Sustaining Tribal Colleges and Universities and the Tribal College Movement: Highlights and Profiles

A Report from American Indian Higher Education Consortium and Systemic Research, Inc.
Sustaining Tribal Colleges and Universities and The Tribal College Movement: 
Highlights

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AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION

Mural in Student Lounge at Fort Berthold Community College
Photo credit: SR
In 1994, Tribal Colleges and Universities received an historic and long overdue designation. With the enactment of the federal Educational Equity in Land-grant Status Act of 1994, Tribal Colleges “officially” became land-grant institutions. Ironically, Tribal Colleges and Universities – possibly more than any other institutions of higher education in the country – have embodied the essence of “land-grant” institution since their inception. This report provides a vivid account of Tribal Colleges and their commitment to realizing their land-grant mission, as well as their collective efforts to achieve their missions to their respective tribal nations and communities. It is an inspiring story of service to community, culture, tradition, and environment, to land and to people of a place.

Whether it is through providing locally accessible and affordable higher education opportunity to rural and isolated community members, or researching and testing new methods for sustaining tribal land, water, and other natural resources, or planting community gardens and revitalizing the use of ancient seeds, Tribal Colleges and Universities truly are “people-serving institutions working for the common good.” They are in the business of knowledge creation, but it is a knowledge of use and tradition, of revitalization, and a celebration of tribal ways.

The pages that follow contain numerous examples of the ways that Tribal Colleges are helping their communities move forward. For example, Chief Dull Knife College and Little Big Horn College, both in Montana, have partnered in creating the Montana Tribal Tourism Alliance to promote culturally appropriate economic development through tourism. Fort Belknap College, also in Montana, is contributing to the revitalization of the endangered Gros Ventre language by recently establishing the Ah-Ah-Nee-Nin Language Immersion School, a small elementary school on the college campus. At the Ah-Ah-Nee-Nin school, faculty and staff strive to incorporate Gros Ventre language, culture, and tradition into instructional activities. Salish Kootenai College recently established a Molecular Biology and Biochemistry Research Laboratory, the first laboratory for molecular biology, biochemistry, biophysics, and biomedical-related research at a Tribal College. Navajo Technical College, in New Mexico, is building a wireless infrastructure that will provide broadband Internet access to every home, school, and commercial and governmental building on the New Mexico portion of the Navajo Nation. The body of this report contains many more examples, both in qualitative and quantitative formats, of the important work being accomplished by Tribal Colleges and Universities.

The vision for AIHEC’s American Indian Measures for Success (AIHEC AIMS) initiative is to provide the foundation for systemic reform that significantly increases, and accurately tracks, American Indian success in higher education. Some important and exciting trends are emerging from the data we have collected. Significantly, the age of first time entering students is trending downward. In the 2005-2006 academic year, 55 percent of first time entering students were in the 16 to 24 age group, indicating that the message is getting out to high school students that Tribal Colleges are a good place to begin the path of higher education.

As is evident from the individual college reports, all of the Tribal Colleges are making great strides in achieving their land grant mission, and more significantly, they are making important contributions toward addressing the educational, social, health and economic development needs of their respective tribal communities. This publication is an attempt to tell this important story. We commend this report to you in this spirit. We hope that it provides you with ideas and inspiration that can help fulfill our common vision for prosperous, healthy, and strong tribal Nations through excellence in tribal higher education.

Carrie Billy
Executive Director, AIHEC
AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION
Tribal College Movement

The first Tribal College was established in 1968 in response to unmet higher education needs of American Indians. Barriers to post-secondary education for American Indian students include geographic isolation of reservations, inadequate precollege preparation, socioeconomic challenges, and family responsibilities. Tribal Colleges and Universities (TCUs) are essential in providing educational opportunities for American Indian students. They offer higher education that is uniquely tribal with culturally relevant curricula, extended family support, and community educational services. Most TCUs are located on federal trust territories and therefore receive little or no funding from state or local governments unlike other public colleges and universities. Instead, the colleges’ special relationship with the federal government and the financial support it provides continue to be essential for their survival.

TCUs offer degrees and certificates in more than 600 majors. All TCUs offer Associate degrees, six tribal colleges offer Baccalaureate degrees and two offer Master’s degrees. Additionally, approximately 180 vocational certificate programs are available.

The American Indian Higher Education Consortium (AIHEC) is the collective spirit and unifying voice of the nation’s Tribal Colleges and Universities. AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Native American languages, cultures, communities and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

Thirty-seven TCUs currently constitute AIHEC. The two newest member institutions were admitted in 2007. TCUs are located primarily in the central and western parts of the United States, with one member in Canada.
The overarching goals of the AIHEC American Indian Measures for Success (AIHEC-AIMS) initiative are to build capacity in data collection and accountability at Tribal Colleges and Universities (TCUs), strengthen TCUs’ ability to measure success, lay the foundation for systemic program change, and ultimately increase American Indian participation and success in higher education. The AIMS initiative is directly related to the first two of AIHEC’s four primary goals – Sustainability and Performance Accountability. AIMS also focuses on the third goal, Student Engagement, as it measures American Indian students’ participation and achievements at TCUs.

The AIMS initiative defined measures for TCU success that are relevant to the colleges and their communities. Since 2004 AIHEC and Systemic Research have designed, developed, and implemented the AIMS data collection instrument. The instrument - AIMS Key Indicator System (AKIS) - was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS is designed to meet the needs of the TCUs. It incorporates unique measures of success that are not included in traditional higher education reporting requirements. AKIS was revised many times in response to feedback received from advisory panels and focus groups.

Through capacity building in data collection and analysis at TCUs, this system will be the foundation for systemic reform that significantly increases—and, for the first time, accurately measures—American Indian success in higher education.

It is continuing to evolve as the TCUs annually implement the data collection effort and report their experiences at national, regional, and on-site data and evaluation capacity building workshops. The AKIS instrument, both A (quantitative) and B (qualitative), is tailored for each TCU to reflect their degree and program offerings. In 2006 Systemic Research, Inc. published the first biennial AIHEC AIMS Fact Book.
AIMS Key Indicator System (AKIS)

AKIS-A consists of eight types of quantitative data:

- Overall Institution Profile
- Financial Resources and Student Costs
- Physical Resources
- Student Enrollment and Graduation by Major Group
- Course Enrollment and Completion
- Student Activities
- Personnel Demographics
- Professional Development, Research, and Outcomes
- Students with Disabilities (optional)

AKIS-B (qualitative data) complements AKIS-A with questions on various topics including achievement highlights and future plans, Land Grant project status (AKIS-2006 topic), retention strategies, characteristics of first time entering students, online and distance education, student activities, student success stories, and faculty achievements and outcomes.

Thirty-two TCUs submitted data in AKIS-2006. This report presents quantitative and qualitative data for academic years 2003-04 to 2005-06 for the participating institutions.

“As tribal colleges grow in size and number of institutions, we are adjusting to the calls for increased information about the investments that are made in our institutions.

We welcome that responsibility, as evidenced by our commitment to our landmark data collection initiative, AIHEC American Indian Measures for Success, and publications such as . . . the AIHEC 2006 Annual Report. Through data collection and analysis, summaries and reports, audits and accountability, we have the opportunity to tell our story—to share our successes, our challenges, and our goals for the future. Our story is one of vision and continuous improvement—like a dance in the center of the circle. We are honored to share this story with you.”

Cheryl Crazy Bull
President, Northwest Indian College
Chair, AIHEC Board of Directors

Excerpt from the AIHEC 2006 Annual Report “Message from the President”

Primitive Edge Gallery at the Institute of American Indian Arts
Photo credit: IAIA
The 32 TCUs represented in this report offer 621 different undergraduate majors: 24 are bachelor degree programs, 414 are associate degree programs, and 183 are vocational programs leading to a certificate. In addition, students may enroll without declaring a major (17% in Fall 2005) while they decide which program they are most interested in pursuing. The majors have been aggregated into 33 major groups and further aggregated into ten disciplines for reporting purposes. In Fall 2005, the most popular discipline was Liberal Arts (23%), followed by Vocational programs (9%), Business (9%), Education (8%), Social Science (7%), and Nursing and Health (6%) as shown in Figure 1.
Figure 2 illustrates Fall 2005 Enrollment of each TCU and their geographic location. The 32 reporting TCUs are located in 11 states. In Fall 2005, there were 16,974 certificate- and degree-seeking students enrolled in 32 TCUs. The average enrollment was 530, with enrollments ranging from 82 to 1,822. Montana has seven TCUs with 3,317 students, followed by North Dakota (5 TCUs, 2,511 students), South Dakota (3 TCUs, 2,434 students), Arizona (2 TCUs, 2,070 students), and Minnesota (3 TCUs, 2,068 students).

**Figure 2. Fall 2005 Student Enrollment at 32 TCUs in 11 States**

- In Fall 2005, there were 16,974 certificate- and degree-seeking students enrolled in 32 TCUs. The average enrollment was 530, with enrollments ranging from 82 to 1,822.
The total number of students enrolled in the 32 reporting TCUs has been stable from Fall 2003 through Fall 2005 as shown in Figure 3. The percentage of American Indian students has slightly decreased from 84% in Fall 2003 to 79% in Fall 2005. In Fall 2005 there were 16,974 certificate and degree-seeking students enrolled. Seventy-nine percent (13,479 students) identified themselves as American Indian, and 66% (8,773) were female. American Indian female students are the majority, but the number has slightly decreased over the three year period (from 55% to 52%). In Fall 2005, 56 percent of students (9,454) attended full time.

Over the three year period from Fall 2003 to Fall 2005, Vocational/Career programs enjoyed the largest enrollment increase (from 1,210 to 1,468), followed by Nursing and Health (909 to 1,075) and Science (630 to 735). The Computer Science and Technology discipline experienced the largest drop in enrollment (902 to 621), followed by Education (1,632 to 1,417).

The number of TCUs with enrollment increases between Fall 2003 and Fall 2005 is 12, compared to 19 (59 %) with enrollment decreases; one TCU had no change. Twenty-four TCUs (75%) had enrollment changes of 100 or less. The large TCUs experienced more enrollment variations over the three year period.

Figure 3. Fall Enrollment Trends by Race/Ethnicity, Gender and Major

Achievement: Degrees, Certificates and Diplomas Conferred

Twenty-seven TCUs offer programs leading to a certificate or diploma, every TCU offers associate degrees, seven TCUs offer bachelor’s degrees and two TCUs offer master’s degree programs.

The total number of degrees, certificates and diplomas conferred from AY 2003-04 to AY 2005-06 was relatively unchanged; a total of 7,156 (annual average of 2,385) students graduated. However, the percentage of associate and bachelor’s degrees compared to certificates and diplomas has increased. The number of associate degrees has risen from 1,668 to 1,692 and the number of bachelor’s degrees from 190 to 201 while the number of certificate and diplomas earned declined from 522 to 475.
During AY 2005-06 there were 2,378 graduates from the 32 TCUs. The majority of graduates earned an associate degree (1,692, 71%); followed by certificates and diplomas (475, 20%), and bachelor’s degrees (201, 8%) as shown in Figure 4. A total of ten master’s degrees were awarded at the two TCUs with graduate level programs.

**By Discipline:**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Studies</td>
<td>89</td>
<td>4%</td>
</tr>
<tr>
<td>Business</td>
<td>296</td>
<td>12%</td>
</tr>
<tr>
<td>Computer Science and Technology</td>
<td>124</td>
<td>5%</td>
</tr>
<tr>
<td>Education</td>
<td>281</td>
<td>12%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>528</td>
<td>22%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Nursing and Health</td>
<td>220</td>
<td>9%</td>
</tr>
<tr>
<td>Science</td>
<td>148</td>
<td>6%</td>
</tr>
<tr>
<td>Social Science</td>
<td>333</td>
<td>14%</td>
</tr>
<tr>
<td>Vocational / Career Programs</td>
<td>345</td>
<td>15%</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>10</td>
<td>0%</td>
</tr>
<tr>
<td>TCU Total</td>
<td>2378</td>
<td>100%</td>
</tr>
</tbody>
</table>

By race and gender, 79 percent of the degrees, certificates and diplomas conferred in AY 2005-06 were awarded to American Indians; 69 percent were awarded to females.

In AY 2005-06, a total of 201 Bachelor’s degrees were conferred in the seven TCUs with four year programs. Business (49, 24%) and Education (46, 23%) accounted for the majority, followed by Social Science (29, 14%) and Liberal Arts (24, 12%).

The largest number of Associate degrees conferred in AY 2005-06 were in Liberal Arts (494 out of 1,692, 29%), followed by Social Science (238, 15%), Education (223, 13%), and Business (222, 13%). Science, technology, engineering, and mathematics (STEM) degrees earned represented 13% (216) of the total.

The largest percentage of certificates and diplomas were awarded in Vocational/Career programs (221 of 475, 47%), followed by Nursing and Health (96, 20%) and Social Science (66, 14%).
Figure 5. Certificates and Degrees Conferred by Discipline / AY 2005-06

Haskell Indian Nations University graduation 2006
Photo credit: HINU
Twenty TCUs reported Associate degree seeking students’ retention and graduation data by first time entering student cohort. The student retention rate after the first year has increased from 49% (1,428 out of 2,955) to 52% (1,439 out of 2,794) from Entering Student Cohort 2003-04 to 2005-06. The cumulative graduation rate after the second year was above 7% in both Entering Student Cohort 2003-04 and 2004-05. Entering Student Cohort AY 2003-04 experienced a 17% graduation rate after three years.

### Table 1. Associate Degree Seeking Students Retention and Cumulative Graduation Rates by Entering Student Cohort (20 TCUs)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total Number of Entering Students AY</th>
<th>Number of Students</th>
<th>Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-04</td>
<td>2003-04</td>
<td>2955</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2003-04 (after 1st year)</td>
<td>13</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Returned</td>
<td>2004-05 (after 1st year)</td>
<td>1428</td>
<td>48.5%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2004-05 (after 2nd year)</td>
<td>217</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>Returned</td>
<td>2005-06 (after 2nd year)</td>
<td>850</td>
<td>31.2%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2005-06 (after 3rd year)</td>
<td>271</td>
<td>17.0%</td>
<td></td>
</tr>
<tr>
<td>04-05</td>
<td>2004-05</td>
<td>2794</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2004-05 (after 1st year)</td>
<td>12</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Returned</td>
<td>2005-06 (after 1st year)</td>
<td>1439</td>
<td>51.7%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2005-06 (after 2nd year)</td>
<td>186</td>
<td>7.1%</td>
<td></td>
</tr>
<tr>
<td>05-06</td>
<td>2005-06</td>
<td>2798</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2005-06 (after 1st year)</td>
<td>5</td>
<td>0.2%</td>
<td></td>
</tr>
</tbody>
</table>
Overcoming Initial Challenges: First Time Entering Degree Seeking Students

First time entering degree seeking students include those who enroll in an Associate degree program at a TCU for the first time; they may be a first time college student or have previously enrolled in another institution of higher education.

As shown in Figure 6, more than 5000 first time entering students enrolled annually from AY 2003-04 to 2005-06 in the 29 reporting TCUs. About 82% of first time entering students are American Indian.

Figure 6. First Time Entering Students by Race and Gender (29 TCUs)

Seventy-two percent of entering first-time students in AY 2005-06 held a high school diploma and 15% had earned a GED. The majority (73%) were unmarried. Nineteen percent of all first-time entering students were single with children, and seven percent of the students were married with dependent children. While most students were of traditional age (55% aged 16-24 and 17% between 25 and 34 years old), 16 percent were over age 35. The average family income of first-time entering students in 12 reporting TCUs increased 14% from $14,335 in AY 2003-04 to $16,379 in AY 2005-06; U.S. median household income was $47,264 in AY 2005-06.

Billy Mills Summer Academy 2006 at Haskell Indian Nations University
Photo credit: HINU

3 Source: US Census Bureau
According to available data from six TCUs, in AY 2005-06 20% (163 out of 800) of first time entering students reported they were fluent in a Native language, followed by intermediate (11%), and basic (8%) speaking levels. Twenty-five percent of students reported no speaking ability in Native languages.

Many first-time entering students in TCUs did not receive adequate pre-college preparation. Older students may be enrolling in college after an extended period of time out of the classroom and therefore need a refresher in basic academic skills. The results of skills assessment and placement tests given to first time entering students in 14 reporting TCUs show that the majority of entering students are not fully prepared for college level work (Figure 9). Students were most under-prepared in mathematics, with 73% of the test-takers being placed in remedial/developmental mathematics courses as a result of their test scores in AY 2005-06.
First Step to Success: Remedial/Developmental Courses

Many TCU students take remedial/developmental courses as their first step to success in college-level coursework. The most common remedial/developmental courses offered by TCUs are Reading, Writing/Composition, and Mathematics. Mathematics has the highest enrollment followed by Writing/Composition, and Reading. For all three subjects, the general trends for AY 2003-04 to 2005-06 show less students are enrolling in remedial/developmental courses and the students have a lower successful completion (grade C or above) rate.

Figure 10. Remedial/Developmental Course Enrollment and Successful Completion* Trends

* Successful Completion – grade “C” or above
Academic Core Curriculum courses are those courses that are required for an Associate or Bachelor degree regardless of the student’s major. Twenty-five TCUs reported enrollment and successful completion of six common academic core curriculum courses: English Composition I, English Composition II, Communications, College Algebra, Introduction to Computers, and Native American Studies. Figure 11 presents aggregated enrollment and successful completion (grade C or above) trends over the three year period. Trends from AY 2003-04 to 2005-06 show less students enrolled in the six courses (15,677 in AY 2003-04 to 14,652 in AY 2005-06), but the successful completion rates went up two percentage points (from 61% to 63%).

**Figure 11. Academic Core Curriculum Courses Enrollment and Successful Completion**

<table>
<thead>
<tr>
<th>Course</th>
<th>AY 2005-06</th>
<th>AY 2003-04</th>
<th>Enrolled</th>
<th>Completed</th>
<th>Withdraw</th>
<th>% Completing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Composition I</strong></td>
<td></td>
<td></td>
<td>3202</td>
<td>1925</td>
<td>512</td>
<td>60%</td>
</tr>
<tr>
<td>(25 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Composition II</strong></td>
<td></td>
<td></td>
<td>2022</td>
<td>1297</td>
<td>321</td>
<td>64%</td>
</tr>
<tr>
<td>(25 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td></td>
<td>1940</td>
<td>1353</td>
<td>266</td>
<td>70%</td>
</tr>
<tr>
<td>(24 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Algebra</strong></td>
<td></td>
<td></td>
<td>2216</td>
<td>1369</td>
<td>344</td>
<td>62%</td>
</tr>
<tr>
<td>(25 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Computers</strong></td>
<td></td>
<td></td>
<td>2474</td>
<td>1426</td>
<td>520</td>
<td>58%</td>
</tr>
<tr>
<td>(24 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Native American Studies</strong></td>
<td></td>
<td></td>
<td>2798</td>
<td>1881</td>
<td>489</td>
<td>67%</td>
</tr>
<tr>
<td>(23 TCUs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td>14,652</td>
<td>9,251</td>
<td>2,452</td>
<td>63%</td>
</tr>
</tbody>
</table>

* Successful Completion – grade “C” or above
Most TCUs are located in geographically isolated areas far from population centers. For some students attending class is a challenge; it is not unusual for students to travel hundreds of miles to attend class on campus. Online and distance courses open the doors to many geographically isolated students as they may take courses from their own location. TCUs employ the latest technologies including satellites to bring courses to students. Three types of online/distance courses are offered based on instructional delivery methods. Online Courses are offered by home campus via the Internet asynchronously, so students can take courses any time using any computer connected to the Internet. Distance Courses are offered via satellite or Internet to one or more central sites enabling real-time interaction with the instructor through two-way audio and video. Distance Courses may be offered by or to the home campus.

For example, Salish Kootenai College has an extensive online education initiative, with over 120 online courses available. These courses are offered via Pathway, a learning management system developed in-house. Pathway is a web-based application housed on an Apple XServe. Students and instructors can access Pathway from any computer that has Internet access via a Web browser.

Cankdeska Cikana Community College (CCCC) infused the Interactive Video Network (IVN) to five North Dakota tribal colleges which enables students to take Distance Courses that originate from another tribal college.
According to 27 TCUs reporting, online course enrollment increased by 19% (from 3,275 to 3,909), from AY 2003-04 to 2005-06 while distance courses offered by home campuses enrollment increased 63% from 1,252 to 2,037 as shown in Figure 12. Enrollment for distance courses received by home campuses decreased by 26% from 423 to 313. During AY 2005-06, 592 online courses were offered through 295 faculty members, while 256 home-based distance courses were offered through 140 faculty members, and 66 courses from external sources.

**Figure 12. On-Line and Distance Courses Enrollment and Successful Completion Trends (27 TCUs)**

<table>
<thead>
<tr>
<th>Distance Courses Offered by Home Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses Offered</td>
</tr>
<tr>
<td>Online Courses</td>
</tr>
<tr>
<td>Distance Courses Provided by Home TCU</td>
</tr>
<tr>
<td>Distance Courses Provided to Home TCU</td>
</tr>
</tbody>
</table>

Main campus and on-site student in an Interactive Television (ITV) Classroom

Photo credit: NWIC

Successful Completion is defined as a grade of “C” or above
Engaging Students: Student Activities

Success in college is not limited to classroom and laboratory work. Student activities support and engage students and contribute to student success. They can broaden a student’s outlook, provide valuable experience and encourage students to look towards the future. Activities range from orientation to tutoring to participation in campus organizations and athletics.

**Academic development** activities focus on academic achievement and support. Orientation and bridge programs ease the transition to college. Tutoring and advising support and encourage students in their coursework. **Research, teaching and active learning** activities give students opportunities to engage in hands-on “real-world” applications of academic theory. **Extracurricular** activities may be academic (e.g. participation in subject specific campus club or student chapter of national organization), or service (e.g. involvement in student government, provide campus tours to prospective students). Career planning and experience activities prepare students for life after graduation. **Services to the community** are activities that assist residents in the area surrounding the college campus. **Culturally relevant** activities link native culture and academics.
TCUs provide a myriad of activities. Data was received from 31 TCUs. As shown in Table 2 some of the schools were able to provide the number of students involved in each activity. Almost all of the TCUs provide academic advising (29 institutions), orientation (30), tutoring (28), participation in national conferences, notably the annual AIHEC student conference (28), student government (27), clubs (30), and cultural activities (29). Special faculty/alumni mentoring programs (5) and on campus research internships (5) were rare.

Table 2. Students' Academic, Research, Extracurricular, Community Activities / AY 2005-06 (31 TCUs)

<table>
<thead>
<tr>
<th>Student Activity Categories</th>
<th>Activities</th>
<th>Number of TCUs Offering Activity</th>
<th>Number of Student Participants (# TCUs responding)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Development Activities</strong></td>
<td>Received Academic Advising</td>
<td>29</td>
<td>7460 (14)</td>
</tr>
<tr>
<td></td>
<td>Attended Orientation</td>
<td>30</td>
<td>2748 (18)</td>
</tr>
<tr>
<td></td>
<td>Attended High School to College Bridge Program</td>
<td>8</td>
<td>130 (5)</td>
</tr>
<tr>
<td></td>
<td>Attended Academic Workshop</td>
<td>18</td>
<td>814 (9)</td>
</tr>
<tr>
<td></td>
<td>Attended Summer Program other than those listed above</td>
<td>12</td>
<td>72 (4)</td>
</tr>
<tr>
<td></td>
<td>Participated in special faculty/alumni mentoring program</td>
<td>5</td>
<td>483 (3)</td>
</tr>
<tr>
<td></td>
<td>Participated in service learning/internships</td>
<td>20</td>
<td>481 (11)</td>
</tr>
<tr>
<td></td>
<td>Participated in First Year Experience program</td>
<td>8</td>
<td>463 (6)</td>
</tr>
<tr>
<td></td>
<td>Received Tutoring</td>
<td>28</td>
<td>1657 (14)</td>
</tr>
<tr>
<td><strong>Research, Teaching and Active Learning Activities</strong></td>
<td>Research Assistant/Involved in Independent Research</td>
<td>13</td>
<td>85 (8)</td>
</tr>
<tr>
<td></td>
<td>Have been a Teaching Assistant</td>
<td>14</td>
<td>24 (6)</td>
</tr>
<tr>
<td></td>
<td>Participated in on-campus research internship</td>
<td>5</td>
<td>95 (4)</td>
</tr>
<tr>
<td></td>
<td>Participated in off-campus research internship</td>
<td>23</td>
<td>35 (15)</td>
</tr>
<tr>
<td><strong>Extracurricular Activities</strong></td>
<td>Attended a national conference</td>
<td>22</td>
<td>438 (14)</td>
</tr>
<tr>
<td></td>
<td>Presented at a national conference (oral/poster)</td>
<td>28</td>
<td>59 (19)</td>
</tr>
<tr>
<td></td>
<td>Involved in student government</td>
<td>27</td>
<td>425 (14)</td>
</tr>
<tr>
<td></td>
<td>Participated in student activity clubs</td>
<td>30</td>
<td>1279 (16)</td>
</tr>
<tr>
<td></td>
<td>Volunteered for on-campus activities (e.g. campus tour, homecoming)</td>
<td>21</td>
<td>368 (12)</td>
</tr>
<tr>
<td></td>
<td>Involved in student chapters of national organizations</td>
<td>10</td>
<td>196 (7)</td>
</tr>
<tr>
<td><strong>Career Planning and Experience</strong></td>
<td>Received career advising</td>
<td>19</td>
<td>1415 (10)</td>
</tr>
<tr>
<td></td>
<td>Attended career seminar/workshop</td>
<td>20</td>
<td>675 (9)</td>
</tr>
<tr>
<td></td>
<td>Participated in work experience internship/co-op on campus</td>
<td>10</td>
<td>327 (6)</td>
</tr>
<tr>
<td><strong>Service to Community</strong></td>
<td>Volunteered in youth-related programs</td>
<td>23</td>
<td>590 (13)</td>
</tr>
<tr>
<td></td>
<td>Volunteered in elder programs</td>
<td>21</td>
<td>221 (11)</td>
</tr>
<tr>
<td></td>
<td>Participated in tribal boards or community organizations</td>
<td>25</td>
<td>136 (12)</td>
</tr>
<tr>
<td></td>
<td>Volunteered to help with community/cultural event</td>
<td>28</td>
<td>503 (14)</td>
</tr>
<tr>
<td></td>
<td>Involved in family-oral histories</td>
<td>22</td>
<td>181 (12)</td>
</tr>
<tr>
<td></td>
<td>Volunteered to organize powwows</td>
<td>24</td>
<td>306 (13)</td>
</tr>
<tr>
<td></td>
<td>Other activities</td>
<td>11</td>
<td>241 (5)</td>
</tr>
<tr>
<td><strong>Culturally Relevant Activities</strong></td>
<td>Participated in culturally relevant learning activities on campus</td>
<td>29</td>
<td>2923 (18)</td>
</tr>
<tr>
<td></td>
<td>Learned traditional tribal knowledge from elders in a long term and sustained relationship</td>
<td>21</td>
<td>722 (9)</td>
</tr>
<tr>
<td></td>
<td>Participated in cultural activities outside of college</td>
<td>28</td>
<td>800 (11)</td>
</tr>
<tr>
<td></td>
<td>Other activities</td>
<td>13</td>
<td>321 (7)</td>
</tr>
</tbody>
</table>
Support System: Student Services Received

TCUs provide various student services to address students’ needs outside of the classroom. These services are vital for many students to be able to complete their education. According to 31 TCUs reporting for AY 2005-06, the three services most offered are counseling (23 institutions), health and wellness services (23), and financial management education (23).

Table 3. Students’ Academic, Research, Extracurricular, Community Activities / AY 2005-06 (31 TCUs)

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of TCUs Offering Service</th>
<th>Number of Student Participants (# TCUs responding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>23</td>
<td>2396 (13)</td>
</tr>
<tr>
<td>Day Care Services</td>
<td>14</td>
<td>553 (7)</td>
</tr>
<tr>
<td>Health/Wellness Services</td>
<td>23</td>
<td>5029 (14)</td>
</tr>
<tr>
<td>Housing</td>
<td>13</td>
<td>2116 (9)</td>
</tr>
<tr>
<td>Parenting Skills</td>
<td>14</td>
<td>603 (9)</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>19</td>
<td>2409 (11)</td>
</tr>
<tr>
<td>Financial Management Education</td>
<td>23</td>
<td>2192 (14)</td>
</tr>
</tbody>
</table>
American Indian Students’ Success Stories

To reach their academic goals, many American Indian students have to overcome numerous hurdles. As indicated by the first time entering student profiles, many students lack academic preparedness, and need financial support, and student services to enable them to complete their program of study. There are many example of student perseverance and success. A few selected examples are:

**William Badboy**, a first-generation college student, has overcome a family history of poverty and its accompanying obstacles to attend **Leech Lake Tribal College** (LLTC), where he has maintained a GPA of 3.47. William was selected as AIHEC 2006 Student of the Year at LLTC, and was also elected the AIHEC Great Lakes Student Congress Representative for the coming year. In the summer of 2006, he was awarded a 10-week NASA internship; as a result of his accomplishments as an intern, he has been offered a position in NASA’s Jet Propulsion Lab in Pasadena.

**John Campbell** grew up on the reservation and worked for 16 years in concrete and steel construction when he realized that his life was on a no-win path. He decided to go back to college and enrolled at **Little Priest Tribal College** (LPTC) for the fall semester of 2003. In the fall of 2005, recognizing the community need for after-school programs for the youth, he helped to rekindle efforts to develop a Boys and Girls Club of America in Winnebago. He was selected for the NASA/AIHEC SRE (Summer Research Experience) program and as a result spent eight weeks during the summer of 2006 at NASA Goddard Space Flight Center. He was involved in a hydrological study (the NASA Satellite Data Inventory), which will allow scientists in the general public to study the water on earth in its liquid, solid and vapor forms. He presented the results of his research at the AISES (American Indian Science and Engineering Society) Conference in Detroit, Michigan, November 2006.

**Terrance Medicine Crow** is an enrolled member of the Standing Rock Sioux Tribe. He graduated from **United Tribes Technical College** in the Spring of 2006. He was awarded a Veteran’s Scholarship and the American Indian College Fund Student of the Year. Terry spent several years in the military and suffered from some effects from combat but was able to function with a 4.0 GPA along with being the President of the Student Senate at United Tribes, fighting for students rights, and explaining to students their responsibilities on a level that they understand.

**George Otradovec** is a first generation student married with three children. George enrolled in **College of Menominee Nation** in Fall 2005 after serving his country...
in the U.S. Army and working in a variety of jobs. He had previously attended CMN on a part-time basis in 2000. At that time George thought he would enter the criminal justice program. Following an accident and several surgeries, George returned to CMN to major in Business Administration. George made the Dean’s list and has been active as VP of Student Government as well as Vice President for the Strategies for Ecology Education, Development, and Sustainability (SEEDS) organization. George also serves on the Labor, Education and Training Committee for the Menominee Indian Tribe of Wisconsin. George hopes to complete his degree and one day serve as a member of the Menominee Tribal Legislature.

**Randy Werk** graduated from Fort Belknap Community College in Spring 2006 with an Associate of Science Degree in Allied Health. Randy received the Fort Belknap College President’s Award during graduation. He is currently attending Montana State University Northern to pursue his teaching degree in the science field. Randy is married and has two boys. He worked as a laborer for five years before he decided to attend college. He has been very successful and is very dedicated to providing a better life for his family.

**Lynross Martinez** graduated from Fort Peck Community College in 2006 with a certificate in Computer Networking Technology. Lynross is legally blind and traveled over 120 miles daily to attend classes. He used special tools to assist him through classes and excelled in his classes. Lynross was also one of the Student Support Services tutors. Students found him to be an exceptional individual and tutor.

“My name is Edward A. Lujan and I am a member of the Chippewa Cree Tribe in Rocky Boy, Montana as well as a double graduate from Stone Child College. I have received associate degrees in both liberal arts and teacher education concentrations. When I first began my educational journey, I only had an eighth grade education. Therefore, you can imagine the trials and tribulations I had to overcome. It took some doing, but I made it through the first stages. Without the help of the people of Stone Child College, I do not believe I would have succeeded. Therefore, to give back what had been given to me, I became a mentor as well as a tutor. This is when I had a personal revelation to become apart of the educational scene. I have become a firm believer in education and I am convinced that all people need one. We as people cannot progress without one. This is just a fact. That is why I am dedicated in helping my people find their calling in life.

This fall I will continue pursuing a Bachelor’s degree in education at Northern Montana College in Havre, Montana. Before Stone Child College, I was blind of a future, but now because of it I can see clearer and further than I had ever thought possible. I started college at Stone Child College with great trepidation. I was a non-traditional student and very concerned with my ability to compete in the classroom with much younger classmates. All of my worries proved to be unfounded. I have not only been able to compete, but have actually flourished during my time at Stone Child College. While attending Stone Child College I have been involved with many activities which include: mentoring, tutoring and recruiting. I have enjoyed mentoring the most, for it has allowed me the opportunity to encourage people to pursue their higher education aspirations. I had a number of social, educational, and financial obstacles to overcome. The faculty and staff have been very helpful in assisting me to triumph over any barrier that has arisen.

Without the assistance and perseverance of the entire college, I am most certain I would have never achieved my education goals. I graduated in May of 2006 with an Associate in General Business.”

Edward Lujan
Stone Child College, 2006
Serving Community: TCU Alumni Achievements

**Patrick McKelvie**, a member of the Sault Ste. Marie Tribe of Chippewa Indians, who is married and has six children and several grandchildren, finished an Associate Degree in Human Services at Bay Mills Community College in 2001 and transferred to Lake Superior State University for a Bachelor’s Degree in Human Services. He then completed his Master’s in Social Work at Grand Valley State University and works for the Sault Tribe of Chippewa Indians.

**Josh Weston**, a 2001 Haskell Indian Nations University graduate, was recently elected as the President for the Flandreau Santee Sioux Tribe of South Dakota. Mr. Weston earned his baccalaureate degree in Business Administration with an emphasis in Tribal Management.

**Connie Rous**, an Oglala Lakota College elementary teacher graduate, received the prestigious Milken Family Foundation National Educator Award. A Milken award winner receives a $25,000 cash prize and trip to the annual Milken Conference where the honorees from the 48 states and the District of Columbia are recognized.

Mr. **Nisto Ramon** entered Tohono O’odham Community College in 2000 and graduated in 2004 with an A.A.S. in Early Childhood Education. Nisto has been teaching and caring for the children of the Pisinemo Village in the heart of the Tohono O’odham Nation for twenty years. As an aide and then teacher for Head Start, he has worked with many youngsters, including children of his earlier students; in 2006, he was promoted to Pisinemo Head Start & Child Care Center Coordinator. Pisinemo Head Start, with support from the Indian Oasis Baboquivari Unified School District, serves children with disabilities, and Nisto is pleased to use what he learned at TOCC to help these children. He also finds it rewarding when he meets former Head Start pupils who have gone on to higher education. “We’re fortunate to have TOCC right here,” Mr. Ramon said in a recent interview.
Beyond the Classroom: Community Education

All TCUs serve their communities with education and community-based programs targeted to all populations: elementary, middle and high school students, and adults. The pre K-12 programs provide academic enrichment and support for area students. Some of the programs are based on national models, for example, Gear-Up and Upward Bound, and some are unique to the TCUs and may emphasize indigenous language and culture. Many TCUs partner with local school districts to provide curriculum assistance, teacher professional development, and student after school programs. TCUs also host summer programs which bring pre K-12 students to the campuses.

Adult education is an important mission of TCUs. Most TCUs have GED programs in addition to continuing education, and workshops and seminars on topics ranging from parental education and personal financial management to native language classes. They also offer programs to enhance participants’ careers such as medical billing coding and firefighting.
Table 4 summarizes the number of participants in the 23 reporting TCU community education offerings during AY 2005-06. More than 33,000 K-12 students and adult members participated in various programs; some sample programs in each category are shown.

**Table 4. TCUs’ Community Programs and Participants AY 2005-06 (23 TCUs)**

<table>
<thead>
<tr>
<th>Target Population</th>
<th>No. of Participants</th>
<th>Sample Programs</th>
</tr>
</thead>
</table>
| **K–G5**          | 2910                | • After School Reading Program  
                    |                     | • Brain Gym BE  
                    |                     | • Curriculum Management  
                    |                     | • Day of the Young Child  
                    |                     | • Diabetes Education in Tribal  
                    |                     | Schools for all grades  
                    |                     | • Family Life Center  
                    |                     | • Family Literacy Program–Mothers and Children  
                    |                     | • Honoring the Gift of Food  
                    |                     | • Learning Styles  
                    |                     | • Reading Naturally  
                    |                     | • Tepee Fever I  
                    |                     | • Community Library Outreach  
                    |                     | • Speaking White Clay Speaker/Learner Project  
                    |                     | • DESTINY Summer Science Day Camp  
                    |                     | • Indian School Equalization Program  
                    |                     | • Okolakic’ye Otipi-Sitting Bull Camp  
                    |                     | • SEMA Curriculum Distribution  |
| **G6–G8**         | 2882                | • AIMS Camp  
                    |                     | • Baby Sitter Certification  
                    |                     | • Brain Gym  
                    |                     | • Career Ladders Program  
                    |                     | • Crow Youth Career Education  
                    |                     | • Education Outreach  
                    |                     | • Family Life  
                    |                     | • LPTC Extension  
                    |                     | • Mini Cultural Fair  
                    |                     | • Move It Program  
                    |                     | • National Youth Sports Program  
                    |                     | • Native American Cultural Institute  
                    |                     | • RB Brain Gym  
                    |                     | • Reading/Math Strategies  
                    |                     | • Science/Technology Camp  
                    |                     | • Tepee Fever II  
                    |                     | • Circle of Life Summer Math and Science Program  
                    |                     | • Health Careers Opportunity Program  
                    |                     | • Rural Systemic Initiative  
                    |                     | • Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP)  |
| **G9–G12**        | 4134                | • American Indian Culture/Crafts  
                    |                     | • Bridge Orientation  
                    |                     | • Career Fair  
                    |                     | • Daniels Fund  
                    |                     | • DEMO Grant  
                    |                     | • Dual Enrollment High School  
                    |                     | • Students  
                    |                     | • Expanding the Circle  
                    |                     | • Family Life Center  
                    |                     | • Family Life Center: Family & Community Violence Prevention  
                    |                     | • FAS/FAE Sacred Circle  
                    |                     | • Gear-Up  
                    |                     | • Upward Bound  
                    |                     | • Ge’e Wo’o District Summer Youth  
                    |                     | • Harlem High School Seniors  
                    |                     | • College Survival Skills  
                    |                     | • High School Senior Day  
                    |                     | • Honors Program  
                    |                     | • IBM Camp  
                    |                     | • In-Med  
                    |                     | • Methamphetamine Workshop  
                    |                     | • NASA  
                    |                     | • Native Language Class  
                    |                     | • Navy Project  
                    |                     | • Rural Systemic Initiative  
                    |                     | • Summer Youth Workers  |
| Adults             | 23644               | • ABE (Adult Basic Education)/GED  
                    |                     | • Adult Literacy  
                    |                     | • Basic Computer Usage (Word, Excel)  
                    |                     | • Brownsfield Project  
                    |                     | • Extension program—several community workshops  
                    |                     | • Financial Management  
                    |                     | • First Years Last Forever  
                    |                     | • GED: Teacher Math & Science  
                    |                     | • Corps (middle school)  
                    |                     | • NASA Internship  
                    |                     | • Nexlevel Business Management and Development Training  
                    |                     | • Ojibwemowin Gabeshiwin  
                    |                     | • Parent Institute Training  
                    |                     | • Parenting Class  
                    |                     | • Wellness Center in Wolf Point  
                    |                     | • Wellness Conference  
                    |                     | • Work First  
                    |                     | • Writing News Releases  
                    |                     | • Yoga  |

| Total              | 33570               |                          |
Faculty, administrators, and staff members contribute to their institutions and extended communities in multiple capacities. They are mentors to students, facilitators for community programs, researchers in their fields, and program directors. Most TCUs are teaching institutions with no tenure or instructional ranking system. Many TCUs find it difficult to recruit American Indian faculty members.

There are about 3,000 faculty members, administrators and staff in the 25 reporting TCUs. The largest percentage is staff members (50% in AY 2005-06). There was a 4% increase in the number of faculty between AY 2003-04 and AY 2005-06 (1369 to 1474).
The demographic breakdown of faculty, administrators and staff vary widely. While less than half of faculty is American Indian (41%), 65% of administrators and 75% of staff are American Indian. Seventy percent of faculty members, administrators, and staff members are full time and thirty percent are part time. Faculty members are evenly divided between female and male, administrators are 55% female, and staff is 65% female.

Figure 14. Faculty, Administrators, and Staff Demographics / AY 2005-06 (25 TCUs)

A total of 58% (487) of the full-time and 43% (286) of the part-time faculty, teaching staff, and administrators have master’s or doctorate degrees. One of the TCUs’ strengths is that they rely upon cultural scholars from the community to convey significant cultural knowledge to students. Thus 4% of the full-time and 11% of the part-time faculty, teaching staff and administrators are listed as experts in their fields with no degree.

Figure 15. Faculty, Teaching Staff, and Administrator Highest Degree Held for AY 2005-06 (24 TCUs)
Table 5 illustrates TCU faculty, administrators, and staff members’ involvement in professional development, service contributions, publications and presentations, and support received for research. Many faculty members, administrators, and staff members participated in national conferences (471), workshops and seminars (656), enrolled in study for advanced degrees or certifications (203), and participated in summer programs (215). The higher numbers involved in student support (570), campus activities, committee service (773), and curriculum/course development and laboratory development (546) indicate more effort in academic service and with community service (279). Very few researchers receive release time or staff/student support from the institution. Even without this support, many TCU faculty members had research outcomes such as journal papers, books and proceedings, and presentations to national conferences, and on- and off-campus workshops and seminars.

### Table 5. Faculty, Administrators, and Staff Professional Development, Service Contributions, Publications, and Research Support / AY 2005-06 (25 TCUIs)

<table>
<thead>
<tr>
<th>Professional Development Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended National Conferences</td>
<td>471</td>
</tr>
<tr>
<td>Attended Workshops/Seminars</td>
<td>656</td>
</tr>
<tr>
<td>Enrolled in study for advanced degree or certification</td>
<td>203</td>
</tr>
<tr>
<td>Participated in Summer Programs</td>
<td>215</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty/Administrator/Staff Service Contributions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services</td>
<td>570</td>
</tr>
<tr>
<td>Campus Activities/Committee Services</td>
<td>773</td>
</tr>
<tr>
<td>Curriculum/Course Development</td>
<td>431</td>
</tr>
<tr>
<td>Laboratory Development/Enhancement</td>
<td>115</td>
</tr>
<tr>
<td>Community Service as a representative of the institution</td>
<td>279</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications and Presentations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Journal Papers Submitted</td>
<td>34</td>
</tr>
<tr>
<td>Refereed Journal Papers Published</td>
<td>34</td>
</tr>
<tr>
<td>Other Publications (books, chapters, etc.)</td>
<td>31</td>
</tr>
<tr>
<td>Conference Proceedings Published</td>
<td>33</td>
</tr>
<tr>
<td>Scholarly Creative Cultural Activities (ex. exhibit, play)</td>
<td>149</td>
</tr>
<tr>
<td>Professional Presentations at National Conferences</td>
<td>97</td>
</tr>
<tr>
<td>Professional Presentations at On-Campus Workshops/Seminars</td>
<td>143</td>
</tr>
<tr>
<td>Professional Presentations at Off-campus Workshops/Seminars</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty/Administrator/Staff Support for Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Time/Reduction of Course Load</td>
<td>33</td>
</tr>
<tr>
<td>Provision of Professional Research Staff</td>
<td>12</td>
</tr>
<tr>
<td>Provision of Student Research Assistant</td>
<td>26</td>
</tr>
</tbody>
</table>
TCU administrators and faculty focus on teaching, however many are involved in research and service in addition to their classroom responsibilities. Following are some examples.

**Pat Melody** of Haskell Indian Nations University (HINU) was a key respondent at the National Gathering 2006: The Second Half Conference of Project HOOP (Honoring Our Origins and Our People) at University of California at Los Angles (UCLA), American Indian Studies Center and the UCLA Theatre Department. This gathering heard reports and demonstrations of three tribally sponsored models of performing arts projects. Pat Melody was asked to present a formal response to each presentation and summary commentary at the conclusion of the conference. **Dr. Reeze Hanson** participated in a Lannan Summer Institute for Tribal College Teachers, held at The Newberry Library in Chicago. Her session was “Teaching American Indian Literatures.” Dr. Hanson had the opportunity to research primary sources for orations in the private library Ayer Collection of Native manuscripts and books. **Dr. Venida Chenault** was invited by the National Congress of American Indians to present her doctoral dissertation on violence against Indigenous women at their summer meeting.

**Michelle Vendiola** and **Emma Norman** of Northwest Indian College (NWIC) participated in the National Service Learning Project and have developed extensive service partnerships between local agencies, faculty and students in NWIC courses. The result has been several successful projects including a joint project with the Lummi Elder home, sociology, biology and psychology faculty, and students in developing a community garden with native plants with the elders. Other successful projects included a science night with the Lummi Head Start students.

**Dick Poole** of NWIC has received funding from the National Forest Service and worked in collaboration with the National Oceanic and Atmospheric Administration (NOAA) to develop research opportunities for students in marine sciences. **Roberto Gonzalez-Plaza** received funding from the Department of Defense Science Instrumentation program with the intent of enhancing four different aspects of science. He also received funding that supports student research through a National Science Foundation’s Research Experience for Undergraduates and a NASA Space grant.

**Karita Coffey** of Institute of American Indian Arts became a year-long American Indian Higher Education Consortium fellow in the Kellogg Foundation’s Minority Serving Institution Leadership Fellows Program. Ed Wapp was invited as a Visiting Professor by a research team at the University of Le Havre, France led by Professeur Maryvonne Nedeljkovic. He provided a series of seminars on a number of Native American topics ranging from “Rural and Urban Cultures of Native Americans in the U.S.” to “The Pow-Wow as a Socio-cultural Practice among Native Americans” in 2006.

**Dr. Tim Olson** of Salish Kootenai College published nine articles in peer-reviewed journals during AY 2004-05 and served as co-author of nine scientific papers on gravitational wave physics and Mars exploration. Dr. Olson was one of a team of 21 scientists awarded a grant for the design, construction, and scientific investigations for three instruments on the 2009 NASA Mars Science Laboratory Rover.

**Phil Baird**, Dean of Vocational and Academic Services of United Tribes Technical College, received an honorary Doctorate degree in 2005 from Sinte Gleska University. As president of the North Dakota Cowboy Hall of Fame (NDCHF), he was a key leader in state-wide effort to establish the NDCHF Center of Western Heritage & Cultures: Native American, Ranching, and Rodeo.
A major goal of the AIMS initiative is to respond to the growing need to provide accurate data and information about tribal colleges and universities to the Bureau of Indian Affairs, US Department of Education, other federal agencies, funding agencies and foundations and other stakeholders. AKIS and the resultant reports have been successful in meeting this need.

TCUs offer more than 600 unique academic and vocational programs leading to a degree or certificate. All of the TCUs offer Associate degree programs, seven offer Bachelor degrees and two have Master degree programs. Most of the TCUs also have vocational career programs that lead to a certificate upon completion. In Fall 2005, there were 16,974 certificate- and degree-seeking students enrolled in 32 TCUs. The average enrollment was 530, with enrollments ranging from 82 to 1,822. Sixty-four percent were enrolled in academic programs; the most popular discipline was Liberal Arts. Nine percent of students were enrolled in vocational programs, and 17% were undeclared as they had not decided which program they were most interested in pursuing. The remaining 10% were not reported.

From AY 2003-04 to 2005-06 close to 2,400 students graduated annually. About 70% of the graduates earned Associate degrees, and 22% earned Certificates. The largest percentage of degrees were awarded in Liberal Arts which mirrors enrollment.

Tribal College students face many challenges. First year entering students’ data show that many did not receive adequate pre-college preparation; only 72% have a high school diploma and older students may be enrolling in college after a long absence from a formal education setting. Placement test results indicate that 73% of test takers need to be placed in remedial/development mathematics and 57% in reading.

The number of students enrolling in remedial/developmental courses has decreased over the three year period from AY 2003-04 to 2005-06, but the successful completion rate (grade C or above) has also decreased.

A key element to success in college is the successful completion of core curriculum courses—those courses required of all students regardless of their specific program of study. The completion rates of academic core curriculum courses (those required of degree seeking students) are above 60%.

Most tribal colleges are located on Indian reservations in rural areas. It is a challenge for some students to attend class due to the distance of their homes from the colleges. To address this issue many Tribal colleges have turned to online and distance courses. The colleges employ the latest technology to deliver courses via the internet or satellite; some colleges have developed their own course delivery systems. Increasing numbers of students are taking advantage of this opportunity.

Student activities support and engage students. TCUs offer a vast array of activities in the areas of academic development, research, teaching and active learning, extracurricular, service to the community, and culturally relevant. Thousands of students participate in activities or receive services annually.

In addition to formal academic and vocational programs, TCUs offer a variety of community education programs. The targeted audience range from elementary school age children to adults. The pre K-12 programs provide academic enrichment and support for area students. Most TCUs have GED programs in addition to continuing education, and workshops and seminars on topics ranging from parental education and personal financial management to native language classes.

TCU Faculty, administrators, and staff members serve as mentors and leaders. They contribute to their institutions and extended communities in multiple capacities. They are mentors to students, facilitators for community programs, researchers in their fields, and program directors. There are about 3,000 faculty members, administrators and staff in the 25 reporting TCUs; in AY 2005-06 41% were teaching faculty. Almost 42% of faculty is American Indian.

The 32 TCUs represented in this report provide services to about 17,000 formally enrolled college students each semester and thousands of community members from K-12 students to adult learners through K-12 school partnerships, continuing education, workshops and seminars, health and wellness programs, cultural programs etc. Almost 2,400 students graduate each year with certificates and degrees that enable them to begin professional careers that benefit both themselves and their communities. TCUs are a beacon of hope to the American Indian population of our country.
Sustaining Tribal Colleges and Universities and The Tribal College Movement:
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Diné College is a public institution of higher education first chartered by the Navajo Nation in 1968. Originally called Navajo Community College, Diné College was the nation’s first tribally chartered college. The institution has a main campus in Tsaile, Arizona, and eight community-based campuses throughout Arizona and New Mexico that provide educational opportunities to a rapidly growing Navajo population.

The educational philosophy of Diné College is Sa’ah Naaghai Bik’eh Hozhoo’n (SNBH), the Diné traditional paradigm for understanding all living systems. SNBH is applied in all academic and student support programs to advance quality student learning while maintaining a meaningful connection to traditional Navajo values and sensibilities.

As a postsecondary educational institution, Diné College awards associate degrees and certificates in areas important to the economic and social development of the Navajo Nation. To comply with the college mission, personalized instruction is guaranteed to each student because of the low student-faculty ratio. In 1998, Diné College students earned the first baccalaureate degrees under the Diné Teacher Education Program, accredited under a partnership with Arizona State University. By 2009, Diné College will achieve four-year degree-granting status to offer accredited bachelor’s degrees.

### Institution Profile AY 2005-06

<table>
<thead>
<tr>
<th>Year Founded</th>
<th>1968</th>
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<tbody>
<tr>
<td>Chartering Tribe</td>
<td>Navajo Nation</td>
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<tr>
<td>Academic Term</td>
<td>Semester</td>
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<td>Highest Degree Offered</td>
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<td>Higher Learning Commission of the North Central Association of Colleges and Schools</td>
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<td>Land Grant</td>
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<td>Operational Funding Source</td>
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<tr>
<td>Location</td>
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<tr>
<td>Institution Address</td>
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</tr>
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<td>Institution Website</td>
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### Institution Enrollment Fall Snapshot

**by Major Group**

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<tr>
<th>Major Group</th>
<th>Fall</th>
<th>Liberal Arts/General Studies</th>
<th>Office Admin./Tech.</th>
<th>Pre-Engineering</th>
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<td><strong>0</strong></td>
<td><strong>54</strong></td>
<td><strong>0</strong></td>
<td><strong>1,583</strong></td>
<td><strong>1,822</strong></td>
</tr>
</tbody>
</table>

**Demographics**

| Full Time | 857 | American Indian Female | 1,361 |
| Part Time | 965 | American Indian Male | 428 |
| **Total** | **1,822** | **American Indian Total** | **1,789** |
| Non-Indian Female | 21 | Non-Indian Male | 12 |
| Non-Indian Total | 33 | **Total** | **1,822** |

### Graduation

| Associate | 231 |
| Certificates | 1 |
| **Total** | **232** |

### Faculty/Administrators/Staff

| Full Time |  |
| Part Time |  |
| **Total** |  |

- Data missing
DC President  Ferlin Clark

The Institute for Integrated Rural Development (IIRD) at Diné College believes that its land-grant mission is to sustain the Diné intellect through culturally relevant pedagogy, enhanced learning environments, and expanded learning resources. IIRD’s Endowment, Extension, and Equity land-grant programs engage students, faculty, and community members in educational endeavors that contribute to the social, economic, and cultural well-being of the Navajo Nation.

• **Endowment Programs**
IIRD Endowment Programs include the Native Landscaping program where students learn to identify native plants and their traditional uses as food, medicine, and vegetal dyes. Students plan and design landscapes on campus using native plants in their natural habitats. This program enhances student experiences on campus by creating inviting landscapes that portray living in harmony with the natural world. The college community has learned to appreciate the value and benefit of native plant species, and the importance of teaching the younger generation about the importance of native plants.

The Children Art Program is an endowment program that exposes young children to creative thinking through the use of their artistic skills. The program encourages children to use developmental skills such as listening, following directions, planning, and communicating, and also helps them improve their fine motor skills. The Children Art Program enhances the lives of children and their parents through enjoyable, positive family interaction. Many community members have returned for the second year of the program, and there has been a significant increase in the number of community participants from the first year.

• **Extension Programs**
IIRD’s Extension Agribusiness Project, “The Sheep is Life”, provides community education on successful goat and sheep production. Workshops give information about ways to improve the quality of wool, meat, and breeding. Specific topics include the cultural importance of maintaining livestock as part of the Diné livelihood, planning breeding seasons, and breeding for high quality wool and meat production. This program has been especially successful in reaching community members in the remote areas of the reservation where many continue to use sheep and goats for income, food, and products (weaving rugs).

“The Sheep is Life” workshops are designed so that participants are fully engaged in discussion and learning. Workshops are interactive so that participants have hands-on practical experiences such as shearing and turning wool into yarn for weaving. Extension educators work in collaboration with community members to educate weavers in new marketing techniques and in ways to build or improve product value. For example, a rug auction committee was formed to sell rugs directly from community weavers. A heightened awareness of current agricultural production has restored confidence in the community to continue maintaining livestock as part of the livelihood of the Diné people.

• **Equity Programs**
IIRD’s Equity Program supports student interns who create experimental farming projects conducive to an inquiry-based research and learning environment. Students learn about key nutrients for plants and how to employ their planning skills to develop and implement successful farming activities. Equity programming also supports agricultural and environmental curriculum development and research.

Students have made tremendous contributions to the development of the College’s demonstration farm, which is supported through IIRD’s Equity program. The Tsaile Demonstration Farm Project established a venue for visual demonstrations of irrigation system designs, water conservation methods, and new crops for farm production. A greenhouse is used for scientifically rigorous experiments, community demonstrations, and student research projects.
In 1998, the Tohono O'odham Nation chartered Tohono O'odham Community College (TOCC) to serve the residents of its reservation and nearby communities with the goals of preparing students to contribute to the social, political, and economic life of the Tohono O'odham Nation, and to preserve the O'odham Himdag (cultural way of life). TOCC opened its doors in 1998, received initial accreditation in 2003, and achieved federal land-grant status in 2004.

The College's vision is to enhance greater participation of the Tohono O'odham Nation in the local, national, and global community, and enhance the unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services include research opportunities and programs that address academic, life, and development skills.

The Tohono O'odham, or “Desert People,” live in the Sonoran Desert and surrounding lands located in the southwestern United States and northern Mexico. The Tohono O'odham Nation has a land base of 2.8 million acres, and is located in southernmost Arizona, with seventy-five miles of the Nation running along the United States/Mexico International Border. TOCC is situated in Sells, Arizona, the capital of the Tohono O'odham Nation, just west of Tucson, Arizona. In addition to its Main Campus and West Campus in Sells, TOCC offers courses to the public at numerous other community sites.
President's Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Tohono O'odham Community College (TOCC) achieved the following significant accomplishments during the academic year (AY) 2005-06:

- A state-of-the-art science laboratory was installed, dramatically increasing student enrollment in science classes, and spurring collaboration and interest from the three major universities in Arizona. Studies had shown that the need of a science laboratory was critical for adequate student preparation for transfer to four-year institutions.

- Mr. George Ackerman, a TOCC student, participated in the NASA Enrichment Program at the Goddard Space Flight Center. With the assistance of a TOCC faculty member and a NASA research scientist, Mr. Ackerman studied the annual monsoon rain cycle occurring in the Sonoran Desert. Mr. Ackerman created research questions, designed the research, collected and analyzed data, and developed conclusions and interpretations from a cultural and scientific perspective. His presentation was selected for posting on NASA's website.

- Five faculty and staff were selected to present at the Higher Learning Commission Annual Convention in 2006. The presentation, “Assessment: Culture in/Culture of/Culture with,” addressed three different perspectives of culture in the development of student outcome learning within the College.

- The Office of Veterans' Education within the Arizona Department of Veterans Services has authorized TOCC to offer GI-Bill financial aid, and therefore, expands TOCC educational services to Tohono O'odham veterans, eligible dependants, and their families.

The Strategic Role and Community Impact of TOCC’s Land-Grant Mission
TOCC’s land-grant programs support its strategic plan for curriculum development, extension programming, and the construction of new facilities. Regarding curriculum development, the College is developing a full range of courses for certificates, associate of applied science, and associate of science degrees in Tohono O'odham agriculture and natural resources. The College is also garnering community support and input to develop extension programs that meet specific community needs. TOCC is constructing facilities to house materials and supplies used in extension and demonstration garden activities.

Specific TOCC’s land-grant activities are as follows:


- TOCC works with other communities and the natural resources on the Tohono O’odham Nation. The assessment was conducted with the assistance of the Tohono O’odham Nation. The assessment was designed to learn more about the community’s interests for extension activities.

Additionally, the Extension Program is working with the Boys & Girls Club on a community garden project in Sells, Arizona. This garden project is collaborating with the Tohono O’odham Nation.

The Junior Rodeo Series was recently launched, which brought elders and other community members together. Inquiry was received from the O’odham communities more than 100 miles away from the site location of the Junior Rodeo Series. This program acts as a mechanism for an expansion of TOCC academic programs into the Gila River and Salt River Indian communities, which are related to the O’odham.

1994 Extension Program
The Extension Program at TOCC has assisted in engaging the College with the community. For example, the Junior Rodeo Series was recently launched, which brought elders and other community members together from across the entire reservation. Inquiry was received from the O’odham communities more than 100 miles away from the site location of the Junior Rodeo Series. This program acts as a mechanism for an expansion of TOCC academic programs into the Gila River and Salt River Indian communities, which are related to the O’odham.

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Kansas

Haskell Indian Nations University
Haskell Indian Nations University (Haskell) is one of only two American Indian/Alaska Native-serving, postsecondary institutions to admit students from all federally recognized tribal nations; it is the only baccalaureate-granting institution. Haskell aspires to develop into the nation’s premier intertribal university: a place of intellectual growth and research by, for, and about American Indians/Alaska Natives. While Haskell first opened as an Industrial Training School 120 years ago, its identity as a bachelor degree-granting institution is relatively new, having awarded its first bachelor’s degrees in 1997. Haskell currently enrolls more than 1,000 students each semester in four bachelor’s degree programs and a variety of associate degree programs.

Located on a 320-acre campus in an area rich in American Indian history and culture, Haskell offers students a holistic educational experience in a diverse setting that brings Native America together. Haskell integrates American Indian and Alaska Native culture into all its curricula. The University’s intertribal constituency and federal support through the Bureau of Indian Affairs help make Haskell a unique educational institution.

Four institution-wide goals will help Haskell become the nation’s premier intertribal university in the coming years:

- Technology will be used to plan and conduct assessments, and provide comprehensive annual reports to Congress and other constituents.
- Haskell’s Endowment Association will become self-supporting, bringing much-needed funds from foundations, alumni and other donors into its endowment.
- Educational offerings will be strengthened through new and creative faculty and staff professional development.
- Technology investments will significantly improve student and alumni information and tracking.

Institution Profile AY 2005-06

| Year Founded | 1884 |
| Chartering Tribe | Federally Chartered |
| Academic Term | Semester |
| Highest Degree Offered | Bachelor’s |
| Accrediting Agency | Higher Learning Commission of the North Central Association of Colleges and Schools |
| Land Grant | Yes |
| Operational Funding Source | Snyder Act of 1921 |
| Location | Off Reservation |
| Institution Address | 155 Indian Ave. Lawrence, KS 66046 |
| Institution Website | www.haskell.edu |

Institution Enrollment Fall Snapshot

- by Major Group
  - American Indian Studies 62 Human Services 29
  - Art 20 Liberal Arts/General Studies 358
  - Business 234 Natural Science 43
  - Computer Science 0 English 0
  - Education-Paraprofessional 25 Undeclared/Not Declared 23
  - Education-Professional 16 Not Reported 108
  - Env. Sci./Natural Resources 70
  - Health Careers 37 Total 1,025

- Demographics
  - Full Time 809 American Indian Female 493
  - Part Time 216 American Indian Male 532
  - Total 1,025 American Indian Total 1025
  - Non-Indian Female 0
  - Non-Indian Male 0
  - Non-Indian Total 0
  - Total 1,025

Graduation

- Bachelor’s 70
- Associate 99
- Total 169

Faculty/Administrators/Staff

- Full Time 200
- Part Time 8
- Total 208
President’s Vision: Achievements, Highlights and Future Planning

HINU President Linda Sue Warner

Outstanding Accomplishments

Haskell Indian Nations University achieved the following significant accomplishments during the 2005-06 academic year (AY):

• To better utilize information technology, the Office of the Chief Information Officer was created, the number of student computer labs more than doubled from six to 13, and the entire campus is now wired and connected to the university network.

• The research of junior Jason A. Koontz, “Physiological studies on a New Isolate of the Gut Fungus, Smittium culisetae, from Wetland Mosquito Larvae, Aedes Vexans,” was published in Transactions of the Kansas Academy of Science. It is extraordinary for an undergraduate student to have a single-author publication.

• The Little Nations Academic Center, the campus child care facility, completed its first year of operation. Seven center staff members provided child care and learning activities to 25 children of Haskell students.

The Strategic Role and Community Impact of Haskell’s Land-Grant Mission

Haskell’s land-grant programs have enabled it to successfully implement its strategic plan’s fifth initiative: “Haskell will capitalize on opportunities to maintain state of the art information technology that enhances communication and meets Haskell’s educational needs.” Land-grant programs support distance education that reaches students beyond Haskell’s physical campus. Land-grant funding supports essential staff positions, software licenses, student workers, and technology development.

In AY 2005-06, Haskell’s website was enhanced, and the infrastructure was developed for both Internet and intranet use. A complete video-teleconferencing classroom was built, maintained by a distance education coordinator. The coordinator plays a primary role in recruiting and supporting at-distance students and remote tribal community locations. To date, Haskell has conducted at-distance classes in several reservation communities, and has also served as the bridge for classes being taught by other educational institutions. Blackboard™ is used by nearly half of Haskell’s faculty to supplement their courses. Training involves 12 faculty members each year receiving two days of intensive training, constructing a Blackboard™ course the following semester, and then teaching the distance course in subsequent semesters.

Haskell’s Tribal Student Technology (TST) program is in its fourth year of existence. Modeled on University of Wisconsin-Milwaukee’s program, Haskell’s TST program employs a dozen student workers who are involved in technology support for the University. They primarily operate the first-level help desk. Constant training and mentoring of student workers anticipates and overcomes issues associated with student turnover.

Haskell also conducts land-grant research projects such as the collaborative partnership with Kansas State University and the Prairie Band Potawatomi Nation. Several studies have estimated that a majority of sediment in northeastern Kansas rivers and reservoirs is coming from unstable stream banks. These stream banks are often unstable due to native vegetation removal, increasing storm flow and channelization. The research project quantifies the sediment loss and erosion rates from several stream banks within the Prairie Band Potawatomi Reservation.

Online and Distance Education and Instructional Technology

Haskell currently offers four video-teleconferenced classes (VTC) to the Prairie Band Potawatomi reservation: three in mathematics and one in American Indian Studies. VTC is fully interactive, real-time audio and video over the Internet. Haskell can bridge to up to four locations at one time. The University uses classrooms that are fully equipped with a Tandberg™ education system (three TVs, two cameras, a main computer system, smartboard display, PC, document camera, and a digital projector). The classroom also has an 11-unit wireless laptop lab, slated for expansion to 24 computers.

Over the past three years, Haskell has broadcast classes to numerous locations and had instructors teach from places other than Haskell. In Spring 2006, Creek language was taught from Oklahoma State University to students on Haskell’s campus and at the Creek Nation in Oklahoma. Haskell is expanding its distance education emphasis to include Blackboard™-only and stand-alone, self-paced, Web-based courses.
Michigan

Keweenaw Bay Ojibwa Community College

Bay Mills Community College

Saginaw Chippewa Tribal College
Located on a beautiful site overlooking Lake Superior, Bay Mills Community College (BMCC) offers accredited associate degree programs, technical training and cultural opportunities to the Tribes of Michigan and their neighboring communities. Chartered in 1984 by the Bay Mills Indian Community, the College’s mission is linked directly to the economic development needs of Michigan tribes. The College offers classes to every reservation in the state and in many of their surrounding communities. BMCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to offer associate degree, certificate, and specialized vocational programs.

The main campus building was recently expanded to include highly integrated computer systems networks, a new bookstore, laboratories, offices, and classrooms. The College will soon complete construction of the new Building Trades Center that will house a classroom and computer-aided drafting classroom for the program.

BMCC participates in the Michigan Association of Collegiate Registrars and Admissions Officers Articulation Agreement between public and private community colleges and universities in Michigan. This agreement provides BMCC students assurance of having completed their general education requirements when they transfer to a participating four-year college or university.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
During the 2005-06 academic year (AY), Bay Mills Community College (BMCC) accomplished the following:

• Received accreditation for on-line courses in Early Childhood Development and in Business Administration.
• Installed an elevator in the BMCC Library/Heritage Center to provide full access to all three levels of the facility.
• Completed the second phase of the Building Trades Center, containing two classrooms, a computer lab and office space for faculty.
• Construction of BMCC’s new Culture and Language Learning Center, with completion scheduled for December 2006. This new facility constitutes the centerpiece for the College’s expanding West Campus.

Significant New Grants and External Funding
In AY 2005-06, BMCC received an anonymous donation of $100,000 and eight acres of lakefront property. In addition, BMCC was awarded grants from the following agencies and programs:

• US Department of Agriculture (USDA) Rural Development Agency
• US Department of Education Title III Construction and Development Grants program
• Indian Community Development Block Grant program
• USDA Tribal College Extension Services Grant program
• USDA Special Projects Alternative Energy Education program

• National Science Foundation TCUP Planning Grant
• Institute of Museum and Library Science Basic Library Support Grant.

Current Academic or Research Partnerships/Collaborations
BMCC is involved in a partnership with Michigan State University which focuses on the College becoming the hub of renewable energy development in Michigan’s Eastern Upper Peninsula. Activities have included cooperative research on agricultural experiment plots for oil seed crops and partnering with the National Renewable Energy Lab on educational outreach to local students and teachers regarding renewable energy.

BMCC Land-Grant Project 2006
BMCC is part of the nation’s land-grant system of higher education that provides community outreach (extension) and research in the agricultural, environmental, human, and related sciences. In AY 2005-06, BMCC’s Extension program partnered with the College’s Health and Fitness degree program and the Bay Mills Indian Community Health Program to promote healthful living through a variety of health promotion programs. For example, an elders’ exercise program and a medical referral procedure that links patients to health promotion services has resulted in reduced obesity rates and healthier lifestyle choices among Bay Mills community members.

BMCC is also becoming the hub of renewable energy development in Michigan’s Eastern Upper Peninsula. Students are experimenting with oil seed crops to study the feasibility of bio-diesel processing. BMCC Extension has hosted community workshops on renewable energy sources and is partnering with the National Renewable Energy Lab on educational outreach to local students and teachers regarding the benefits of renewable energy. A wind resource study has also been initiated by the College to assess the potential for wind energy generation for the region.

Important research is also being conducted at BMCC under its land-grant mission. Dr. Michael Doyle, a Ph.D. botanist and the College’s Director of Research, is conducting research on the Emerald Ash Bore, an exotic beetle that has killed more than 20 million ash trees in Michigan, Ohio and Indiana. Dr. Doyle is also busy developing curriculum about the indigenous plants of the Bay Mills Indian community.

New Buildings and Major Facilities

Culture and Language Learning Center
BMCC received two grants in academic year 2005-06 which were combined to build the new Culture and Language Learning Center on the West Campus. A US Department of Education Title III construction grant and a US Housing and Urban Development TCUP grant together totaled $2 million in construction funding. This new facility will have five classrooms, a computer lab, four dorm rooms with seven beds each, and a kitchen. The five classrooms will have sound-proof curtains dividing them, which can be opened to create a large meeting/ceremony room.
The Keweenaw Bay Tribal Council chartered Keweenaw Bay Ojibwa Community College (KBOCC) in 1975 with the mission to provide post-secondary education that is rich in Ojibwa culture, tradition and beliefs and that supports life-long learning. The College is based upon the ideal that American Indian students deserve an educational system that is responsive to their needs and concerns. KBOCC strives to create an academic environment in which students are inspired to succeed in their educational journey.

Located on the L'Anse Indian Reservation on the southern shore of Lake Superior in Michigan's Upper Peninsula, KBOCC incorporates traditional Ojibwa knowledge and culture into its curriculum in order to foster understanding of Native American beliefs and to promote and preserve the customs of the Ojibwa people. Elders and traditional advisors offer their wisdom and guidance to assist KBOCC in integrating the teachings of the Four Directions, which include the mental, emotional, physical, and spiritual elements.

KBOCC is a two-year degree-granting institution that offers Associate of Arts degrees in Liberal Studies and American Indian Studies; Associate of Applied Science degrees in Business and Early Childhood Education; and an Associate of Science degree in Environmental Science. The College hosts the Ojibwa Community Library, offering over 4,000 books, magazines, and newspapers, as well as a special collection of Native American resources. The College’s Niiwin-akeaa (Four Directions) Center serves as its technology center and as the community’s recreational facility, housing a full gymnasium and fitness center, computer labs, classrooms, and administrative and faculty offices.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Keweenaw Bay Ojibwa Community College (KBOCC) achieved the following significant accomplishments during the 2005-06 academic year (AY):

- **KBOCC Indoor Play Center** — The KBOCC Indoor Play Center was opened in AY 2005-06, providing a unique environment for families to engage in learning and play. The Center is universally accessible for people of all abilities, providing interaction between young and old alike. The Center includes a sensory room, computer lab, and several play spaces such as a music area, pretend play area, arts and crafts area, movie theatre, wigwam for storytelling, infant/toddler area, hand manipulation zone with building blocks, puppet theatre, and large muscle zone that features a Tibetan bridge and two-story playhouse. The Center is also being used for respite care, literacy education, and special events. Other sources of funding that support the Center include a $50,000 grant from the Enoch Moore Charitable Trust for children literacy. A $50,000 grant was received from the US Department of Agriculture Rural Development for childcare supplies and equipment.

- **Regional Skills Alliance** — The Regional Skills Alliance was established in AY 2005-06 to bring together local businesses, K–12 schools, post-secondary educational institutions, and other agencies to identify the skills needed for the workforce of the future. The College offered a work skills training program in Machine Tool Technology, which provided training in soft skills, math, and computers. On-the-job training was made available at local manufacturing businesses to provide job skills to those in the manufacturing field.

KBOCC has been awarded a $50,000 challenge grant from the “Boundless Playgrounds for the Able to Play” project supported by the W.K. Kellogg Foundation. The grant supports the development of KBOCC’s Indoor Play Center to serve children of all abilities. The Center includes a sensory room, computer lab, and several play spaces such as a music area, pretend play area, arts and crafts area, movie theatre, wigwam for storytelling, infant/toddler area, hand manipulation zone with building blocks, puppet theatre, and large muscle zone that features a Tibetan bridge and two-story playhouse. The Center is also being used for respite care, literacy education, and special events. Other sources of funding that support the Center include a $50,000 grant from the Enoch Moore Charitable Trust for children literacy. A $50,000 grant was received from the US Department of Agriculture Rural Development for childcare supplies and equipment.

The Center also serves as a learning site for students in the College’s Early Childhood Education program where they perform their practicum while being guided by the college faculty. In addition, childcare is now available for KBOCC students from Monday through Friday. Childcare funding is available for Native American college students from the Lumina Foundation’s Angel Fund.

Summer Science Program

KBOCC Graduation

Children’s center

Miss KBIC
Saginaw Chippewa Tribal College (SCTC) is a two-year college located in Mount Pleasant, Michigan. In 1998, the Saginaw Chippewa Tribal Council adopted a resolution establishing a tribally controlled college. The establishment of SCTC was the first step in an educational empowerment process that is aimed at preserving and maintaining the Saginaw Chippewa tribal culture. While the focus was to build a bridge to higher education for tribal members, the College was chartered as a public institution for all people of the community. SCTC strives to increase access to higher education and to expand educational and career opportunities for tribal and non-tribal communities.

The primary service area of SCTC is the Isabella Reservation and the greater Mount Pleasant area, which is the principal region of the Saginaw Chippewa Indian Tribe. A secondary service area is the Saganing Reservation, which is a subsidiary reservation of the tribe. SCTC is also developing plans to serve other student populations throughout the state of Michigan.

As a two-year tribal college, SCTC offers associate of arts degrees in general studies, Native American studies, and business. Each of these three degree programs is intended for transfer to baccalaureate degree programs at local colleges and universities.

### Institution Profile AY 2005-06

- **Year Founded:** 1998
- **Chartering Tribe:** Saginaw Chippewa Indian Tribe
- **Academic Term:** Semester
- **Highest Degree Offered:** Associate
- **Accrediting Agency:** Higher Learning Commission of the North Central Association of Colleges and Schools
- **Land Grant:** Yes
- **Operational Funding Source:** Title I
- **Location:** On Reservation
- **Institution Address:** 2274 Enterprise Drive
  Mt. Pleasant, MI 48858
- **Institution Website:** [www.sagchip.org/tribalcollege](http://www.sagchip.org/tribalcollege)

### Institution Enrollment Fall Snapshot

- **by Major Group**
  - American Indian Studies: 14
    - Undeclared/Not Declared: 33
  - Business: 24
  - Liberal Arts/General Studies: 28
  - **Total:** 99

- **Demographics**
  - Full Time: 40
    - American Indian Female: 65
  - Part Time: 59
    - American Indian Male: 23
  - **Total:** 99
    - Non-Indian Female: 8
    - Non-Indian Male: 3
    - **Non-Indian Total:** 11
    - **Total:** 99

### Graduation

- **Associate:** 7
- **Total:** 7

### Faculty/Administrators/Staff

- **Full Time:** 9
- **Part Time:** 15
- **Total:** 24
Saginaw Chippewa Tribal College

President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Saginaw Chippewa Tribal College (SCTC) achieved the following significant accomplishments during academic year (AY) 2005-06:

- In 2005, US Department of Agriculture land-grant funds allowed SCTC to supply a classroom with 24 computers and other accessories necessary for a college computer laboratory. Before this technological enhancement SCTC had only one laboratory with 12 computers. With the addition of the second computer laboratory the College now has the capacity to enroll more students per semester in science and technology courses. In addition, several classrooms were enlarged to accommodate increased student enrollment. This capacity building support is crucial because student enrollment continues to grow.
- The “Zaagiinoong Leadership Development Project” strengthened the service capabilities of the College’s Learning Resource Center (LRC) through the appointment of a LRC director and the addition of reference materials. Involvement by the SCTC Student Council also increased as LRC capabilities were improved.
- Sustained land-grant support provided resources to strengthen the College’s environmental science program, which included the renovation of a teaching laboratory, development of culturally relevant laboratory exercises, and collaboration with K–12 education and cultural groups.

The Strategic Role and Community Impact of SCTC’s Land-Grant Mission
SCTC is a land-grant institution that provides instruction and community outreach and extension services in the environmental, human, and related sciences. The College receives funds from the US Department of Agriculture to provide environmental science education courses and to deliver community extension and outreach services. All of SCTC’s land-grant programs have been designed to support the College’s strategic plan, which seeks to serve the Saginaw Chippewa tribal community that has historically been without access to practical and liberal education.

Land-grant educational resources have helped build the College’s environmental science curriculum. The College is currently developing biology laboratory exercises that meet university academic standards while integrating Native issues, practices and knowledge. Laboratory equipment and science reference materials have also been acquired. The College’s curriculum goals include completing its science laboratory and adding its first full-time science faculty member. Objectives also include developing a network of scholars and students designed to engage Native environmental perspectives and Western science discourse.

Land-grant support received in 2005 allowed SCTC to open another computer laboratory for course instruction, which several disciplines utilize. The updated technology and additional computers help insure that Native American and other traditionally underprivileged students have access to modern approaches to learning that supports the land-grant mission of practical and liberal education for underrepresented groups of Americans. Specifically, the endowment funds benefit instruction delivery systems, student experiential learning, equipment and instrumentation for teaching, and student recruitment and retention.

Academic Partnerships and Collaborations
The Institute of Museum and Library Services recognized SCTC’s library as a branch of the Tribal library, which has allowed the purchase of nine computers that support the College’s LRC. The partnership has also allowed the purchase of furniture and shelving for a new library area, as well as the acquisition of books, reference materials, periodicals and newspapers.

The American Indian Higher Education Consortium program, “Honoring Our Health: Tribal Colleges and Communities Working Together to Prevent Diabetes,” supported SCTC in conducting a needs assessment and review of best practices on diabetes prevention programming. Diabetes prevention curriculum and extra-curricular activities for children, college students, and the community were then developed in collaboration with the Saginaw Chippewa Academy K–6 program and the Nimkee Public Health Center.

Land-grant extension resources supported the College’s “Zaagiinoong Leadership Development Project.” Through this program, the Learning Resource Center (LRC) director worked with students and the SCTC Student Council to develop leadership skills that led to student involvement in various community events, including the College’s graduation commencement and Open House Day. These activities offered students opportunities to interact with community members, raise community awareness of the College, and build leadership competencies.
Minnesota

White Earth Tribal and Community College

Leech Lake Tribal College

Fond du Lac Tribal and Community College
In 1979, the Fond du Lac Reservation Business Committee (FDLRBC) voiced a need for a community college as part of a comprehensive education plan. Eight years later in 1987, the tribal college was chartered and partnered with the Minnesota State Higher Education System (now known as Minnesota State Colleges and Universities—MnSCU) to offer classes in the Cloquet area. Fond du Lac Tribal and Community College (FDLTCC) is unique as the only co-governed (both federal tribe and the state of Minnesota) institution in the country, remaining committed to meeting the educational needs of the community—both tribal and non—as a “union of cultures.” The institution has served as a model for partnerships throughout the country.

Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, FDLTCC offers 15 degrees at the associate level. In May 2005, the College awarded 191 associate degrees; liberal arts and security and protective services were the two most popular programs of study. Recently, FDLTCC expanded its offerings through the MnSCU system to begin to offer bachelor’s of science in elementary education. In doing so, the College was able to enroll 30 American Indian students as juniors in January 2004. An expansion of the nursing program through a partnership with Lake Superior College in Duluth was also initiated. Both of these programs address the critical shortage of well-prepared and qualified professionals in teaching and health care careers, particularly among the American Indian population.

FDLTCC is active in community events, hosting many functions for off-campus groups each year. Through its status as a 1994 Land-Grant Institution, FDLTCC has launched several initiatives, such as the Environmental Institute and a Center of Excellence in soil science and map compilation.
The Strategic Role and Community Impact of FDLTCC’s Land-Grant Mission

FDLTCC’s Land Grant programs support its mission by serving the community and providing research opportunities for students. Wild rice is central to the Anishinaabe people and the research conducted in collaboration with the Fond du Lac Tribe and the University of Minnesota (an 1862 Land Grant Institution) Natural Resources Research Institute has furthered the knowledge of the wild rice in lakes located on the Reservation.

Perch Lake before restoration practices implemented.

FDL Students documenting plant species within the GPS location points.

Perch Lake following restoration practices.

FDL student taking sediment samples within the plotted areas.

Another project supported by our land grant funding is the GIS program. Here students are shown on the campus using their GIS.
Founded in 1990 to serve the Anishinaabe Ojibwe people of the Leech Lake Indian Reservation, Leech Lake Tribal College (LLTC) is an institution of higher education grounded in Anishinaabe knowledge and culture, and is responsive to the changing academic, vocational, and personal enrichment goals of its diverse community. The College plays a critical role in teaching the Ojibwe language, an endangered language, and Anishinaabe cultural arts. The LLTC library archives include valuable document collections on the Leech Lake Band of Ojibwe, and the Chippewa National Forest.

Leech Lake Tribal College’s educational offerings include Associate degrees in Liberal Education, Anishinabe Studies, Early Childhood Education, Business Management, Law Enforcement, and Nutrition, in addition to diploma programs in both Carpentry and Electrical Trades. LLTC achieved accreditation for its vocational programs in 1992, and the College was granted initial accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools in 2006 for the College’s associate degree programs. Initial accreditation was granted for five years with no focused visits required.

LLTC has articulation agreements with Bemidji State University, Metropolitan State University, University of North Dakota, and Hibbing Community College.
President's Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Leech Lake Tribal College (LLTC) achieved the following significant accomplishments during academic year (AY) 2005-06:

• New Campus Construction—LLTC is building a new campus with federal, tribal, foundation and private support. Built in the shape of a thunderbird, the new campus will house classrooms, administrative offices, bookstore, gymnasium, library, and a community gathering space. Construction of the first wing of the new campus, a 17,000 square-foot classroom building, was completed in 2005. Construction of the second wing—another 17,000 square-foot facility that will house classrooms and administrative offices—started in 2006.

• Indigenous Science Curriculum and Community Learning Centers—A four-year, $2.5 million National Science Foundation program was initiated to develop the College’s indigenous science curriculum and to disseminate the curriculum to remote communities through the implementation of community learning centers.

• Enterprise Resource Planning—A five-year, $2 million Department of Education grant was awarded to help develop an Enterprise Resource Plan (ERP) that will facilitate interconnectivity throughout all technology systems on campus. The ERP allows LLTC to collect baseline data on its internal processes and to identify a system that will integrate its activities across departments, streamlining internal processes and minimizing duplication. The grant also allows LLTC to create and support its development office, to develop a donor base, and to develop promotional materials.

• The Strategic Role and Community Impact of LLTC’s Land-Grant Mission

LLTC’s land-grant mission provides support for faculty development, curriculum and instructional development, and community services. Its environmental science programs fund the College’s science program, support the purchasing of equipment for science classrooms and labs, and sponsor professional development activities for the science faculty. An entrepreneurship program supports community-based business training. Two additional programs promote sustainable living and youth development.

LLTC’s Sustainable Living program is a land-grant extension initiative that offers community education classes, and an annual traditional gathering. The program supports a seed bank and community gardening projects and also promotes healthy lifestyles. During the 2005-06 academic year, program activities included the following:

• Annual Traditional Gathering, at the Bug-O-Nay-Ge-Shig School, March 2006 — This well-attended event emphasized traditional teachings, games, stories, and foods.

• 9th Annual Bike/Walk/Run in Cass Lake, September 2005 — The event promoted health through exercise and proper nutrition. Blood sugar levels and blood pressure checks were available, as well as information booths from health services, the fitness center, and other local organizations.

• Garden Harvest Feasts, community gardens of Cass Lake, September 2005 and S. Lake, October 2005 — Gardens were gleaned by anyone wanting produce, a meal featuring garden produce was enjoyed, and seeds were exchanged.

• Closing the Health Gap Health Fair, Northern Lights Casino, November 2005 — This health fair introduced participants to regular health exams through presentations and information booths.

The “Building Community One Garden at a Time” program is a land-grant program that supports the maintenance of community gardens on the Leech Lake Reservation. Community gardens were tilled and planted at six sites by program staff and volunteers. Over 30 students from Bemidji State University’s Upward Bound Program volunteered at the Cass Lake community garden and helped weed, plant, mulch, and water the garden.

Program staff hosted activities with the local Boys & Girls Club including a rock painting art project, and the Club helped to maintain the gardens.

The project has created a special opportunity to improve early childhood/Head Start teacher preparation in science. Gardening offers many possibilities for teachers to promote science education, from teaching about how plants grow, to insect identification, to understanding soils and the weather. LLTC was invited to an elementary school to participate in their environmental day by setting up a “One Garden at a Time” site. Another activity involved a first-grade teacher who presented ways in which Native peoples lived in harmony with nature. Students were given peat pots with soil and seeds to plant. Students have explored starting a gardening club and a junior Master Gardener program.
The White Earth Reservation Tribal Council established White Earth Tribal and Community College in 1997. The College is dedicated to educational excellence through provision of a culturally relevant curriculum in partnership with students, staff, community, and industry. In pursuing this mission, the College promotes critical pedagogy, a creative approach to education, which seeks through discourse a fuller understanding of Ojibwe epistemology.

Today White Earth Tribal and Community College serves 60 students each semester in five associate of arts degree programs and four associate of applied science degree programs in addition to several occupational programs and certificate options in a wide range of career fields.

In addition to science and technology programs, WETCC is a member institution of the Woodlands Wisdom Confederation and has recently partnered with US Department of Agriculture’s Foreign Agricultural Service to assist the citizens of the Republic of the Congo in the development of self-sustaining gardening and nutrition. Both project goals are surprisingly similar and are directed toward building and strengthening a community’s capacity for wellness and health through the use of traditional foods and medicine.

As a new college, White Earth is constantly searching for new and innovative ways to develop curriculum grounded in Ojibwemowin. The College is fully aware that it is a prime player in the post-secondary education of the greater White Earth community. In this role, the College desires to not only provide an education in the arts and sciences, but to also bring forth the teaching of the people and place the wisdom of the elders into the hands of the youth, the Seventh Generation.

Institution Profile AY 2005-06

| Year Founded | 1997 |
| Chartering Tribe | White Earth Reservation Tribal Council |
| Academic Term | Semester |
| Highest Degree Offered | Associate |
| Accrediting Agency | Higher Learning Commission of the North Central Association of Colleges and Schools |
| Land Grant | Yes |
| Operational Funding Source | White Earth Reservation |
| Location | On Reservation |
| Institution Address | P.O. Box 478 Mahnomen, MN 56557 |
| Institution Website | www.wetcc.org |

Institution Enrollment Fall Snapshot

- **by Major Group**
  - American Indian Studies: 10
  - Business: 2
  - Computer Technology: 1
  - Env. Sci./Natural Resources: 1
  - Education-Paraprofessional: 14
  - Undeclared/Not Declared: 29
  - Health Careers: 0
  - Liberal Arts/General Studies: 3
  - Total: 60

- **Demographics**
  - Full Time: 11
    - American Indian Female: 32
  - Part Time: 49
    - American Indian Male: 11
  - Total: 60
    - American Indian Total: 43
    - Non-Indian Female: 15
    - Non-Indian Male: 2
    - Non-Indian Total: 17
  - Total: 60

Graduation

- Associate: 4
- Certificates: 0
- Total: 4

Faculty/Administrators/Staff

- Full Time: 25
- Part Time: 3
- Total: 28
Blackfeet Community College (BCC) is located in Browning, Montana, on the Blackfeet Indian Reservation on the eastern side of the Rocky Mountains. The reservation occupies an area of approximately 1.5 million acres adjacent to Glacier National Park, Lewis and Clark National Forest, and the province of Alberta, Canada. The terrain flows from rugged mountaintops to rolling hills of grasslands, to farmland plains. Browning is the largest community on the reservation and is the trade and service center for the region.

In 1974, the Blackfeet Tribal Business Council chartered BCC to provide higher education services to the residents of the reservation and surrounding communities. The impetus for this action grew from early tribal efforts to provide educational opportunities to physically and culturally isolated communities. In 1985, BCC received full accreditation from the Northwest Association on Schools and Colleges, which was reaffirmed in 2000 after an extensive self-study review process.

BCC has developed objectives and goals based on tribal needs that include promoting educational opportunities, increasing educational levels, advancing knowledge and pride in Blackfeet heritage, improving tribal management, providing community facilities for education and tribal activities, and providing cultural and recreational opportunities for community members.
The Strategic Role and Community Impact of BCC’s Land-Grant Mission

BCC is a land-grant institution that provides instruction and community outreach and extension services in the agricultural, environmental, and food sciences. The College receives funds from the US Department of Agriculture (USDA) to provide agricultural and natural resource management education courses, deliver community extension and outreach services, and conduct applied research. In the academic year 2005-06, BCC initiated a new strategic planning process by gathering key stakeholder input and re-prioritizing its land-grant goals and objectives.

USDA land-grant programs support the College’s land-grant mission in many critical areas identified through the stakeholder input process and a land-grant advisory committee. The advisory committee comprises college staff, faculty, and students, as well as elders and community members. The advisory committee recognizes the tribal need for research, education, outreach, and Blackfeet cultural promotion and preservation, which are all stated in the BCC land-grant mission. The only way that this can be accomplished is to develop a plan where all land-grant programs combine resources, human and financial, to effectively meet community needs.

BCC’s land-grant programs have had a positive impact in the community. Graduates from the natural resources management Associate of Applied Sciences program are now professionals working within the Blackfeet Tribe and the Bureau of Indian Affairs-Blackfeet Agency. Some BCC graduates, upon completion of undergraduate and graduate degrees, become BCC teaching faculty. The Extension program is building community gardens throughout the reservation and is working on native plant propagation with plants of cultural importance to the Blackfeet people. The Extension program also collaborates with state land-grant institutions on youth development projects, and training opportunities for local agriculture producers. All faculty and staff involved in land-grant programs are required to serve on at least one local community-based advisory committee each year.

The Educational Equity program provides the resources for curriculum development and instruction in natural resources management, agricultural studies, and environmental sciences. The Extension program is involved in native plant propagation, community gardening, healthful foods, and community outreach. A land-grant research project is examining the service berry, a native plant, as a control agent for diabetes. The Land-Grant Endowment program supports the above-mentioned programs by providing for salaries, training, equipment, services, community input, and a variety of other needs required to accomplish BCC’s land-grant mission.
Chief Dull Knife College (CDKC) was originally chartered in 1975 by the Northern Cheyenne Tribal Council with a mission aimed at training students for jobs in the developing mining enterprises in communities near the Northern Cheyenne Indian Reservation. CDKC quickly evolved in response to a need for expanded vocational programs and new academic curricula, and consequently grew from a limited vocational training school to a broader vocational and post-secondary educational institution. The first academic courses were offered in 1978, and since that time, CDKC has expanded its curricular offerings to provide Associate of Arts degrees in academic disciplines, Associate of Applied Science degrees in vocational areas, and vocational certificates in various skill areas.

CDKC is located on the Northern Cheyenne Indian Reservation in southeastern Montana. The reservation is approximately 44 miles long and 23 miles wide, encompassing 450,000 acres. Located in a remote rural area, the reservation is predominantly surrounded by ranching and coal mining activity. The majority of the reservation population lives within the five distinct community areas of Ashland, Birney, Busby, Lame Deer, and Muddy Creek. The largest population center is Lame Deer with approximately 2,900 people.

The CDKC campus is located in Lame Deer, along with the Bureau of Indian Affairs offices, Indian Health Service facilities, tribal government offices, and public K–12 schools. The College’s main building houses the administration, faculty offices, cafeteria facilities, a bookstore, a student lounge, a learning center, and sufficient classroom space to serve 300 students. Specialized laboratory facilities include a science laboratory, a secretarial skills lab, a computing and technical graphics lab, and a distance learning center. Separate facilities house the library, information technology center, the cultural center, the early childhood learning center, and the adult education literacy center.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Chief Dull Knife College (CDKC) achieved the following significant accomplishments during academic year (AY) 2005-06:

• The College began construction on an expansion of its Early Childhood Learning Center. The center was funded in part by the US Department of Housing and Urban Development, the US Department of Agriculture (USDA), and various private donations and partnerships. The construction project, which expanded and modernized the existing college childcare center, will allow CDKC to offer daycare services for up to 40 children. When completed in 2007, CDKC will have a clean, well-equipped, and well-staffed facility to help build an educational foundation for the children of college students, faculty, staff, and the community.

• CDKC renovated existing classroom space to create a new state-of-the-art learning center. The center is now equipped with 25 computers and is used primarily by students in mathematics and science courses. This center is also used for tutoring students in mathematics and science.

The Strategic Role and Community Impact of CDKC’s Land-Grant Mission

CDKC is a land-grant institution that provides instruction and community outreach services in the agricultural, environmental, human, consumer, and related sciences. The College receives funds from USDA to provide agricultural and natural resource management education courses, deliver community extension and outreach services, and conduct applied research.

CDKC’s Cooperative Extension Service uses strategic partnerships to accomplish its goals and has collaborated on numerous projects that increase knowledge and improve well-being in Northern Cheyenne reservation communities. The following collaborative efforts have had significant community impact:

• CDKC Extension has partnered with Little Big Horn College, a tribal college on the neighboring Crow Indian Reservation, in creating the Montana Tribal Tourism Alliance. The alliance is a viable not-for-profit state-wide organization that promotes culturally appropriate economic development through tourism.

• The College has designed and delivered “Nx Level—Indianpreneurship” classes to assist local entrepreneurs in developing their business plans. Several of Montana’s tribal colleges have partnered with US Department of Commerce to provide these classes.

• CDKC’s Cooperative Extension Service has collaborated with all seven Montana tribal colleges to provide train-the-trainers sessions on how to teach basic financial education to community members.

• CDKC has collaborated with two other tribal colleges, Southwestern Indian Polytechnic Institute and Lac Courte Oreilles Ojibwa Community College, to develop a financial education curriculum and resource tool kit.

Annual CDKC Extension programming has resulted in many short-term outcomes that give participants new knowledge, skills, awareness, and motivation. The program has recently moved to a four-year funding cycle and will be able to recognize long-term outcomes that will impact communities socially and economically. Extension program outcomes in AY 2005-06 included the following:

• Community members were aware of the full spectrum of services that the CDKC Extension program provides.

• Youth participated in summer enrichment activities and have learned leadership skills from extension programs.

• Financial education and service projects such as the Internal Revenue Service Volunteer Income Tax Assistance (VITA) program provided community members with free tax preparation services. This CDKC Extension program has helped keep dollars circulating within the local economy and prevented the flow of dollars to off-reservation tax preparers.

• CDKC has helped communities through the formation of local and state-wide non-profit community development organizations.

• Financial education provided by the College has helped community members understand the importance of personal financial management, good credit, and credit repair.
Located on the Fort Belknap Indian Reservation in north-central Montana, Fort Belknap College (FBC) was started as a tool to fight the effects of generations of economic depression and environmental damage. A mountain of gold on the southern edge of the reservation began to be harvested in 1895, producing approximately $80 million annually, with virtually no local economic benefits. The gold mines’ open cyanide leech pits have recently closed, leaving environmental damage that threatens human and animal existence. Thus, the Fort Belknap Community Council’s priority is that the natural resources of the reservation be preserved and that the local economy is developed.

The education philosophy of the FBC Board, administration, staff and students reflects the abiding relevance of Gros Ventre and Assiniboine cultures. The College’s goals include enhancing Gros Ventre and Assiniboine culture and providing quality post-secondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. FBC strives to promote equality among all people, and values diversity within the college campus and the tribal community.

FBC has seen steady growth in many areas since it was first chartered in 1984. Academic programs and faculty have increased, endowments have grown, and financial stability has been realized. The College has built new facilities and infrastructure. It has developed programs to revitalize native languages. Through these transformations, FBC has remained focused on its commitment to fulfilling its purpose to meet the educational and cultural needs of its communities.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
During the 2005-06 academic year (AY), Fort Belknap College (FBC) achieved the following significant accomplishments:

- **FBC’s Ah-AH-Nee-Nin (Gros Ventre) Language Immersion School** completed its first year in 2006, with 12 third and fourth grade students successfully completing the school year. Their success helps confirm the effectiveness of the language immersion school model for American Indian children. The school received a grant from W.K. Kellogg Foundation and Administration for Native Americans (ANA) to expand the programs and offerings over the next four years.

- **FBC celebrated its 20th anniversary with a grand opening and naming ceremony for the Sitting High Cultural Learning Center.** The facility houses the college’s American Indian Studies Department.

- **FBC had six employees earn their Bachelor of Science degree from Rocky Mountain College in May 2005.**

- **FBC added two new full-time faculty positions resulting in a 100% increase in full-time faculty positions.**

- **FBC was awarded over $5 million in new grant funds and received a fifth consecutive unqualified opinion on its external audit, sustaining our fiscal stability.**

- **FBC and the Fort Belknap Indian Community Council** entered into a lease agreement allowing FBC to establish an agricultural-horticultural education and research center on 7.5 acres of land adjacent to the current campus.

The Strategic Role and Community Impact of FBC’s Land-Grant Mission

FBC’s land-grant programs support the institution’s strategic plan by addressing specific objectives related to its goal of “providing high quality educational opportunities.” The College’s Equity project supports professional development activities for three members of the College’s natural resources faculty, while Endowment funds are used to support instructional and technical staff in the College’s natural resources and computer technology programs.

The FBC’s land-grant research projects are directly tied to local needs and community interests. One project involves students studying the environmental impacts of mining activities adjacent to the reservation’s southern boundary. The results of this study have significant implications for water quality and environmental health issues on the reservation. Another project assists students as they study the potential of various alternative crops and cropping systems for increasing forage production and specialty crop development on the reservation. Results of this research benefit local producers and improve the profitability of their operations, thereby improving the reservation’s overall agricultural economy.

Successful Community Education Programs

FBC’s Sitting High Cultural Center, “Ekib-Tsah-ah-Tsik,” serves as an information resource center for the entire Fort Belknap Community. The Center holds a large collection of photocopied print materials covering topics such as tribal legends, community records and affairs, education, and interviews with tribal elders. The collection also includes historical copies of tribal newspapers, National Archives microfilm of census rolls, documents related to the negotiation of ratified and un-ratified treaties, and superintendents’ annual narrative and statistical reports from the Bureau of Indian Affairs.

The American Indian Studies Program is located in the Sitting High Cultural Center. The program relies heavily on Native knowledge bases and Native ways of knowing and learning, while incorporating non-Native ways of learning to offer students the best of both worlds and to help them become positive and successful individuals.

The most effective communication tool the community has is the public radio station funded by the Corporation for Public Broadcasting, local underwriters and the college, KGVA 88.1 FM. This 90 kilowatt radio station is housed in a state-of-the-art facility and reaches an audience of approximately 25,233 people living in the 9,491 square miles that make up North Central Montana. Over the years KGVA has greatly expanded and diversified its programming and has become an integral part of daily life for most community residents.

Fort Belknap College is a partner in a pilot program with MSU-Bozeman for Head Start Teachers to get their bachelor’s degrees and teaching certificates in Elementary Education. Under the articulation agreement, FBC provided financial support, the classroom and the courses online through Vision Net. There were four graduates the first round. FBC also partners with MSU Northern-Havre for the teacher training project and uses the Vision Net for cohort classes.

The extension project, “Growing Community Well-Being through Health and Education,” maintains a demonstration farm and greenhouse, and offers a variety of program that promotes wellness through healthy lifestyles, food production and safe food preparation practices.
Fort Peck Community College (FPCC) is located in northeastern Montana on the Fort Peck Indian Reservation, which encompasses over two million acres. Chartered by the Fort Peck Assiniboine and Sioux Tribes in 1978, FPCC’s mission is to serve the people of the reservation by providing educational opportunities and community service. FPCC’s philosophy is based on the belief that the opportunity for higher education must be provided locally. Many of the reservation’s residents cannot leave their home communities; thus it is essential that post-secondary educational opportunities are made readily accessible to them.

FPCC provides a variety of programs to meet the career goals of its students and the training needs of the reservation. As a two-year degree-granting community college, FPCC offers associate degrees and certificates in over 30 fields of study such as automotive technology, building trades, hazardous materials waste technology, business administration, teacher education, American Indian studies, and biomedical science. Moreover, FPCC has several agreements with four-year degree-granting institutions that allow students to earn bachelor’s degrees in selected studies.

FPCC has a strong and innovative community focus that has established the College as an economic and social community development center for the Fort Peck Indian Reservation and northeastern Montana. One of the primary community goals of FPCC is to preserve the Assiniboine and Sioux cultures, histories, and beliefs, and to promote that cultural information among its students and community members.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Fort Peck Community College (FPCC) achieved the following significant accomplishments during the 2005-06 academic year (AY):

• With 36 graduates receiving associates degrees, the class of 2006 was the second largest graduation class in the past six years at FPCC. The number of FPCC graduates at Montana State University-Northern receiving bachelor’s degrees doubled from four in 2005 to eight in 2006. Two FPCC graduates also received bachelor’s degrees from Rocky Mountain College in 2006.

• FPCC, in collaboration with the Montana Department of Transportation, recently instituted a Truck Driving certificate program to prepare students to earn a commercial driver’s license. This one-year program is designed to provide students with an overview of the trucking industry, laws, regulations, qualifications, preventive maintenance, controls, and basic operational experiences and skills. Through a combination of driving simulation and on-the-road practice, 16 students have acquired the skills necessary to pass the state examination.

FPCC conducts research on local management practices that have economic impact, such as reforestation, commodities marketing education, value-added entrepreneurship, sustainable agriculture, livestock identification systems, pesticide use, crop production, and risk management. The College maintains collaborative research projects with Montana State University-Bozeman, North Dakota State University-Williston, and the US Department of Agriculture’s research station at Sidney, Montana. FPCC was the lead institution in several research projects involving barley crops, pulse crops, biomass fuel production, and irrigation development. Research data is systematically recorded and analyzed by FPCC before it is reported to farmers, ranchers and other researchers.

Successful Community Education Programs
At FPCC, community education is a primary function of the Community Services Division. Community Services includes land-grant programs, two Wellness Centers, and various cultural and educational activities.

• Diabetes Education
The diabetes education project has several goals, but the primary purpose is to develop and implement a school-based curriculum that supports the integration of American Indian culture and community knowledge with diabetes-related science. The program has provided public tribal schools with instructional information and materials on diabetes prevention.

• Family Success Even Start
The Family Success Even Start program’s target population is 40 families that meet the eligibility requirements of low income and low educational attainment. Various educational components address the needs of both children and parents participating in the program. GED instruction and testing is one of many activities included in the program.

• Wellness Centers
Wellness Centers in the towns of Poplar and Wolf Point are funded by memberships, grants and donations. The Poplar Wellness Center’s activities include personal training, health cooking classes, career fairs, health presentations, aerobics, weightlifting, boot camps, boxing club, and weight- and inch-loss clubs. The Center partners with the American Indian Relief Fund, AmeriCorps, and the Journey to a Healthy Community program. The Wolf Point Wellness Center’s activities include diabetes fitness, running classes, youth fitness, biggest loser contest, elderly fitness, walking club, boot camps, and weightlifting.

• Adult Basic Education
The Adult Basic Education program provides instruction and GED testing in both Poplar and Wolf Point. About 100–125 adults participate per year.

The Strategic Role and Community Impact of FPCC’s Land-Grant Mission
Land-grant programs cover a wide range of activities that support the FPCC strategic plan and land-grant mission. Activities include educational programs that promote health, nutrition, environmental stewardship, and economic development. Workshops and seminars are held on numerous topics in farm and ranch operations, such as hoof care, horse massage therapy, cow/calf management, and livestock management. The FPCC Agriculture/Extension staff periodically surveys area farmers and ranchers to determine what types of information, training, and services are needed to sustain and improve their operations.

Fort Peck Community College
President James E. Shanley
Photo Credit: FPCC
FPCC Building Trades students working on the dormitory
Photo Credit: FPCC
Little Big Horn College (LBHC) is a public two-year community college chartered by the Crow Tribe in 1980. The college campus is located in the town of Crow Agency on the banks of the Little Big Horn River, in the heart of the Crow Indian Reservation in south-central Montana. The campus is situated on two acres in a beautiful wooded river valley.

LBHC has an open admissions policy and, as a public institution, welcomes enrollment from any adult at least 18 years of age with a high school diploma or GED. The College’s student body is comprised of over 90 percent Crow Tribal members, and many courses of study are directed to the economic and employment opportunities in the local area. All LBHC students commute to campus and they must balance their academic lives with family responsibilities, especially the parents. Three-fourths of LBHC’s students speak the Crow language as their first language. As a result, the college student services and business office functions are primarily conducted in the Crow language.

LBHC offers 13 associate of arts degree majors, including Crow Studies, Native American Studies, Business Administration, Education, Human Services, Liberal Arts, and Mathematics. It also offers nine associate of science degree majors in fields such as Pre-Medical Science, Pre-Engineering Science, Environmental Health Science, Computer and Information Systems, and Natural Resources and Environmental Sciences. LBHC also has a certificate program for information technology assistants.

### Institution Profile AY 2005-06

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### Institution Enrollment Fall Snapshot

#### by Major Group

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#### Demographics

| Full Time | 187 | American Indian Female | 169 |
| Part Time | 75  | American Indian Male   | 83  |
| Total     | 262 | American Indian Total  | 252 |

| Non-Indian Female | 9 |
| Non-Indian Male   | 1 |
| Non-Indian Total  | 10 |
| Total             | 262 |

### Graduation

| Associate | 48 |
| Certificates | 1 |
| Total      | 49 |

### Faculty/Administrators/Staff

| Full Time | 65 |
| Part Time | 0 |
| Total     | 65 |

Photo Credit: LBHC
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Little Big Horn College (LBHC) achieved the following significant accomplishments during academic year (AY) 2005-06:

- LBHC received a ten-year accreditation from the Northwest Commission on Colleges and Universities. The Evaluation Team Chair commented that LBHC received the highest number of commendations that they have ever awarded.
- LBHC’s 2006 graduating class was the largest in the history of the College. An increasing number of students are enrolling at LBHC directly out of local high schools.
- For the first time, the Crow Tribe has allocated up to $1 million per annum to the College for discretionary funding. The funds have been used for construction, professional development, equipment, student aid, and a variety of other activities.
- LBHC received a US Department of Education Title III Strengthening Institutions Grant of $400,000 for five years. The grant’s purpose is to support student retention, professional development, and library resources.
- The College was awarded a $1.5 million US Department of Education Title III Construction Grant for a new library.

The Strategic Role and Community Impact of LBHC’s Land-Grant Mission

LBHC’s mission statement recognizes that the College is “a 1994 Land Grant Institution,” and that its educational offerings must reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities. The College’s land-grant programs focus primarily on community workshops and seminars that address high priority needs. These workshops and seminars have been well-received and well-attended. One successful land-grant program provides direct outreach to socially disadvantaged farmers and ranchers by working with local agricultural producers to determine their education needs and then providing training through workshops, conferences, and field demonstrations. Since the Crow Reservation is primarily an agricultural area, this special outreach program is vital to the tribe’s economy.

LBHC’s Extension program is promoting economic development on the Crow Indian Reservation through two important community assets: agriculture and tourism. Agriculture is a major industry in Montana and the Crow Reservation, and tourism is one of the state’s fastest-growing sectors. LBHC Extension spearheaded the development of the Crow Chamber of Commerce, which has brought local agri-businesses together to create a comprehensive economic development plan for the reservation. A member of the Montana Tourism Alliance, LBHC Extension also enhances tourism opportunities by training local artisans in marketing, e-commerce, and small business management. The tourism project generates summer jobs for students and draws participants to performing arts workshops. Local artisans learn how to showcase their products via the Web to a global marketplace, while tourists experienced the richness of Crow culture.

LBHC also collaborates with Montana State University-Bozeman on the Horizons Program, an 18-month community development program that seeks to reduce poverty through leadership training and coaching. The Horizons program is based on the premise that communities will be able to address their economic needs more successfully if they have strong leadership. This program has given the Crow tribal community and its leaders the opportunity to come together and identify its socio-economic needs—data that is vital to the successful development of the Crow economy.
Salish Kootenai College (SKC) is a tribally controlled college chartered in 1977 under the sovereign governmental authority of the Confederated Salish and Kootenai Tribes. Under the leadership of founding President Dr. Joseph F. McDonald, the College is a four-year land-grant institution accredited by the Northwest Commission on Colleges and Universities.

SKC started in 1977 in an abandoned public school building, and was moved several times prior to locating to its present site east of Pablo, Montana, ten miles south of Flathead Lake. Today, SKC is blessed with 25 major modern buildings occupying nearly 160,000 square feet, situated on 128 contiguous acres. The College’s building trades students contributed substantially to the construction of many of these beautiful, environmentally harmonious buildings, earning course and certificate credits while gaining practical work experience.

The mission of SKC is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College strives to provide opportunities for individual self-improvement to promote and help maintain the cultures of the Confederated Tribes of the Flathead Indian Nation. The College’s vision is to foster curricula and vocational certification, and associate and bachelor degree programs that meet the unique needs of the Native American population. While the College encourages diversity, its primary purpose is to serve the needs of Native American people.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Salish Kootenai College (SKC) achieved the following significant accomplishments during academic year (AY) 2005-06:

- SKC graduated its largest class since its inception in 1977—a total of 194 degrees were awarded to graduates in 2006, bringing the total number of bachelor and associate degrees and certificates conferred to 2,536.
- The National League for Nursing Accrediting Commission (NLNAC) accredited the SKC Nursing Department’s bachelor’s of science program (BSN) and re-accredited its associate of science program (ASN).
- The Federal Highway Administration’s Office of Civil Rights awarded the SKC Highway Construction Training Program the prestigious national “Minority Institution of Higher Education Achievement Award.”
- The College established the SKC Molecular Biology and Biochemistry Research Laboratory.

The Strategic Role and Community Impact of SKC’s Land-Grant Mission
SKC’s land-grant programs support the institution’s strategic plan by providing technical assistance to tribal departments by identifying program needs, opportunities, and beneficial activities related to the environment and agriculture. Land-grant programs address a broad range of community needs, including ecological restoration, agricultural economic development, noxious weed management, community health and development, and teaching. Land-grant programs further support the College’s strategic direction in the environmental sciences through teaching and student programs in ecological restoration, native plant horticulture, water quality, and sustainable management of forest and range resources.

Natural Resources Educational Program
SKC offers two degree programs within its Natural Resources educational program: Environmental Science and Forestry. SKC’s land-grant mission has enabled it to continue to refine and update its curriculum with the latest scholarly work. It has helped develop instructional materials including case studies, field experiences, audiovisual enhancements and inquiry-based laboratories in environmental science courses as well as related biology, geology and general science courses.

SKC has graduated 71 students with bachelor of science degrees in environmental science over the past 12 years. A total of 13 have continued on to graduate school, and 31 are working in resource-related careers.

A new baccalaureate degree in Tribal Forestry has been developed as an extension of the associate of science forestry degree program. This program is the only B.S. Forestry curriculum in the nation that emphasizes tribal perspectives in forest management. The curriculum gives students an in-depth examination of current issues that are both a national scientific priority and that are also shaping management on Salish and Kootenai Tribal forest land.

Student Participation in Land-Grant Programs
SKC provides student opportunities in community outreach (extension) and research in the agricultural and related sciences. Native ecosystems on the Flathead Reservation have been severely impacted by human development and invasive species, and SKC’s Extension program has undertaken steps to restore the environment. For example, students conducted research on restoring degraded reservation grasslands and developed a seeding system that has led to the reintroduction of native grass species on several hundred acres of grasslands. Another project involves the fight against yellow iris, a serious wetland invasive plant. Yellow iris is degrading wildlife habitats, affecting irrigation water delivery, and modifying streams across the reservation. SKC Extension students are leading the fight by inventorying the species, implementing demonstration restoration and control efforts, and informing downstream private, governmental, and tribal interests of the threat.
Stone Child College (SCC) is a tribally controlled community college of the Chippewa Cree Tribe. Chartered in 1984 by the Chippewa Cree Business Committee, SCC was established to preserve and maintain the Chippewa Cree culture and to better educate its tribal members. SCC coordinates and regulates all higher education on the Rocky Boy's Indian Reservation to maintain high standards for staff, faculty, administration and students, to maintain open enrollment, and to be accessible to potential students.

The College is authorized to develop and operate programs granting degrees and certificates, and to enter into agreements with public or private agencies to offer post-secondary education on the Rocky Boy’s Indian Reservation. Emphasis is placed on programs leading to degrees. SCC’s commitment to quality education includes providing students with the following:

- An opportunity for personal development through educational, cultural and community activities
- Qualified student-centered staff, faculty, and administration that provide an aesthetic, intellectual, cultural, and safe environment
- Encouragement to seek financial opportunities to enhance self-reliance and become financially independent

SCC’s community goals include assisting in determining the developmental needs of the Rocky Boy’s Indian Reservation, supporting reservation communities in furthering their economic goals, providing continuing and community education, and providing the community with students that understand learning is a life-long process. SCC also offers community outreach programs, which include cooking for diabetics, food safety, community gardening, animal and range management, youth development, home-based enterprises, and agricultural marketing.

Institution Profile AY 2005-06

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Institution Enrollment Fall Snapshot

| by Major Group |  |
|----------------|---|---|
| American Indian Studies | 7 | Science | 14 |
| Business | 25 | Natural Science | 7 |
| Computer Science | 19 | Accounting | 0 |
| Human Services | 15 | Undeclared/Not Declared | 159 |
| Liberal Arts/General Studies | 41 | | |
| Office Admin./Tech. | 6 | | |
| Education-Paraprofessional | 51 | | |
| Total | 344 | | |

| Demographics |  |
|---------------|---|---|
| Full Time | 145 | American Indian Female | 204 |
| Part Time | 199 | American Indian Male | 89 |
| Total | 344 | American Indian Total | 293 |
| | | Non-Indian Female | 33 |
| | | Non-Indian Male | 18 |
| | | Non-Indian Total | 51 |
| | | Total | 344 |

Graduation

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Faculty/Administrators/Staff

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Stone Child College

President's Vision: Achievements, Highlights and Future Planning

President: Melody Henry

Outstanding Accomplishments
Stone Child College (SCC) achieved the following significant accomplishments during the academic year (AY) 2005-06:

- The Jon Morsette Vocational Center opened its doors in 2006, housing two large workshops, a large community gathering area, two classrooms, and office space. The College’s construction technology, pre-engineering, and fine-arts programs will be located in the center.
- The College developed academic and vocational programs in customer relations certification, construction technology certification, pre-engineering certification, and an associate of arts degree in fine arts with optional emphasis tracks.
- SCC was involved in the History Research Project about the Chippewa Cree on the Rocky Boy’s Indian Reservation, and has compiled a large collection of historical information on the tribe. Several instructors are involved in the project, which is a major undertaking. Community members are involved and elders are invited to the meetings where many volunteer to provide old documents and pictures.
- SCC received several important grants, including a Housing and Urban Development grant to renovate the Vocational Center with new equipment, a Department of Agriculture Rural Development grant for campus improvements, and a Department of Defense grant for instructional equipment.

The Strategic Role and Community Impact of SCC’s Land-Grant Mission

SCC is a land-grant institution that provides instruction, community outreach, and extension services in the agricultural, environmental, human, and related sciences. The College receives funds from the US Department of Agriculture (USDA) to provide education courses and deliver community extension and outreach services. The College’s strategic land-grant plan is tied to its mission statement which states that the College will “provide continuing and community education.”

SCC’s land-grant programs have been beneficial to the community in many areas. In 2006, the College assisted with the planting of over 50 gardens on the Rocky Boy’s Indian Reservation, and ended the growing season by organizing a farmers market to sell the community produce. SCC’s Extension Services program also provides cultural craft activities for youth, such as hand drumming, bead work, sewing, and equestrian events. These are welcome activities in reservation communities where there are limited cultural and educational opportunities for youth.

SCC’s Extension Services program works with the Chippewa Cree Business Committee, tribal program directors, community members, reservation youth, local agricultural producers, the USDA Farm Service Agency, and county extension programs to provide a broad spectrum of community education and outreach services. For example, local farmers and ranchers attend workshops on ways to improve their operations. Elderly community members benefit from healthy food workshops. The College’s Extension Services program provides a popular series of mid-winter workshops, called Tee Pee Fever, that covers topics such as agriculture, small business, health and food, economic development, and career awareness.

Successful Community Education Programs

SCC has had success in several community education programs. The College co-hosted a summer program with the Rocky Boy GED program, where students who were unable to complete high school were given the opportunity to complete their high school studies and pursue further education or employment. SCC has also provided other community education programs, working in close cooperation with the Temporary Assistance for Needy Families (TANF) program. The College provided three workshops for TANF clients that taught them the skills to work in the community. The College has also provided training to workers at the tribe’s new casino operations.
Nebraska

Little Priest Tribal College
Nebraska Indian Community College
For many years, the goal of the Winnebago Tribe of Nebraska has been to provide quality education for its members. Little Priest Tribal College (LPTC) was chartered by the Winnebago Tribal Council in 1996 as the education arm of the tribe with a primary mission to provide two-year associate degrees, assuring that the majority of credits will prepare students to successfully graduate at a four-year institution. Another equally important purpose of the College is to provide language and culture classes and training opportunities for tribal employees. LPTC is named after Little Priest, the last true war chief of the Ho-Chunk (Winnebago) people.

LPTC’s mission is to implement two-year associate degree programs, certificate programs, and community education programs, which provide students with:
• the opportunity to learn about Winnebago language and culture so that they are grounded in self-esteem
• an academic plan of learning so that students can succeed at four-year institutions
• competency in interpersonal skills such as self-discipline, communication, goal setting, problem solving, and critical thinking
• the ability to integrate culture, academics, physical, psychological, and spiritual behavior so that students can interface within a diverse world.

LPTC recognizes that the quest for knowledge is ongoing, and attempts to achieve a balance between educational advancement and cultural preservation.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Little Priest Tribal College (LPTC) achieved the following significant accomplishments during the academic year (AY) 2005-06:

- A Higher Learning Commission Finance and Student Assessment accreditation team visited LPTC and recommended continued accreditation. Overall, the report from the accreditation team was excellent for LPTC.
- The LPTC library was designated as a government depository library, and the library also became an associate member of the National Network of Libraries of Medicine.
- In partnership with the Winnebago Tribe of Nebraska, the College is now hosting the Renaissance Program within the College’s Cultural Learning Center. The tribal program offers language and culture education services to the local school district and Head Start centers, as well as at the College. This partnership has allowed closer coordination between the College and the tribe, and has resulted in a number of key partnerships that will lead to new joint projects in the future.

The Strategic Role and Community Impact of LPTC’s Land-Grant Mission

LPTC’s land-grant vision “supports the quest for knowledge and attempts to achieve a balance between educational advancement and cultural preservation through learning, discovery, and engagement.” LPTC’s three land-grant programs work together to accomplish this vision while supporting the College’s overall mission. The outcomes from these programs are an increase in the number, variety, and quality of services offered at LPTC. The impacts include an increase in the perception of value the community has towards the college.

LPTC Extension program’s mission is to help communities experience positive growth and development through a variety of educational outreach programs and skill-building opportunities. One of the ways that LPTC Extension is serving the community is to strengthen cultural understanding by providing hands-on learning experiences. For example, the “Cultural Sharing” in-service training takes place at elementary and high schools on the reservation, exposing teachers to the culture of the Winnebago Tribe, and helping them to develop an understanding and appreciation of their students’ cultural identity and traditions. The in-service training session begins with tribal youth and adults dressed in Pow-wow regalia entering the gymnasium, while the significance of each specific dance (e.g., grass, traditional, fancy, jingle) and the regalia are explained.

LPTC’s Equity Education program is enhancing the College’s science and American Indian studies programs by developing a new course in ethnobotany and contributing to the Reservation Plant Collection. The program acquired library and laboratory reference texts, as well as materials and supplies to collect, identify, and preserve plants. Students experienced scientific field learning in ethnobotany, including Native American uses and scientific methods of collecting, identifying, and preserving plants. Students also used GIS/GPS (geographical information systems/geographical positioning systems) to map the plant life on the reservation. Student satisfaction with this type of culturally relevant course and training has the potential to improve recruitment and retention efforts in both the science and cultural history programs at LPTC. The project encouraged collaboration between the county Extension offices, local universities, tribal departments and community elders. Another outcome is that the project has been the catalyst for the revision of the entire science department curriculum, with the inclusion of “Native Ways of Being” methodologies into every course offering.

LPTC began conducting research that addresses three important issues to the Winnebago Tribe of Nebraska: natural resources, land use, and cultural preservation. The “Winnebago Ethnobotany and Botanical Resource Propagation Project” involves student researchers who assist in preserving cultural knowledge by interviewing tribal elders in the community. By including the community in its research programs, LPTC is preserving cultural knowledge while increasing goodwill and general support for the College. LPTC is partnering with the University of Kansas and Kansas State University on the project, and through these partnerships, is able to increase the quality of research and education offered to its students.
The mission of Nebraska Indian Community College (NICC) is to provide quality higher education and opportunities for life-long learning to Umon’ hon (Omaha) and I’santi (Santee Sioux) people and other students. NICC serves the Omaha and Santee Sioux Tribes of Nebraska at the Macy (Omaha) and Santee campuses, and also maintains a campus in South Sioux City, Nebraska. The multi-campus structure of the college presents unique opportunities for individualized attention, even when students are separated from instructors by hundreds of miles. In serving its clientele, NICC has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped communities.

NICC is committed to the following core values:
- Cultural preservation and continuity consistent with the Omaha and Santee Sioux tribes’ needs.
- Preservation and continuity of the Omaha and Dakota languages.
- Preservation and transmission of tribal knowledge.
- Transmission of values historically rooted in traditional nature spiritual systems.
- The belief that learning is a life-long process.
- Providing a safe and healthy working and learning environment.
- Providing an environment that promotes free expression and exchange of ideas.
- Providing an environment that challenges students to think holistically, and to live responsibly and productively in a changing global society.

NICC’s vision of the future includes increased space on each of its three campuses for academics and learning, an increase in academic and programmatic initiatives to meet community and tribal needs, and an increase in community economic development programs.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Nebraska Indian Community College (NICC) achieved the following significant accomplishments during academic year (AY) 2005-06:

• The construction of a new campus for the Macy (Omaha) location is proceeding with impressive progress
• NICC’s first science laboratory was constructed, providing critical space and equipment for the College’s science programs
• An accrual-based system has been implemented at the College to more efficiently track institutional finances;
• The College has instituted a strategic plan with an emphasis on student recruitment and retention, facilities and construction, and the expansion of academics into four-year degree programs
• NICC has initiated important work into the allied health and science fields through the Lance Armstrong Foundation program and a National Science Foundation planning grant. Both of these partners will assist the College in determining its capacity and priorities in the allied health and science areas
• The Administration for Native Americans funded the College to complete a survey and preliminary work on identifying strategies to preserve the Omaha language and culture. The planning grant provides support for tribal elders in the community to assist the College in preserving cultural knowledge.

The Strategic Role and Community Impact of NICC’s Land-Grant Mission

NICC’s land-grant programs have been instrumental in enabling the College to develop and implement a strategic plan for community-based service. Tribal programs and communities will benefit from the impact from the College’s land grant program planning and capacity building efforts. NICC’s Extension program allows the College to build its institutional capacity to offer educational workshops to its communities. The College’s short community education sessions have included topics such as leadership development, team building, and community and household gardening. One of NICC’s community learners was successful in gaining a horticulture certificate, and has since been building gardens throughout reservation communities.

Land-grant funding is also supporting the development of a new nutrition program, which seeks to raise knowledge and awareness of the diet-related illnesses prevalent among tribal communities, and the preventative measures necessary for improved health. Land-grant endowment funds have also assisted in facilities repair and maintenance at the College, and they currently support a natural resource faculty member.

New Buildings and Major Facilities

The largest and newest NICC facility is the Student Services building at the Macy, Nebraska campus. The new building will house all of NICC’s operations, with the exception of the Vocational and Educational Laboratory. The facility will contain classrooms, laboratory space, office space, a library, and a small auditorium. The building was a critical need for the College, replacing the current facility that is outdated and that requires extensive work to upgrade it to acceptable standards. The new Macy campus has been constructed with funding from the American Indian College Fund, the US Department of Education Title III program, the Shakopee Mdewakanton Tribe, and the US Department of Agriculture’s Rural Development agency.
The Institute of American Indian Arts (IAIA) is an accredited college granting four-year bachelor degree, two-year associate degree and one year certificates. IAIA attracts a multi-tribal student body whose creative abilities are at the forefront of contemporary American Indian art. Many IAIA graduates make an easy transition into full-time careers as self-supporting artists, while others continue their education at top universities and art schools nationwide.

The mission of IAIA is unique—to provide a quality education for all Native and non-Native students in the area of Native arts and culture. This mission inevitably drives the type of students the Institute attracts, the programs it offers and the reputation it pursues. IAIA students are talented learners who seek a quality education embedded with indigenous ways of knowing, teaching and learning.

The primary goal of IAIA is to enhance knowledge and understanding of the cultural traditions of American Indians and Alaska Natives with a special focus on traditional and contemporary Native art. To this end, the Institute provides a curriculum that embeds professional skills development within an integrated liberal arts education. IAIA courses are designed to meet the mission and goal of cultivating students who are creative critical scholars in the area of Native traditional and contemporary art and culture. This includes areas of study in Studio Arts, Museum Studies, Creative Writing, New Media Arts and Indigenous Liberal Studies.
Institute of American Indian Arts

Achievements, Highlights and Future Planning

Outstanding Accomplishments

The following four community outreach programs conducted in academic year (AY) 2005-06 are examples of the tribal outreach and community building activities conducted by the Institute of American Indian Arts’ (IAIA) Center for Lifelong Education (CLE), which is the only indigenous center of its kind in the US.

- **Annual Summer Television and Film Workshop** — In partnership with Disney-ABC Television Group and the Walt Disney Studios, CLE offered its third annual Summer Television and Film Workshop. Programming focused on directing, screenwriting, production, and acting techniques through a series of workshops and panel discussions with top decision-makers and industry experts. Students were selected through a highly competitive process to participate in the eight-week workshop. Innovative short films and documentaries about Native issues were produced by the 23 students in the workshop.

- **Healing Our Communities: Collaborative Community-Based Approaches to Prevent Youth Suicide** — CLE sponsored a two-day conference on collaborative community-based team approaches to provide training in suicide awareness, issues and concerns. The conference helped develop approaches to enhance community mobilization, promote school-based prevention and intervention strategies, and share promising practices and models in suicide prevention and intervention. The event combined educational dialogue with prevention models that specifically address the unique cultural, community, and educational needs of Native American youth.

- **Strengthening Tribes Through Education & Preparation: Tribal Leaders Conference on Homeland Security** — This two-day conference created awareness of emergency response needs and issues; provided technical assistance to tribal planners; discussed sovereignty concerns and issues and how it relates to federal regulations and implementations; and reviewed legal and legislative challenges uniquely faced by tribal entities in working with the Department of Homeland Security. Experts assisted participants from southwestern tribal nations to develop emergency response plans for disasters in rural tribal communities.

- **Annual Native American Elder Conference** — IAIA provided workshops to nearly 300 New Mexico Native American elders addressing issues such as basic computer literacy, oral history technology, cross-generational linguistic training, Native American art history, and fitness. The Elder Conference also generated ideas for future collaborations on topics such as oral history and language preservation, and programs that include elders-in-residence as teachers in artistic and cultural training.

The Strategic Role and Community Impact of IAIA’s Land-Grant Mission

The IAIA land-grant mission is both local and national in its service to the 22 Pueblo, Navajo, and Apache communities of New Mexico, and the 562 federally recognized tribes in the US. In its role as a multi-tribal Tribal College and University (TCU), it is critical that IAIA carry out its mandate under Congressional charter to educate Native American and Alaska Native students from a diversity of backgrounds in Native arts and culture and to continue the educational foundations provided from the nation’s other two-year TCUs by matriculating those students into the Institute’s four-year degree programs.

IAIA’s land-grant programs directly align with its mission, particularly as the mission is carried out by the Institute’s tribal community outreach component, the CLE. In 2006, IAIA was awarded a U. S. Department of Agriculture (USDA) grant to conduct health and wellness programming that benefits local northern Pueblo communities. The Institute has also used USDA research grants to host regional conferences incorporating native foods and their uses. Land-grant support has also enabled IAIA to establish a science curriculum under the new Indigenous/Liberal Studies program.
Navajo Technical College (formerly Crownpoint Institute of Technology) is chartered by the Navajo Nation with a mission of preparing Navajo and other students with a quality technical and vocational education, associate degree programs, or community education in a higher learning setting. Navajo Technical College’s (NTC) vision includes enhancing the desirable traits of integrity, self-discipline, loyalty, and respect, which give the Navajo people hope, courage, and the resiliency essential to their survival as a people. The College is dedicated to providing a student-oriented learning environment based on the Diné philosophy of education: nitsahakees (thinking), nahat’a (planning), iina (implementation), and sihasin (thoughtful critique and analysis).

Since its inception in 1979, NTC has developed into a respected technical-vocational tribal college that addresses the continually changing requirements of its students. The tribal technical college has a long-standing commitment to academic excellence and provides a variety of support services including student and faculty housing, a childcare center, advanced computer technologies, and comprehensive library services. The College offers a broad selection of certificate and degree programs, each designed to prepare students for entry into careers and further education. NTC’s goals include offering a quality education, providing students a nondiscriminatory learning environment, serving as a catalyst for academic progress on the Navajo Nation, and establishing relationships with other higher education institutions.

### Institution Profile AY 2005-06

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### Institution Enrollment Fall Snapshot

#### by Major Group

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#### Demographics

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Photo Credit: NTC Building

Photo Credit: NTC
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Navajo Technical College (NTC) achieved the following significant accomplishments during the academic year (AY) 2005-06:

• NCA/HLC Accreditation
  On October 17, 2005, the Higher Learning Commission (HLC) notified NTC of its initial accreditation status as a new member of the North Central Association. This accreditation process took approximately two years since NTC was awarded candidacy status by the HLC in October of 2003.

• Astronomy Course Recognition
  In 2006, NTC began offering a recognized for-credit astronomy course designed to survey the subject at the introductory level for non-science majors. It examines astronomy from both the Western scientific and Dine cultural points of view, covering current topics in astronomy such as the search for extra solar planets, the possibility of life elsewhere in the solar system, and new earth- and space-based astronomical instruments.

• Internet to the Hogan
  In 2006, NTC initiated the “Internet to the Hogan” project, designed to end the digital divide on the Navajo Nation, a territory slightly larger than the state of West Virginia and one of the poorest places in the United States where mountain ranges, high deserts, and canyon lands make access to communities difficult. The project provides a model for educational delivery and economic development based upon the idea that only communities that can keep pace with the world’s technology can hope to improve economically. Some 35 partners are working with NTC to provide connectivity that will provide communication, education, and business opportunities.

Land-Grant Programs
Navajo Extension Workforce Project
Since 1995, the NTC Navajo Extension Workforce Project has successfully developed and implemented educational outreach programs in areas of high priority to the community. For example, livestock management workshops are held throughout the year on topics such as cattle artificial insemination and herd health. Hands-on demonstrations on livestock handling are also included. The NTC Extension Service hosts workshops at the College’s animal hospital during major events such as the Navajo Nation Eastern Livestock Days. NTC extension personnel also travel to remote communities to provide assistance with herd health and to conduct seminars. In AY 2005-06, Extension programs also included a Llama/Alpaca adoption program, 4-H youth groups, and summer youth activities. An alpaca fiber-weaving project and an organic gardening project were recently implemented.

Alternative Renewable Energy Workshops
NTC’s Alternative Energy program participated in the Navajo Nation Environmental Protection Agency “Environmental Conference” in 2006. NTC demonstrated how photovoltaic energy can be used for water pumping, and also showed how to charge the batteries with bicycles. The “E-bikes” were a hit—50 percent of the audience inquired about information on how to purchase one.

Adult Basic Education
NTC’s Adult Basic Education (ABE) program is a community-based program that provides diplomas to individuals who were not able to graduate from high school, and prepares them for careers. The ABE program integrates cultural teaching and learning, and serves local communities throughout the Navajo Nation Reservation.
Located in one of the nation’s fastest growing high-tech and agricultural corridors, Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque, New Mexico, is a federally operated community college preparing American Indian students for the competitive workforce of the 21st century. Funded through the US Bureau of Indian Affairs (BIA), SIPI is governed by a nationally representative, tribally appointed Board of Regents. SIPI was established in 1971 to provide general education, early childhood education, business, vocational and technical instruction at the associate degree and certificate levels for members of federally recognized tribes.

Today, more than 120 different Indian tribes are represented in SIPI’s student body. On average, more than 700 residential, commuter and distance-learning students are enrolled during the fall trimester. Located on a 165-acre campus in northwest Albuquerque, SIPI boasts a new state-of-the-art Science and Technology Center, which opened in fall 2003. The 72,540 square-foot facility includes 12 research and teaching laboratories, 10 classrooms, two distance learning rooms, a 500-seat auditorium, and several faculty offices and conference rooms. As a 1994 land-grant institution, SIPI has extensive research and extension programs designed to meet the growing needs of tribal nations. SIPI is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).
North Dakota

- Sitting Bull College
- United Tribes Technical College
- Fort Berthold Community College
- Turtle Mountain Community College
- Cankdeska Cikana Community College
Cankdeska Cikana Community College (CCCC) was named in honor of a fallen warrior, Paul Yankton, Sr., recipient of two Purple Hearts, who died while serving as a rifleman with the United States Army’s 11th Infantry in Lorraine, France. Cankdeska Cikana, meaning Little Hoop, was a proud Dakota warrior who believed in self-responsibility and the need for educational opportunity for Native people.

CCCC serves primarily Native American students and is chartered by a tribal government, Spirit Lake Dakota Nation.

Mission
To provide higher education opportunities, at the community college level, including vocational and technical training. The tribal college emphasizes the teaching and learning of Dakota culture and language toward the preservation of the Tribe. The goal is student self-sufficiency and independence through academic achievement.

Vision
A Dakota community that enjoys physical, mental, emotional and spiritual wellness and growth through education and training.

Key Values at CCCC include:
Shared Responsibility
Being respectful of each other, belief in the value of education, and working together—student, College, family and the community.

Commitment to Quality
- Striving toward being the best tribal community college
- Striving to provide appropriate courses and academic programs
- Employing fully qualified faculty and staff in all positions
- Structuring the institution to optimize the skills and contributions of staff, faculty, students and Board of Regents

Institution Profile AY 2005-06

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Institution Enrollment Fall Snapshot

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Graduation

| Associate | 21 |
| Certificates | 0 |
| Total | 21 |

Faculty/Administrators/Staff

| Full Time | 53 |
| Part Time | 3 |
| Total | 56 |
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
During the 2005-06 academic year (AY), Cankdeska Cikana Community College (CCCC) accomplished the following:
• Gained ten-year accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.
• Added a new science classroom and laboratory with interactive video network (IVN) capabilities, plus an additional three classrooms.
• Added a new computer lab.
• Achieved steady increases in student enrollment and FTE.

Current Academic or Research Partnerships/Collaborations
CCCC was involved in several partnerships in the 2005-2006 academic year with high impact:
• The Diabetes Education in Tribal Schools (DETS) program, funded through the National Institutes of Health, is an example of a partnership between CCCC and local schools. CCCC and seven other tribal colleges and universities are developing a K–12 curriculum that addresses the serious threat diabetes poses to the Native American population. CCCC and two tribal colleges are charged with writing the grades 9–12 curriculum. The curriculum will be pilot-tested in the fall of 2006, and once the beta and field testing is completed, the K–12 curriculum will be disseminated to all tribal schools by the National Institutes of Health (NIH).

Significant New Grants and External Funding
In AY 2005-06, CCCC initiated several programs as a result of new grants and external funding:
• The CCCC Health and Nutrition Program provides nutrition and disease-specific dietary information. It also screens participants and offers a supportive exercise program. The program expects to lower the rate of diabetes and heart disease on the Spirit Lake Reservation by providing direct services to the community that encourages healthy lifestyles.
• The EPSCoR (Experimental Program To Stimulate Competitive Research) Program is an educational initiative of CCCC and the surrounding area high schools. The National Science Foundation (NSF) program is designed to encourage and support Native American students to enter science, technology, engineering and mathematics (STEM) careers by creating pathways for success.
• The Tribal Colleges and Universities Program (TCUP) is a NSF-funded program that assesses the STEM offerings at CCCC and helps develop a strategic plan specific to STEM courses and programs. Improvement is anticipated in three areas: STEM course completion rates; graduation rates; and transfer rates to four-year institutions.

CCCC Land-Grant Project 2006
CCC is a land-grant institution that provides instruction, community outreach and extension services in the agricultural, environmental, human, and related sciences. CCCC’s land-grant mission seeks to meet the needs of agricultural operators and producers within the Spirit Lake Nation. The College receives funds from the U.S. Department of Agriculture to provide agricultural and natural resource management education courses, deliver community extension and outreach services, and conduct applied research.

In AY 2005-06, the land-grant program at CCCC is primarily focused on providing hands-on experiential learning opportunities for its agriculture and natural resource management students. The College’s newly constructed greenhouse gives students the opportunity to germinate and propagate native plants that are then placed in the campus’ vegetable and botanical garden. The development of the gardens and maintenance of the greenhouse all enhance the opportunities for students to experience first-hand, small-farm operations. Furthermore, students learn about their tribe’s cultural and historical uses of plants indigenous to the region. A portion of the instructional time takes place off campus, exposing students to professionals in the agricultural, ranching, and natural resource management fields.
Fort Berthold Community College (FBCC) was founded in 1973 as a locally based higher education institution to educate tribal members and help retain tribal culture. Located in west central North Dakota, the Fort Berthold Reservation is the home of the Mandan, Hidatsa and Arikara Tribes, under the tribal government structure known as the Three Affiliated Tribes.

Ft. Berthold Community College has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools at the associate level since 1988. FBCC offers 19 degrees at the associate level and 9 certificate programs. The College has a successful elementary education collaboration with the University of North Dakota and four-year business degree collaboration with University of Mary in Bismarck, North Dakota. In academic year 2003-04, Ft. Berthold awarded 35 associate degrees: 23% were in liberal arts; 23% in education; and 18% business administration.

A new picture-Tel system allows the College to teach classes to three sites located 100 to 300 miles from campus.
Student Lounge

Student Gathering

Distance Learning

Studying in Library
The Standing Rock Sioux Tribal Council chartered Sitting Bull College (SBC) in 1973, creating one of the first six tribal colleges in the nation. SBC is an academic and technical institution committed to improving the levels of education and training, as well as promoting responsible behavior consistent with Lakota/Dakota culture and language.

SBC is an undergraduate degree and certificate granting institution serving the Standing Rock Indian Reservation, which consists of a land base of 2.8 million acres in North Dakota and South Dakota. The College offers academic degrees and vocational certificates in areas of study that include building trades, peace officer training, agri-business, criminal justice, business administration, Native American studies, teacher and early childhood education, human services, and nursing.

In recent years, SBC has focused its attention on the severe economic conditions on the reservation. The College is determined to address the lack of business development and entrepreneurship in local communities. SBC established its own construction and information technology companies which have created jobs in the community. It has also developed a business information center that assists in the creation, development, and expansion of small businesses. SBC operates a public transportation system that allows students and community members to attend classes and community events on campus.

Institution Profile AY 2005-06

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Institution Enrollment Fall Snapshot

- **by Major Group**
  - Agriculture and Farming: 1, Env. Sci./Natural Resources: 8
  - American Indian Studies: 5, Human Services: 13
  - Building Trades: 6, Liberal Arts/General Studies: 35
  - Business: 51, Nursing: 24
  - Computer Science: 20, Office Admin./Tech.: 13
  - Corrections/Law Enforcement: 12, Undeclared/Not Declared: 41
  - Education-Paraprofessional: 41, Energy Technology: 9
  - Education-Professional: 9, Total: 288

- **Demographics**
  - Full Time: 198, American Indian Female: 173
  - Part Time: 90, American Indian Male: 70
  - Total: 288, American Indian Total: 243
  - Non-Indian Female: 31
  - Non-Indian Male: 14
  - Non-Indian Total: 45, Total: 288

Graduation

- Bachelor’s: 4, Associate: 38, Certificates: 2, Total: 44

Faculty/Administrators/Staff

- Full Time: 71, Part Time: 26, Total: 97
Outstanding Accomplishments

Sitting Bull College (SBC) achieved the following significant accomplishments during academic year (AY) 2005-06:

- The College opened its new state-of-the-art Science and Technology Center, and classes were first held in the facility in 2006. The center houses the science, information technology, office technology, mathematics, nursing, Native American studies, English, and human services programs.

- Construction was completed on a 16,000 square-foot Family Support Center that houses the elementary education, special education, and early childhood programs, as well as a daycare facility. The College took possession of the building in 2006 and classes began soon thereafter.

- The SBC Transportation Program has been recognized as an Interliner Service Provider, providing feeder service between Rapid City, South Dakota, and Bismarck, North Dakota, filling a need for both states and SBC’s service area.

The Strategic Role and Community Impact of SBC’s Land-Grant Mission

SBC’s land-grant programs relate to its strategic goal, “to have developed services and outreach efforts that meet the social, cultural and economic needs of the community while surfaced and cultivating community resources.” For example, SBC’s Extension Bison Management program combines economic development and the education of youth and adults in the bison culture. The program held two bison tanning workshops, where a total of 47 participants tanned 26 hides. For many of the participants, this was a family activity with children and parents working together. These culturally relevant workshops have been well-received by the community.

The Equine program directly addresses another important aspect of Lakota culture, and the program is beginning to introduce young people to horses. A curriculum for a certificate program was developed and students have begun to enroll in the program. Workshops and clinics have been held in most of the reservation districts and, as more horses become available, more community members will start participating in the program’s activities.

The Summer and Sunday Academy programs are designed to increase high school student interest and knowledge in math and science by providing hands-on, inquiry-based activities. Last year, 58 students participated in the Sunday Academy, and 44 students participated in the two-week Summer Academy. Evaluations indicated improved math and science skills, and improved self-confidence in students’ math and science abilities. About 40 percent of the students who attend this program enrolled at SBC.

The Summer Work Study program has been successful in eradicating leafy spurge on the Standing Rock Indian Reservation. Leafy spurge is an aggressive and persistent noxious weed that degrades economically valuable rangeland. Data indicate that leafy spurge has been reduced by 80–90 percent since the program began six years ago. Almost all of the 35 students who have worked in the program have gone on to successful college careers or employment. Two students are currently employed by SBC, and one is a faculty member who teaches an ethnobotany class. SBC was a member of the land-grant collaborative, “Tribal College Community Natural Resources Education Project.” This program linked four tribal colleges with four state land-grant universities to jointly work on natural resource education. The program helped develop a local radio talk show on agriculture and natural resources, and a water quality testing program for surface water on the reservation.
Turtle Mountain Community College (TMCC) is located ten miles from the Canadian border in north-central North Dakota in the wooded and hilly area known as the Turtle Mountains. The main campus is located just north of the city of Belcourt, the principal reservation community which serves as the center of government, commerce and education for the 26,000 enrolled members of the Turtle Mountain Band of Chippewa.

TMCC was chartered in 1972 to provide comprehensive, quality higher education services to the Turtle Mountain Chippewa Reservation. Since its beginning, the College has grown from a fledgling institution serving less than 60 students per year to its current status of serving more than 1,300 students annually. Its main campus houses a 145,000 square-foot building located on an approximately 123-acre site. The facility includes state-of-the-art technology, classrooms, laboratories, faculty offices, student services areas, and a gymnasium.

On the Turtle Mountain Chippewa Reservation, TMCC continues to take the lead in four areas that are important to tribal stability. First, the College plays a leadership role in preserving the Chippewa language, culture, and traditions. Second, the College provides a positive impact in the local economy as a tribally owned and operated institution. Third, TMCC contributes toward reservation-based sustainable economic development through its vocational training programs. Fourth, the College helps develop tribal leaders with the appropriate academic credentials.

| Year Founded | 1972 |
| Chartering Tribe | Turtle Mountain Band of Chippewa |
| Academic Term | Semester |
| Highest Degree Offered | Bachelor’s |
| Accrediting Agency | Higher Learning Commission of the North Central Association of Colleges and Schools |
| Land Grant | Yes |
| Operational Funding Source | Title I |
| Location | On Reservation |
| Institution Address | BIA Hwy 7 Belcourt, ND 58316 |
| Institution Website | www.tm.edu |

Institution Enrollment Fall Snapshot

- by Major Group

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- Demographics

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Graduation

- Bachelor's | 11 |
- Associate | 94 |
- Certificates | 39 |
- Total | 144 |

Faculty/Administrators/Staff

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<td>46</td>
<td>138</td>
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President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Turtle Mountain Community College (TMCC) achieved the following significant accomplishments during academic year (AY) 2005-06:

• The Anishinabe Learning and Cultural Wellness Center was constructed and is being used for community outreach and agricultural workshops. The center was established to promote cultural awareness, community partnerships, community development, sustainability, environmental stewardship, youth leadership, and lifelong learning.

• Three engineering students, Alex Frederick, Sheldon Martin, and Brady Azure, and engineering faculty advisor Prakash Ranganathan had an opportunity to work with a team of North Dakota college students who unveiled a new space suit at a rugged, North Dakota Badlands test site. The multi-institution group was comprised of students and faculty advisors from TMCC, the University of North Dakota, the North Dakota State College of Science, North Dakota State University, and Dickinson State University.

• TMCC is pursuing accreditation for their second bachelor of science degree. TMCC hired two faculty members and one director for the Secondary Science program, which is a joint venture with Fort Berthold Community College.

• Three TMCC faculty members received a grant to support service learning projects on diabetes and obesity prevention. Throughout the year, students conducted community-based research on how diabetes and obesity affect community members.

The Strategic Role and Community Impact of TMCC’s Land-Grant Mission

The land grant programs at TMCC address its strategic plan by providing community outreach programs, research, and training in special topics of interest. These programs often lead individuals to academic and vocational programs at the college, and they also promote the cultural and social heritage of the Turtle Mountain Band of Chippewa.

TMCC’s land-grant mission is centered at the Anishinabe Learning and Cultural Wellness Center. The center was established to provide leadership in education through the cultural traditions and practices of Turtle Mountain’s ancestors that restore health and improve Mother Earth. The vision of the center considers agriculture as a knowledge-based global enterprise sustained by the innovation of scientists and educators. The center’s mission is to advance the knowledge of agriculture, the environment, human health, careers and well-being throughout the community.

In AY 2005-06, the TMCC land-grant department was successful in many areas, including the following significant accomplishments:

• TMCC was awarded a National Institute of Health grant to conduct research on youth obesity.

• The land-grant department received a North Dakota Parks and Recreation trail grant for trail renovation at the Anishinabe Center’s park.

• New partnerships were formed with local high schools. A Youth Leadership program worked with high school juniors and seniors who possess leadership skills in community service. The program mentored students through the National Youth Sports Program, hosted the Wellness Conference’s two-day Youth track, distributed health and wellness letters throughout the community, conducted cultural workshops, developed and designed a first annual diabetes memorial walk/run, and assisted in community gardening.

• A collaborative project with North Dakota State University helped establish a nine-month Equine Science curriculum. Five students graduated in the first year of the program.

• The land-grant department supported five student research projects using agricultural plots at the Anishinabe Center. The projects yielded useful data and taught students the processes of research, project development, and proposal writing.

• TMCC land-grant program staff, with the help of students and community members, constructed a community medicine wheel garden for ceremonial and meditation purposes for mind, body, and spirit. Creating a sacred space for healing, celebration, and tranquility was a key concept for the community garden.

• Land-grant educational workshops were conducted on topics including health, farrier science, traditional plants and medicines, environmental science programming, Ojibwa language, forestry, horseshoeing, range management, acupuncture, and creating traditional medicinal horse bundles.
United Tribes Technical College (UTTC) is a postsecondary vocational institution that was founded in 1969 by the five tribes of North Dakota. It was established as a residential employment training center and, in 1987, became UTTC. In academic year (AY) 2005-06, UTTC’s accredited certificate and degree-granting programs are still focused on providing postsecondary education programs that will lead to relevant employment opportunities for American Indians.

The first priority of UTTC remains focused on tribal economic development and strengthening resident expertise for local tribal communities. However, with the 21st century demographic shift of American Indian populations to off-reservation communities, educational programs have had to become more diverse to reflect employment opportunities that may exist in non-tribal workplace settings.

Located in Bismarck, North Dakota, the brick buildings that house the College were built in 1903 as a military base, Fort Lincoln. The fort was declared surplus in 1966, remodeled and used as an employment training center in 1968 before UTTC obtained use of the property as its campus. UTTC now offers a variety of vocational and academic degree programs for which UTTC received full accreditation in 1982 as a vocational school, and in 2001, received full accreditation for all its programs.
Outstanding Accomplishments

United Tribes Technical College (UTTC) achieved the following significant accomplishments during academic year (AY) 2005-06:

- UTTC received qualification to receive rental subsidy assistance through the North Dakota Low Income Housing Tax Credit program. This status was leveraged with additional funding to construct a 24-unit apartment complex on the UTTC campus to serve its ever-growing student population. The 26,400 square-foot complex is being constructed in part by the UTTC Construction Technology Department. The groundbreaking for the unit was in June 2006, and the expected completion date is early 2007. The family apartment complex is part of the College’s long-range expansion and renovation plan to serve more students. When completed, the $2.7 million project will provide two-bedroom apartments for 24 families.
- The College initiated the “Opportunities in the Making” Scholarship Campaign. In 2006, UTTC employees contributed nearly $9,000 to the campaign through a payroll deduction program. UTTC also received a $50,000 donation from an area business leader, which is the highest donation made by an individual tribal member. Since the launching of the scholarship campaign, almost a half a million dollars has been committed from the Bismarck and Mandan communities.
- A partnership of UTTC and the University of North Dakota (UND) was awarded a $1 million grant to increase the number of American Indian school principals in the state.

The United Tribes Principal Leadership for American Indians in Native Schools (UT-PLAINS) grant calls for recruiting 15 Native American educators into UND’s Department of Educational Leadership graduate program. The two-year program of study meets national and state standards for administrative licensure of principals. A doctoral program track is also available to assist practicing administrators who are looking to enhance their knowledge base for different administrative roles, such as superintendent.

The Strategic Role and Community Impact of UTTC’s Land-Grant Mission

UTTC is a land-grant institution that provides instruction and community outreach and extension services in the agricultural, environmental, human, and related sciences. The College receives funds from the US Department of Agriculture (USDA) to provide diet and nutrition education courses, deliver community extension and outreach services, and conduct applied research. Some of the highlights of UTTC land-grant programming in AY 2005-06 included the following activities:

- The UTTC Land-Grant Extension Community Education office provided the services of a Volunteer Income Tax Assistance (VITA) site on campus. Free tax preparation services were offered to individuals with incomes of $36,000 or less. The services were made possible through a collaborative effort between UTTC and the US Internal Revenue Service.
- Staff members from the Strengthening Lifestyles program in the Wellness Services Department and Land-Grant Extension program introduced the Zan Ni Yan (Good Health) program. A Walking Circle group meets daily at noon and at 4:30 in the afternoon for 30 minutes of walking and fellowship. The effort is part of the ongoing Wellness Circle activities and the 5+5 Communities Programs, a statewide program that encourages individuals to eat fruits and vegetables five times a day and to exercise five times a week. The program also features short subject motivational speakers once a week, blood pressure and blood sugar testing, and personal progress journaling.
- Scientists from four USDA Agricultural Research Service (ARS) centers in the Dakotas met with UTTC students and recruited students for summer internships. Three students were enrolled in UTTC’s Nutrition and Food Service Program and three in the Tribal Environmental Science program. The four ARS centers and laboratories hosted the students for a summer-long experience, where each student is matched with an ARS mentor in his or her area of research interest. Each student received a salary as a federal employee, housing, travel assistance, and a wealth of experience in scientific research.
Oklahoma
The Comanche Nation Business Committee chartered the Comanche Nation College (CNC) in August 2002, and the College opened its doors that fall. Since then, the College has been developing its curriculum, and educational and institutional plans. Located in Lawton, Oklahoma, the College serves the Comanche Nation and its surrounding communities. The Comanche Nation has approximately 13,679 enrolled tribal members, with about 6,000 members living in the Lawton-Fort Sill area of southwest Oklahoma.

CNC’s mission is to provide students with a high quality and relevant education that is Comanche-centered and based on tribal culture, language, history, and values. For example, the College offers courses such as Comanche Language, Indigenous Art, and Teaching Culturally Responsive Students. All courses taught at CNC are required to incorporate Comanche tribal culture in the curriculum. The CNC Academic Department is developing Applied Science degree programs in the areas of History, Art, Science, Mathematics, and Comanche Studies.

On April 2, 2005, the American Indian Higher Education Consortium made history by admitting the first tribal college from Oklahoma. Although known as Indian Territory 150 years ago, Oklahoma has not had a tribal college until now.
President’s Vision: Achievements, Highlights and Future Planning

CNC President Kim Winkelman

Outstanding Accomplishments
Comanche Nation College (CNC) achieved the following significant accomplishments during academic year (AY) 2005-06:
- The College gained membership in the American Indian Higher Education Consortium and developed a Memorandum of Understanding with a state university and a vocational institution.
- CNC developed a strategic plan and established a policies and procedures manual, a foundation endowment, and a human resources mission.
- The College increased funding, including five major grant awards in the fiscal year.
- CNC strengthened its information technology infrastructure, expanded its faculty and staff, and increased student enrollment.
- Academically, the College expanded its Comanche language and Cultural courses, and established certification training in nursing and advanced security services.

Successful Community Education Programs
CNC provides education and outreach services to its communities in areas such as workforce development, youth development, health and wellness, the arts, and tribal administration and management. These programs help build the capacity of tribal communities to provide social, economic and cultural well-being for its residents.

- Student Summer Youth: Comanche Nation
CNC works in collaboration with the Comanche tribe that employs over 200 young students each summer for eight weeks. All regulations, policies, and requirements are consistent with the State of Oklahoma’s Workforce Investment Act. The College provided employment for students, who were trained in various functional areas, including accounting, student services, administration, maintenance, and nursing. Students were required to report to work for an eight-hour day in a business atmosphere. Work responsibilities included assisting faculty and staff in administrative duties, and communicating with the public.

- Total Lifestyle Challenge for Juvenile Diabetes
This CNC program works in collaboration with the University of Oklahoma Health Sciences Center for American Indian Health Research to raise awareness about diabetes and its prevention. The program had over 30 young participants involved, who met on the CNC campus every Friday during the summer, fall and spring semesters.

- Comanche Nation College Film Festival
The CNC Art Department administered this educational project for the community in the field of art and film making. The project was funded by the Comanche tribe to educate the community in directing films, making films, and acting. This enthusiastic venture was implemented by a CNC faculty member and her associates, and involved American Indian students throughout the region. Students produced a film and presented it to the community in a theatre setting.

- Comanche Nation In-Service Directors’ Seminar
CNC is considered one of the Comanche tribe’s official training sites, and the College often works with the Comanche tribe to organize large meetings and educational sessions. In the summer of 2005, the Comanche Nation held a director’s in-service training seminar for the tribal administration and management. Led by the Tribal Administrator, this seminar included information on the monitoring of budgets, budget modifications, and new policies.

Online and Distance Education and Instructional Technology
CNC has two Interactive Television (ITV) classrooms, and offered two classes in the fall of 2005 and three classes in the spring of 2006. CNC’s ITV classroom consists of a Tandberg© system with instructor and student cameras, a document viewer, a DVD/VCR, and a PC. The College provides laptops in each classroom and has a total of 144 laptops available for use.

CNC has implemented a Moodle course management system. The College is currently using the system to support its committees as a forum to communicate with each other. The CNC faculty is currently developing curriculum for use on the Moodle system.
South Dakota
Oglala Lakota College (OLC) is chartered by the Oglala Sioux Tribal Council and is governed by a 13-member Board of Trustees. The College is unique in its decentralized campus system, which features college centers in each of the nine reservation districts throughout the Pine Ridge Reservation in South Dakota. Piya Wiconi, the College’s administrative center, is the most visible symbol of the College, but the nine district centers are where classes are held and the mission of OLC is being fulfilled.

OLC is accredited to offer degrees at the associate, bachelor, and master level. Education graduates are certified by the South Dakota Division of Education. OLC nursing graduates are certified by the South Dakota State Board of Nursing and are eligible to sit for the Registered Nurse examination.

The mission of OLC is to provide educational opportunities that enhance Lakota life. These opportunities include community service, certificates, GED, and associate, bachelor, and graduate degrees. The College provides a framework of excellence for building student knowledge, skills, and values toward Piya Wiconi—a new beginning for harmony in fulfillment of aspirations and dreams. OLC is committed to continuous improvement and is working to create Oglala Lakota University through outstanding teaching, research, community services, and assessment.
Outstanding Accomplishments

Academic year (AY) 2005-06 at Oglala Lakota College (OLC) was marked by several achievements that reflected its dedication to academic excellence:

- In establishing its strategic plan for 2006–2011, OLC placed academic excellence as its top institutional goal. OLC is currently a very good institution in terms of academic excellence, but the College intends to concentrate its efforts in this area. OLC seeks to become one of the premier and recognizable higher educational institutions in the country.
- OLC’s teacher education program was re-certified by the State of South Dakota Department of Education. The program is pursuing accreditation from the National Council for Accreditation of Teacher Education (NCATE), and has successfully completed the first review. OLC’s teacher education program will be the first tribal college program accredited by NCATE.
- OLC had two major alumni success stories in its education programs. Connie Rous, an OLC elementary education graduate, received the prestigious Milken Family Foundation National Educator Award. A Milken award winner receives a $25,000 cash prize and a trip to the annual Milken Conference where honorees from throughout the nation are recognized. Robert Cook, OLC school administration graduate, was a recipient of the Milken Award last year. He was also recently selected by the National Indian Education Association (NIEA) as its Teacher of the Year. At the NIEA conference, Mr. Cook was elected to the NIEA Board of Directors.

The Strategic Role and Community Impact of OLC’s Land-Grant Mission

OLC is a land-grant institution that provides instruction and community outreach and extension services in the agricultural, environmental, human, and related sciences. The College receives funds from the US Department of Agriculture (USDA) to provide agricultural and natural resource management education courses, deliver community extension and outreach services, and conduct applied research.

OLC was proud to collaborate with South Dakota State University in the delivery of the national Administrative Officers Conference of the USDA Cooperative State Research Education and Extension Service. OLC’s Enterprise Zone Model Institutions of Excellence, Agricultural Extension, and Bison Research programs were the focus of several breakout meetings held at the conference site in Rapid City, and at the OLC campus and buffalo pasture. Bus tours of local reservation businesses, and historical and nature sites were arranged for many of the 500 administrative officers.

Land-grant resources support the college’s Agriculture and Natural Resources Department. It allows the Department to offer the bachelor’s General Agriculture degree program, which consists of studies in animal science, natural resources and agri-business management. The degree program was developed to seamlessly incorporate several associate degrees that were currently offered, so students in those programs have the opportunity to continue their education to a four-year degree in the agricultural area.

OLC’s land-grant research program, “Tatanka Waste” (Good Bison), seeks to identify the optimal relationship of human, animal, plant, soil, and water resources that create a balanced system for the Great Plains ecosystem. Using global positioning systems (GPS), the research supported the development of soil and water resources maps, baseline data, and environmental assessments. This research is especially important from the Lakota social and cultural perspective, which maintains a strong environmental ethic. It is also critical for land and natural resource management strategies that cover the Pine Ridge Reservation, an area of two million acres.

The land-grant’s socially disadvantaged farmers’ and ranchers’ program, “Makoce Un” (to use the land), allows OLC to provide outreach, technical assistance and educational programs to enhance the potential for farmers and ranchers on the Pine Ridge Indian Reservation. Over 130 agricultural producers have been served, and all landowners on the reservation have gained from the outreach program. Bison, cattle, and horse ranchers have been assisted with workshops, land mapping, and other services.
Sinte Gleska University (SGU) is a tribally chartered institution of higher education located in south-central South Dakota on the Rosebud Sioux Indian Reservation. SGU was founded in 1971 to preserve and teach tribal culture, history, and language, and to seek innovative and effective strategies to address the social and economic concerns confronting the Sicangu (Burnt Thigh) Lakota Oyate (Nation). The founders of SGU sought to establish a tribal higher education institution based on the philosophy of tribal control and tribal self-determination. An important premise of this philosophy was to facilitate a process for tribal nation building.

Today, SGU remains committed to its earliest purposes. In recent years, the University has witnessed tremendous growth in terms of facilities, academic programs, and projects that responded to the immediate and long-range needs of the Rosebud Sioux Tribe. SGU is confident that its institutional mission and vision will continue to lead its efforts in the future.

SGU offers 23 bachelor’s degree, 25 associate degree, two master’s degree, and 12 certificate programs, which are approved by the North Central Association of Colleges and Schools, Higher Learning Commission. The accreditation at the baccalaureate level in 1983 made SGU the first tribal college to receive accreditation at the four-year level. SGU also offers numerous vocational and educational programs to serve the community and enhance economic development.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Sinte Gleska University (SGU) achieved the following significant accomplishments during the academic year (AY) 2005-06:

- The number of SGU graduates continues to increase—over 100 students received degrees and certificates in 2006. The Human Services-Community Counseling master’s degree program graduated its first cohort of nine students in August 2005, and all graduates are working in tribal or regional programs. An increase in graduates is partly a result of affiliation agreements with SGU sister campuses (Lower Brule and Ihanktonwan) and other tribal colleges (United Tribes Technical College, Sitting Bull College, Old Sun Community College, and Red Crow Community College).

- SGU is involved in a joint venture with the Rosebud Sioux Tribe and Radiance Technologies, Inc. of Huntsville, Alabama, that will support research and design efforts in technology, electronics, and mechanics. This initiative will provide the foundation for an engineering degree.

- SGU’s community programs such as the Family Life Center, Reclaiming Futures, GEAR UP, and Adult Basic Education/GED connect the University to numerous tribal agencies. These programs focus on serious tribal concerns such as violence prevention, substance abuse recovery, restorative justice, and education readiness. They have had a major impact on improving the quality of life for the Sicangu Oyate.

The Strategic Role and Community Impact of SGU’s Land-Grant Mission

Tribal nation building is one of SGU’s critical issues in its strategic plan. Land-grant programs support the strategic plan by connecting SGU with key partners to find solutions to tribal needs. These needs include the improvement of land management, health and wellness, food production, and other quality of life issues. In AY 2005-06, SGU was active in the following land-grant projects:

- SGU’s Bison Ranch represents the University’s commitment to the re-establishment of the tribe’s relationship with the “Buffalo Nation,” which is vital as a source of a healthful diet for the Sicangu people who are increasingly afflicted with diabetes and heart disease. SGU provides bison meat to tribal members and entities, and it works with the tribe to ensure a healthy stock and appropriate management practices.

- SGU completed a five-year project with three tribal colleges and four state land-grant universities. Iowa State University, SGU, Fort Berthold Community College, Sitting Bull College, Nebraska Indian Community College, South Dakota State, North Dakota State, and the University of Nebraska were involved in an effort to improve tribal college natural resources education programs. This project helped SGU establish degree programs in natural resources and provided resources that promoted related land-grant activities.

- SGU’s Horse Ranch provides important developmental activities to youth, such as after-school and summer programs that provide training in horsemanship. Elders, youth, and adults with disabilities are afforded the opportunity to ride horses as part of a therapeutic program with local agencies.

- The University’s greenhouse program works with youth and families on horticulture projects, community and campus landscaping, and economic development ventures.

- Land-grant support helps develop academic programs that provide students with professional expertise and credentials in program areas that correspond to tribal needs and priorities.

- Research is an important component of SGU’s land-grant mission. Research projects have examined the beneficial properties of a local sage plant, and studied the relationship of prairie dog habitat on range management, particularly as prairie dogs are cohabiters with bison on the same range units. Future research is being planned to study the feasibility of cultivating switch grass, a plant native to the Rosebud reservation, as a fuel alternative. These efforts address local needs, and include tribal and regional institutions in the planning and research.
Sisseton Wahpeton College (SWC) was chartered in 1979 by the tribal council of the Sisseton Wahpeton. The College serves communities on and surrounding the 105,000 acres of Lake Traverse Reservation in northeastern South Dakota, which is home to the Sisseton and Wahpeton bands of the Dakota people.

In 2003, SWC revised its mission statement to reflect an institution that looks forward to the future of its students and communities on the Lake Traverse Reservation. “SWC commits to the constant process of providing an unsurpassed Wodakota-centered environment that will enable and empower learners and community to fully engage in a lifelong ceremony of educational achievement, creativity, personal growth, and cultural renewal.” This mission statement, known as the Statement of Becoming, communicates to all of the College’s constituents and stakeholders that SWC takes seriously the culture, history, language, and traditions of the Sisseton Wahpeton people.

The programs of study and degree offerings of the College serve a two-fold function; they prepare students for the workforce, and they prepare students to transfer to mainstream colleges and universities. The curriculum is structured where all students are required to take at least two Dakota Studies courses in order to matriculate. In addition to offering a variety of academic programs, SWC provides the tribe and communities with support services such as adult basic education, GED preparation and testing, career counseling, library services, and tribal archives. SWC’s community outreach programs emphasize diet and nutrition education to children in the K–8 grade levels.
Outstanding Accomplishments

Sisseton Wahpeton College (SWC) achieved the following significant accomplishments during the academic year (AY) 2005-06:

- The College’s institutional self-study documentation process was initiated and completed. This represents the critical first step in the periodic re-accreditation process.
- Faculty and staff members continued working toward earning their master’s and doctorate degrees in the fields of nursing, natural science, and educational leadership. Faculty and staff development is an important capacity-building strategy at SWC.
- The 2nd Annual SWC Pow Wow was held in 2006. This cultural event is supported by the SWC community and language revitalization initiatives.
- The College received authorization from the South Dakota State Nursing Board to start a registered nurses program, which is the third phase of the College’s ladder program in nursing.

The Strategic Role and Community Impact of SWC’s Land-Grant Mission

The College’s two land-grant programs support SWC’s strategic plan in a number of important ways. The Education Equity program is designed to support SWC’s strategic plan to be a community resource by educating students about the natural world and the traditional uses of plants. The land-grant program contributes to the College’s science program with classes designed to teach about the local environment and indigenous plant life.

For years, the Extension Outreach program has helped SWC reach out to the community via the children at the local tribal schools. Some children who were part of the first year of the program are now adults who learned about gardening and the importance of a healthy lifestyle. The extension program supports SWC’s strategic plans to reach people of all ages, to be available as a community resource, and to establish relationships with elementary schools. The program emphasizes healthy lifestyles as it teaches gardening, food preservation, and food safety skills to local tribal youth. The impact of the SWC’s land-grant efforts has been to increase the number of local tribal members who maintain their own gardens, and to increase the knowledge base for food preservation in both traditional Dakota methods such as drying corn and making chokecherry patties, and in more mainstream ways such as canning in a hot water bath.

Both land-grant programs help SWC to become an integral part of the local community as an educational resource. As the College moves forward, it has plans to become a knowledge resource for all of the valuable native fruits, herbs, and plants that tribal members use for their food and medicinal needs.

Online and Distance Education and Instructional Technology

SWC has recently implemented Moodle as its primary e-Learning platform. Moodle is a free, open-source course management system for online learning communities. SWC uses its online technology in a hybrid form to improve student success in the traditional classroom structure. The number of hybrid courses has increased to over 30, with an additional 53 courses in development. The number of registered student users has likewise grown to 210; of these over 140 students use Moodle on a regular basis (several times per week on average).
Located on the Lummi Indian Reservation in Washington State, Northwest Indian College (NWIC) is the only accredited tribal college serving Washington, Oregon and Idaho. NWIC offers a unique curriculum that is a blend of traditional Indian culture, college-level courses, basic skills enhancement, and technology at its main campus and at its six extended campuses located at Colville, Muckleshoot, Nez Perce, Port Gamble, Swinomish and Tulalip.

NWIC is a tribally controlled institution chartered by the Lummi Nation. Its mission focuses on promoting tribal self-determination through education and Indigenous knowledge. NWIC’s programs of study reflect that mission. Its primary academic program is the Native American studies transfer degree which includes study of the history of Native Americans and Indian education. All students are required to complete a core of Native American studies. Some students participate in the First Year Experience program, a year-long integrated academic offering that builds the students’ knowledge base in Indigenous science and philosophy. All NWIC academic programs of study grow from a common Native American studies core to their specialty areas, which have been developed out of identified community and student needs, and include chemical dependency studies, computer maintenance and repair, early childhood education, and life sciences.

Institution Profile AY 2005-06

| Year Founded | 1989 |
| Chartering Tribe | Lummi Nation |
| Academic Term | Quarter |
| Highest Degree Offered | Associate |
| Accrediting Agency | Northwest Commission on Colleges and Universities |
| Land Grant | Yes |
| Operational Title | I |
| Funding Source Location | Title I On Reservation |
| Institution Address | 2522 Kwina Road Bellingham, WA 98226 |
| Institution Website | www.nwic.edu |

Institution Enrollment Fall Snapshot

### by Major Group

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### Demographics

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* These numbers include temporary staff and student employees (i.e. work study and internship)
Outstanding Accomplishments
Northwest Indian College (NWIC) achieved the following significant accomplishments during the 2005-06 academic year:

• More institutional resources were focused on student recruitment and retention strategies that build the College’s capacity to serve students and to make decisions based on reliable data. These strategies included developing more organized athletic programs, expanding the First Year Experience program, strengthening the College’s service learning component, and achieving successful student outcomes.

• NWIC significantly improved its ability to serve its multi-campus framework through implementation of a distance-learning plan with major support from the Bill and Melinda Gates Foundation. The College added a site in Colville and expanded its services in the Port Gamble and Tulalip sites.

• Groundbreaking took place for NWIC’s student housing, as well as other facilities, on the new Kwina Estate campus. This coincided with the kick-off of NWIC’s first capital campaign to raise funds in support of the new campus and the College’s satellite facilities.

• The College expanded its high school programming through a Washington State designation as a Running Start institution, which authorizes postsecondary academic credits for high school students. Additional support for high school programs came from the implementation of an Indian Education Demonstration grant directed at academic achievement for Lummi and other Native children.

The Strategic Role and Community Impact of NWIC’s Land-Grant Mission

NWIC’s strategic plan mandates the development of curriculum and programs that serve the unique natural resource environment of the Coast Salish and Plateau people, particularly focused on marine sciences and Native ecosystems. Land-grant programs are core to the institutional programming at the College, and are especially compatible with its outstanding science education services. Land-grant resources were used to explore four-year degree programs in environmental science, and extension education in aquaculture and marine science and research. NWIC staff and students are very active in Native science initiatives and research.

Land-grant resources supported research on environmental science programming throughout Indian country, and in developing curriculum for a four-year native environmental science degree. Each of the 43 Northwest tribes has fisheries and natural resources departments, and although tribally controlled, few Native Americans hold professional positions within these departments. The College’s efforts include a coherent strategy for future course development, eventual four-year accreditation for the only tribal land-grant college in the Pacific Northwest, and increased enrollment of tribal students in science and land management related fields. Outcomes of four-year curriculum development include increasing the number of Native Americans with four-year and graduate degrees in the natural resource sciences.

NWIC uses land-grant resources to support the College’s National Indian Center Marine Education and Research (NICMERE) through maintenance and improvements of a water-quality laboratory, student research programs, staffing, and professional development. Additional land-grant products include an upper-division web-based class in Phycology (Algae), which includes instruction in growing algal feedstocks for aquaculture operations and for commercial and pharmaceutical product extraction. Another product is an upper-division web-based renewable energy class that includes education in renewable energy in solar, wind, tidal, geothermal, and biomass.

NWIC’s Extension office is developing programs in financial literacy, parenting skills, youth development, and wellness through the use of traditional plants and aquaculture. This past year, the office hosted the 10th Annual Native American Women & Girls Conference, the 2nd Annual Men & Boys Retreat, the 3rd Annual Weavers Teaching Weavers (master-level basket weavers teaching apprentice-level basket weavers), Training of Trainers in Financial Literacy for Families, and a Native Art Market. The Extension office brought together Lummi elders with tribal youth to work at an after-school community program. A two-year Department of Agriculture grant is supporting a “Diabetes Prevention through Traditional Plants” class that brings together people from ten Northwest tribes and other urban Native organizations to learn how to identify, grow and use traditional plants.
Wisconsin

Lac Courte Oreilles Ojibwa Community College

College of Menominee Nation
The Menominee Tribal Legislature chartered the College of Menominee Nation (CMN) in 1993 to serve Menominee and surrounding residents in northeastern Wisconsin. Accredited since 1998 at the associate level by the Higher Learning Commission of the North Central Association, CMN's mission is to provide opportunities in higher education infused with American Indian culture, preparing students for careers and advanced studies in a multicultural world.

CMN’s campus is located in Keshena, Wisconsin, on the southern border of the Menominee Indian Reservation. The campus provides space for classrooms and administrative offices, and includes a state-of-the-art biology, chemistry, and computer laboratory. The College also maintains a satellite location in Green Bay, Wisconsin, which serves many students from the Oneida Nation.

The Omaqnenewak Pematesenewak Center on the College’s campus is a centralized training and meeting facility for community and outreach programs. It is a place of learning and teaching about the Menominee people. The culture building is used to facilitate public and private sector collaboration, community participation in job-specific training and programs, career exploration programs/activities, language and cultural activities/programming, and youth programs. This cultural learning center is the focal point of the College’s mission to provide instruction and information on the historical, cultural, linguistic and contemporary ways of life of the Menominee Indian Tribe.

Forestry is the primary economic activity on the Menominee reservation. The tribe’s forest management policies and methods have attracted attention from around the world. Through careful planning, sustainable forest practices and a respect for the land, the Menominee Forest remains a central part of Menominee life and economy. Many visitors perceive the Menominee Forest as pristine and untouched. In reality, it has been one of the most intensively managed tracts of forest in the Western Hemisphere.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
During the 2005-06 academic year (AY), the College of Menominee Nation (CMN) achieved the following outstanding accomplishments:
• Completed the third and final addition to Shirley Daly Hall, which consists of five technologically smart classrooms, as well as a suite of faculty offices;
• Hired two curriculum specialists to develop the College’s first four-year degree program in Early Childhood and Elementary Education;
• Established a Sponsored Programs Department;
• Co-hosted a professional, well-planned and well-attended AIHEC Spring Student Conference.

Significant New Grants and External Funding
A U.S. Department of Education Title III grant received in academic year 2005-06 allows for the development of a four-year Education program, additions to the library, and support for the Institutional Research Department.

Current Academic or Research Partnerships/Collaborations
CMN’s most recent collaboration is with the University of Minnesota-Minneapolis and involves the development of pre-engineering and material science degree programs.

CMN Land-Grant Project 2006
CMN’s mission statement reads that, “as a land grant institution, the College is committed to research, promoting, perpetuating and nurturing American Indian Culture, and providing outreach workshops and community service.” CMN’s Extension program seeks to strengthen the sustainable economic development potential of the Menominee, Stockbridge-Munsee, Oneida, and Potawatomi Reservations and surrounding communities. These goals are being pursued by increasing distance education capacity, conducting needs assessment studies, providing non-credit workshops and training sessions, and contracting with the Menominee Indian Tribe of Wisconsin to provide strategic planning training sessions.

For-credit educational initiatives are also supported within the land-grant mission. In AY 2005-06, an Introduction to Sustainable Development course was modified to a hybrid course that blends traditional classroom experiences with Web-enhanced instruction. Instructors use the hybrid model to redesign selected lecture or lab content into new on-line learning activities, such as Web-based case studies, tutorials, self-testing exercises, and online group collaborations.

CMN’s “Monitoring the Microclimate of the Menominee Forest” land-grant research project seeks to make two positive impacts. First, as meteorological data is collected from a variety of sites, CMN will be able to measure changes in atmospheric conditions to determine if different forest cover plays a role in climate change. Secondly, the study will raise the expertise and interest of students in the geospatial and atmospheric sciences, encouraging them to pursue academic careers in STEM (science, technology, engineering, mathematics) disciplines. This research will produce a rich inventory of meteorological data that forest managers can utilize for future climate research and better forest management and decision making.

Online and Distance Education and Instructional Technology
Every CMN classroom has a complement of standardized instructional technology including a networked PC with internet access, projector, document camera, speakers and DVD/VCR player. Most classrooms also utilize Smart Board® or StarBoard® interactive whiteboards.

The College utilizes Interactive Television (ITV) for courses between the Keshena campus and the Green Bay site, using Tandberg 880 units, a video-conferencing unit, which supported courses during the Fall 2006 semester. The college is also a member of the Wisconsin statewide BadgerNet IP video system.

In Summer 2006, a hybrid Sustainable Development course was piloted, combining traditional classroom experiences with Web and iPod®-based instruction.
Lac Courte Oreilles Ojibwa Community College (LCOOCC) is located 13 miles southwest of Hayward in the heart of the beautiful north woods of Wisconsin. The main campus is nestled in the mixed hardwood forests close to Grindstone Lake on the Lac Courte Oreilles Ojibwa Reservation. Situated among many popular lakes and scenic forests, Lac Courte Oreilles is in the center of year-round recreation and tourism.

LCOOCC is tribally chartered and is owned and operated by the tribe through its Board of Regents, all of whom are tribal members. In 1982, the Lac Courte Oreilles Ojibwa Tribe established the College and its first classes were held in two small rooms at the tribal office during the day and at the local high school at night. Since then, LCOOCC has grown to a 79,000 square-foot campus with outreach sites on the Bad River, Red Cliff, Lac du Flambeau and St. Croix Ojibwe Reservations in northern Wisconsin. Ojibwa people may now acquire a higher education without leaving home and a way of life.

In carrying out its mission, LCOOCC develops curriculum that reflects Ojibwa culture and tribal self-determination while addressing the needs and interests of the tribal community. The College’s philosophy is designed to incorporate the beauty of the Ojibwa heritage with the knowledge and skills needed for modern society.
President’s Vision: Achievements, Highlights and Future Planning

Outstanding Accomplishments
Lac Courte Oreilles Ojibwa Community College (LCOOCC) achieved the following significant accomplishments during the 2005–06 academic year (AY):

• A new 10,000 square-foot library serving both the campus and the community was constructed. This $2.1 million effort was funded by a combination of US Departments of Education, Agriculture, and Housing and Urban Development awards, as well as LCOOCC funds. The initiative provides a larger facility needed to hold the growing collections and services of the library and to provide additional study and meeting space needed by students. The new library is energy efficient, includes a fireplace and culturally themed wigwam reading circle, and also presents a new entrance for the college campus.

• The LCOOCC graduating class of Spring 2006 was the largest ever, with 83 students graduating with either an associates degree or certificate.

• Interactive television studios were established in two of LCOOCC’s outreach sites: Bad River and Red Cliff Ojibwe Reservations. LCOOCC courses are now being delivered to students in those communities.

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• One of the highlights of the year was the theater production of “Post,” an original play written by LCOOCC students and instructors. The play depicts the demise of Post, an Ojibwe village flooded by the construction of a hydroelectric dam in the 1920s. “Part historical documentary, part drama, part poetry, part myth,” stated the local newspaper review of the play. “Post” was produced by Patrick Shields, LCOOCC English and sociology instructor, and directed by Elizabeth “Buffy” Riley, director of the pre-nursing program at the College. Students, staff, and even the college president, Dr. Danielle Hornett, appeared as characters in the drama. These historical figures or composite characters of people spoke starkly and frankly about the events and opinions of the decision to submerge not only a village, but also a way of life.

The Strategic Role and Community Impact of LCOOCC’s Land-Grant Mission

The needs of the reservation community are met through the wide-ranging scope of LCOOCC’s extension programming. LCOOCC community education programs are designed to provide practical assistance and training to community members. The most successful programs in terms of attendance are the workshops that support workplace issues, such as conflict management, personnel issues and team building. Cultural workshops, such as beading and regalia-making are also popular with community members. Most LCOOCC Extension programs involve collaborations that encompass departments and offices within the College as well as tribal offices, regional agencies, area school districts, and the State of Wisconsin. Extension-sponsored activities include day-long training, week-long summer events, and semester-long efforts.

LCOOCC has robust and dynamic extension programming that evolves to support new services and needs whenever feasible. Among other recent accomplishments, Extension staff managed a Volunteer Income Tax Assistance site that assisted community members with the filing of 169 tax returns that resulted in approximately $190,000 in Federal tax refunds. A second Extension project (funded under the US Department of Agriculture Integrated Water Quality Program) involves research and education about aquatic invasive species on a large reservoir adjoining public lands. This research effort is coordinated with a variety of tribal, state and intertribal agencies and seeks to develop partnerships and plans to mitigate the deleterious effects of these species.

Three of the newest Extension programs center on nutrition education, family living, and asset building in native communities. The asset building program is a research study that examines what Native communities value as cultural, social, environmental and economic assets in their community.

Photo Credit: SR

Photo Credit: LCOOCC

Photo Credit: SR

Photo Credit: LCOOCC
Wyoming

Wind River Tribal College
Wind River Tribal College (WRTC) is a tribally chartered college located in central Wyoming on the Wind River Indian Reservation. WRTC’s core mission is to serve the higher education needs of the Northern Arapaho and Eastern Shoshone tribes. WRTC was chartered by the Northern Arapaho Business Council in September 1997 to serve citizens of the Wind River Indian Reservation and surrounding communities. The president of the tribal college, Marlin Spoonhunter, is an enrolled member of the Northern Arapaho Tribe. The College has articulation agreements with the University of Wyoming and the University of Wisconsin-Oshkosh.

Degree programs offered through WRTC have been developed based on community and tribal government needs. The programs have an emphasis on Northern Arapaho and Eastern Shoshone Language requirements. Social Work, Business Administration, Elementary Education, and Criminal Justice degrees are the most commonly requested degree programs. Individuals with these degrees are in high demand by tribal programs.

The American Indian Higher Education Consortium (AIHEC) accepted WRTC as a member at its fall board meeting in October 2005.
Wind River Tribal College

President’s Vision: Achievements, Highlights and Future Planning

WRTC President  Marlin Spoonhunter

College’s Vision and Mission

Wind River Tribal College’s (WRTC) vision is to prepare students and communities academically, vocationally, technically and culturally to become self-sufficient while maintaining balance in the changing world.

The WRTC Board of Regents is dedicated to the preservation, continuation and protection of Tribal self-determination, language and culture. WRTC exists to provide education, innovative programs, services, and activities to create an environment of learning and success through the following efforts:

• The College provides, maintains, and operates a post-secondary institution on the Wind River Indian Reservation that includes educational, vocational, cultural and technical programs.
• The College provides expertise in skilled and knowledgeable personnel.
• The College prepares students to be self-sufficient in a rapidly changing world.
• The College provides an opportunity for people to become productive members within families, communities, and tribes through economic development on the Wind River Indian Reservation.
• The college sustains the sovereignty of Northern Arapaho and Eastern Shoshone tribes.
• The College facilitates language and cultural revitalization.

Successful Community Education Programs

WRTC provides education and outreach services to its communities in areas such as workforce development, youth development, health and wellness, the arts, and tribal administration and management. These programs help build the capacity of tribal communities to provide social, economic and cultural well being for its residents.

GED Program

The GED program is offered to Wind River students through an agreement with Central Wyoming College. Students meet for two hours a day, two days a week, in order to complete the program. Many students have successfully completed the program, finding that the classes are accessible and inviting because they are close to home and class sizes are small.

Arapaho Language Immersion Camps

The Council of Elders and WRTC sponsor two Arapaho Language Immersion Camps during the summer months. The Council of Elders includes members from the Arapaho Language and Culture Commission and any member of the Arapaho and Shoshone tribes who is 55 years old or older and interested in the preservation and revitalization of the Native languages and cultures. The Arapaho Language Immersion Camps include an adult camp as well as a youth camp, with each lasting up to five days. The camps concentrate on speaking in Arapaho, as well as culture, crafts, and inter-generational relationships. The Council of Elders and WRTC also sponsor free Arapaho Language classes daily at various locations around the Wind River Reservation to accommodate all types of learners.

Talking Circles

WRTC offers Talking Circles once or twice during the school year to CEDAR (Cross-cultural Education through Demonstration, Activity, and Recreation) program students. The Talking Circles provide students with an opportunity to interact with elders in a conversational setting, exchanging stories and words of wisdom, and preparing them mentally and spiritually for the academic year.

Faculty, Administrator, and Staff Activities and Accomplishments

Eugene Ridgely, Jr. (Snowball) has been exceptional in promoting the revitalization and preservation of the Arapaho Language. Professor Ridgely created the Northern Arapaho Council of Elders, which immediately became a strong support group for WRTC and the Wind River Reservation. He has promoted language revitalization efforts by hosting two language summits, as well as two language symposiums, with leading researchers that have been working with the Northern Arapaho tribe for the last quarter of a century. Professor Ridgely has encouraged various programs on the reservation to start language courses in their departments, and he has directed and organized the Arapaho Language Immersion Camps for the past few years. Professor Ridgely has also been the ESL/Bilingual Education Director for the college’s Title III Grant, which has been an outstanding success for area teachers and students.
AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION
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