

2017



# 2017 Alumni Survey Report

DEPARTMENT OF INSTITUTIONAL EFFECTIVENESS

# 2017 NWIC Alumni Survey Report

## Summary:

157 Alumni Participants

33 Questions

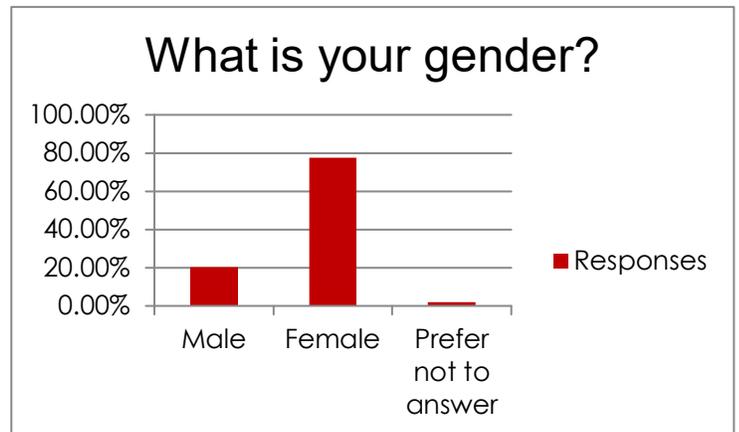
Graduate Time Span: 1992-2017

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# Demographics

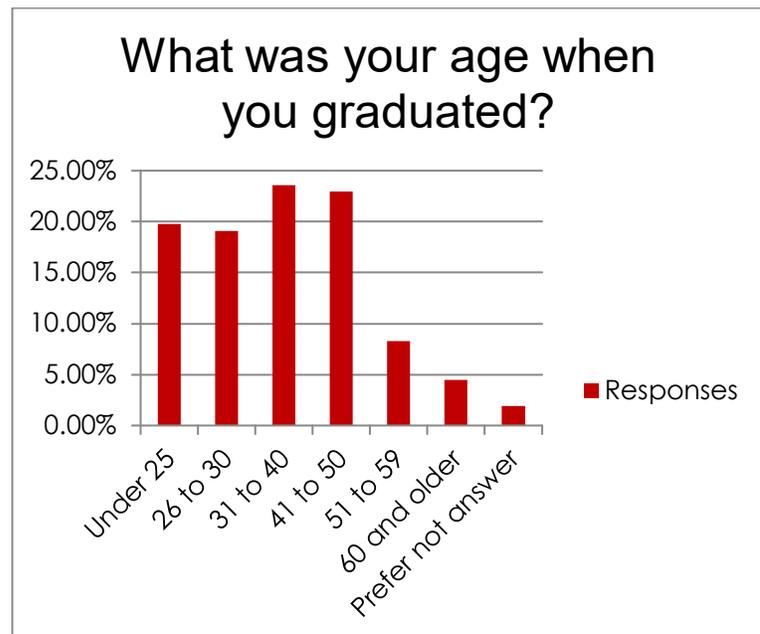
## 1. What is your gender? (157 Responses)

- Male – 20%
- Female – 78%
- Prefer not to answer – 2%



## 2. What was your Age When You Graduated? (157 Responses)

Answer Choices	Percentage
31 to 40	24%
41 to 50	23%
Under 25	20%
26 to 30	19%
51 to 59	8%
60 and older	4%
Prefer not answer	2%



### 3. What is your ethnicity? (157 Responses)

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**Note: participants were allowed to choose more than one option. As a result, some answers were duplicated.**

- Enrolled American Indian/Native American – 92.72%
- White of Caucasian – 5.30%
- Descendant of American Indian/Native American – 3.31%
- Black or African American – 1.99%
- Asian/Pacific Islander – 1.32%
- Hispanic or Latino – 0.66%
- Other – 0.66%

#### Most referenced tribes: (Word Cloud)

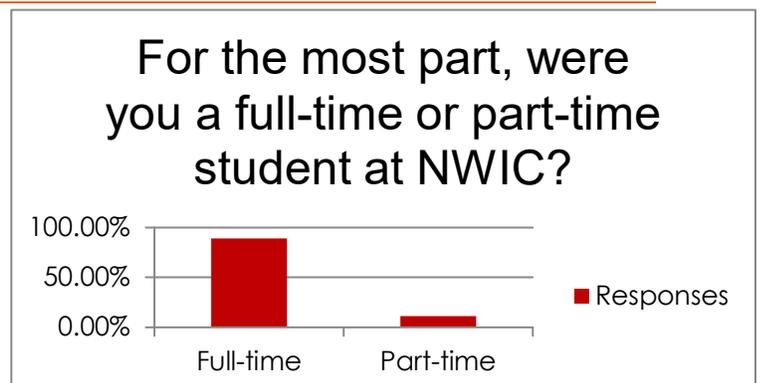
Q3 What is your ethnicity?



### 4. For the most part, were you a full-time or part-time student at NWIC? (151 Responses, 6 Skipped)

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- Full-time – 88%
- Part-time – 12%



# Academic Histories

Q5. What degree(s) / Certificate(s) have you earned at NWIC? (150 responses, 7 skipped)

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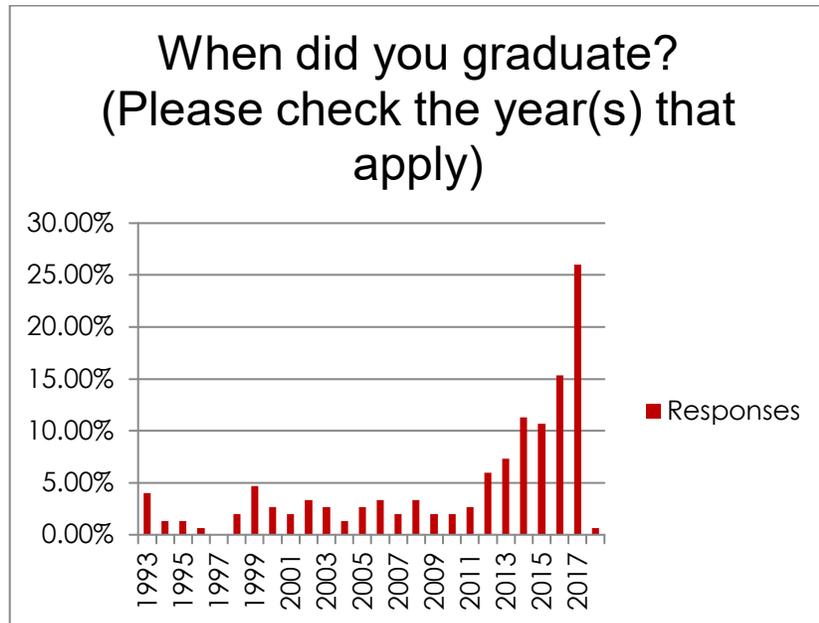
<b>Program</b>	<b>Graduates</b>
<b>AAS – General Direct Transfer</b>	90
<b>BA – Tribal Governance &amp; Business Management</b>	15
<b>BA – Native Studies Leadership</b>	14
<b>BS – Native Environmental Science</b>	14
<b>ATA – Information Technology</b>	10
<b>AAS – Public &amp; Tribal Administration</b>	8
<b>AAS – Business &amp; Entrepreneurship</b>	7
<b>ATA – Chemical Dependency Studies</b>	7
<b>AAS – Native American Studies</b>	6
<b>Certificate – Office Professions</b>	6
<b>BA – Community Advocates &amp; Responsive Education</b>	5
<b>AAS – Native Environmental Science</b>	3
<b>Certificate – Native American Studies</b>	2
<b>ATA – Individualized Program</b>	1
<b>APSEC – Early Childhood Education</b>	1

## **Other Earned Degrees/Certificates:**

- Tribal Museum Studies
- AAS – Oksale (Elementary Education)
- Initial Early Childhood Education Certificate
- Associates of Allied Health
- Computer Repair Technician
- Document Imaging Program
- Certificate of DISC Program
- Certificate – Entrepreneurship
- Certificate of Public & Tribal Administration

## Q6. When did you graduate? (150 responses, 7 skipped)

Year	Number of Graduates
1992	1
1993	6
1994	2
1995	2
1996	1
1997	0
1998	3
1999	7
2000	4
2001	3
2002	5
2003	4
2004	2
2005	4
2006	5
2007	3
2008	5
2009	3
2010	3
2011	4
2012	9
2013	11
2014	17
2015	16
2016	23
2017	39



**NORTHWEST**  
INDIAN COLLEGE  
*Xwlemi Elh>Tal>Nexw Squl*

Q7. After attending NWIC, did you continue or transfer to another college or university?  
 (151 Responses, 6 Skipped)

Answer Choices	Responses	Percentage
<b>No</b>	61	40%
<b>Continued at NWIC in a 4-year program</b>	33	22%
<b>Transferred to a 4-year university</b>	31	21%
<b>Transferred to a graduate program</b>	18	12%
<b>Continued at NWIC in a 2-year program</b>	4	3%
<b>Transferred to a community college</b>	3	2%
<b>Transferred to another tribal college</b>	0	0%

### NWIC ALUMNI: COLLEGES OF TRANSFER

- Eastern Washington University
- University of Washington
- Washington State University
- Woodring College of Education
- Lewis Clark State College
- Evergreen State College
- Gonzaga University
- Western Washington University
- Western Governors University
- Trident University International
- Arizona State University
- University of Washington Tacoma
- University of Hawaii at Manoa
- Fort Lewis College
- Emily Carr University of Art & Design
- Portland State University
- Southern New Hampshire University

# Alumni Outcomes

Q8. How satisfied are you with the overall educational experience at NWIC?

(148 responses, 9 skipped)

Answer Choices	Responses	Percentage
<b>Very Satisfied</b>	70	50%
<b>Satisfied</b>	67	47%
<b>Dissatisfied</b>	4	2%
<b>Very Dissatisfied</b>	1	1%

## Key Takeaways of Development:

- Faculty and staff received numerous praise and many graduates felt that they attained the knowledge and growth they were seeking.
- All four Bachelor programs received notable praise in regards to engaging content and indigenous relevance.
- There were many positive comments about the overall college environment. The small class sizes provided a more personalized learning experience and the campus is culturally sensitive to Native people. Many graduates have commented on NWIC's family-like atmosphere.

## Key Takeaways for Improvement:

- Some students felt that they were not adequately trained and as a result underprepared for their chosen career field. These students had difficulty finding employment after graduation. It has also been mentioned some instructors are underqualified for the subjects they are teaching.
- There have been troublesome experiences with Independent Learning Contracts and they have been described as complicated and difficult.
- There are occasional issues with interdepartmental communication and division. Minor communication difficulties with the ITV modality.

## Q9. If you could start college again, would you enroll at NWIC? (148 responses, 9 skipped)

Answer Choices	Responses	Percentage
<b>Definitely Yes</b>	99	67%
<b>Probably Yes</b>	34	23%
<b>Probably Not</b>	11	7%
<b>Definitely Not</b>	4	3%

### Key Takeaways for Returning:

- In regards to learning experiences, graduates appreciated the indigenous aspects of their classes and felt they had the means to fulfil their goals as indigenous scholars.
- Location of the main campus was a strong contributor of interest and students from abroad commented on their love of the Washington area.
- The term “hands-on learning” was mentioned frequently in commentary and graduates greatly benefited from this approach as opposed to high emphasis on textbooks.

### Key Takeaways for Reconsideration:

- The issues of non-transferable credits have been of concern and graduates have mentioned that they were not able to transfer to their preferred college of choice.
- Some feel that the program/degree options of NWIC are too limited and there is a need to branch out into a wider variety of fields, for example, “Law” and “Information Technology” at the Bachelor level. Also Graduate level programs continue to be an area of interest for Alumni.
- Graduates of the extended sites have expressed a lack of support compared to the students of the Lummi campus. Communication, advising and technical support have been areas of concern for site students in this previous graduate surveys.

## Q10. Would you recommend NWIC to others? (148 Responses, 9 Skipped)

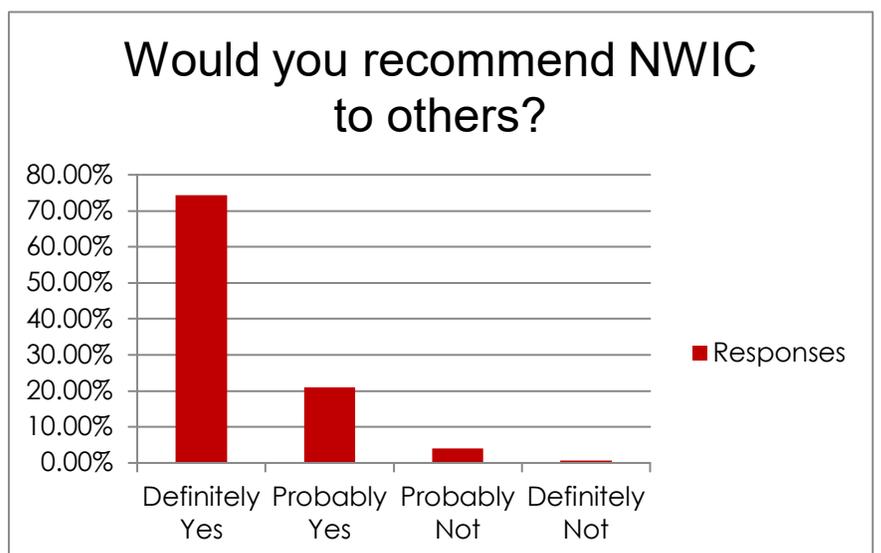
Answer Choices	Responses	Percentage
<b>Definitely Yes</b>	110	74%
<b>Probably Yes</b>	31	21%
<b>Probably Not</b>	6	4%
<b>Definitely Not</b>	1	1%

### Recommendations:

- Many graduates stated that they have recommended NWIC to their relatives and friends, and in a recent study it was found that most NWIC referrals came from family members.
- For many, NWIC has reconnected people to their culture and has offered a pathway to decolonizing indigenous education.
- Several accolades have been given to the Native Environmental Science program for its recent student success and progress within the field.
- There has been interest in opening up an extended site at Makah.
- The Lummi campus has been recognized for its warmth and welcoming atmosphere. Many have stated that it feels like a second home.

### Concerns:

- Again, comments state that more support needs to be given to site students so that they have a better and fair chance at getting the most out of their educations.
- Students with disabilities express to have their needs acknowledged and addressed accordingly.
- Some graduates would not recommend NWIC to most non-Natives they know, and some have had issues with financial aid, specifically late or no reception of Pell Grants.

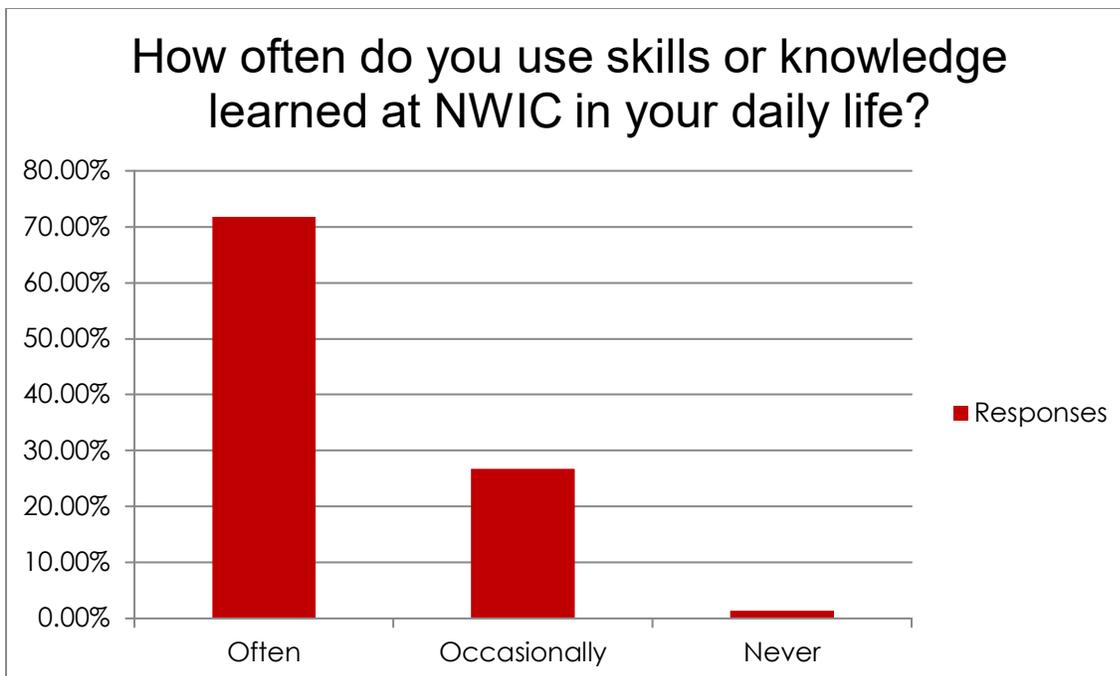


## Q11. How often do you use skills or knowledge learned at NWIC in your daily life? (148 Responses, 9 Skipped)

Answer Choices	Responses	Percentage
<b>Often</b>	106	72%
<b>Occasionally</b>	40	27%
<b>Never</b>	2	1%

### Key Takeaway:

- A substantial amount of graduates submitted comments about the positive effects NWIC has had in their lives. They have gotten employment in areas of Tribal and Natural Resource Management, Information Technology, Casino Management, Tribal Governance, and more. Many have stated that they use NWIC knowledge every day or at least when the situation requires it.



Q12. When did you obtain your first paying job after graduation?

(148 Responses, 9 Skipped)

<b>Answer Choices</b>	<b>Responses</b>	<b>Percentage</b>
<b>I worked, and continued to work full-time</b>	61	41%
<b>While enrolled as an undergraduate</b>	30	20%
<b>During the first 6 months after graduation</b>	25	17%
<b>Not yet sought a paying job, I am a full-time student or otherwise occupied</b>	16	11%
<b>During the first year after graduation</b>	6	4%
<b>More than a year after graduation</b>	6	4%
<b>I have sought a paying job, but have not yet found one</b>	4	3%

### Employment Found After Graduation:

- Youth Coach/Mentor
- Wildlife Technician
- Biologist
- Web Designer
- Editor of Literary Journal
- Casino Manager
- NWIC Site Manager
- Tutor
- Fisherman
- Entrepreneur (Owner of own business)
- Construction Business (Owner)
- Retired (Came to NWIC to earn a degree)

# Student Engagement & Competencies

Q13. To what extent did your personal experience at NWIC contribute to your knowledge, skills, and personal development in Native Leadership, Way of Life, Inherent Rights, and being Community Minded? (141 Responses, 16 Skipped)

Competencies	Very Much	Quite A Bit	Very Little	Not At All
Effectively communicate in diverse situations from receiving to expressing information, both verbally and non-verbally	47%	46%	7%	0%
Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods	48%	38%	13%	1%
Demonstrate knowledge of what it means to be a people	51%	36%	10%	3%
Practice community building through service learning	43%	38%	16%	3%
Exhibit a sense of place	49%	38%	12%	1%
Recognize Tribal rights as they relate to human rights	53%	36%	9%	2%
Meet the technological challenges of the modern world	37%	50%	12%	1%
Work cooperatively toward a common goal	47%	44%	9%	0%

## Alumni Commentary – Competencies & Takeaways:

### **Effectively communicate in diverse situations from receiving to expressing information, both verbally and non-verbally:**

- Graduates expressed an awareness of global issues and the importance of community networking to acknowledge and solve common issues and goals.
- NWIC has been credited for giving students the courage and platform to become great public speakers. Those that had a phobia of speaking in front of groups have overcome those fears thanks to the work they became involved in.

### **Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods:**

- Graduates acknowledged various courses of study such as Science, Math, Accounting, English, and Indian Policy towards achieving academic growth. Indigenous ideals and philosophies provided a deeper understanding of the relationships and connections toward people, living creatures and natural resources.
- By having students exchange their individual points-of-view with one another further promoted their personal knowledge and perceptions of the world.

### **Demonstrate knowledge of what it means to be a people:**

- Overall graduates have acknowledged that they have had some degree of indigenous knowledge implemented throughout their academic journey. The Native Studies Leadership program has made this firmly evident in their approach and has emphasized the connection and relation of Native people and the environment.
- According to graduates, working together, uniting as one, and embracing compassion are all crucial to community growth and cultural preservation.

### **Practice community building through service learning:**

- Some graduates felt that this concept needs to be reinforced and that projects that are started need to be seen through to their completion.
- The recent volunteer projects have done a significant job of teaching the importance of community building through service. Grads have stated that those projects were memorable, rewarding and showcased the potential of team work.

### **Exhibit a sense of place:**

- NWIC has given many students the opportunity they needed to improve their lives. Those that were enduring hardships and struggling through difficult times were able to find the strength and direction through the pursuit of education. Graduates that had these experiences were very eloquent in their stories and have listed NWIC as the turning point in their time of need.
- Students that have felt alienated from their culture were able to discover those aspects for the first time and begin to develop those connections. Those from other tribes felt that they found a second home because of the Coast Salish Teachings they learned here.

### **Recognize Tribal rights as they relate to human rights:**

- Graduates have specifically mentioned POLS 225 and CSOV 300 as the two courses that develop these competencies. Together these courses help students distinguish the significance of tribal and human rights.

### **Meet the technological challenges of the modern world:**

- Graduates have acknowledged technology as a necessary tool to effectively innovate our communities. The Information Services Department and Media Center have been credited for their assistance and services to students.

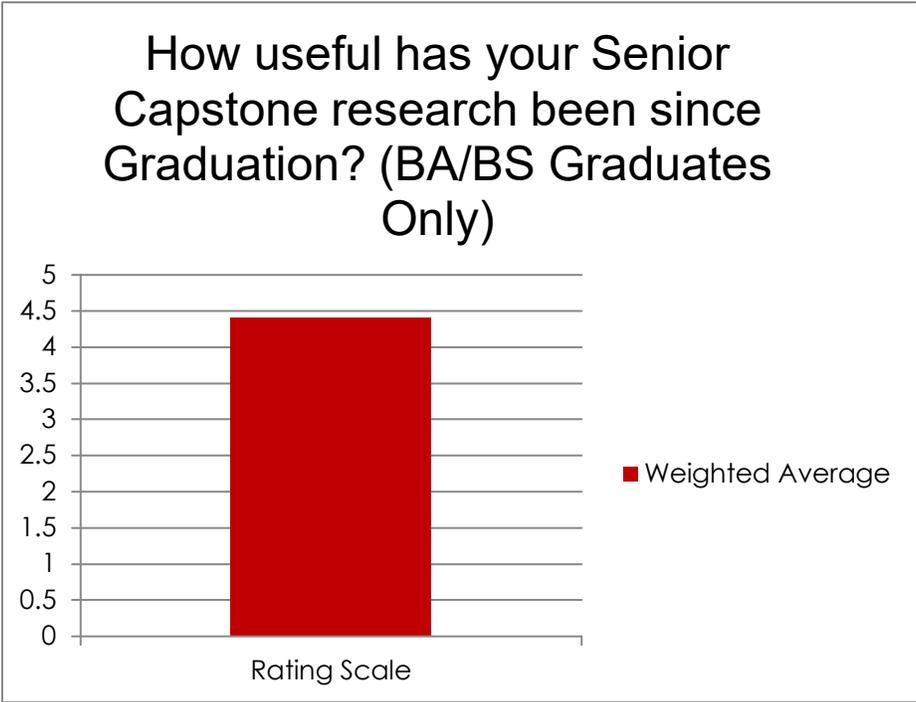
### **Work cooperatively toward a common goal:**

- Tribal collaboration and dedication have been mentioned as important goals to our Alumni. Education is helping our communities advance in the world, and some graduates mentioned how they would like to become teachers to assist others achieve the same goal.

# Q14. How useful has your Senior Capstone research been since graduation? (BA/BS Graduates only.) (116 Responses, 41 Skipped)

Answer Choices	Responses	Percentage
Very Useful	23	20%
Quite A Bit	10	9%
Somewhat	10	9%
Not At All	5	5%
Not Applicable	68	57%

- Graduates fields of interest in their Capstones widely varied and included areas of food sovereignty, medicine, economic development, indigenous resources, land ethics, community building and mentoring youth. Some have left the science field to pursue government based work. Capstones provided clarity towards tribal identity and students felt that it greatly assisted in development for their current occupations.
- Some graduates had a change of heart and decided the path was not for them.

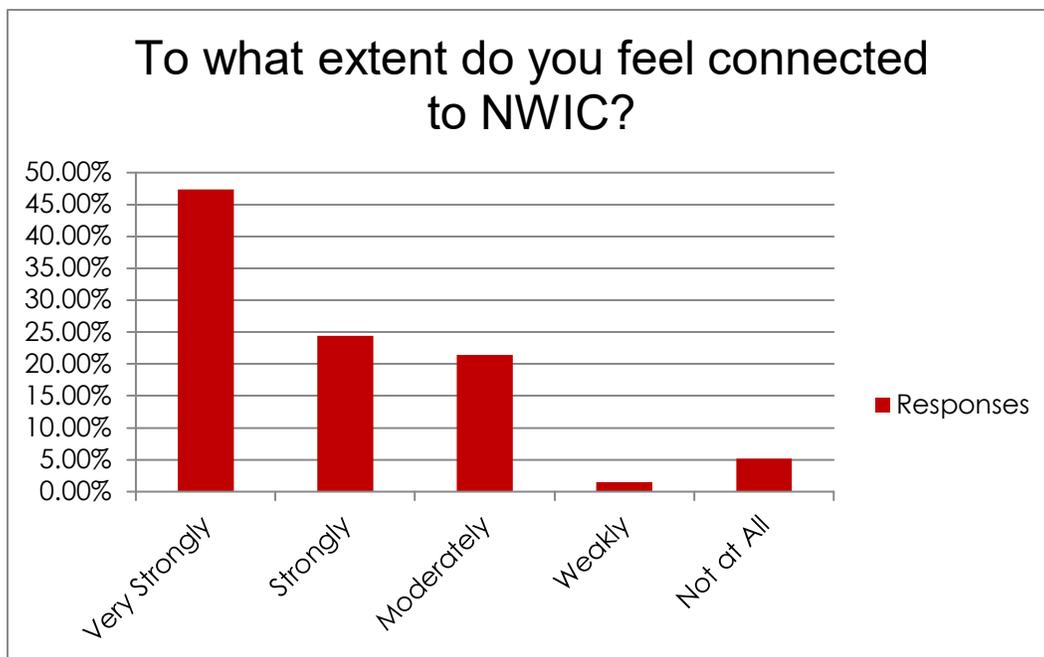


## Q15. To what extent do you feel connected to NWIC? (141 Responses, 16 Skipped)

Answer Choices	Responses	Percentage
<b>Very Strongly</b>	66	47%
<b>Strongly</b>	33	23%
<b>Moderately</b>	32	23%
<b>Weakly</b>	2	1%
<b>Not At All</b>	8	6%

### Key Takeaways

- Site students seem to have a more difficult time developing a connection to NWIC because of the online modality. Some have commented that they feel alienated and do not get the same amount of participation compared to students in the classroom.
- However, students from the Lummi campus claim to have established a remarkable relationship and some still visit the staff and instructors to this day.
- Research projects have been an efficient learning tool and a terrific method of bringing people together and promote teamwork.
- Many Alums have become employees at NWIC and continue their journey with the college in various departments.
- NWIC continues to be a second home for graduates, faculty and staff treat each other like extended family.



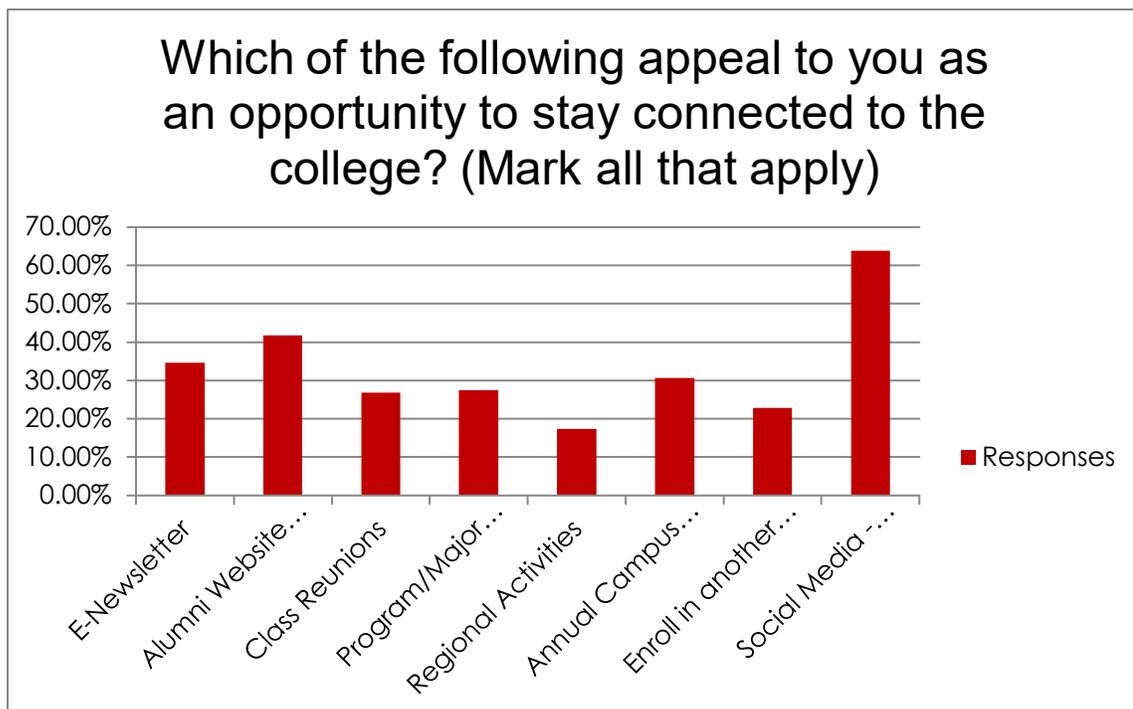
## Q16. Which of the following appeal to you as an opportunity to stay connected to the college? (Check all that apply) (133 Responses, 24 Skipped) **Preferences Ranked #1-8**

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1. Social Media – Facebook, Twitter, etc. – 62%
2. Alumni Website Updates – 41%
3. E-Newsletter – 35%
4. Annual Campus Event/Festival – 29%
5. Program/ Major Reunions – 26%
6. Class Reunions -26%
7. Enroll in another program – 23%
8. Regional Activities – 17%

### Other Suggestions:

- Basket Weaving
- Graduate Programs
- Youth Gatherings
- More special events at the extended sites



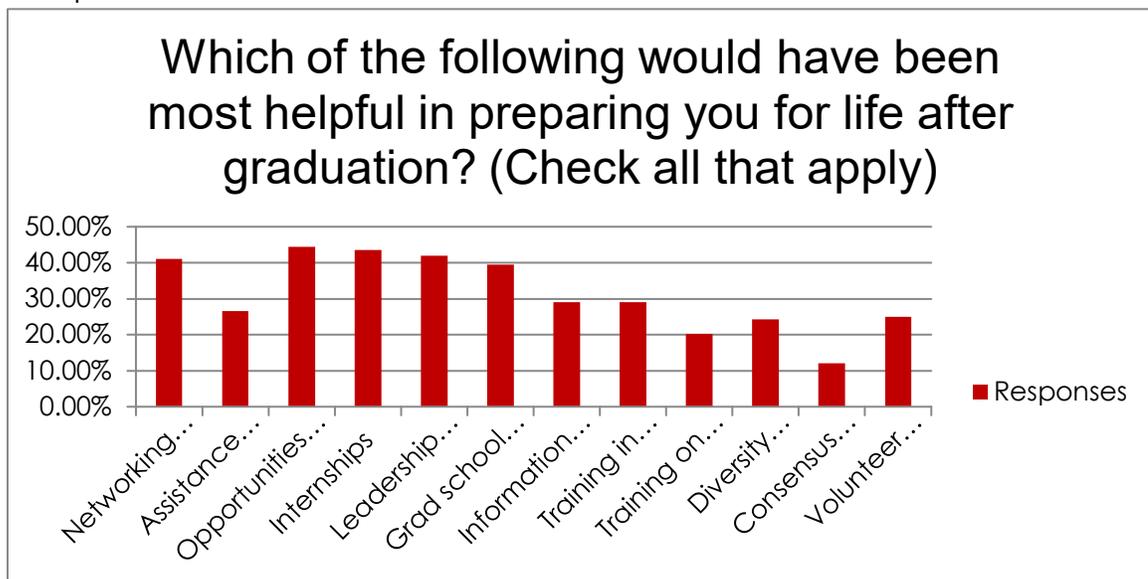
Q17. Which of the following would have been most helpful in preparing you for life after graduation? (Check all that apply)

(130 Responses, 27 Skipped) **Ranked #1-12**

1. Opportunities to identify and develop your particular strengths – 43%
2. Internships – 42%
3. Leadership training – 42%
4. Networking training – 41%
5. Grad school prep sessions – 38%
6. Information on long-term service opportunities after graduation – 28%
7. Training in teamwork and collaboration – 28%
8. Assistance in career discernment – 25%
9. Volunteer service – 25%
10. Diversity training – 25%
11. Training on workplace etiquette and expectations – 22%
12. Consensus training - 12%

### Other Suggestions:

- Communication skills
- Writing reviews for literature
- Early application techniques for funding
- All options should be considered and elaborated on



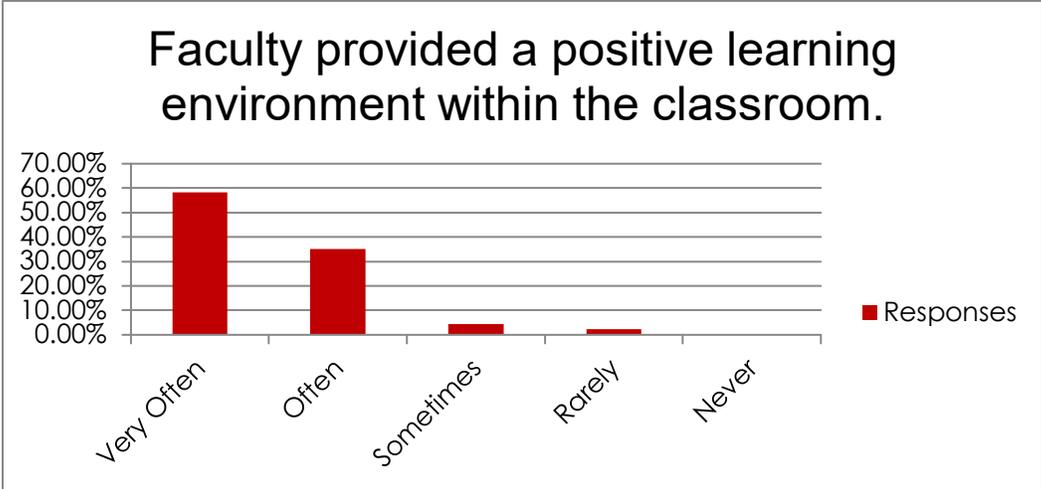
# Degree & Classroom Experience

Q18. Faculty provided a positive learning environment within the classroom  
(140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
Very Often	82	59%
Often	48	34%
Sometimes	7	5%
Rarely	3	2%
Never	0%	0%

### Key Takeaways:

- Overall the NWIC faculty received great feedback and were referenced to being inspiring, encouraging, and supporting. Some instructors were said to be engaging and challenge students to have higher expectations.
- There were comments on how some instructors did not challenge students at all and felt that they did not get what they were promised out of the course. Some instructors could have been more supportive and communicated better with their students.
- Communication issues with Learning Contracts are a problem and students mentioned that their instructor took a long time to review coursework and return feedback.

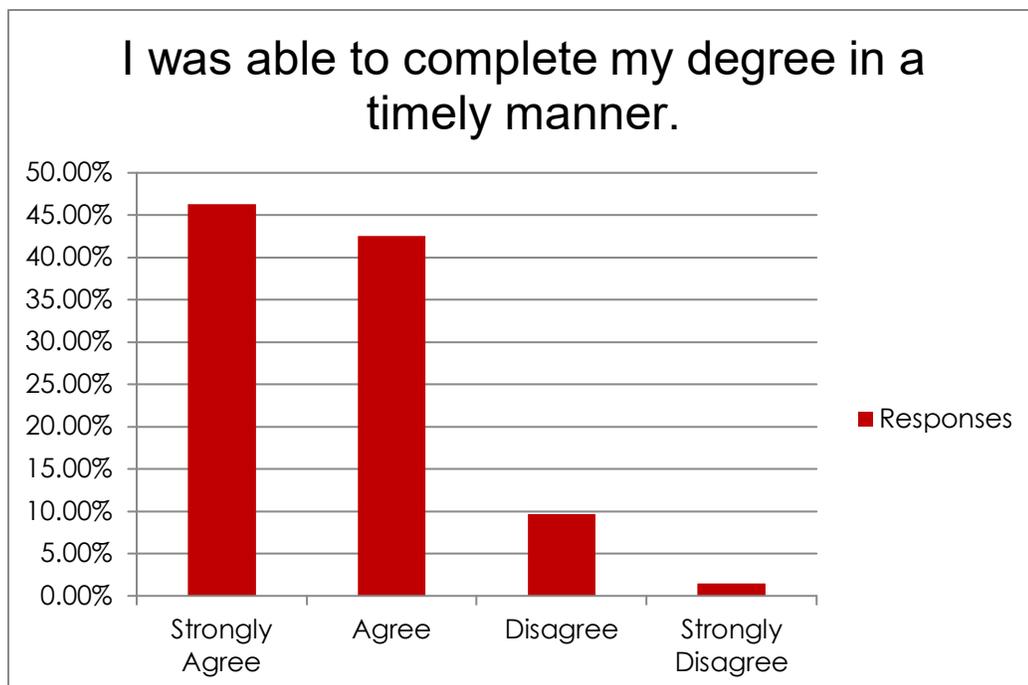


## Q19. I was able to complete my degree in a timely manner (140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
<b>Strongly Agree</b>	67	48%
<b>Agree</b>	58	42%
<b>Disagree</b>	13	9%
<b>Strongly Disagree</b>	2	1%

### Key Takeaways:

- There are many differing opinions on this matter and some students received the proper amount of advising and support needed to finish. Site managers kept students up to speed and they were able to finish on time.
- There were those that had issues with scheduling of required courses and some had to wait a full year until they were able to take the course again. There were also students that experienced personal problems or accidents that set them back.
- There is a disproportionate amount of advising happening at NWIC and it remains an issue of concern for students at the Bachelor level still not receiving the equal and adequate support needed to be efficient in their work.

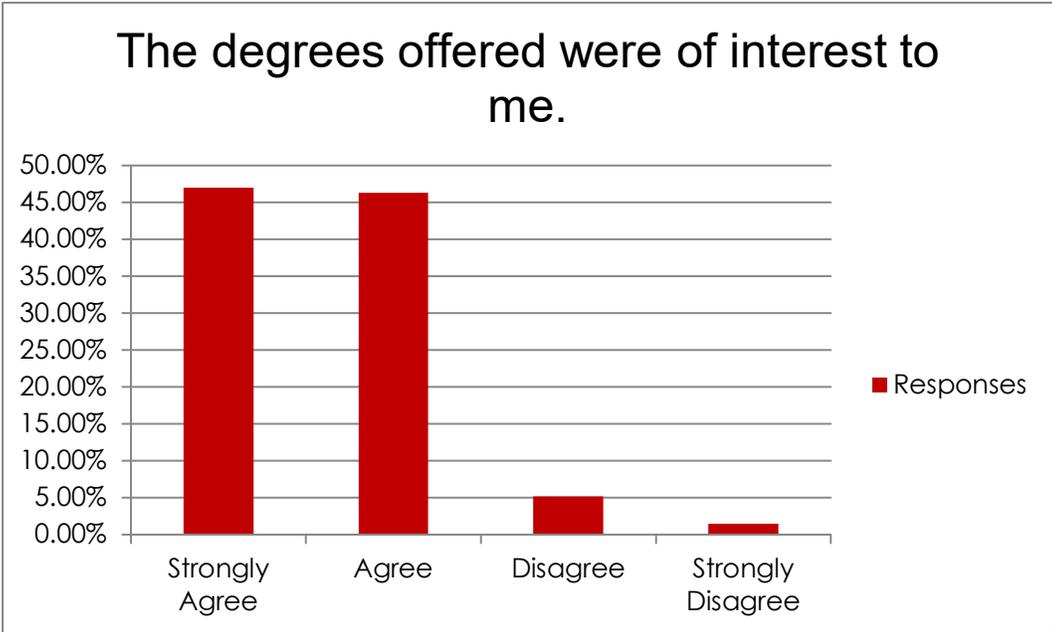


# Q20. The degrees offered were of interest to me (140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
Strongly Agree	66	47%
Agree	65	46%
Disagree	7	5%
Strongly Disagree	2	2%

## Key Takeaways:

- Many of the participants of this survey attended NWIC when the degree offerings were very limited compared to today. The AAS – General Transfer Degree is by far the most attained. Because of these past circumstances, earning an Associate's degree and transferring to a school that had more opportunities of interest was the only route to take.
- However, in recent years many graduates loved their program of study and were satisfied with their experiences in science, business and indigenous studies.
- There is interest and recommendations for many prospective programs in the fields of health, technology, law and education. Some graduates wished NWIC would offer more courses in arts, humanities and writing.

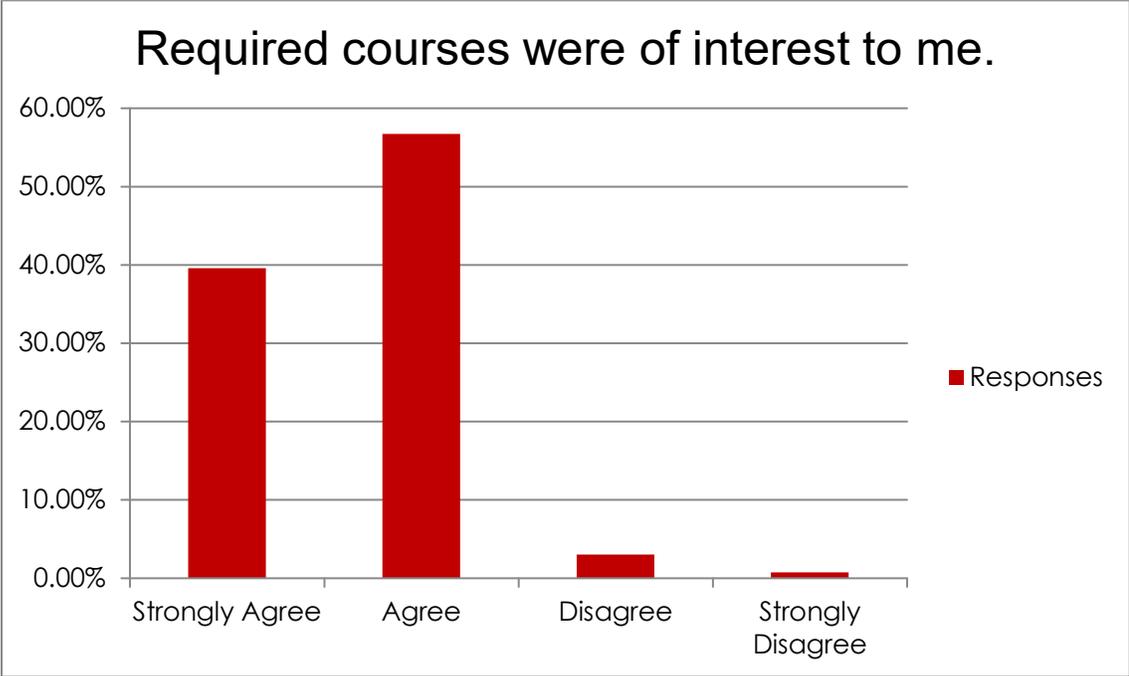


# Q21. Required courses were of interest to me (140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
Agree	81	57%
Strongly Agree	54	39%
Disagree	4	3%
Strongly Disagree	1	1%

## Key Takeaways:

- Some graduates felt that their program of study could have better emphasized certain courses. Comments have stated they wished for more cultural content, a broader direction in science, more accounting in business, etc.
- Negative feedback was very limited for this question and fortunately pertained more towards recommendations rather than criticism.

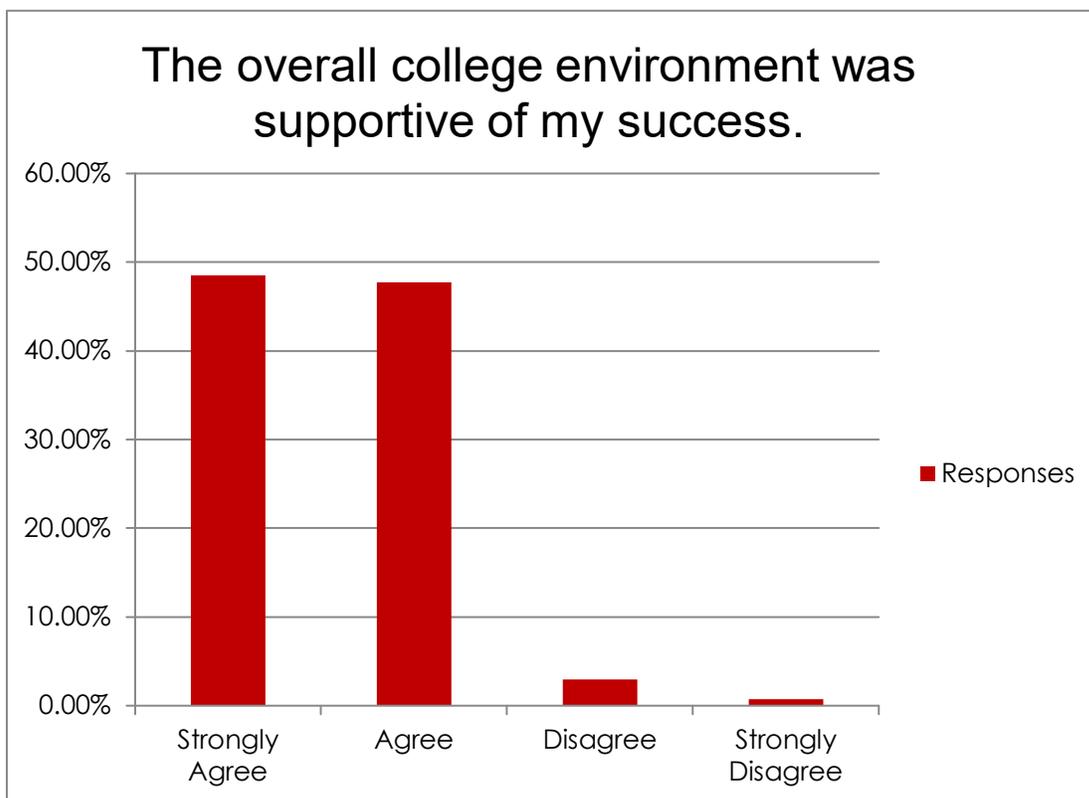


Q22. The overall college environment was supportive of my success (141 Responses, 16 Skipped)

Answer Choices	Responses	Percentage
Strongly Agree	69	48.94%
Agree	67	47.52%
Disagree	4	2.84%
Strongly Disagree	1	0.70%

### Key Takeaways:

- Support was generally given to and acknowledged by most graduates. They referenced much of the faculty and staff personally as encouraging and supportive.
- There were minor complaints by some in that adequate support was not received. They did however acknowledge their specific concentration and that resources were difficult to come by. Some had issues with the financial aid department and reception of awards.

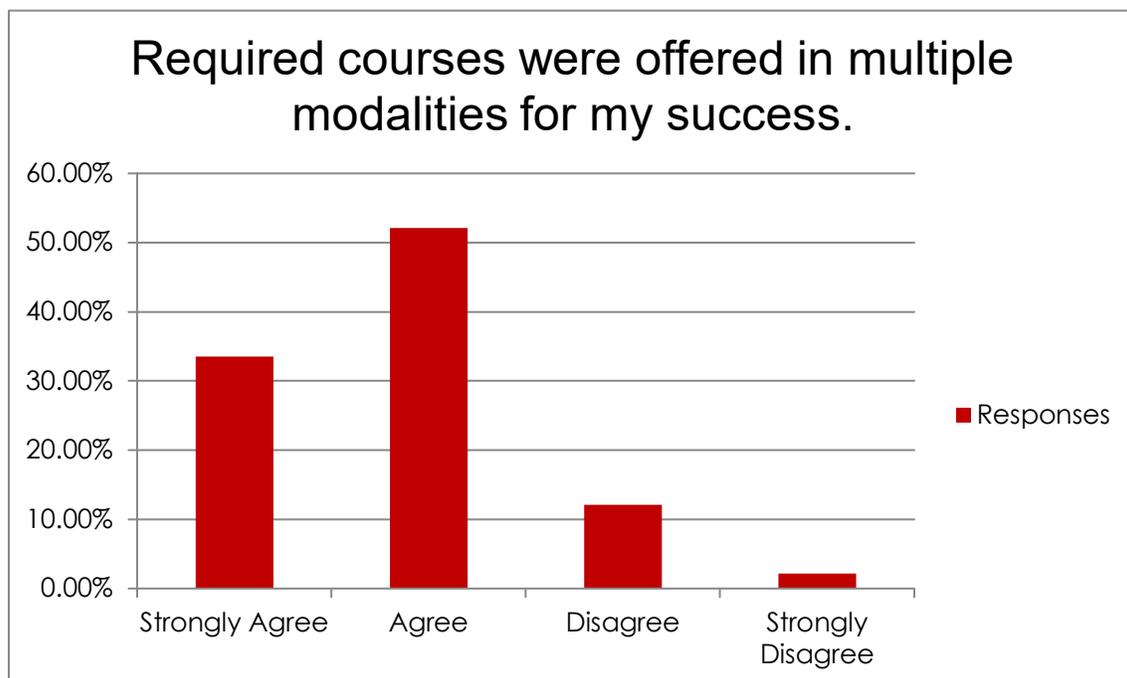


Q23. Required courses were offered in multiple modalities for my success (140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
Agree	70	52%
Strongly Agree	44	34%
Disagree	17	12%
Strongly Disagree	3	2%

### Key Takeaway:

- Very few comments were about the modalities. Some graduates had just the ITV system at the time of their studies and it worked sufficiently enough for them to comprehend the content.

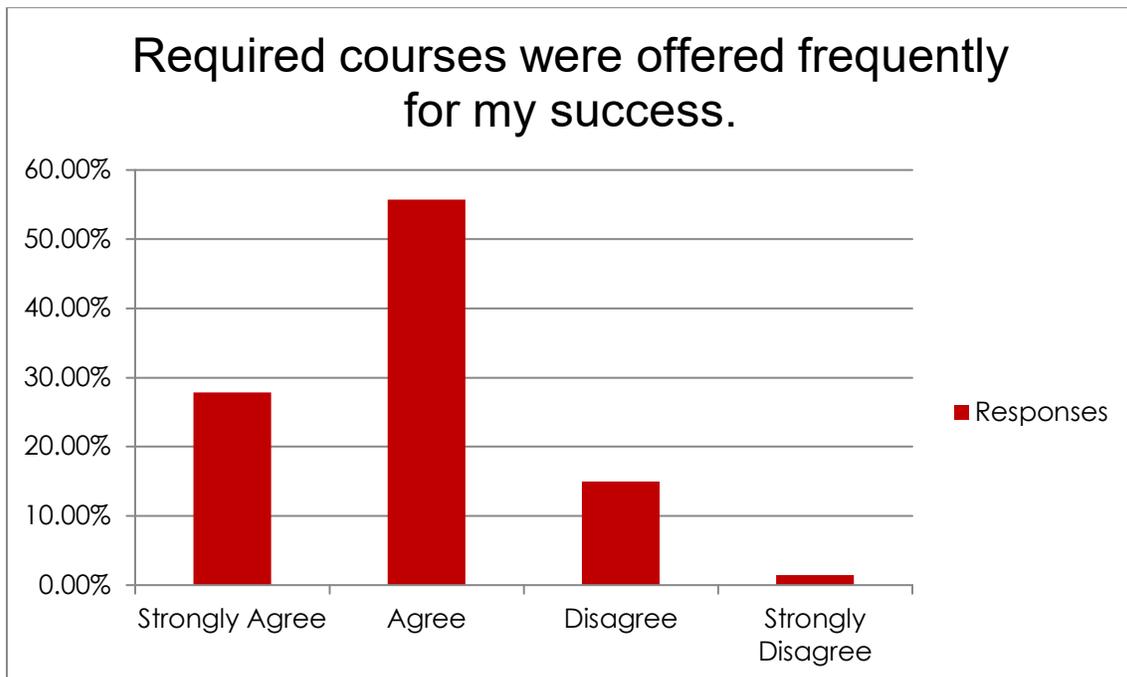


## Q24. Required courses were offered frequently for my success (140 Responses, 17 Skipped)

Answer Choices	Responses	Percentage
Agree	78	56%
Strongly Agree	39	28%
Disagree	21	15%
Strongly Disagree	3	2%

### Key Takeaways:

- Some had to wait months to take a class because initially there was not enough people enrolled in the course to continue as planned.
- Graduates would have preferred more online, independent learning and Higher Ed courses.
- Specialized studies and smaller cohorts have limited availability of courses.
- Some courses like calculus for instance require a particular starting quarter, otherwise it cannot be enrolled until the following year. Various courses have been said to have this problem with infrequent availability.
- Many of these problems that have occurred were said to be a result of poor advising. Students knew what was being offered, but advised to take an approach that delayed their progress and wasted valuable time.



Q25. What degrees of concentration should NWIC offer in the future?

(103 Responses, 54 Skipped)

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1. Graduate Programs based on NWIC's current Bachelor Programs
2. Law
3. Education
4. Health
5. Nursing

### Most referenced (Word Cloud):

Q25 What degrees or areas of concentration should NWIC offer in the future?



# Current Status

Q26. Please select one statement that best describes your current activities  
(134 Responses, 23 Skipped)

Answer Choices	Responses	Percentage
<b>Employed Full-time</b>	68	51%
<b>Both Employed (other than graduate assistant) and continuing my education</b>	23	17%
<b>Not engaged in paid employment</b>	23	17%
<b>Employed – part-time</b>	8	6%
<b>Enrolled in a graduate school or professional school</b>	7	5%
<b>Self-employed</b>	5	4%

## Current Activity Examples:

- Lummi Indian Business Council
- Lummi Nation K-12 School
- Natural Resource Department – Wildlife Biologist
- Public Official
- Tulalip Tribes Behavioral Health/Chemical Dependency Trainee
- Nez Perce - Tribal Gaming Enterprises
- Nez Perce – Education Department
- Nez Perce - Tribal Fisheries Department
- Geography & Atmospheric Science Program
- NWIC – Lummi
- Business Analyst & Tribal Gaming Commission Chairman
- Public Official
- Robert E. Denier Youth Service Center
- Tribal Fisheries Department
- Contractor
- Heritage Specialist
- Youth Service Center
- Silver Reef Casino
- Suquamish – Traditional Heritage Specialist
- Swinomish Tribal Archives
- Nisqually Tribal Court
- Disabled
- Retired

Q27. Aspects of first paying job after graduation (134 Responses, 23 Skipped)

<b>Aspects:</b>	<b>Very Much</b>	<b>Quite A Bit</b>	<b>Very Little</b>	<b>Not At All</b>	<b>Not Applicable</b>
<b>Was related to my desired career path</b>	33%	30%	10%	10%	17%
<b>Utilized skills of my undergraduate degree</b>	29%	35%	13%	4%	19%
<b>Allowed me to continue to grow and learn</b>	43%	34%	6%	5%	12%
<b>Paid enough to support my desired lifestyle</b>	21%	40%	16%	7%	16%
<b>Paid health insurance benefits</b>	34%	28%	5%	14%	19%
<b>Overall, was a satisfying job</b>	40%	35%	5%	5%	15%

## Alumni Commentary: Aspects of Employment After Graduation: Takeaways:

### **Was related to my desired career path:**

- Graduates had many interesting stories about their experiences post-graduation. Students of the TGBM program were able to find employment that pertained to Tribal Governance and Sovereignty. One student worked while attending NWIC and the coursework enhanced their abilities to conduct research. Some students graduated with a Bachelor of Science Degree and ended up teaching within the Native Studies Leadership program.
- Examples of other employment include construction, logging, finance, teaching, programming/coding.
- Other students worked several jobs in their lifetime, but they referenced NWIC as the instrument that helped them find their purpose.

### **Utilized skills of my undergraduate degree:**

- Graduates learned how to network with various people in industry and were able handle many other tasks aside from their basic job descriptions. Critical thinking was a skill that was attained and helped graduates be more effective within their communities.

### **Allowed me to continue to grow and learn:**

- Graduates acknowledge the fact that the education they attained has indeed helped them grow and continue to pursue their aspirations. In doing so they have improved their own life and those of their families. By being an example they are able to teach their children the importance of education and the blessings that follow.

### **Paid enough to support my desired lifestyle:**

- Comments were minimal for this section but graduates are generally content with their current salaries. Some are working part-time and still pursuing their Bachelor degrees. They have mentioned that they are looking forward to the pay raise once they attain them.

### **Paid health insurance benefits:**

- Graduates were fortunate enough to collect great health insurance for themselves and their families. Some graduates are self-employed and do not receive benefits, but do manage to provide for their families and live happy lives.

### **Overall, was a satisfying job:**

- Graduates have acknowledged that their employment experiences have been satisfying and the knowledge they learned here has allowed them to grow and advance in their desired field.



Q28. Is your current occupation within the same area of your degree?

(134 Answered, 23 Skipped)

Answer Choices	Responses	Percentage
Yes	50	37%
No	44	36%
Somewhat	34	27%

Examples of similar career paths:

### Bachelor of Native Environmental Science:

- Environmental Science
- Chemistry

### Community Advocates & Responsive Education:

- Human Services
- Project Coordinator: Youth Wellness & Prevention

### Native Studies Leadership:

- Student Services – Advisor
- Instructor for Native Studies Leadership

### Tribal Governance & Business Management:

- Tribal Government
- Tribal Economic Development
- Accounting

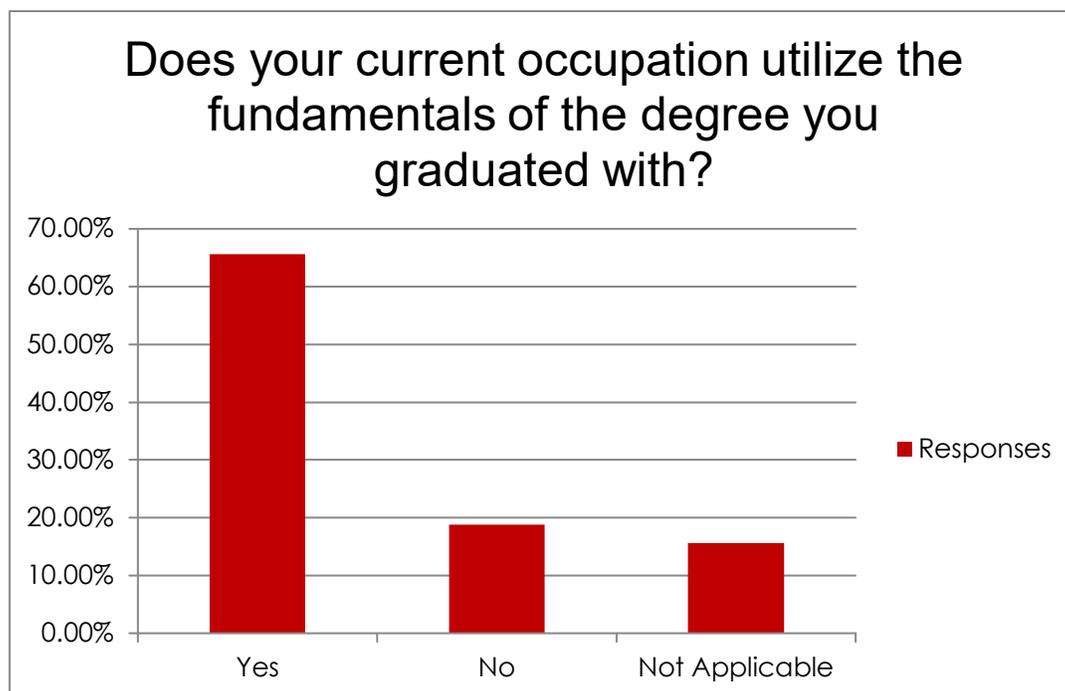


## Q29. Does your current occupation utilize the fundamentals of the degree you graduated with? (134 Responses, 23 Skipped)

Answer Choices	Responses	Percentage
<b>Yes</b>	84	65%
<b>No</b>	24	19%
<b>Not Applicable</b>	20	16%

### Takeaways:

- Science graduates have specifically mentioned Bio-Statistics, biology, and chemistry as being significant areas of study that contributed to their academic growth.
- Graduates of the TGBM program acknowledge analytical and research development as essential areas of study in their careers in tribal government.
- Graduates of the NSL program credit the study of tribal history and its association of treaties and government as highlights in their experiences. One NSL graduate wants to use the knowledge obtained to pursue a career in the judicial field.



Q30. Indicate your satisfaction with the following aspects of your current position  
(134 Responses, 23 Skipped)

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<b>Answer Choices</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Not Applicable</b>
<b>Salary/Benefits</b>	19%	48%	10%	7%	16%
<b>Location</b>	49%	32%	2%	1%	16%
<b>Opportunity to use your qualifications</b>	31%	41%	8%	4%	16%
<b>Opportunity to advance</b>	24%	40%	10%	6%	20%
<b>Prestige/Recognition</b>	22%	44%	10%	5%	19%
<b>Interest/Challenge of work</b>	32%	41%	8%	4%	15%
<b>Working conditions</b>	31%	46%	6%	4%	13%
<b>Opportunity to learn</b>	37%	39%	5%	5%	14%

## Job Satisfaction: Takeaways:

### **Salary/Benefits:**

- Most graduates have been fortunate enough to earn promotions and salary increases since earning their degree. Others are content with how much they are making.
- Many commented how their employers cover their benefits of medical, dental, vision, and some receive a benefits plan for their families.
- One graduate stated that they left a lucrative career path to finish school and begin a career which was much more fulfilling.

### **Location:**

- Many graduates went back to their tribes and hometowns and found employment. For the most part their commutes were short and very close to their communities. Typical commutes were between 20-30 minutes.

### **Opportunity to use your qualifications:**

- Graduates said they utilize their qualifications with every opportunity that they can. Some have mentioned that they are particularly proud of their skills within tribal sovereignty and law and are excited to use them for the benefit of their community.
- Others are still realizing their potential.

### **Opportunity to advance:**

- Alumni went on to become supervisors in various fields and one graduate went on to manage a wildlife program. There were Alums who feel that they were treated differently here because they were non-tribal and did not get the same opportunity as others.
- They were those that appreciated the opportunity to take prerequisites to prepare for grad school in their desired field, but wish they could have earned that graduate degree here at NWIC.

**Prestige/Recognition:**

- There are graduates who verified that they have indeed been praised for personal and professional growth. Some are humble and do not require much recognition and are just glad to be making an honest living.
- Others are still looking for employment and will feel sufficiently complimented when that occurs.

**Interest/Challenge of work:**

- A majority of graduates have stated that they are very happy and with their jobs and the work continues to be challenging and engaging. Some have admitted to being pressured by the rigor of their responsibilities, but it always remains interesting and there is always a variety of tasks to accomplish.

**Working conditions:**

- Graduates have commented on the buildings they work in and they are in good condition for the most part and they enjoy their co-workers.
- One Alum works in an excellent new building but says workers could be treated a little better by the organization.

**Opportunity to learn:**

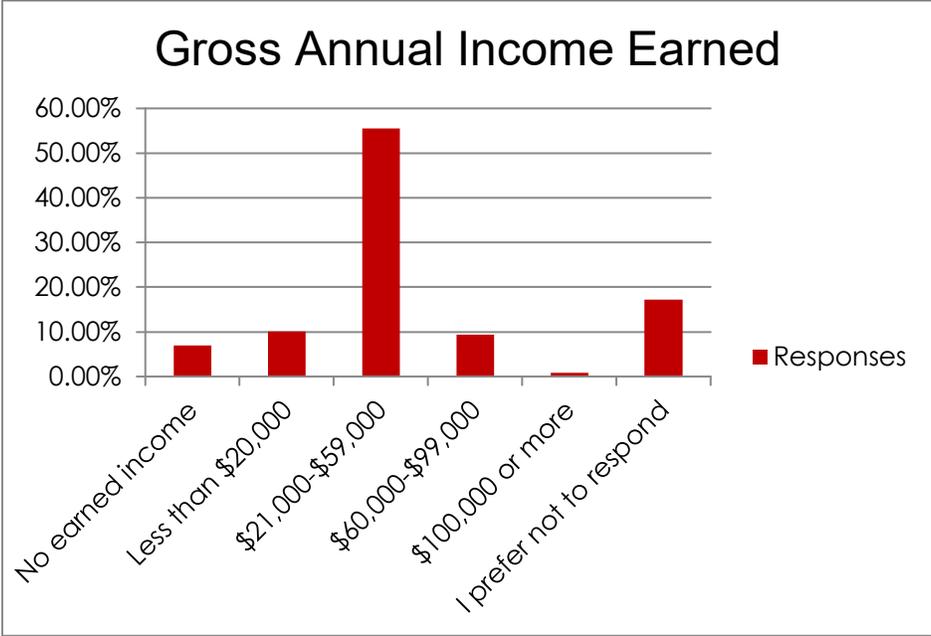
- Graduates have stated that they learn something new every day and are encouraged to do so by their family and peers. Others have said they have very supportive supervisors who encourage them to broaden their skills and qualifications.

# Q31. Gross Annual Income Earned (134 Responses, 23 Skipped)

Answer Choices	Percentage
No earned income	7%
Less than \$20,000	10%
\$21,000-\$59,000	55%
\$60,000-\$99,000	10%
\$100,000 or more	1%
I prefer not to respond	17%

## Commentary Takeaway:

- Some graduates are fishermen so their income is based on an annual catch. There are those who have mentioned that their income is a total of their own and their spouses'. Others are retired from the workforce.



## Q32. Is there anything else you would like to share? (45 Responses, 112 Skipped)

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### Takeaways:

- There were numerous comments on how NWIC has changed our graduates lives for the better and recommendations for how to improve. Overall many Alums thank NWIC for the academic opportunities presented them and the chance to travel to conferences, symposiums, and gatherings all over the country. This allowed them to network with valuable contacts which continue to be resource today.
- Many appreciated the open, non-linear teaching and the friendly atmosphere.
- Those who earned a degree after retirement have expressed their gratitude and appreciation of NWIC, and have commented on how much they enjoyed the experience, even at their age.
- Graduate programs continue to be of significant interest to Alums, and many would like the opportunity to continue their academic careers here instead of transferring to another college/university. They loved the classroom settings and Native emphasis towards education. These were the distinguishing characteristics that many graduates missed when they left here.
- Graduates have recommended NWIC to their friends and family and it remains an important chapter in their lives. Many have stated that becoming a student at NWIC was the one of the best decisions of their lives. Faculty and staff are commended for their commitment and dedication to the college's mission.
- **“Team NWIC is awesome!”**

