

2016 Focus Group Reports

The Sites

Muckleshoot



1. Describe some of the positive changes you would like to see NWIC help your community achieve in the next seven years.

- Start with education about recovery and diabetes
- Learn about family dynamics and how to build a future together
- Establish a pathway for people in recovery and a partnership with a Behavioral Health Counselor on site
- Support groups for addictions to drugs/alcohol etc.
- Behavioral Health CEUs

2. Share your thoughts and ideas on how NWIC can help your community increase student enrollment.

- Equal ratio of students to faculty
- Provide Childcare services
- Adult Work Training in Muckleshoot
- Have fun activities – Music, leadership conferences, NIE, graduate horizons
- Summer camps at Tribal high schools
- Scholarships
- Help new students adapt to the college experience
- Educate youth about the various programs offered at NWIC
- Host these events on the Lummi campus

3. What are some of the successful approaches that Native students in your community have used to obtain their higher education goals?

- Having doors that are always open and welcoming
- Provide a comfortable environment
- Providing education about mental health issues and the systemic effects it has on a tribal community

4. If NWIC offered a bachelor's degree in Behavioral Health, what skills would you expect from our graduates?

- Expertise in how to diagnose and treat addiction, mental health and depression
- Provide family and relationship therapy
- Ability to be a keynote speaker
- To provide teen education about depression and anxiety
- Managing schizophrenia and how to cope

5. What jobs would be available in your tribal community for graduates with a Behavioral Health degree?

- Psychology

6. If NWIC offered a bachelor's degree in Computer Technology, what skills would you expect from our graduates?

- Programming
- Coding
- Web Design
- Networking

7. If NWIC offered a bachelor's degree in education, what level would be the most beneficial? Early Childhood Education, Elementary Education, or Secondary Education? Why?

- Secondary
- Males cannot get a job in Early Childhood Education (ECE)

8. What jobs would be available in your tribal community for graduates with a degree in education?

- K-12 Tribal School

9. Within the next seven years, should NWIC prepare our students to pursue graduate level degrees outside the institution or within? Why?

- Yes, both inside and outside the institution
- MBAs should now be offered at NWIC to strengthen what is currently available

10. Are there any further comments that you would like to add?

- More leadership opportunities for youth in decision making and leadership
- Organize a meeting with the president to meet with students, faculty and community members
- Site conferences with student workshops
- Organize field trips for students to go to the main campus at Lummi and meet faculty/instructors in person

Port Gamble



1. Describe some of the positive changes you would like to see the college help your community achieve in the next seven years

Youth	Elders	Professionals
<ul style="list-style-type: none"> • Increase physical education in the curriculum and keep people healthy 	<ul style="list-style-type: none"> • A Master’s Degree in business • Behavioral Health Degree • Healthy family Boundaries and mental health 	<ul style="list-style-type: none"> • Job placement and internships • A wider variety of classes and degree choices • Seafood processing • Employment management • Higher level electives • GED offerings • CEU Classes • Special Ed Certificates • Vocational Education

2. Share your thoughts and ideas on how the college can help your community increase student enrollment

Youth	Elders	Professionals
<ul style="list-style-type: none"> • Keep classrooms small and comfortable 	<ul style="list-style-type: none"> • More visits to local high schools 	<ul style="list-style-type: none"> • A childcare facility • Offer night classes after 7pm • Internships and mentors • Offer summer credits to high school kids • Better technology • Student loans and scholarships • Teaching financial aid

3. What are some of the successful approaches that Native students in your community have used to obtain their education goals?

Youth	Elders	Professionals
<ul style="list-style-type: none"> • Hire a liaison to reach out to students that are struggling • Have an open door event where students can come in and ask questions 	<ul style="list-style-type: none"> • Reaching out to the high schools and tribal youth centers 	<ul style="list-style-type: none"> • 4 hours per week for education • Smaller class size

4. If NWIC offered a bachelor's degree in Behavioral Health, what skills would you expect from our graduates?

Professionals
<ul style="list-style-type: none"> • Knowledge of internalized oppression • Anger management • Understanding of cultural history • Cultural sensitivity • To develop new ways of dealing with people's behavior

5. What jobs would be available in your tribal community for graduates of a behavioral health degree?

Professionals
<ul style="list-style-type: none"> • School counseling

6. If NWIC offered a bachelor's degree in Computer Technology, what skills would you expect from our graduates?

Youth	Professionals
<ul style="list-style-type: none"> • Programming • Digital • Coding • Video Production 	<ul style="list-style-type: none"> • At least the basics, Word, Excel, Power point, etc. • Networking • Web design • Computer repair

7. What jobs would be available in your tribal community for graduates with a degree in computer technology?

Elders	Professionals
<ul style="list-style-type: none"> • Information Technology • Education 	<ul style="list-style-type: none"> • Information Technology • Network Administrator • Office work • Upward Bound Technology

8. If NWIC offered a bachelor's degree in education, what level would be the most beneficial? Early Childhood Education, elementary education or secondary education? Why?

Youth	Elders	Professionals
<ul style="list-style-type: none"> • Early Childhood Education 	<ul style="list-style-type: none"> • All of these are important to our communities 	<ul style="list-style-type: none"> • Elementary level, then secondary, pre-college • K-6 first • All of the above, education certificates • Special Ed certificates as we are getting more children with autism, behavior issues, Asperger's disease and drug and alcohol affected children

9. What jobs would be available in your tribal community for graduates with a degree in education?

Elders	Professionals
<ul style="list-style-type: none"> • There would be employment for all job titles. ECE, Elementary and Secondary 	<ul style="list-style-type: none"> • Education Liaisons • Teachers • Elder's Home Care

10. Are there any further comments that you would like to add?

- We need community recreational activities to engage in at NWIC and get to know one another socially
- Veterinary program
- Nursing program

CEU Programs	Workforce Education
<ul style="list-style-type: none"> • Physical Therapy Program • Dental • Pre Natal Care • Elder Care • Emergency Preparedness • Market Studies • Nutrition • Conflict Resolution • Professional Ethic Class • Tribal Management • Community Needs Assessing 	<ul style="list-style-type: none"> • Construction • Boat Motor Repair • Insulation • Plumbing • Professional Janitorial Classes • Carpentry • Surveillance Work

Swinomish

This particular group was the Health Education and Social Services Commission (HESS). Their purpose and mission is to protect and enhance the quality of the lives of all its members by providing a combination of economic opportunities and a safety net of social services. Their purpose is to provide a safe and healthy environment for everyone living on and participating in the activities of the Swinomish.



1. If NWIC offered a bachelor's degree in Behavioral Health, what skills would you expect from our graduates?

- Knowledge of chemical dependency, anger management and how to use community resources with the social skills to deal with those issues
- Training in domestic violence and criminal justice
- Leadership skills and the inclusion of indigenous language
- Case management and interviewing skills
- Statistics
- Include an elder's panel to assist the youth and give advice
- Have a Wellness program specializing in intergenerational trauma
- Victims of Crime (VOC) Community Resources
- Substance abuse training
- The ability to use active listening skills that is sensitive to cultural needs and differences while taking into consideration substance abuse into the treatment plan
- Nurses that specialize in traditional plants and medicine

2. What jobs would be available in your tribal community for the graduates of a behavioral health degree

- Social worker
- Advocate against domestic violence
- Counselor and medical for Indian Child Welfare (ICW)
- Prevention Advocate
- Chemical Dependency Counselor
- Criminal Justice with Interdisciplinary skills
- Probation officer
- Youth Center Prevention Advocate
- Mental Health counseling office support

3. What Master's programs would a degree in Behavioral Health prepare them for?

- Mental Health counseling
- Masters of Social Work
- Psychiatry and therapy
- Behavioral Therapist
- Native Nursing Program

Tulalip



1. Describe some of the changes you would like to see the college help your community achieve in the next seven years.

- High school level career advocacy plan
- High school kids are not seeing themselves pursuing college education
- We need to create career plans for high school and middle school students through running start
- NWIC needs to communicate to the community what it is doing through radio/TV and social media and must differentiate itself from other colleges
- Clarify the cultural identity of the college and explain that pursuing a college education is not alienating one's self from tribal culture
- Set higher expectations for the community and the youth

2. Share your thoughts and ideas on how the college can help your community increase student enrollment

- Begin looking at the trends involving enrollment. Per caps are going up and student enrollment is going down
- Begin emphasizing college goals to the middle schools
- Start FASFA outreach to the high schools
- Setup tours on the main campus and have graduates give those yours to the youth and explain to them what they can expect in their academic experience
- Connect with a co-sponsor for fun activities like an open mic night

3. What are some of the successful approaches that Native students in your community have used to obtain their higher education goals?

- To get familiar with the main campus and not just participating online. This should be accomplished early on and more students need to start visiting the Lummi campus to get an idea of what NWIC has to offer them.

4. If NWIC offered a bachelor's degree in Behavioral Health, what skills would you expect from our graduates?

- Expertise in conflict resolution and understanding boundaries
- Suicide prevention
- Diet and nutrition
- Knowing how to deal with grief and loss, self-esteem issues
- Communication skills
- Courses in Co-Dependency

5. What jobs would be available in your tribal community for graduates of a Behavioral Health degree?

- Health lodge
- Health Clinic
- Family Service
- Women's Shelter
- Youth Services
- Exposing backgrounds with self-help
- Language of law

6. If NWIC offered a Bachelor's degree in Computer Technology, what skills would you expect from our graduates?

- Art Design
- Graphic Arts
- Data Implementation
- Marketing Design
- Graphics

7. What jobs would be available in your tribal community for graduates with a degree in Computer Technology?

- Tulalip Data Services
- Self-Defense

8. Within the next seven years, should NWIC prepare our students to pursue graduate level degrees outside the institution or within? Why?

- A Master's in Tribal Governance & Business Management

9. If NWIC offered Workforce Education to the Tulalip site, what would be most beneficial?

- Carpentry
- Maintenance
- Masonry
- Crane work
- Diving
- Electrician

Affiliated Tribes of Northwest Indians

ATNI Tribal Consultation: Strategic Planning Process Report – Tulalip

September 27 2016



1. What higher education support can NWIC provide your tribal communities?

- A satellite site at Neah Bay
- To reach out to junior high students for recruitment
- More FASFA training
- Trade schools
- Criminal Justice program
- People with knowledge of water rights and natural resources
- Housing was a large issue for our Alumni
- Tribal community watch to enhance public safety
- Implement adult outreach for students to finish college
- Gather research for online courses
- Create a report of cooperative extension
- Hire qualified tribal individuals

2. What attributes of a tribal college are most important to you?

- Language and culture courses (Heritage, traditions and stories)
- Tribal teachers. Natives respect Native teachers
- Integrate treaty rights into the curriculum
- Undergrad research within their communities
- Discussions with faculty
- Providing affordability for people who cannot pay for tuition

3. What (if any) reservations do you have about sending community members to Northwest Indian College

- There should be more science and math courses that are applicable to real life
- Explain in greater detail the characteristics and strengths of NWIC
- Explain how students will be able to get a job with a degree from NWIC, and publish its current employment rate
- A story push is needed in Science and Engineering (STEM)
- Implement culturally competent education
- We do not know the college's character yet
- There needs to be a good balance of culture and learning
- 25% Native faculty
- Look into hospitality and gaming management
- Have a "Gear Up" Program for students to attend get-togethers at mainstream institutions
- Look into youth outreach and programs for summers

4. Are there any further comments that you would like to add?

- Research online success rates vs. fall to fall
- Scholarships
- Upward Bound – What jobs are available in the tribal community?
- Look at 3rd party billing to help
- Port Gamble likes when the President and others come to visit the site and share financial information like FASFA
- HIS
- Peer to peer partnerships
- Have tribal gatherings at the college to create positive peer pressure
- 2 week programs for junior high and high school students to educate young people about NWIC
- CEU for police officers and community health nursing

All Staff Meeting Report

Small Group Discussion

September 14th 2016



NORTHWEST

INDIAN COLLEGE

Xwlemi Elh > Tal > Nexw Squl

Group #1. What did you hear?

- Degree planning is crucial concerning the possibility of Master's programs, social services and MBAs
- The creation of these programs should match the elder's focus
- There are issues of domestic violence, health and wellness and youth advocacy
- We need to be more involved and connected to high school students
- We should specialize in more Health Sciences

Group #1. Questions:

- How can we engage high school students even more?
- Can we illustrate how an AA at NWIC gets people involved in Health Sciences?
- Can we see the raw data from the Strategic Plan Survey?
- How do we assemble a conclusion concerning Strategic Plan, and transition into a new one? Have those transitions been smooth?
- How do we make the Strategic Plan inclusive of everyone?
- How do we meet all the differing needs from the various sites?
- How do we reach more of the community more efficiently than in the past? Wider or deeper?
- Can we partner for our Master's programs, at least in the beginning?
- Can we do an Environmental Law BA?
- How much can we grow our accreditation?

Group #2. What did you hear?

- Consistent consultations are essential in determining the status of our communities
- Behavioral Health is a high priority in all of our communities, including not only Lummi, but all of our sites and neighboring cities
- With the population of senior citizens rapidly increasing, the need for 24 hour elder care is important to all communities. Many individuals looking to give their elders the proper care are in need of the appropriate training and certification to guarantee that quality of care
- There is an interest in Early Childhood and Elementary Education
- Financial aid, childcare, transportation have all been difficult issues for students
- Concerning graduate programs, social work, behavioral health have been the most mentioned programs of interest in the recent community surveys

- Site students would like more involvement with the main campus and there have been requests for a shuttle to transport students back and forth for visitation and a tour of the Lummi campus

Group #2. Questions:

- Can we prioritize certain groups like single parents for example, for more financial awards?
- What can and what are we currently doing to help high school students increase college readiness?
- What kind of outreach is happening at high schools, and how efficient has it been?
- Are there enough resources for students to access Chemical Dependency and DV Services?
- Can we get involved with the National Campus Safety Initiative?
- What is the process for adding graduate level courses?
- How much enrollment would graduate classes bring in?
- Are we retaining students as enrollment numbers decline?
- What is the level of interest in STEM programs, and how can we increase it?

Group#3. What did you hear?

- Focus groups and consultations have been starting conversations about how to proceed and educate
- Communities have been concerned about education, prosperity and health
- There is a need for a Victim Advocate Certificate
- There is an interest in Graduate level courses
- Language instruction is important
- We need more electives
- There is a need for improved child care and financial support

Group #3. Questions:

- How are the surveys structured, and who reviews them?
- Can we see more demographically divided data?
- What topics of study were offered?
- Construction trades were not included. Why?
- Could Indian Child Welfare trainings be offered as CEUs?
- How can we increase the number of CEUs we offer to support the communities we serve?
- What are the origins of the needs we heard expressed and how can we best address those origins as we educate?
- How can we survey those students who stop or drop out?

- How can we assess the needs missing male students, and how can we draw more male students into higher education?
- Can we connect student Capstone projects with Community Needs? (E.g. a Muckleshoot TGBM student did a capstone on elder care.)
- How can we connect this scholarship to the community need?

Group #4. What did you hear?

- There is a lot of work to do within the community
- Examining the possibility of offering 4-year degrees and graduate programs
- Address and get to the root of social problems
- Improve clock hour CEUs
- AR waivers can provide assistance for children and elders
- Enrollment is down at TCUs

Group #4. Questions:

- Can we have an info session to learn what affordable resources does Vocational Rehab provide?
- Is there a funding grant for childcare?
- Can we have extended hours for the childcare so students can attend their evening classes?
- How can we best address the five challenges for students?
- Is it possible to develop a Ride Share Board to provide extended transportation for students?
- Can we conduct an Alumni Survey to examine how they are serving their community?

Group #5. What did you hear?

- The Strategic Plan is a 7-year planned cycle that is currently reaching its 7th year. Planning has already commenced to plan for the next 7 years. We are going to review it and then renew it
- We heard that behavioral health issues were concerns at all sites and at multiple educational levels as well as teacher education and business
- We need to start capacity building at Northwest Indian College if the goal is to offer an MBA
- There is a community need and interest in a Native Environmental Science degree
- There is interest in offering Professional level type CEU opportunities
- We are responsive to community needs, which can meet multiple education levels
- We need more input from young people
- Immediate needs are being requested, as well as training for those needs

Group #5. Questions

- What type of capacity building needs to occur, and how can we do it?
- How does the “vision of the ancestors” deeply inform the actions of the new Strategic Plan, given the concerns requested?
- How do we meet tribal needs to build career pathways?
- How do we organize and plan the next steps?
- What can we do within the next academic year, and what exactly can we do long term?
- How do we get a handle on our online modalities, when ITV is the least preferred method of delivery?
- How can we move forward in a distance learning education plan?
- Why is it that ITV is the least preferred? Are we doing it badly, or is it inherently bad?

Group #6. What did you hear?

- There is a lot of behavioral health and social health education concerns
- We are looking to establish Graduate programs in Business Management and Social Health
- There is an emotional community need and a healing process for the people and a solid plan for the future
- Workforce development is needed to capture future students
- Get certificates
- Address drug and alcohol problems and promote healing
- Promote study skills and time management
- Student identity is practiced in this generation
- Our young first year students could use more assistance transferring into college through advising and advocacy. Many do not know what to do and need help with those basic skills.
- We need a career resource center with career advisors
- We need to start looking for jobs for our students before they graduate
- Focus on the health theme, victim advocacy, etc.
- Some students from other areas do not develop a connection here or to others

Group #6. Questions:

- NSC Data. Can we track where students are going and what programs they are enrolled in?
- What are we doing to prepare the 1st through 4-year students for Grad school?
- Are there enough resources in the library and for faculty to be able to teach students efficiently?
- Do we have the funding to provide the requested resources?
- Do we have the resources for our faculty to get their Masters or Doctorates?
- Can we support students so they don't need to use financial aid?
- Are we going to have the proper training available for when the Work Force training facility is completed?
- Are we doing enough with tribal entities to tap into job placements?
- Can we offer job internships to our students during the last 2 quarters of their degree?