



YEAR ONE SELF-EVALUATION REPORT

March 1, 2018

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Institutional Overview

Northwest Indian College (NWIC) is a Tribal college chartered by the Lummi Nation in 1983. The purpose of NWIC is to serve the higher education needs of Tribal communities. NWIC is a member of the American Indian Higher Education Consortium (AIHEC), which currently consists of 36 Tribal Colleges and Universities (TCUs) in the United States. NWIC is unique among these institutions in that it is the only TCU in the Pacific Northwest that provides academic and community education programming in Washington, Idaho and Oregon. In 2010, NWIC’s accreditation status as a two-year degree granting institution expanded with the approval to grant four-year degrees, the first of which was the Bachelor of Science in Native Environmental Science (BSNES) degree. The approval to offer the BSNES degree was followed by approvals to offer the Bachelor of Arts in Native Studies Leadership in 2012, the Bachelor of Arts in Tribal Governance and Business Management in 2013, and the Bachelor of Arts in Community Advocates and Responsive Education (CARE) in Human Services in 2014.

NWIC received designation as a Land Grant College in 1994. United States Department of Agriculture (USDA) land grant funds support NWIC’s overarching goal to build and sustain collaborations between campus and community partners as they relate to research, teaching, and community outreach and education to better serve the diverse needs of its Tribal populations. Innovative and Tribally- relevant training and research is offered through the Salish Sea Research Center, Coast Salish Institute, NWIC Center for Health, and Cooperative Extension.

Our accreditation status as a baccalaureate-granting institution was reaffirmed in Spring 2017. The college currently offers four baccalaureate degrees and a variety of associate-level degrees, certificates and awards of completion. The academics and student services offered at NWIC have been enhanced to support student success at the four-year level and for entry into graduate programs. In 2005, a new capital campaign, with the current goal of \$50 million, was launched and has resulted in 10 new buildings to support the growth of NWIC and is now in the final phase of a four-phase development plan.

Student Profile

The majority of NWIC students are first generation (i.e., neither parent has a four-year degree). Native students generally come from a culturally rich environment and have many strength-based resources from which to draw. However, the majority of students have an annual income at or below the poverty level. The First-Year Experience and Indigenous Service Learning co-curricular programs are provided to support success of Native students. The table below shows the NWIC student demographics for Academic Year (AY) 2017 (July 2016-June 2017). More detailed student enrollment information is available in the [Annual Enrollment Report 2016-2017](#).

| Student Statistics 2016-2017 Enrollment Report | |
|---|--|
| Ethnicity | Native American: 81%; White/Caucasian: 6%; Other Ethnicities: 13% |
| Gender | Female 69%; Male 31% |
| Age | 34% between age 16 and 29; 66% age 30 or above |
| Degree Type | Total headcount: 1,661 (list that follows is by degree type) <ul style="list-style-type: none"> • Bachelor’s degree 349 (36.8%) • Associate’s degree 583 (61.5%) • Certificate: 16 (1.7%) |

Faculty

NWIC supports the development of its 31 full-time faculty and over 60 part-time faculty with the training and resources necessary to teach at a Tribal college, to perform academic assessment, and to develop course and program curricula through the Teaching and Learning Initiative, which includes the annual Teaching and Learning Institute, and regular in-service activities. A cultural orientation program is being developed to provide new faculty with information and resources about Indigenous knowledge and practices as they relate to teaching at NWIC. Individual faculty support and training is provided in instructional technology for faculty who use of technology for teaching online and in the classroom.

Location and Teaching Modalities

NWIC provides place-based instruction at seven Tribal locations, including the main campus on the Lummi Reservation. The name and headcount at each of the sites is provided below:

| Site Location | 2016-2017 Headcount (includes all student types) |
|----------------------|---|
| Lummi (main campus) | 805 |
| Muckleshoot | 120 |
| Nez Perce | 72 |
| Nisqually | 82 |
| Port Gamble | 90 |
| Swinomish | 85 |
| Tulalip | 72 |
| Total | 1646 |

NWIC increases access to its degree programs by offering distance education options for students. The chart below is a comparison of FTE enrollment by instructional modality.

| Modality | 2016-2017 Annual FTE |
|--------------------|-----------------------------|
| Face-to-face | 490.1 |
| Independent | 29.0 |
| Tele-course | 9.5 |
| Online | 84.9 |
| Video Conferencing | 85.5 |
| Learning Contract | 22.5 |
| Total | 721.5 |

Stewardship

The NWIC Board of Trustees promotes the growth of NWIC while deliberately choosing to keep the cost of attendance affordable. This is accomplished through careful management of financial resources and well-planned development activities. Enrollment management efforts focused on student retention and degree completion are a high priority for program sustainability.

Preface

Update on Institutional Changes

NWIC submitted a comprehensive Year Seven Self-Evaluation report to the Northwest Commission on Colleges and Universities (NWCCU) in March 2017. Following an on-site visit by peer-evaluators in April 2017, the NWCCU reaffirmed NWIC's accreditation status at its annual Board of Commissioners meeting in June 2017. The Commission, however, added an additional recommendation to those made in the peer-evaluation report, for a total of six recommendations. The additional recommendation related to the Campus Safety and Security report (Clery Act) and requested that a special report be submitted by October 17, 2017. A new committee, called the Clery Act Compliance Committee, was established to specifically respond to this recommendation and ensure that the College maintains compliance. In November 2017, the Executive Committee of the NWCCU accepted our special report and subsequently determined that Recommendation six of the Spring 2017 Year Seven Report now meets the Commission's criteria for accreditation.

Another significant institutional change occurred in June 2017, when the NWIC Board of Trustees adopted a motion that directs the implementation of an Indigenous governance system that will be "inclusive, recognizes and asserts our commitment to embedding Indigenous practices, ideas, principles, and our original worldview in all of our systems and academic pursuits." It further states, "The tribes and Tribal people we serve have deeply embedded roots in social justice. Through forced assimilation processes over the last century, we have come to believe in the 'mainstream-systems' and structures of the oppressor as the means of educating our children. Indigenous governance advances culturally-competent teaching, research, a collaborative learning environment, and Indigenizes our systems." This decision by the Board represents a very deliberate next step in the College's new strategic plan to Indigenize the entire institution - from the NWIC Board of Trustees and administration, to the faculty and staff, and each of the extended campus sites—and indeed, all aspects of how we serve students, the content of the curriculum, teaching methodologies, and all related activities.

During Summer quarter 2017, the College offered tuition waivers for selected courses as part of an institutional efforts, the Strategic Enrollment Management (SEM) plan, to address declining enrollments over the past four years. This particular strategy resulted in an increase in enrollment compared to the previous year and yielded positive academic outcomes overall. We also hired an SEM recruiter to aid in these efforts.

In September 2017, the exterior work of the Lummi Day School was finished, thereby completing an important restoration project. The Lummi Day School, which has significant historical and cultural importance to the Lummi community, now houses two dedicated rooms for Tribal elders, as well as classroom and office space for the NWIC Indigenous Service Learning Department and the First Year Experience program. It will also provide a unique space for collaborative activities between Tribal elders and our students.

In January 2018, the Board of Trustees approved the next seven-year Strategic Plan (2017-2024), which reaffirmed the four core themes in the previous strategic plan and accreditation cycle, and also included updated objectives intended to collectively demonstrate mission fulfillment. The updated core theme objectives, as well as the associated outcomes, indicators and thresholds, are described in detail in Standard 1.B of this report. Additionally, the College's seven-year strategic plan aligns with the accreditation cycle and standards, and components of each can be described as strategic plan/core theme objectives, outcomes, and indicators for planning purposes. It should also be noted that

institutional goals, which were used as part of the 2010-17 strategic plan as a mechanism to evaluate progress and demonstrate achievement of core themes (i.e., core themes, institutional goals, objectives, and indicators), were not included in the new strategic plan (2017-2024). By removing this layer of complexity, the new plan will comprise of core theme objectives, outcomes of those objectives, indicators, and thresholds to measure progress toward mission fulfillment, thus streamlining the tracking, collection and analysis of data to demonstrate achievement of core theme objectives.

Response to Requested Topics

See Ad Hoc Report for responses to requested topics.

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. **AUTHORITY:** The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Northwest Indian College is chartered by the Lummi Nation and is a member of the American Indian Higher Education Consortium (AIHEC) and is authorized by the NWIC Board of Trustees to grant awards, certificates, and degrees.

3. **MISSION AND CORE THEMES:** The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Northwest Indian College demonstrates the capacity to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services. The governing board has approved the mission and core themes to ensure that they meet the needs of the students and communities we serve. The College has an understanding of its responsibility in meeting the needs of its students, as well as its obligation to meet all Northwest Commission on Colleges and Universities Eligibility Requirements. In summary, Northwest Indian College meets the expectations for the Eligibility Requirements.

Standard 1.A Mission

Mission Statement

The NWIC mission statement, *“Through education, Northwest Indian College promotes Indigenous self-determination and knowledge,”* which was originally approved by the Board of Trustees in 2004, continues to accurately express the institutions overall purpose and aspirations as a tribal college. The mission statement is widely disseminated in college publications, including the College catalog and biennial report, both of which are updated every two years, and displayed in nearly all buildings and conference rooms, and is published on the College’s website. The mission guides the planning processes at the institutional, department, and program levels.

Interpretation of Mission Fulfillment

Although the mission statement has remained unchanged, a vision statement for the College has been under development as part of our new strategic planning efforts. The vision statement, which is currently in draft and has been reviewed by the Board of Trustees, is the following:

Our vision reaffirms our Relational Accountability to the Tribes we serve and advances tribal sovereignty for the protection of our homelands and future generations.

This vision statement and the core theme objectives emerged from a visioning process that was done in 2008, which was facilitated by the late Willie Jones, Sr., one of the founders of NWIC, that included the Coast Salish Institute staff and faculty, as well as contributions and input from other community leaders, Tribal members, and youth. The visioning process, which originally began with two circles, describing the present and future times, evolved to include four circles or time more appropriate to Native peoples’ experience: pre-contact, past, present, and future. This model was deliberately designed to best capture the unique experiences of tribal people and to recognize the past when planning for the future. The power of this process is that the feelings expressed by the community during pre-contact times (first circle) often mirrors the aspirations we envision for the future (fourth circle). This visioning process serves as a blueprint for the college’s mission to help Tribal communities come full-circle by rebuilding Tribal nations and restoring cultural sovereignty for the survival and prosperity of Tribal people.

Below is a summary of the visioning process (the four circles):

| Pre-CONTACT | PAST | PRESENT | FUTURE |
|---|---|--|--|
| Language Land Ceremony Family structure Symbols Heroes Values Educational systems Stories Economic systems Our children | Colonization Assimilation Loss New structures BIA Boarding schools Elders Resilience | Impact of trauma Loss of language, land Loss of children Some elders Some hope Education No fish- not enough jobs Poverty | Rebuilding our Nation Growing Traditional leadership Original identity Traditional foods Protecting our homeland Prosperity |
| <i>Feelings-</i> Whole Together Connected | <i>Feelings –</i> Pain Confusion Lost Some hope | <i>Feelings –</i> Angry Alone Sometimes happy | <i>Feelings-</i> Connected Well Family Not sure |

In light of the Board’s directive to implement an indigenous governance system in the next strategic plan, it was necessary to meet with Tribal Elders and community leaders for guidance on the appropriate language and specifically the Coast Salish beliefs and values, which were previously approved by the NWIC Board of Trustees in 2004, and include the following:

- **Səla-ex^w:** Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.
- **Schtəngəx^wən:** We are responsible to protect our territory. This means we take care of our land and water and everything that is on it and in it.
- **Xwləmi-chosən:** Our culture is our language. We should strengthen and maintain our language.
- **Leng-e-sot:** We take care of ourselves, watch out for ourselves and love and take care of one another.

The elders reaffirmed that the four Lummi beliefs and values were translated correctly and are appropriate to guide the direction of the College, however, a fifth concept of “Balance” emerged as a strong theme when the elders described the original intention of the College. The elders explained that we have become too westernized, and we have forgotten who we are. The College founders envisioned an education that would help the Lummi community remember, relearn, and restore our self-determination through education that reflects the culture, language and traditions, and promotes healing and wellness. The purpose of this type of Indigenous education, in other words, is a way to restore balance. Indigenizing the College, therefore, is an essential part of mission fulfillment. The translation of the word, balance, in the Lummi language is as follows:

- **Xaalh:** Life balance/sacred

This concept of balance was recently approved by the Board of Trustees as one of the five foundational Coast Salish beliefs and values that will guide the indigenization of NWIC. The five Coast Salish/NWIC values and beliefs have multiple purposes. For example, they were recently used as a [lens to analyze the community scan data](#), such as the community needs survey and community focus group data. Using the [Indigenous Evaluation Framework](#), the beliefs and values will also serve as a framework to tell our story, measure progress, and define success in the accreditation cycle.¹

Another guiding principle used in our strategic planning process, which was also noted in the Board's motion related to Indigenous governance, was the Lummi flood story. "We're survivors of the Great Flood," is utilized as a cultural metaphor to guide toward mission fulfillment. The key lessons gleaned from the flood story to guide our efforts include, but are not limited to: prepare yourself (qwechost), protecting and caring for the children (Leng-e-sot), and remembering who you are and where you come from (en-sche'lang'en).

Our story of resilience, the nation rebuilding outlined in the visioning process, the Coast Salish/NWIC beliefs and values, and the enduring lessons within the Lummi Flood Story collectively deepen the understanding of cultural sovereignty and Tribal self-determination. This body of knowledge creates the Indigenous Paradigm that guides the Strategic Plan and informs future NWIC initiatives while describing the process of mission fulfillment.

Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment

NWIC reaffirmed the following four core themes: Engage Indigenous knowledge, Commitment to student success, Access to higher education at all campus locations, and Advance placed-based community education and outreach. NWIC defines an acceptable minimum threshold of mission fulfillment as making continual, incremental progress towards accomplishing its mission within the context of the core values and beliefs. Through the attainment of the subsequent objectives, outcomes and impact indicators, NWIC will achieve its core themes and ultimately its mission. Impact indicators provide the evidence of achievement and are inspired by the Indigenous Evaluation Framework.

Through the collection of robust institutional stories, there is a balance of qualitative and quantitative data which measures the impact of each objective and outcome. The Indigenous Evaluation Framework has guided the shift to balance both quantitative and qualitative data as a means to tell our story.

NWIC provides an annual snapshot of key indicators and minimum acceptable thresholds for achievement to support mission fulfillment. This information is shared with the NWIC Board of Trustees, core theme teams, committees, and the departments and individuals responsible for implementing the results. With our application of a continuous improvement approach, the data collected from the impact indicators will be analyzed to determine if NWIC is making adequate progress towards the objectives or if course corrections are needed to increase effectiveness of the implementation strategies. Any recommendations for improvement will be documented and reported in future NWIC self-evaluation reports to the NWCCU.

Standard 1.B provides a more detailed explanation of the indicators and why they were selected as meaningful measures for fulfillment of NWIC's mission, core themes, objectives, and outcomes. We want to make note that the Core Theme One narrative below is longer than the recommended page

¹ LaFrance, J., & Nichols, R. (2009). Indigenous evaluation framework: Telling our story in our place and time. Arlington, VA. American Indian Higher Education Consortium.

length, however, given the board of trustees directive to implement an Indigenous Governance System, this resulted in additional objectives, indicators, and rationales.

Standard 1.B Core Themes

CORE THEME ONE: ENGAGE INDIGENOUS KNOWLEDGE

The engagement of Indigenous knowledge is a decolonizing strategy that promotes Native identity development, shares the vision of the ancestors who founded NWIC, and creates a space to address the many issues that Tribal communities face. This strategy is reflective of our cultural beliefs and values, guides our strategic priorities, decision making, and future direction of the institution. Indigenous knowledge is foundational to supporting NWIC's institutional mission.

Objective 1: NWIC implements an Indigenous governance system.

Outcome 1: NWIC promotes and continues its learning about the beliefs and values of the Coast Salish through engagement with Tribal elders and Tribal communities, and applies this learning toward mission fulfillment.

Indicators of Achievement:

1. NWIC demonstrates value-based decision making that reveals institutional leadership's understanding of Indigenous self-determination and provides a quantitative measure based on the number of people in leadership who are aligned with the Indigenous paradigm. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of tribal leaders and elders engaged, number of training and professional development opportunities, and number of participants who include these interactions in reflection papers, employment reviews, or faculty portfolios. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Outcome 2: NWIC has engaged with the community to ensure that our programs and services are aligned with our strategic plan.

Indicators of Achievement:

1. NWIC annually conducts community visioning sessions, community focus groups, community surveys, and graduate surveys. Baseline: To be established in AY19; annual reports submitted. Acceptable Threshold: To be established in AY19.

Outcome 3: NWIC faculty and staff demonstrate their knowledge of cultural methods and protocols in curricula and pedagogical practice, teaching methods, and the performance of duties and responsibilities.

Indicators of Achievement:

1. Annual faculty development plans are created and faculty maintain a portfolio that includes cultural orientation, course syllabi, assessment matrices, and reflection on teaching and learning. Baseline: To be established in AY19; annual reports submitted. Acceptable Threshold: To be established in AY19.
2. Percentage of faculty who create and complete development plans each year. Baseline: To be established in AY19; annual reports submitted. Acceptable Threshold: To be established in AY19.

Outcome 4: NWIC has institutionally researched and identified an Indigenous framework of governance by which to operate consistent with NWIC vision, mission, and values.

Indicator of Achievement:

1. NWIC demonstrates its commitment to Indigenous governance by changing from a traditional western hierarchical structure to an Indigenous model focused on Indigenous shared governance, ways of thinking, being and believing toward self-determination. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: Decolonization is not a metaphor, it is a process and a journey. Our way of being successful on our journey is to re-examine our current systems for a more Indigenous governance model. Our

elders are the holders of traditional knowledge, they show us the true meaning of living and making decisions based on traditional values. Engagement with tribal elders and language speakers keeps us grounded in our beliefs and values and helps guide us in our institutional decision making toward mission fulfillment. NWIC will engage with elders to ensure alignment with an Indigenous paradigm. Faculty development plans will be created which include cultural orientation, participation at the Teaching and Learning Institute and in-service activities by all faculty, a reading a list, and a demonstration of faculty development through the creation of a portfolio and presentation thereof.

Objective 2: NWIC establishes and sustains an internal organizational climate aligned with NWIC vision and values.

Outcome 1: NWIC conducts comprehensive internal organizational climate assessment to measure the extent to which we are aligned with our NWIC mission and values, especially Leng-e-sot and Xaalh.

Indicators of Achievement:

1. Collection of stories and analysis through program focus groups and institutional surveys to measure the level of understanding of values and mission. Baseline: To be established in AY19; annual reports submitted. Acceptable Threshold: To be established in AY19.

Outcome 2: NWIC has fully institutionalized/integrated the components of the Indigenous Land Grant Wellness plan in all aspects of the College.

Indicators of Achievement:

1. Faculty, staff, and students participate in Indigenous wellness activities to develop the skills and knowledge to enact the Indigenous Wellness Plan. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of wellness activities, number of participants who complete surveys. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Outcome 3: NWIC has a sustainable philosophy and Indigenous practices in place to develop internal Tribal leadership.

Indicators of Achievement:

1. NWIC graduates are hired to faculty and staff positions consistent with the College's "Growing our own philosophy" and professional development policies in preparation for leadership roles. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of graduates in staff, faculty, and administrative roles. Number of graduates that have earned advanced degrees. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: Through consultation with Lummi Tribal elders, Northwest Indian College has adopted five Lummi Tribal beliefs, two of which directly relate to the direction of our organizational climate (Leng-e-sot "we take care of ourselves, watch out for ourselves and love and take care on one another" and Xaalh "life balance/sacred"). NWIC has embraced a philosophy regarding this value that is called "growing our own"; in this philosophy NWIC graduates are hired as faculty and staff in preparation for leadership roles when they attain advanced degrees. Northwest Indian College is guided by an ancestral vision and these values must be integrated into our institution's future ways of being and doing utilizing an Indigenous model. This work plays a vital role in achieving mission fulfillment. Once we articulate our cultural beliefs and expectations to NWIC employees, we expect to observe a more cohesive and stable collective perceptions and behaviors. This process will allow prospective and current employees to compare their values and beliefs with those of the College, and to engage in the practice of continuous improvement to embody these values and beliefs in their perceptions and behaviors.

NWIC will also implement strategies for operationalizing our Indigenous culture throughout the seven-year strategic plan. NWIC is committed to the promotion of the wellness of our students and employees including the physical, mental, emotional, and spiritual health of Indigenous people. This commitment will require an intentional approach to integrating Native wellness into the NWIC culture and Indigenous Governance System initiative. This will also include how the College will model and support this new way of knowing and being.

Objective 3: NWIC implements an Indigenous Research Agenda

Outcome 1: Current research agenda is reviewed, updated, and revised to align with NWIC values and beliefs.

Indicators of Achievement:

1. Implementation of an Indigenous Research Agenda that exists within the context and framework of the Coast Salish worldview with application to faculty, staff, external researchers, and students (where applicable). Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. A designated research committee will conduct biennial reviews of the research agenda, update, and revise where necessary. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Outcome 2: Indigenous research paradigm is implemented with CSOV 301 and 302, required in all four year programs.

Indicators of Achievement:

1. Board approval of an Indigenous Research Paradigm that utilizes Indigenous theories and research methodologies. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Research paradigm is implemented and the 2 remaining 4 year programs implement CSOV 301 (We own our Knowledge) and 302 (Validating our Past-Writing our Future) as required courses. Baseline: In AY17, 2 of the 4 bachelor programs require these two courses. Acceptable Threshold: All Bachelor degrees require CSOV 301 and CSOV 302 as core requirements.

Outcome 3: Increase faculty capacity to engage in Indigenous research

Indicators of Achievement:

1. As part of a professional development plan all faculty are required to attend Indigenous research trainings and apply learning in their courses. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of Indigenous research trainings offered and number of participants. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: An Indigenous Research Agenda, which includes the Research Paradigm, derives from considerations of people and place, is defined by Indigenous worldviews, and reflects and supports the College's mission, institutional outcomes, and many program and course outcomes. Its implementation is a fundamental aspect of decolonization of academia, including application of Indigenous theories and research methodologies. The Indigenous Research Paradigm is currently in draft form, for review in 2018.

Objective 4: NWIC faculty and staff build the capacity to engage Indigenousness and sovereignty.

Outcome 1: Implementation of a Teaching and Learning Plan focusing on transformational learning that builds capacity for faculty to engage or support Indigenousness and sovereignty.

Indicators of Achievement:

1. Faculty develop course syllabi with outcomes, lesson plans, assessment rubrics that demonstrate Indigenously and sovereignty as central to their work. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of faculty portfolios submitted that exhibit assessment rubrics where transformational learning supports Indigenously and sovereignty. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Outcome 2: Native language learning will be available to faculty and staff

Indicators of Achievement:

1. Professional development opportunities are created for faculty and staff specifically regarding traditional languages. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of participants in professional development language opportunities. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: This objective is essential to the work of NWIC because the cultural and worldview disconnect of modern education “leaves Native students to feel like they are living in two worlds and the educational system only supports one of those worlds. The very foundation that education was created upon came from European worldviews, and these European worldviews devised colonization strategies” (Tom, 2018)². This disconnect complicates our students’ capacity to persist and succeed with college educational goals. To change this dynamic, NWIC faculty and staff will engage with transformational learning based in Indigenously and sovereignty. Such learning requires more intellectual work; it engages the mental process of absorbing new information and subsequently considering the new information through already existing knowledge (from elders, culture, or lived experiences). Language is the foundation of who we are as a people, it is critical to forming a cultural identity. When NWIC faculty and staff build their capacity in language they are actively participating in the process of decolonizing and Indigenizing the institution, they support student persistence and success, and they engage in the same form of transformational learning that students experience in classrooms.

Objective 5: NWIC incorporated Indigenous knowledge in all areas of instruction

Outcome 1: Increase the number of courses providing culturally integrated pedagogy aligned with CSOV courses that allow students to demonstrate an understanding of sense of place and what it means to be a people.

Indicators of achievement:

1. Faculty participate in cultural orientation, Teaching and Learning Institute, professional development and develop course outcomes and assessments that align with CSOV courses. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
2. Number of faculty participants and number of courses that are aligned with CSOV outcomes. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Outcome 2: All NWIC staff participates in a cultural orientation and professional development opportunities that relate to their position.

Indicators of Achievement:

1. Number of staff who participate in cultural orientation. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

² Tom, Lexie (2018). An Indigenous Teacher Preparation Framework, unpublished PhD Dissertation, University of Alaska Fairbanks.

2. Number of participants, hours of professional development appropriate to their position. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Rationale: One of the strengths of NWIC is access to Indigenous knowledge and experiences. Institutional learning and instructional pedagogy need to be reframed to capture the traditional values, knowledge, skills, and worldview. This requires the development of a culturally responsive instructional pedagogy. Selalexw is a Tribal value which translates to “our strength comes from our old people.” From them we receive our teaching and knowledge. If Western educational systems are built upon the knowledge of previous educators in terms of citation and annotations; then it is logical for Indigenous knowledge to be built upon the knowledge of the ancestors.

Leng-e-sot is a Tribal value which translates to “we take care of ourselves, watch out for ourselves and love and take care of one another.” In recognition of our diverse faculty, a cultural orientation, portfolio, and integration process is vital for all faculty, but especially for the non-Native faculty who may be unfamiliar with how to align their responsibilities and instruction with NWIC foundational core values and expectations. With increased capacity for Indigenous research and scholarship, faculty will have guided opportunities to thoughtfully align their instructional pedagogy with Indigenous knowledge.

CORE THEME TWO: COMMITMENT TO STUDENT SUCCESS

NWIC is committed to student success and to supporting students to achieve their educational goals. NWIC intends to prepare students for success regardless of their intended degree or program. Student educational goals may range from awards of completion to baccalaureate-level or graduate degree programs. Successful students at NWIC commit to their education, satisfactorily progress toward and complete their educational goals, acquire and demonstrate knowledge, skills and abilities that strengthen personal and Tribal identity and, upon attainment of their educational goals, lead healthy and productive lives promoting Tribal sovereignty and prosperity.

Objective 1: NWIC promotes a community of wellness and balance.

Outcome 1: Students demonstrate a sense of wellness and balance.

Indicators of Achievement:

1. Participation in student activities. Baseline: In AY17, 1929 students participated in student activities. Acceptable Threshold: Increase to 2000 participants and maintain each year.
2. Collection of student stories that indicate NWIC has contributed to wellness and balance. Baseline: To be established in AY19. Acceptable Threshold: Annual report compiling stories of wellness and balance.
3. Number of available support services and formalized tribal partnerships available to support student needs. Baseline: 8 resources or partnerships in AY18. Acceptable Threshold: Increase by 1 per year for a total of 14 by AY24.

Rationale: The concepts of wellness and balance were identified through the visioning process. NWIC has developed indicators that will support us in determining if we are successfully fulfilling this vision.

Participation in student activities (both extra-curricular and co-curricular) on or off campus provides opportunities for engagement in building a community of wellness. Students who are more engaged in activities participate with staff, faculty, and other students which promotes students engaging in their academics and leads to a more balanced student. This may include service learning activities, site-based activities, and student sponsored events.

Directly asking students and graduates questions regarding their feelings towards wellness and balance and what they have learned throughout their academic journey will help us measure this objective. But more importantly we can learn about the impact we are currently having and what ways we can be more supportive in this area as an institution. Partnering with the NWIC Center for Health on this topic will be beneficial in moving this objective forward.

In addition, identifying the availability of resources for our students to overcome common barriers is necessary to wellness. Financial, food, childcare, housing, mental health counseling, and disability support have been identified as highly important to our students.

Objective 2: NWIC fosters student leadership.

Outcome 1: NWIC students demonstrate leadership skills in academic and community settings.

Indicators of Achievement:

1. Number of students who presented or competed at a national or regional conference. Baseline: In AY17, 13 students participated at a national conference. Acceptable Threshold: Increase by 2 students per year for a total of 25 by AY25.
2. Participation in student activities; and number of student leaders involved in organizing/leadership roles. Baseline: In AY17, 2154 (duplicated) students participated in activities and service-learning

events. Number of students involved in organizing/leadership roles to be established in AY19.

Acceptable Threshold: Increase to a threshold of 2,250 participants involved in activities. .

3. Collection of student stories demonstrating student leadership. Baseline: To be established in AY19. Acceptable Threshold: Annual report including analysis of leadership skills developed at NWIC and implemented in other settings.
4. Number of students graduating with honors, high honors, or highest honors. Baseline: In 2017, 40 students graduated with honors or higher. Acceptable Threshold: Increase by 2 students per year for a total of 56 by AY25.

Rationale: Fostering student leadership as part of student success has been an identified outcome and supported notion of student success. Communication and critical thinking skills both oral and written, are necessary to present work publicly. By participating in these presentations, students are exhibiting leadership qualities and characteristics that we want to be able to identify, and to increase the number of students participating.

Also, students who participate in student activities are more engaged in leadership. This includes, on or off-campus, student club involvement, service-learning activities, or the Student Executive Board (SEB). A majority of our co-curricular activities are rooted in culture and students exhibit leadership qualities at cultural events as well.

Using student voices will demonstrate how leadership skills have impacted student success and played a role in a student's educational journey while at NWIC. Utilizing the Indigenous Evaluation Framework, questions will be developed to support the collection of student stories and how students are implementing learned skills in other settings.

Students who exhibit high levels of academic achievement are exhibiting leadership skills such as critical thinking, organization, articulating ideas, and effectively communicating. Tracking this number will provide evidence that we are supporting and fostering student leadership.

Objective 3: NWIC supports students in achieving their educational goals.

Outcome 1: Students have the academic, financial, and personal support to achieve their educational goals.

Indicators of Achievement:

1. Number of degrees, certificates, and awards conferred. Baseline: In AY17, 149 degrees, certificates, and awards were conferred. Acceptable Threshold: Maintain 100 degrees, certificates, or awards conferred annually.
2. Number of students who received financial support. Baseline: In AY17, 473 students received financial support. Acceptable Threshold: Maintain 450 students receiving financial support annually.
3. Number of students meeting satisfactory academic progress (SAP): Baseline: Summer AY17 SAP: 60%, Fall AY17 SAP: 58%, Winter AY17 SAP: 55%, Spring AY17 SAP: 53%. Acceptable Threshold: Increase and maintain 60% SAP-eligible students quarterly.
4. Number of students that have accessed available support services and formalized Tribal partnerships to support student needs. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Rationale: Ultimately, students are here to achieve an educational goal. Tracking the number of graduates is one indicator of successful degree completion.

Financial support can be a barrier for students who wish to continue on their educational journey. In addition to reviewing the number of students who received financial support, including the foundation

office support, we will review students who received short-term emergency aid through the various support channels we currently have (such as Project Success emergency aid awards, second chance petitions, and other hardship waivers) that will provide us with qualitative data to review what students describe as financial barriers.

Students must maintain progress toward degree completion for financial aid and to meet minimum graduation requirements. Tracking how many of our students maintain federal SAP requirements demonstrates their ability to complete their educational goal.

Tracking the number of students that access the current support resources and tribal partnerships will provide evidence that students have the support needed to achieve their goals.

Objective 4: NWIC prepares students to work for and serve tribal communities

Outcome 1: Students graduate with the skills to enter the workforce or post baccalaureate education

Indicators of Achievement:

1. Employment data post-graduation. Baseline: In A2017, 58% of graduates were employed after completion. Acceptable Threshold: Increase and maintain a 60% employment rate.
2. Number of NWIC graduates enrolled in a graduate level program upon graduation. Baseline: In AY17, 9 students (20%) who completed a BA/BS degree enrolled in graduate school. Acceptable Threshold: Maintain a 20% graduate level enrollment rate.
3. Collection of student stories that indicates graduates felt NWIC prepared them for success upon graduation. Baseline: Establish questions using Indigenous Evaluation Framework model in AY19. Acceptable Threshold: One annual report each year is produced.
4. Number of students who participated in career advising or planning. Baseline: In AY17, 38 students received career advising or participated in a workshop. Acceptable Threshold: Increase the number of students per year to reach a threshold of 50 students by AY25.

Rationale: Defining success upon graduation can differ for each student but ultimately we strive to prepare students to serve their communities. In order to evaluate if we have prepared students, employment data would need to be gathered and analyzed. Graduate school enrollment rates would further add to the accomplishment of preparing students' post-graduation for future career aspirations.

An important factor to ensuring our students are successful is qualitative data indicating what factors contributed to their success, and in what ways NWIC supported their educational journey. This data will help us determine what impact we're currently having and in what ways we can do more.

This indicator was developed through supporting data from the community needs survey in regards to a need for additional career related advising support. By focusing on career related support, students will be more prepared for the next step along their journey.

CORE THEME THREE: ACCESS TO HIGHER EDUCATION OPPORTUNITIES AT ALL LEVELS FOR TRIBAL COMMUNITIES

NWIC serves the educational needs of Tribal communities throughout the United States and Canada with our student population representing over 80 different tribes. The NWIC student body is primarily Tribal members who have jobs and are raising families. In order to make our programs accessible to our constituents we aim to reduce barriers and increase access to college classes and other services. Providing access to higher education opportunities embedded in Indigenously and sovereignty helps sustain and further develop the Tribal communities NWIC serves. Lummi campus, extended campus sites, and distance learning modalities provide instruction for both academic and vocational programs on or off campus.

Objective 1: NWIC provides holistic support to ensure student access at all campus locations.

Outcome 1: NWIC students have appropriate resources at all campus locations.

Indicators of Achievement:

1. Percentage of students that complete a library orientation. Baseline: To be established in AY18. Acceptable Threshold: 100% of incoming students complete a library orientation.
2. Number of students that access tutoring. Baseline: In AY17, 187 students were served at all campus locations. Acceptable Threshold: To be established in AY18.
3. Number of students who participate in internships. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
4. Collection of stories demonstrating holistic student access (library, childcare, tutoring, and internships). Baseline: To be established in AY18. Acceptable Threshold: Collect 1 story per subject annually.

Outcome 2: Academic degree programming is responsive to community need.

Indicators of Achievement:

1. The number of feasibility studies evaluated for the established criteria for adding new program(s) at all levels. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
2. The number of program reviews completed per year. Baseline: To be established in AY18. Acceptable Threshold: minimum of one program review per year, report (submitted annually).

Rationale: Access to library resources, tutoring and internships are essential to student success. With almost 50% of NWIC students being located off main campus, offering our library services, resources and tutoring in multiple modalities is important to ensuring student success at all campus locations.

Placed-based pedagogy indicates that decisions regarding curricula development and pedagogical practices be derived from place and be based upon the respective needs of NWIC served communities.

In order to provide access to new programs of study at both main campus and our site locations, feasibility studies that focus on the balance between community need and resources and cost must be implemented. We will focus on all programming including; workforce, associate, baccalaureate, and graduate. The feasibility studies will inform the implementation of already existing programs of study at site campus locations and the possibility of new programs at main campus.

Objective 2: NWIC provides students access to a general education (GE) core grounded in NWIC values, beliefs, Indigenously, and sovereignty.

Outcome 1: NWIC students have equitable access to the general education core and demonstrate the general education requirements.

Indicators of Achievement:

1. General education courses are assessed through a holistic portfolio review (as part of attainment of an associate's degree). Baseline: Currently, zero associate degree programs are assessed through a portfolio review. Acceptable Threshold: All associate degree programs are assessed through a holistic portfolio review by AY25.
2. Number of general education courses requiring a C or better for prerequisites. Baseline: In AY17, 1 general education course (MATH 107) has a C or better prerequisite. Acceptable Threshold: One additional course per year.
3. Number of courses offered via multiple modalities including videoconferencing (VC). Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
4. Number of courses offered in evenings and non-traditional hours. Baseline: 3 of the GE courses are offered in evenings. Acceptable Threshold: To be established in AY2018.

Rationale: General education courses are intended to help students grow and mature as learners and to clarify their values. 50% of NWIC students are located off campus. Offering our GE via VC, during evenings and non-traditional hours will increase access and provide support for a successful educational journey. Currently, ENGL 101, ENGL 102, and MATH 107 have been offered in the evening. NWIC has begun the process of rethinking what comprises successful completion of general education core courses. In response to recommendation five of the Year Seven Peer-evaluation, we plan to explore the current general education core to determine if courses align with our values, vision, and mission. NWIC will focus on rethinking our general education curriculum and cultivating a campus wide approach and implementation of an assessment tool for completion of GE courses. NWIC will focus access and improving credit completion for all gateway courses by implementation of a revised general education curriculum. NWIC will formally identify the core curriculum and expected learning outcomes. For the purposes of the strategic planning process, we will focus on evaluating the alignment of the following general education courses, recognizing that this list may evolve as we continue this process and our definition changes:

CMST 101: Introduction of Oral Communication-required for almost all programs of study. Students build their communication skills in this course.

ENGL 101: English Composition I- required for almost all programs and students develop their writing skills needed for college course work.

ENGL 102: English Composition II- required for all associate of arts and sciences degrees and bachelor degrees, students build needed skills for upper division coursework.

MATH 102: College Algebra- A math course is required for all associate of arts and sciences degrees and many bachelor degree programs, student needs to complete one college level math course (MATH 107 already has this prerequisite).

MATH 107: Elementary Statistics I: A math course is required for all associate of arts and sciences degrees and many bachelor degree programs, student needs to complete one college level math course (MATH 107 already has this prerequisite).

In order to assess student demonstration of the general education core, a holistic portfolio review will be implemented for associate degree programs. The review will focus on the attainment of the NWIC values, beliefs, sovereignty, and Indigenouness.

In order to ensure attainment of the skills and knowledge necessary to move onto upper division core courses, a prerequisite of a C or better will be implemented within the NWIC general education.

Objective 3: NWIC provides college preparation and support for Native youth for an academic future.

Outcome 1: New NWIC students are college ready and grounded in an academic environment.

Indicators of Achievement:

1. Number of college outreach/ recruitment activities for Native youth. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
2. Number of workshops that develop financial literacy regarding resources and paying for college. Baseline: In AY17 there were 14 financial literacy workshops held. Acceptable Threshold: Increase by 2 activities each academic year.
3. Number of events that focus on family involvement and support of student's educational goals. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
4. Collection of Native youth 'college- aspiration' narratives. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: NWIC is committed to helping youth engage in meaningful opportunities to experience and discover their potential as learners in higher education. Providing knowledge of college admissions processes and awareness of the first-year college experience will increase their chances of creating a "college going" environment for themselves and their parents.

CORE THEME FOUR: ADVANCE PLACE-BASED COMMUNITY EDUCATION AND OUTREACH

We are committed to the advancement of place-based community education and outreach for the communities served by NWIC. The development and implementation of a responsive community education model that provides for the engagement of community with NWIC students, faculty, and staff is critical in fulfilling our mission, specifically regarding the return to cultural sovereignty. Having this model in place throughout the duration of the strategic plan, and into the foreseeable future, is cornerstone to the process of mission fulfillment while ensuring responsiveness to the communities and people we serve.

Objective 1: NWIC provides educational opportunities responsive to Tribal community needs and grounded in place-based pedagogy.

Outcome 1: NWIC implements a mentorship model that provides multiple opportunities for student led projects, opportunities for student leadership development with Indigenous knowledge holders, aimed at the promotion of the return to cultural sovereignty.

Indicators of Achievement:

1. Number of mentorship opportunities developed that allows for student led projects. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY19.
2. Number of participants in student leadership opportunities. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
3. Collection of student feedback on experiences and knowledge gained regarding cultural sovereignty. Baseline: To be established in AY19. Acceptable Threshold: Increase the number of leadership opportunities in subsequent year(s).

Outcome 2: Curriculum and pedagogy align with the NWIC mission, vision, core values, and includes an Indigenous service learning plan.

Indicators of Achievement:

1. Number of courses developed or refined (including course outcomes, assessment rubrics, and lesson plans) that align with core values, vision, and mission, and includes Indigenous Service Learning (ISL) component. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of students completing courses that include an Indigenous service learning component per year. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
3. Collection of student feedback that describes the impact of Indigenous service learning on their educational experience. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.

Rationale: Place-based pedagogy indicates that decisions regarding curricula development and pedagogical practices must be derived from place and be based upon the respective needs of NWIC served communities. The Indigenous service learning definition will be reviewed and courses with an ISL component will be realigned with the updated definition.

Objective 2: NWIC performs Indigenous research and builds the research capacity of students and communities.

Outcome 1: Students utilize Indigenous theories and methodologies in research opportunities that promote community engagement.

Indicators of Achievement:

1. Number of students engaged in research projects in response to community needs. Baseline: In AY17, 17 students engaged in research using Indigenous theories and methodologies. Acceptable Threshold: To be established in AY18.

2. Number of community workshops/trainings on Indigenous research theories and methodologies. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY19.
3. Collection of student/participant feedback on the impact of using Indigenous theories and methodologies in research to benefit Tribal communities. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY19.

Rationale: Indigenous ontology, epistemologies, axiology, and knowledge expressed through research moves NWIC, Native Nations, and students towards actualization of sovereignty and protection of Indigenous knowledge.

NWIC is committed to ensure that research conducted within the NWIC community is driven by Indigenous theories and methodologies as outlined in the [NWIC Indigenous Research Policy](#) (approved 2017). All research is responsive to community needs and ensures that students and community members have an opportunity to engage in research that is reciprocal, responsible, and respectful to the Native people involved.

Objective 3: NWIC builds the capacity of Tribal communities through responsive community engagement.

Outcome 1: Continuing Education Unit (CEU) trainings and workshops are responsive, proactive, and inclusive.

Indicators of Achievement:

1. Through an evaluation plan, NWIC assesses the number of positive community responses received annually. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Number of CEU classes, trainings, and workshops completed annually. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
3. Number of enrollments completed and assessed annually. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY19.
4. Number of CEU credits completed annually. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Outcome 2: NWIC plans for financial and cultural sustainability of annual events that align with mission fulfillment and meet community needs.

Indicators of Achievement:

1. Develop criteria for the sustainability of annual events for the community education schedule. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.
2. Collection of participant feedback on annual events. Baseline: To be established in AY18. Acceptable Threshold: To be established in AY18.

Rationale: Building the capacity of Tribal communities to reclaim their cultural sovereignty occurs by investing time and resources toward developing inclusive relationships that are responsive to community needs, and by creating sound evaluative assessment strategies that ensure sustainability and mission fulfillment.

NWIC is committed to developing communally responsive relationships that ensure not only a return to cultural sovereignty but also intergenerational transference of inherent knowledge that coincides with the pre-contact values and beliefs, and supports mission fulfillment.

Objective 4: NWIC promotes Indigenous wellness programming to restore balanced lifestyles and Tribal prosperity.

Outcome 1: Students and community have access to obtaining the skills and resources they need for wellness.

Indicators of Achievement:

1. Integration of components of the Indigenous Wellness Plan into teaching, research, and extension that is responsive to community needs. Baseline: To be established in AY19. Acceptable Threshold: To be established in AY19.
2. Collection of participant feedback related to the promotion of Indigenous wellness programming. Baseline: To be established in AY19. Acceptable Threshold: Compilation report of what we learned and recommendations for improvement to department plans or institutional plans (submitted annually).

Rationale: Prior to contact in the time of the ancestors, long established Indigenous wellness systems occurred throughout the traditional homelands of the Coast Salish people and existed within a prosperous unparalleled efficiency. To effectively support a return to prosperity NWIC has created an [Indigenous Wellness Plan](#) that is currently in draft form, which will be implemented over the duration of the strategic plan.

NWIC is committed to revitalizing wellness that promotes healthy families and balanced lifestyles amongst the Coast Salish people by providing access to the wellness systems of their ancestors.

Conclusion

In this Year One report, NWIC has reaffirmed its commitment to the five Coast Salish/NWIC values and beliefs that guide the direction of the College, summarized the results of an inclusive, community-wide institutional planning process—including guidance from Tribal Elders—that culminated in a new strategic plan (2017-2024), and highlighted the institutional changes necessary to Indigenize NWIC, as signified by the Board of Trustees directive to implement an Indigenous governance system. For each core theme, we have developed impact indicators and acceptable thresholds including a rationale for why they are assessable and meaningful and effectively measure mission fulfillment and achievement of the core theme objectives. In this process, we challenged ourselves to develop a deeper understanding of the core NWIC beliefs and values and each core theme objective was developed with the intention of putting them into practice. The core values and beliefs have informed and guided the development of the core theme objectives, indicators, and thresholds, to the extent that successful implementation and achievement will demonstrate mission fulfillment, and will lead to the indigenization of NWIC.

As the elders reminded us, we understand that in order for our students to be on the path to wellness and balance, we, too, must be committed to taking this journey along with them. We often use the metaphor of being in the canoe to describe the journey of the College and our students and we are all in the canoe together; this represents our Relationality. This journey also requires authentic and continual self-reflection, which is why the Indigenous Evaluation Framework is necessary as we focus on learning, not just results, and provides a value-based framework to ensure our work is being done with integrity.

Like our ancestors before us, we will need to be mindful and draw strength from the Lummi Flood Story though this journey. We will have to continue to prepare ourselves for each new step, and, in everything we do, we must be mindful that our decisions and actions today will have a profound impact on future generations. And, like the College founders envisioned, we are committed to supporting our students so that they will learn to hold their heads high, to be proud of who they are, and to never forget where they come from.