance standards – faculty discipline areas)												
MCA: A) Develop and provide culturally accurate and appropriate faculty orientation (Dean of Academics and DL*, Dean of Indigenous Education, HR Director)												
MCA: B) Implement Teaching and Learning Plan, including host T&L Institute annually, professional development, in service with topics including indigenous scholarship. (Chair of T&L committee* & Dean of Academics and DL)												
2.2.1	Teaching and Learning Institute attendance	90% of full-time faculty attend. 50% Of all part-time faculty attend	49% FT, 0% PT	79% FT, 30% PT	88% FT, 30% PT	83% FT, 30% PT	100% FT, 35% PT	100% FT, 35% PT	Teaching & Learning Institute Committee	Annual	Chair of T&L committee	We reached our threshold with full-time faculty but fell short for part-time faculty. However, part-time faculty has increased since AY11.
2.2.2	Cultural Orientation	By AY 2014 all newly hired faculty will participate	N/A	N/A	N/A	N/A	N/A	not complete by AY14 but has been partially implemented since AY16	Human Resources staff, Dean of A and DL, Dean of IE	Annual	Human Resources Director	Partially implemented but needs further work
Goal 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs												
Objective 1: NWIC conducts research to increase the Indigenous body of knowledge												
MCA: A) Identification and formation of Indigenous Research Policy, Framework and Research Plan (Dean of Indigenous Education*)												
3.1.1	Institutional Research Agenda	Identification of 3 priority areas for institutional research	This objective is currently being developed in the Land Grant Committee						Land-grant indigenous research committee	Baseline and reassess every two years	Dean of Indigenous Education	Currently in development
3.1.2	Indigenous research framework	Framework articulated and reviewed by Land Grant Committee	This objective is currently being developed in the Land Grant Committee						Land-grant indigenous research committee	By end of 2016	Dean of Indigenous Education	Currently in development
Objective 2: NWIC builds the capacity for faculty and students to engage in Indigenous scholarship												
MCA: A) Define Indigenous scholarship (Dean of Indigenous Education*, Dept. Chairs & Dean of Academics), indicators and report the assessment of Capstone Courses (Dean of Academics and Distance Learning*, Dept. Chairs & Director of IR&A)												
3.2.1	Assessment Capstone Courses for graduates of bachelor's programs	80% of graduates of bachelors programs attain accomplished level for program outcomes	Baseline established in AY 13	Baseline established in AY 1#	Baseline established in AY 13	Of seven (7) AY2013 BSNEs program graduates, three (3) were assessed for two (2) learning outcomes. 1 of 3 students reached the "accomplished" level and 2 of 3 reached the "developing" level for the outcomes assessed	TBGM- 72% of capstone students passed at the accomplished level BSNES- 100% of students passed at the accomplished level of proficiency NSL- 100% of students passed at the accomplished level of proficiency CARE was established in AY 15	TBGM- 82% NSL- 59% CARE- 100% BSNES- 100%	Faculty	Quarterly-Faculty. Annual-Department Chair	Dean of Academics and Distance Learning	TBGM has increased their percentage of students at the accomplished level, BSNES and CARE are now at 100%. NSL has decreased the average percentage remains above 80%

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement
3.2.2	Provide In-service/pre-service activities to build capacity of faculty in Indigenous scholarship	2 activities per year	T and L Institute June 2011 included action research/ indig. Scholarship	N/A	Publication and dissemination workshop Jan 2013 with Marjane Ambler develop capacity in publication	T and L Institute focus on Indigenous research with Shawn Wilson	T and L activity with Peter Cole on Indigenous Scholarship	T and L Institutes in AY16 and most recent Sept 2016 include indigenous scholarship, action research. Continuing through AY17	Dean of Indigenous Education	Annual	Dean of Indigenous Education	Many activities have occurred to increase indigenous knowledge and research. We have provided several activities but did not meet 2 year threshold.
3.2.3	Participation rate in the Teaching & Learning Institute. (Survey/Evaluation)	80% participation by full-time faculty - coordinate with 2.2.1	49% FT, 0% PT	79% FT, 30% PT	88% FT, 30% PT	83% FT, 30% PT	100% FT, 35% PT	100% FT, 35% PT	Teaching & Learning Institute Committee	Annual	Chair of Teaching and Learning Committee	Exceeded Threshold

Objective 3: NWIC Faculty and students publish and disseminate research

MCA: A) Build faculty/student capacity to publish and disseminate research (Dean of Academics*, dept. chairs & Dean of Indigenous Education)

MCA: B) Build faculty/student capacity to utilize published research (Dean of Academics*, dept. chairs & Dean of Indigenous Education)

3.3.1	Number of accessible published cultural and historical documents, including both original and reprinted publications (i.e. ethnographic, historical, cultural, and current publications)	Four publications by AY 2017	In progress	In progress	In progress	In progress	At least 5, in addition to the Vine Deloria Jr Collection	5, including Vine Deloria	Dean of Indigenous Education	Continually	Library Director	A Clearer definition of cultural and historical definitions need to be developed
3.3.2	Capstone project reports are placed in the collections of the Lummi Library	90% of capstone project reports in library collection	Capstones are currently held by the academic departments, and conversations are continuing regarding this being the best place to house them. * more discussion needs to occur to include possible consent.				0. Currently held in Academic Departments and conversations are continuing this being the best place to house them.		Faculty	Quarterly	Library Director	Capstones not housed in library due, conversations continue
3.3.3	Scholarly Publication Policy	Policy approved by Board of Trustees	In progress, not currently approved				in development as part of the Indigenous Research Framework and Policy plus four associated academic policies		Land-grant indigenous research committee	By End of 2017	Dean of Indigenous Education	In Development

Core Theme Two: Commitment to Student Success

Goal 4: NWIC prepares students to be successful at the associate, baccalaureate, and graduate levels

Objective 1: The curriculum prepares students for professional or advanced degree work upon graduation.

MCA: A) Teach and report on the assessment of program and institutional outcomes (Dean of Academics and Distance Learning*, Dept. chairs & assessment administrators-AAA)

MCA: B) Develop a comprehensive framework for assessment with program and institutional outcomes (Director of Institutional Research and Assessment*, assessment administrators-AAA, & Assessment Team)

4.1.1	Assessment of bachelors' degree program outcomes	80% graduates demonstrate achievement at the accomplished level	Baseline established in AY 13	Baseline established in AY 13	Baseline established in AY 13	Only partial BSNES program assessed. 33% reached accomplished level	90% reached accomplished level	85% reached accomplished level	Department Chairs for BA/BS programs	Annually	Director of Institutional Research & Assessment	Graduates have met or exceeded the threshold
4.1.2	Assessment of institutional outcomes	All full-time faculty assess and report student proficiency of Institutional Outcomes in courses required for program of study	The NWIC institutional outcomes were approved in AY 13			NWIC 4 year programs work to align program with institutional outcomes	BSNES program approved new program outcomes that align with all NWIC institutional outcomes. TGBM program assessed institutional outcomes within their capstone and core courses. CARE program aligned all program outcomes with institutional outcomes, therefore they assessed institutional outcomes for all core courses. NSL programs continues to work on the alignment of their program outcomes with the board approved institutional outcomes. At the 2 year level 4/8 of the institutional outcomes were assessed within the core courses of the program.	TGBM graduates were all assessed with 2 out of the 8 institutional outcomes. CARE graduates were assessed with all 8 institutional outcomes. BSNES graduates were assessed with 4 out of the 8 institutional outcomes. NSL graduates were assessed with 1 of the 8 institutional outcomes.	Department Chairs for BA/BS programs. Dean of A and DL for the 2 year programs	Annually (Faculty complete an annual report)	Director of Institutional Research & Assessment	All programs assessed institutional outcomes
4.1.3	Graduation Rate	Maintain 15% graduation rate	21%	28%	18%	9%	17%	25%	IPEDS Keyholder (Registrar)	Annually	IPEDS Keyholder (Registrar)	Maintained 15% rate, except for AY14, and currently upward trend.

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement	
4.1.4	Graduation Survey results from questions addressing preparation for future occupation or continued education	80% of graduates respond <i>exceptional</i> or <i>more than adequate</i> preparation.	N/A	N/A	73.53%	79.36%	76.27%	75.57%	Dean of Students	Annually	Dean of Student Life	Although the results for the graduation survey have not continued exceed 80%, the results have been very close for the past 4 years. The expected 80% is achievable in the next academic year as we continue to boost student completion of the survey.	
Objective 2: Co-curricular activities support students' development appropriate to a four-year college													
MCA: A) Develop, implement, and report on the Student Learning Outcomes for all co-curricular activities (see co-curricular definition in year 3 report, page 34) (Dean of Student Life*, Director of Indigenous Service Learning, and Activities Coordinator)													
4.2.1	Assessment of student support learning outcomes	All co-curricular programs assess student attainment of learning outcomes	N/A	N/A	N/A	3 Programs were assessed	Discussion and development of co-curricular policy.	No programs were assessed, co-curricular policy was developed and approved (8/10/2016). Procedures currently in progress.	Dean of Student Life, Student Activities Coordinator, Faculty Club/Organization Advisors	Annually	Dean of Student Life	AY14 3 programs were requested to do an evaluation related to student learning. However, a more thorough policy was needed for a standardized assessment process.	
4.2.2	Assessment of student development as articulated in student learning outcomes	50% of students who participate in ISL programs demonstrate proficiency at accomplished level.	Over 25% of graduates participated in service learning programming during this period, e.g. National Days of Service, Human Rights Film Festival and course implementation through FYE HMDV and 4-year capstone courses. Assessment of student proficiency was assessed through written and oral student reflections based on service learning outcomes, student surveys and level of participation. According to these assessments over 50% of these graduates demonstrated proficiency at the accomplished level.							Director of Indigenous Service Learning	Quarterly, Annually	Director of Indigenous Service Learning	There are more non-graduates that participate in ISL events and ISL embedded in courses;
Goal 5: NWIC promotes student success in college-level courses through the First Year Experience (FYE) program, especially for first generation and low-income students													
Objective 1: Participates in communities of learners that support their educational goals													
MCA: A) Implement, assess, and report on student learning outcomes in all FYE courses. (Developmental Education Coordinator*, FYE Committee & Site coordinators)													
MCA: B) Implementation of Emerging Scholars symposium in HMDV 110 (Developmental Education Coordinator* and HMDV 110 faculty)													
MCA: C) Reporting on retention rate (Director of IR&A* and Retention Committee)													
5.1.1	Quarter to quarter persistence rate	Maintain 65% persistence rate	66% overall. Fall to Winter 56%, Winter to Spring 59%	75%	74%	73%	79%	76%	FYE Faculty Group	Quarterly	Director of Institutional Research and Assessment	We have maintained and exceeded the threshold.	
5.1.2	FYE Fall to Fall retention rate	Maintain 50% retention rate	46%	49%	38%	47%	39%	49%	Dean of Academics and Distance Learning	Annually	Dean of Academics and Distance Learning	Have not maintained our retention rate. However, we are very close to reaching our goal in AY16.	

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement
5.1.3	Participation rate in Emerging Scholars Symposium	Maintain participation rate-83% participated in AY 2012	N/A	83%	N/A	53%	52%	78%	HMDV 110 full time faculty	Quarterly, Annually	Dean of Academics and Distance Learning	Since AY12, we have decreased the participation rate in the symposium and have not maintained the rate.
5.1.4	CCSSE Benchmark on Active and Collaborative Learning	Benchmark Score in 50 th percentile	54.8th percentile	N/A	N/A	Did not conduct CCSSE	N/A	N/A	Director of IR &A	Every 3 years	Director of Institutional Research and Assessment	The CCSSE was not implemented due to the lack of useable data. Instead, we completed the Noel-Levitz survey on Student Satisfaction Inventory.
Objective 2: Students complete developmental education and First Year Experience (FYE) courses within their first year												
MCA: A) Implement, assess, and report on FYE plan, including professional development, updating courses & tutoring support (Developmental Education Coordinator* , Dean of Academics and Distance Learning , and Math and Writing Center Coordinator)												
MCA: B) Math and Writing Center plan - Develop, implement, and report on tutoring and student success (Math and Writing Center Coordinator* and Dean of Academics and Distance Learning)												
5.2.1	Completion rate of developmental math courses	Increase by 20% in 2017	47%	28%	35%	55%	53%	63%	Dean of Academics and Distance Learning	Quarterly, Annually	Director of Institutional Research and Assessment	New curriculum that has been in place since 2013. Students have not had enough academic time to complete sequence. Students have difficulty passing a college level math course with 1 or more retakes during dev-ed sequence.
5.2.2	Completion rate of developmental English courses	Increase to and maintain 60% completion rate	N/A	37%	64%	58%	64%	58%	Dean of Academics and Distance Learning	Quarterly, Annually	Director of Institutional Research and Assessment	Reached minimum threshold in AY15 but slight dip in AY16.
5.2.3	Completion rate of FYE core courses	Increase by 5% over previous year to 65% by AY 2017	N/A	54%	62%	59%	60%	63%	Dean of Academics and Distance Learning	Quarterly, Annually	Director of Institutional Research and Assessment	Although each year has not increased by 5%, the overall trend has been a slight increase.
Objective 3: Students participate in extra-curricular activities that strengthen personal and tribal identity												
MCA: A) Develop and implement activities and track participation rates (Dean of Student Life* and Student Activities Coordinator)												
MCA: B) Develop, implement, and report on the assessment of student connection to identity and sense of place (Dean of Student Life* and Student Activities Coordinator)												
5.3.1	Participation in extra-curricular activities	Increase by 5% each year	Events:30 Students: 520 Community: 150	Events:42 Students: 1091 Community: 170	Events:40 Students:833 Community:180	Events:28 Students: 924 Community Members: 300	Events: 39 Students: 950 Community 200	Events: 76 Students: 1998 Community: 379	Student Activities and Leadership Coordinator	Annually	Student Activities and Leadership Coordinator	Student participation has increased significantly since AY11
5.3.2	Assessment of student connection to identity and sense of place	Maintain average of 85% proficiency	N/A	N/A	N/A	78.8% Noel-Levitz	N/A	N/A	Student Activities and Leadership Coordinator	Quarterly, Annually	Dean of Student Life	This indicator came from the Noel-Levitz, which is not due to be conducted until AY17.
Core Theme Three: Access to Higher Education Opportunities At All Levels for Tribal Communities												
Goal 6: NWIC offers career and workforce opportunities in response to community and individual needs												
Objective 1: Offer workforce programs that meet or exceed industry recognized standards and prepare students for employment opportunities												
MCA: A) Develop work force education plan that includes: student learning outcomes, state credential completion rates, and unemployment rates (Director of WF education*)												
6.1.1	Workplace and Computer Literacy	60% of students demonstrate achievement at the <i>accomplished</i> level	N/A	N/A	N/A	76% Workplace Literacy only	100% Workplace Literacy Only	100% Workplace Literacy Only	Director of Workforce Dev. and ABE	Quarterly - baseline AY 2013	Director of Workforce Development	Currently met minimum threshold for workplace literacy data only.

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement
6.1.2	Student attainment of industry-recognized credentials	30% completion rate	N/A	N/A	N/A		(2014 and 2015 combined) Industrial Entry certified: 27 (not an NCCER certification) Carpentry 1 certified: 18 Carpentry 2 certified: 16 Electrical 1 certified: 8 Electrical 2 certified: 7 Electrical 3 certified: 6 Plumbing 1 certified: 4 Plumbing 2 certified: 3 Plumbing 3 certified: 3 Plumbing 4 certified: 3	Plumbing 4: 3 Carpentry 1: 6 Cabinets: 7 Carpentry 2: 6 Carpentry3: 3 Electrical 1: 5 Electrical 2: 3 Electrical 3: 4 Core: 9 Carpentry 1: 3 Carpentry 3: 4 Plumbing 1: 3 Core: 16 Carpentry 4: 6 Plumbing 2: 3	Director of Workforce Dev. and ABE	Quarterly – baseline AY 2013	Director of Workforce Development	Threshold not met and more data needs to be made available to better track this indicator.
6.1.3	Student employment upon completion of workforce training	30% employment rate	N/A	N/A	N/A	17%	17% for both 2014 and 2015 combined.	8 students employed, out of 84 completions. 9.5% employment rate	Director of Workforce Dev. and ABE	Quarterly - baseline AY 2013	Director of Workforce Development	Baseline not met.

Objective 2: Articulate career pathways from college entry to associate and baccalaureate programs

MCA: A) Develop a career pathways plan that links work force education and degree programs (Director of WF education*, dept. chairs, Dean of Academics and DL, & Academic Program Developer)

6.2.1	Articulation of career pathways in college publications such as: college catalog, flyer handed out by advisors, etc.	Establish 2 career pathways	N/A	N/A	N/A	N/A	Workforce Education has not established pathways within associate and baccalaureate programs but has established pathways for three workforce programs: carpentry, electrical and plumbing. These career pathways are not yet published in the course catalog but they are published in brochures that we use during advising sessions with students.		Director of Workforce Development	Annually (Updates in Campus Catalog, in flyers and elsewhere) – At the latest start in January 2016	Director of Workforce Development	No career pathways established for Associate and Baccalaureate programs- only within workforce programs.
-------	--	-----------------------------	-----	-----	-----	-----	---	--	-----------------------------------	---	-----------------------------------	--

6.2.2	Rate of students transitioning along career pathways	20% transition rate along career pathways	N/A	N/A	N/A	Transition along career pathways: zero transitions Carpentry Program Progression Rate (Fall 2014): Level 1 to Level 2: 72% Level 2 to Level 3: 50%	Transition along career pathways: zero transitions Carpentry Program Progression Rate (Winter 2015) Level 1 to Level 2: 100% Electrical Program Progression Rate (Spring 2015) Level 1 to Level 2: 87.5% Level 2 to Level 3: 85.7% Plumbing Program Progression Rate (Winter 2015) Level 1 to Level 2: 75% Level 2 to Level 3: 100% Level 3 to Level 4: 100%	Transition along career pathways: zero transitions Carpentry 2015 Level 1 to Level 2 = 100% Level 2 to Level 3= 36% Electrical 2015 Level 1 to Level 2 = 100% Level 2 to Level 3= 57% Plumbing 2015 Level 1 to Level 2= 100% Level 2 to Level 3=100% Level 3 to level 4= 100% Carpentry 2016 Level 1 to Level 2= 100% Level 2 to level 3= 44% Level 3 to Level4=33% Electrical 2016 Level 1 to Level 2=100% Level 2 to Level 3=50% Plumbing 2016 Level 1 to Level 2=100% Level 2 to Level 3=33%	Dean of Academics and DL	Annually	Director of Workforce Development	Pathways not established, unable to transition along. Transitions only occurred within the workforce programs themselves.
-------	--	---	-----	-----	-----	---	---	---	--------------------------	----------	-----------------------------------	---

Goal 7: NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points

Objective 1: Opportunities to access college programs are communicated at all entry points

MCA: A) Create access plan that includes conducting a student satisfaction survey; gaps analysis, student orientation, site support and training for advisors. (Dean of Student Life*, Site based student success coordinator, site managers & Enrollment Management plan work group, Communications Committee)

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement				
7.1.1	Admissions yield (a measure how many students apply to be a student vs. how many actually enroll)	60% or above	83%	84%	77%	75%	71%	85%	Admissions Assistant	Quarterly	Financial Aid Director	Although the yield has declined, we are still consistently above the minimum threshold. Recently, it has increased.				
7.1.2	Online Resources - ongoing improvement of student access to useful online resources at NWIC.	Accessible Online Resources will Include: Campus Catalog, Quarterly Course Schedule, Student Handbook, JICS (grades/transcripts / financial aid), Staff & Program Directory, <u>Canvas</u> etc.	"Northwest Indian College, in an effort to improve and enhance student access to resources which contribute to educational success and retention, has made several key resources available online. The following is a list of strategic online student resources, a brief history of each resource and where each resource can be accessed online through the Northwest Indian College website. Campus Catalog – Since 1986, NWIC have created biannual college catalogs which were available publicly only in print at the main campus and all extended sites. In 2011, the college decided to make the catalog accessible online for the first time. Since that time, the college has maintained a print catalog in a limited number and firmly online. The college catalog can be found at the following web address: http://www.nwic.edu/wp-content/uploads/2015/09/Catalog-2015-2017Addenda-08272015.pdf Quarterly Class Schedule: For the past decade, the Northwest Indian College quarterly class schedule was only made available in print form accessible at the main campus and all extended sites. Since 2010, the quarterly class was made available online and as of 2014, NWIC no longer provides print copies of the class schedule and is currently only accessible online. The college quarterly class schedule can be found at the following web address: http://www.nwic.edu/class-schedule/ Student Handbook: The NWIC Student Handbook has been available to students in print over the last decade and became accessible online in 2010. The NWIC Student Handbook can be found at the following web address: http://www.nwic.edu/life-on-campus/ JICS (Jenzabar Internet Campus Solution): This is a reliable and succinct student data portal that provides timely access to grades, transcripts, class schedule, time management calendar, financial aid information, and other very useful tools. JICS was first made accessible to students in 2011 and has been accessible online ever since. JICS can be found at the following web address: www.jics.nwic.edu Employee and Program Directory: For the past decade, NWIC has kept and maintained an internal print directory of specific employee extensions for in house use only. In August 2015, this directory was reviewed and re-written to establish two separate documents, the first maintained an updated in-house directory and the second was an online public directory including phone numbers for academic and non-academic programs and program email addresses. While this is currently a static directory with general updates, a new interactive search directory will be integrated on the website by early 2016. The college directory can be found at the following web address: http://www.nwic.edu/about/campus-directory/ CANVAS (Portal for student online courses): This is the second online course portal that the college has used. The first online portal was Moodle and was used from 2007-2014 and was replaced by CANVAS in late 2014. These online course portals provide students access to course work anywhere there is access to internet services. The portal houses related course materials such as weekly assignments, course syllabi, class discussions, grades and other pertinent information for online students. The NWIC CANVAS portal can be found at the following web address: https://nwic.instructure.com/ Other Online Resources: There are many other resources provided online for student and public access including, but not limited to: 1. 2015 Campus Safety and Security Report - http://www.nwic.edu/links/ 2. Fire Safety & Evacuation Procedures - http://www.nwic.edu/links/ 3. Missing Student Notification Policy - http://www.nwic.edu/links/ 4. NWIC's Drug Free Policy - http://www.nwic.edu/links/ 5. NWIC Safety and Security Manual - http://www.nwic.edu/links/ 6. Career Services - http://www.nwic.edu/life-on-campus/advising/career-services/ 7. Residence Life - http://www.nwic.edu/life-on-campus/student-housing/ 8. Campus Map - http://www.nwic.edu/about/campus-map/ 9. Transcript Request - http://www.nwic.edu/life-on-campus/transcripts/ 10. Emergency Preparedness - http://www.nwic.edu/about/nwic-snow-and-adverse-weather-procedures/ "										Chair of Communications Committee - Website Work group	Quarterly	Chair of Communications Committee	Access to online resources is met through a variety of resources for students.
7.1.3	Percentage of students who declare program of study who previously enrolled as undeclared, including GED, CEU, and Workforce Education. Students who transfer in.	30%	17%	20%	26%	31%	25%	25%	Registrar	Annual	Dean of Academics & Distance Learning	Transition rate is under the minimum threshold. GED program needs to be examined to determine relevancy.				
Goal 8: NWIC increases access to program of study courses through distance education modalities and site-based services																
Objective 1: NWIC provides place-based education at extended campus sites																
MCA: A)Develop a distance education plan to increase access to programs of study at extended campus sites (Dean of Academics and Distance Learning*, site managers & e-learning coordinator)																
8.1.1	Annualized FTE for off-campus program of study students	3% increase over previous year	309.2	292.6	285.8	339.8	346.2	311.9	Registrar Off-campus site managers	Annual	Registrar	Increased FTE for off-campus students. This has been largely the result of additional modalities used to reach more students.				
8.1.2	On-time graduation rate for off-campus students	14%	7%	19%	14%	9%	7%	23%	Director of Institutional Research and Assess.	Annual	Director of Institutional Research and Assess.	Minimum threshold not reached, but perhaps not the best indicator for this objective.				
Core Theme Four: Advance Place-Based Community Education and Outreach																
Goal 9: NWIC promotes healthy living and nutrition, leadership, and financial security																
Objective 1: NWIC provides professional development, community education classes, and workshops in support of tribal community training needs																
MCA: A)Develop, Implement, and assess a community education plan that includes: (Dean of Indigenous Education*, Director of Indigenous Service Learning & Director of Center for Health)																
i) planning and delivery of activities/classes/workshops in all appropriate departments																
ii) coordination and training across programs to ensuring all possible CEUs collected																
iii) creation and publication of a master schedule of all community education activities offered quarterly																
iv) creation, dissemination, and regular updating of a centralized list of qualified and approved CEU providers																

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement	
9.1.1	Number of professional development and Community education classes and workshops offered each year	Increase overall by 10% to 199 per year. Baseline: 181 in AY2011	181	219	240	237	183	256	Coop Extension. Financial Literacy Class. Cultural Arts, Plants and others. Indigenous Service Learning, Center for Health. Student Activities. Extended Sites. Quarterly email by SPA to all staff to identify any other workshops/ activities	Collected and submitted by classes/workshop facilitators for each event into centralized database. Collated by SPA quarterly and reported annually.	Community Outreach Program Coordinator	Below Threshold 183 in AY15 and AY16 (note exceeded threshold two previous years)	
9.1.2	Number of enrollments each year in professional development and community education classes and workshops	Increase overall by 10% to 2996 per year (duplicated headcount). Baseline 2,724 in AY2011	2724	2035	2442	2809	2887	3080	Same as for 9.1.1	Collected quarterly and reported annually	Community Outreach Program Coordinator	Below Threshold AY12-AY15, met threshold in AY16	
9.1.3	Number of Continuing Education Units (CEUs) completed each year by participants	Increase overall by 10% to 3,950. Baseline: 3,590 in AY2011	3590 CEUs completed	2203 CEUs completed	3333 CEUs completed	3257 CEUs completed	2731 CEUs completed	2670 CEUs completed	SPA contacts Registrar quarterly for CEU data, run appropriate infomaker and other data reports	Collected quarterly and reported annually	Community Outreach Program Coordinator	Below Baseline 2731 in AY15	
Objective 2: NWIC conducts research and product development of curriculum resources for professional and community education MCA: A) Develop, implement, and assess a curriculum dissemination plan which coordinates with the Indigenous research framework and processes and addresses: (Dean of Indigenous Education*, Dean of Academics and DL) i) approval process for curriculum and products that addresses cultural intellectual property rights and norms ii) identification of purpose and audience for each iii) evaluation, as appropriate.													
9.2.1	Number of curriculum resources developed and disseminated	Increase number of resources overall by 20% to 13. Baseline: 11 in AY2011	11	11	11	11	13 curriculum resources developed and disseminated (note: as of 11/15, 2 of these resources are under Cultural Intellectual Property review)	13	Coop Ext – SPA Identifies all other college departments and programs creating resources	Annually	Community Outreach Program Coordinator	Met threshold 13 resources in AY15	
Objective 3: NWIC provides Tribal communities opportunities for leadership development MCA: A)Develop, implement, and assess Native Leadership Development Plan that addresses: (College President*, Dean of Indigenous Education, NSL Chair) i)institutional prioritization of development of the next generation of Native leaders ii)dissemination and use of the Traditional Leadership Curriculum iii)coordination of leadership development across departments iv)coordination with Teaching and Learning Plan and Committee to support development of Native faculty, in coordination with the Coast Salish Institute													
9.3.1	Traditional Leadership Curriculum is available and accessible.	Curriculum is posted online and made available to NWIC extended campus sites and communities served by NWIC.	This item is not yet complete. It is awaiting several decisions, including what version of the leadership curriculum to post and where to post it. This requires coordination with the President, Dean of Indigenous Ed., and Dean of Academics and Distance Learning.							Teaching and Learning Committee	Post online in AY2015, report on in-service trainings Annually AY2015 and AY2016	Chair of Teaching and Learning Committee	Partially complete: Posted online but not publicized

G.O.I Goal Objective Indicator	Indicator Brief description of the particular indicator	Minimum Threshold Brief description of the threshold	AY11	AY12	AY13	AY14	AY15	AY16	Who People collecting the indicator data	Frequency How often data is collected	SPA-Analyze and Report Person who analyzes indicator	Status Progress towards Indicator Achievement	
9.3.2	Traditional Leadership Curriculum is incorporated into programs of study	Bachelor of Arts in Native Studies Leadership implemented	Indicator was completed and implemented in 2012							NSL Dept. Chair	Already Completed – NANSI implem. September 2012	Dean of Indigenous Education	Met threshold Curriculum has been incorporated into the BA in Native Studies Leadership
Goal 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture, and natural resources Objective 1: NICMERE maintains positive reciprocal relationships with tribal, state, and federal agencies and institutions of higher learning focused on shared research interests and support of students MCA: A) Develop, implement, and assess NICMERE Plan to include: (Director of NICMERE* & VP of Campus Development) i) development and documentation of partnerships ii) scheduling of regular partner meetings to include goals and meeting minutes iii) development and implementation of processes to implement goals and assess progress													
10.1.1	Annual meetings are held with existing and potential partners in collaborative projects	A representative from NICMERE / NWIC will meet with partners in collaborative projects at least once per year	0	0	1	1	1	1	NICMERE Director. Director of Center for Health	Annually	NICMERE Director	Threshold met annual meetings have been held each year	
10.1.2	Number of collaborative projects	Increase to seven (7). Baseline: 3 in AY2011	3	0	2	6	10	18	Science Dept. Chair, Dir. Of Center for Health. NICMERE Dir.. IRB, VP for Campus Dev.	Annually	NICMERE Director	Threshold met 10 collaborative projects in AY15	
Objective 2: NICMERE and the Salish Sea Research Center provide a place-based collaborative model for aquaculture and environmental science research and education MCA: A) Develop, implement, and assess plan and processes to coordinate NICMERE and Science Department offerings in research and education, to include: (Director of NICMERE*) i) creation and revision of courses within the Science Department and other programs that coordinate with NICMERE ii) development and approval of MOU agreements with Bellingham Technical College and other institutions, as appropriate iii) Coordination, maintenance, and extension of internship offerings													
10.2.1	Number of courses in aquaculture, mariculture, and/or the husbandry of freshwater and marine organisms offered by NWIC or through a partner organization	Increase to five (5). Baseline: Zero (0) in AY2011	0	0	0	0	0	0	Science Dept. Chair, Exex. Assistant to the President (for other institutions)	Annually	Chair of Science Department	Baseline not met 0 courses developed in AY15 requires further explanation	
10.2.2	Number of students participating in aquaculture and environmental science internships at NWIC and outside organizations	Increase at the rate of one (1) per year to 21. Baseline: 15 in AY2011	22 BSNEs, 14 NOAA (36 Total)	20 BSNEs, 9 NOAA (29 Total)	17 BSNEs, 9 NOAA (26 total)	23 BSNEs, 2 NOAA (25 total)	18 BSNEs, 9 NOAA (27 Total)	26 BSNEs, 9 NOAA, 2 WWU (37 Total)	Internship coordinator	Annually	Chair of Science Department	Threshold met 27 students participated - 18 in BSNEs, 9 in NOAA	
Objective 3: NWIC provides education, training, and workforce developmental opportunities that support the stewardship and management of natural resources through collaboration among the Salish Sea Research Center, NWIC Continuing Education, and NWIC Workforce Training departments MCA: A) Create and implement mechanism for partner NWIC programs to collaborate including a mechanism for stakeholder input (Director of NICMERE*, Dean of Indigenous Education, and Director of Workforce Development) MCA: B) Develop, implement and assess a collaborative plan that includes: (Director of NICMERE*, Science Dept. Chair & Director of WF) i) update the 2004 list of desirable trainings (identified by Lummi Natural Resources) ii) develop and offer workforce offerings to articulated LNR needs iii) expand offerings to other extended campus sites, as appropriate iv) develop mechanism to survey former students and community members to determine which aquaculture and natural resources workforce trainings they want to be offered.													
10.3.1	Number of coordination meetings between Salish Sea Research Center, NWIC Continuing Education and Workforce Training office	One (1) meeting per year	0	1 meeting	1 meeting	1 meeting	1	1	Marco Hatch	Annually	NICMERE Director	Threshold met One meeting was held each year	
10.3.2	Number of new workforce development courses in aquaculture and natural resources offered	Increases to two (2). Baseline: Zero (0) in AY2011	0	0	0	0	0	0	Dir. of Workforce Dev and NICMERE Dir.	Annually	Director of Workforce Development	Baseline not met No new courses developed (requires further explanation)	