

NORTHWEST INDIAN



COLLEGE

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Emerging Native Scholars

“It was a major project for the quarter that ended up being an eye opener to something that needs both delicate handling and a powerful stance. This project was only as good as my sponsor and interviewee. Thanks to Rebecca Saxton and our Tribal Secretary Jay Julius, I’ve taken a deeper interest in tribal politics and cultural preservation.”

Jeffrey Solomon, Lummi 2014 ENS 1st Place Winner

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Mission:

Through education, Northwest Indian College promotes indigenous self-determination and knowledge.

Institutional Outcomes

NATIVE LEADERSHIP

- To Acquire a Quality Education

WAY OF LIFE

- To Give Back

INHERENT VS. ACQUIRED RIGHTS

- To Apply Indigenous Knowledge

COMMUNITY-MINDED

- To Utilize Education Through Work



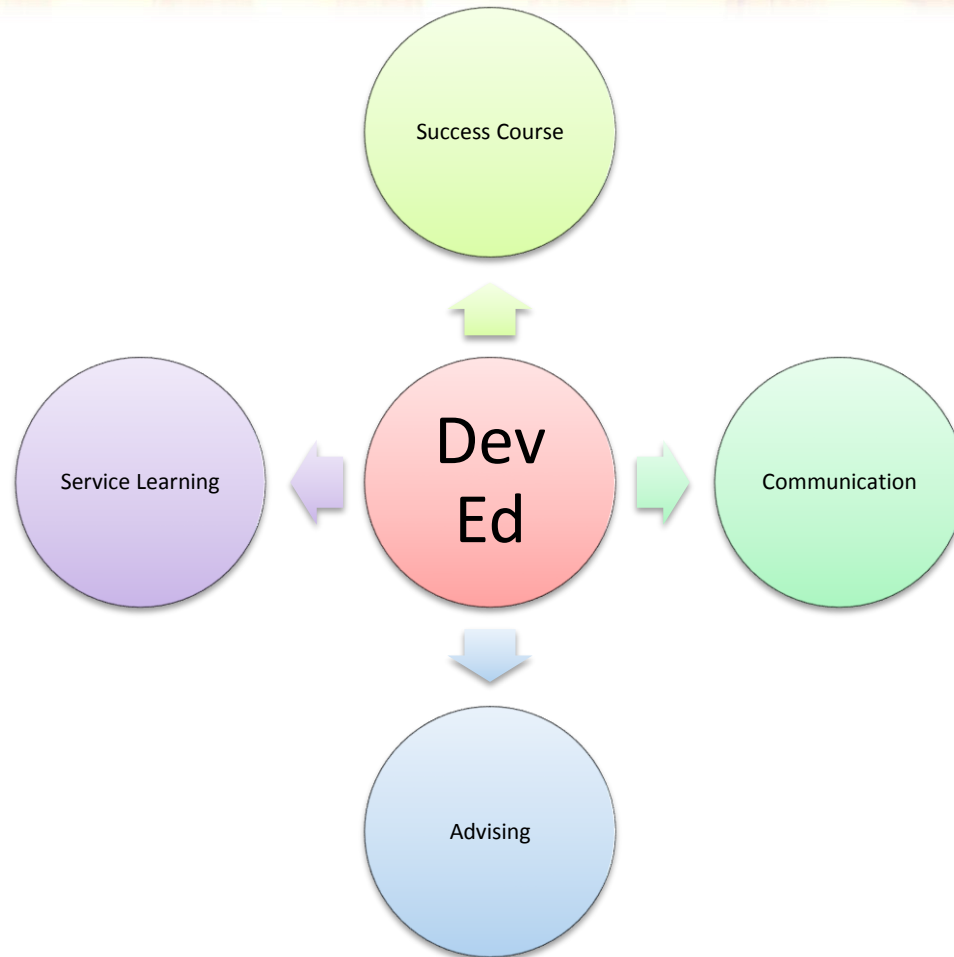
FYE PHILOSOPHY STATEMENT

As a tribal college, we prepare first year students academically and to be leaders in their communities. First year experience programming promotes Native leadership through exploration of self-identity and connection to place to advance Indigenous self-determination.

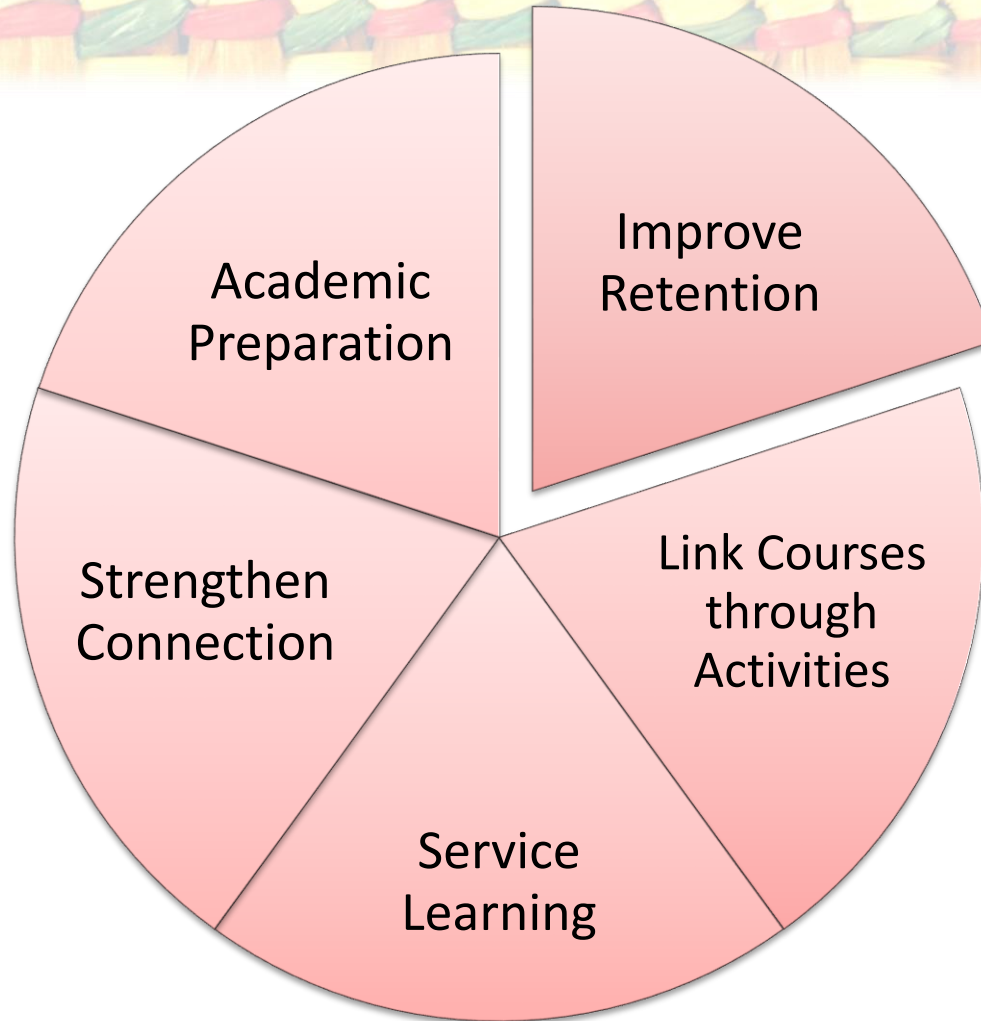
NWIC Initiative Since 2002

- Implemented Seminar Course
- Cohort Focused
- Linked classes
- Collaboration between faculty and student service staff
- Intro to Successful Learning Course
- FY Core Courses Linked through Activity
- Collaboration between FY faculty, Indigenous Service Learning, and Administration

First Year Team



Goals



Actions and Activities

- Implement Student Success Themes; identity, engagement, leadership, and achievement
 - Link FY Courses through Course Work
 - Develop instructional activity and assessment tools
- Case Management – weekly meetings
- Strengthen connections
 - Quarterly Lunch hosted by Faculty
- Collaborate with Indigenous Service Learning

Learning Outcomes

- Exhibits self-awareness and connections to identity
- Displays commitment to community and civic responsibility
- Demonstrates the math and English skills necessary to perform at a college level



Exhibits self-awareness and connections to identity

- Students communicate connections to self in relation to their identity
- Students demonstrate connection of themselves to the needs of the community
- Students demonstrate connections to the learning community



Communicate about self in relation to identity Connect to the needs of Community

- English 95
 - Poster/power point / paper

Examine how your personality is influenced by your culture, beliefs and values, family, and experiences. How does the location, culture and economics of your place affect how you view yourself.
- HMDV 110
 - Emerging Native Scholars Research Presentation

Introduction to Successful Learning

Self-Awareness & Identity

Current Event Articles

Emerging Native Scholars Research Symposium

Community & Civic Responsibility

Service Learning Projects



EMERGING NATIVE SCHOLARS RESEARCH SYMPOSIUM

- The NWIC first year HMDV 110 – Introduction to Successful Learning students showcased their work at the Emerging Native Scholars Research Symposium.
- Students were instructed to conduct research on an issue or topic impacting their home communities. Specifically, students self-select a topic they are passionate about, develop a strong thesis, identify at least three credible sources (one of which must be a personal interview with an elder or leader in the respective community that is knowledgeable about the topic),
- work with a Faculty Sponsor for guidance and mentorship on project, and develop an action plan to impact the issue. Four students are selected for a special award in recognition of their research work


EMERGING NATIVE SCHOLARS RESEARCH SYMPOSIUM

- Introduction to Successful Learning students showcase their research posters that focus on an issue or topic currently impacting their home/tribal communities
- Students highlight their topic, why they chose their topic, provide background information and an action statement on what they will do to impact the issue.
- Students also have their own faculty sponsor who help them gather or process research data

RESEARCH TOPICS

- Pollution and its Effect on Fishing
 - Commercial Diving on the Lummi Reservation
 - Litter on the Lummi Reservation
 - Anxiety Disorders
 - Pebble Mine – student didn't complete the assignment
 - Native Fishing Rights
 - Drug and Alcohol Abuse – student didn't complete the assignment
 - Drug Abuse
 - Sexual Abuse and How it Affects our Communities
 - Lummi High School Drop-Out Rate and How it Affects Success
 - Cherry Point Coal Train (two students did this)
 - The Cleveland Indians Mascot is Racist
 - Murdered and Missing Women in Canada – Gambling Addiction
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- Faculty sponsors: Jeff Campbell, Barbara Lewis, Tammy James-Pino, Ane Berrett, Faun Littlesky



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- 28 NWIC First Year Students Completed Research Posters on 25 critical topics impacting 19 distinct Tribal Nations with the help of 13 NWIC Faculty sponsors and 28+ interviews with elders or tribal leaders.

- 15 NWIC First Year Students Completed Research Posters on 18 critical topics impacting 11 distinct Tribal Nations with the help of NWIC Faculty sponsors and 9 interviews with elders or tribal leaders.

Emerging native Scholars Learning Gathering

The first **Emerging Native Scholars Learning Gathering** took place on Tuesday, February 11, 2014 from 11:00 AM – 3:00 PM

Approximately **64** first year students attended as well as 15 upper class students.



The First Year Experience Committee hosted the event in an effort to:

- Help students establish connections with each other, staff & faculty
- Enhance writing skills
- Build math confidence
- Learn about the importance of the FAFSA and how to complete it
- Learn about scholarship opportunities
- Hear advice from other NWIC students and tips for being a successful NWIC student
- Meet NWIC Mentors and learn how to get a Mentor

84.61%

Students feel more connected to faculty and staff NWIC

92.31%

Students feel the Student Panel was beneficial

96.15%

Students learned where to find scholarship opportunities

STUDENT QUOTES

Students were asked what the best part of the gathering was...

“that I am not alone.”

Knowing where to access resources and who to go to for help.”

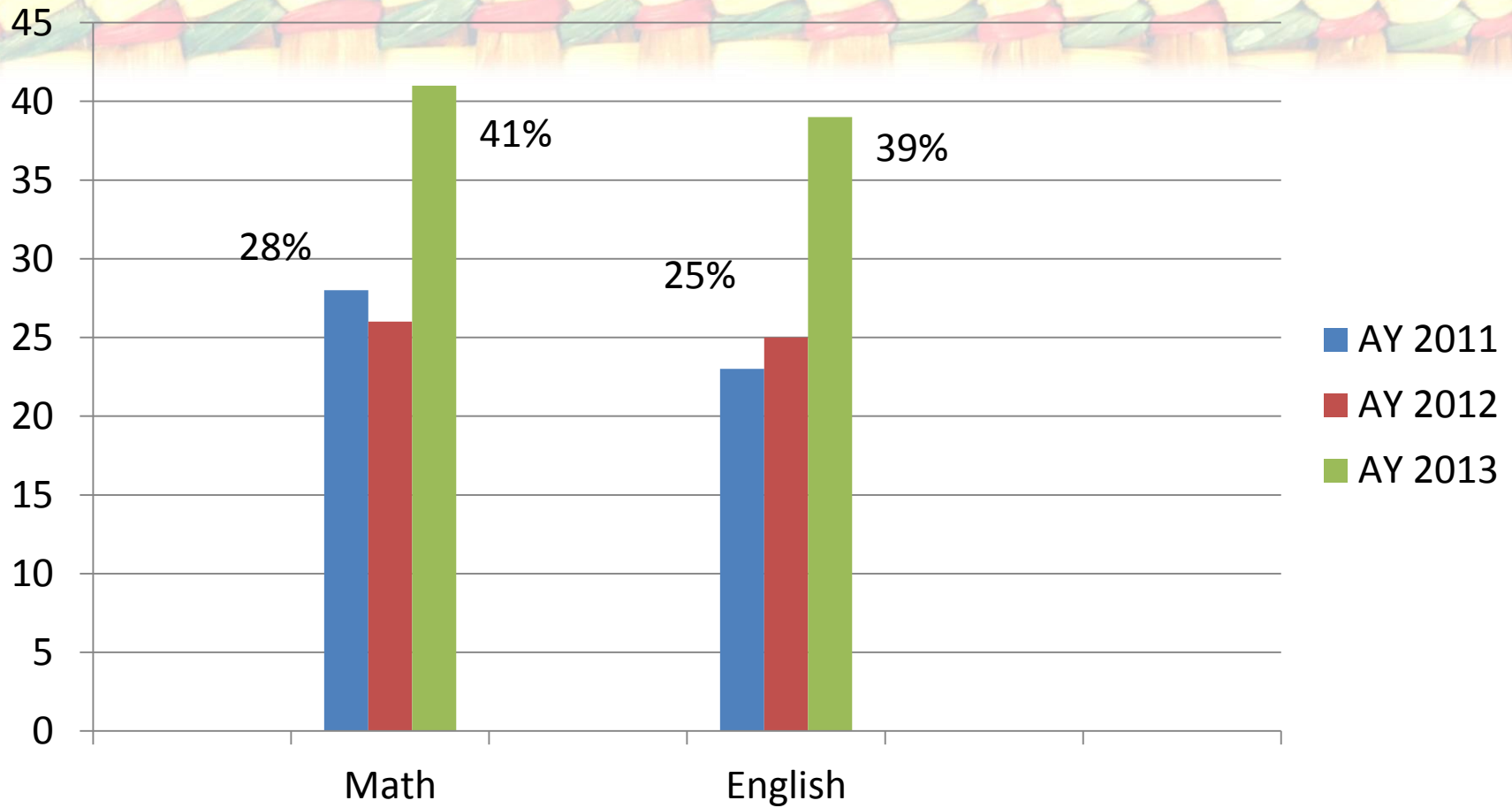
“The mentors talking about their experiences. Knowing people have been in our shoes before and made it!”

- *everything!”*
- *“math exercise.”*

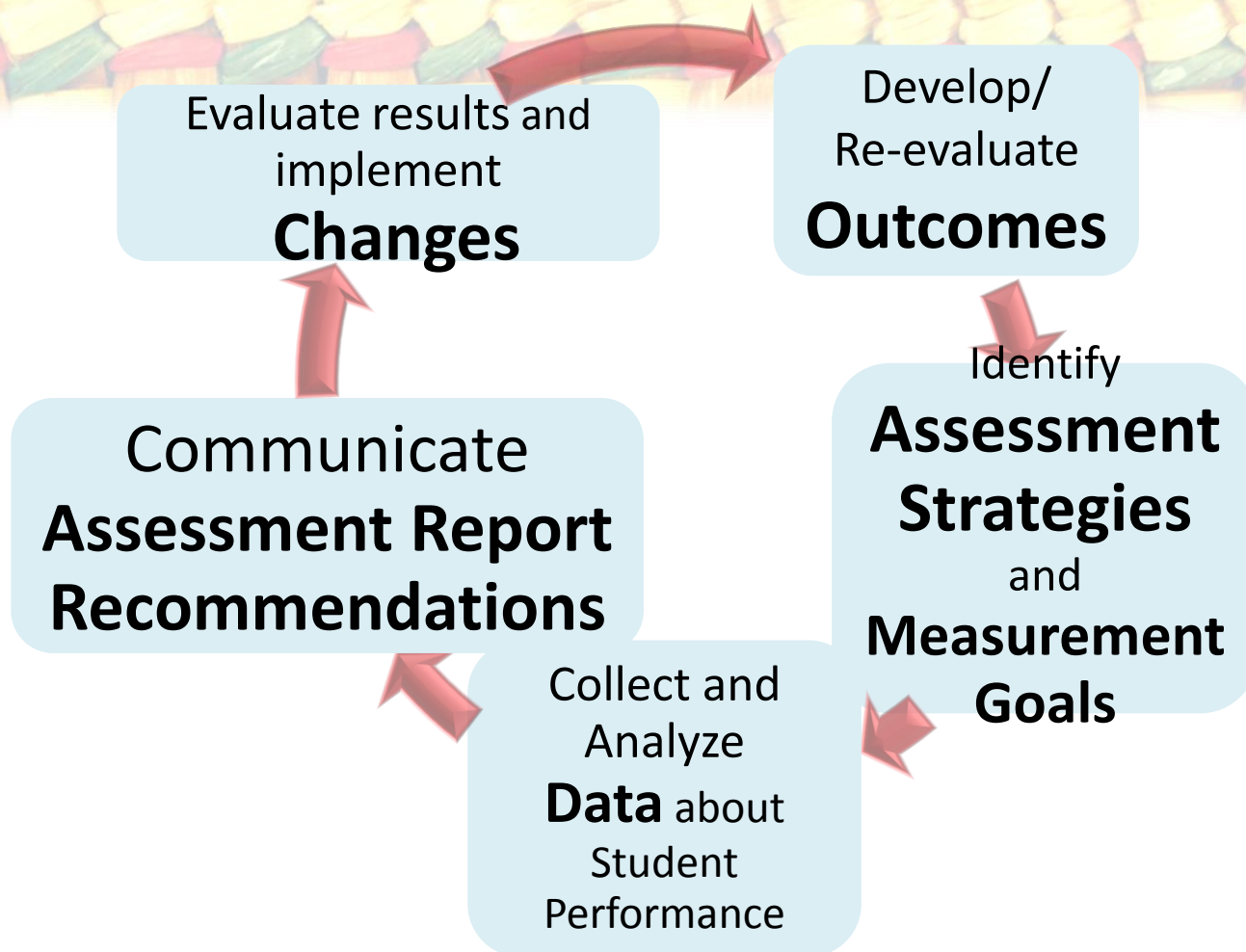
Additional Program Benefits

- Implement Student Success Themes; identity, engagement, leadership, and achievement
 - Link FY Courses through Course Work
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Completion of Sequence



Continuous Improvement



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