

Criterion Five

Engagement and Service



Criterion Five

“Northwest College prides itself on articulation agreements that facilitate student mobility to continue progress in degree work.”

Criterion Five: Engagement and Service

Criterion Five Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Northwest College Prides Itself on

- Effective partnerships with local, state, regional, and international entities.
- Strong relationships with public schools in the service area.
- Making its facilities available for the delivery of education, performances, conferences, and community meetings and gatherings.
- Good communication tools that include award-winning student publications, a widely available television station (NWC-TV), and comprehensive website.
- Articulation agreements that facilitate student mobility to continue progress in degree work.
- Cultural, multicultural, extra-curricular, and co-curricular activities that engage the College’s various constituencies.
- Strong response to the outreach areas through physical centers and distance education.
- A Workforce Development program that works closely with local employers to strengthen the employee base in their communities.

Northwest College Challenges Itself to

- Balance the need for services at the outreach centers with available resources.
- Continue development of service learning and civic engagement to enhance current student experiential learning opportunities.
- Better track community use of facilities.
- Use data more effectively to make decisions regarding constituency engagement and service.
- Find resources that allow the College to continue providing non-credit workforce training in the absence of an identifiable revenue stream.

Northwest College: Who We Are

In the fall of 2008, Northwest College Ceramics Instructor Elaine DeBuhr

initiated a service-learning project titled, “Empty Bowls,” for “Advanced Ceramics” (ART 2430) students. Based upon the national movement of the same name, the goal of the event is to help organizations fight hunger and to raise awareness about the issues of hunger and food security. All proceeds from the 2008 Powell “Empty Bowls” went to Loaves and Fishes, the local food bank.

For the price of \$10, attendees picked from the display of handmade bowls crafted by the college art students, and enjoyed a simple meal of bread and soup. Plaza Diane, an off-campus venue located in the very center of town, was chosen to draw a strong audience from the community and not just the College. The event was scheduled the week before Thanksgiving because of the proximity to the holiday that celebrates with food and begins the season of giving. The response was overwhelming. A line of people extended around the block soon after the doors opened at 5:30 pm. Each of the 220 handmade bowls sold within one hour, but people continued to arrive and contribute money though the bowls were gone and the soup depleted. Ultimately, at the 2008 event, \$2,625.00 was raised for Loaves and Fishes in that one evening while the 2009 Empty Bowls raised \$4,200.00. Equally important to raising money is providing learning opportunities for students. As Celyn Flory, an Art and Writing graduate, remembers:



When I heard about the Empty Bowls idea from Elaine, I thought it was a wonderful project. Powell is a small town in the proverbial “middle of nowhere,” but the community has a large heart. I liked that we could make a difference for Empty Bowls, and bring home to the people of Powell that though we were largely a content little town, there were people there and elsewhere that may not have enough food. The idea of empty vessels, in this case bowls, symbolizing need and hunger, was poignant. I feel that though we are a mechanized culture, with factory-made sweaters in place of hand-knit ones, and most of the items in our lives manufactured overseas, there is also a hunger for handmade objects. There is a want for personal touch, and thrown or built pottery is made by human hands, far different than store-bought bowls cracked out of identical molds.

While I threw the bowls on the wheel, I thought of times in my childhood where we were a hungry family. My mother received food boxes from time to time, either through a food bank or co-workers. One Thanksgiving, her co-workers sent us a food box filled with items pulled from their own kitchens, and pitched together to buy us a turkey. Contributing to Empty Bowls allowed me to come full circle, not only donating my time to make the bowls to help raise money, but to raise awareness through the community I lived among.

On the night Empty Bowls opened, I was unable to attend because of tutoring. However, I stopped by in the last hour, and I was shocked to see a line going out from the Plaza Diane building to the street corner. I stood there in the chill November evening, almost not processing how many people

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there were, humbled that so many came out. They were there to raise money for hunger—they then gave generously at the donation jar once they bought their bowls—and they were there because they themselves had a hunger for handmade bowls and for a human experience. I peeked in one of the vertical windows, struck by how content people looked, how thoughtful, how they touched many of the bowls one by one, almost reverent, at the rim, with one or two fingers. People laughed, talked thoughtfully, shared, and donated. Empty Bowls was not a success just because of the students who made bowls, but because the people of Powell came together.

Northwest’s mission emphasizes the College’s commitment to “community vitality.” Northwest has a close relationship with its communities and makes a good-faith effort to identify and meet the needs of its various constituencies spread over a sizable three-county service area. The arrival of new technologies for the delivery of courses, such as online courses and Wyoming Equality Network (WEN) video, has dramatically increased the College’s ability to provide educational resources to its service area. Furthermore, with the opening of the Cody and Worland Centers, the College has amplified its physical presence in two distance education and business hubs.

Northwest College’s Constituencies

Northwest College’s constituencies have been shaped both by the College’s history and by legislative mandate. The most obvious way to define them is by statutorily mandated service area: Park, Big Horn, and Washakie Counties. (See “Northwest College Background and Demographics” in the Self-study Overview for more specific information on each of these communities.) In terms of constituencies, the College has identified four (sometimes overlapping) groups: Students, Local Communities, the State of Wyoming, and Employees.

Students

This is the constituency that receives most of the College’s attention. Northwest has a diverse student population that includes traditional-aged students, non-traditional-aged students, workforce non-credit students, pre-college students, high school students taking college classes, and life-long learners. Unlike most community colleges, the majority of Northwest’s students are traditional age (See Table 0.1). Approximately one-third of students live on campus (See Table 4.6).

Local Communities

As a community college, Northwest also serves the educational needs of the communities in its defined service area. The largest population center is Cody, a town of approximately 10,000 people and 25 miles from the college. At the farthest end of the service area (90 miles away) is Worland, a town of 5,250 people. People in the service area make a living primarily through farming and ranching, small businesses, tourism, and gas and oil industries. This constituency is comprised of prospective students; elected officials; donors; alumni; business leaders; school, city and county officials; and advisory boards,



not to mention the umbrella Park County taxpayers group—the true owners of the College. Local communities are served in a variety of ways: through concurrent enrollment in the high schools, professional development for teachers, workforce training for business and industry, cultural and athletic events, and more.

State of Wyoming

Because Northwest is primarily a state-funded institution, another constituency is the state of Wyoming. The State governs service through legislative action, provides general fund appropriations to fund College work, and makes demands of the colleges through mandates. Members of this constituency include the Governor, the Wyoming Business Council, the Wyoming Community College Commission, other community colleges, the University of Wyoming, and the general citizenry. Physically, the state is large, but in terms of population, Wyoming is small. The great distances from one end of the state to the other and the bureaucratic nature of state and local government present challenges in meeting the demands put upon the community colleges by the legislature.

Northwest College Employees

Northwest views its own employee base as one of its constituencies. This group is comprised of those responsible for the day-to-day operations of the College. Job-related educational levels range from high school diplomas to PhDs. Included in the College's mission and planning is how it meets the needs of this group. Many employees take classes and/or participate in professional development, but all serve as a vital link between the College and area communities.

In addition to these constituencies, the College has also seen its community expand well beyond its geographic service area boundaries given its increasing number of international students and partnerships.

CORE COMPONENT—5A: *Northwest College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Northwest's commitments are shaped by its mission and its capacity to support those commitments. Although the wording of the College's mission statement has evolved, at its core remains the philosophy of serving its constituencies through the delivery of quality educational offerings. According to Northwest's mission statement, adopted in 2008,

Through exceptional, dynamic living and learning environments, Northwest College dedicates itself to individual student achievement, diversity, global citizenship, and community vitality.

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“The College utilizes a number of environmental screening practices to understand the changing needs of its constituencies and their communities with the Market Research Studies being the most consistent community scanning tool.”

Although quality educational offerings and documented student learning are the College’s primary concerns, cultural and economic elements of its mission have also been defining institutional characteristics.

The distance from the Powell campus to some of these communities has created difficulties in determining and addressing need for educational services. This is further complicated by the economic realities of a state funding formula that requires a certain economy of scale in the delivery of classes and by two counties in the three-county service area that do not directly support the College through *ad valorem* taxes. However, the College works to identify its constituents and meet their educational and service needs.

The College utilizes a number of environmental screening practices to understand the changing needs of its constituencies and their communities with the Market Research Studies being the most consistent community scanning tool. (See Criterion Two for a discussion of capacity screening and planning.) Those constituent groups in the closest proximity to Powell are the easiest to screen while those more distant from the Powell campus provide some of the greatest challenges. (See Criterion Two for more information on scanning.)

The Northwest College campus in Powell as well as the Centers and all other outreach work reflect the College’s response to the diverse needs of the constituencies being served. There are many examples of programs and services to illustrate this response. Following are a few examples.

- Lounge opened for non-traditional students.
- Fitness classes fit employee schedules.
- Membership to Johnson Fitness Center as employee benefit.
- The Oasis student lounge.
- The 7th St. Grille Internet Café.
- Diversity in scheduling times and modalities.
- Attractive and fully-developed website.

Northwest College’s educational and service outreach programs respond to identified community needs. The most tangible example of Northwest’s outreach work is the opening of the Cody and Worland Centers.

- **The Cody Center** provides an off-campus location for Northwest’s outreach work in Cody. Until Summer 2001, college courses were delivered on the Cody High School campus. At that time, the College secured 3,000 square feet of leased space and moved out of the high school. The newly acquired space had three classrooms, a computer lab, and a faculty office that was shared by many.

In 2005, after outgrowing that space, Northwest leased its current

location with nearly 10,000 square feet of classrooms, computer labs, and private offices in the recently purchased Park County Complex. The College partnered with the City of Cody, the Park County Library, the University of Wyoming, and Park County. Increased services became a possibility, and new staff were added to serve the increasing number of students. A small site quickly expanded into a centrally located space to accommodate more courses, full program delivery, and the full range of support services needed by students. In 2008, the Higher Learning Commission approved the Cody Center for degree delivery. Cody Center enrollments and FTE have, for the most part, increased since moving into the new facility. In 2007–2008, Northwest served approximately 400 students a year at this Center. (See Appendix 5.1, Cody Center Full-time Enrollments.)



- **The Worland Center** opened in the fall of 2005. Prior to this date, classes were offered in Worland High School. The new Center, leased space in the Worland Community Center Complex, provided four classrooms, a computer lab, and office space. Northwest experienced a steady decline in enrollments in Worland since 2000–2001. In the spring of 2009, because of significant anticipated budget shortfalls and extremely low enrollment, the College reduced its lease at the Community Center Complex to one classroom/computer lab and redesigned its course delivery model. Enrollments in Worland have slowly declined since 2001, with a high of 282 students in 2000–2001 to a low of 106 students in 2008–2009. (See Appendix 5.2, Worland Center Full-time Enrollments.)

The following paragraphs provide a sampling of additional programs.

- **“College for My Life”** guarantees degree delivery specific to a cohort audience who generally has the same circumstances, schedules, etc. Courses are delivered during students’ free time, and rotation is guaranteed through degree completion. As an example, a group of stay-at-home parents in Cody was identified. They had the hours between 8:30 a.m. and 3:30 p.m. free but did not want to miss their children’s evening and weekend events. Daytime delivery of the Business degree at the Cody Center was guaranteed to satisfy this group’s needs.
- **RN and PN Nursing Programs** were created in collaboration with Worland and its hospital to answer real needs. The PN program has continued with Worland as its primary delivery base although the Worland RN program has not had enough qualified students for a cohort. Qualifying students can use distance delivery methods.

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“In its role as a comprehensive community college, Northwest provides opportunities in continuing education, outreach, customized training, and extension services.”

- **Wyoming Equality Network (WEN) Video Schedule** prioritizes usage times based on needs of various constituent groups. WEN video is available throughout the service area high schools. From 8 a.m. to 3 p.m., courses are scheduled to meet the needs of high school students in college classes. During the 3 p.m. to 6 p.m. session, courses are scheduled for teachers and staff gaining recertification credit (professional development for public school individuals). Finally, from 6 p.m. to 10 p.m., courses are scheduled for students in the extended campus areas.
- **Student Services** are available on-site on a rotating basis, including librarians, counselors, financial aid representatives, and the registrar.
- **A full-time faculty member** has been assigned part-time to meet the needs of students in Extended Campus; he handles advising, registering, tutoring, and teaching students.

In its role as a comprehensive community college, Northwest provides opportunities in continuing education, outreach, customized training, and extension services.

Outreach

- **Distance Education Delivery** provides opportunities for students who do not live near campus or have time commitments that do not allow them to attend regularly scheduled classes. The number of courses offered and enrollment in those courses continues to increase through Internet and interactive television courses.¹ Northwest College has managed the growth of this delivery in order to maintain quality delivery. Guidelines are in place to ensure that students are well-served in this alternative format. Work has begun on preparing to request Higher Learning Commission approval to deliver degrees completely online. (See Criterion Three for a discussion of online delivery.)

Customized Training

- **The Workforce Training and Development Program** at Northwest has grown from a single person on campus to a five-member team spread throughout the service area. The current structure includes a Coordinator and support staff person on campus and at each outreach center. In the past two years, the Governor of Wyoming has emphasized economic development and workforce training as a state priority. This emphasis has led to the channeling of state grant funding into the College’s program and helped fund some high-cost programs (e.g., Land Surveyors Certificate,

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1 See Distance Education Report in the Resource Room.

BPI Building Analyst Certification Training and Food and Hospitality Ambassadors Program).

- The Workforce Training unit was reorganized in 2008–2009. Instead of one administrator planning all programming, the responsibilities were divided among first three, then two coordinators who live in one of the towns they serve. Overall management of the team was shifted to the Dean of Extended Campus and Workforce who acts as the team leader and connection to credit activities. During the transition, the College offered fewer trainings, leading to a decreased number of participants. Program delivery and enrollment numbers are expected to increase with a larger number of offerings. In addition, seven new programs are in various stages of development and delivery: Building Analyst Certification, Pharmacy Technician, Food and Hospitality Training, Barista Training, Certified Medical Assistant, Work Readiness Program, and Survey Technician. (See Appendix 5.3, Workforce Training and Development Report.)
- Northwest’s economic and workforce development activities are sought after and valued by civic and business leaders. Workforce Coordinators are constantly working to know the needs of the workforce since much of what they deliver needs to happen quickly. Coordinators belong to and attend Chamber of Commerce functions. They also sit on advisory boards in the business community as well as host advisory boards for some certificate trainings.
- While area businesses recognize the contributions of Northwest’s workforce program, two comments stand out. The first is from Bruce B. Eldredge, Executive Director and CEO of the Buffalo Bill Historical Center, who writes in a 30 March 2009 letter, “Your continuing education workshops and classes in human relations have been particularly helpful to staff, honing their skills in supervision and management.”² Similarly, Dave Bonner, publisher of *The Powell Tribune*



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2 See Community Letters File in the Resource Room.

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and State Legislator, observes in a letter dated 30 March 2009, “Through the years, employees at our newspaper have enrolled in classes, both credit and non-credit, offered by the college. *The Powell Tribune* has paid tuition on numerous occasions for employees to improve their job skills, and it has been a benefit to the individual and to our organization. The availability of workforce training is a huge contribution to the business community.”³

Continuing Education

- **Powell Valley Community Education (PVCE)** provides lifelong learning opportunities to area residents and guests. This non-credit program is funded via a Board of Cooperative Educational Services (BOCES) agreement with Park County School District, #1. It is supported by a ½-mill tax assessed on property valuation within the Powell School District; this assessment enables funding for supporting administrative staff. All classes, programs, and activities conducted by PVCE are expected to be self-supporting. Community education classes, workshops, and seminars include an extensive variety of topics (everything from belly dancing to driver education) and carry no college or high school credit. The National Weather Service has requested weather-spotter training, and PVCE also provides a way for pilots to receive Federal Aviation Administration training. Since 1999, PVCE has averaged 3,626 participants each year.⁴

College Preparation for Adults

- **The Adult Basic Education Program (ABE)** is currently in its 26th year of program delivery and offers quality, comprehensive adult basic education instructional programs and services designed to promote access to both post-secondary education and employment options for educationally and economically disadvantaged adults in Park, Big Horn, and Washakie Counties. Programs and services focus on basic skills development in reading, writing, and mathematics, GED preparation, ESL, citizenship (EL/Civics combined with language instruction), and basic computer literacy skills instruction, with attention to educational attainment, work-readiness, employment, and entry into post-secondary education or vocational training. Instruction is handled in small groups or through individual tutoring at no cost to participants.

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3 See Community Letters File in the Resource Room.

4 See PVCE Enrollments in the Resource Room.

- In partnership with local workforce centers, area human and social service agencies, area industry and business, school districts, and faith-based organizations, NWC-ABE staff uses effective and proven research-based curriculum and instructional methodologies and strategies to maintain educational and workplace literacy programs and services in six outreach communities across the Big Horn Basin, providing year-round day and evening instruction.
- Park, Big Horn, and Washakie Counties have significant literacy issues. According to statistics released in the 1998 study *The State of Literacy in America: Estimates at the Local, State, and National Levels* (National Institute for Literacy), the percentage of the adult population at Level 1 literacy (estimated at below a 4th grade literacy equivalent) is 11% for Park County, 17% for Big Horn County (the highest in the state), and 14% for Washakie County (third highest in the state), an average of 14% for Northwest's service area compared to a state average of 11%. Consequently, over 3,000 students have enrolled in adult literacy and GED preparation since fiscal year 1998.
- NWC-ABE maintains expanded on-site instructional hours (day/evening/summer) at nine sites: Powell—NWC West Campus; Cody—NWC Cody Center, Cody Workforce Center, and Park County Detention Center; Worland—NWC Worland Center at the Worland Community Center Complex and Washakie County Detention Center; Lovell—Big Horn County Health Coalition; Greybull—Greybull Public Library; and Basin—Big Horn County Detention Center. In addition to conventional delivery of ABE programs and services, NWC-ABE, in collaboration with the Wyoming Equity Network (WEN) and Big Horn Basin school districts, has successfully utilized available ITV video classroom sites to provide access to distance learning opportunities for educationally disadvantaged adults in our three-county service area. The project manager has offered intensive GED preparation classes (fall/spring) over the ITV network to the most rurally isolated communities of Basin, Byron, Burlington, Manderson, Meeteetse, and Ten Sleep.
- The manager conducts regular outreach site visits to ensure delivery of quality educational programs, providing supervision and instructional leadership, assessment of program delivery



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“These programs teach English language skills to adults whose first language is not English and seek to develop an understanding of American culture and society to facilitate effective citizenship.”

methods, and implementation of program improvement efforts. The capacity and experience of the organization to deliver proposed services is documented in past performance outcomes. Since FY 2006, NWC-ABE has served the educational and workplace literacy needs of 1,218 students, 604 of whom have acquired at least 12 or more hours of instruction. Along with increased student numbers, NWC-ABE has met performance plan outcomes and has seen significant student achievements and successes. The persistence or retention rate for NWC-ABE students (those receiving 12 or more hours of instruction) has averaged approximately 50% the past four years. Based on program data collected over the past four years, on average 58% of total students each year completed or advanced one or more educational functioning levels, 81% have acquired a GED, 70% have gained employment, 94% have retained employment, and 79% have entered college or vocational school.⁵

- **The General Education Development Testing Center** provides individualized and small-class instruction in preparation for the General Education Development (GED) Exam, which is offered throughout the year. Northwest College is a GED Testing Center.
- **English as a Second Language (ESL)** is a non-credit, ABE-related program and also a for-credit option at the College. These programs teach English language skills to adults whose first language is not English and seek to develop an understanding of American culture and society to facilitate effective citizenship.

CORE COMPONENT—5B: *Northwest College has the capacity and the commitment to engage with its identified constituencies and communities.*

Northwest employs many structures and processes to enable effective connections with its communities. The most tangible examples are the Centers in Cody and Worland, the work of the Dean of Extended Campus and Workforce, and the Workforce Training Team. Academic Advisory Boards are essential to instructional programs. (See Criterion Three for an extended discussion.) But other advisory boards comprise an essential element of Northwest’s connections with its communities. Other examples include but are not limited to the following:

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5 See Adult Basic Education Grant Annual Reports in the Resource Room.

Boards

- **The Board of Trustees** geographically represents and is elected from the tax district (Park County). Each board meeting includes a public comment period in addition to yearly meetings held at off-campus, tax district locations in Cody and Meeteetse. The Board provides an important link to the College's external constituencies.⁶
- **The Northwest College Foundation Board** is comprised of 34 members with a variety of ties to the service area. Northwest has an operating agreement with the Foundation, which launched its first comprehensive fundraising campaign in July 2004. The five-year effort set out with a goal to raise \$6 million, primarily for endowments. The mark was met inside of three years, and the goal was raised to \$8 million. The campaign's focus areas are endowed scholarships and technology, areas identified after extensive needs assessment work on campus and then tested to find which idea had the greatest donor appeal. The campaign ended 30 June 2009, surpassing the \$9 million mark.

Moreover, the Wyoming Community College Endowment Challenge Program has provided the opportunity to double the impact of endowment gifts from private donors. Wyoming's seven community colleges were each provided with up to \$4.5 million as a 1:1 matching fund for contributions. Northwest was one of four colleges to match fully the first appropriation and receive another \$2 million of incentive dollars from the state. Commitments for these funds were also fully used, and Northwest is now working with its third and fourth appropriations of \$1.33 million and \$1 million, respectively. Combined with new endowment investments, the total is currently \$15.2 million. Investment returns on the Foundation's endowment decreased for 2009 due to economic conditions. Fluctuations on earnings/payouts have an impact on scholarship funds available for students and technology funds for instructional programs. Northwest covered these decreases with reserve funds to support its recruiting and retention efforts. Since then, the Foundation's investments have experienced a dramatic turnaround, producing the largest-ever scholarship payout of \$811,000 for the 2010–2011 fiscal year.

- **The Northwest College Alumni Association Board** includes 25 members who provide essential liaisons between the

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6 See *Rules and Regulations Pertaining to the Governance of the Northwest College Board of Trustees* in the Resource Room.

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“The Trapper Booster Club supports exceptional varsity athletics and opportunities for student athletes to excel in the classroom and in competition.”

College, the community, and its worldwide network of alumni. As such, the mission of the Northwest College Alumni Association is to promote alumni affiliation with the College, engendering a sense of pride, loyalty, interest in, and support for the College; provide meaningful activities and services for alumni; and engage the talents and resources of alumni in the life, work, and mission of Northwest College. The Association was the first of its kind among Wyoming community colleges and among the first in the Rocky Mountain area.⁷

- **The Trapper Booster Club** supports exceptional varsity athletics and opportunities for student athletes to excel in the classroom and in competition. This nonprofit organization works in partnership with the College and the Foundation. The Club focuses on enhancing existing Northwest College varsity athletic budgets by supporting recruiting activities for men’s and women’s basketball, volleyball, and wrestling teams. Booster Club dollars also help fund special athletic events and travel, additional supplies and equipment, and the advancement of athletic programs. Expenditures are reviewed by the Trapper Booster Club Board of Directors, which consists of the Athletic Director, the Foundation Director (*ex officio*), and five to nine community members.⁸
- **Other Boards**, such as those associated with Multicultural Series, the Writers Series, and the Rodeo Council, provide an essential relationship with the community.

External Communications

- **The Office of College Relations** coordinates Northwest’s external communications to connect with primary target audiences in a number of ways. It should be noted that some of these communications have received awards and recognition. Most recently, in 2009, the College’s website earned the Gold Medallion of Excellence in a six-state, regional competition. Judges noted the site’s design, navigation, content, and other features. In addition, the *Viewbook* earned a 2009 Bronze Medallion of Merit and Gold Medallions of Excellence in 2006 and 2007. The College’s *Viewbook* has consistently done well in this competition since the College began submitting entries four years ago. Judges found the publication’s clean design, crisp writing, and stellar photography worthy of a medallion. College communications include the following:

7 See Alumni Association Bylaws in the Resource Room.

8 See Booster Club Bylaws in the Resource Room.

World Wide Web

- The Northwest College website at www.northwestcollege.edu (a primary source of information for prospective students and employees as well as current students, employees, and others).
- Program microsites (separate, smaller College sites for programs and services).
- Online support components, such as the student portal (*MyNWC*); connections to various operations such as registration, class schedules, grades and account payment (*WebAdvisor*); software delivering online courses (*BlackboardCE*); admissions tool (*ActiveAdmissions*); employee applicant tracking (*PeopleAdmin*); scholarship application (*STARS*); delivery of online college calendar (*ActiveData*); and tutor management (*TutorTrac*).



Annual Paid Advertising Campaign

- Paid print ads (e.g., newspapers, magazines, phone directories, etc., including full-page advertisements placed at the close of every academic year in all six service area newspapers to report the year's accomplishments in relation to annual strategic plans)
- Paid electronic ads (e.g., radio, movie theatres, etc.).
- Special events and other venues (e.g., county fair, baseball field and arena banners, billboards, parades, chamber of commerce business directory, print ads in annual event programs such as the Buffalo Bill Art Show and Sale, etc.).

News Releases

- News releases are regularly disseminated to print and electronic media throughout the service area and beyond, and are a source of information for area residents about activities and major college developments. Approximately 200 news releases are disseminated each year.

Publications

Numerous printed publications are produced annually for various primary target audiences.

- Student recruitment (e.g., *Viewbook*, *Search* brochure, Residential Life brochure, recruiting event pieces, program brochures, workforce training, scholarships, posters, etc.). College publications and advertisements have earned regional awards in competition with much larger colleges from Wyoming to Texas.
- Miscellaneous (e.g., athletics, *College Catalog*,



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“A printed semester class schedule announcement is bulk mailed to all postal patrons—approximately 25,000—in the three-county service area.”

co-curricular programs, special events, project newsletters, College operations including student and employee handbooks, etc.).

Mailings

Several pieces are direct mailed annually, some with personal letters from the President, to external constituencies in order to update them on the College.

- *Institutional Fact Card* (information on major areas of the college—enrollment, scholarship support, programs, budget, facilities, etc.—is provided to all College employees and Student Senators as well as to approximately 500 donors, alumni and foundation directors, business leaders, area school and governmental officials, media, legislators, civic organizations, and others).
- *Strategic Plan brochure* (Mission, Vision, Enduring Values, Priorities, Strategic Goals—is provided to all College employees and Student Senators as well as to approximately 500 donors, alumni and foundation directors, business leaders, area school and governmental officials, media, legislators, civic organizations, and others).
- *Calendar of Events* (bulk mailed monthly to approximately 1,000 service area residents who express interest in receiving copies; also online at www.northwestcollege.edu/calendar).
- *Northwest Alumni News* (bulk mailed to approximately 14,500 addressable alumni and other friends; the official publication of the NWC Alumni Association).
- *TrapperLink* (e-newsletter e-mailed to approximately 3,300 alumni for whom the College has a current address).
- Northwest College Foundation *Annual Report* (coordinated by NWC Foundation staff and mailed to approximately 5,550 donors and donor prospects).
- Legislator letters (to provide information to service area legislators).
- A printed semester class schedule announcement is bulk mailed to all postal patrons—approximately 25,000—in the three-county service area. This encourages community participation in the College.

Student-controlled media provide additional connections among communities.

- *The Northwest Trail* is the College’s student newspaper.
- NWC-TV is accessible on cable systems throughout the service area.

- A Wyoming news magazine, *plainSpeak*, was created during the 2008–2009 year.
- Webcasting is also another media used by student journalists.
- The College recently began work on an FM radio station after receiving broadcast approval from the Federal Communications Commission.

Northwest College is very strong in terms of co-curricular activities, most of which are supported by the community and provide opportunities for the campus to interact with its external communities. The College serves as a cultural center with art shows, concerts, film series, readings, multicultural events, plays, and a long list of activities. It's estimated that the College sponsors more than 100 events per year with most activities held on campus; in addition, some groups, such as Forensics and Photography, hold events off-campus to encourage community participation. The following paragraphs provide a sampling.

Co-curricular Activities

- **Music Concerts**—The Northwest College music program, fully accredited by the National Association of Schools of Music, provides more than 30 orchestra, band, choir, and small ensemble concerts on campus every year. Among the many concerts scheduled are collaborations with the community. For example, the College choir performs a joint concert with the Powell High School choir in an annual Christmas Vespers Concert, the Jazz Choir performs in Cody at the Buffalo Bill Historical Center's annual Christmas open house, and the Civic Orchestra and Chorus, consisting of many community members as well as college students, provides musical masterpieces such as Handel's *Messiah*. The College Wind Band also presents concerts in the spring that often include regional community and high school bands. Each year, these concerts attract an audience of over 6,000 individuals.

The music program also tours their ensembles to regional public schools. Other programs include a two-day fall honor band and choir clinic; a spring Jazz Festival with nationally recognized guest artists and clinicians; a week-long summer music camp for middle and high school band and choir students; and a week-long summer jazz camp for high school students held at the Northwest College Field Station.



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“The College has two art galleries that provide exhibition space for student and professional work.”

- **Theater Productions**—Throughout the last decade, Northwest College has maintained a modicum of theater productions in the region despite the elimination of the academic program. Amateur productions, children’s theater, and traveling productions helped the College maintain a theater presence in the community. These efforts expanded significantly in 2007 when the College began reviving its theater program, in collaboration with Powell High School. The fall production of *A Midsummer Night’s Dream* brought in more than 40 people to audition; the spring *Beauty and the Beast* production saw more than 70 people auditioning. Of those 70 people, college students, high school students, townspeople, faculty, and administrators were represented.

In 2008, the College produced *It’s a Wonderful Life* with over 40 people involved on and backstage, and over 100 people or organizations were involved, making it a true community production. In the spring of 2009, *Grease* was produced at Powell High School as a community-based effort with a fairly even mix of high school and college students acting on stage and community members helping with sets, lighting and costumes. In the fall of 2009, the theater program became even more community-based with *The Awesome 80’s Prom*. Nearly 70 people auditioned (including pre-school, grade school, middle school and college students). More than 100 community members or organizations were involved.

- **Visualize/Verbalize**—*Visualize/Verbalize* is a student-created and developed work produced through the collaboration of four academic departments (Art, English, Graphic Design, and Photography). Production of the magazine is part of a course that provides a practical introduction to magazine design and production and culminates in a student-generated, student-edited, and student-published magazine that includes both written and visual art. Students experience the responsibilities of serving as a staff member of a magazine, assist in the implementation of magazine production techniques and processes, and develop basic management skills for positions in future editions of the magazine. *Visualize/Verbalize* has been in existence since 1993. Over the past 10 years, 127 students have worked on the magazine, and many times that have submitted work to the project.
- **Art Exhibitions**—The College has two art galleries that provide exhibition space for student and professional work. In 2008–2009, eight gallery shows and eight other events drew 1,845 participants.

- **Associate of Applied Science Activities**—Associate of Applied Science students and faculty are actively involved in a wide variety of activities and programs. Welding and Drafting students participate in Skills USA as well as regional and national competitions. Equine students attend regional and national judging contests as well as numerous horse shows. Business students participate in Students in Free Enterprise (SIFE) at the regional and national levels. Agriculture students perform livestock judging and plant identification in addition to supporting local agriculture community activities, such as the Northern International Livestock Exhibition (NILE). Photography and Graphic students participate in the management of a real gallery and learn business skills as well as have a venue to show their work.



Extra-curricular Activities

- **The Student Activities Office**—The College provides numerous opportunities for students to be involved on and off campus. Typical activities include programs by musicians, hypnotists, comedians; attendance at plays, an opera, and other area events; Karaoke; interactive games; and other activities designed to enrich their college experience. During the 2008–2009 year, 765 students attended performances, 1,081 students went to dances held on campus, and 1,784 students participated in other activities.
- **Multicultural Programming**—A cross-campus committee collaborates with students to bring a variety of artistic, historical, and culinary programs to the college community. The most popular of these is the spring Multicultural Showcase that features food and performances by international students, faculty, and community members. More specific programs have featured specific countries (e.g., Chile, Sri Lanka, Korea). Multicultural programs such as Mexican Independence Day and Cinco de Mayo build bridges between the community and campus. In 2008–2009, multicultural events attracted 885 participants. Community members also serve as host families for international students.
- **Clubs**—The Student Senate provides funding to support the activities of more than 60 campus-based clubs.



Criterion Five

“The College’s educational programs connect students with external communities, some through general course work and others through service learning projects.”

- **Student Senate**—The College provides scholarships to those who want to develop leadership and programming skills through student government. Student Senate officers (5) receive full in-state tuition waivers while representatives get \$300 per semester.
- **Block and Bridle**—Members work regularly with regional 4H and FFA chapters and manage/coordinate the Northern International Livestock Exposition. The club also participates in the annual Powell Christmas Parade.
- **Science Students**—Students help judge area middle school and high school science fairs.
- **Intramural Activities**—The intramural program provides opportunities for students, faculty, and staff to stay active and involved. In addition to student-focused intramurals, “Old-ies Basketball” and student-faculty competitions (e.g., golf, softball, etc.) give students, faculty, and staff opportunities to interact in a more informal environment. These activities involved 595 participants during the 2008–2009 year.
- **Recreation Equipment Co-op**—The College makes sports and recreational equipment available to students, faculty, and staff to support exploration of the area’s natural resources and sporting opportunities. In 2008–2009, the Co-op checked out equipment to 161 people for long-term check-outs of at least two hours.
- **The Writers Series**—The Writers Series programs bring nationally known writers to campus for evening programs and class presentations. Each year, the Series hosts four authors, generally two of national prominence, one regional writer, and a campus author. In 2008, the Series held its first endowed reading, the Winifred S. Wasden Memorial Reading, named for a long-time English faculty member. The Series has brought in a wide range of authors since its creation in 2004, and averages 50 attendees at readings.
- **First Friday Readings**—First Friday Readings provide published and unpublished writers to share their work. Students, faculty, staff, and community members routinely present material.

Administrators, Faculty, and Staff Activities

Administrators, faculty, and staff belong to a range of community service clubs and boards. The institution recognizes and supports the work of individuals. However, tracking of co-curricular activities is not systematic. Faculty regularly report on these activities in their

end-of-year reports that are submitted to the Vice President for Academic Affairs.

The College's educational programs connect students with external communities, some through general course work and others through service learning projects. The following list is not exhaustive but provides some sample learning opportunities:

General Course Work

- Field studies classes held in international and regional venues also point to some evidence of success. Field studies courses, which often attract community enrollment, provide global language and culture opportunities. Since 2000, 448 students have participated in field studies. (See Criterion Three for additional discussion.)
- Numerous courses connect students with Yellowstone Park and other surrounding areas. These courses range from Range Management courses in the Agriculture Department to Wildlife Management in the Zoology Department. Courses such as "Writing in the Wild," "Art in the Wild," "River Studies," archaeology and outdoor photography all connect students with the surrounding areas. Similarly, many outdoor activity classes (e.g., skiing, spelunking) take students to sites throughout the region, and the College supports a large fleet of vehicles to allow students to travel through the area for learning opportunities. (See Criterion Two for a discussion of the College fleet.)
- Nursing clinicals are scheduled through the Big Horn Basin as needed.
- Education Capstone/teaching practicum students are placed in area schools. The College also has an agreement about the substitute teaching course.
- Work-based Learning internships and cooperative learning are arranged through the Office of Work-based Learning. These arrangements are supervised, career-related work experiences combined with reflective, academic study that help students "learn by doing."



Criterion Five

“Northwest devotes considerable physical, financial, and human resources to supporting effective programs of engagement and service.”

Student Engagement: Experiential Learning, Service Learning, Civic Engagement and Volunteerism

Northwest College has a long history valuing student engagements of all types. This is evidenced by the mutual respect and support between the communities the College serves and the students who attend. This long-term commitment to student engagement is evidenced in numerous faculty-staff-student and community interactions.

Students participate in numerous experiential learning opportunities: completing paid and unpaid internships; supporting programs such as America Reads; working through cooperative education programs; and completing service learning projects in disciplines such as art, music, photography, and communication. Students also engage in volunteerism through organized and informal opportunities on campus. Among the organized activities are the Student Senate initiatives for a green campus, Habitat for Humanity, and the Boys and Girls Club partnerships.

Faculty and Staff support student engagement in a variety of ways in and out of the classroom. In addition to sponsoring internships, cooperative education, and independent studies to promote experiential learning, faculty organize community service projects, such as silent auctions for a family in need of support for medical treatment or the Empty Bowls project to raise awareness and funds for the hungry and the homeless. Faculty also facilitate community programs, such as Country Christmas music programs and the Wyoming AIDS Quilt project.

Service area communities demonstrate their mutual support for student engagement by providing opportunities for students to perform internships or expand their skills, supporting work and efforts by students, such as the audience for NWC-TV, and by supporting (by their presence and financially) student activities.

In 2007–2008, the College began to explore options for students and faculty to enrich student experiences through expanded service learning opportunities. Many faculty and courses have included these experiences, but the goal of the new initiative is to expand the number of options to deepen the learning from these experiences. Currently, Northwest tracks service learning through self-reporting. Future plans for the program include more systematic and inclusive tracking methods.



Northwest devotes considerable physical, financial, and human resources to supporting effective programs of engagement and service. The College believes that, ultimately, all of its resources are dedicated to engaging and serving students and communities.

Northwest’s planning processes project ongoing engagement and service. The College began formalizing its service learning work in 2008. In the spring of 2008, the Director of Service Learning for Casper College visited Powell as part of the In-service meeting and gave a presentation on starting a service learning project in a Wyoming community college. Additionally, in the summer several faculty and administrators attended a conference dedicated to service learning. In 2008, the Vice President for Academic Affairs began constructing a college-wide *Service Learning Plan*.⁹ Academic leaders reviewed the *Service Learning Plan* and are continuing to define experiential learning objectives.

CORE COMPONENT—5C: Northwest College demonstrates its responsiveness to those constituencies that depend on it for service.

Northwest College has many collaborative ventures with other higher learning organizations and education sectors.

Higher Education Articulations

- *Articulation Agreements*—Northwest has 36 articulation agreements that fall into six categories.
- *Course-By-Course Agreements:* The transfer college agrees that certain classes taught at Northwest are equivalent to those taught at its college. (See Table 5.1)

Table 5.1
Course-by-Course Articulation Agreements

1. Black Hills State University
2. Idaho State University
3. Middle Tennessee State University
4. Montana State University–Northern
5. Montana Tech
6. Rocky Mountain College
7. South Dakota School of Mines & Technology
8. Upper Iowa University–Extended Campus
9. Utah State University

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⁹ See *Service Learning Plan* in the Resource Room.

Criterion Five

- **General Education Requirements Course-By-Course Agreements:** The transfer college identifies Northwest courses that fulfill its general education requirements. (See Table 5.2.)

Table 5.2

General Education Requirements Course-by-Course Articulation Agreements

- | |
|----------------------------------|
| 1. Brigham Young University Utah |
| 2. Concordia University |

- **General Education Block Agreements:** The transfer college agrees that an Associate of Science or Associate of Arts will transfer as a block automatically fulfilling its general education requirements. (See Table 5.3.)

Table 5.3

General Education Block Articulation Agreements

- | |
|---|
| 1. Bismark State College |
| 2. Brigham Young University-Idaho |
| 3. Brooks Institute of Photography |
| 4. Chadron State College |
| 5. Dickinson State University |
| 6. Franklin University |
| 7. Lake Region State College |
| 8. Mayville State University |
| 9. Minot State College |
| 10. Montana State University-Billings |
| 11. Montana State University-Bozeman |
| 12. North Dakota State College of Science |
| 13. North Dakota State University |
| 14. Prescott College Adult Degree Program |
| 15. Regis University (College for Professional Studies) |
| 16. University of Montana |
| 17. University of North Dakota |
| 18. University of Northern Colorado |
| 19. University of Phoenix Online Program |
| 20. University of Wyoming |
| 21. University of Wyoming Outreach |
| 22. Valley City State University |
| 23. Williston State College |

- *Major-specific Articulation Agreements:* The transfer college outlines Northwest courses that fulfill a specific major's requirements. (See Table 5.4.)

Table 5.4
Major-specific Articulation Agreements

1. Idaho State University–Engineering
2. Mayville State University–Early Childhood
3. Middle Tennessee State University–Equine & Agriculture
4. Montana State University–Billings–Education
5. Montana Tech– Biochemistry and Engineering
6. National American University–Athletic Training
7. Northern Arizona University–Athletic Training
8. Rocky Mountain College–Agriculture
9. Valley City State University–Elementary Education

- *Dual Admission:* Students are simultaneously admitted to Northwest and a transfer college. (See Table 5.5.)

Table 5.5
Dual Admission Articulation Agreements

1. Black Hills State
2. Montana State University–Billings
3. University of Montana

- *Distance Programs:* These programs give students the opportunity to complete a Bachelor's Level Degree without leaving the Powell area. (See Table 5.6.)

Table 5.6
Distance Program Articulation Agreements

1. Franklin University
2. Mayville State University–Early Childhood
3. Prescott College Adult Degree Program
4. Regis University (College for Professional Studies)
5. University of Phoenix Online Program
6. University of Wyoming Outreach
7. Upper Iowa University–Extended Campus
8. Valley City State University–Elementary Education
9. Western Governors University

Criterion Five

“Northwest has implemented a three-year pilot project to allow high school teachers who can also qualify as adjunct faculty for Northwest College to teach college classes on their own campuses and in their own bell schedules and calendars.”

Higher Education Partnerships

- **“Gear-up Grant”**—This statewide collaborative effort with the University of Wyoming works to prepare 7–12 grade students for college.
- **Wyoming Distance Education Consortium (WyDEC)**—WyDEC is a gathering of the Distance Education Directors from the seven Wyoming community colleges and the University of Wyoming. This group has collaborated on statewide grants, website, conferences, awards, and information sharing. The Consortium recently completed work on a statewide distance education portal that lists all distance delivered education from all partner institutions in the state. Students can view a complete list of online courses available through Wyoming community colleges and register from this site.

K–12 Partnerships

- **Dual Enrollment**—Northwest has agreements with all nine high schools in its service area that allow high school students to attend college classes at a reduced cost and receive both high school and college credit. Students may attend any class for which they meet the prerequisite at the main campus in Powell, the outreach sites in Cody and Worland, over WEN Video on their own campus, or online. This constituency membership averages approximately 178 students per semester. To ensure high school students are getting what they need, the College hosts fall meetings with high school counselors to determine WEN video scheduling, discuss courses that best suit this group of students, and explore effective advising strategies.
- **Concurrent Enrollment**—This program, initiated in 2008, is in its infant stages but is growing rapidly. Northwest has implemented a three-year pilot project to allow high school teachers who can also qualify as adjunct faculty for Northwest College to teach college classes on their own campuses and in their own bell schedules and calendars. The course must meet Northwest College standards for rigor and relevance while meeting minimum number of seat hours. The rules and standards for the pilot project were written by a task force made up of college personnel in both general education and career/technical educational areas with the same mix and number of personnel from area high schools. The task force continues to meet throughout the life of the project to refine practices. At the end of the project, the task force will evaluate overall success of the program and determine whether to write permanent program standards. In Fall 2009, 97 students were enrolled concurrently in Northwest College classes. (See Appendix 4.1, Concurrent/Dual Enrollment Trends.)

- **Vocational Articulation**—High school articulation at Northwest College is a shared responsibility. Faculty are responsible for working with high school teachers to determine curricular “fit,” occupational pathways, and equivalent courses based on student outcomes. Schools that have articulated their curriculum to the Northwest College program are eligible to offer college classes for concurrent enrollment on their campuses. While concurrent and dual enrollment agreements have replaced articulation agreements with Wyoming schools, the College continues vocational articulation with Montana and Idaho high schools.

Northwest’s transfer policies and practices create an environment supportive of the mobility of learners. Syllabi are designed to provide transfer institutions with full information on the learning outcomes for classes. These syllabi are readily available on the College website and through the Office of Academic Affairs. Moreover, Wyoming’s practice of using common course numbering between the community colleges and the University of Wyoming is a significant transfer aid within the state and provides additional credibility to Northwest courses when transferred out of state. Because of Title III funds, the College is able to support an Articulation Specialist in addition to making information available to students on the College’s website.

Also, in the spring of 2009, the College held its first Career and Transfer Fair with community individuals invited to attend. The Transfer Fair was expanded to fall in 2009–2010, and the Career Fair was made a separate event that same year.

Community support for the College is high, and leaders recognize the contributions Northwest makes to the area. Former US Senator Alan Simpson notes in a 3 May 2009 letter, “In my mind, Northwest College ‘sets the bar’ for these seven wonderful institutions in Wyoming.” He continues, “It does its most significant mission in serving the public... . To me it is the very epitome of what a community College should be—accessible, friendly, adaptive, outgoing, caring, collaborative, compassionate, practical and when you have a curriculum that will enable you to achieve in everything from Shakespeare to welding—that’s where a student should be. And all of it based on that basic assumption: to serve!”¹⁰

Northwest College’s programs of engagement give evidence of building effective bridges among diverse communities. The most visible evidence is the continuing work done in the Worland and Cody Centers. Other examples include but are not limited to presentations that bring together diverse audiences; projects in courses that regularly involve schools, businesses, etc.; and international recruiting.



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10 See Community Letters File in the Resource Room.

Criterion Five

“Northwest’s service programs and student, faculty, and staff volunteer activities are well-received by the communities served.”

Northwest participates in a broad array of partnerships focused on shared educational, economic, and social goals. Since 2002, the College has reported partnerships to the Wyoming Community College Commission as part of the core indicator assessment. Currently the College has a total of 347 partnership agreements in five broad categories as shown in Table 5.7:

Table 5.7
Northwest College Partnerships¹¹

PARTNERSHIP TYPE	2008	2009
Academic Partnerships	110	135
Community Service Partnerships	49	50
Work-based Learning and Workforce Partnerships	58	57
Cultural Partnerships	22	21
Student Services Partnerships	83	84
TOTAL	322	347

Source: Wyoming Community College Commission Partnership Reports

Partnerships with international organizations (e.g., Eleutian Technologies) and educational agencies (e.g. Vietnam Association of Community Colleges, Hanoi International High School) help to provide connections to international perspectives, joint programs, and international students who study on our campus.¹²

Northwest’s partnerships and contractual arrangements uphold its integrity. Most partnerships are long-standing with area businesses and the University of Wyoming, which indicates that Northwest honors its commitments.

CORE COMPONENT—5D: *Internal and external constituencies value the services Northwest College provides.*

Northwest’s evaluation of services involves the constituencies served. The College has conducted regular evaluations of different service areas based on internal constituencies, but those evaluations have not included external constituencies. Northwest has a systematic evaluation system for all credit courses and Workforce Development offerings.

Northwest’s service programs and student, faculty, and staff volunteer activities are well-received by the communities served. A sampling of letters of support written by community members provides evidence of this.¹³ However, Northwest

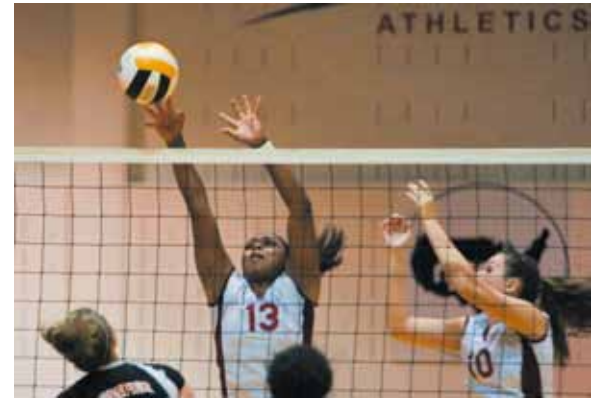
11 See Northwest College Partnerships Report in the Resource Room.

12 See International Partnerships in the Resource Room.

13 See Community Letters File in the Resource Room.

College does not systematically track the number of participants, satisfaction, or support for activities, such as concerts, plays, athletics, and activities.

External constituents participate in Northwest’s activities and co-curricular programs that are open to the public. Powell Mayor Scott Mangold writes in a 2 April 2009 letter, “One of the best features of Northwest College is their openness to the public. From the basketball games to the theater to the art exhibits, it is a people friendly campus that received national attention.”¹⁴ Examples of activities attended by the public include but are not limited to athletic events, Foundation events, theater, art, music, multicultural, and forensics events, and capstone presentations. College events are typically well attended, but tracking attendance at all events is a process in progress. Many programs have regularly tracked and reported attendance. Most of the college’s non-academic programming has traditionally occurred on the Powell campus, but the new facilities in Cody have created opportunities for more events there, such as the Interdisciplinary Café held at the Cody Center.



Northwest’s facilities are available to and used by the community; indeed, all facilities are available for reservation though some fees may apply to cover custodial and utility expenses. Examples of campus facilities often used by the community include

- Johnson Fitness Center
- DeWitt Student Center
- Hinckley Library
- Cody and Worland Centers
- Nelson Performing Arts Center Auditorium
- Equine Center
- Stock Agriculture Pavilion
- Mickelson Field Station
- Child Care Center (through some partnerships)
- Out-of-State College and University Summer Geology Field Studies



Examples of community-initiated events held on campus include but are not limited to League of Women Voters Candidate Forums, the Powell’s Centennial Celebration Lecture Series, Girls’ State, the American Association of University Women meetings and activities, Cornerstone Church, and the Women’s Expo.

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14 See Community Letters File in the Resource Room.

Criterion Five

Northwest provides programs to meet the continuing education needs of licensed professionals in its community. Examples include but are not limited to teacher education workshops, teacher endorsements, insurance classes, MSHA and OSHA trainings, and real estate trainings.

Final Thoughts

The Empty Bowls project reflects Northwest's commitment to being an effective partner in its service area. The College, its students, faculty, and staff embrace the opportunity to give back to the community. Northwest has experienced broad changes over the years, but its commitment to the communities it serves has remained a constant throughout its 64-year history. Evidence of this commitment is found through its mission documents and other documentation, including accreditation self-studies, and is evidenced by learning opportunities provided throughout the communities it serves. Northwest is and remains an institution committed to serving its service area.

However, the College also has grown and adapted to meet needs of students for global perspectives and international collaboration. The College has responded to this need with increased international partnerships, expanded internet offerings, increased commitment to multicultural programming and expanded emphasis on the diversity of the student body. The College recently expanded its commitment by adding a half-time multicultural advisor to the program and providing, for a second year, a full-time ESL instructor. This expansion of effort will need to continue.

The College does face challenges with career and transfer issues as a result of current position shifts. These are the kind of ongoing problems that institutions will face as budgets become more scarce. The College is confident, however, that strong planning will play a major role in helping the institution make decisions in the best interests of students and the community.