



AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION

• Bay Mills Community College • Blackfeet Community College • Cankdeska Cikana Community College • Chief Dull Knife College • College of Menominee Nation • Crownpoint Institute of Technology • Diné College • Fond du Lac Tribal and Community College • Fort Belknap College • Fort Peck Community College • Haskell Indian Nations University of American Indian Arts • Keweenaw Bay Ojibwa Community College • Lac Courte Oreilles Community College • Leech Lake Tribal College • Little Big Horn College • Little Priest Tribal College • Nebraska Indian Community College • Northwest Indian College • Oglala Lakota College • Saginaw Chippewa Tribal College • Salish Kootenai College • Sinte Gleska University • Sisseton Wahpeton College • St. Tanika University • Sitting Bull College • Southwestern Indian Institute • Stone Child College • Tohono O'odham Community College • Turtle Mountain Community College • United Tribes Technical College • White Earth Tribal and Community College

A Report From
American Indian Higher Education Consortium

Prepared By
Systemic Research, Inc.

OCTOBER 2006





AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION

AIHEC

AIMS Fact Book 2005
Tribal Colleges and Universities Report

Based on the AIMS Key Indicator System (AKIS-2005)

A Report From
American Indian Higher Education Consortium

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AIHEC-AIMS Tribal Colleges and Universities

- Bay Mills Community College (BMCC)
- Blackfeet Community College (BCC)
- Cankdeska Cikana Community College (CCCC)
- Chief Dull Knife College (CDKC)
- College of Menominee Nation (CMN)
- Crownpoint Institute of Technology (CIT)
- Diné College (DC)
- Fond du Lac Tribal and Community College (FDLTCC)
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- Fort Berthold Community College (FBCC)
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- Haskell Indian Nations University (HINU)
- Institute of American Indian Arts (IAIA)
- Keweenaw Bay Ojibwa Community College (KBOCC)
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- Leech Lake Tribal College (LLTC)
- Little Big Horn College (LBHC)
- Little Priest Tribal College (LPTC)
- Nebraska Indian Community College (NICC)
- Northwest Indian College (NWIC)
- Oglala Lakota College (OLC)
- Saginaw Chippewa Tribal College (SCTC)
- Salish Kootenai College (SKC)
- Sinte Gleska University (SGU)
- Sisseton Wahpeton College (SWC)
- Sitting Bull College (SBC)
- Southwestern Indian Polytechnic Institute (SIPI)
- Stone Child College (SCC)
- Tohono O'odham Community College (TOCC)
- Turtle Mountain Community College (TMCC)
- United Tribes Technical College (UTTC)
- White Earth Tribal and Community College (WETCC)



American Indian Measures for Success (AIMS)

The American Indian Measures for Success (AIMS) project was initiated in 2004 by the American Indian Higher Education Consortium (AIHEC). The major goal of the AIMS project is to define relevant quantitative and qualitative indicator data of American Indian success as determined by the tribal colleges, and to develop and implement a strategy for collecting, analyzing, and presenting annually the success indicators.

At the Spring 2004 meeting, the AIHEC Board of Directors passed the following resolution in support of the AIMS project: "The AIHEC Board of Directors should take an active role in the development of a definition of tribal college and university student success and should support the AIHEC-Lumina initiative. Further, each tribal college should participate, to the maximum extent possible, in all activities associated with the initiative." The AIMS project was initially funded by the Lumina Foundation.

Vision and Goals Defined by AIHEC in 2005

Through capacity building in data collection and analysis at this nation's American Indian Tribal Colleges and Universities (TCUs), this project will be the foundation for systemic reform that significantly increases— and, for the first time, accurately measures— American Indian success in higher education.

This important initiative has four goals:

1. Define relevant quantitative and qualitative indicator data of American Indian student success, as determined by the tribal colleges and their communities.
2. Develop and implement a strategy for collecting, analyzing, and presenting annually the student success indicator data using electronic information management tools.
3. Develop American Indian specific student engagement and student satisfaction survey instruments for use by TCUs as part of their ongoing accreditation and assessment processes.
4. Implement a plan for sustaining a comprehensive and coordinated data collection strategy at all TCUs and within the umbrella organizations of the American Indian Higher Education Consortium and the American Indian College Fund.

AIMS Key Indicator System (AKIS) and AIMS Fact Book

The AIMS Key Indicator System (AKIS) was developed in 2004 by Systemic Research, Inc. with guidance from AIHEC, the AIMS Advisory Panel, and Tribal Colleges and Universities' presidents, registrars, and institutional research staff. AKIS consists of two parts: Part A—quantitative indicators, and Part B—qualitative indicators. AKIS was customized for each institution based on their major and degree offerings and academic calendar. AKIS is updated annually; this report is based on the second year of data collection in AKIS-2005.

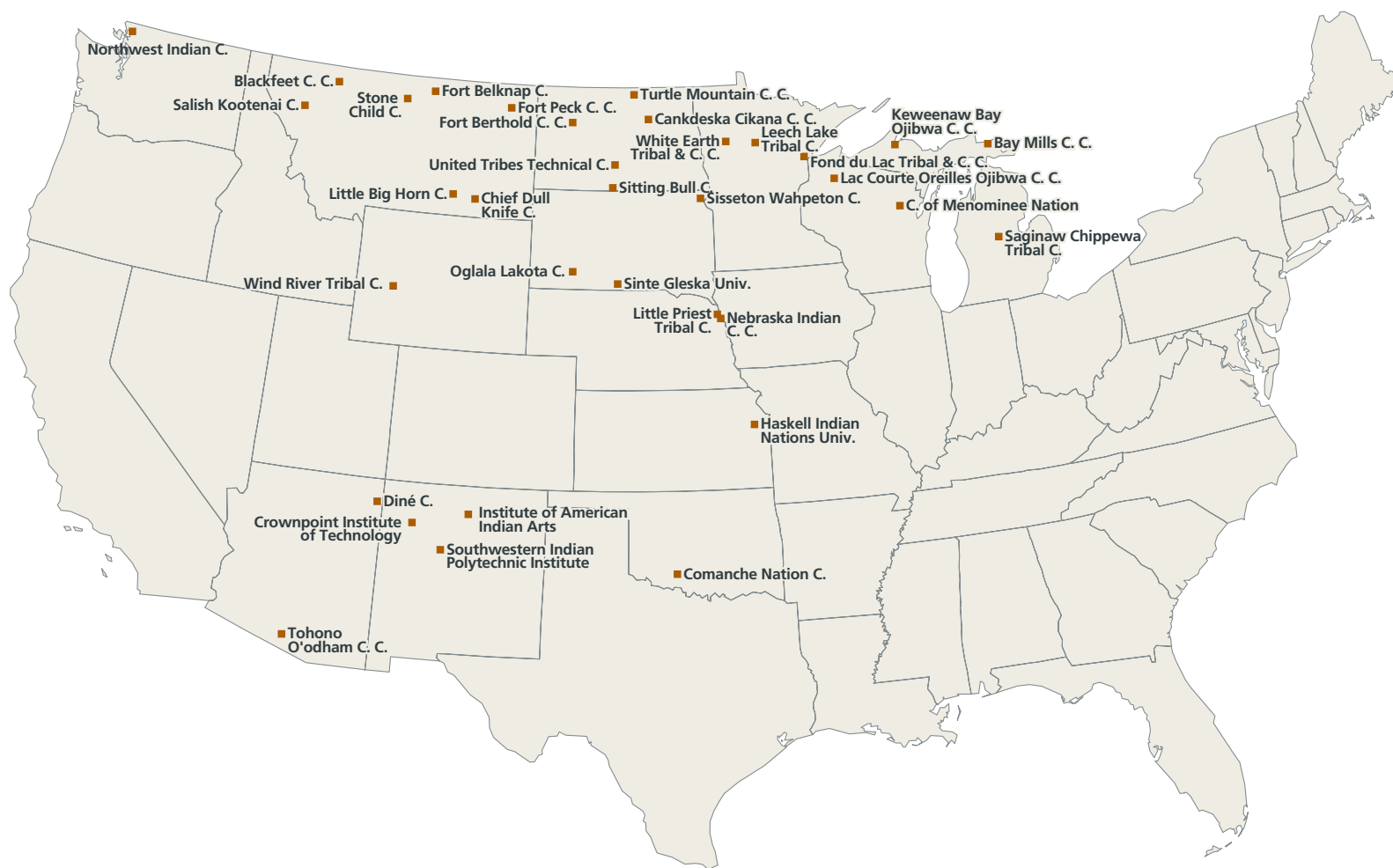
Systemic Research compiled the data collected in AKIS-2004 and 2005 and delivered AIMS Fact Book 2005 to 32 TCUs. Each Fact Book contains ten sections with a total of 45 indicators of quantitative and qualitative data. Numerous American Indian student success stories are also presented.

This publication, *AIMS Fact Book 2005*, presents aggregated data from 32 TCUs. Comanche Nation College and Wind River Tribal College have recently become AIHEC member institutions and will be included in the 2006 report.



American Indian Higher Education Consortium (AIHEC) Tribal Colleges and Universities

AMERICAN INDIAN MEASURES FOR SUCCESS (AIMS)



AIHEC

Thirty-five Tribal Colleges and Universities (TCUs) currently constitute the American Indian Higher Education Consortium (AIHEC). Located primarily in the central and western parts of the United States, with one member in Canada.

Mission Statement

AIHEC is the collective spirit and unifying voice of our 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 indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.



"AIHEC is a national advocacy organization which has garnered significant resources for tribal colleges. It has made it possible for tribal colleges to achieve land grant status, promoted the signing of the White House Executive Order for TCUs, and established the American Indian College Fund."

Ron His Horse is Thunder

Higher Education That Is Uniquely Tribal

The first Tribal College was established in 1968 in response to unmet higher education needs of American Indians. TCUs generally serve geographically isolated populations that have no other means of accessing education at the post-secondary level. As a result, they are essential in providing educational opportunities for American Indian students. Tribal Colleges and Universities provide higher education that is uniquely tribal. They strive to provide culturally relevant curricula, extended family support systems, and community educational services to overcome the socioeconomic challenges that face many American Indians.

Unlike other public colleges and universities, most Tribal Colleges and Universities are located on federal trust territories and receive little or no funding from state or local governments. Instead, the colleges' special relationship with the federal government and the financial support it provides continue to be essential for their survival.

Tribal Colleges and Universities

Tribal Colleges and Universities offer two-year associate degrees in more than 400 majors with six tribal colleges offering baccalaureate degrees and two offering master's degrees. Additionally, approximately 180 vocational certificate programs are offered through tribal colleges.

"AIHEC has fostered connectedness and relationships that have resulted in better services to tribal college communities and students. We learn from our sister institutions."

Cheryl Crazy Bull



AIHEC office in Alexandria, VA

AMERICAN INDIAN MEASURES FOR SUCCESS IN HIGHER EDUCATION

AIMS FACT BOOK 2005: TRIBAL COLLEGES AND UNIVERSITIES REPORT

Based on the AIMS Key Indicator System (AKIS 2005)

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Introduction

Vision and Movement from the Center of the Circle

Throughout the brief history of the Tribal College Movement, we have been called upon to focus on the vision of our founders – the creation and growth of tribally-controlled higher education institutions as institutions that honor and revitalize tribal knowledge while leading tribal people into the future through education.

The work of tribal college educators and students has been to be at the center of revitalization of tribal identity and tribal life. The late Severt Young Bear of the Oglala Lakota Nation often spoke of those who are in the center of the circle as holding the power and knowledge of our traditional tribal ways for others to come and learn.

We are inherently who we are as tribal people through the gifts we receive from our Creator. Our way of knowing the world, our relationships, our languages, our tribal practices are all given to us to use in the best way possible for our families and our tribal communities. Tribal Colleges and Universities are uniquely positioned to serve as a linkage between our traditional understanding and contemporary life.

Tribal colleges are a fairly new creation, existing only since the late 1960s. We serve unique and diverse populations. No matter what size our institutions are or where we are located, we are special in our mission of preserving our tribal identity while teaching ourselves how to manage and develop our human and natural resources.

As tribal colleges grow in size and numbers 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 the AIMS initiative of our collective body, AIHEC. This data collection and analysis initiative allows us to tell our story – to share our successes and our challenges. 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
President, AIHEC



Cheryl Crazy Bull, AIHEC President

Introduction

AIHEC AIMS Fact Book 2005 Highlights

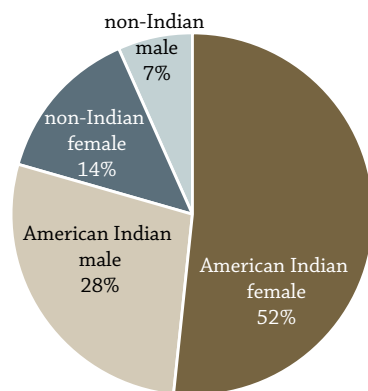
The American Indian Higher Education Consortium (AIHEC) consists of 34 Tribal Colleges and Universities (TCUs) in the United States and one in Canada. In 2005, 32 TCUs (all except the Canadian and two newly joined TCUs) participated in the American Indian Measures for Success (AIMS) project. AIMS Fact Book 2005 presents the summary of data collected through the AIMS Key Indicator System (AKIS).

Enrollment

In Fall 2005, there were 16,986 certificate and degree-seeking students enrolled in the 32 reporting TCUs. Eighty percent identified themselves as American Indian, and 66% were female as shown in Figure 1.

The 32 TCUs 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 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 in this report. In Fall 2005, the most popular discipline was Liberal Arts, followed by Vocational/Career programs and Business. Details on student enrollment may be found in Sections I and V.

Figure 1
Fall 2005 Enrollment
Total 16986 Students



Enrollment by Discipline: AY 2004-05

American Indian Studies	483
Business	1469
Computer Science and Technology	584
Education	1428
Liberal Arts	3862
Mathematics	27
Nursing and Health	989
Science	710
Social Science	1253
Vocational/Career Programs	1496
Undeclared/Nondeclared	1959
Master's Degree Programs	106
Not Reported	2620
TCU total	16986

Enrollment by AIMS TCU: Fall 2005

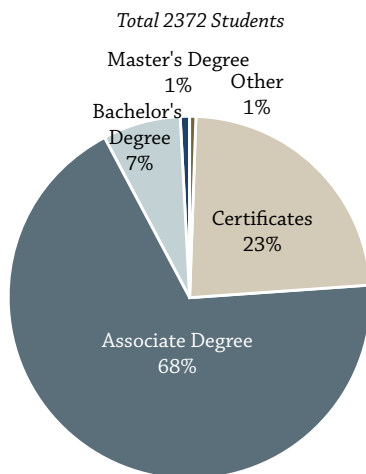
Bay Mills Community College	519
Blackfeet Community College	487
Cankdeska Cikana Community College	193
Chief Dull Knife College	554
College of Menominee Nation	532
Crownpoint Institute of Technology	339
Diné College	1822
Fond du Lac Tribal and Community College	1819
Fort Belknap College	266
Fort Berthold Community College	230
Fort Peck Community College	354
Haskell Indian Nations University	1025
Institute of American Indian Arts	184
Keweenaw Bay Ojibwa Community College	82
Lac Courte Oreilles Ojibwa Community College	494
Leech Lake Tribal College	189
Little Big Horn College	253
Little Priest Tribal College	83
Nebraska Indian Community College	102
Northwest Indian College	495
Oglala Lakota College	1229
Saginaw Chippewa Tribal College	99
Salish Kootenai College	1087
Sinte Gleska University	915
Sisseton Wahpeton College	290
Sitting Bull College	278
Southwestern Indian Polytechnic Institute	614
Stone Child College	344
Tohono O'odham Community College	248
Turtle Mountain Community College	915
United Tribes Technical College	885
White Earth Tribal and Community College	60
TCU total	16986

AIHEC AIMS Fact Book 2005 Highlights (Continued)

Graduation

Most TCUs offer programs leading to a certificate, all offer associate degrees, seven offer bachelor's degrees and two offer master's degree programs. During academic year (AY) 2004-05 there were 2372 graduates from the 32 TCUs. The majority of graduates earned an associate degree (1619, 68%); followed by certificates (555, 23%); bachelor's degrees (166, 7%) and other [apprenticeships and diplomas] (14, 1%) as shown in Figure 2. The percentage of certificates and degrees earned by American Indians and females are similar to that of enrollment: 80% American Indian and 67% female. Forty-six percent of the certificate graduates (260 of 569) were enrolled in vocational programs such as automotive technology or carpentry. Many of the associate degrees conferred were in Liberal Arts (521, 32%), a degree that many students who intend to matriculate into baccalaureate programs pursue. Social science associate degree graduates (258) represented 16% of the total, closely followed by Education (217, 13%), and Business (205, 13%). For more information on degrees and certificates please refer to Sections I and V.

Figure 2
AY 2004-05 Graduation



Graduation by Discipline: AY 2004-05

American Indian Studies	91
Business	290
Computer Sci. and Tech.	161
Education	279
Liberal Arts	547
Mathematics	0
Nursing and Health	183
Science	100
Social Science	353
Vocational/Career Programs	350
Master's Degree Programs	18
TCU Total	2372

Community Education

TCUs serve their community beyond providing higher education. TCUs have active community education programs for pre-K, 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 programs are unique to the institutions and may emphasize indigenous language and culture. Many of the 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. Please refer to Section I, Indicator I.13 for details.

Retention

An ongoing challenge at TCUs is retention. Many TCU students struggle to balance family, work and school. It is not unusual for students to "stop out" of college for one or more years. Few students are able to take a full load of classes every semester. The combination of all of these factors result in low retention. For the 23 TCUs reporting retention and graduation rates for students entering their institutions for the first time in AY 2003-04, the first-year retention rate (students returning in AY 2004-05) was 46%. More information may be found in Section I, Indicator I.14.

The barriers to retention most frequently cited were family obligations (cited by 23 TCUs), maintaining off-campus jobs (12), financial problems (12), lack of preparation (12), transportation (11), personal and family problems (8), and lack of day care service (4). Despite these barriers to higher education, many TCU students persevere until graduation. Please refer to Section XI for selected success stories of students and alumni.

Introduction

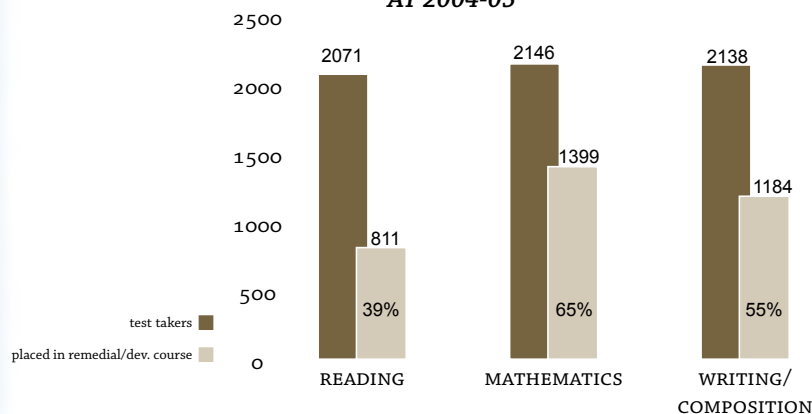
AIHEC AIMS Fact Book 2005 Highlights (Continued)

First-Time Entering Students

TCUs promote a safe, nurturing environment for students. All of the institutions have open admission. The majority of entering students are not fully prepared for college-level work. Student preparedness depends heavily on their high school experience. Only 69% of entering first-time students in AY 2004-05 held a high school diploma, 21% had earned a GED, and 10% had no high school credentials.

Seventeen TCUs provided the results of skill assessment/placement tests for AYs 2003-04 and 2004-05. As shown in Figure 3, students were most underprepared in mathematics, with more than 65% of the test-takers being placed in remedial/developmental mathematics courses as a result of their test scores.

Figure 3
Skills Assessment/Placement Test Results
for First-Time Entering Students
AY 2004-05

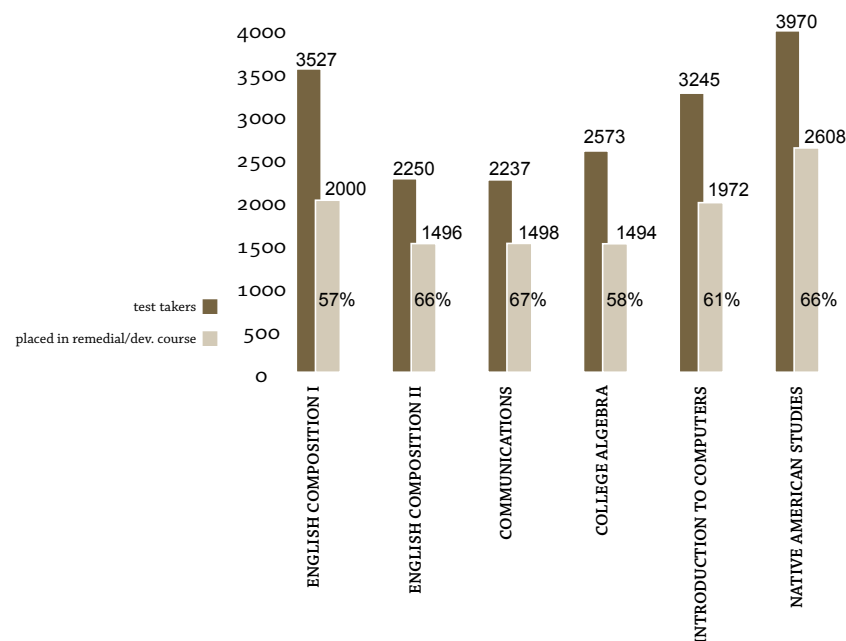


Socioeconomic factors also play an important role in student success in college. In AY 2004-05, the overwhelming majority (88%) of first-time entering students were unmarried, 29% of whom have children (25% of all first-time entering students are single with children). Most students are of traditional age, with 63% aged 16-24 and 20% between 25 and 34 years old. The average family income was \$13,998; the federal poverty threshold for a family of four is \$19,157¹. The need for financial aid is great with 83% of students eligible for financial aid and another 12% in need but not eligible for non financial reasons such as having already used all available aid. Section II provides detailed information regarding first-time entering students.

Core Curriculum Courses

Students must pass core curriculum courses in addition to their specific major course requirements. The successful completion rate (passing with grade "C" or higher) of core academic courses (those required for an associate or bachelor's degree) averages 62%. For information on academic core, vocational core, and remedial/developmental course, please see Section VI.

Figure 4
Academic Core Course Enrollment and Successful Completion
AY 2004-05



American Indian Success Stories

Despite the barriers to higher education, many American Indian students are successful. Higher education opens doors to meaningful and gainful employment, personal satisfaction, and leadership roles in the community. Please refer to Section XI for individual stories of perseverance and achievement.

¹ Source: U.S. Census Bureau. Retrieved 8/11/2006 from <http://www.census.gov/hhes/poverty/threshld/thresh04.html>

AIHEC AIMS Fact Book 2005 Highlights (Continued)

Faculty, Administrators and Staff

In AY 2004-05 there were 3285 faculty members, administrators and staff employed in TCUs. The largest number, 1766 (54%), are staff members. Some people fill two or more roles, 2% (79) are both faculty and an administrator or staff member. The majority are American Indian (60%) and female (58%) as shown in Figure 6. The 1440 faculty members and administrators are 54% full-time and 46% part-time. Detailed information on faculty, administrators and staff professional development, research and achievement may be found in Sections XIII.

Figure 5
Faculty, Administrators, and Staff
AY 2004-05
Total 3285

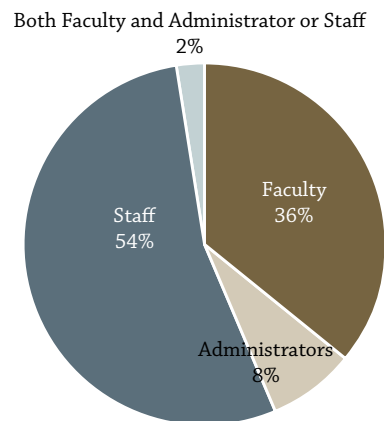


Figure 6
Faculty, Administrators, and Staff
AY 2004-05
Total 3285

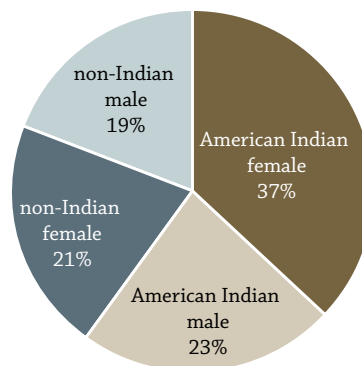
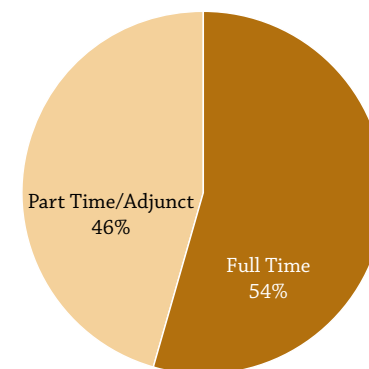


Figure 7
Faculty and Administrators
AY 2004-05
Total 1440



Additional Information

Additional information on TCUs may be found in Sections III–Undergraduate Student Costs, Tuition and Financial Aid; Section IV–Academic Buildings and Major Facilities; Section VIII–New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods; Section IX–IT Infrastructure; Section X–Student Activities and Services Received; Section XIV–Financial Needs for Institutional Development; and Section XV–Partnerships/Collaborations and External Funding.

Introduction

Tribal Colleges' and Universities' Outstanding Achievements during AY 2004-05

TCUs are young institutions that are continuously expanding their programs, physical infrastructure, and technological capabilities. Most of the institutions are now fully accredited; many of the improvements made on campuses over the years have been driven by accreditation standards.

Bay Mills Community College

Bay Mills Community College had a Higher Learning Commission (HLC) of the North Central Association (accrediting agency) visit during the summer of 2004 to evaluate their on-line course offerings. The staff did an excellent job of preparing for the visit, which showed in the evaluation team's final recommendations. The final report recommended that two AA degrees be accredited for on-line offerings; these are the Early Childhood Education Associate of Arts and a Business Administration Associate of Arts.

Cankdeska Cikana Community College

Ten-year accreditation by the Higher Learning Commission (HLC) of the North Central Association was granted. A new science classroom and laboratory, with interactive video network capabilities and computer laboratory, were built.

College of Menominee Nation

CMN entered into an agreement with the U.S. Forest Service to establish the "Center for First Americans' Forestlands" to be constructed on the CMN campus. This collaborative effort will be a research laboratory to provide consultation and educational services.

CMN established its first international partnership with Galen University located in San Ignacio, Belize. This agreement provides for collaborative efforts in sustainable development, faculty and students exchanges, and distance education coursework and research.

CMN was awarded a \$2.5 million five-year National Science Foundation grant that will affect the General Education curriculum as well as various science classes and programs. They have begun standardizing General Education courses so that students at the main and off-site campuses will receive the same basic foundation. Adjunct faculty will receive a textbook and standardized syllabus with which to teach so that students meet the goals of the Assessment of Student Learning Department in compiling their portfolios. In addition, the grant provides for faculty in the science disciplines with terminal degrees and the development of new science curriculum and programs.

Crownpoint Institute of Technology

The Higher Learning Commission (HLC) of the North Central Association voted to grant initial accreditation status to Crownpoint Institute of Technology on October 17, 2005.

CIT has met 90% of its five-year master plan activities and established a master plan development task force committee to develop the next five years of construction activities. They received \$775,000 from the State of New Mexico Legislature to design and engineer a 20,000 square foot general classroom building and to conduct site preparation to relocate modular classroom buildings.

Diné College

The College received its first 20-year funding from the Navajo Nation. The College will receive the \$4.2 million appropriation on an annual basis. A two-story classroom building was constructed on the Shiprock Campus to house the Business and Applied Technology Division and the Center for Diné Studies. The Shiprock managerial staff will move to this new location. The other major infrastructural improvement was the installation of computer network systems at all of the campuses. This prepares the college for significant improvement in its technology and computer services. The college established the Diné Policy Institute and the Diné Environmental Institute. These are collaborations with the Navajo Nation and regional colleges and universities.

Fort Belknap College

FBC celebrated its 20th anniversary with a grand opening and naming ceremony for the new Sitting High Ah-Ah-Ni/Nakoda Cultural Learning Center. The facility houses the College's American Indian Studies Department and White Clay Immersion School and includes offices, classrooms, community room, archive, research area, and "round room."

Other major accomplishments occurred in the areas of staff professional development (six FBC employees earned their Bachelor's of Science degrees from Rocky Mountain College in May 2005), faculty growth (FBC added two new full-time faculty positions, resulting in a 100% increase in the number of full-time faculty positions at FBC since 2003), and fiscal stability. FBC was awarded over \$5 million in new grant funds during the past year and received a fifth consecutive unqualified opinion on its external audit. An "unqualified" audit indicates the institution is a "low risk auditee." Since 2000, the audit report did not have any questioned costs and the few comments were classified as "reportable conditions, not material."

Tribal Colleges' and Universities' Outstanding Achievements during AY 2004-05 (Continued)

Fort Peck Community College

A significant accomplishment was the completion of the Vocational/Technical Center building that houses Automotive Technology and Building Trades. This new facility replaced old buildings that were inconveniently located out of town. Enrollment in both programs increased this year.

FPCC has entered into an agreement with tribal industries under Workforce Investment for several activities including Machine Technology training, Information Technology training, and other cooperative planning and proposal efforts.

Haskell Indian Nations University

HINU built the Little Nations Academic Center, a childcare facility. The college secured ten years of continuing accreditation. HINU was recognized among the top 100 colleges in the Community College Times.

Institute of American Indian Arts

IAIA received formal notification of ten-year accreditation from the Higher Learning Commission (HLC) of the North Central Association and the National Association of Schools of Art and Design. It also acquired approval from accrediting bodies for a Liberal Arts degree program.

The college was awarded \$16.2 million from the W.K. Kellogg Foundation for construction and implementation of a Lifelong Learning Center, and received \$880,000 from the State of New Mexico for construction of the Language Learning Center and programmatic support.

Keweenaw Bay Ojibwa Community College

The Niiwin-Akeaa Center was completed in October 2004. The center houses administration, faculty, a computer lab, a GIS lab, and new classrooms. All staff and faculty have participated in professional development activities and recruitment. Enrollment increased by 20%.

Leech Lake Tribal College

LLTC completed construction of the first wing of its new college building. The building is 17,000 square feet with eight classrooms, library, vending area, faculty and administrative offices. The college was able to vacate three substandard buildings and begin construction on the second wing of the new building which will allow for consolidation of administration.

Little Big Horn College

LBHC reaffirmed its accreditation for ten years. LBHC was awarded federal funds to strengthen the institution and expand the campus. LBHC has been fortunate to retain and recruit highly qualified faculty and staff members.

Little Priest Tribal College

LPTC built a new liberal arts building.

Nebraska Indian Community College

NICC received a three and a half year accreditation. The College has begun construction on its new Macy Student Services Center.

Northwest Indian College

NWIC has established an excellent service-learning component that closely links students, faculty and community-based organizations in services that improve the quality of life in their community. For example, Head Start students worked with NWIC students to plant a garden for the Lummi elders to demonstrate the importance of healthy lifestyles across generations.

NWIC launched a capital campaign in support of the over five million dollars in current funding for a new campus on the Kwina estate property. Included in the development is the College's first student housing facility, a major step in the growth and development of the institution and a key aspect of the College's development as a four-year degree granting institution.

NWIC expanded its sites to include the Colville Reservation in eastern Washington and committed to building its first extended campus facility at the Swinomish Nation's homelands near La Conner. This is part of the College's expanded services to the Pacific Northwest aided in part by a nearly one million dollar grant from the Bill and Melinda Gates Foundation and a construction grant from Title III.

NWIC has initiated a tribal governance enhancement project to develop a training curriculum for current and emerging elected tribal leaders directed at improving their capacity to make culturally competent decisions for their communities. This project, funded by a grant from the Northwest Area Foundation, pairs elected tribal leaders with community activists to design a process for community-based decision-making.

Introduction

Tribal Colleges' and Universities' Outstanding Achievements during AY 2004-05 (Continued)

Oglala Lakota College

Oglala Lakota College continues to provide an outstanding resource for the Pine Ridge Indian Reservation and the Lakota People in cultural preservation and archival documentation of Lakota History. OLC has received regional and national recognition for its archival collection of historical photographs and artifacts. OLC established a historical center that is open to the public year-round. Visitors from around the world travel to Oglala Lakota College to view the historical center and learn about the history and accomplishments of the Oglala Lakota Nation.

Oglala Lakota College is a regional leader in the field of GPS mapping for environmental research. OLC enjoys a long and rich partnership with the National Science Foundation and NASA as a result of the research work that OLC has established in this area. Oglala Lakota College continues to improve its academic standing within the community of higher education. OLC recently achieved a ten-year accreditation award from the Higher Learning Commission. OLC's nursing program has attained a graduate licensure pass rate that exceeds the national average of accredited nursing programs.

Saginaw Chippewa Tribal College

The enrollment at SCTC continues to grow. SCTC was awarded two equity grants and an extension grant for curriculum and leadership development.

Salish Kootenai College

SKC graduated the largest class in its history. The College developed and received accreditation approval of the BS in Forestry and the BS in Information Technology programs. The institutional report to the Northwest Commission on Colleges and Universities was approved. The student housing addition was competed, and funding for a 40-room single student housing complex, and a health and recreation complex was obtained.

Sitting Bull College

Construction began on a six million dollar Science/Technology/Academic classroom facility that is due to open in 2006. SBC implemented two four-year degree programs (Business Administration and Elementary Education) through the Higher Learning Commission. The Standing Rock Rehabilitation Program that is operated by SBC opened a transition home for clients to live at or to hold meetings. SBC wrote and submitted an application for National Scenic Byway designation which was approved for highway 24/1806.

Stone Child College

SCC began construction of the Learning Center, which will open in 2006. The Learning Center will house the College's Construction Technology program, as well as the new Fine Arts program, the implementation of which was a major accomplishment for SCC's 2004-05 academic year. SCC hosted its first annual mid-winter cultural fair that was held in February. The fair gave students and community members an opportunity to learn about the Chippewa Cree culture and heritage. SCC has been working on Chippewa Cree Tribal History projects that include writing several books, informational DVDs and interviewing elders. They have been working with the Western Heritage Center on this project.

Tohono O'odham Community College

In 2004 TOCC achieved land grant status with the U.S. Department of Agriculture. In 2005, it attained full accreditation from the Higher Learning Commission of the North Central Association. In July 2005, TOCC named its first Tohono O'odham president. The College is developing a Tohono O'odham Studies Associate Degree, an academic degree that no other college in the world offers. Residents in remote areas of the Tohono O'odham Nation benefit from the College's outreach efforts, including development of an agriculture degree, a community garden run on organic principles, and distance education courses on critical topics such as diabetes prevention.

Turtle Mountain Community College

TMCC established a National Youth Sports Program, an Elementary Education Program, a Genetic Research Program, and a Performing Arts Committee.

United Tribes Technical College

A major accomplishment at UTTC is the accreditation from the Higher Learning Commission of the North Central Association of five online degree programs in the areas of Early Childhood Education, Elementary Education, Health Information Technology, Injury Prevention/Community Health, and Nutrition & Foodservices. UTTC is the only tribal college in the U.S. with accredited online degree programs, utilizing a unique online technology platform (nicknamed "Indigi-Learn") created by tribal college personnel.

Another significant achievement is the construction of a new Wellness Center. This UTTC facility will complement the recent implementation of a new Holistic Wellness program with state-of-the-art equipment and resources for students and staff. The Wellness Center will address student needs in a

Tribal Colleges' and Universities' Outstanding Achievements during AY 2004-05 (Continued)

comprehensive and holistic manner that takes account of the whole person (body, mind, spirit), including all aspects of lifestyle, with an emphasis on the therapeutic relationship using all appropriate therapies, both conventional and alternative. Construction was facilitated by a combination of financial resources from the U.S. Department of Education, U.S. Department of Agriculture, and the private sector.

UTTC also launched a five million dollar scholarship campaign in January 2005 to provide quality education experiences and opportunities. UTTC was able to provide students with \$18,000 in scholarships and financial assistance for Fall 2005.

UTTC expects to offer higher level studies in science, technology, engineering, and math through a new tribal Environmental Science program aimed at the developmental needs of tribal natural resources. The program is supported by a multi-year grant from the National Science Foundation.

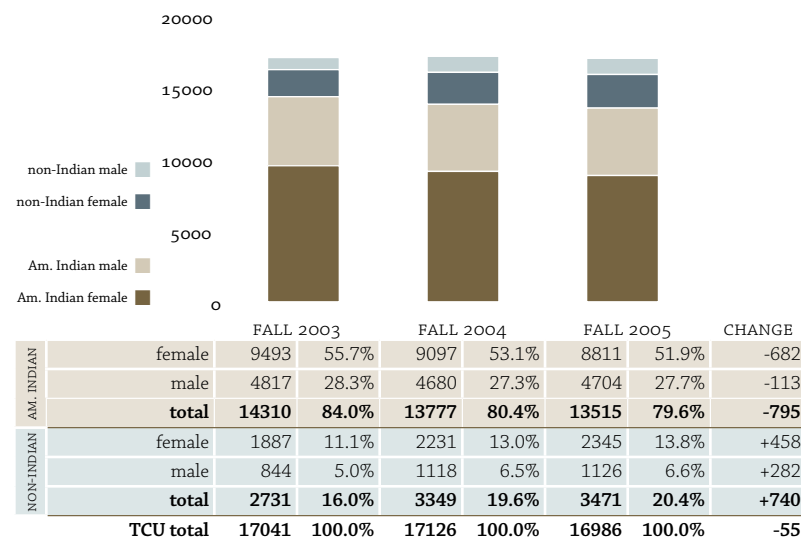
White Earth Tribal and Community College

WETCC achieved candidacy status through the Higher Learning Commission (HLC) of the North Central Association. The College began to build infrastructure with the help of a Title III grant and continued to develop the site for its new campus building with the placement of roads, water, sewer and electricity.

Section I. Educational Participation, Attainment, and Retention

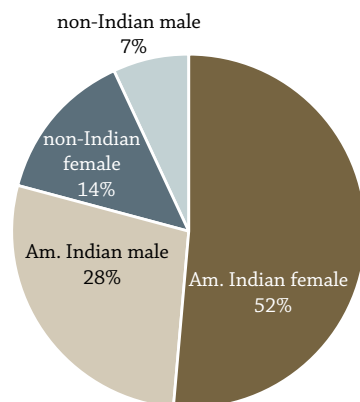
Indicator I.1 Tribal Colleges' and Universities' Fall Enrollment Trends: AY 2003-04 to AY 2005-06

Enrollment Trends by American Indian/non-Indian and Gender (32 TCUs)



Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Fall 2005 Enrollment Breakdown (Total 16,986 students)



- In Fall 2005 32 TCUs enrolled 16,986 students pursuing college degrees:
 - 79.6% American Indian
 - 20.4% non-Indian
 - 65.7% female
 - 34.3% male

- Newly joined Comanche Nation College and Wind River Tribal College are not included in this report.



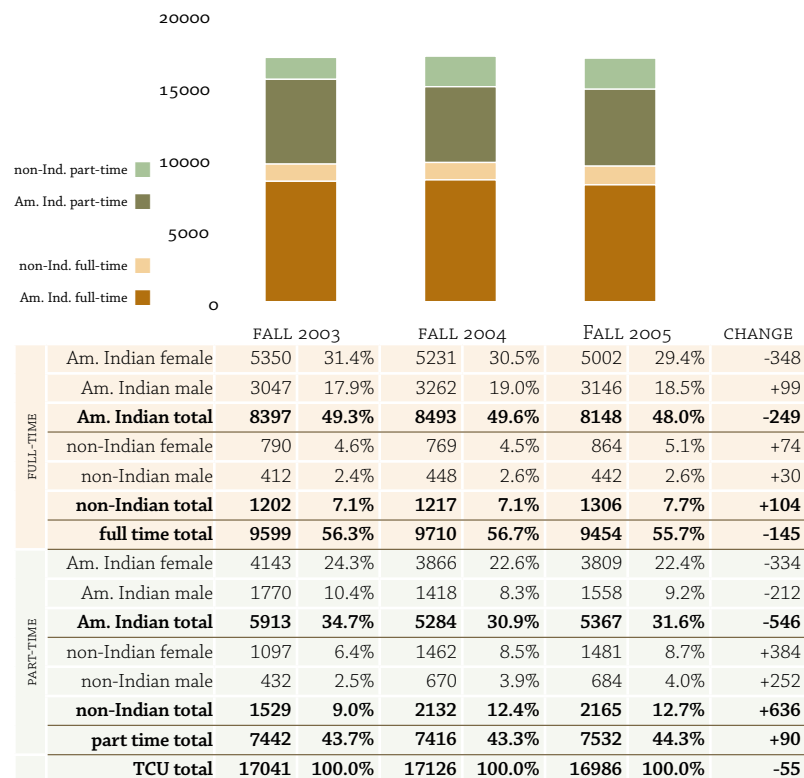
About 80% of the enrollment in Tribal Colleges and Universities is American Indian, and 66% are female. The past three years have shown a small annual increase in the number and percentage of non-American Indian students, which demonstrates that TCUs serve a diverse population, many of whom live in isolated rural areas.



Section I. Educational Participation, Attainment, and Retention

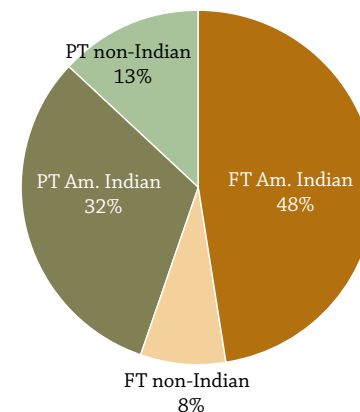
Indicator I.1 Tribal Colleges' and Universities' Fall Enrollment Trends: AY 2003-04 to AY 2005-06 (Continued)

TCU by Full and Part Time, American Indian/non-Indian and Gender
(32 TCUs)



Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Fall 2005 Enrollment Breakdown
(Total 16,986 students)

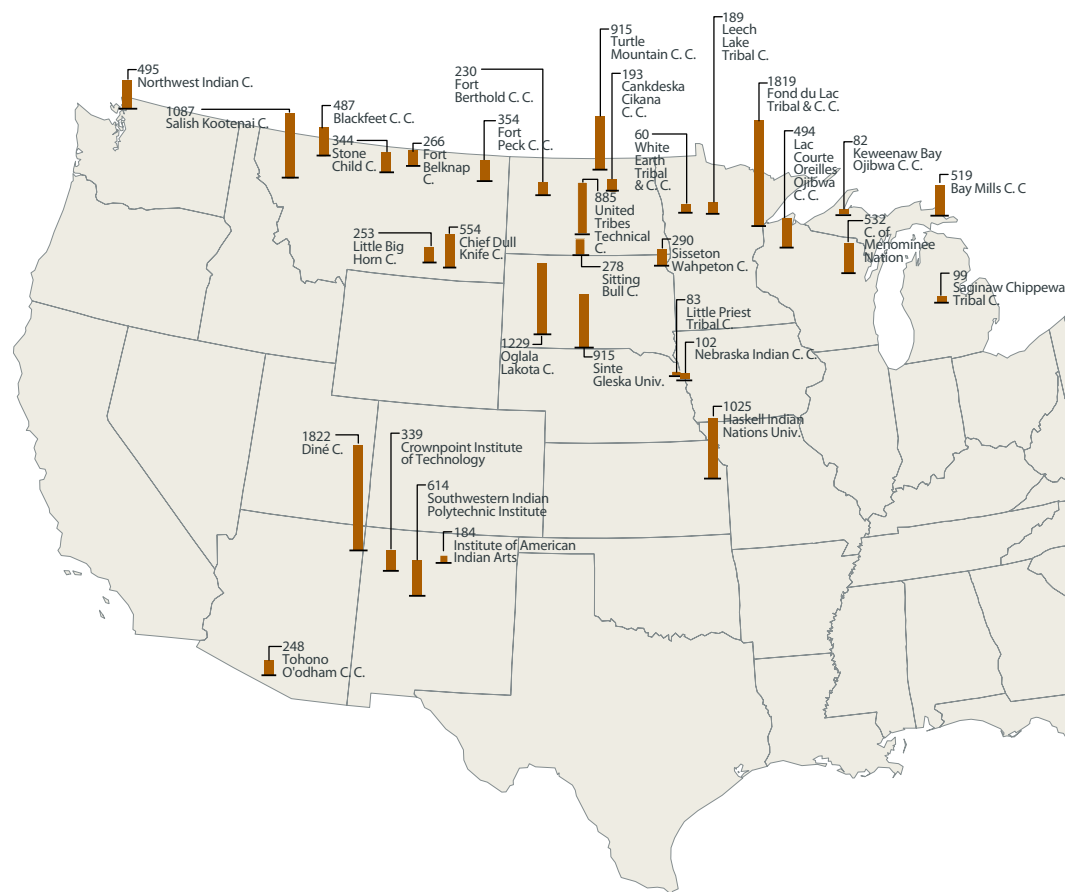


- In Fall 2005, 32 TCUs enrolled 16,986 students pursuing college degrees
 - 55.7% Full-Time
 - 86.2% American Indian
 - 62.0% female
 - 44.3% Part-Time
 - 71.3% American Indian
 - 70.2% female



Section I. Educational Participation, Attainment, and Retention

Indicator I.2 TCU Fall 2005 Enrollment



In Fall 2005 there were 16,986 certificate- and degree-seeking students enrolled in 32 TCUs. The average enrollment is 531, with a range from 60 to 1,822.

Bay Mills Community College	519
Blackfeet Community College	487
Cankdeska Cikana Community College	193
Chief Dull Knife College	554
College of Menominee Nation	532
Crownpoint Institute of Technology	339
Diné College	1822
Fond du Lac Tribal and Community College	1819
Fort Belknap College	266
Fort Berthold Community College	230
Fort Peck Community College	354
Haskell Indian Nations University	1025
Institute of American Indian Arts	184
Keweenaw Bay Ojibwa Community College	82
Lac Courte Oreilles Ojibwa Community College	494
Leech Lake Tribal College	189
Little Big Horn College	253
Little Priest Tribal College	83
Nebraska Indian Community College	102
Northwest Indian College	495
Oglala Lakota College	1229
Saginaw Chippewa Tribal College	99
Salish Kootenai College	1087
Sinte Gleska University	915
Sisseton Wahpeton College	290
Sitting Bull College	278
Southwestern Indian Polytechnic Institute	614
Stone Child College	344
Tohono O'odham Community College	248
Turtle Mountain Community College	915
United Tribes Technical College	885
White Earth Tribal and Community College	60
TCU total	16986

Section I. Educational Participation, Attainment, and Retention

Indicator I.3 TCU Enrollment and Graduation Trends: AY 2003-04 to AY 2005-06

Enrollment and Degrees Conferred

(32 TCUs)

	AY 2003-04		AY 2004-05		AY 2005-06
	FALL ENROLLMENT	DEG./CERT. CONFERRED **	FALL ENROLLMENT	DEG./CERT. CONFERRED **	FALL ENROLLMENT
Bay Mills Community College	580	112	547	87	519
Blackfeet Community College	587	126	551	115	487
Cankdeska Cikana Community College	187	18	194	37	193
Chief Dull Knife College	441	33	356	25	554
College of Menominee Nation	498	58	510	43	532
Crownpoint Institute of Technology	295	175	348	175	339
Diné College	2161	238	2323	250	1822
Fond du Lac Tribal and Community College	1029	229	1638	251	1819
Fort Belknap College	215	27	259	12	266
Fort Berthold Community College	259	36	281	46	230
Fort Peck Community College	435	48	485	65	354
Haskell Indian Nations University	918	196	928	158	1025
Institute of American Indian Arts	156	35	179	27	184
Keweenaw Bay Ojibwa Community College	60	0	59	2	82
Lac Courte Oreilles Ojibwa Community College	495	81	454	55	494
Leech Lake Tribal College	149	20	195	17	189
Little Big Horn College	429	31	312	30	253
Little Priest Tribal College	98	6	123	5	83
Nebraska Indian Community College	196	18	84	7	102
Northwest Indian College	641	42	533	78	495
Oglala Lakota College	1369	202	1332	176	1229
Saginaw Chippewa Tribal College	48	6	92	14	99
Salish Kootenai College	1100	144	1125	166	1087
Sinte Gleska University	1147	106	1128	88	915
Sisseton Wahpeton College	294	24	204	37	290
Sitting Bull College	288	31	288	36	278
Southwestern Indian Polytechnic Institute	896	91	757	104	614
Stone Child College	401	24	347	34	344
Tohono O'odham Community College	172	11	168	4	248
Turtle Mountain Community College	983	159	798	113	915
United Tribes Technical College	453	80	472	109	885
White Earth Tribal and Community College	61	5	56	6	60
TCU total	17041	2412	17126	2372	16986

** Deg./Cert. conferred includes Diplomas, Certificates, Associate Degrees, Bachelor's Degrees, and Master's Degrees.

Section I. Educational Participation, Attainment, and Retention

Indicator I.4 TCU Fall Enrollment Trends by State: AY 2003-04 to AY 2005-06

Fall Enrollment Trends

(32 TCUs, 11 states)

	FALL 2003	FALL 2004	FALL 2005
Diné College	2161	2323	1822
Tohono O'odham Community College	172	168	248
Arizona total	2333	2491	2070
Haskell Indian Nations University	918	928	1025
Kansas total	918	928	1025
Bay Mills Community College	580	547	519
Keweenaw Bay Ojibwa Community College	60	59	82
Saginaw Chippewa Tribal College	48	92	99
Michigan total	688	698	700
Fond du Lac Tribal & Community College	1029	1638	1819
Leech Lake Tribal College	149	195	189
White Earth Tribal and Community College	61	56	60
Minnesota total	1239	1889	2068

Thirteen states are home to TCUs, but the new colleges in Oklahoma and Wyoming were not included in this report. Montana has the most TCUs with seven.

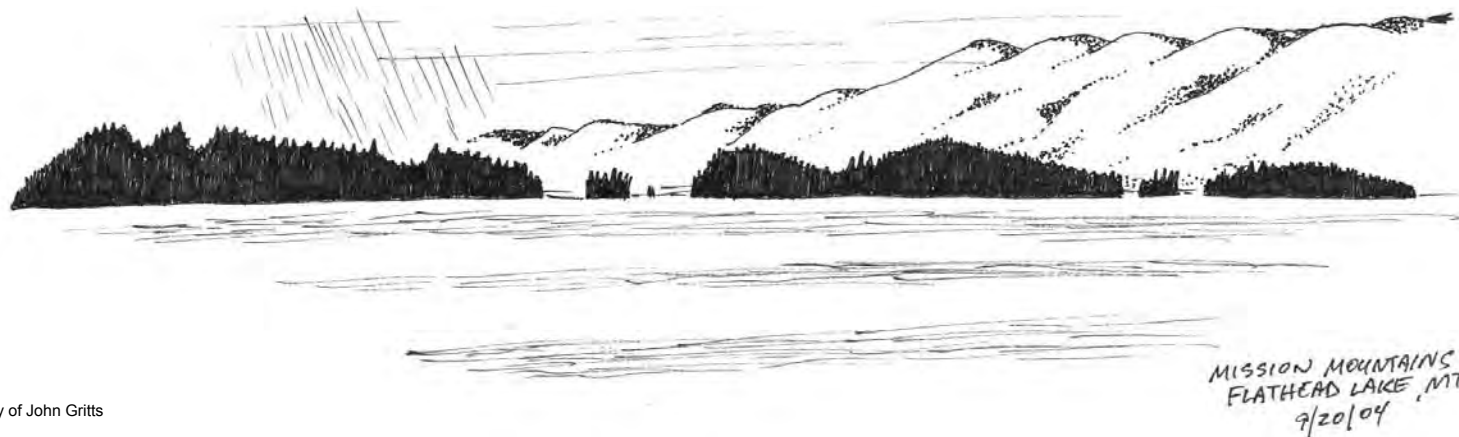
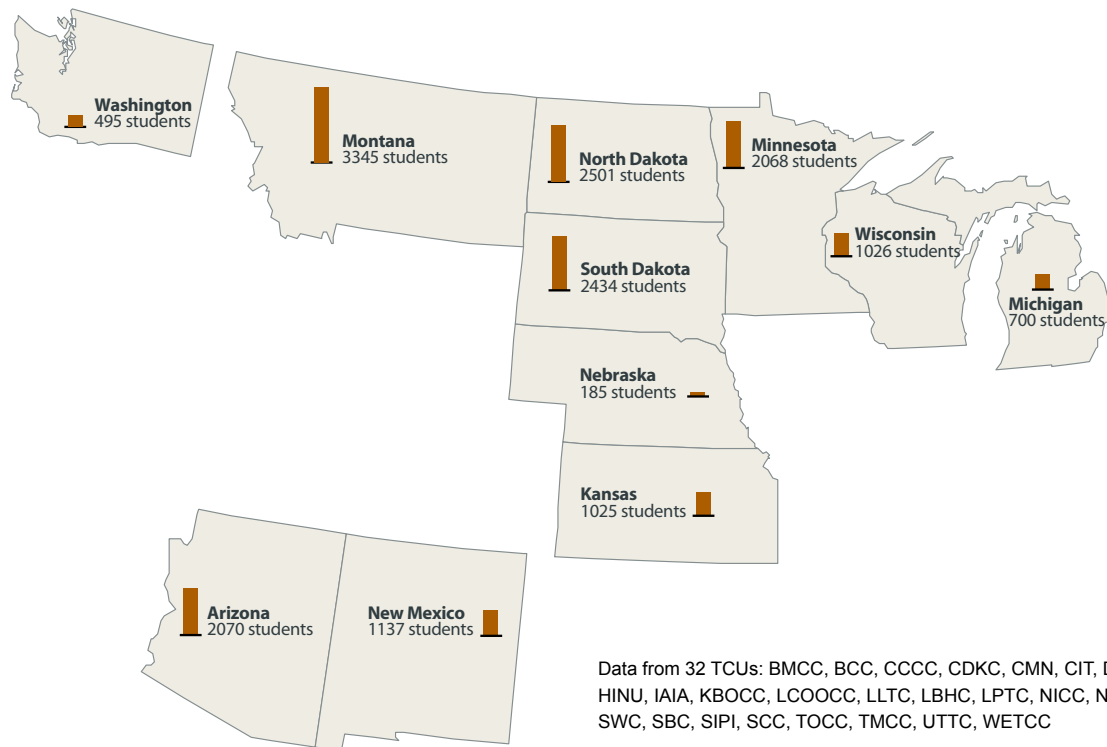
	FALL 2003	FALL 2004	FALL 2005
Blackfeet Community College	587	551	487
Chief Dull Knife College	441	356	554
Fort Belknap College	215	259	266
Fort Peck Community College	435	485	354
Little Big Horn College	429	312	253
Salish Kootenai College	1100	1125	1087
Stone Child College	401	347	344
Montana total	3608	3435	3345
Cankdeska Cikana Community College	187	194	193
Fort Berthold Community College	259	281	230
Sitting Bull College	288	288	278
Turtle Mountain Community College	983	798	915
United Tribes Technical College	453	472	885
North Dakota total	2170	2033	2501
Little Priest Tribal College	98	123	83
Nebraska Indian Community College	196	84	102
Nebraska total	294	207	185
Crownpoint Institute of Technology	295	348	339
Institute of American Indian Arts	156	179	184
Southwestern Indian Polytechnic Institute	896	757	614
New Mexico total	1347	1284	1137
Oglala Lakota College	1369	1332	1229
Sinte Gleska University	1147	1128	915
Sisseton Wahpeton Community College	294	204	290
South Dakota total	2810	2664	2434
Northwest Indian College	641	533	495
Washington total	641	533	495
College of Menominee Nation	498	510	532
Lac Courte Oreilles Ojibwa Community College	495	454	494
Wisconsin total	993	964	1026
TCU total	17041	17126	16986

Section I. Educational Participation, Attainment, and Retention

Indicator I.5 TCU Fall 2005 Enrollment in 11 States

Fall 2005 Enrollment

(32 TCUs)



Courtesy of John Gritts

Section I. Educational Participation, Attainment, and Retention

Indicator I.6 Brief Summary Statistics of Tribal Colleges and Universities: Fall 2005

Number of Students Enrolled in Fall 2005 (year founded)

(32 TCUs)

< 200 (9 TCUs)

- Cankdeska Cikana Community College (1974)
- Institute of American Indian Arts (1962)
- Fort Berthold Community College (1973)
- Keweenaw Bay Ojibwa Community College (1975)
- Leech Lake Tribal College (1990)
- Little Priest Tribal College (1996)
- Nebraska Indian Community College (1972)
- Saginaw Chippewa Tribal College (1998)
- White Earth Tribal and Community College (1997)

201-500 (11 TCUs)

- Blackfeet Community College (1974)
- Crownpoint Institute of Technology (1979)
- Fort Belknap College (1984)
- Fort Peck Community College (1978)
- Lac Courte Oreilles Ojibwa Community College (1982)
- Little Big Horn College (1980)
- Northwest Indian College (1989)
- Sisseton Wahpeton College (1979)
- Sitting Bull College (1973)
- Stone Child College (1984)
- Tohono O'odham Community College (1998)

501-1,000 (7 TCUs)

- Bay Mills Community College (1984)
- Chief Dull Knife College (1975)
- College of Menominee Nation (1993)
- Sinte Gleska University (1971)
- Southwestern Indian Polytechnic Institute (1971)
- Turtle Mountain Community College (1972)
- United Tribes Technical College (1969)

> 1,000 (5 TCUs)

- Diné College (1968)
- Fond du Lac Tribal and Community College (1987)
- Haskell Indian Nations University (1992)
- Oglala Lakota College (1971)
- Salish Kootenai College (1977)

Fall 2005 Enrollment Average and Overall Demographics

(32 TCUs)

	NUMBER	PERCENTAGE
total students	16986	
average number of students per institution	531	
American Indian students	13515	80%
full time	9454	56%
part time	7532	44%
female	11156	66%
male	5830	34%

- Total number of AIHEC Tribal Colleges and Universities: 35 (34 in the United States and one in Canada)
- Oldest Tribal College: Diné College (1968)
- Youngest Tribal College: Comanche Nation College (2002)
- Newest member of AIHEC: Wind River Tribal College (2005)
- Largest Tribal College: Dine College (Fall 2005 enrollment - 1822)
- Tribal Colleges not located on reservation: Haskell Indian Nations University, Institute of American Indian Arts, Southwestern Indian Polytechnic Institute, United Tribes Technical College
- Tribal Colleges enrolling only Indian students: Haskell Indian Nations University, Southwestern Indian Polytechnic Institute
- Number of States where Tribal Colleges and Universities are located: 13 (Arizona, Kansas, Minnesota, Montana, Michigan, Nebraska, New Mexico, North Dakota, South Dakota, Washington, and Wisconsin). The new colleges in Oklahoma and Wyoming were not included in this study.
- State with most Tribal Colleges: Montana (7)

Section I. Educational Participation, Attainment, and Retention

Indicator I.7 Students' Tribal Affiliation: Fall 2005

Each TCU reported the tribal affiliation of their enrolled students: the number of students enrolled in each of the five most represented tribes and the remaining Indian students as "other tribes." The following list includes the tribes reported as one of the five most represented. A number after the tribal name is the number of TCUs reporting that the tribe is one of the five most represented.

- Apache, San Carlos, AZ (1)
- Assiniboine (2)
- Blackfeet (3)
- Blood (1)
- Bois Forte Band of Chippewa (1)
- Cherokee (Oklahoma) (1)
- Chippewa Cree (2)
- Choctaw (Oklahoma) (1)
- Colville (1)
- Confederated Salish & Kootenai (1)
- Creek (1)
- Crow (4)
- Crow Creek (1)
- Diné (1)
- Fort Belknap Assiniboine (1)
- Fort Belknap Gros Ventre (1)
- Fort Peck Assiniboine (4)
- Grand Traverse Band (1)
- Grand Traverse Band of Ottawa and Chippewa Indians (1)
- Gros Ventre (White Clay) (1)
- Gun Lake (1)
- Hopi (2)
- Keweenaw Bay Indian Community band of Ojibwa Indians (1)
- Leech Lake Band of Ojibwe (1)
- Little River Band of Ottawa Indians (1)
- Little Traverse Bay Band (2)
- Lower Brule (1)
- Lummi (1)
- Menominee (1)
- Mille Lacs Band of Ojibwe (1)
- Muckleshoot (1)
- Muscogee Creek (1)
- Navajo (6)
- Nez Perce (1)
- Northern Cheyenne (3)
- Oglala Sioux Tribe (1)
- Omaha (1)
- Oneida (2)
- Prairie Band Potawatomi Nation (1)
- Pueblo of Jemez (1)
- Pueblo of Laguna (1)
- Pueblo of San Felipe (1)
- Pueblo of Santo Domingo (1)
- Red Lake Nation (1)
- Saginaw Chippewa (2)
- Sault Ste. Marie Tribe of Chippewa Indians (1)
- Sioux (1)
- Spirit Lake Sioux (1)
- Standing Rock Sioux (2)
- Stockbridge-Munsee (1)
- Taos Pueblo (1)
- Tohono O'odham Nation (1)
- Tulalip (1)
- Turtle Mountain Chippewa (1)
- White Earth Reservation (1)
- Winnebago (1)

(#) Number of TCUs

Data from 19 TCUs: BMCC, BCC, CCCC, CMN, CIT, DC, FBC, FPCC, HINU, IAIA, KBOCC, LLTC, LBHC, LPTC, NWIC, SCTC, SKC, SIPI, SCC

Section I. Educational Participation, Attainment, and Retention

Indicator I.8 TCUs Major Group Offerings

TCUs offer numerous academic and vocational programs leading to a degree, certificate, or diploma. They have been grouped into 33 different major groups as listed below. The undergraduate major groups have been further aggregated into 10 disciplines. All TCUs offer associate degree programs, and most TCUs offer certificate and diploma programs. Six TCUs offer bachelor's degree programs and two TCUs offer master's degree programs.

Discipline	Major Group
American Indian Studies	American Indian Languages American Indian Studies
Business	Accounting Business
Computer Sci. and Tech.	Computer Science Computer Technology
Education	Education-Paraprofessional Education-Professional
Liberal Arts	Art English Geography Individualized Program Liberal Arts/General Studies
Mathematics	Engineering Mathematics
Nursing and Health	Health Careers Nursing
Science	Agriculture and Farming Biology Environmental Science/Natural Resources Life Sciences Natural Science Pre-Veterinary Science Science
Social Science	Corrections/Law Enforcement Human Services Paralegal Social Science
Vocational/Career Prog.	Automotive Technology Building Trades Hospitality Industry Office Administration/Technology Vocational/Career Programs



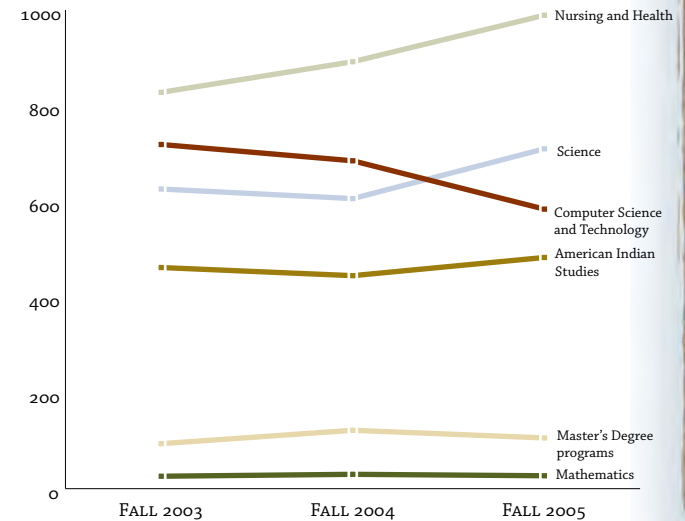
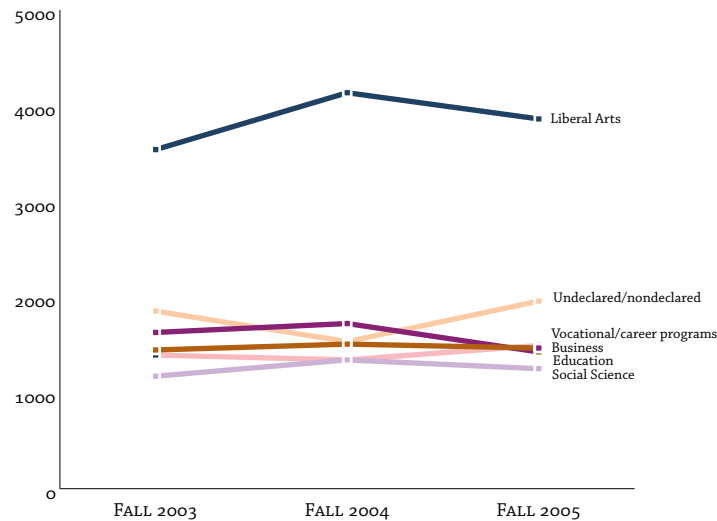
Turtle Mountain Community College students

Section I. Educational Participation, Attainment, and Retention

Indicator I.9 TCU Fall Enrollment Trends by Discipline, Gender and Race: AY 2003-04 to AY 2005-06

Fall Enrollment

(32 TCUs)



	FALL 2003					FALL 2004					FALL 2005				
	AMERICAN INDIAN		NON-INDIAN		TOTAL	AMERICAN INDIAN		NON-INDIAN		TOTAL	AMERICAN INDIAN		NON-INDIAN		TOTAL
	FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE	
Am. Indian Studies	232	207	18	5	462	223	174	31	17	445	286	166	25	6	483
Business	918	395	98	38	1449	915	449	107	39	1510	886	436	107	40	1469
Computer Sci. and Tech.	298	333	46	42	719	294	317	38	36	685	270	263	24	27	584
Education	1130	202	286	14	1632	1156	236	304	29	1725	939	175	284	30	1428
Liberal Arts	1780	1128	440	194	3542	2157	1229	531	219	4136	1939	1264	449	210	3862
Mathematics	11	15	0	0	26	9	21	0	0	30	4	23	0	0	27
Nursing and Health	552	61	194	21	828	607	93	176	16	892	597	88	281	23	989
Science	268	277	43	38	626	254	271	34	47	606	303	321	38	48	710
Social Science	508	213	241	213	1175	621	251	219	254	1345	638	255	185	175	1253
Voc./Career Programs	639	689	26	42	1396	551	694	47	53	1345	607	707	96	86	1496
Undeclared/Nondeclared	892	555	257	151	1855	685	433	293	125	1536	1016	513	288	142	1959
Master's Degree Prog.	43	21	26	4	94	63	23	28	8	122	54	24	23	5	106
Not Reported	2222	721	212	82	3237	1562	489	423	275	2749	1272	469	545	334	2620
TCU total	9493	4817	1887	844	17041	9097	4680	2231	1118	17126	8811	4704	2345	1126	16986

Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

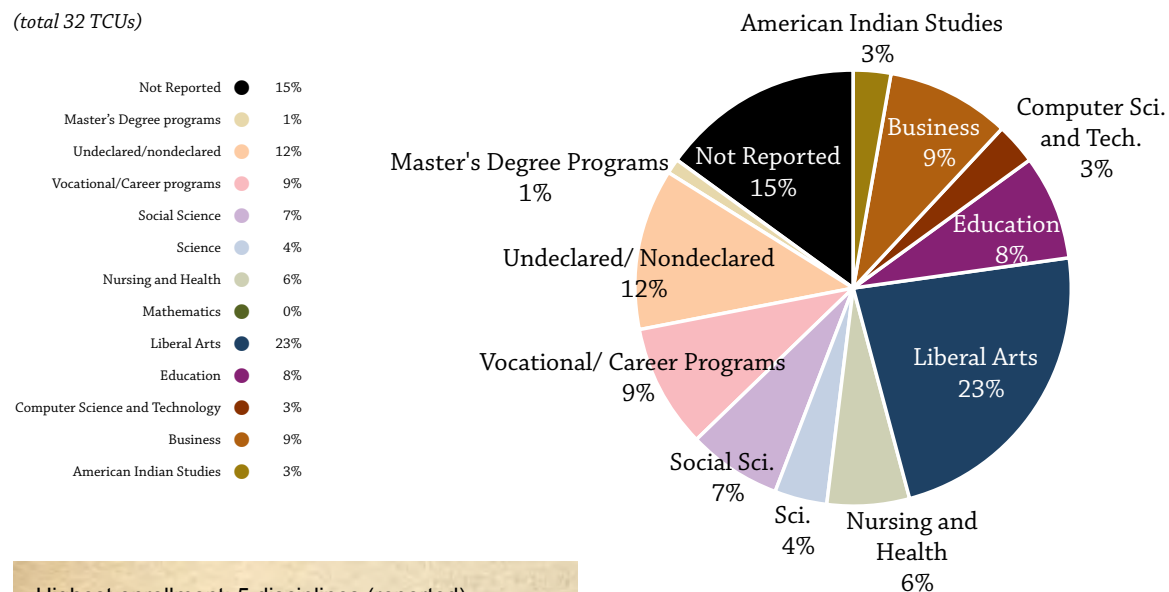
Section I. Educational Participation, Attainment, and Retention

Indicator I.10 TCU Fall Enrollment by Discipline: Fall 2005

Fall 2005 Enrollment

(total 32 TCUs)

(Total 16,986 students)

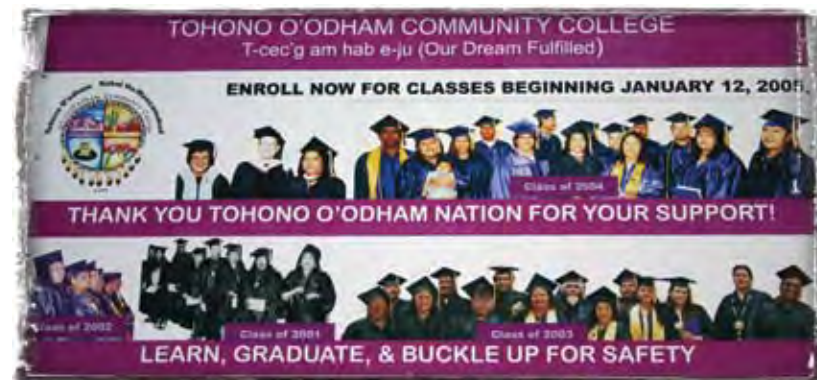


Highest enrollment: 5 disciplines (reported)

1. Liberal Arts	3862 (23%)
2. Vocational/Career Programs	1496 (9%)
3. Business	1469 (9%)
4. Education	1428 (8%)
5. Social Science	1253 (7%)

Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

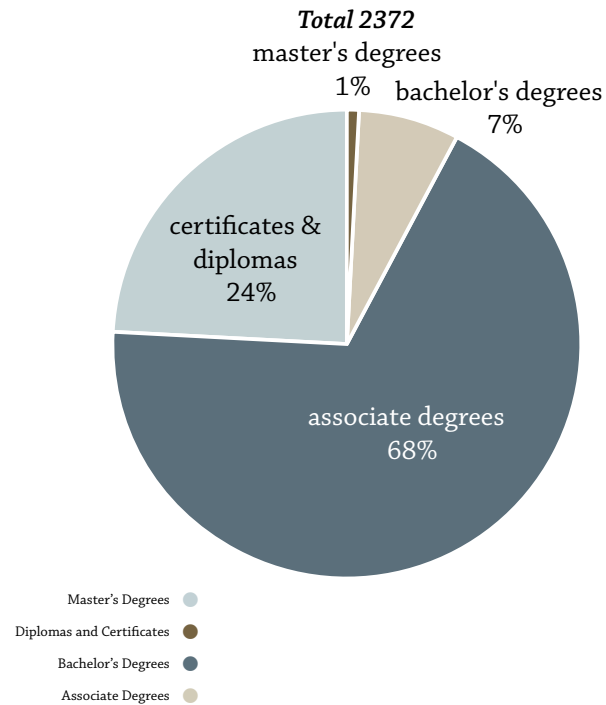
Over 400 academic and vocational programs are offered by TCUs. The programs have been aggregated into ten disciplines. The most popular discipline is Liberal Arts, which accounts for 23% of the Fall 2005 enrollment.



Section I. Educational Participation, Attainment, and Retention

Indicator I.11 TCU Degrees, Certificates, and Diplomas Conferred: AY 2004-05

Degrees, Certificates, and Diplomas Conferred (32 TCUs)



Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Note: 28 TCUs offer Certificate programs
32 TCUs offer Associate Degree programs
7 TCUs offer Bachelor's Degree programs
2 TCUs offer Master's Degree programs

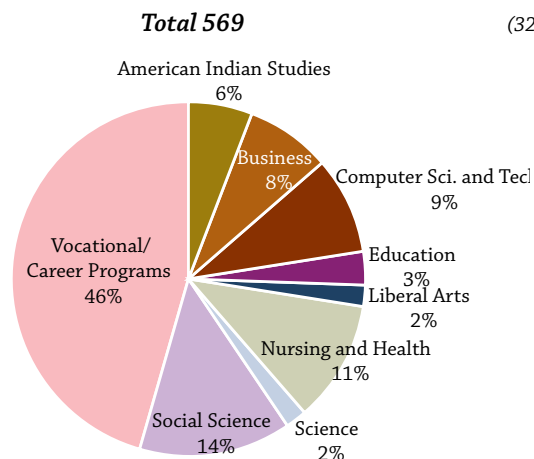
TCU	CERT. & DIPLOMAS	ASSOCIATE DEGREES	BACHELOR'S DEGREES	MASTER'S DEGREES
Bay Mills Community College	53	34	n.o.	n.o.
Blackfeet Community College	26	89	n.o.	n.o.
Cankdeska Cikana Community College	2	35	n.o.	n.o.
Chief Dull Knife College	0	25	n.o.	n.o.
College of Menominee Nation	3	40	n.o.	n.o.
Crownpoint Institute of Technology	143	32	n.o.	n.o.
Diné College	18	232	n.o.	n.o.
Fond du Lac Tribal and Community College	78	173	n.o.	n.o.
Fort Belknap College	n.o.	12	n.o.	n.o.
Fort Berthold Community College	8	38	n.o.	n.o.
Fort Peck Community College	29	36	n.o.	n.o.
Haskell Indian Nations University	n.o.	91	67	n.o.
Institute of American Indian Arts	n.o.	15	12	n.o.
Keweenaw Bay Ojibwa Community College	n.o.	2	n.o.	n.o.
Lac Courte Oreilles Ojibwa Community College	9	46	n.o.	n.o.
Leech Lake Tribal College	3	14	n.o.	n.o.
Little Big Horn College	0	30	n.o.	n.o.
Little Priest Tribal College	1	4	n.o.	n.o.
Nebraska Indian Community College	0	7	n.o.	n.o.
Northwest Indian College	12	66	n.o.	n.o.
Oglala Lakota College	40	88	39	9
Saginaw Chippewa Tribal College	0	14	n.o.	n.o.
Salish Kootenai College	33	108	25	n.o.
Sinte Gleska University	19	38	22	9
Sisseton Wahpeton College	11	26	n.o.	n.o.
Sitting Bull College	5	31	0	n.o.
Southwestern Indian Polytechnic Institute	35	69	n.o.	n.o.
Stone Child College	0	34	n.o.	n.o.
Tohono O'odham Community College	2	2	n.o.	n.o.
Turtle Mountain Community College	39	73	1	n.o.
United Tribes Technical College	0	109	n.o.	n.o.
White Earth Tribal and Community College	0	6	n.o.	n.o.
TCU total	569	1619	166	18
			total	2372

n.o.—degree, certificate or diploma not offered

Section I. Educational Participation, Attainment, and Retention

Indicator I.12 TCU Diplomas; Certificates; Associate, Bachelor's, and Master's Degrees Conferred by Gender, Race and Discipline: AY 2004-05

Diplomas and Certificates (28 TCUs)

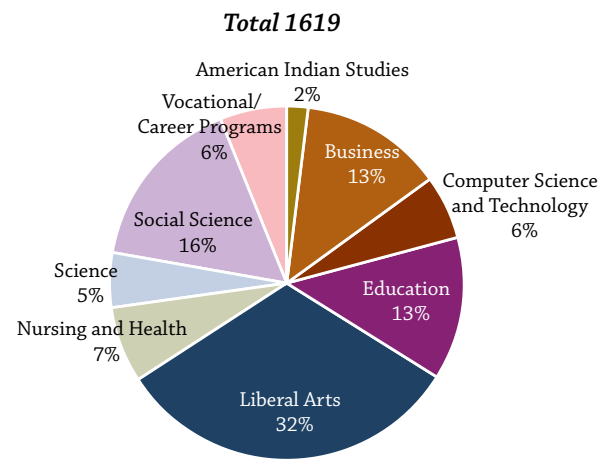


AY 2004-05

	AMERICAN INDIAN		NON-INDIAN		TOTAL
	FEMALE	MALE	FEMALE	MALE	
American Indian Studies	18	10	5	0	33
Business	30	10	3	0	43
Computer Sci. and Tech.	26	23	3	1	53
Education	11	0	6	0	17
Liberal Arts	1	10	0	0	11
Mathematics	0	0	0	0	0
Nursing and Health	32	1	29	2	64
Science	4	3	2	1	10
Social Science	4	7	17	50	78
Vocational/Career Programs	99	146	11	4	260
TCU total	225	210	76	58	569

Data from 28 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBCC, FPCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Associate Degrees (32 TCUs)



AY 2004-05

	AMERICAN INDIAN		NON-INDIAN		TOTAL
	FEMALE	MALE	FEMALE	MALE	
American Indian Studies	22	11	1	0	34
Business	139	47	14	5	205
Computer Sci. and Tech.	41	50	4	6	101
Education	149	24	42	2	217
Liberal Arts	333	101	62	25	521
Mathematics	0	0	0	0	0
Nursing and Health	63	8	41	2	114
Science	36	39	3	1	79
Social Science	137	36	32	53	258
Vocational/Career Programs	50	33	6	1	90
TCU total	970	349	205	95	1619

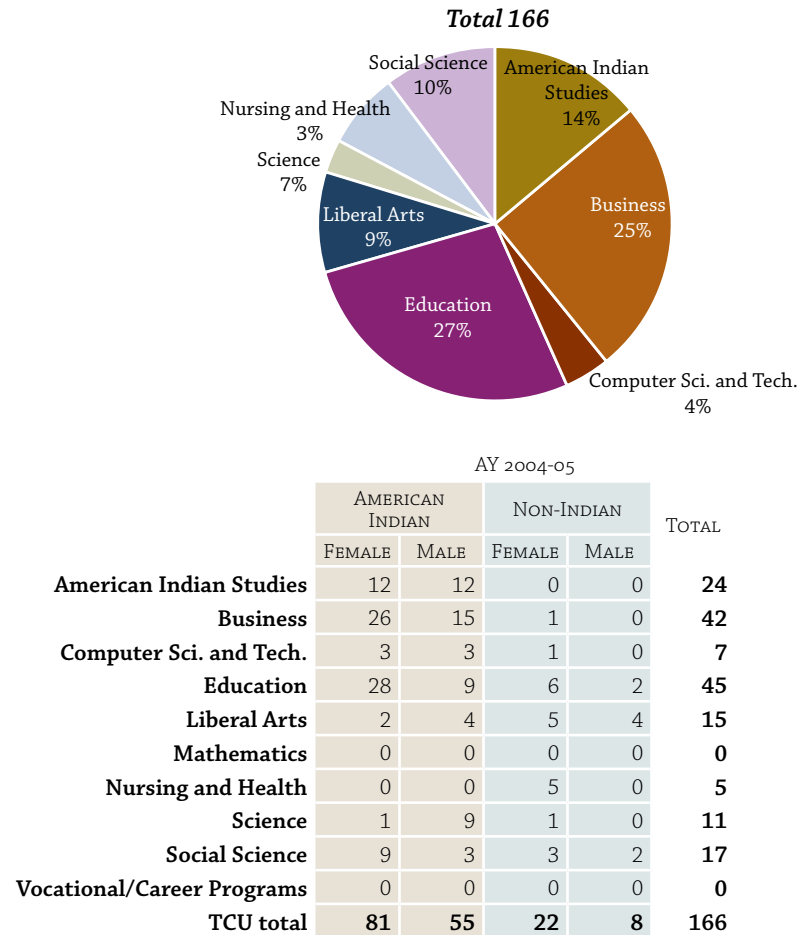
Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section I. Educational Participation, Attainment, and Retention

Indicator I.12 TCU Diplomas; Certificates; Associate, Bachelor's, and Master's Degrees Conferred by Gender, Race and Discipline: AY 2004-05 (Continued)

Bachelor's Degrees

(6 TCUs)



Data from 7 Bachelor's Degree Offering TCUs: HINU, IAIA, OLC, SBC, SKC, SGU, TMCC

The largest number of degrees earned were at the associate degree level (68%). The majority of associate degrees were in Liberal Arts. Almost half of the certificates earned were for vocational/career programs.

Master's Degrees

(2 TCUs)

Master's Degree Programs	AY 2004-05				TOTAL
	AMERICAN INDIAN		NON-INDIAN		
	FEMALE	MALE	FEMALE	MALE	
	15	1	2	0	

Data from 2 Master's Degree Offering TCUs: OLC, SGU

Master's Degree Program Offerings:

- Education
- Educational Administration
- Human Services
- Lakota Leadership/Management: Secondary/Middle/Elementary



OLC Science and Technology Center

Section I. Educational Participation, Attainment, and Retention

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05

Target Audience: K-Grade 5 Students

(8 TCUs in 03-04 and 10 in 04-05)

	NUMBER OF PARTICIPANTS	
	8 TCUs	10 TCUs
K-G5	03-04 ¹	04-05 ²
American Indian	603	3298
non-Indian	70	1377

Sample Programs

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'iyé Otipi-Sitting Bull Camp
SEMA Curriculum Distribution

¹ Data from 8 TCUs: FBC, FBCC, FPCC, KBOCC, SBC, SCC, TMCC, WETCC

² Data from 10 TCUs: FBC, FBCC, FPCC, KBOCC, OLC, SBC, SCC, SKC, TMCC, WETCC

Target Audience: Grade 6-8 Students

(10 TCUs in 03-04 and 12 in 04-05)

	NUMBER OF PARTICIPANTS	
	10 TCUs	12 TCUs
G6-8	03-04 ³	04-05 ⁴
American Indian	2426	3863
non-Indian	173	631

Sample Programs

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

³ Data from 10 TCUs: CMN, FBC, FBCC, FPCC, KBOCC, LPTC, SBC, SCC, TMCC, WETCC

⁴ Data from 12 TCUs: CMN, FBC, FBCC, FPCC, KBOCC, LPTC, OLC, SBC, SCC, SKC, TMCC, TOCC



Photo credit: HINU

TCUs serve children and adults in their communities by offering many cultural, enrichment, and academic activities. The number of participants presented is based on the limited number of TCUs that have this data available.

Section I. Educational Participation, Attainment, and Retention

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05 (Continued)

Target Audience: Grade 9-12 Students

(21 TCUs in 03-04 and 17 in 04-05)

	NUMBER OF PARTICIPANTS	
	21 TCUs 03-04 ¹	17 TCUs 04-05 ²
G9-12		
American Indian	2404	3114
non-Indian	344	1878

(5 TCUs in 03-04 and 6 in 04-05)

	NUMBER MATRICULATED INTO	
	5 TCUs 03-04 ³	6 TCUs 04-05 ⁴
G9-12		
home TCU	49	27
another inst.	156	12

Sample Programs

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

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

¹ Data from 21 TCUs: BCC, CIT, CMN, FBC, FBCC, FPCC, KBOCC, LLTC, LPTC, NIC, OLC, SBC, SCC, SCTC, SGU, SIPI, SKC, SWC, TMCC, TOCC, WETCC

² Data from 17 TCUs: CMN, FBC, FBCC, FPCC, IAIA, KBOCC, LPTC, NIC, OLC, SBC, SCC, SGU, SIPI, SKC, TMCC, TOCC, WETCC

³ Data from 5 TCUs: FBC, KBOCC, OLC, SIPI, SKC

⁴ Data from 6 TCUs: FBC, IAIA, KBOCC, NIC, SBC, SKC

Target Audience: Adults

(21 TCUs in 03-04 and 21 different TCUs in 04-05)

	NUMBER OF PARTICIPANTS	
	03-04 ⁵	04-05 ⁶
G9-12		
American Indian	13362	11819
non-Indian	1680	2316
not reported	79	61

(11 TCUs in 03-04 and 7 in 04-05)

	NUMBER MATRICULATED INTO	
	11 TCUs 03-04 ⁷	7 TCUs 04-05 ⁸
G9-12		
home TCU	3797	55
another inst.	3	0

Sample Programs

14th Annual Indian Land Consolidation Symposium
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

⁵ Data from 21 TCUs: BCC, CIT, FBC, FBCC, FPCC, IAIA, KBOCC, LLTC, LPTC, NIC, OLC, SBC, SCC, SCTC, SGU, SIPI, SKC, SWC, TMCC, TOCC, WETCC

⁶ Data from 21 TCUs: BCC, CIT, CMN, FBC, FBCC, FPCC, IAIA, KBOCC, LLTC, LPTC, NIC, OLC, SBC, SCC, SCTC, SGU, SIPI, SKC, SWC, TMCC, WETCC

⁷ Data from 11 TCUs: BCC, CIT, FBC, IAIA, KBOCC, NIC, OLC, SBC, SIPI, SKC, TMCC

⁸ Data from 7 TCUs: FBC, IAIA, KBOCC, NIC, SBC, SKC, SWC



Photo credit: NWIC

Section I. Educational Participation, Attainment, and Retention

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05 (Continued)

Tribal Colleges and Universities are important members of their communities. They provide many educational programs ranging from summer camp for elementary school children to GED programs for adults. These are examples of some of the programs.

Bay Mills Community College

BMCC offers General Education Development (GED) classes in conjunction with Consolidated Community Schools Services. Students are required to pass five basic skills tests in writing, social sciences, science, literature and mathematics. BMCC received funding from NASA to implement a program designed to interest K-12 students in science, engineering, technology and mathematics.

BMCC works closely with the tribe on management and implementation of health promotion and disease prevention programs, 4H programs, and activities including small animal projects, horticultural programs, etc. The Health Promotion initiative assists with funding an elders program designed to facilitate elder exercise and disease prevention programs. The Protectors of the Youth camp provides a one-week cultural camp experience on Sugar Island for approximately 25 minority youth in 8th to 10th grades. The youth learn about issues surrounding natural resources, agriculture and forestry while attending the camp.

Cankdeska Cikana Community College

The NASA Project is an educational program that involves area middle schools and high schools. The goal of Sunday Academies is to enhance and enrich mathematics, science, and engineering curricula. Each session requires students to utilize higher-level thinking skills, risk-taking, brainstorming, divergent thinking, cooperative learning, and student engagement. Through the Health Careers Opportunity Program, the College hosts a six-week enrichment summer program. The students receive instruction in mathematics and sciences. Job shadowing opportunities are provided during which students observe health professionals as they perform their duties. The Talent Search Program has sponsored community activities, such as a Dakota Culture summer camp.

Chief Dull Knife College

2005 Native American Week -- Every year Native American Week is celebrated at Chief Dull Knife College around the third week of September. Various activities take place that involve CDKC students, staff, faculty and community members of Lane Deer. The cultural center and the student activities department provide events and workshops for the community to

participate in, including a mock buffalo shoot, where students compete to get the highest points shooting a bow and arrow; a tipi raising class and contest; clown dance contest; a handgame tournament; cultural mini courses which demonstrate dry meat cutting, making of frybread, and arrow head sculpting. The college also holds a powwow in conjunction with Native American Week, this includes a dance contest, a community feed, and their newly elected student senate officers are sworn in by our college president. This annual event is brought to a close with a parade on the last day which involves the college, local schools, and the community.

College of Menominee Nation

Transportation Alliance for New Solutions: TRANS is a new, innovative industry driven program that encourages women and minorities to seek employment in the transportation industry. The program is focused on providing entry-level job skills to individuals. Since 2000 CMN has offered the Summer Transportation Institute. STI is an exciting program focused upon encouraging middle school students to explore and eventually enter transportation related employment.

Sustainable Development Leadership Program accepts 12-15 junior/senior high school students selected by their school faculty on the basis of their leadership qualities for orientation to CMN and as Menominee Historical leaders. They are taken to the University of Wisconsin-Madison for the week to explore science careers with professors in their various labs.

Red Cross certification sessions are conducted almost monthly.

Crownpoint Institute of Technology

The Institute's ongoing GED/ABE programs provide students with the learning at your own pace philosophy, and integrate the Dine Philosophy of Education. The Veterinary Program promotes local communities and their domestic livestock interest. In addition to providing livestock health care and management learning services, it provided animal health care treatment for West Nile Virus when there was an outbreak in the Four Corners region. The Early Childhood Multicultural program offers courses to outlying communities, specifically for the teachers in the pre-schools, who need to complete their certification requirements or to enhance their teaching methods. This program is taught in a bilingual and multi-cultural setting.

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05 (Continued)

Diné College

Upward Bound, a TRIO program, is the College's early outreach program. Participants enroll in College 101 courses at the participating high schools and participate in a six-week summer program. This academic enrichment program provides opportunities to develop academic skills, plan for college, and explore careers.

Fort Belknap College

FBC began the "Ah Ah Ni Nin," White Clay American Indian Language Immersion Program, in the fall of 2005. The program relies heavily on Native ways of knowing and learning while incorporating non-native ways of learning to offer the students the best of both worlds and a chance to become positive and successful individuals. Fort Belknap College Small Business Center (SBDC, aka Tribal Business Information Center) was created to encourage and assist community members in developing the entrepreneurship skills that will lead to individual independence and promote community economic development. As a Land Grant Institution the college maintains and operates a demonstration farm and greenhouse through the College's Extension Program. FBC owns 90 kilowatts KGVA 88.1 Public Radio Station which provides an effective communications tool with four purposes: (1) to serve as a National Public Radio Station to this large underserved area; (2) to provide key emergency service to this windy region beset by climate extremes ranging from 120 to -60 degrees; (3) to promote the educational vision and mission of Fort Belknap College; and (4) to increase the social and economic well-being by facilitating interaction among the Indian and non-Indian communities.



Fort Berthold Community College

Fort Berthold Community College has a language immersion class with the Mandaree public school (K-12) through an Administration of Native Americans grant. FBCC also has a community garden project funded through the U.S. Department of Agriculture.

Fort Peck Community College

Agriculture and Extension programs funded through the US Department of Agriculture have been very successful due to the wide variety of programs offered. K-12 outreach to the public school systems has been very successful, i.e. Gear Up, 21st Century, BRIDGES College Preparation, Rural Systemic Initiative and Diabetes Education in Tribal Schools. The operation of two community wellness centers has been very important to the community. Both centers serve youth, elderly, specific target groups, i.e. diabetics, police officers, teenage pregnant mothers, cardiac patients, and students and community members.

Haskell Indian Nations University

The Billy Mills Institute is held during the month of June at Haskell Indian Nations University is sponsored by the Upward Bound program with all of the TRIO programs assisting in the operation. The Billy Mills summer academy is a traditional Upward Bound program but with a strong emphasis on culture. The summer academy has been operational since 1999 and has served over 400 students representing over twenty tribes targeting students from the three metropolitan areas in Kansas - Topeka, Lawrence and Kansas City and the four tribes of Kansas - Prairie Band Potawatomi, Kickapoo, Iowa, and Sac & Fox of Kansas/Nebraska.

Institute of American Indian Arts

- Summer Film/TV program
- Summer Museum program
- Creative Writing program
- Literacy program/workshop
- Expanding the Horizon summer program

Keweenaw Bay Ojibwa Community College

KBOCC conducted a summer science day camp for elementary school students and a youth institute on health and science for high school students. Summer science camp provided experimental learning experiences in health science and nature study. The youth institute gave students an opportunity to conduct their own brief community research project on community views of diabetes.

Section I. Educational Participation, Attainment, and Retention

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05 (Continued)

Little Big Horn College

The Rural Systemic Initiative (RSI) sponsored three youth programs. Two one-week K-4 Science Camps were held as was a Cyber-Rez Computer Camp in the summer. Working with personnel from the Fannie Mae Foundation, a Financial Literacy Workshop was conducted on campus.

A workshop on environmental health was conducted for the community members. The main discussions were on airborne hazards from industrial chimneys (stacks) and effects to water from coal bed methane developments. The Brownfields program has been offering short courses in environmental science and technology, open to the community. In agriculture, short courses were offered over the summer of 2005 in Range Animal Nutrition, Horticulture and Agricultural Business. These were all open to the community. LBHC's TCUP program held a six-week summer camp for graduating high school students considering majoring in a science, technology, engineering, or mathematics field in college.

Little Priest Tribal College

The Family Life Center is a family and community violence prevention program funded by the Office of Minority Health. The program focuses on reducing the incidents of violence among fifth and sixth grade youth attending the Winnebago Public School. The Gear Up program targets middle school students and continues through high school to provide them with more information about finding a college, financial aid, career choices, and college success.

The Little Priest Tribal College Extension Program had five elementary schools participate in the Spring 2005 Chick Embryology project. The objectives of the project were to help students develop their power of observation through hands-on experiences, help students develop a better understanding of life and development, and allow students to witness the miracle of life. The library, which serves as both college and community library, has developed several programs, including "Reading on Request." Computer workshops have been held for senior citizens in basic computer skills, starting with how to turn it on, and including setting up e-mail accounts, producing Word documents, and using Publisher and the Internet. Internet Game Nights and keyboarding classes have been held for young people.

Northwest Indian College

Because of the high rate of under-prepared students entering Northwest Indian College, a strong emphasis is placed on college bridge programs. The College partners with local high schools to provide culturally responsive college courses to high school students. NWIC also partners with several tribes in providing adult basic education, high school completion, and credit retrieval.

To address the workforce development needs of tribal communities, the College developed the Tribal Training Institute. In 2004-2005, the Department of Health and Human Services contracted with the Tribal Training Institute to provide Medical Coding and Billing training to Indian Health Services employees in the Northwest. The Tribal Training Institute also managed a workforce development program for people getting off welfare through a Washington State funded Work First grant.

Oglala Lakota College

Oglala Lakota College's GED program is very effective in preparing students for success in continuing their post high school education. According to the placement scores collected for first-time incoming students, students who complete their GED via the Oglala Lakota College program typically score higher on placement exams than the same percentage of participating students with traditional high school diplomas.

Salish Kootenai College

The Adult Basic and Literacy Education Department served 162 students working on their GEDs.

Upward Bound is a federally funded college preparatory program serving seven Flathead Reservation high schools. The program provides low-income, first-generation college students with the academic skills and motivation necessary for success in high school and postsecondary education. Increased college graduation rates are the ultimate goal. A six-week, residential summer component on campus provides students three academic, enrichment, and work-study opportunities. Work-study participants explore careers requiring baccalaureate degrees by working with professionals. Gear Up (Gaining Early Awareness and Readiness for Undergraduate programs) is a partnership project funded by the Department of Education. The goal is to increase academic performance and college readiness.

Indicator I.13 Community Education Programs and Activities Participation: AY 2003-04 to AY 2004-05 (Continued)

Sinte Gleska University

Gear Up collaborates with two local school districts and the University's other K-12 serving program, the Family Life Center, to sponsor a two-week summer program. Adult Basic Education/GED includes four technology/learning centers. Family Life Center is a family and community violence prevention program.

Sitting Bull College

The Agriculture and Natural Resources Departments hire Sitting Bull College students to mentor area high school students for a summer resource project. This project helps educate the community and students in traditional uses of native plants and safe practices for controlling leafy spurge. The Adult Basic Education Program prepares community members for academic and personal success by providing the necessary skills required to pass the Official GED Test.

The purpose of NASA's Pre-Teacher Institute is to provide an intensive, hands-on, two-week teacher enhancement experience for pre-service teachers to increase their knowledge, skills, and competence in teaching mathematics and science using technology. The Institute also provides pre-service teachers with experiences vital for teacher certification. Bright Horizons Camp provided workshops and PowerPoint presentations to share information with the campers about First Aid, survival, firearm safety, bike safety, relationships and conflict management.

Southwestern Indian Polytechnic Institute

SIPI has a number of outreach programs including the Educational Talent Search Program. The purpose is to help low-income students (grades 6-12) remain in school, graduate and enroll in postsecondary education. The program also works with individuals that have dropped out of secondary schools. The program provides pre-college advising, career counseling, and assistance with the admissions and financial aid process.

The staff also operates two summer programs. The first is a four-week residential program that exposes students to careers in the field of transportation through hands-on experiences and enrichment activities. The staff also operates a one-week boot camp that assists students with the admissions and financial aid process.

Another program that is currently being developed by the science, technology, engineering, and mathematics faculty is "STEM on a Plate." SIPI students are assembling robotics kits that will be shared with secondary schools. This robotics program provides an opportunity for students to learn manufacturing processes and computer programming skills—and ultimately may encourage students to think about entering a STEM-related career.

Tohono O'odham Community College

Project NATIVE I and II represent a very successful program at TOCC. This program assists American Indian students in graduating from the University of Arizona with a B.A. in Education and becoming certified teachers on and near the reservation.

Turtle Mountain Community College

TMCC had a great deal of success with the CDC/ATSDR grant for tribal college environmental public health capacity this last quarter. The college had two asbestos/mold remediation workshops on campus with students who received general education or GED credits as well as training in hazardous waste handling. TMCC had a very successful GED program on campus. This year's first-time, first-year incoming students who earned their GED in the last two years placed higher on the mathematics and English placement test as compared to our area school high school graduates. An incentive program has been put in place to encourage GED students to complete the program.

United Tribes Technical College

The United Tribes Technical Colleges hosts a variety of intertribal programs aimed at serving the needs of students as well as the local tribal communities. These programs serve a host of audiences. One example of our community education programs includes the Workforce Investment Act (WIA) office. The goal of WIA is to increase employment, job retention and earnings, and occupational skill attainment by providing training service assistance.

White Earth Tribal and Community College

Successful community education programs that have helped students gain familiarity with the college are GED classes held at the college site, Minnesota Indian Education Workshops held on the White Earth Reservation, and the start of Ojibwe language classes in local communities.

Section I. Educational Participation, Attainment, and Retention

Indicator I.14 TCU Degree-Seeking Undergraduate Student Retention and Cumulative Graduation Rate Trends:

AY 2003-04 to AY 2004-05

Associate Degree-Seeking Students

(23 TCUs)

Retention Rate

		NUMBER OF STUDENTS	RETENTION RATE
Cohort	total number of entering students ^{*1}	3659	
03-04	returned in AY 2004-05	1698	46%

Cumulative Graduation Rate

		NUMBER OF STUDENTS	CUMULATIVE GRAD. RATE
Cohort	total number of entering students ^{*1}	3659	
03-04	graduated in AY 2003-04	13	0.4%
	graduated in AY 2004-05	262	8%
Cohort	total number of entering students ^{*1}	3329	
04-05	graduated in AY 2004-05	14	0.4%

Data from 23 TCUs: BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FPCC, IAIA, KBOCC, LCOOCC, LBHC, LPTC, NICC, NWIC, SCTC, SWC, SBC, SIPI, SCC, TMCC, UTTC

^{*1} Entering a TCU for the first time during the academic year (all semesters or quarters) including regular full-time, part-time, and transfer students.



Twenty-three TCUs reported on the factors affecting student mobility and retention. The following are the seven most frequently cited factors that negatively impact retention:

1. Family obligations (cited by 23 TCUs)
2. Maintaining off-campus job (12)
3. Financial problems (12)
4. Lack of preparation (12)
5. Transportation (11)
6. Personal and family problems (8)
7. Lack of daycare service (4)

Most TCUs have been working on improving student retention through various programs and services, such as assigning retention coordinators/advisors, providing scholarships and stipends, tutors or peer mentors, pre-college preparation, remedial/developmental courses, family support, child care, campus jobs, medical and counseling support, career services, and student engagement and support. Many TCUs reach out to local high schools and the community to provide student enrichment preparation programs and teacher professional development to improve student preparedness for college-level work (refer to details in Indicator I.13).

"Each semester, about 50 percent of the enrolled, degree-seeking students are reported to the Search and Rescue team, made up of the Retention Officer, Counselor, Financial Aid Officer, and representative faculty members, for failing to attend class. Sometimes the student cannot be located and is not included in the list of reasons for leaving college. He is reported as "not found." Of those students who are contacted, the primary reasons for failure to attend regularly are (1) illness of the student or the student's children or dependent parents; (2) lack of transportation to class; (3) conflict with work schedules; and (4) personal or family problems. "

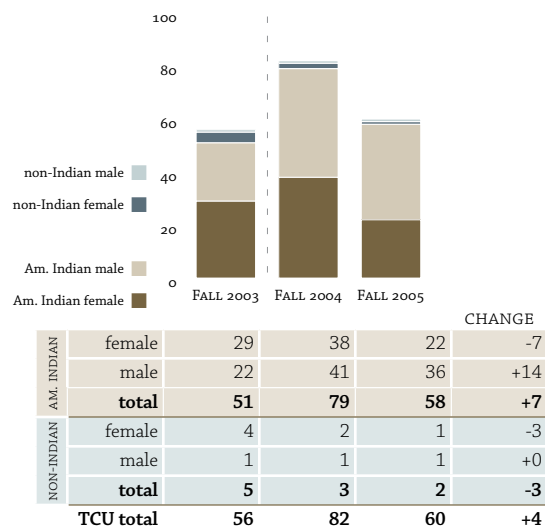
Janette K. Murray, FPCC Assessment Officer

Section I. Educational Participation, Attainment, and Retention

Indicator I.15 Students with Disabilities Fall Enrollment and Graduation: AY 2003-04 to AY 2005-06

Undergraduate Student with Disabilities Enrollment By American Indian/non-Indian and Gender

(7 TCUs)

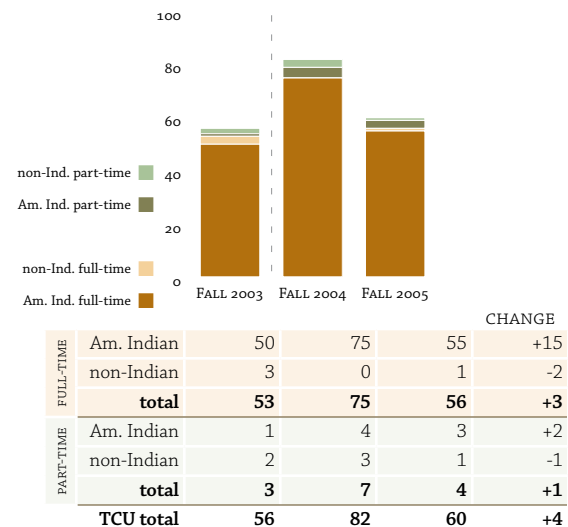


	FALL 2003	FALL 2004	FALL 2005	CHANGE
Number of student rec. services	45	58	43	-2
% of students rec. services	80%	71%	72%	-8PP

Data from 7 TCUs: CIT, FBC, LLTC, LPTC, SWC, SBC, SIPI
PP: percentage points

Undergraduate Student with Disability Enrollment By Full-Time and Part-Time

(7 TCUs)

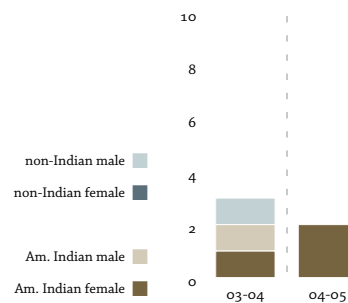
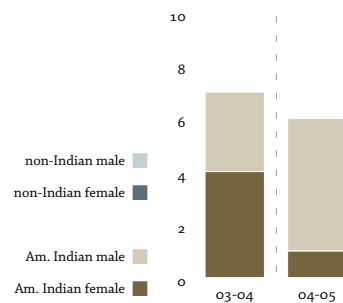


Only seven colleges reported data on students with disabilities, but others also serve this special needs population.

Section I. Educational Participation, Attainment, and Retention

Indicator I.15 Students with Disabilities Fall Enrollment and Graduation: AY 2003-04 to AY 2005-06 (Continued)

Undergraduate Degrees Conferred to Students with Disabilities By American Indian/Non-Indian and Gender



Certificates

(6 TCUs)

		03-04	04-05	CHANGE
AM. INDIAN	female	4	1	-3
	male	3	5	+2
	total	7	6	-1
NON-INDIAN	female	0	0	+0
	male	0	0	+0
	total	0	0	+0
TCU total		7	6	-1

Data from 6 TCUs: CIT, FBC, LLTC, SWC, SBC, SIPI

Associate Degrees

(5 TCUs)

		03-04	04-05	CHANGE
AM. INDIAN	female	1	2	+1
	male	1	0	-1
	total	2	2	+0
NON-INDIAN	female	0	0	+0
	male	1	0	-1
	total	1	0	-1
TCU total		3	2	-1

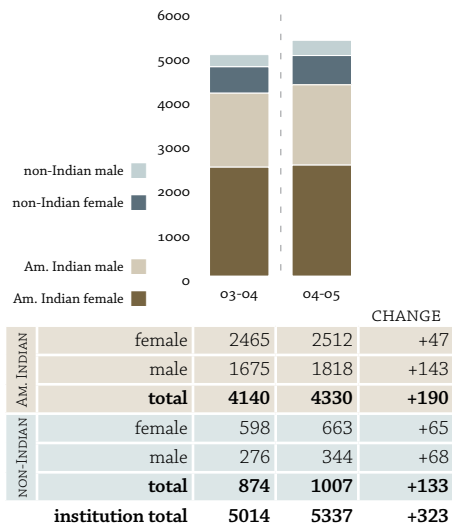
Data from 5 TCUs: FBC, LLTC, SWC, SBC, SIPI

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.1 First-Time Entering Students' Enrollment Demographics: AY 2003-04 to AY 2004-05

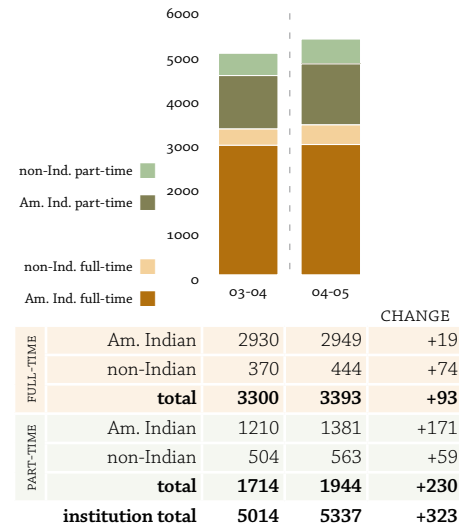
By American Indian/Non-Indian and Gender

(32 TCUs)



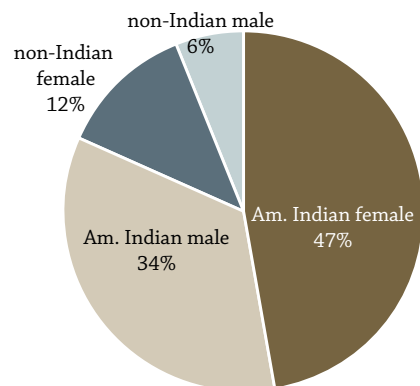
By Full- and Part-Time

(32 TCUs)



AY 2004-05

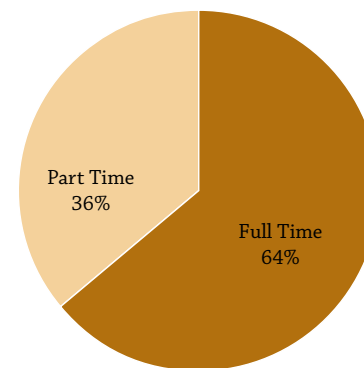
(Total 5337 students)



Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

AY 2004-05

(Total 5337 students)

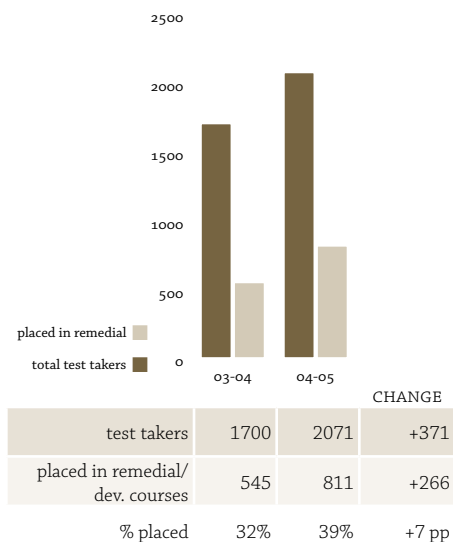


Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.2 First-Time Entering Students' Skill Assessment/Placement Test Results: AY 2003-04 to AY 2004-05

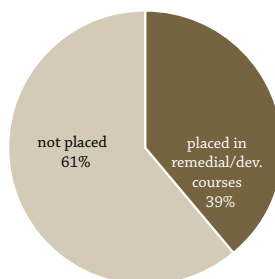
Reading (15 TCUs)



PP: percentage point

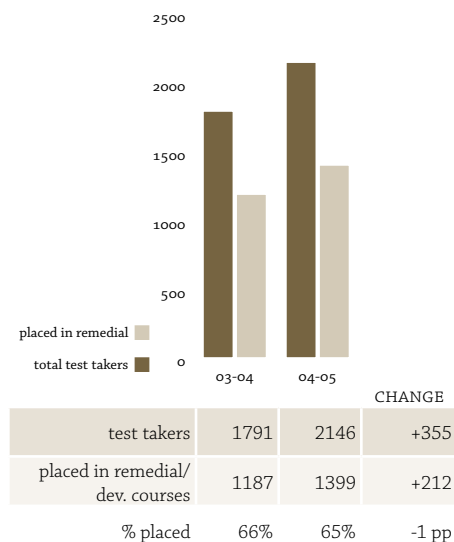
Sample assessment tests include ASSET, TABE, Accuplacer, ASAP, and COMPASS.

AY 2004-05



Data from 15 TCUs: CDKC, CMN, FDLTCC, FBC, FPCC, IAIA, KBOCC, LLTC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC

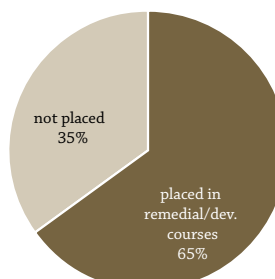
Mathematics (17 TCUs)



PP: percentage point

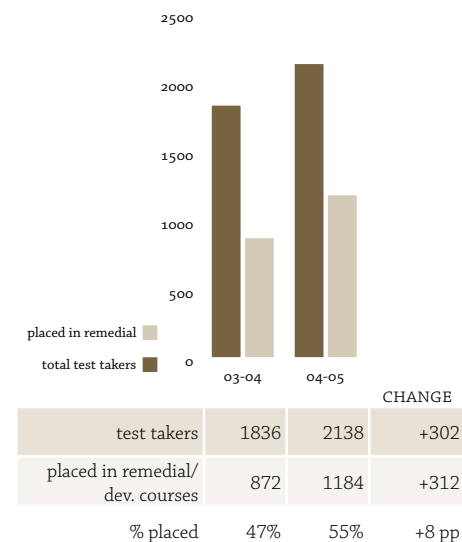
Sample assessment tests include ASSET, TABE, Accuplacer, ASAP, and COMPASS.

AY 2004-05



Data from 17 TCUs: CCCC, CDKC, CMN, FDLTCC, FBC, FPCC, IAIA, KBOCC, LLTC, NWIC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC

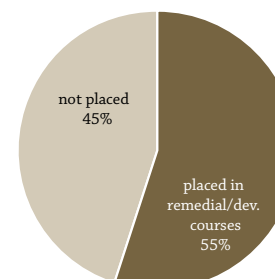
Writing/Composition (17 TCUs)



PP: percentage point

Sample assessment tests include ASSET, TABE, Accuplacer, ASAP, and holistically scored essay.

AY 2004-05



Data from 17 TCUs: CCCC, CDKC, CMN, FDLTCC, FBC, FPCC, IAIA, KBOCC, LLTC, NWIC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC

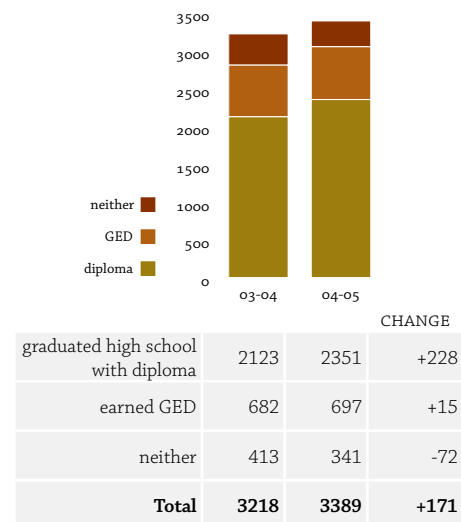
Because of their open enrollment policies, TCUs serve populations who might otherwise be denied educational opportunities. After testing, 39% were placed in remedial reading, 65% in remedial math, and 55% in remedial writing classes.

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.3 First-Time Entering Students' High School Diploma or GED, and Type of High School Attended: AY 2003-04 to AY 2004-05

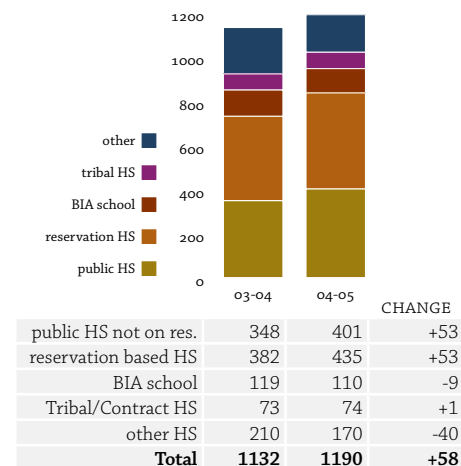
Graduated with Diploma or GED

(24 TCUs)



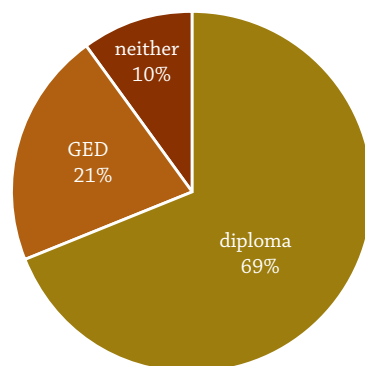
Type of High School Attended

(13 TCUs)



AY 2004-05

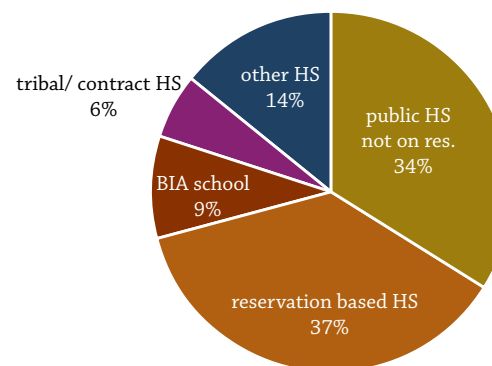
(Total 3389 students)



Data from 24 TCUs: BMCC, BCC, CCCC, CDKC, CMN, FDLTCC, FBC, FBCC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LPTC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

AY 2004-05

(Total 1190 students)



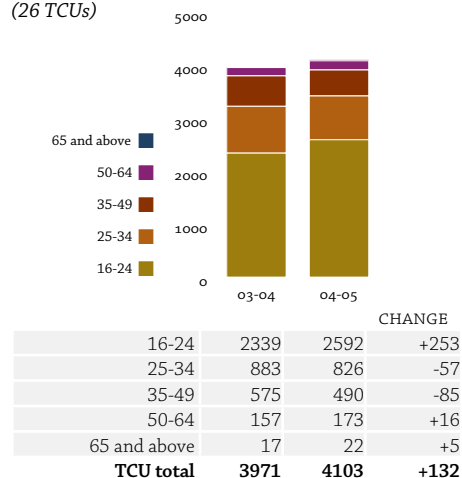
Data from 13 TCUs: BCC, CCCC, CDKC, CMN, FBC, FPCC, LLTC, LPTC, OLC, SWC, SBC, SIPI, SCC

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.4 First-Time Entering Students' Age Range and First Generation Students: AY 2003-04 to AY 2004-05

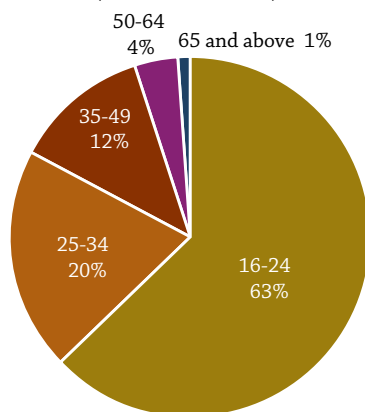
Age Range of Students

(26 TCUs)



AY 2004-05

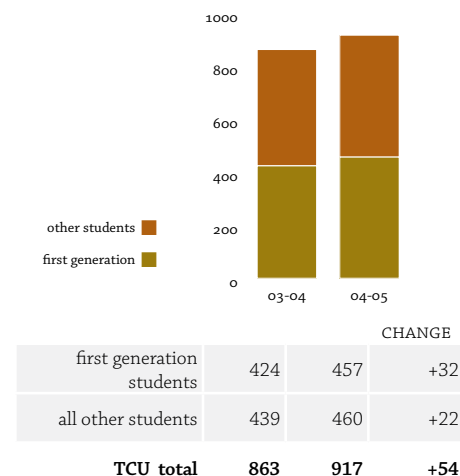
(Total 4103 students)



Data from 26 TCUs: BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, HINU, IAIA, KBOCC, LLTC, LBHC, LPTC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

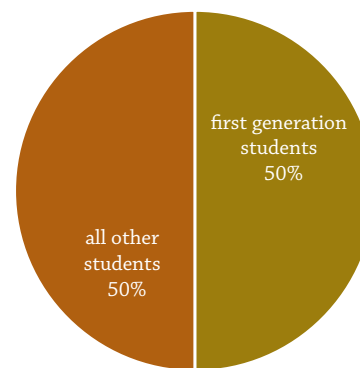
First Generation College Students

(6 TCUs)



AY 2004-05

(Total 917 students)



Data from 6 TCUs: CMN, FPCC, SBC, SIPI, SCC, UTTC

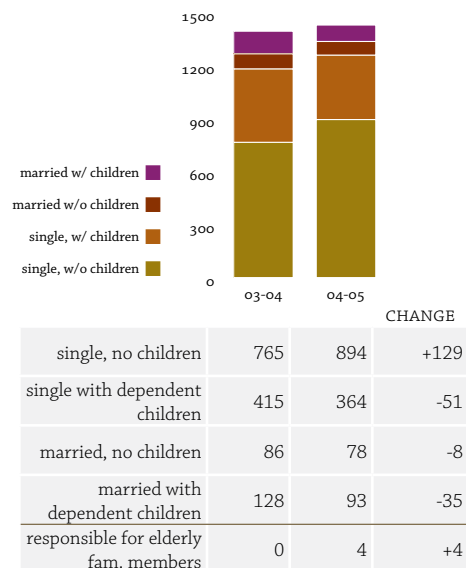
TCU first-time entering students have many challenges. Almost a quarter of the students have earned a GED rather than a high school diploma, and 10% have no high school credentials. The majority of students are less than 34 years old and unmarried. More than one-third (37%) are older than conventional students, and over 30% have dependent children. The average family income is well below the poverty threshold.

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.5 First-Time Entering Students' Family Status, Income, and Employment: AY 2003-04 to AY 2004-05

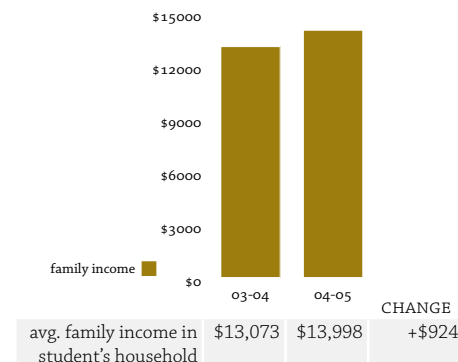
Family Status

(14 TCUs)



Family Income

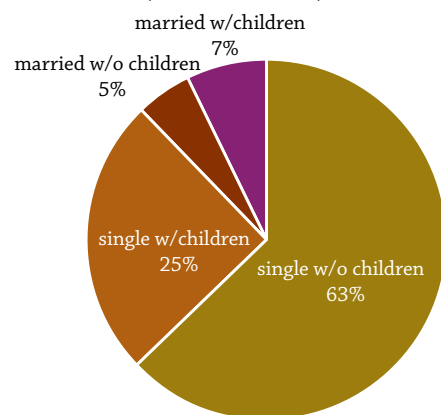
(10 TCUs)



Data from 10 TCUs: CCCC, CDKC, FBC, IAIA, NWIC, SKC, SWC, SBC, SIPI, SCC

AY 2004-05

(Total 1429 students)



Data from 14 TCUs: BCC, CCCC, FBC, IAIA, KBOCC, LPTC, OLC, SCTC, SWC, SBC, SIPI, SCC, UTTC, WETCC



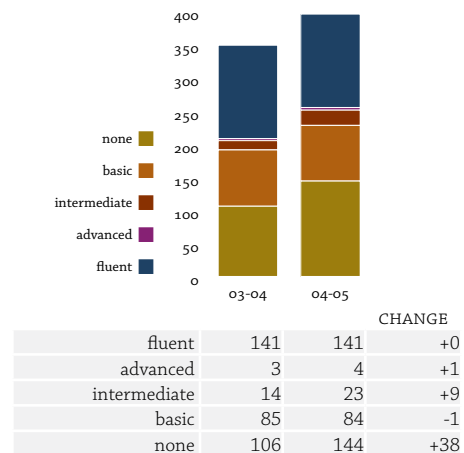
Photo credit: LLTC

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.6 First-Time Entering Students Native Language Speakers and Primary Residence: AY 2003-04 to AY 2004-05

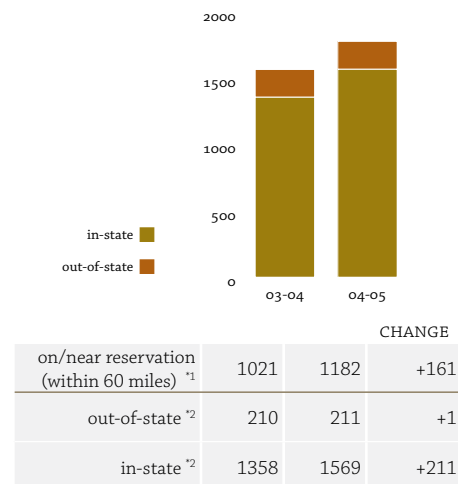
Native Language Speakers (Self-Reported)

(5 TCUs)



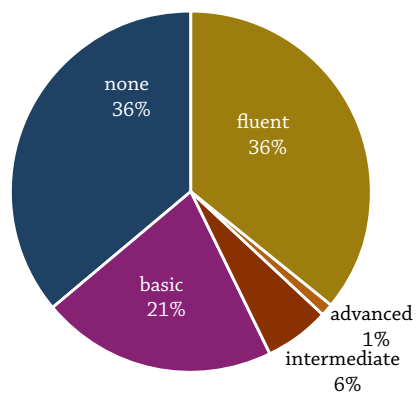
Student Primary Residence

(13 TCUs)



AY 2004-05

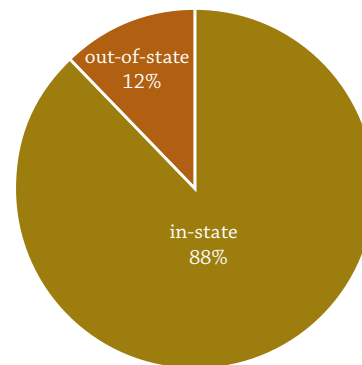
(Total 396 students)



Data from 5 TCUs: CDKC, FBC, SBC, SIPI, SCC

AY 2004-05

(Total 1780 students)



^{*1} Data from 13 TCUs: CDKC, CMN, FPCC, KBOCC, LCOOCC, OLC, SCTC, SBC, SIPI, SCC, TOCC, TMCC, UTTC

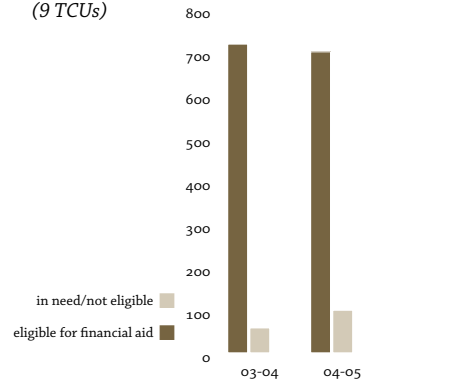
^{*2} Data from 13 TCUs: CCCC, CDKC, CMN, FBC, FBCC, FPCC, KBOCC, LLTC, OLC, SWC, SBC, SCC, TMCC

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.7 First-Time Entering Students' Need for Financial Aid: AY 2003-04 to AY 2004-05

Need for Financial Aid

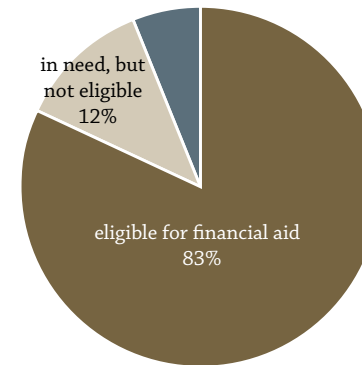
(9 TCUs)



	CHANGE		
number of students	816	847	+31
eligible for financial aid	718	700	-18
in need, but not eligible	58	99	+41

AY 2004-05

(Total 847 students)



Data from 9 TCUs: CCCC, CMN, FBC, IAIA, LPTC, SKC, SWC, SBC, SCC

The need for financial aid is great; 12% are in need of but are not eligible for non-financial reasons such as having already used all available aid or not having met the terms of past loans.

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.8 First-Time Entering Students' Success Story Highlights

First-time entering students at TCUs range from young high school graduates to older students with children and no high school credentials. The average student lives below the poverty line; the average income in AY 2004-05 was \$13,998. More than 90% of entering students were in need of financial aid. The need for developmental/remedial classes is apparent from the level of preparedness: 31% did not have a high school diploma, and 62% did not score high enough on skill assessment/placement tests to enroll in college-level classes. In AY 2003-04, 63% of students were in the traditional college student age range of 16-24, 20% were between 25 and 34, 12% between 35 and 49, and 5% were 50 or older.

Cankdeska Cikana Community College

Jade is a 22-year-old first-time incoming student at Cankdeska Cikana Community College. She is the mother of a 9-month-old boy and lives on the reservation. She decided to attend college to get an education that would better her life and the life of her child. She enrolled in the Natural Resource Management program. Jade plans to attend a four-year institution after graduating from CCCC. After completing her degree, she would like to return to the Spirit Lake Reservation and find a job in her chosen career. Other factors that led to her attending CCCC are the proximity to her home and the small size classes that allow for more teacher student interaction.

Crownpoint Institute of Technology

Mark, a student in the science and engineering program, is currently involved with the American Indian Science and Engineering Society (AISES) and has represented Crownpoint Institute of Technology at the regional conference in Albuquerque, NM. His presentation opened new avenues for him as he was invited to a national conference in Charlotte, NC, in November 2005. He was then invited to a second conference, the Richard A. Tapia Conference on celebrating Diversity in Computing 2005. Finally, he has been offered scholarships to attend the Rochester Institute of Technology and other Ivy League colleges and universities when he graduates in December 2006.

Fort Belknap College

Sara obtained her GED in January 2005 at 24 years of age. She enrolled at Fort Belknap College in Spring 2005 and earned a 4.00 GPA taking a full course load of 15 credits. She enrolled for Fall 2005 taking 16 credits. She is a very hard working student and has taken other students under her care by peer tutoring and giving rides to school.

Clayton enrolled at Fort Belknap College in Fall 2004 right after graduating from high school. He passed college-level algebra the first semester, but struggled in the writing classes. Currently, he is maintaining a 3.16 GPA. He also coaches the local high and junior high school boys' basketball teams during the school year. He is the oldest child in his family and helps his mother and father out by taking care of his younger siblings.

Sunni started at the Fort Belknap College in Fall 2004 directly out of high school. While in high school she maintained a 3.55 GPA and was awarded the Bill Gates Scholarship. She has a 4.00 GPA at Fort Belknap College after three semesters. Sunni is a bright student and takes her classes seriously. She plans on pursuing a bachelor's degree after she completes her first two years at Fort Belknap College.

Haskell Indian Nations University

"I came to Haskell to get a better education. I came for a visit in April to look at the campus and immediately it felt like home. I wanted a higher education, but I didn't want to be in debt before I was twenty, so I decided to come here and get an associates degree, then I would transfer and get in debt elsewhere. I wanted to get more in touch with my native heritage, and I definitely came to the right place. Most of the people here grew up on reservations. I have already learned so much about tradition and native culture. It's all really interesting and gives me a sense of pride. I chose Haskell to get a higher education, avoid debt and find my roots, which is exactly what I'm accomplishing. I really enjoy Haskell and am excited about the next two years here. I really feel at home and happy here. I made the right choice for my first college."

"Why I Chose Haskell" by Briana Christie

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.8 First-Time Entering Students' Success Story Highlights (Continued)

Keweenaw Bay Ojibwa Community College

Cory, a tribal member who grew up off of the reservation, found out about Keweenaw Bay Ojibwa Community College through a local event in his area. He decided to move to Baraga and attend KBOCC to learn more about his culture. During his first semester, he resided at the Ojibwa Campground. Not having a permanent residence did not affect his full-time course load or his attitude. He was determined to become part of the College and community. He became an active member of AISES and a familiar face at various community events. Cory has since found housing and is currently employed in a full-time position for the tribe; he also continues to be a student and an officer for AISES.

Little Big Horn College

Tia began at Little Big Horn College in the summer of 2005 when she took a summer course in Animal Nutrition. She subsequently received a paid internship to work with a veterinarian for a month. She decided to major in natural resources. In addition to her coursework this fall, she applied and was selected for an internship with BIA Forestry. She spends each Thursday out in the field with the forestry crew, learning field techniques, and takes classes the other three days of the week. Tia is doing well in her classes and in her current internship. She is running for an officer position with the American Indian Science and Engineering Society.

Little Priest Tribal College

A Statement from Teala Connealy:

Little Priest Tribal College has been a real boon in helping me acquire what I need to further my academic career. I knew little about the College before my grandmother encouraged me to investigate the College. As a State GED director on the campus for five years, she was impressed by the College's determination to get certification. The staff has been more than willing to help me plan my classes. Scholarships have been made available to subsidize my limited income. I've been tutoring math for two semesters and that has allowed me to become acquainted with the student body. Little Priest Tribal College is within a short drive of my home and I have enjoyed attending this friendly, Midwestern, small town college.

Oglala Lakota College

Jessica is 23 years old and just had a baby girl, her first child. Jessica was born on the Pine Ridge Reservation, but lived in Albuquerque and Denver before settling back in Pine Ridge. She did not graduate from high school, but she did earn her GED in 2000. Jessica first enrolled in classes at Oglala Lakota College for the Fall 2004 semester. She became a participant in the Student Support Services in the Spring 2005 semester. She went through turmoil during her second semester at Oglala Lakota College, and received tutoring, academic advising, financial aid counseling, and personal counseling through the Student Support Services. Despite her personal problems and trials, she kept coming to classes because of the support of the SSS Counselor and Peer Mentor. Jessica was able to overcome all the hardships and ended her second semester with a 3.60 GPA. She is currently undecided about which career path to take; however, she seems to be leaning towards nursing.

Sitting Bull College

Vanessa began her college career at Sitting Bull in the fall of 2004. Vanessa attended high school at Flandreau Indian School. While in high school, Vanessa joined all kinds of activities and sports—cross-country, basketball, track, choir, and also volunteered as a student counselor. Currently, Vanessa is majoring in Information Technology at Sitting Bull College. She is involved in Student Government, Culture Club, and works in the Vocational Counseling office as part of a Federal Work Study. Vanessa states, "I enjoy the fact that the staff and faculty at Sitting Bull College challenge students to further their education, regardless of their major."

Southwestern Indian Polytechnic Institute

One student worked as an electrician prior to coming to Southwestern Indian Polytechnic Institute and is now working on an engineering degree. He has overcome many challenges in his personal life, but has demonstrated the ability to succeed in his courses. He is able to take skills already acquired from the workforce and blend them with his studies. He is building a close relationship with an engineering faculty member who is serving as a mentor. The student is working on an outreach project to encourage high school students to pursue STEM degrees.

Section II. First-Time Entering Student Preparedness and Socioeconomic Characteristics

Indicator II.8 First-Time Entering Students' Success Story Highlights (Continued)

United Tribes Technical College



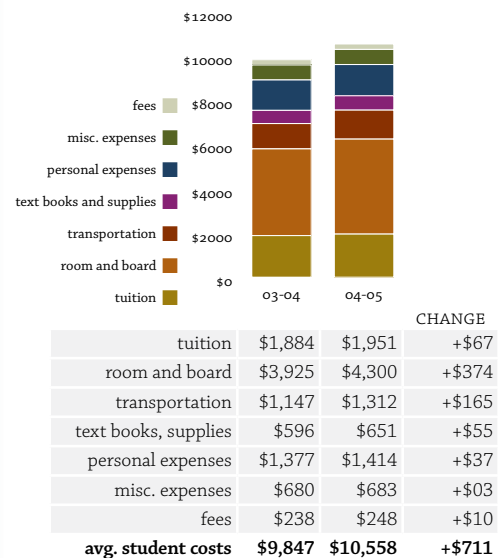
Tony is living out the dream of his late grandfather. "He was the last traditional Anishinabe leader and medicine man in our community," said Tony. "He had no formal education, but he knew that for Indian people to better themselves and have equality, education was needed." Tony had been out of school 14 years before enrolling at United Tribes Technical College. At age 42, he fits the definition of an older-than-average student. He hails from the tiny woodlands communities of Balsam Lake and Big Round Lake – population about

175 – in Polk County, Wisconsin. He picked up the values and interests of his extended family, including his grandparents, uncles and parents, on the St. Croix Reservation, located about 75 miles northeast of Minneapolis/St. Paul. Tony is a member of the St. Croix Tribe of Ojibway (he prefers to use the word Anishinabe, meaning 'original people' in the tribe's language, rather than Ojibway or Chippewa). The tribe does not have its own tribal college. Tony is in his first year studying Tribal Management at UTTC. "I was going to take up food and nutrition, but Tribal Management caught my interest," he said. "An education in Tribal Management seems useful to anyone with the inclination to help their tribe." Now, away from the woodlands of St. Croix, he refers to himself as a "Woodlands Indian among the Plains Indian People. I'm interested in the history of how Anishinabe people fared when they came out to the Plains."

Section III. Undergraduate Student Costs, Tuition, and Financial Aid

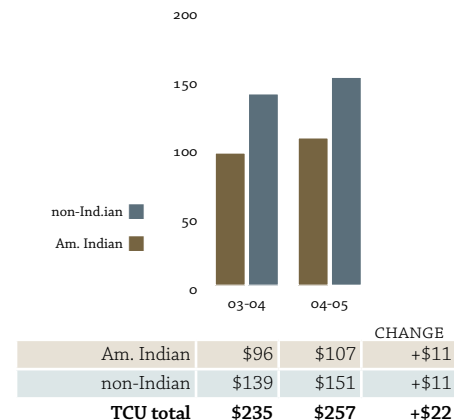
Indicator III.1 Average Full-Time Undergraduate Student Tuition and Costs: AY 2003-04 to AY 2004-05

Average Full-Time Undergraduate Student Costs
(32 TCUs)



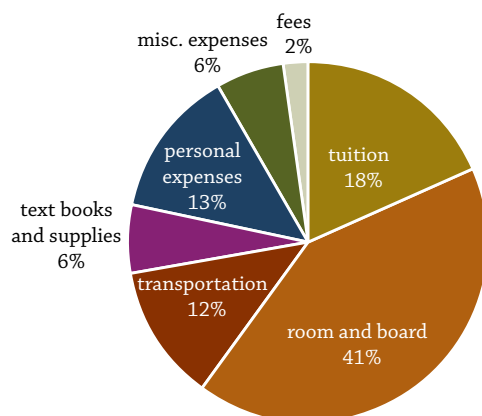
Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Tuition Cost per Credit Hour
(26 TCUs)



Data from 26 TCUs: BMCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LPTC, NICC, NWIC, SCTC, SKC, SWC, SBC, SCC, TOCC, TMCC, UTTC, WETCC

AY 2004-05



College Goal Sunday
Photo credit: CDKC

Section III. Undergraduate Student Costs, Tuition, and Financial Aid

Indicator III.2 Financial Aid Resources and Number of Recipients: AY 2003-04 to AY 2004-05

Sources and Amount of Financial Aid

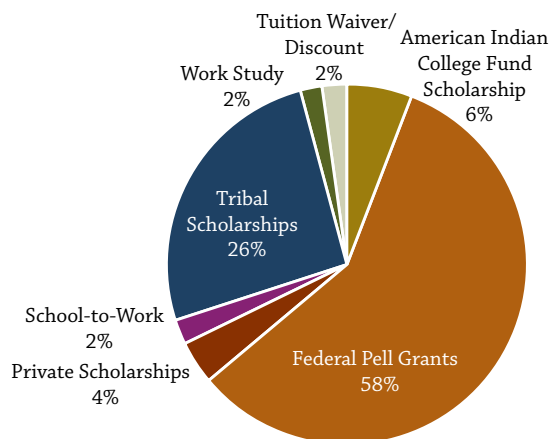
	03-04 ¹ 14 TCUs		04-05 ² 24 TCUs	
	\$ AMOUNT	RECIPIENTS	\$ AMOUNT	RECIPIENTS ¹
American Indian College Fund Scholarship	\$1,161,597	1368	\$2,162,665	3162
Federal Pell Grants	\$7,012,990	2483	\$19,814,371	7836
Private Scholarships	\$113,205	125	\$1,489,045	1321
School-to-Work	\$462,425	55	\$603,404	299
Tribal Scholarships	\$2,610,098	1265	\$8,725,947	4313
Tuition Waiver/Discount	\$94,019	164	\$760,518	695
Work Study	\$281,362	210	\$636,264	684
TCU total	\$11,735,696	\$5670	\$34,192,215	\$18310

¹ Data from 14 TCUs: CCCC, CDKC, FBC, FBCC, HINU, IAIA, KBOCC, LPTC, NICC, NWIC, SCTC, SWC, SBC, TMCC. Number of recipients estimated for CDKC, NWIC, and SCTC.

² Data from 24 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FBC, FBCC, HINU, IAIA, KBOCC, LPTC, NICC, NWIC, SCTC, SKC, SGU, SWC, SBC, SIPI, TMCC, UTTC, WETCC. Number of recipients estimated for FBCC, SCTC, and LLTC.

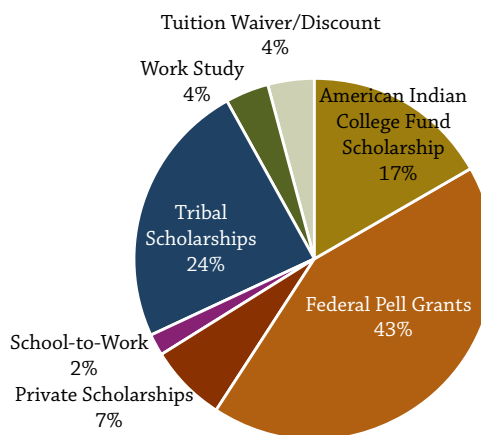
AY 2004-05 Financial Aid

(total \$34,192,215, 24 TCUs)



AY 2004-05 Number of Recipients

(total 18310 students¹, 24 TCUs)



¹ Duplicated count. Some students may obtain financial aid from multiple sources.

Section IV. Academic Buildings and Major Facilities

Indicator IV.1 Campus Buildings and Major Facilities: AY 2004-05

Tribal Colleges and Universities (TCUs) developed from very humble beginnings. In the 1970s, many of the tribal colleges held their initial classes in trailers and donated buildings with poor lighting, heating and cooling. Despite the fledgling beginnings, tribal colleges survived. Moreover, the tribal college movement grew as additional tribes sought to establish educational access to higher education for their members.

An additional aspect of tribal colleges makes them unique: they are community-based cultural institutions. This joint mission—to their students and their community—poses unique facility needs. In addition to administrative and classroom needs, TCUs also have a broader responsibility to their communities. Many tribal colleges open their facilities—such as their libraries, computer labs and wellness centers—for community use. In addition, as community-based institutions, faculty, staff, and students support their colleges' construction efforts. At Leech Lake Tribal College, over 90% of the faculty and staff financially contributed to the construction of their new "thunderbird" classroom and administrative facility. Similarly, Sitting Bull College recently completed a new Family Support Center where the students assisted in construction.

The growth of the tribal college movement as well as its unique mission provides diverse needs for facilities. Many recently established tribal colleges need basic administrative and classroom facilities, while the more established tribal colleges have managed to build new facilities. In 2000, the American Indian College Fund, the American Indian Higher Education Consortium and the tribal colleges constructed over 80 buildings at 30 tribal colleges with a capital campaign. Additional construction funding sources include individual tribal councils; Department of Housing and Urban Development; Department of Defense; and Department of Education. The most popular funding source is the Department of Education's Aid for Institutional Development (Title III).

Despite some growth in infrastructure, there are additional needs: day care facilities, student housing, food services, and technology.*

* Source: Robyn Hiestand, AIHEC

Most TCU's campuses are located on remote American Indian reservations (27 TCUs out of 32) far away from population centers. TCUs report having a cultural or heritage learning center (22 TCUs), child care center (6), faculty housing (6), student housing (8), and a separate museum or library building (5). Most of the cultural centers, as well as many academic and support buildings, reflect architectural components of Native American art, culture, and heritage.

Selected samples of newly completed, under construction, or designed buildings and facilities are as follows:

Bay Mills Community College

A shop for the Building Trades program was constructed and outfitted with the needed construction tools. Construction was completed by the students with the assistance of Tribal Construction, whose time and equipment was donated by the Tribe.

Blackfeet Community College

BCC is currently adding a new Administration Office to the Beaver Painted Lodge on the south side. This will house the President's Office and staff; Title III staff; Dean of Academic Affairs and office staff; and the reception area.

Cankdeska Cikana Community College

A new administrative wing is planned. Construction began in 2006. The "Johnson House" was remodeled to house the Talent Search Program. The "Log Cabin" is being remodeled to be used as a Cultural Learning Center. A classroom addition was completed in the summer of 2005.

College of Menominee Nation

A Building Trades Workshop was constructed using CMN carpentry students. It consists of a large workshop and large office for two faculty. CMN hopes in the future to add a large classroom. A Student Commons (Union) was completed so that students have a place to study and relax between classes plus have food and refreshments available. Completed in March 2006 is a third and final addition to Shirley Daly Hall that provides five large classrooms and ten faculty offices.



Section IV. Academic Buildings and Major Facilities

Indicator IV.1 Campus Buildings and Major Facilities: AY 2004-05 (Continued)

Crownpoint Institute of Technology

CIT Culinary Arts and Hospitality Learning Center—A project to build a 10,000(+) gross square feet culinary arts classroom and laboratory (kitchen).

CIT Academic Building—The Institute is in the process of selecting an engineering consultant to plan, design and prepare a site for a 20,000 gross square feet general classroom and lecture hall building to meet general education requirements.

CIT Diné Family Empowerment Center—CIT completed a 16,000(+) gross square feet office complex and is on line to house service providers to disadvantaged Navajo families and to provide employment and training programs.

CIT Student Services Office Complex—CIT completed remodeling an old dormitory (two wings) into an office and classroom complex.

Diné College

The day care center is designed to provide child care services for staff, faculty and students. The goal is to provide services to 30 children. The facility will be operated in cooperation with the Navajo Nation Child Care Services. A major foundation to expand the technology infrastructure was started. A new Information Technology building is in the negotiation phase.



Fort Belknap College

In academic year 2004-05, the Title III Supplement Grant provided a new network infrastructure and phone system. The Title III Construction Grant funded the construction of a new Tech Center.



Fort Peck Community College

Since 1994 the college has added nearly 81,000 square feet of classroom, laboratory, office, general-purpose, and wellness center space to its Poplar and Wolf Point campuses. The new Wolf Point Campus facility, completed in 2003, added 12,000 square feet of educational and general-purpose space that is equipped with the latest in technology capability. A new 15,000 square foot Vocational Technical Center, located in Poplar, was completed for Fall 2005 classes.

Current planning efforts include the construction of a new Professional Office Facility designed to accommodate institutional program activities and community-based initiatives. This facility, scheduled for completion in late 2006, will add approximately 6,000 square feet of office and meeting space. Planning is underway for a new Wellness Center designed to provide a broad array of exercise areas and classrooms, an Olympic-size swimming pool, and other amenities that will complement the College's commitment to health and wellness. Health and exercise programs will be made available to the entire community with emphasis on youth and elderly programs.

Institute of American Indian Arts

During AY 2004-05 the Institute of American Arts completed a major renovation of the Museum building. The scope of the renovation focused on upgrading the HVAC system for temperature and humidity control within the museum's main galleries; installing interior window glazing; and insulating walls for indoor environmental stability. The exterior stucco, wood, and architectural features were fully rehabilitated and the entire interior wood floors were refurbished to original manufacturer specifications.

The Center for Arts and Cultural Studies (CACS) studios and classrooms were renovated to provide improved lighting, HVAC and exhaust systems.



Section IV. Academic Buildings and Major Facilities

Indicator IV.1 Campus Buildings and Major Facilities: AY 2004-05 (Continued)

Leech Lake Tribal College

In March 2005, Leech Lake Tribal College celebrated the completion of the first phase of the new campus building and launched the second phase of construction. This new "thunderbird" building has two "wings" which include classroom and administrative office space; a central corridor to link as the "body" and a tail which will include a wellness facility and a community gathering place.



Little Big Horn College

The one building that formerly housed the College has been remodeled and renamed the Student Union Building. A Campus Entrance Monument Sign is under construction and should be completed soon. A Library/Archives/Administration Building is also in the plans.

Little Priest Tribal College

The Liberal Arts building was finished in July 2005. It was needed for larger classroom and office space for faculty. The building includes two large 40 seat classrooms, an auditorium, and four offices for the Academic Dean, the Math Faculty Chair, the English Faculty Chair, and storage.

Nebraska Indian Community College

The College has a main campus student services building under construction. The facility will house all vital college offices and course rooms and should be completed by the beginning of Fall 2006.



Northwest Indian College

The following buildings are in the pre-design, design or construction phases: the student housing building, the childcare building, a new classroom/office building, the Center for Student Success, the Natural Resources Lab, and Swinomish Campus' classroom/office building.

Oglala Lakota College

Oglala Lakota College recently completed a new Mathematics/Science Lab. This is a state-of-the-art facility that serves the college and reservation in furthering scientific research, teaching environmental courses, and serving as an outreach facility for collaborative educational and research projects for OLC, partner institutions and K-12 math/science training programs.



Oglala Lakota College's Rapid City Learning Center (He Sapa) just received a grant for a major expansion of that classroom teaching facility.

Salish Kootenai College

SKC currently has five major building projects under construction: additional student housing primarily for nursing students with dependents, office annex building, shop building, hide tanning shed, and Fitness Center. Additional planned building projects include: health and physical education building, single student resident hall, and information technology building.

Sinte Gleska University

Design of a new Student Services Building is in the development stage with completion scheduled for 2007.

Sitting Bull College

Sitting Bull College is in the process of building a new \$40 million campus. The Science/Academic Center hosted its first classes in 2006. Currently, a Family Support Center is under construction which will house a 75 child day care facility and the Education Department classrooms.



Section IV. Academic Buildings and Major Facilities

Indicator IV.1 Campus Buildings and Major Facilities: AY 2004-05 (Continued)

The next building due to start construction in 2006 is an entrepreneurial center. This building will provide incubator space for the start-up of new businesses, the Tribal Business Information Center, and Business Administration Department classrooms.

Southwestern Indian Polytechnic Institute

SIPI is currently in the design phase for an Early Childhood Laboratory School. The school will provide childcare for students and staff and serve as a lab school for the associate degree in Early Childhood Education. SIPI also received funding from the State of New Mexico to plan and design a new tribal management building that will allow the college to upgrade its current instructional space for programs in business.

Turtle Mountain Community College



A planning grant was received to design a career and technical education center. Currently our student count has decreased because we do not have the facilities needed to develop new career and technical education programs.

A wellness center is planned for the next two years. This will focus on the wellness of the Turtle Mountain Chippewa people.

United Tribes Technical College



United Tribes Technical College's master facility plan includes the development of a new campus with the supportive infrastructure of water, sewer, gas, electrical, technology, telephony and roads. Most recently, UTTC constructed two major facilities. These include a student life/technology center and a co-ed dormitory. In addition, the College is in the process of constructing an 18,000 square foot wellness center and plans to construct a 24-unit apartment building within the next year.

White Earth Tribal and Community College

WETCC identified the need for a new campus building. At present the College has property available with connections for water, sewer, and power available to the site. It is anticipated that the College will initiate the process for funding during this fiscal year and start construction in 2007.

Section IV. Academic Buildings and Major Facilities

Indicator IV.2 Library Facilities

31 TCUs reported their library facilities:

- Library size averaged 5,764 square feet.
- The libraries contained an average of 19,280 volumes, 454 print periodicals, and 2,361 electronic periodicals.
- Of the TCUs who listed the number of databases rather than number of electronic periodicals, the average number of databases per TCU was 31.
- The oldest library was built in 1903, and the most recent in 2005.
- The majority of the libraries (23) were built or remodeled between 1971 and 2005.
- 25 TCUs have catalog on-line access.
- 28 TCUs have an inter-library system.
- 28 TCUs have a computer lab with internet access.
- 27 TCUs have a community library.
- 18 TCUs have a community learning center.

Bay Mills Community College

Bay Mills Community College Library—A Learning Center is located on the main floor. The heritage Center Museum, located upstairs, contains the following special items: a birch bark canoe, a sizable collection of Great Lakes Regional Native American artifacts, and a treaty signed by President Grant which established the Bay Mills Indian Community.

Cankdeska Cikana Community College

Valeria Merrick Memorial Library—Special cultural items contained in the collection include language immersion documents, CDs and cassettes; Spirit Lake Tribe historical documents; former state representative Gordon Berg's collection of letters, newspaper articles and documents concerning the Devils' Lake lakebed issue; college history, photos, slides and videos.

Chief Dull Knife College

Dr. John Woodenlegs Memorial Library—A cultural archives collection is housed in the Florence Whiteman Cultural Learning Center. The Two Moons Children's Library was recently incorporated into the system. Special cultural items contained in the collection include a Cheyenne collection, a Native American collection, and a Health/Nutrition collection.



CDKC Library

Crownpoint Institute of Technology



Domenici Library—Special cultural items contained in the collection include a Navajo collection of over 250 titles and over 150 books, plus 75 to 100 uncataloged materials about Diné culture, history, government and language.

CIT Library

Diné College

Kinya'aanii Charlie Benally Library—Special cultural items contained in the collections include: the Moses-Donner Collection of Indian Materials containing approximately 12,000 volumes relating to Native Americans, particularly the Navajo and Southwest tribes with a significant amount of "grey literature" not widely available elsewhere; the RC Gorman Collection of approximately 900 volumes donated by the Navajo artist from his own collection of mostly fine art and American Indian studies; the Mary Shepardson Collection of approximately 900 volumes primarily on anthropology; and the Shiprock Native American Collection of approximately 9,000 volumes on Native American topics.

Fond du Lac Tribal & Community College

The Ruth A. Myers Library contains a collection emphasizing Native American, especially Anishinaabe, culture, history and sovereignty materials in different formats.

Fort Belknap College

Fort Belknap College Library—The Sitting High Cultural Center serves as an information resource center for the entire Fort Belknap community and supports the educational mission of the Fort Belknap College. Special cultural items contained in the collection include photocopied print materials covering such topics as legends, community records and affairs, education, and interviews with tribal elders; issues of tribal newspapers; a National Archives microfilm of census rolls, documents related to the negotiation of ratified and unratified treaties, and superintendents' annual narratives and statistical reports from the Bureau of Indian Affairs.

Fort Berthold Community College

The Fort Berthold Community College Library is open to the community on Sundays during the academic year. Special items contained in the cultural collection include a display case containing trophies won by FBCC students

Section IV. Academic Buildings and Major Facilities

Indicator IV.2 Library Facilities (Continued)

at AIHEC Conferences between 1998 and 2006 and numerous newspapers: Indian Country, New Town News, MHA Times, New Town School Eagle Eye, Mandaree High School Paper, and Wontoni and News from Indian Country.

Fort Peck Community College

The Fort Peck Community College and Tribal Library contains history and archival collections related to Assiniboiné and Sioux Tribes in eastern Montana and parts of Canada.

Haskell Indian Nations University

Tommaney Hall is the main library facility at Haskell Indian Nations University. However, in 2002 the Haskell Cultural Center and Museum was officially opened with funding provided by the American Indian College Fund. The first floor of this new 6,000 square foot building includes a visitor's desk and interpretive displays that explain the history of Haskell and all the changes it has gone through. The opening exhibit was "Honoring Our Children through Seasons of Sacrifice, Survival, Change and Celebration," looking at the history of Haskell from the perspective of the first Haskell students and celebrates what Haskell has become. The display area has marmoleum-tiled replica of Haskell's Medicine Wheel which is an earthwork south of the campus where the students go to worship and use the sweat lodge. Haskell's vision is to become a national center for American Indian research, education, and cultural programs, as a part of this effort to become a national center, Haskell has opened to the public its historical museum and archives.

Institute of American Indian Arts

The Institute of American Indian Arts Library and Archives—Special cultural items contained in the collection include over 400 cassettes for Native American languages and music; 15,000 photographs from the Smithsonian National Anthropological Archives; 30,000 art slides; and the Museum and Institute of American Indian Arts history archives.



IAIA Library

Keweenaw Bay Ojibwa Community College

Ojibwa Community Library contains a large selection of Native American books, authors and magazines, and houses crafts that have been made by the Ojibwe elders from the community.

Little Big Horn College

The Little Big Horn College Library—Special cultural items contained in the collection include a Crow Indian Collection consisting of 1,857 items on all facets of Crow Indian history, culture, and contemporary life; and Crow Indian Archives consisting of papers, photographs, records and recordings.

Little Priest Tribal College



Little Priest Tribal College Library—A tribal museum is housed in a separate building adjacent to the library. Special cultural items contained in the collection include 3500 items of Native American materials for all ages in all formats, with emphasis on the Winnebago Tribes of Nebraska and Wisconsin as well as the Northeast Woodlands and Plains culture group.

LPTC Library, Kidzone

Nebraska Indian Community College

The Nebraska Indian Community College Library at Macy and Santee—During AY 2003-04 a Virtual Library website was created to assist students and community members in finding items via the Internet and in gaining access to other resources that are not housed in the physical libraries. The Library/Media Centers serve as both the College's Library/Media Center and as the Public Library on their respective reservations. Special cultural items contained in the collection include a general collection and an Indian collection for both adults and children.

Northwest Indian College



NWIC Library

The Lummi Reservation Library System—Special cultural items contained in the collection include: a collection of 6984 Native American books, many of which are old and out-of-print material; over 40 Native American periodicals; a collection of 291 videos with a Native American theme, approximately 50 of which were produced by Northwest Indian College; and a collection of microfiche which includes American Indian Culture and Research Journal, Journal of American Indian Education, The Native

Section IV. Academic Buildings and Major Facilities

Indicator IV.2 Library Facilities (Continued)

American Experience from pamphlets in the American History Collection, Native American of the Pacific Northwest: A Photographic Record, and a Viola Garfield's Albums of Totem Pole Art.

Oglala Lakota College

The Woksape Tipi Library—Special cultural items contained in the collection include a museum and archival collections; Lakota Artifacts; publications covering a broad spectrum of Lakota history, society, culture, and institutions; institutional records of Oglala Lakota College, Oglala Sioux Tribe, and American Indian Higher Education Consortium; and artwork by Oglala Lakota artists.



OLC Library

Saginaw Chippewa Tribal College

Saginaw Chippewa Tribal College has agreements with other facilities for student access (Saginaw Chippewa Tribal Library, Central Michigan University, and Veteran's Memorial Library).

Salish Kootenai College

The D'Arcy McNickle Library—Special cultural items contained in the collection include an online cultural photograph collection and a Confederated Salish Kootenai Tribal Collection.

Sinte Gleska University

The Sinte Gleska University Library contains the Unkicisuyapi Collection of print books, periodicals, and selected databases relating to the Lakota people and other tribes.

Sitting Bull College

The Sitting Bull College Library contains a growing collection of artifacts and art objects indigenous to the Standing Rock Sioux Tribe and the local historical area.

Southwestern Indian Polytechnic Institute

The IMC (main library)—An American Indian Collection and the Southwestern Indian Polytechnic Institute Archives make up part of the collection.

Stone Child College

The Stone Child College/Rocky Boy Community Public Library—Special cultural items contained in the collection include subjects specific to the Chippewa Cree history; language and cultural as well as children's stories in both written and audio/video formats; and a CD-ROM Cree Language learning program.

Tohono O'odham Community College

The Tohono O'odham Community College Library houses a Tohono O'odham special cultural collection consisting of books, journals, magazines, maps, photos, sound recordings, videos, and microforms.

Turtle Mountain Community College

The Turtle Mountain Community College Library—Special cultural items contained in the collection include biography collections of local ancestry; the Caldecott Collection of annual Caldecott Medal winners and nominees for best picture book for children; a Native American Children's Collection; a collection of signed first editions; and an archive of local artists.

United Tribes Technical College

The United Tribes Technical College Library—Special cultural items contained in the collection include Native American fiction and non-fiction books as well as a collection of tribal newspapers and Native American magazines and journals.

White Earth Tribal and Community College

The Mark Warren Memorial Library contains a collection of maps from the Library of Congress map collection concerning the White Earth Tribe.



OLC Artifacts



OLC Cultural Center



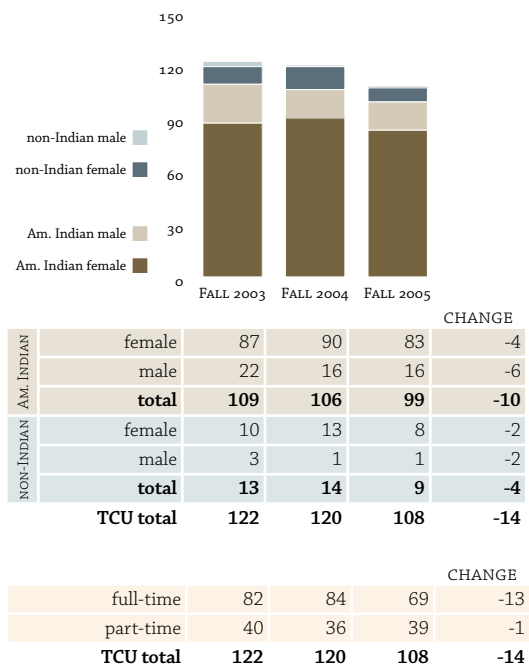
OLC Cultural Center

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.1 Accounting: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

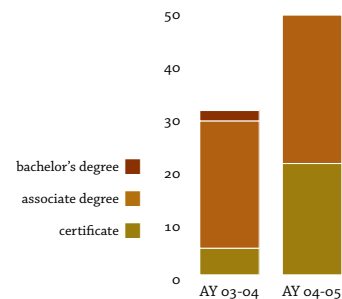
By American Indian/Non-Indian, Gender, and Full/Part-Time

(8 TCUs)



Data from 8 TCUs: CCCC, CMN, CIT, FPCC, OLC, SGU, SIPI, SCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(5 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	4	13	+9
	male	1	6	+5
NON-IN.	female	0	2	+2
	male	0	0	+0
TCU total		5	21	+16

Data from 5 TCUs: CIT, FPCC, OLC, SIPI, SCC

Associate Degrees

(7 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	17	22	+5
	male	4	3	-1
NON-IN.	female	1	1	+0
	male	2	2	+0
TCU total		24	28	+4

Data from 7 TCUs: CCCC, CMN, CIT, FBCC, FPCC, OLC, SIPI

Bachelor's Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	2	0	-2
TCU total		2	0	-2

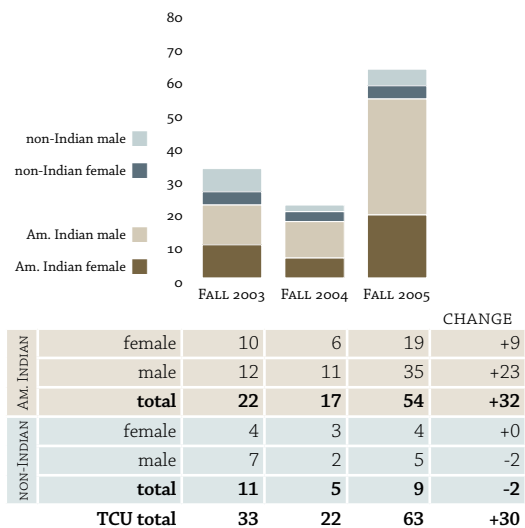
Data from 1 TCU: OLC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.2 Agriculture and Farming: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

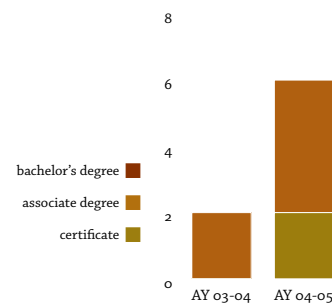
(8 TCUs)



				CHANGE
full-time	26	15	43	+17
part-time	7	7	20	+13
TCU total	33	22	63	+30

Data from 8 TCUs: CCCC, FBCC, LCOOCC, OLC, SBC, SIPI, TOCC, TMCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	0	2	+2
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	2	+2

Data from 2 TCUs: OLC, SBC

Associate Degrees

(7 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	1	1	+0
	male	0	3	+3
NON-IN.	female	0	0	+0
	male	1	0	-1
TCU total		2	4	+2

Data from 7 TCUs: CCCC, FBCC, LCOOCC, OLC, SBC, SIPI, TMCC

Bachelor's Degrees

(1 TCU)

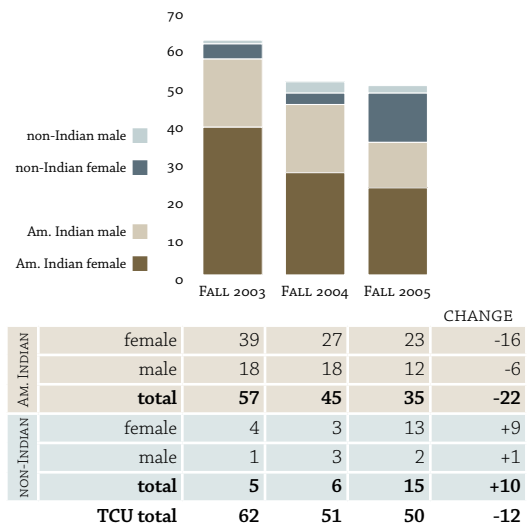
		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	0	+0

Data from 1 TCU: OLC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.3 American Indian Languages: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

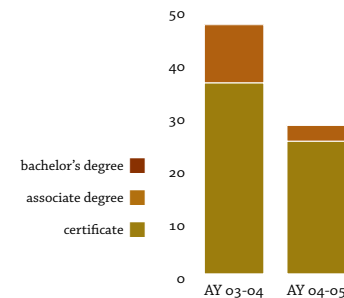
By American Indian/Non-Indian, Gender, and Full/Part-Time (4 TCUs)



				CHANGE
full-time	34	18	32	-2
part-time	28	33	18	-10
TCU total	62	51	50	-12

Data from 4 TCUs: BMCC, BCC, DC, OLC

By Degrees/Certificates Conferred



Certificates and Diplomas

		03-04	04-05	CHANGE
AM. IN.	female	25	14	-11
	male	11	9	-2
NON-IN.	female	0	2	+2
	male	0	0	+0
TCU total		36	25	-11

Data from 3 TCUs: BCC, BMCC, OLC

Associate Degrees

		03-04	04-05	CHANGE
AM. IN.	female	7	2	-5
	male	4	1	-3
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		11	3	-8

Data from 3 TCUs: BMCC, BCC, DC

Bachelor's Degrees

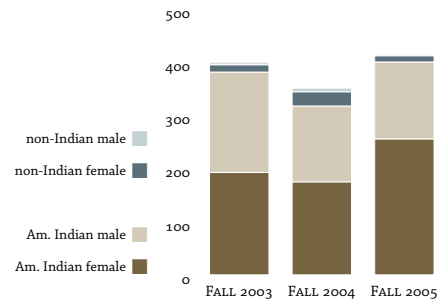
Bachelor's degree program data missing.

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.4 American Indian Studies: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(21 TCUs)

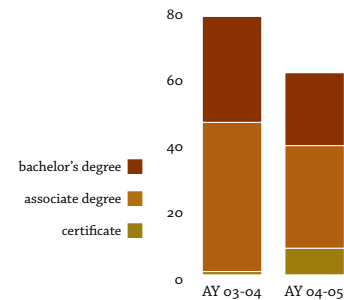


		CHANGE			
AM. INDIAN	female	193	175	256	+63
	male	189	143	145	-44
	total	382	318	401	+19
NON-INDIAN	female	14	27	12	-2
	male	4	7	3	-1
	total	18	34	15	-3
TCU total		400	352	416	+16

		CHANGE			
full-time		226	251	304	+78
part-time		174	101	112	-62
TCU total		400	352	416	+16

Data from 21 TCUs: BMCC, BCC, CCCC, DC, FBC, FPCC, HINU, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SCC, UTTC, WETCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(5 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	1	4	+3
	male	0	1	+1
NON-IN.	female	0	3	+3
	male	0	0	+0
TCU total		1	8	+7

Data from 5 TCUs: BMCC, FPCC, NWIC, SKC, UTTC

Associate Degrees

(20 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	32	20	-12
	male	12	10	-2
NON-IN.	female	1	1	+0
	male	0	0	+0
TCU total		45	31	-14

Data from 20 TCUs: BMCC, BCC, CCCC, DC, FBC, FPCC, HINU, LCOOCC, LLTC, LBHC, LPTC, NWIC, OLC, SCTC, SKC, SWC, SBC, SCC, UTTC, WETCC

Bachelor's Degrees

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	11	11	+0
	male	21	11	-10
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		32	22	-10

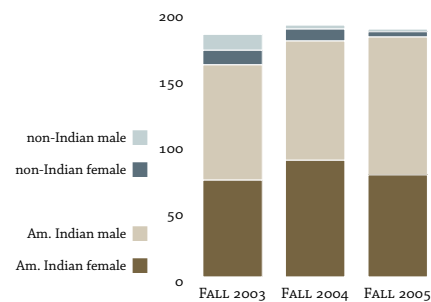
Data from 3 TCUs: HINU, OLC, SBC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.5 Art: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(10 TCUs)

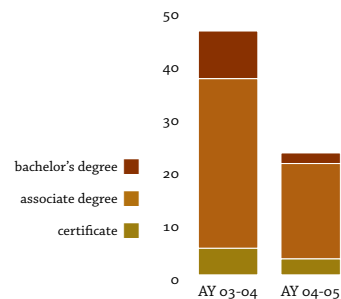


					CHANGE
AM. INDIAN	female	73	88	77	+4
	male	87	90	104	+17
	total	160	178	181	+21
NON-INDIAN	female	11	9	4	-7
	male	12	3	2	-10
	total	23	12	6	-17
TCU total		183	190	187	+4

		CHANGE		
full-time	149	165	176	+27
part-time	34	25	11	-23
TCU total	183	190	187	+4

Data from 10 TCUs: DC, FBCC, FPCC, HINU, IAIA, NWIC, OLC, SKC, TMCC, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

(5 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	2	1	-1
	male	2	2	+0
NON-IN.	female	1	0	-1
	male	0	0	+0
TCU total		5	3	-2

Data from 5 TCUs: FBCC, NWIC, SKC, TMCC, UTTC

Associate Degrees

(8 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	16	13	-3
	male	15	4	-11
NON-IN.	female	0	1	+1
	male	1	0	-1
TCU total		32	18	-14

Data from 8 TCUs: DC, FPCC, HINU, IAIA, NWIC, OLC, TMCC, UTTC

Bachelor's Degrees

(1 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	7	0	-7
	male	2	1	-1
NON-IN.	female	0	1	+1
	male	0	0	+0
TCU total		9	2	-7

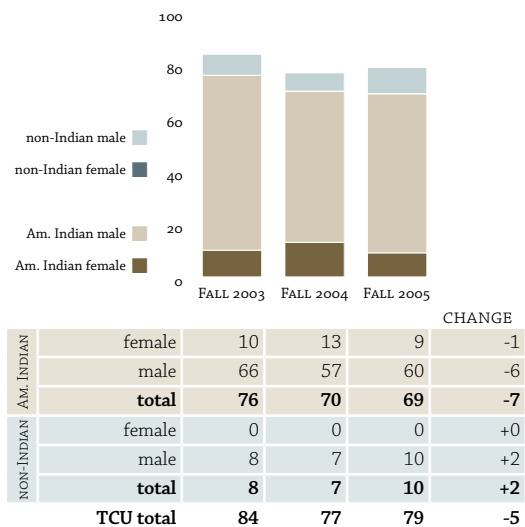
Data from 1 TCUs: IAIA

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.6 Automotive Technology: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

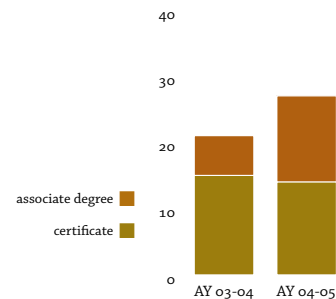
(6 TCUs)



				CHANGE	
	full-time	78	76	75	-3
	part-time	6	1	4	-2
	TCU total	84	77	79	-5

Data from 6 TCUs: BMCC, CCCC, CIT, FPCC, TMCC, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	1	4	+3
	male	14	9	-5
NON-IN.	female	0	0	+0
	male	0	1	+1
TCU total		15	14	-1

Data from 3 TCUs: CIT, FPCC, TMCC

Associate Degrees

(5 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	0	1	+1
	male	5	12	+7
NON-IN.	female	0	0	+0
	male	1	0	-1
TCU total		6	13	+7

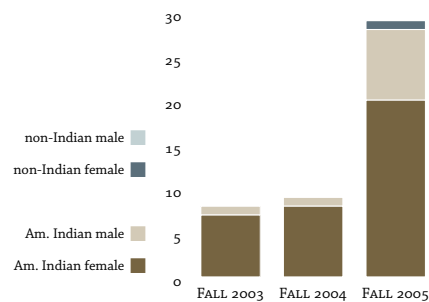
Data from 5 TCUs: BMCC, CCCC, FPCC, TMCC, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.7 Biology: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(2 TCUs)

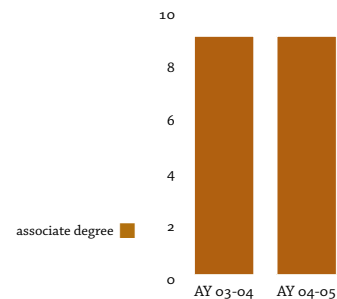


		CHANGE		
AM. INDIAN	female	7	8	20
	male	1	1	8
	total	8	9	28
NON-INDIAN	female	0	0	1
	male	0	0	0
	total	0	0	1
TCU total		8	9	29

		CHANGE		
full-time	5	6	25	+20
part-time	3	3	4	+1
TCU total	8	9	29	+21

Data from 2 TCUs: DC, LBHC

By Degrees/Certificates Conferred



Associate Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	9	9	+0
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		9	9	+0

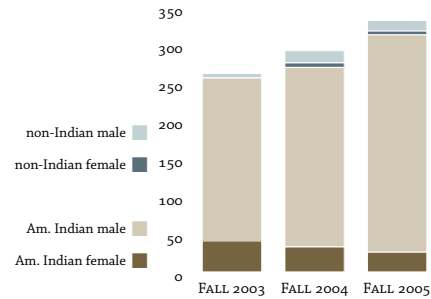
Data from 2 TCUs: DC, LBHC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.8 Building Trades: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(17 TCUs)

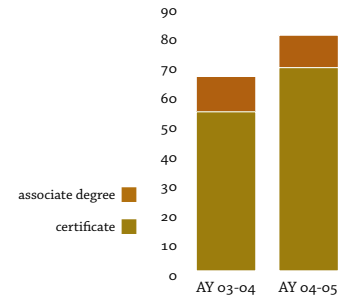


		CHANGE			
AM. INDIAN	female	41	33	26	-15
	male	215	237	287	+72
	total	256	270	313	+57
NON-INDIAN	female	0	6	5	+5
	male	6	16	14	+8
	total	6	22	19	+13
TCU total		262	292	332	+70

				CHANGE
full-time	227	241	293	+66
part-time	35	51	39	+4
TCU total	262	292	332	+70

Data from 17 TCUs: BMCC, BCC, CCCC, CMN, CIT, FBCC, FPCC, LCOOCC, LLTC, NICC, NWIC, OLC, SWC, SBC, TOCC, TMCC, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

(16 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	13	3	-10
	male	39	65	+26
NON-IN.	female	0	0	+0
	male	2	1	-1
TCU total		54	69	+15

Data from 16 TCUs: BCC, CCCC, CIT, CMN, FBCC, FPCC, LCOOCC, LLTC, NWIC, OLC, SBC, SGU, SWC, TMCC, TOCC, UTTC

Associate Degrees

(11 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	2	1	-1
	male	10	10	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		12	11	-1

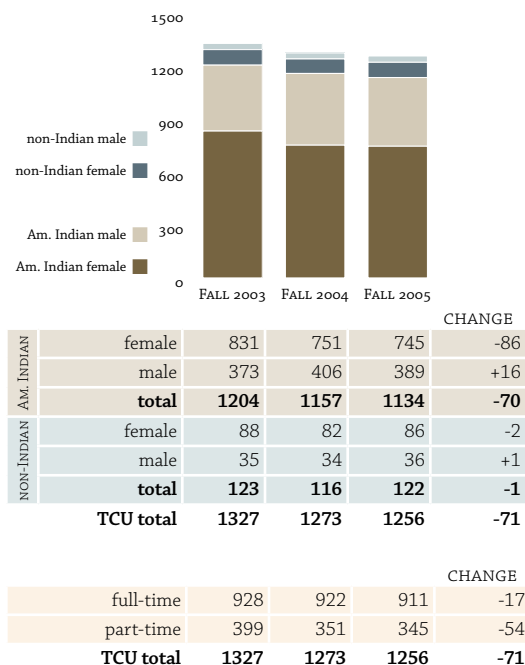
Data from 11 TCUs: BMCC, BCC, CCCC, CMN, FPCC, OLC, SWC, SBC, TOCC, TMCC, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.9 Business: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

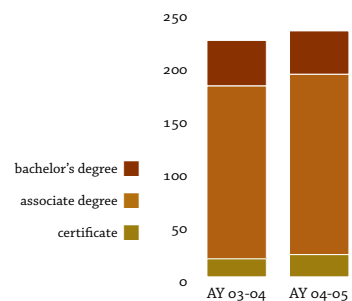
By American Indian/Non-Indian, Gender, and Full/Part-Time

(29 TCUs)



Data from 29 TCUs: BMCC, BCC, CCCC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(11 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	8	16	+8
	male	5	4	-1
NON-IN.	female	2	1	-1
	male	2	0	-2
TCU total		17	21	+4

Data from 11 TCUs: BMCC, CIT, FDLTCC, FPCC, NWIC, OLC, SBC, SCC, SIPI, TMCC, UTTC

Associate Degrees

(27 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	106	112	+6
	male	37	42	+5
NON-IN.	female	14	13	-1
	male	6	3	-3
TCU total		163	170	+7

Data from 27 TCUs: BMCC, BCC, CCCC, CMN, DC, FDLTCC, FBC, FBCC, FPCC, HINU, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC

Bachelor's Degrees

(4 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	27	26	-1
	male	16	14	-2
NON-IN.	female	0	1	+1
	male	0	0	+0
TCU total		43	41	-2

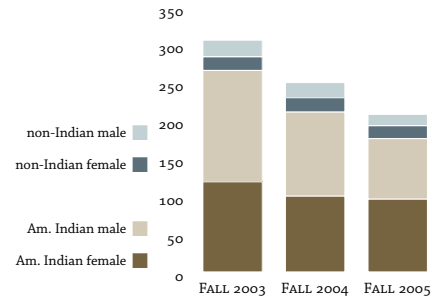
Data from 4 TCUs: HINU, OLC, SKC, SBC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.10 Computer Science: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(13 TCUs)

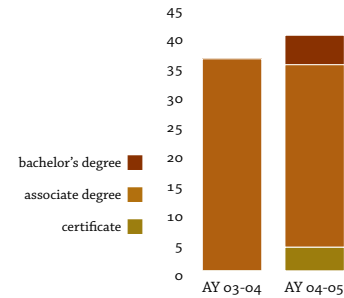


AM. INDIAN	female	119	100	96	-23
	male	147	111	80	-67
	total	266	211	176	-90
	TCU total	306	250	208	-98
NON-INDIAN	female	18	19	17	-1
	male	22	20	15	-7
	total	40	39	32	-8
	TCU total	306	250	208	-98

				CHANGE
full-time	229	198	158	-71
part-time	77	52	50	-27
TCU total	306	250	208	-98

Data from 13 TCUs: BCC, CMN, DC, FDLTCC, FBCC, HINU, LCOOCC, LBHC, OLC, SKC, SBC, SIPI, SCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	3	+3
	male	0	1	+1
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	4	+4

Data from 1 TCU: OLC

Associate Degrees

(13 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	18	10	-8
	male	15	18	+3
NON-IN.	female	0	1	+1
	male	3	2	-1
TCU total		36	31	-5

Data from 13 TCUs: BCC, CMN, DC, FDLTCC, FBCC, HINU, LCOOCC, LBHC, OLC, SKC, SBC, SIPI, SCC

Bachelor's Degrees

(2 TCUs)

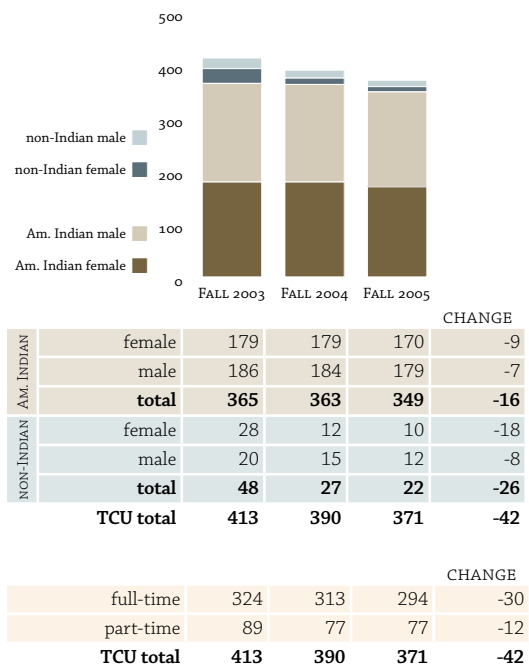
		03-04	04-05	CHANGE
AM. IN.	female	0	1	+1
	male	0	3	+3
NON-IN.	female	0	1	+1
	male	0	0	+0
TCU total		0	5	+5

Data from 2 TCUs: OLC, SKC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

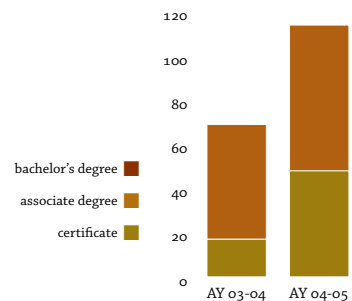
Indicator V.11 Computer Technology: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time (19 TCUs)



Data from 19 TCUs: BMCC, CCCC, CMN, CIT, FBC, FBCC, FPCC, LCOOCC, LBHC, LPTC, NICC, NWIC, OLC, SWC, SIPI, TOCC, TMCC, UTTC, WETCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(13 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	11	23	+12
	male	6	21	+15
NON-IN.	female	0	3	+3
	male	0	1	+1
TCU total		17	48	+31

Data from 13 TCUs: CIT, FBCC, FDLTCC, FPCC, LCOOCC, LPTC, NWIC, OLC, SGU, SIPI, TMCC, TOCC, UTTC

Associate Degrees

(16 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	28	28	+0
	male	16	31	+15
NON-IN.	female	6	3	-3
	male	2	4	+2
TCU total		52	66	+14

Data from 16 TCUs: BMCC, CCCC, CMN, CIT, FBC, FBCC, FPCC, LBHC, LPTC, NWIC, OLC, SWC, SIPI, TOCC, TMCC, UTTC

Bachelor's Degrees

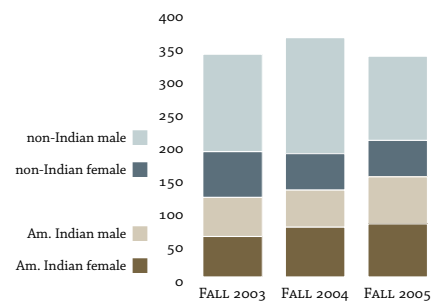
Bachelor's degree program data missing

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.12 Corrections/Law Enforcement: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(7 TCUs)

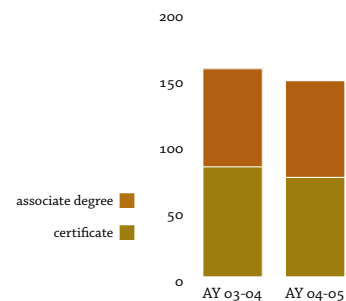


		CHANGE			
AM. INDIAN	female	61	75	80	+19
	male	59	56	71	+12
	total	120	131	151	+31
NON-INDIAN	female	69	55	55	-14
	male	147	175	127	-20
	total	216	230	182	-34
TCU total		336	361	333	-3

				CHANGE
full-time	226	253	225	-1
part-time	110	108	108	-2
TCU total	336	361	333	-3

Data from 7 TCUs: BMCC, CMN, FDLTCC, LLTC, NICC, SBC, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

(6 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	13	3	-10
	male	8	7	-1
NON-IN.	female	19	16	-3
	male	43	49	+6
TCU total		83	75	-8

Data from 6 TCUs: BMCC, CMN, FDLTCC, LLTC, SBC, SGU

Associate Degrees

(4 TCUs)

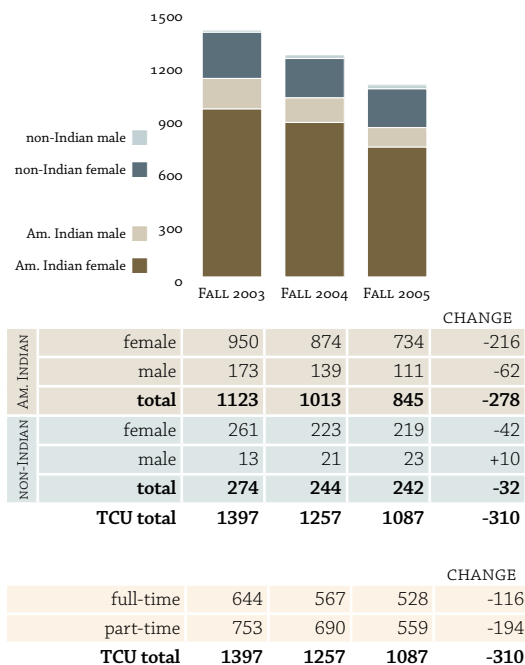
		03-04	04-05	CHANGE
AM. IN.	female	7	15	+8
	male	4	4	+0
NON-IN.	female	20	9	-11
	male	43	45	+2
TCU total		74	73	-1

Data from 4 TCUs: BMCC, FDLTCC, SBC, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

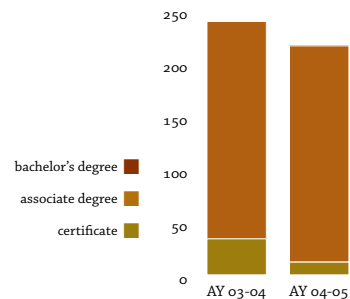
Indicator V.13 Education-Paraprofessional: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time (27 TCUs)



Data from 27 TCUs: BMCC, BCC, CCCC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(10 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	10	11	+1
	male	3	0	-3
NON-IN.	female	21	1	-20
	male	0	0	+0
TCU total		34	12	-22

Data from 10 TCUs: BMCC, CIT, FDLTCC, FPCC, LCOOCC, LLTC, OLC, SIPI, TMCC, TOCC

Associate Degrees

(27 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	163	139	-24
	male	25	23	-2
NON-IN.	female	15	40	+25
	male	2	2	+0
TCU total		205	204	-1

Data from 27 TCUs: BMCC, BCC, CCCC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Bachelor's Degrees

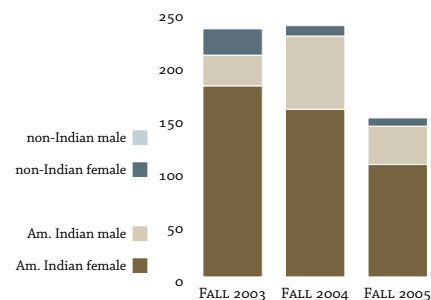
Bachelor's degree program data missing

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.14 Education-Professional: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(5 TCUs)

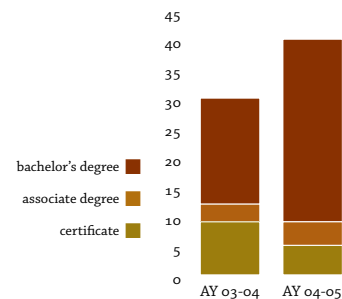


		CHANGE		
AM. INDIAN	female	180	158	106
	male	29	69	36
	total	209	227	142
NON-INDIAN	female	25	10	8
	male	1	1	0
	total	26	11	8
TCU total		235	238	150

		CHANGE		
full-time	125	168	95	-30
part-time	110	70	55	-55
TCU total	235	238	150	-85

Data from 5 TCUs: HINU, NWIC, OLC, SBC, TMCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	7	0	-7
	male	0	0	+0
NON-IND.	female	2	5	+3
	male	0	0	+0
TCU total		9	5	-4

Data from 2 TCUs: NWIC, OLC

Associate Degrees

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	3	4	+1
	male	0	0	+0
NON-IND.	female	0	0	+0
	male	0	0	+0
TCU total		3	4	+1

Data from 3 TCUs: FBCC, NWIC, SBC

Bachelor's Degrees

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	13	23	+10
	male	2	7	+5
NON-IND.	female	3	1	-2
	male	0	0	+0
TCU total		18	31	+13

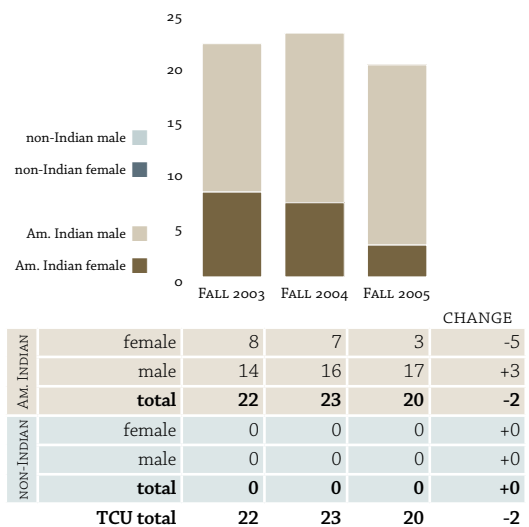
Data from 3 TCUs: HINU, OLC, TMCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.15 Engineering: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

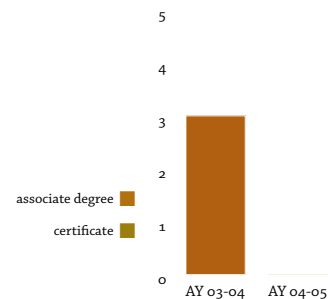
(3 TCUs)



		03-04	04-05	CHANGE
AM. IN.	full-time	19	23	-3
	part-time	3	0	+1
	TCU total	22	23	-2

Data from 3 TCUs: LBHC, SIPI, TMCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	0	+0

Data from 1 TCU: SIPI

Associate Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	2	0	-2
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		3	0	-3

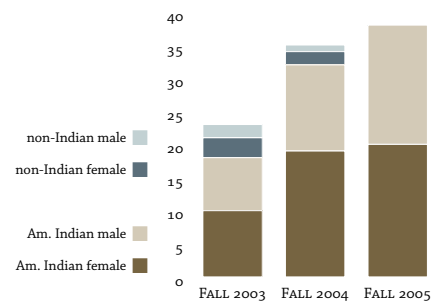
Data from 2 TCUs: LBHC, SIPI

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.16 English: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(4 TCUs)

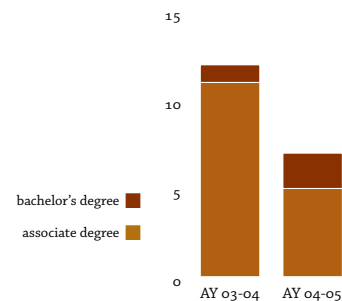


		CHANGE		
AM. INDIAN	female	10	19	20
	male	8	13	18
	total	18	32	38
				+20
NON-INDIAN	female	3	2	0
	male	2	1	0
	total	5	3	0
				-5
TCU total		23	35	38
				+15

		CHANGE		
full-time	21	35	38	+17
part-time	2	0	0	-2
TCU total	23	35	38	+15

Data from 4 TCUs: HINU, IAIA, LPTC, TMCC

By Degrees/Certificates Conferred



Associate Degrees

(4 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	7	2	-5
	male	3	3	+0
NON-IN.	female	1	0	-1
	male	0	0	+0
TCU total		11	5	-6

Data from 4 TCUs: HINU, IAIA, LPTC, TMCC

Bachelor's Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	0	1	+1
NON-IN.	female	0	1	+1
	male	0	0	+0
TCU total		1	2	+1

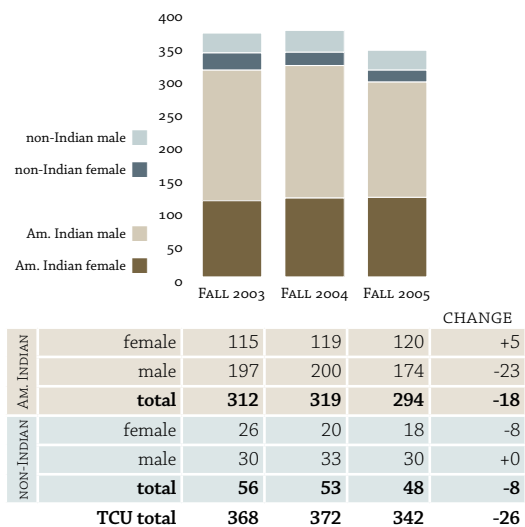
Data from 1 TCU: IAIA

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.17 Environmental Science/Natural Resources: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

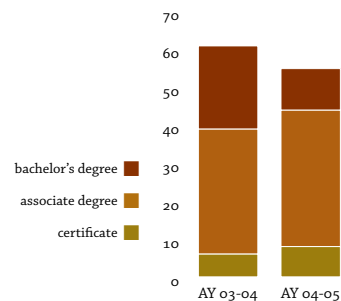
(20 TCUs)



Data from 20 TCUs: BMCC, BCC, CMN, CIT, FDLTCC, FBC, FBCC, HINU, KBOCC, LCOOCC, LBHC, NICC, NWIC, OLC, SKC, SWC, SBC, SIPI, TMCC, WETCC, SIPI

				CHANGE	
	full-time	309	300	273	-36
	part-time	59	72	69	+10
	TCU total	368	372	342	-26

By Degrees/Certificates Conferred



Certificates and Diplomas

(4 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	2	2	+0
	male	3	3	+0
NON-INDIAN	female	1	2	+1
	male	0	1	+1
	TCU total	6	8	+2

Data from 4 TCUs: BMCC, CIT, LCOOCC, SIPI

Associate Degrees

(16 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	12	9	-3
	male	20	23	+3
NON-INDIAN	female	0	3	+3
	male	1	1	+0
	TCU total	33	36	+3

Data from 16 TCUs: BCC, CMN, CIT, FDLTCC, FBC, FBCC, HINU, KBOCC, LBHC, NWIC, OLC, SKC, SWC, SBC, SIPI, TMCC

Bachelor's Degrees

(4 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	11	1	-10
	male	10	9	-1
NON-INDIAN	female	0	1	+1
	male	1	0	-1
	TCU total	22	11	-11

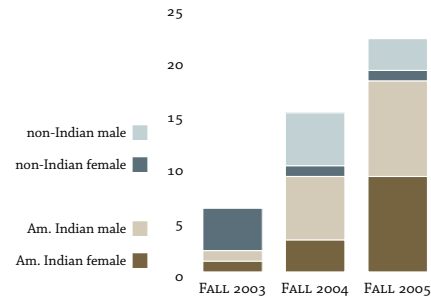
Data from 4 TCUs: HINU, OLC, SKC, SBC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.18 Geography: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(2 TCUs)

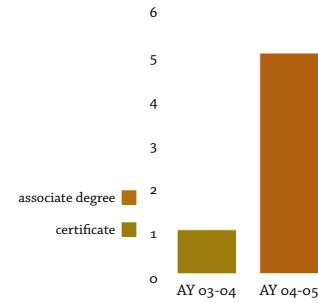


		CHANGE			
AM. INDIAN	female	1	3	9	+8
	male	1	6	9	+8
	total	2	9	18	+16
NON-INDIAN	female	4	1	1	-3
	male	0	5	3	+3
	total	4	6	4	+0
TCU total		6	15	22	+16

				CHANGE
full-time	4	11	19	+15
part-time	2	4	3	+1
TCU total	6	15	22	+16

Data from 2 TCUs: FDLTCC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		1	0	-1

Data from 1 TCU: SIPI

Associate Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	0	3	+3
NON-IN.	female	0	1	+1
	male	0	1	+1
TCU total		0	5	+5

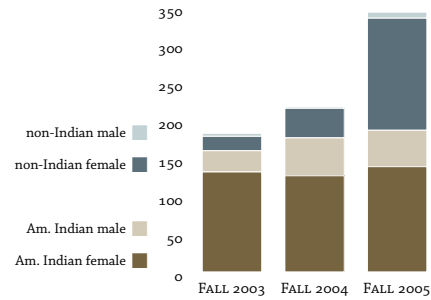
Data from 2 TCUs: FDLTCC, SIPI

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.19 Health Careers: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(15 TCUs)

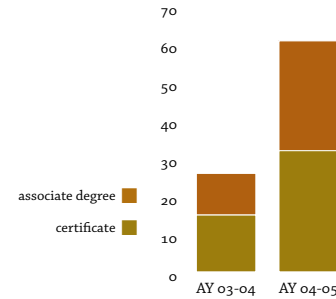


		CHANGE		
AM. IN.	female	132	127	139
	male	28	50	48
	total	160	177	187
NON-IN.	female	19	39	148
	male	4	2	8
	total	23	41	156
TCU total		183	218	343

		CHANGE		
full-time		141	188	296
part-time		42	30	47
TCU total		183	218	343

Data from 15 TCUs: BMCC, CMN, FDLTCC, FBC, FBCC, FPCC, HINU, LCOOCC, LLTC, LBHC, OLC, SKC, SWC, TMCC, UTTC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(7 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	10	9	-1
	male	1	0	-1
NON-IN.	female	4	21	+17
	male	0	2	+2
TCU total		15	32	+17

Data from 7 TCUs: FBCC, FDLTCC, FPCC, LLTC, OLC, SKC, SWC

Associate Degrees

(13 TCUs)

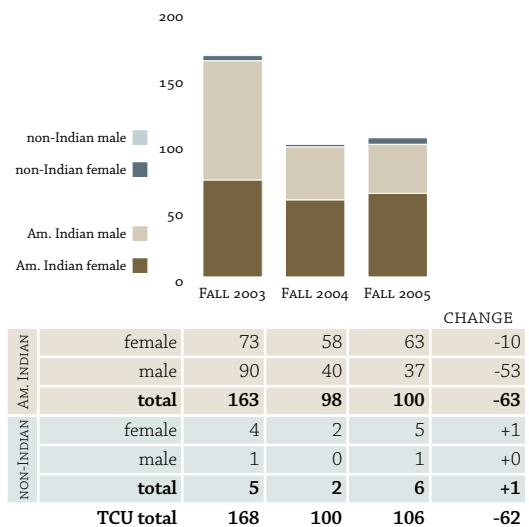
		03-04	04-05	CHANGE
AM. IN.	female	8	17	+9
	male	3	3	+0
NON-IN.	female	0	9	+9
	male	0	0	+0
TCU total		11	29	+18

Data from 13 TCUs: BMCC, CMN, FDLTCC, FBC, FPCC, HINU, LCOOCC, LLTC, LBHC, SKC, SWC, TMCC, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.20 Hospitality Industry: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

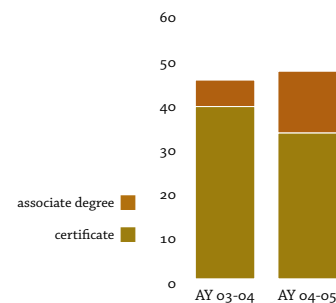
**By American Indian/Non-Indian,
Gender, and Full/Part-Time**
(8 TCUs)



				CHANGE
full-time	143	85	86	-57
part-time	25	15	20	-5
TCU total	168	100	106	-62

Data from 8 TCUs: BCC, CIT, LCOOCC, NWIC, OLC, SWC, SIPI, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

		03-04	04-05	CHANGE
AM. IN.	female	19	19	+0
	male	15	13	-2
NON-IND.	female	5	1	-4
	male	0	0	+0
TCU total		39	33	-6

Data from 6 TCUs: BCC, CIT, LCOOCC, NWIC, OLC, SIPI

Associate Degrees

		03-04	04-05	CHANGE
AM. IN.	female	4	9	+5
	male	1	5	+4
NON-IND.	female	1	0	-1
	male	0	0	+0
TCU total		6	14	+8

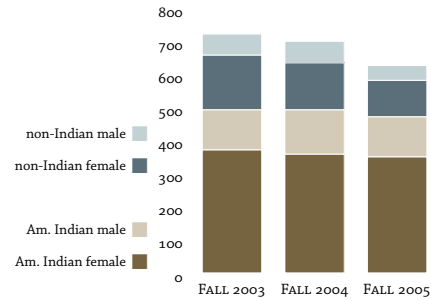
Data from 6 TCUs: BCC, NWIC, OLC, SWC, SIPI, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.21 Human Services: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(22 TCUs)

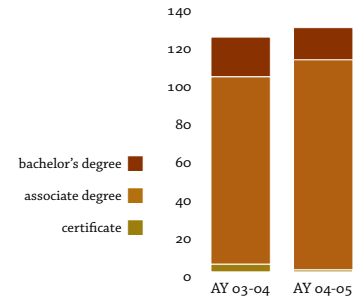


					CHANGE
AM. INDIAN	female	371	358	350	-21
	male	121	134	121	+0
	total	492	492	471	-21
NON-INDIAN	female	165	142	110	-55
	male	64	65	45	-19
	total	229	207	155	-74
TCU total		721	699	626	-95

		CHANGE		
full-time	452	413	415	-37
part-time	269	286	211	-58
TCU total	721	699	626	-95

Data from 22 TCUs: BMCC, BCC, CMN, DC, FDLTCC, FBC, FBCC, FPCC, HINU, LCOOCC, LBHC, LPTC, NICC, NWIC, OLC, SKC, SWC, SBC, SCC, TOCC, TMCC, UTTC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(7 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	2	0	-2
	male	1	0	-1
NON-IN.	female	1	0	-1
	male	0	1	+1
TCU total		4	1	-3

Data from 7 TCUs: BMCC, FDLTCC, FPCC, NWIC, SCC, TOCC, UTTC

Associate Degrees

(21 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	61	67	+6
	male	13	18	+5
NON-IN.	female	18	19	+1
	male	7	7	+0
TCU total		99	111	+12

Data from 21 TCUs: BMCC, BCC, CMN, DC, FDLTCC, FBC, FBCC, FPCC, HINU, LCOOCC, LBHC, LPTC, NWIC, OLC, SKC, SWC, SBC, SCC, TOCC, TMCC, UTTC

Bachelor's Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	15	9	-6
	male	2	3	+1
NON-IN.	female	3	3	+0
	male	1	2	+1
TCU total		21	17	-4

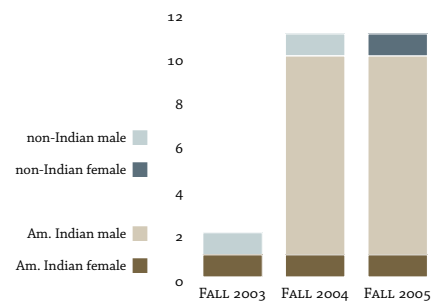
Data from 2 TCUs: OLC, SKC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.22 Individualized Program: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(2 TCUs)

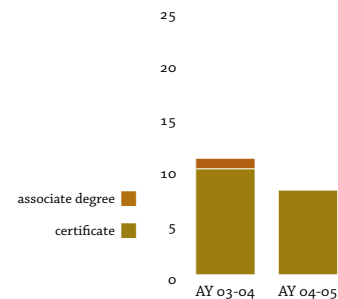


		CHANGE			
AM. INDIAN	female	1	1	1	+0
	male	0	9	9	+9
	total	1	10	10	+9
NON-INDIAN	female	0	0	1	+1
	male	1	1	0	-1
	total	1	1	1	+0
TCU total		2	11	11	+9

				CHANGE
full-time	1	10	10	+9
part-time	1	1	1	+0
TCU total	2	11	11	+9

Data from 2 TCUs: CIT, NWIC

By Degrees/Certificates Conferred



Certificates and Diplomas

(2 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	9	8	-1
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		10	8	-2

Data from 2 TCUs: CIT, NWIC

Associate Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		1	0	-1

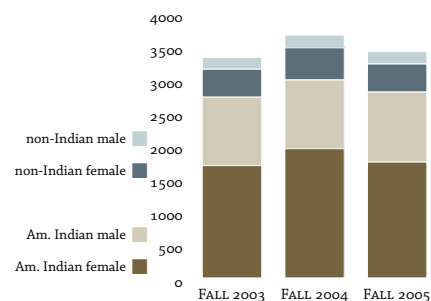
Data from 1 TCU: NWIC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.23 Liberal Arts/General Studies: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(29 TCUs)

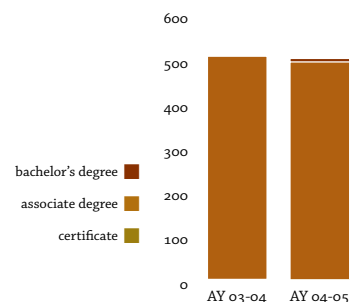


		CHANGE			
AM. INDIAN	female	1695	1950	1748	+53
	male	1032	1037	1056	+24
	total	2727	2987	2804	+77
NON-INDIAN	female	422	486	424	+2
	male	179	192	185	+6
	total	601	678	609	+8
TCU total		3328	3665	3413	+85

	CHANGE			
full-time	1970	2330	2102	+132
part-time	1358	1335	1311	-47
TCU total	3328	3665	3413	+85

Data from 29 TCUs: BMCC, BCC, CCCC, CDKC, CMN, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, WETCC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		1	0	-1

Data from 1 TCU: TOCC

Associate Degrees

(29 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	285	318	+33
	male	100	91	-9
NON-IN.	female	75	60	-15
	male	45	24	-21
TCU total		505	493	-12

Data from 29 TCUs: BMCC, BCC, CCCC, CDKC, CMN, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, WETCC

Bachelor's Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	1	+1
	male	0	0	+0
NON-IN.	female	0	3	+3
	male	0	4	+4
TCU total		0	8	+8

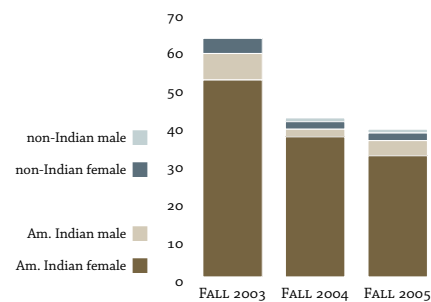
Data from 1 TCU: IAIA

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.24 Life Sciences: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(3 TCUs)

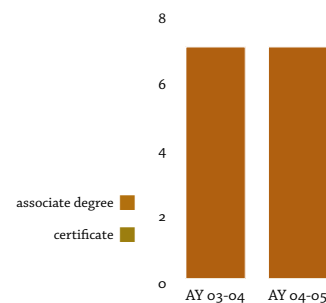


		CHANGE		
AM. INDIAN	female	52	37	32
	male	7	2	4
	total	59	39	36
NON-INDIAN	female	4	2	2
	male	0	1	1
	total	4	3	3
TCU total		63	42	39

		CHANGE		
full-time	50	33	22	-28
part-time	13	9	17	+4
TCU total	63	42	39	-24

Data from 3 TCUs: LBHC, NWIC, OLC

By Degrees/Certificates Conferred



Associate Degrees

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	7	6	-1
	male	0	1	+1
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		7	7	+0

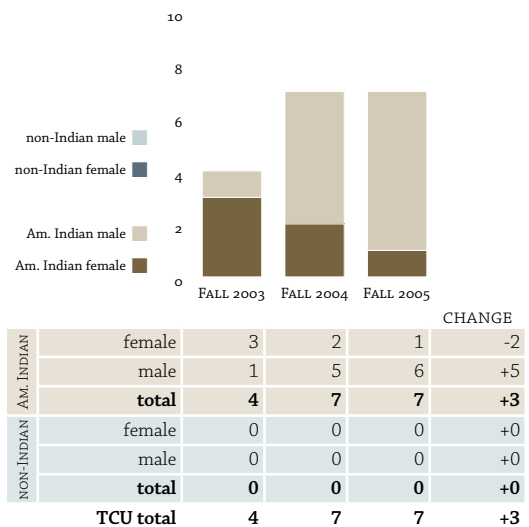
Data from 3 TCUs: LBHC, NWIC, OLC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.25 Mathematics: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(4 TCUs)



				CHANGE	
	full-time	2	4	3	+1
	part-time	2	3	4	+2
	TCU total	4	7	7	+3

Data from 4 TCUs: FBCC, LBHC, LPTC, TMCC

By Degrees/Certificates Conferred

associate degree

Associate Degrees

(4 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	0	+0

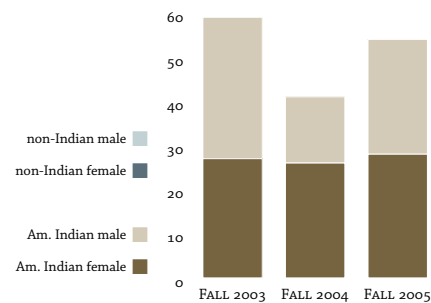
Data from 4 TCUs: FBCC, LBHC, LPTC, TMCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.26 Natural Science: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(3 TCUs)

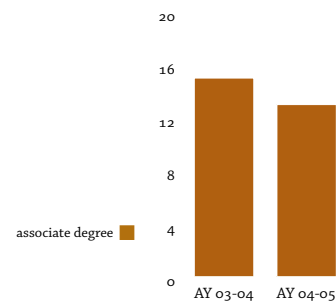


					CHANGE
AM. INDIAN	female	27	26	28	+1
	male	32	15	26	-6
	total	59	41	54	-5
NON-INDIAN	female	0	0	0	+0
	male	0	0	0	+0
	total	0	0	0	+0
TCU total		59	41	54	-5

		CHANGE		
full-time	50	37	52	+2
part-time	9	4	2	-7
TCU total	59	41	54	-5

Data from 3 TCUs: HINU, SWC, SCC

By Degrees/Certificates Conferred



Associate Degrees

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	11	4	-7
	male	4	9	+5
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		15	13	-2

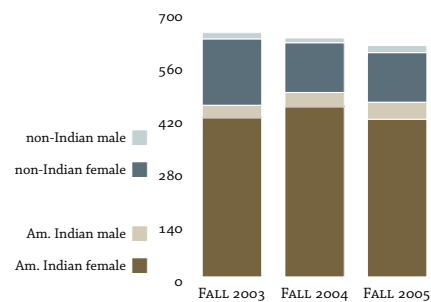
Data from 3 TCUs: HINU, SWC, SCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.27 Nursing: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(13 TCUs)

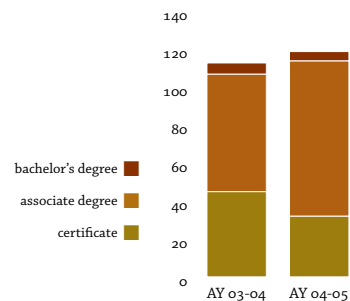


		CHANGE			
AM. INDIAN	female	420	449	416	-4
	male	33	38	45	+12
	total	453	487	461	+8
NON-INDIAN	female	175	131	131	-44
	male	17	13	19	+2
	total	192	144	150	-42
TCU total		645	631	611	-34

				CHANGE
full-time	503	456	492	-11
part-time	142	175	119	-23
TCU total	645	631	611	-34

Data from 13 TCUs: BCC, CCCC, CMN, CIT, FBCC, FPCC, LCOOCC, OLC, SKC, SWC, SBC, TMCC, UTTC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(3 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	33	23	-10
	male	3	1	-2
NON-IN.	female	8	8	+0
	male	1	0	-1
TCU total		45	32	-13

Data from 3 TCUs: CIT, SKC, SWC

Associate Degrees

(12 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	34	43	+9
	male	0	5	+5
NON-IN.	female	25	32	+7
	male	3	2	-1
TCU total		62	82	+20

Data from 12 TCUs: BCC, CCCC, CMN, FBCC, FPCC, LCOOCC, OLC, SKC, SWC, SBC, TMCC, UTTC

Bachelor's Degrees

(1 TCU)

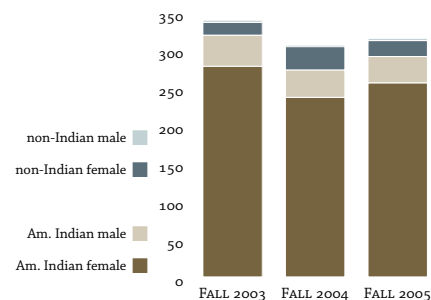
		03-04	04-05	CHANGE
AM. IN.	female	1	0	-1
	male	0	0	+0
NON-IN.	female	5	5	+0
	male	0	0	+0
TCU total		6	5	-1

Data from 1 TCU: SKC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.28 Office Administration/Technology: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time (19 TCUs)

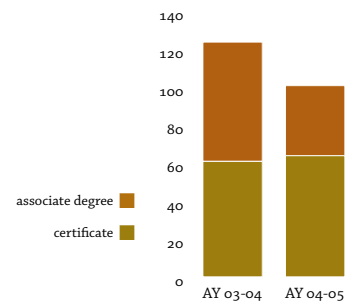


		CHANGE			
AM. INDIAN	female	278	237	256	-22
	male	41	36	35	-6
	total	319	273	291	-28
NON-INDIAN	female	17	31	21	+4
	male	3	2	3	+0
	total	20	33	24	+4
TCU total		339	306	315	-24

				CHANGE
full-time	242	205	235	-7
part-time	97	101	80	-17
TCU total	339	306	315	-24

Data from 19 TCUs: BMCC, BCC, CCCC, CMN, CIT, DC, FDLTCC, FBCC, LCOOCC, NWIC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, SIPI

By Degrees/Certificates Conferred



Certificates and Diplomas

(18 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	50	48	-2
	male	3	8	+5
NON-IN.	female	7	8	+1
	male	1	0	-1
TCU total		61	64	+3

Data from 18 TCUs: BCC, BMCC, CDKC, CIT, DC, FBCC, FDLTCC, LCOOCC, NWIC, OLC, SBC, SCC, SGU, SIPI, SKC, TMCC, TOCC, UTTC

Associate Degrees

(17 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	55	31	-24
	male	7	2	-5
NON-IN.	female	0	4	+4
	male	1	0	-1
TCU total		63	37	-26

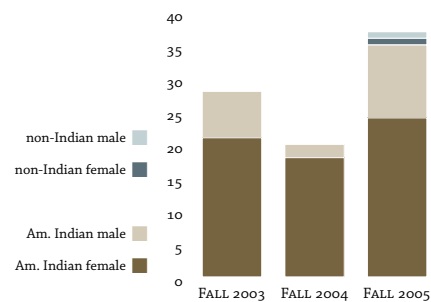
Data from 17 TCUs: BCC, CCCC, CMN, CIT, FDLTCC, KBOCC, LCOOCC, NWIC, OLC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.29 Paralegal: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(2 TCUs)

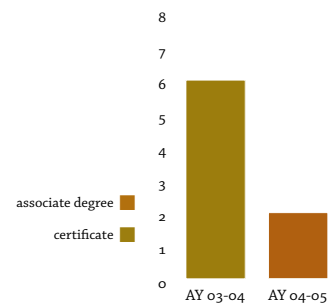


					CHANGE
AM. INDIAN	female	21	18	24	+3
	male	7	2	11	+4
	total	28	20	35	+7
NON-INDIAN	female	0	0	1	+1
	male	0	0	1	+1
	total	0	0	2	+2
TCU total		28	20	37	+9

		CHANGE		
full-time	25	16	36	+11
part-time	3	4	1	-2
TCU total	28	20	37	+9

Data from 2 TCUs: CIT, TMCC

By Degrees/Certificates Conferred



Certificates and Diplomas

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	5	0	-5
	male	1	0	-1
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		6	0	-6

Data from 1 TCU: TMCC

Associate Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	0	2	+2
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	2	+2

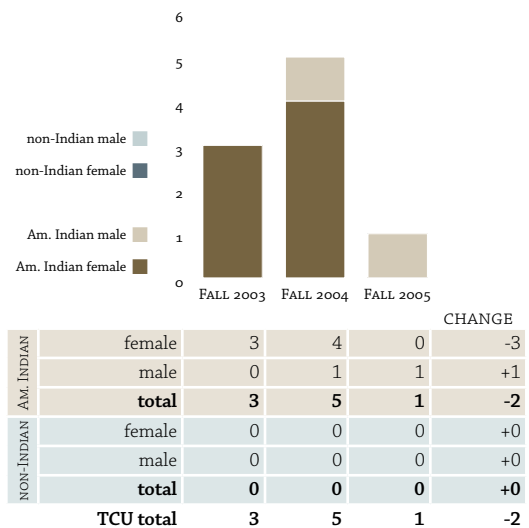
Data from 2 TCUs: CIT, TMCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.30 Pre-Veterinary Science: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

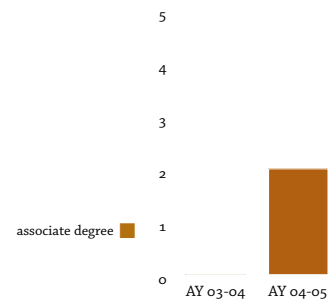
(1 TCU)



				CHANGE	
	full-time	3	4	1	-2
	part-time	0	1	0	+0
	TCU total	3	5	1	-2

Data from 1 TCU: TMCC

By Degrees/Certificates Conferred



Associate Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	2	+2
	male	0	0	+0
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		0	2	+2

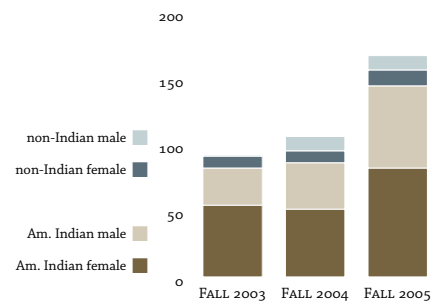
Data from 1 TCU: TMCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.31 Science: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(8 TCUs)

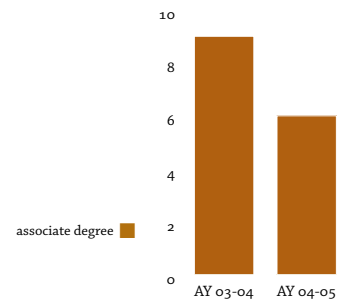


					CHANGE
AM. INDIAN	female	54	51	82	+28
	male	28	35	62	+34
	total	82	86	144	+62
NON-INDIAN	female	9	9	12	+3
	male	1	11	11	+10
	total	10	20	23	+13
TCU total		92	106	167	+75

		CHANGE		
full-time	68	78	121	+53
part-time	24	28	46	+22
TCU total	92	106	167	+75

Data from 8 TCUs: FBCC, FPCC, LCOOCC, LPTC, NICC, OLC, SCC, TMCC

By Degrees/Certificates Conferred



Associate Degrees

(6 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	5	5	+0
	male	4	1	-3
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		9	6	-3

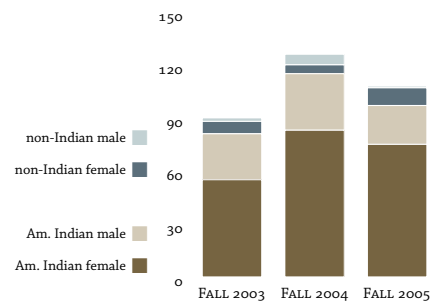
Data from 6 TCUs: FBCC, FPCC, LCOOCC, LPTC, OLC, SCC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.32 Social Science: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(8 TCUs)

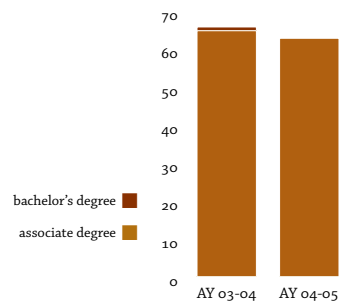


					CHANGE
AM. INDIAN	female	55	83	75	+20
	male	26	32	22	-4
	total	81	115	97	+16
NON-INDIAN	female	7	5	10	+3
	male	2	6	1	-1
	total	9	11	11	+2
TCU total		90	126	108	+18

		CHANGE		
full-time	71	74	65	-6
part-time	19	52	43	+24
TCU total	90	126	108	+18

Data from 8 TCUs: BMCC, CIT, DC, FBC, FBCC, FPCC, OLC, TMCC

By Degrees/Certificates Conferred



Associate Degrees

(7 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	47	48	+1
	male	15	13	-2
NON-IN.	female	2	2	+0
	male	1	0	-1
TCU total		65	63	-2

Data from 7 TCUs: BMCC, CIT, DC, FBC, FBCC, FPCC, TMCC

Bachelor's Degrees

(1 TCU)

		03-04	04-05	CHANGE
AM. IN.	female	0	0	+0
	male	1	0	-1
NON-IN.	female	0	0	+0
	male	0	0	+0
TCU total		1	0	-1

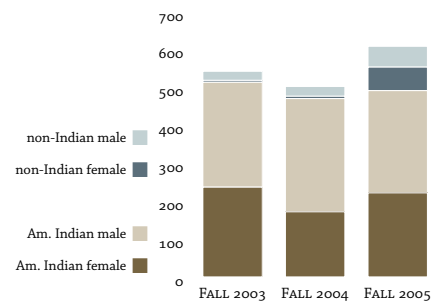
Data from 1 TCU: OLC

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.33 Vocational/Career Programs: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(14 TCUs)

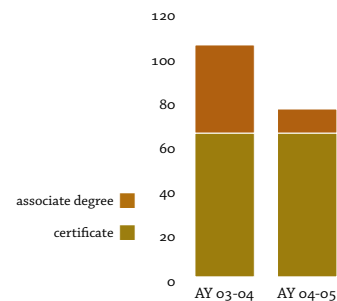


		CHANGE			
AM. INDIAN	female	237	172	222	-15
	male	277	299	270	-7
	total	514	471	492	-22
NON-INDIAN	female	5	6	62	+57
	male	24	26	55	+31
	total	29	32	117	+88
TCU total		543	503	609	+66

				CHANGE
full-time	386	313	232	-154
part-time	157	190	377	+220
TCU total	543	503	609	+66

Data from 14 TCUs: BCC, CCCC, CIT, FDLTCC, FBCC, FPCC, LCOOCC, OLC, SKC, SWC, SBC, SIPI, TMCC, UTTC

By Degrees/Certificates Conferred



Certificates and Diplomas

(9 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	20	15	-5
	male	40	48	+8
NON-IN.	female	0	0	+0
	male	5	2	-3
TCU total		65	65	+0

Data from 9 TCUs: BCC, CCCC, CIT, FBCC, FDLTCC, FPCC, OLC, SIPI, SKC

Associate Degrees

(6 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	21	8	-13
	male	17	2	-15
NON-IN.	female	0	0	+0
	male	2	1	-1
TCU total		40	11	-29

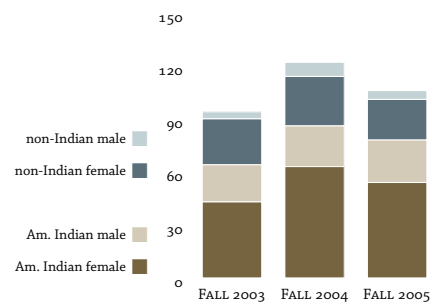
Data from 6 TCUs: BCC, CIT, FPCC, OLC, SWC, SIPI

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.34 Masters Degree Programs: Fall Enrollment and Graduation (AY 2003-04 to AY 2004-05)

By American Indian/Non-Indian, Gender, and Full/Part-Time

(2 TCUs)

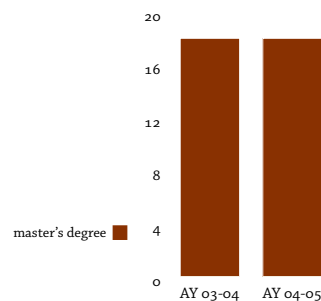


		CHANGE			
AM. INDIAN	female	43	63	54	+11
	male	21	23	24	+3
	total	64	86	78	+14
NON-INDIAN	female	26	28	23	-3
	male	4	8	5	+1
	total	30	36	28	-2
TCU total		94	122	106	+12

				CHANGE
full-time	65	54	3	-62
part-time	29	68	103	+74
TCU total	94	122	106	+12

Data from 2 TCUs: OLC, SGU

By Degrees/Certificates Conferred



Master's Degrees

(2 TCUs)

		03-04	04-05	CHANGE
AM. IN.	female	14	15	+1
	male	4	1	-3
NON-IN.	female	0	2	+2
	male	0	0	+0
TCU total		18	18	+0

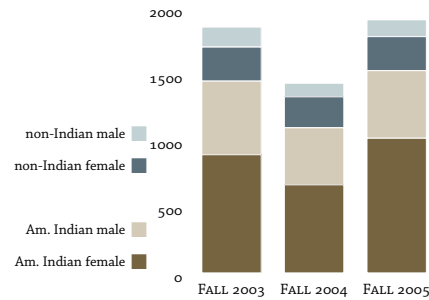
Data from 2 TCUs: OLC, SGU

Section V. Student Enrollment, Graduation, and Post-Graduation by Major Group

Indicator V.35 Undeclared: Fall Enrollment (AY 2003-04 to AY 2004-05)

*By American Indian/Non-Indian,
Gender, and Full/Part-Time*

(28 TCUs)



		CHANGE			
AM. INDIAN	female	892	665	1016	+124
	male	555	430	510	-45
	total	1447	1095	1526	+79
NON-INDIAN	female	257	234	257	+0
	male	151	102	127	-24
	total	408	336	384	-24
TCU total		1855	1431	1910	+55

				CHANGE
full-time	505	370	417	-88
part-time	1350	1061	1493	+143
TCU total	1855	1431	1910	+55

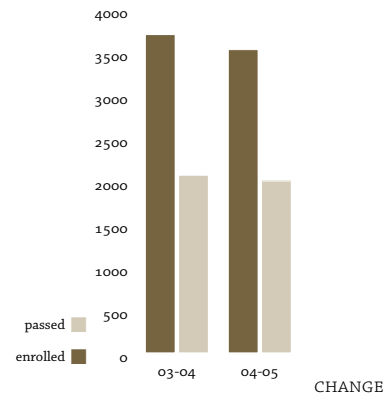
Data from 28 TCUs: BMCC, CCCC, CMN, CIT, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section VI. Core Curriculum and Remedial/Developmental Course Enrollment and Successful Completion

Indicator VI.1 Academic Core Curriculum Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05

English Composition I

(29 TCUs)



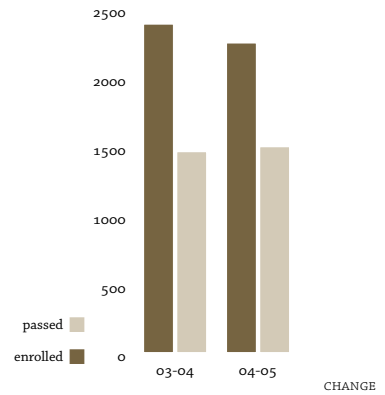
Sample course titles

- College Composition
- College Writing
- Composition I
- Intro to College English
- Written Communications I

Data from 29 TCUs: BCC, CCCC, CDKC, CMN, CIT, FDLTCC, FBC, FBCC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

English Composition II

(28 TCUs)



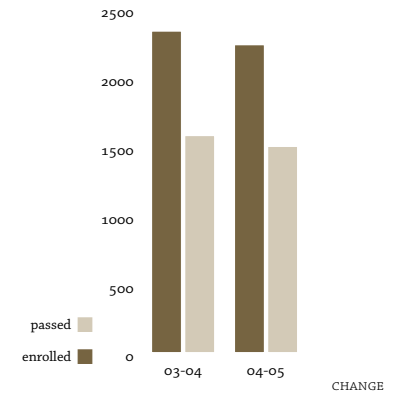
Sample course titles

- Advanced College Writing
- College Composition II
- College English and Research
- Critical Reading and Writing
- Written Communications II

Data from 28 TCUs: BCC, CCCC, CDKC, CMN, CIT, FDLTCC, FBC, FBCC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC

Communications

(23 TCUs)



Sample course titles

- Fundamentals of Public Speaking
- Oral Communications
- Principles of Communications
- Public Speaking
- Speech Communication

Data from 23 TCUs: BCC, CCCC, CDKC, CMN, CIT, FDLTCC, FBC, FBCC, FPCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SKC, SGU, SWC, SBC, SIPI, SCC, TMCC

PP: percentage points

^{*1} Successful completion and passed defined as grade 'C' or above.

Academic core curriculum courses are courses that every degree-seeking student must pass regardless of their major program of study. Each TCU has its own requirements, but most require a course in each of the following areas: English Composition, Communications, College Algebra, Introductory Computing, and Native American Studies.

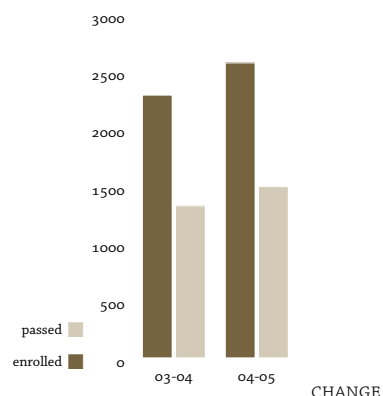
Section VI. Core Curriculum and Remedial/Developmental Course Enrollment and Successful Completion

Indicator VI.1 Academic Core Curriculum Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05

(Continued)

College Algebra

(27 TCUs)



enrolled	2292	2573	+281
passed ^{*1}	1326	1494	+168
withdrew	445	567	+122
% passing	58%	58%	+0PP

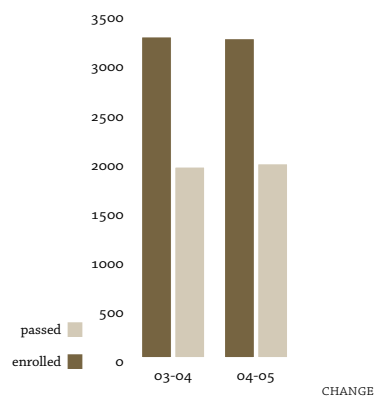
Sample course titles

- Basic Algebra
- College Algebra
- Finite Math
- Intermediate Algebra
- Principles of College Math

Data from 27 TCUs: BCC, CCCC, CDKC, CMN, CIT, FBC, FBCC, FPCC, IAIA, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Introduction to Computers

(27 TCUs)



enrolled	3263	3245	-18
passed ^{*1}	1939	1972	+33
withdrew	660	579	-81
% passing	59%	61%	+2PP

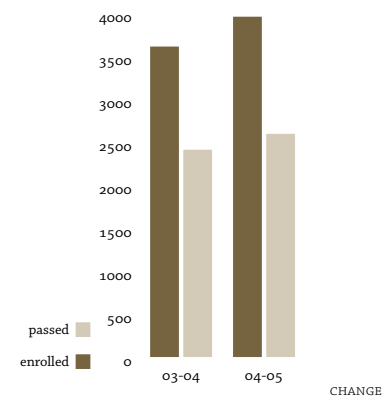
Sample course titles

- Introduction to Computers
- Introduction to Microcomputers
- Applied Information Processing
- Introduction to Macintosh
- Computer Literacy

Data from 27 TCUs: BCC, CCCC, CDKC, CMN, CIT, FBC, FBCC, FPCC, IAIA, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Native American Studies

(23 TCUs)



enrolled	3623	3970	+347
passed ^{*1}	2423	2608	+185
withdrew	682	728	+46
% passing	67%	66%	-1PP

Sample course titles

- American Indian Cultural Areas
- Annishinaabeg of Lake Superior
- Dakota Culture
- Foundations of Navajo Culture
- Introduction to Native American Studies

Data from 23 TCUs: BCC, CCCC, CDKC, CIT, FDLTCC, FBC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, UTTC

PP: percentage points

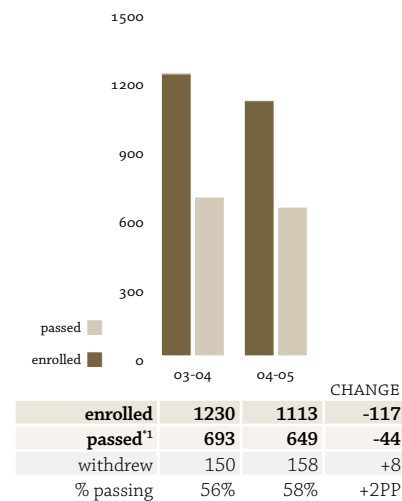
^{*1} Successful completion and passed defined as grade 'C' or above.

Section VI. Core Curriculum and Remedial/Developmental Course Enrollment and Successful Completion

Indicator VI.2 Vocational Core Curriculum Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05

English Composition I

(9 TCUs)



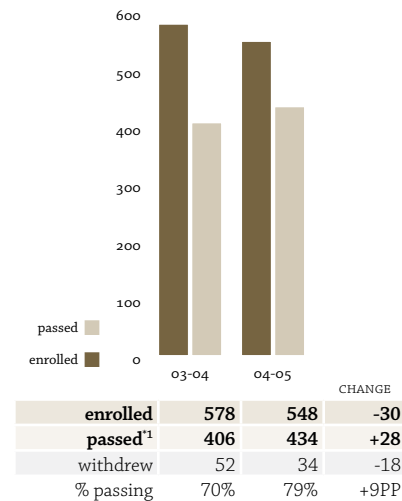
Sample course titles

- Composition
- English Composition I
- Technical Communications
- Writing I

Data from 9 TCUs: CCCC, CDKC, FDLTCC, FPCC, LLTC, SWC, SIPI, TOCC, UTTC

English Composition II

(4 TCUs)



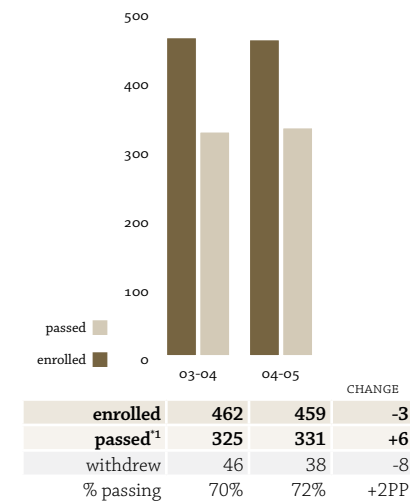
Sample course titles

- Composition II
- Critical Reading and Writing
- English Composition II
- Writing II

Data from 4 TCUs: FDLTCC, SIPI, TOCC, UTTC

Communications

(6 TCUs)



Sample course titles

- Communication in the Workplace
- Family Communication
- Fundamentals of Public Speaking
- Interpersonal Communication
- Speech Communication

Data from 6 TCUs: CDKC, FDLTCC, SKC, SWC, SIPI, TOCC

PP: percentage points

^{*1} Successful completion and passed defined as grade 'C' or above.

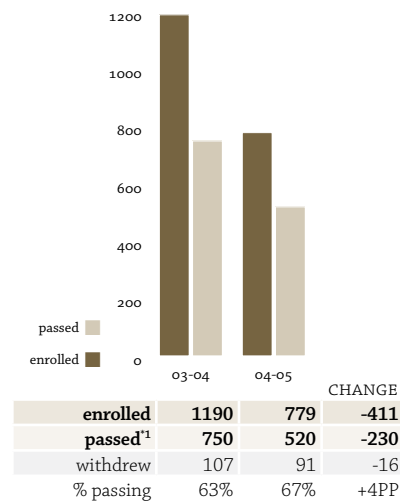
Vocational core curriculum courses are courses that every diploma and certificate seeking student must pass regardless of their major program of study. Each TCU has its own requirements, but most require a course in each of the following areas: English Composition, Communications, Mathematics, Introductory Computing, and Native American Studies.

Section VI. Core Curriculum and Remedial/Developmental Course Enrollment and Successful Completion

Indicator VI.2 Vocational Core Curriculum Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05 (Continued)

General Mathematics

(10 TCUs)



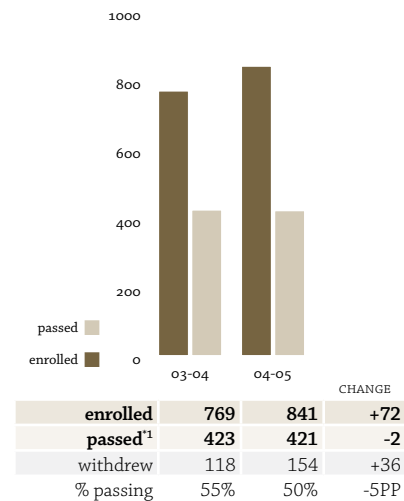
Sample course titles

- Business Math
- Construction Math I
- Intermediate Algebra
- Introductory Algebra
- Technical Mathematics I

Data from 10 TCUs: CCCC, CDKC, CIT, FDLTCC, FPCC, LLTC, SKC, SWC, SIPI, UTTC

Introduction to Computers

(9 TCUs)



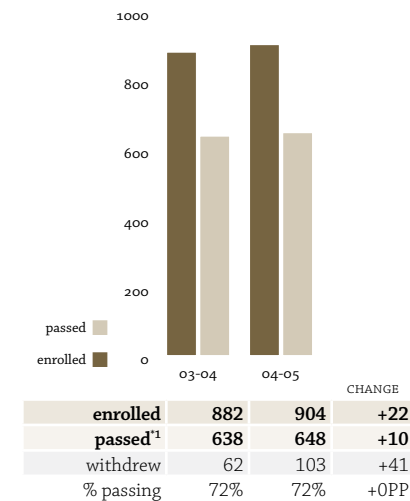
Sample course titles

- Introduction to Computers
- Computer Fundamentals
- Computer Literacy
- Computer Literacy for Highway Construction Worker Trades
- Microcomputer Applications

Data from 9 TCUs: CDKC, FPCC, LLTC, LBHC, SKC, SWC, SIPI, TOCC, UTTC

Native American Studies

(7 TCUs)



Sample course titles

- Introduction to Native American Studies
- Annishinaabeg of Lake Superior
- Native American Contributions
- Dakota History
- Contemporary Indian Issues

Data from 7 TCUs: CDKC, CIT, FDLTCC, SKC, SWC, SIPI, UTTC

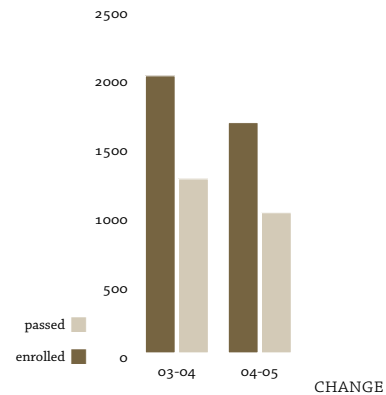
PP: percentage points

^{*1} Successful completion and passed defined as grade 'C' or above.

Section VI. Core Curriculum and Remedial/Developmental Course Enrollment and Successful Completion

Indicator VI.3 Remedial/Developmental Course Enrollment and Successful Completion¹: AY 2003-04 to AY 2004-05

Reading (18 TCUs)



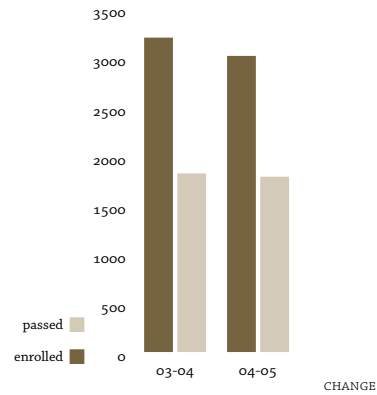
enrolled	2014	1674	-340
passed ¹	1265	1019	-246
withdrew	490	395	-95
% passing	63%	61%	-2PP

Sample course titles

- College Reading
- College Reading Strategies
- Efficient Reading I
- Foundations of English
- Reading Improvement

Data from 18 TCUs: BCC, CIT, DC, FDLTCC, FBC, FPCC, KBOCC, LCOOCC, LLTC, LBHC, OLC, SCTC, SKC, SWC, SIPI, SCC, TOCC, UTTC

Writing/Composition (25 TCUs)



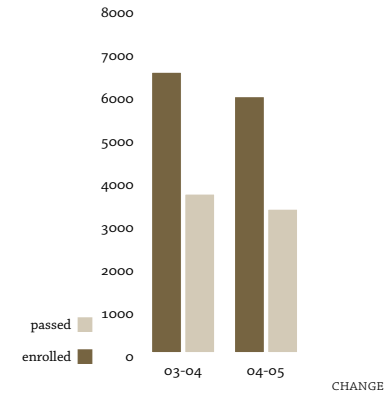
enrolled	3210	3024	-186
passed ¹	1829	1795	-34
withdrew	800	735	-65
% passing	57%	59%	+2PP

Sample course titles

- Basic English Review
- Developmental Writing
- Fundamentals of English
- Reading and Writing
- Refresher English

Data from 25 TCUs: BCC, CMN, CIT, DC, FDLTCC, FBC, FPCC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Mathematics (26 TCUs)



enrolled	6519	5952	-567
passed ¹	3687	3335	-352
withdrew	1596	1607	+11
% passing	57%	56%	-1PP

Sample course titles

- Fundamentals of Math
- Math Concepts
- Pre-Algebra
- Pre-College Math
- Technical Math I

Data from 26 TCUs: BCC, CMN, CIT, DC, FDLTCC, FBC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

PP: percentage points

¹ Successful completion and passed defined as grade 'C' or above.

Remedial/developmental courses are an important offering at TCUs. For many students, remedial/developmental courses are the first step to success in college-level course work.

Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.1 Online and Distance Education in TCUs: AY 2004-05

Distance education is important to the Tribal Colleges and Universities as the majority are located in remote areas. It is not unusual for students to live hundreds of miles from the institution. Distance education is provided in three ways:

- Online—courses offered by home institution via the Internet asynchronously
- Distance Courses provided synchronously by institution—courses offered by home campus via satellite, interactive television, internet etc. to other campuses or institutions synchronously
- Distance Courses provided to institution—courses offered on home campus synchronously via satellite, interactive television, internet etc. by external providers (other institutions or campuses)

Some examples follow:

Bay Mills Community College



BMCC provides asynchronous education, anywhere and any time, via online programming through the Internet. A complete Associate of Arts degree is available in Early Childhood Education, provided primarily for Indian Head Start providers. Online courses in the Associate of Arts Early Childhood Education Program

continue to be developed or revised in response to assessment of student learning efforts and/or adoption of new text-books or change of editions. The new courses include Human Resources Management in Early Childhood Education Programs, Foundations of Family Services, and Emergent Literacy and Family Partnerships.

The entire Asynchronous Learning Environment (ALE) was designed and is maintained by BMCC. ALE includes chat, discussion boards, animation, sound, graphics, automatic testing and grading, email, an electronic database for managing the virtual library, and list serve technologies. ALE also includes an extensive virtual library, a library of special Head Start materials, a teacher resource area, areas for online admissions, registration, federal financial aid, advising, testing, and a number of online college management tools. The capability for extensive scanning and scanned text correction is also maintained.

Blackfeet Community College

The distance learning program at Blackfeet Community College is in its early stages. The College offered online courses for the first time in Spring 2004 and is entering its fourth semester offering online courses for the community. The program started off only offering very few courses which has slowly grown to twenty courses.

The National Science Foundation grant has made this program possible by partnering with MSU-Bozeman. The Burns Telecommunication Center's staff has provided unlimited support to the College and helps host the annual WebCT training. There are about 25 faculty and staff members who have participated in this training.

Courses offered this Fall 2005 semester are History of the Blackfeet; Beginning Blackfeet Language; Introduction to Business; Business Math; Computerized Accounting; Principles of Macroeconomics; Introduction to Criminal Justice; Addiction Theory; Introduction to Computers; Computer Spreadsheets; Computer Database; College Success Skills; Written Communications; Written Communications II; Introduction to Human Services; Finite Math Statistics; Introduction to Psychology; Introduction to Environmental Science; Introduction to Environmental Science Lab.

Cankdeska Cikana Community College



Technology is infused through the Interactive Video Network (IVN). The network includes five of the North Dakota tribal colleges and allows students to take courses that originate from another tribal college. A second IVN system was installed in the science room. This gives students the

opportunity to participate in experiments with the other tribal colleges in real-time. Online classes are offered through the College and the North Dakota Association of Tribal Colleges. Sociology, Developmental Psychology, Personal and Community Health, American Government, and Biology are offered online through CCCC.

Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.1 Online and Distance Education in TCUs: AY 2004-05 (Continued)

College of Menominee Nation

The College has a fully equipped multi-site distance education classroom and is part of the statewide BadgerNet full motion video network. It also utilizes Tandberg video carts to share classes and hold meetings between the Keshena and Green Bay sites.



Crownpoint Institute of Technology

CIT is at this time participating in one jointly offered online class in Veterinary Science. The course is primarily offered through Northern Arizona University and University of Arizona. However, CIT is also an instructional site, both to receive content and to broadcast it. At this time, CIT does not offer any significant online education, although many instructors include on-line supplementation to their classroom instruction. Software has recently been acquired that will support distance education and online education in the GED program.

Diné College

The College's distance education includes instructional television and online courses. The instructional television network reaches out to five sites: Tsailie, Shiprock, Crownpoint, Window Rock and Tuba City. The ITV classrooms at Tsailie, Shiprock and Tuba City have monitors, a projection camera, and seating for 12-18 students. The remaining sites do not have projection cameras because the courses do not originate from these sites. There is some use of WebCT for course delivery.

Fort Belknap College

Fort Belknap College has a classroom set up to receive courses from other institutions through Vision Net. The room is equipped with four monitors to receive the actual classroom instruction from the sending institution. The Teacher Training Program will be using this classroom to receive classes from MSU-Northern at Havre, Montana. This allows students to obtain their bachelor's degree without traveling every day.

Fort Belknap College staff used the Vision Net to receive their classes from Rocky Mountain College which is 200 miles away. There were six staff members who received their Bachelor of Science in Business Management through the VisionNet room.

The Human Services and Psychology Department offers an average of six courses per semester through the WebCT. Students are allowed to work at their own pace. WebCT helps with class scheduling conflicts. The class list includes Introduction to Psychology, Child and Adolescent Development, Macroeconomics, Abnormal Psychology, Introduction to Sociology, Introduction to Human Services, etc. WebCT also offers the student the experience necessary to take future online classes at a four-year institution.

Fort Berthold Community College

Fort Berthold has a closed local area network (CLAN), video conferencing (BRIN) with the state universities and PicTell to provide classes to our five remote sites.

In addition, FBCC is in a consortium with the other tribal colleges within the state of North Dakota. A state Interactive Video Network (IVN) allows FBCC to collaborate with the four other ND tribal colleges to offer classes. Each college offers two classes through IVN.

Fort Peck Community College

Distance Learning junior- and senior-level courses are offered on-campus at FPCC via VisionNet (a statewide interactive system) by Rocky Mountain College for Elementary Education majors, and by Montana State University for Elementary Education and Business Technology majors. Online instruction in MATH 110 College Algebra was offered during Summer 2005. Two courses were offered online in Fall 2004: EN 101 Beginning Expository Writing and BU 207 Business Report Writing. BU 207 was offered in Spring 2005 as well. The College offers some FPCC courses via VisionNet between the Poplar and Wolf Point campuses.

Haskell Indian Nations University

A Tandberg classrooms at Haskell, at the Prairie Band Potawatomi Nation, and at Creek Nation College provide the foundation for distance education courses at Haskell. Still developing, the courses are expanding and the sites are increasing incrementally. The following courses are typically taught online: American History, American Indian Poetry, College Algebra, English Composition, Introduction to Algebra, and Business and Technical Writing.

Institute of American Indian Arts

IAIA has piloted the Native Eyes distant education program, offering one course each semester. This program has plans to implement more course offerings and institute an online application/registration site.

Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.1 Online and Distance Education in TCUs: AY 2004-05 (Continued)

Little Priest Tribal College

Currently, the College utilizes the distance satellite equipment at the local high school. The classes offered there (one to two per semester) are picked up at Santee High School, Santee, Nebraska. LPTC is also beginning to use blended classes where students receive a mix of online coursework and live lecture time. This originally started with Government and History courses, one per semester. Instructors now use Blackboard to augment this program.

Nebraska Indian Community College

Online courses are in their infancy. The College provided a number of true online courses over the past few years with mixed results. Low retention rates permeate the online courses. The College's hybridization courses are becoming more numerous. A hybridization course at the Nebraska Indian Community College is a course that blends traditional face-to-face course work with an online component to enhance the course.

The College has begun utilizing synchronous video technology courses (VTC) to allow for larger class sizes and cost reduction per course. The VTC courses are offered synchronously at each campus location so that the course offerings per campus can be increased and the amount of academic discussions can be augmented with more students.

Northwest Indian College

Northwest Indian College offers several options for students wishing to take courses online and through distance education. Independent learning (learning contracts) is text-based instruction with phone and email support. Online courses are delivered over the Internet using the course management system, WebCT. Interactive television (ITV) is a two-way interactive video of the instructor and students at all campuses. During the 2004-2005 academic year, 12 different courses were offered online and 48 were offered via Independent Learning.



Oglala Lakota College

Oglala Lakota College continues to seek ways to increase and improve its online and distance education course offerings. At present, most common distance courses are offered by the Informational Technology Department with approximately three offerings per semester. Additional courses numbering two to three are offered by the Humanities, Mathematics/Science and Graduate Education Departments.

Salish Kootenai College

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. It uses the Java WebObjects framework and utilizes FrontBase as a backend database. Students and instructors can access *Pathway* from any computer that has Internet access via a web browser. Over 200 students are currently enrolled in online courses in many different areas, such as Native American Studies, Liberal Arts, Social Work, Office Professions, Nursing, Information Technology, and Statistics. These courses range from the 100 level (freshman) to 400 level (senior). An e-Learning group (a team of faculty and technical people under the Office of the Academic Vice-President) fosters e-learning initiatives on campus and provides faculty training for online development. One full-time technician supports the faculty and students on *Pathway*. This year SKC began offering online students a free SKC email account. The College held orientation during registration for all online students, instructing them in use of *Pathway* and email. Attendance was very good for this training, with about 80% of online students attending.



Sinte Gleska University

Sinte Gleska University has a number of courses that use the BlackBoard course management system for students enrolled locally. The University is fully equipped to offer distance learning classes, and is in the process of developing the master's programs in education and human services for on-line delivery.

Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.1 Online and Distance Education in TCUs: AY 2004-05 (Continued)

Sitting Bull College



The College, through the use of the Interactive Network System (IVN), shares courses with the North Dakota Tribal Colleges. A pictele system is used to share courses with Oglala Lakota College in South Dakota. Several online courses using WebCT are being developed and hosted through textbook companies.

Southwestern Indian Polytechnic Institute

SIPi's distance learning program relies primarily on satellite broadcast. There is a network of twelve communities that have satellite downlinks that allow them to receive SIPi classes. Most classes delivered through this system allow students to complete an Associate of Arts degree in Early Childhood Education. SIPi also offers general education courses through videoconferencing to tribal sites outside of New Mexico.

Tohono O'odham Community College

The College is currently developing its online-distance education programs. It has delivered three online courses on diabetes.

Turtle Mountain Community College

TMCC offers a variety of online education courses each semester. These courses give students, who would normally not have the release time from work, the opportunity to attend and obtain credit toward their associates degrees. In October of 2005 a consultant was hired to do an internal evaluation of online offerings and suggest ways to either enhance or improve courses. A policy manual for the e-learning department was developed and approved by the Board of Directors in May of 2005. This policy implemented a number of processes that will assist with the development of online programs.

United Tribes Technical College

United Tribes Technical College offers distance education via two different mediums: Interactive Video Network (IVN) and Online (web-based). The IVN system is a part of an integrated state network and is ultimately coordinated by the North Dakota Information Technology Department. It uses H323 technology and allows multiple site connection. The North Dakota Tribal Colleges use this system to share courses and have an agreement that works out the process of Indian Student Count and tuition reimbursement. Other state institutions occasionally use the UTTC facilities to offer their own courses through the IVN network when they are limited on space in their own facilities.

UTTC currently offers five full degree programs completely online. These courses include Injury Prevention, Early Childhood Education, Elementary Education, Health Information Technology, and Nutrition and Food Service. The platform was developed in-house using a SQL backend along with primarily .asp. All aspects of the platform are based on current research in distance education pedagogy and the development was primarily teacher-driven rather than technology-driven. UTTC has kept its end-users (who may live in rural areas and remote users with low bandwidth) in mind.

White Earth Tribal and Community College

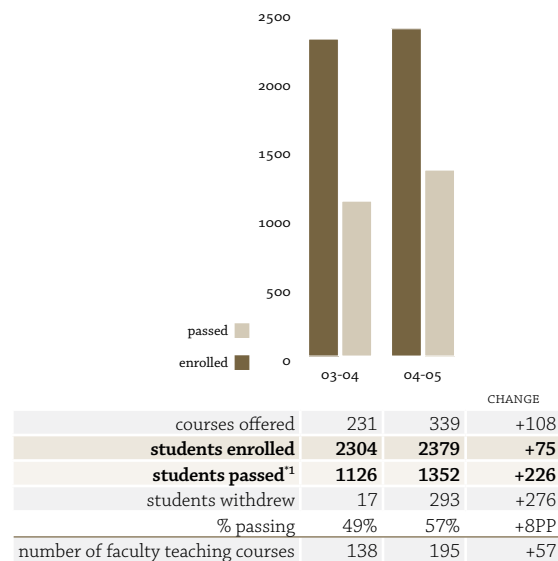
WETCC is currently working with the University of Minnesota-Duluth in offering a distance learning class. The faculty and class are White Earth's, but the technology and expertise come from the University. This is a hybrid model and uses distance learning in conjunction with scheduled classes every three weeks in order to monitor the students and continue the cohort learning approach to learning.

Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.2 Online and Distance Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05

Online Courses

Offered by home campus via the internet asynchronously.
(11 TCUs)



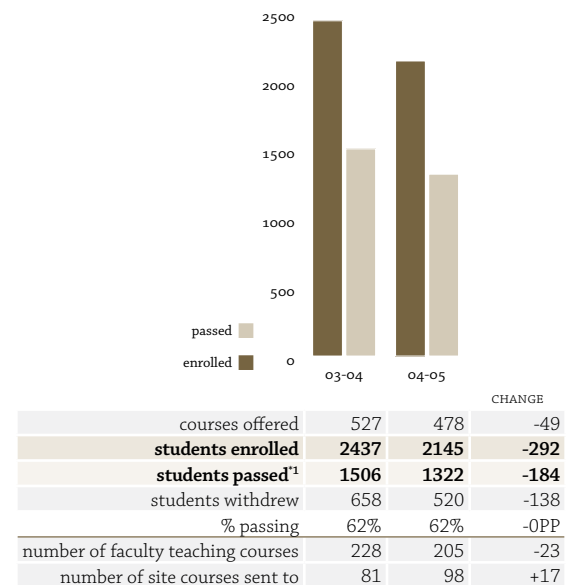
PP: percentage points

Data from 11 TCUs: BCC, CCCC, FBC, FBCC, LCOOCC, NWIC, OLC, SKC, SBC, TMCC, UTTC

^{*1} passing: Successful completion and passed defined as grade 'C' or above.

Distance Courses Provided by Home TCU

Via satellite, interactive television, internet etc. to other campuses or institutions synchronously.
(11 TCUs)



Data from 11 TCUs: CCCC, CMN, FBCC, HINU, LPTC, NWIC, OLC, SBC, SIPI, TMCC, UTTC

Most TCUs are located on geographically isolated areas far from population centers. It is not unusual for students to travel hundreds of miles to attend class. Online and distance courses enable many students to enroll in college that would otherwise be unable to do so. TCUs employ the latest technologies including satellites to bring courses to students. Some courses are offered asynchronously so students who are working can participate during their weekends or evenings. Others are offered synchronously so students can participate together, as a group, with their instructor.

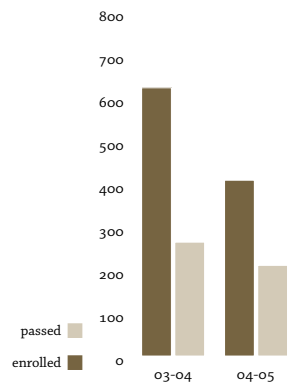
Section VII. Online and Distance Education, Course Enrollment and Successful Completion

Indicator VII.2 Online and Distance Course Enrollment and Successful Completion^{*1}: AY 2003-04 to AY 2004-05 (Continued)

Distance Courses Provided to Home TCU

Via satellite, interactive television, internet etc. by external providers synchronously.

(7 TCUs)



	CHANGE		
courses offered	77	64	-13
students enrolled	624	409	-215
students passed^{*1}	265	211	-54
students withdrew	2	68	+66
% passing	42%	52%	+9PP

PP: percentage points

Data from 7 TCUs: BCC, CCCC, FPCC, IAIA, SBC, TMCC, UTTC

^{*1} passing: Successful completion and passed defined as grade 'C' or above.



Section VIII. New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods

Indicator VIII.1 New Majors, Departments, and Degree Offerings: AY 2004-05

Bay Mills Community College

A new department and degree offering, Construction Technology AAS, was established during AY 2004-05 in response to a local need for trained construction workers. The first year's courses were delivered to ten men and women in a format that combined classroom instruction and hands-on practical experience.

In response to a widespread desire to preserve the traditional language and culture throughout Michigan, a new four-year diploma program, Nishnaabemwin Pane Immersion, was established to develop the Nishnaabe language learner's ability to understand the content of fluent speakers' speech and to respond to that speech appropriately. Each semester's offerings include two classroom courses per week and weekends that provide a total immersion environment in which the language student can attain a high level of listening comprehension and eventually the ability to spontaneously produce speech.

Cankdeska Cikana Community College

A Natural Resource Management degree was added and is funded by the USDA. The push to increase participation in the natural resources management field is grant driven as well as part of CCCC's strategic plan to increase enrollment in the STEM (Science, Technology, Engineering and Mathematics) fields.

College of Menominee Nation

Two new degree offerings were developed:

- A Tribal Legal Studies program was developed at the request of and in consultation with Wisconsin Tribal Judges Association who saw the need for paralegals/advocates who practice in Tribal Courts. They are in the process of working with a UW institution to help it lead to a Criminal Justice four-year degree.
- The Human Services Health Care program was initiated through a grant the Education Outreach Department obtained as a result of surveying community needs. This program trains those individuals who serve the elders in the community by making it possible to delay entering a nursing home. All aspects of health care, including cultural traditions and activities, are addressed.

Crownpoint Institute of Technology

The Farrier (Horseshoeing) program is a new certificate program offered at CIT. It was first offered through continuing education, but due to its high demand, it was approved by the Board of Directors as a certificate program.

Diné College

The Mathematics/Science Division established the Public Health certificate. These courses are offered via instructional television from Shiprock to Tsaile, Tuba City, Crownpoint and Window Rock. This program addresses the professional development needs for the Navajo Nation CHR program. The other allied health certificate program that was established is Medical Records Technology. The Business and Applied Science Division has not offered any MRT courses to date.

Fort Berthold Community College

Fort Berthold established three new programs: Energy Technology, Welding and Plumbing. FBCC established these programs due to the tribal employment opportunities on the reservation and demand for skilled workers in these fields.

Fort Belknap College

Fort Belknap College established the Native American Indian Studies Department in AY 2003-2004. The Liberal Arts major previously emphasized Native American Studies for students who wanted to major in Native American Studies. The Native American Indian Studies Department now offers a Native American Studies major separate from Liberal Arts.

The Computer Information Systems degree has been expanded to include a Business Technology degree for students who want to pursue business and computer technology together. This program is also covered by NAVTEP (Native American Vocational and Technical Education Program) for student assistance with tuition, fees and book charges.

Fort Peck Community College

The Machine Technology certificate program (31 credits) and Associate of Applied Science (60 credits) were added to the FPCC curriculum in Fall 2004 to prepare students for employment in tribal industries. Machine Technology is a cooperative venture with tribal industries. Eleven students were enrolled in Machine Technology in Fall 2004.

An associate degree in psychology was added in conjunction with the University of Montana. This program allows FPCC students to transition into the bachelor degree program after earning a substantial number of credits at FPCC. The psychology degree program is supported in part with a Health Careers Opportunity Program with the University of Montana.

Indicator VIII.1 New Majors, Departments, and Degree Offerings: AY 2004-05 (Continued)

Medical Coding is a new program that had ten students enrolled in AY 2004-05. Two courses were offered at the Glasgow site in Fall 2004 and two more courses were offered in Spring 2005. The Medical Coding program was added in response to a community request. The Glasgow courses resulted from requests from that community to offer FPCC courses.

Institute of American Indian Arts

IAIA added two new majors, BFA-Visual Communication and AA-Native American Studies. The new programs resulted in several new course offerings.

Little Big Horn College

Two new degree programs were established with the 2004-05 catalog: Forestry and Environmental Health. These programs were added in response to job opportunities in forestry and fire fighting in the local community and in response to student interest. Fire fighting is mostly a seasonal job. The development of a program specific to their interest, and providing opportunities for more permanent careers, may assist in recruitment.

Little Priest Tribal College

LPTC expanded the early childhood program from a diploma to an associate degree under the existing education emphasis. The program evolved from the federal mandate of the No Child Left Behind Act requiring AA degrees for employment in Head Start. LPTC Dean of Academics worked with the six Nebraska state community colleges and tribal colleges to establish a common early childhood core curriculum across the state and for online delivery. The General Education Components remained as required by each participating institution. Since the program changed, LPTC and the University of Nebraska-Kearney have entered into a grant partnership for transferability from AA to BA. Through this partnership an Early Childhood Institute was held in the summer of 2005 allowing students to earn 11 credits towards an AA degree.

Northwest Indian College

As a result of implementing the strategic plan, identifying local needs, and decreasing enrollments in several programs, Northwest Indian College made a bold move to refocus its curriculum. Native American Studies was chosen as a core program. Now students begin their studies at NWIC as Native American Studies students, rather than the general studies students most typically seen in the first year. Students remain as Native American Studies AA degree candidates or they chose to pursue another degree or certificate program. Programs and certificates are designed so that each program has the same required courses. Since students are encouraged to take required classes first, this helps students keep on track to finish in a timely fashion. The remaining degree programs, including Native Teacher Education, Life Science, and Chemical Dependency Studies, were updated. Two new programs (a Career Enhancement Certificate and a Microsoft Office Specialist Award of Competency) were added. In AY 2005-06, an Associate Degree in Computer Maintenance and Networking as well as a Computer Repair Technician Certificate will be added. No grant funds are used to sponsor the above programs.

Oglala Lakota College

Oglala Lakota College created a new department to address the growing demand in the area of information technology. The new department, Information Technology, offers a Bachelor's of Science in Information Technology along with an Associate of Arts in Information Technology and an Associate of Applied Science in Business Computers. The rationale for the creation of a separate and distinct department of Information Technology is that the marketplace requires greater specialization than the previous applied sciences curriculum provided.

A one-year certificate in Business Computers is also offered.

Oglala Lakota College developed a certificate program in TV/Broadcast Production and launched its own institutional broadcast television station. This program is in response to requests of the tribal council and community for increased awareness of community programs and services, cultural preservation and for publication of newsworthy events.

Section VIII. New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods

Indicator VIII.1 New Majors, Departments, and Degree Offerings: AY 2004-05 (Continued)

Salish Kootenai College

Bachelor's degrees in forestry and information technology were added and approved by the Northwest Commission on Colleges and Universities.

Sinte Gleska University

A Licensed Practical Nursing program, initiated in 2003-04, realized its first graduates in August 2005. These graduates recently passed their exam for licensure. The LPN program is supported per grant funding through the Native American Vocational and Technical Education Program (NAVTEP) of the U.S. Dept. of Education Carl Perkins Act.

Stone Child College

Stone Child College has added an Early Childhood Associate Degree this year. This degree was added because the Rocky Boy Head Start Program located approximately 70 miles away. Many difficulties arose because of the long commute and inconvenience many students had getting to classes. The degree was offered as a convenience to the Rocky Boy Head Start Program and it also enables Stone Child College to increase its enrollment.

A one-year accounting certificate program, a one-year business certificate, and an Associate Degree in Applied Science were added to Stone Child College degree offerings or certificate programs. These programs were added because of local business needs on the reservation and also because board members indicated the need within the various tribal programs on the reservation.

Tohono O'odham Community College

The College was just awarded Land-Grant Status and TOCC is developing the Agriculture Natural Resources Program. This is a major addition to the College.

Turtle Mountain Community College

A management program was developed to meet the needs of the reservation and surrounding community.

United Tribes Technical College

A new Tribal Environmental Science degree program was established based on new funding support from a National Science Foundation grant.

Based on the department's strategic plan and funding availability, a new Medical Transcription/Coding certificate program was established with UTTC's Health Information Technology. The offering of this new training certificate program was enabled by the acquisition of training resources from a local business, ExactMed.

White Earth Tribal and Community College

The business program was upgraded to an AA degree. New courses were added to complement this addition.

Indicator VIII.2 Improvements in Instructional Delivery Methods: AY 2004-05

Bay Mills Community College

Technology is infused into on-campus courses and curriculum by scheduling most of the classes in classrooms that have Internet-ready laptop computers at each student position. The laptops fit into a covered recessed area that is hinged and rises to desk level for student use. Faculty instruct students to open the laptops for in-class activities such as writing, quizzes, presentations, computing, doing research or visiting an assigned web site. The classroom technology also includes audio/video and an overhead projector.

Blackfeet Community College

Online courses use WebCT through MSU-Bozeman, Burns Telecom Center. Introduction to Computers is offered as a hybrid course; students have the opportunity to attend class once a week with the remaining coursework done online.

Cankdeska Cikana Community College

The addition of new servers provides students with storage space on the college servers as well as their own e-mail accounts. Wireless connectivity was added throughout the facility and an upgrade was completed for the Interactive Video Network (IVN). Also, IVN capabilities were added to the new science lab. Wireless projectors were installed in seven classrooms, allowing students and instructors to project from their computer stations or laptop computers.

College of Menominee Nation

The College has been testing the Educator/UCompass course management/authoring system and will be looking at the eCollege system next academic year. Faculty has the capability to infuse all classes with technology. Every classroom in Keshena is equipped with an instructor's PC with MS Powerpoint, Internet access, a document camera, projector, and VCR or DVD player. Two mobile wireless laptop carts with Internet access are also available for any classroom. There is one mobile wireless cart in Green Bay with a technology cart for faculty to share in the two classrooms.

Crownpoint Institute of Technology

At this time, the information technology structure at CIT is researching Blackboard or WebCT because individual students do not have CIT IT accounts. Individual instructors use online and computer-based components in their instructional programs. In addition, the AutoCAD instructor is developing course modules using software that allows him to model instruction and provide students with small instructional units that they can review at any time. Other instructors are using computer-assisted applications in such courses as Introduction to Astronomy and Intro to Geographical Information Systems.

CIT implemented A+dvancer to assess proficiency in particular subject areas such as Arithmetic, Reading Comprehension, Sentence Skills, etc. The software also provides prescriptive feedback identifying the specific skills for which a student needs instruction. Kurzweil 3000 is a leading reading, writing and learning solution for individuals with learning difficulties like dyslexia, attention deficit disorder and other literacy difficulties. The software provides students the tools they need to improve their reading speed and comprehension, plus it can make it possible for them to learn and study independently. In this way it enhances their academic learning experience by providing a digital means of engaging with text and supporting students who use alternative methods for accessing the computer. Furthermore, the software can be used for both classroom and standardized assessments.

Diné College

The online modality, WebCT, is being used to supplement course delivery.

Fort Belknap College

In AY 2004-05, each classroom was equipped with Infocus projectors. This allows the instructors to bring in their laptop computers and project their notes to the classroom. SMART Boards, interactive dry erase boards, were installed in two classrooms.

Section VIII. New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods

Indicator VIII.2 Improvements in Instructional Delivery Methods: AY 2004-05 (Continued)

The faculty at FBC are striving to integrate as many different delivery systems into their classes as possible. They are adapting classroom assessment techniques to allow them more current knowledge of student learning. Technology is infused into on-campus courses in a variety of ways. Three classes (Children's Literature, Intro to Early Childhood Education, and Guiding the Young Child) are being offered in a "hybrid" format which allows for classroom instruction as well as online applications. The majority of the Psychology offerings have been developed for delivery using WebCT. Having some online offerings allows students to schedule classes when there are conflicts. To enhance oral communication skills, many instructors are requiring the presentation of a paper or project over the air with KGVA radio on the Fort Belknap College campus.

Fort Peck Community College



FPCC purchased seven SMART Boards. The biology instructor uses the SMART Board regularly in her biology and science classes. One math instructor and one business instructor also use them in classes. FPCC is testing web-based courses in some subjects, such as Business Communications, College Algebra, and Computer Technology. The CT instructor uses a web-based format for most of his advanced courses.

VisionNet is used extensively with classes delivered from other colleges. FPCC uses it for some classes between Poplar and Wolf Point. Some instructors make use of a free, web-interfaced component to post assignments, tutorials, and tests.

Haskell Indian Nations University

Several but not all faculty use Blackboard. On-campus students participate in the distance education courses in a special classroom equipped with a Tandberg system. This puts them in touch with the students who are participating in reservation/Indian communities.

Institute of American Indian Arts

IAIA has a completed Smart Classroom with access to mobile lending laptops. The library is equipped with an updated database for faculty and students and has provided training to update the educational community. IAIA faculty members have incorporated Blackboard into classes as part of the curriculum.

Keweenaw Bay Ojibwa Community College

WebCT has been utilized in the Science curriculum this year.

Leech Lake Tribal College

LLTC developed an online course in Blackboard for LLTC faculty and staff to use so they can learn more about online learning. Web-enhanced or hybrid courses are the largest growing type of course delivery. LLTC has several web-enhanced courses. The college added in-class technology as well. This equipment allows for better student engagement and addresses various learning styles. The first classroom was completed in November 2005. The smart classrooms will comprise the following: ceiling mounted LCD projector and projector screen; Sony Video Production Workstation; laptop connectivity; VCR/DVD player; sound system; wireless mouse and laser pointer; document camera; and locking multimedia cart.

Little Big Horn College

Many of the classrooms are now equipped with SMART Boards and LCD projectors. For classrooms that are not equipped with computers, a mobile Laptop Computer Lab is available. The mobile lab has been used for instructional purposes in the remote mountains in cabins that had access to electricity.

Little Priest Tribal College

Little Priest Tribal College partnered with the University of Nebraska-Lincoln on a project that will provide Blackboard software to facilitate online courses. The instructors are becoming more proficient at using technology in the classroom. They use computers and software more and more in their classes. LPTC now has a ten-station mobile computer lab that can be rolled to any classroom. Three instructors offer hybrid online/face-to-face classes. There are currently negotiations with the Wisconsin Ho-Chunk to provide online distance education language courses.

Section VIII. New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods

Indicator VIII.2 Improvements in Instructional Delivery Methods: AY 2004-05 (Continued)

Nebraska Indian Community College

The College has begun using a video technology system to assist in distance delivery. Students from all of NICC's locations can take a course together, and they are able to see and hear one another.

Northwest Indian College



The technology used for distance education is the state sponsored network of interactive television called the "K-20 Network" also referred to as ITV. Several grants have allowed NWIC to increase its ability to use this system at several distant locations. NWIC expanded its ITV resources by acquiring hardware connectivity, classroom equipment (such as large screen TV monitors), voice-activated video cameras, computers, and various types of projectors and accessories.

WebCT is now being used for online courses. In AY 2004-2005, faculty developed several online courses with the assistance of the Bush Faculty Development grant, which paid for faculty release time.

Oglala Lakota College

Multiple Oglala Lakota College faculty are currently researching and using a new open source curriculum hosting software entitled Moodle. This program is an excellent alternative to high-cost proprietary course management systems. OLC is also reviewing a virtual classroom resource entitled MERLOT. Use of both MERLOT and Moodle holds great promise for both students and instructors as more individuals using the two systems document their successes.

Saginaw Chippewa Tribal College

The current SCTC infrastructure does not allow the instructional staff to use course management/authoring systems. Students are required to do research online and do power point presentations for class projects. During this past year the College has acquired several more Elmo's for classroom instruction and also two Visio's. Classroom assessment has been used in all classes as a means to improve instructional methods. Student instructor evaluations are also completed mid-semester to give the instructor feedback on how to improve instructional delivery to students.

Salish Kootenai College

The College has begun using ExamView for testing in some online classes. ExamView is a fully integrated suite of test creation, delivery, and reporting tools. It gives the option of customizing, creating, and printing exams to paper for traditional test taking, posting the exams on SKC's Local Area Network, and posting the tests for delivery via the Internet.

Sinte Gleska University

The Distance Learning Department offered training throughout the year for instructors interested in using Blackboard. The Media Department worked with instructors on the use of technology for course enhancement, resulting in several CDs developed by the Lakota Studies Department.

Sitting Bull College

Sitting Bull College implemented an e-portfolio system for all students. It is a requirement that all courses have a technology component. The purpose of the Sitting Bull College student e-portfolio is to provide a framework and repository that will support learning in and out of the classroom. The e-portfolio incorporates and demonstrates general education and core program outcomes as they relate to the seven institutional outcomes as approved by the Board of Trustees. Students will engage in a process that helps them reflect as their education evolves and develop a dynamic portfolio that captures their accomplishments.

Southwestern Indian Polytechnic Institute

SIPI established an instructional technologies laboratory for faculty and staff development. Faculty and staff receive training to use a wide-range of technology from WebCT to SMART Boards. The purpose of the training is to allow faculty greater flexibility in teaching methods.

Turtle Mountain Community College

Recently TMCC upgraded its WebCT server and added additional licenses. Technology is used in all courses with a focus on using online course management tools. This assists the students in contact with instructors and staff of the institution.

Section VIII. New Majors, Departments, Degree Offerings, and Improvements in Instructional Delivery Methods

Indicator VIII.2 Improvements in Instructional Delivery Methods: AY 2004-05 (Continued)

United Tribes Technical College

UTTC has developed its own course platform. UTTC offers a significant amount of professional development activities for faculty to understand best practices for teaching adult learners online. Many faculty members have indicated that they have transferred these practices and strategies to their campus-based classrooms. In the future, the College hopes to offer teacher tools that will enable such functions as tracking grades and automated grade calculation.



Section IX. IT Infrastructure

Indicator IX.1 IT Infrastructure: AY 2004-05

Tribal colleges have emerged as leaders in the application and acquisition of new communication technologies. They have T-1 Internet access and state of the art computer laboratories. The challenge faced by all colleges and universities, including TCUs, is to stay current with emerging information technologies and processes. In AY 2004-05 the TCUs implemented a variety of IT upgrades, the most common being server upgrades, new computers and new enterprise management software systems.

According to the Data Capacity and Need Assessment survey conducted by Systemic Research in 2004¹, there are an average of 3.2 full-time equivalent IT staff members at each institution. Many of these IT specialists are graduates of their own computer science or computer technology programs (offered by 25 TCUs). According to the survey, a majority of TCUs (23 out of 34) indicated a need for upgrading or enhancing existing campus network or main academic computing systems.

Bay Mills Community College

BMCC installed 103 new computers for student use in five new classrooms. Wireless network technology was added to the entire campus. New computer network cable and switches were installed making the entire campus network gigabit-speed rated. The bookstore was enhanced with a new cash register system which can communicate sales to the accounting office. A student network domain was implemented with the purchase of four new domain servers. A computer server room was upgraded. Five faculty and staff workstations were upgraded with new flat-panel monitors and computers. Wireless internet service was installed in a newly purchased classroom facility. Multimedia equipment, including digital projectors, was installed in every classroom. A new information system database was purchased. A new test scanner was installed. Web page development tools were purchased and implemented.

Cankdeska Cikana Community College

New servers were added that give students storage space on the college servers and provide students with their own e-mail accounts. Wireless connectivity was added throughout the facility and an upgrade was completed for the Interactive Video Network. A new registrar's computer system was purchased that integrates admissions, financial aid, and business offices.



¹ Kim, J., Crasco L., Bride A., and Dacosta G. (2005). Institutional Research Capacity Building at Tribal Colleges and Universities. Norwood, MA: Systemic Research, Inc.

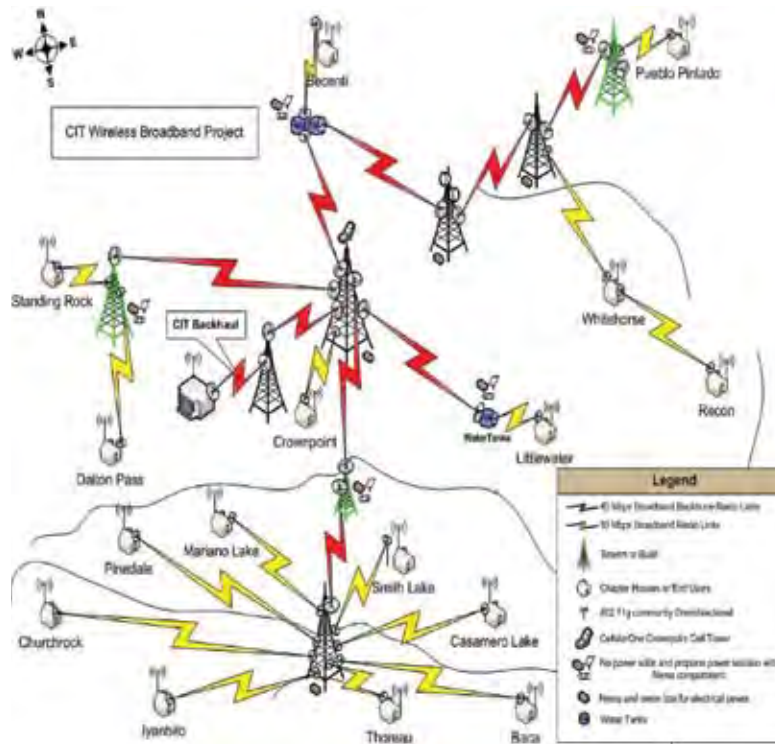
Section IX. IT Infrastructure

Indicator IX.1 IT Infrastructure: AY 2004-05 (Continued)

College of Menominee Nation

CMN has a new phone system that has Voice over IP that allows it to make long distance no cost calls to the Green Bay campus. In addition, it connects to computers, voice mail left is converted to e-mail, and staff can have conference calls. CMN also purchased new software for both the Finance office and Student Services. The College also replaced its aging e-mail server and upgraded the Groupwise software and anti-virus/anti-spam solutions.

Crownpoint Institute of Technology



The CIT Data Network is now supported by a 1 gigabit/sec Backbone over fiber optics consisting of one multilayer switch and six layer two switches (CISCOs and HPs). Also, the college's Internet feed now is supported by two T-1 circuits which are load balanced and routed on a CISCO 1721. The campus network now sits behind a SONIC WALL 4060

firewall/security appliance. CIT added a second node to the current Axxess 512 CPU PBX phone system to support communication services at a newly constructed building located on the campus. A fiber optic cabling system was installed that will support both voice and data network communications between the new building and the main communications room. A T-1 to fiber optic converter was installed at each location. CIT purchased and is in the process of implementing an IBM BladeCenter and IBM DS4100 Disk Storage to support the college's server cluster technology project. The Tandberg 6000 distance learning equipment is now being utilized on campus.

The Information Technology (IT) Department of the college is in the process of developing the infrastructure that will provide access to the Internet for chapter houses (could be referred to as town halls) located in communities served by the college in the Eastern portion of the Navajo Nation.

Diné College

A new IT infrastructure upgrade at Tsale campus included new fiber optic networking and telecommunications cabling between all buildings on the campus. New core routing and switching equipment were installed. DC upgraded its e-mail system and servers to ensure every student is afforded core IT services. Wire networks were installed in numerous locations throughout the campus, providing Internet access to students, faculty and staff. All the centers in remote locations have new IT equipment cabinets to provide physical security, new dedicated electric supply and backup uninterruptible power supply (UPS), and new routers connecting the centers to the main campus. Remote management equipment installed in all remote center facilitates management of core IT equipment.

Fond du Lac Tribal & Community College



Fond du Lac Mac computer lab

Section IX. IT Infrastructure

Indicator IX.1 IT Infrastructure: AY 2004-05 (Continued)

Fort Belknap College

The Title III Supplement Grant was used to build a network infrastructure for the whole campus. The second phase installed a new phone system. FBC purchased 25 new computers for campus departments, a library security system, and digital equipment for the Native Archives program. FBC upgraded all hubs to Cisco Switches. A main core Cisco 4507 Switch was purchased with future expansion in mind; it can provide Voice Over Internet Protocol (VOIP).

Fort Berthold Community College

Fort Berthold now has wireless internet throughout the entire campus.

FBCC also purchased new laptop computers for students through our grant monies. Our students travel long distances to attend classes and often need to "check out" laptops for schoolwork.

Fort Peck Community College

The new business technology lab has been completed in Old Main at the Poplar campus. The building now has 18 computer stations and four telephone extensions. In the War Eagle Vision building, all 12 library stations were replaced with new IBM PCs and flat screen monitors. In the Greet the Dawn building, the financial aid officer, the registrar and student support services staff all have new computer systems including the Teams Elite database software. Three computer systems were placed in the Student Lounge. In the Robert L. Sullivan building, the studio for distance learning was upgraded and now preparations are being made to reduce the T1 circuits from four to two. The new Vocational Technical building is now equipped with wiring for network, telephones, and a DSL line.

The Wolf Point campus building has three ceiling-mounted projectors, one for SMART Board instruction and two for multipurpose projection. The Wellness Center has new wiring, network and telephony systems. In the building on 6th Avenue South, five new computer systems were installed with wireless networking and DSL Internet connection.

A new server was configured for the campus to improve stability as well as the upgrade of the DSL bandwidth for better performance. A new Cisco router is being configured for further testing to stabilize connectivity between the Poplar campus and the Wolf Point campus.

Haskell Indian Nations University

Haskell is now connected to two reservation communities through partnerships that provided Tandberg equipment. All IT positions are now combined under the Office of the Chief Information Officer as recommended by AIHEC-sponsored AN-MSI (Advanced Networking with Minority-Serving Institutions) and the Higher Learning Commission/NCA accreditation team's February 2005 report.

Institute of American Indian Arts

The network and IT infrastructure were upgraded with two new servers; one for the e-mail system which was upgraded to Microsoft Outlook, and the second server specifically for StudentSpace software application and database management.

Keweenaw Bay Ojibwa Community College

Internet access is available in all labs. The computer lab, faculty, and staff are networked and have a shared drive.

Little Big Horn College

With federal funding, LBHC was able to upgrade most of its information technology. New computers were purchased, and wireless networking is available on campus.

Little Priest Tribal College

LPTC upgraded its network Ethernet switches from 100 MB to 1G. Internet access remains the same, a T1 from the BIA. The College purchased Jenzabar Financial package and will purchase the rest of the Jenzabar package next fall.

Oglala Lakota College

Oglala Lakota College continues to expand its use of Jenzabar for improved tracking and retention of students. OLC recently updated and launched its new website configuration with emphasis on institutional compatibility and industrial compliance.

Saginaw Chippewa Tribal College

SCTC purchased 30 new computers, which has allowed the College to set up a second computer lab. With two other grants they are able to purchase 18 additional computers. Nine of the computers will go in the library for student use, and nine will go in a computer lab.

Section IX. IT Infrastructure

Indicator IX.1 IT Infrastructure: AY 2004-05 (Continued)

Salish Kootenai College

SKC installed a new server for the Jenzabar administration system. This new server is part of the new system, which will allow SKC to provide a student web portal system. SKC IT Support Services also installed wireless access points in all of the buildings on campus. All online courses have moved to SKC's internally developed Pathway learning management system. SKC also moved to a high-speed wireless Internet connection as part of its purchase of CompuPlus, an Internet Service Provider.

Sitting Bull College

During the 2004-05 school year the College upgraded the network to Active Directory from NT 4.0. A dedicated student server was also implemented.

Southwestern Indian Polytechnic Institute



SIPI is collaborating with New Mexico Highlands University on a videoconferencing project that is funded by the U.S. Department of Commerce. The project will allow the college to place videoconferencing equipment at six tribal sites this year.

United Tribes Technical College

During the summer of 2004, UTTC installed a redundant fiber backbone throughout the whole campus using Cisco switches. UTTC also updated its Network Operating System to Microsoft 2003 server with active directory. UTTC deployed a registrar database management system called JenzabarEX which encompasses all its academic and administrative needs. The College has a number of online classes and remote software which allows it to enter the intranet through a secure portal via GoToMyPC developed by Citrix Corporation. UTTC has a full T-1 connection to the ND state network which is its ISP at the present. There are a number of consortiums UTTC is entering into which will allow them to pool and share technical resources for distance education and relational database systems.

White Earth Tribal and Community College

WETCC acquired Campus Academic Management System during summer 2005 which will be implemented later this year to improve online registration and administration systems.

Section X. Student Activities and Services Received

Indicator X.1 Student Academic, Research, and Extracurricular Activities: AY 2003-04 to AY 2004-05

Academic Development Activities

(19 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Received Academic Advising	8054	7859
Attended Orientation	1977	2051
Attended High School to College Bridge Program	219	160
Attended Academic Workshop	297	702
Attended Summer Program other than those listed above	174	60
Participated in special faculty/alumni mentoring program	168	218
Participated in service learning/internships	532	458
Participated in First Year Experience program	226	211
Received Tutoring	2895	3662

Data from 19 TCUs: CDKC, CMN, DC, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Academic Awards

(19 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Received Academic Awards from your college	767	1016
Received Academic Awards from outside college	109	244

Data from 19 TCUs: CDKC, CMN, DC, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Research, Teaching and Active Learning Activities

(20 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Research Assistant/Involved in Independent Research	67	93
Have been a Teaching Assistant	55	29
Participated in on-campus research internship	61	51
Participated in off-campus research internship	23	33
International Learning Experience	10	7
Served as a Peer Tutor	221	236

Data from 20 TCUs: BCC, CDKC, CMN, DC, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC



Photo credit: CCCC

Academic development activities provide support to students. Some programs are targeted towards preparing students for college, some support students as they study challenging material, and other programs and activities increase students' engagement. Since many TCUs do not have gyms or expensive athletic facilities, athletic activities are limited.

Section X. Student Activities and Services Received

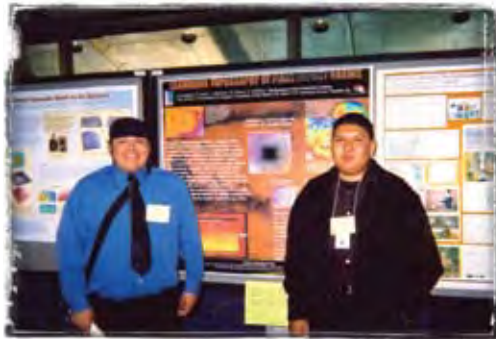
Indicator X.1 Student Academic, Research, and Extracurricular Activities: AY 2003-04 to AY 2004-05 (Continued)

Financial Support

(19 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Received financial support (need-based)	3200	4673
Received merit scholarships	289	550
Received athletic scholarships	24	12
Participated in work-study program	388	411

Data from 19 TCUs: CDKC, CMN, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SKC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC



Extracurricular Activities

(20 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Attended a national conference	307	356
Presented at a national conference (oral/poster)	82	94
Were involved in student government	236	287
Participated in student activity clubs	967	1299
Volunteered for on-campus activities (e.g. campus tour, homecoming)	370	614
Were involved in student chapters of national organizations	318	485
Participated in athletic programs	332	354

Data from 20 TCUs: CDKC, CMN, DC, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SKC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Financial Advising and Education

(21 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Received career advising	4003	3699
Attended career seminar/workshop	1989	1466
Participated in work experience internship/co-op on campus	423	272
Participated in work experience internship/co-op off campus	224	361
Received assistance from placement office	1425	1654

Data from 21 TCUs: BCC, CDKC, CMN, DC, FBC, IAIA, KBOCC, LLTC, LBHC, LPTC, NICC, NWIC, SKC, SGU, SWC, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Section X. Student Activities and Services Received

Indicator X.1 Student Academic, Research, and Extracurricular Activities: AY 2003-04 to AY 2004-05 (Continued)

Blackfeet Community College

Science, Technology, Engineering, and Mathematics majors may participate in an internship program funded by a National Science Foundation Pikunii Integration of Instructional Technology into Academic Project Grant. Interns participate in a one-week Bridge program at a state university where they engage in field trips and laboratory experiences. This year BCC had six graduates with associate degrees. Of these, one student is attending the University of Montana and two are attending MSU-Bozeman. BCC has provided support for approximately 80 students since the program began in the fall of 2001.

Cankdeska Cikana Community College

CCCC students Rose Bull and Zitkana Maza Old Rock completed the 2005 Dine College Summer Institute on diabetes prevention. Elisha Lawrence and Kendell Graywater attended the Neuroscience Summer Research Institute at the University of North Dakota, conducting research on factors that cause seizures and epilepsy. Ryan Thumb attended the Health Careers Opportunity program at Stanford University that focused on health careers in the medical field.

Chief Dull Knife College

Chief Dull Knife College AISES (American Indian Science and Engineering Society) chapter traveled to the 2005 AISES Conference in Anchorage, AK. CDKC students worked very hard to raise money to attend the conference which was held November 21-23, 2005. Eleven students and two advisors drove to Seattle, WA with the college van and then flew from Seattle to Anchorage, AK. It was a great experience for the students and staff who attended.

Crownpoint Institute of Technology

Twenty-seven students competed in the New Mexico Skills USA competition at Central New Mexico Community College, Albuquerque, in April 2005; nine students won medals. The three gold medal winners advanced to the national competition.

CIT was a participant in the Business Bowl at the 2005 AIHEC Student Conference in Albuquerque, winning two first place prizes and a third place prize, compiling enough total points to take first place in the team competition.

Diné College

The Research Initiative For Scientific Enhancement program at Shiprock and Tsale provides opportunities for college students to collect research data, conduct interviews, and compile data for the diabetes program. Students are

trained to collect data using appropriate research protocols as well as using their Navajo-language speaking ability to conduct interviews.

Fort Belknap College

Fort Belknap College Science Bowl students were awarded first place at the 2005 Spring AIHEC Conference held in Albuquerque, New Mexico.

The Fort Belknap College organization, American Indian Business Leaders (AIBL), presented its business plan for "Little Scholars Day Care." At the Spring 2004 National American Indian Business Leaders conference in Las Vegas, Nevada, FBC's AIBL chapter won second place in the National Business Plan Competition. A student said, "We are products of the Fort Belknap Tribal College, and upon winning second place among both two- and four-year colleges, we promoted the ability of Fort Belknap College and all community colleges to produce quality education equal to four-year universities."

Institute of American Indian Arts

Two IAIA students were elected as officers to the AIHEC Student Congress during the 2005 AIHEC Spring Conference: Tristian Ahtone, ASC vice-president, and Sara Ortiz, ASC southwest regional representative. The IAIA student delegation to the 2005 AIHEC Spring Conference took many art awards.

Keweenaw Bay Ojibwa Community College

With the guidance of traditional leaders and the help of a few community members, students Robin Chosa, Cory Fountaine, Liz Julio, Francis LaPointe and Catherine Racette constructed a 30' x 80' teaching lodge on the Keweenaw Bay Ojibwa Community College campus. This lodge has already been utilized for various traditional teachings and ceremonies.

Little Priest Tribal College

Sharon Redhorn-Chamberlain had the opportunity to be a part of an internship program sponsored by Ho-Chunk Inc. She learned many things about business that she would never experience in a classroom or out of a book.

Erica Castaneda participated in an internship this summer with the National Oceanic Atmospheric Administration (NOAA) in Gloucester, Massachusetts. She was assigned a research project called the Mid-Atlantic Research Set-Aside Program. The Mid-Atlantic Research Set-Aside Program promotes cooperation between fishermen who receive a special quota of fish they can catch and scientists studying mesh size, shape (vent) and surveys.

Section X. Student Activities and Services Received

Indicator X.1 Student Academic, Research, and Extracurricular Activities: AY 2003-04 to AY 2004-05 (Continued)

Northwest Indian College

A student was an intern for the Research Experience for Undergrads (REU) program during the summer of 2005 under the Organization for Tropical Studies (OTS) program in Costa Rica. She was sent to the La Selva Biological Station to conduct a survey of non-flying mammals. Another student attended the Annual Ecological Society of America meeting in Montreal, Canada, in August 2005, where she spoke at a special session organized by Northwest Indian College faculty and by faculty at the University of British Columbia.

Faculty at NWIC have been impressed with one particular student since she began at the College in the fall of 2004. She demonstrates academic and professional drive, leadership skills, and a positive attitude. In fact, one faculty was so impressed with her presence that he immediately offered her a job and enlisted her to work with him as a Research Assistant in the Environmental Science department at Northwest Indian College. The student also participated in an internship/research project with the Alaska Community Action on Toxics organization in Anchorage during the summer of 2005. The primary focus of her project was to research and document the burial locations of potentially toxic materials of the food supplies on St. Lawrence Island.

Oglala Lakota College

OLC's Mathematics/Science department offers summer intern and research projects for students to participate in cutting edge environmental and GPS research in partnerships with sister institutions and funding from NASA.

Salish Kootenai College

Four SKC students conducted research projects supervised by Dr. Timothy Olson in space science-related areas funded by a grant from NASA. Heather Mitchell, an A.S. student in electrical engineering, designed and constructed the electronics and coils for a search coil magnetometer used for detecting low frequency changes in earth's magnetic field due to changes in the solar wind. Greg Skunk Cap, an A.S. student in civil/mechanical engineering, designed the packaging and data analysis procedure for this search coil magnetometer. Mark Doney, an A.S. student in Information Technology, designed a database for storing and searching X-ray images of the sun taken by the Yohkoh satellite. Crystal Brien, a B.S. student in Information Technology, developed a computer system for performing data analysis from X-ray telescopes used to observe the sun.

Sinte Gleska University

Brandon Watson spent the summer in Boulder, CO, interning with the National Oceanic and Atmospheric Administration (NOAA). Brandon has been involved in NOAA research on climate and weather changes on the Great Plains for the past two years. Gina One Star, a student in the Art Institute, had a painting chosen by the United States Geological Survey for poster art promoting Native American contributions to the geological sciences.

Southwestern Indian Polytechnic Institute

Students engage in a number of research projects such as a project to map the surface of Mars to study birch bark beetles and phytoremediation, or to use geospatial technologies to assist in development of a tribal 911 emergency system.

In August 2005, faculty and students from SIPI, Haskell and the College of Menominee Nation traveled together on a 12-day ecology field trip, with funding from the All Nations Louis Stokes Alliance for Minority Participation. The group traversed three ecosystems—desert, prairie and deciduous forest. They were introduced to key ecological characteristics of each ecosystem; taught field techniques and data collection skills; and learned about tribal resource management practices.

Turtle Mountain Community College

Three students assisted with a radon study started by Gale Harms in 2003. The report and map was submitted to the Centers for Disease Control, college administrators and state Senator Dennis Bercier in order to promote awareness of an ongoing radon problem on the reservation, with at least 25% of homes tested being above the acceptable level mandated by the EPA.

Four students worked on the USDA-funded mosquito program in 2004. Two students, Shanda Poitra and Ezra Desjarlais, went to Salt Lake City on November 15, 2004, and gave oral presentations about the mosquito program at the annual Entomological Society of America conference.

United Tribes Technical College

This summer, two UTTC students studied the effects of mineral-rich hard cooking water on various foods compared with soft cooking water. Another student gathered and studied traditional Native plants to determine nutritional value. In the fall of 2004, three Injury Prevention program students were selected to present a research paper regarding accessible health care issues at the International American Public Health Association conference in Washington, D.C.

Section X. Student Activities and Services Received

Indicator X.2 Student Community and Cultural Activities: AY 2003-04 to AY 2004-05

Service to the Community

(16 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Volunteered in youth-related programs	150	415
Volunteered in elder programs	94	291
Participated in tribal boards or community organizations	151	123
Volunteered to help with community/cultural events	716	633
Involved in family-oral histories	120	917
Volunteered to organize pow-wows	136	452
Other activities	238	6890

Data from 16 TCUs: CDKC, CMN, CIT, FBC, IAIA, LLTC, LPTC, NICC, NWIC, SGU, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Culturally Relevant Activities

(14 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Participated in culturally relevant learning activities on campus	1149	1556
Learned traditional tribal knowledge from elders in a long term and sustained relationship	271	863
Participated in cultural activities outside of college	967	1839
Other activities	408	630

Data from 14 TCUs: CDKC, CMN, CIT, FBC, IAIA, LLTC, LPTC, NICC, SGU, SBC, SCC, TMCC, UTTC, WETCC

Bay Mills Community College

Bay Mills Community College has established itself as an international leader in the promotion and preservation of the Ojibwe language and culture. BMCC has established two distinct language programs: one prepares language instructors through a traditional curriculum (Nishnabenwin Language Instructor's Institute) and the other prepares Ojibwe speakers through an immersion program. The immersion program (Nishnabenwin Pane Immersion Program) is the nation's first immersion program with adult learners and the only such program in the Great Lakes region. An elder from the Grand Traverse Band, who is a student in the Nishnabenwin Language Instructors Institute, was awarded the eighth Annual Frank Hugo Award for outstanding dedication in the learning and revitalization of language programs.

Crownpoint Institute of Technology

Each year during income tax season the accounting class prepares tax returns for the local community. Clientele are from all parts of the Navajo Indian Reservation, within a radius of a hundred miles, including some out-of-state returns for those individuals who are serving internships in the medical field and other professional areas.

Diné College

Students within the Tsaille Humanities Division select a project in the community and complete the tasks. Elderly Navajo men and women received assistance in clean-up's, building a summer shade, and repairing sheep pens.

Fort Peck Community College

The Blue Stone Indian Club, founded three years ago, participates in the following activities: weekly beading classes, making shawls and club vests, the Native American week parade, Veteran's Day events, college pow-wows in Missoula and Bozeman, and providing a traditional meal for local school superintendents. The Club holds fundraising events for trips to cultural and educational sites, such as a buffalo hunt at Yellowstone National Park and a statewide visit to historical sites and colleges. The Club was named for Lenore Red Elk, a traditional woman, who taught language and culture in the public schools and at the College.

Section X. Student Activities and Services Received

Indicator X.2 Student Community and Cultural Activities: AY 2003-04 to AY 2004-05 (Continued)

Little Priest Tribal College

Eugene DeCora is involved in the community coaching the fifth/sixth grade football team and fifth grade boys' basketball team.

Brandon Stout started a Technology Club at the Winnebago Public Schools for grades 7-12 teaching students the fundamentals of computers, how to create a website, and other various areas in technology.

Northwest Indian College



Over the last two years, a first year Lummi student, has been working with a local video technician on a documentary video. Their video, *Healing Our Spirits*, was recently accepted to be shown at three film festivals. The video is about a grave disturbance that occurred on the Semiahmoo Spit in 1999. The Lummi Tribe is reburying the remains of their ancestors according to cultural tradition. This video documents the entire process through the eyes of the Lummi people, though the topic is relevant to Native Americans all over North America.

Sitting Bull College



Summer/work study students developed, planted, and weeded community gardens using traditional cultivation methods. They also released about 670,000 flea beetles to help eradicate leafy spurge and started mapping patches of leafy spurge using remote sensing techniques.

Tohono O'odham Community College

A graduate from TOCC sang the National Anthem on the first night of the National Democratic Convention.



OLC Pow-wow

Section X. Student Activities and Services Received

Indicator X.3 Student Services Received: AY 2003-04 to AY 2004-05

Student Services Received

(16 TCUs)

	NUMBER OF STUDENTS	
	03-04	04-05
Counseling	1826	1757
Day care services	224	221
Health/wellness services	391	713
Housing	1458	1107
Parenting skills	93	266
Transportation services	590	1319
Financial management education	133	436

Data from 16 TCUs: CDKC, CMN, CIT, FBC, IAIA, LLTC, LPTC, NICC, NWIC, SGU, SBC, SIPI, SCC, TMCC, UTTC, WETCC

Student services assist students with socioeconomic needs. Many of the issues that students in tribal colleges face are similar to those of students enrolled in traditional colleges and universities, but others are unique, such as the lack of reliable transportation.



CIT Child Care Center



Family housing at UTTC

Photo credit: UTTC



Daycare at SWCC

Section XI. American Indian Student Success Stories

Indicator XI.1 Outstanding American Indian Student Success Stories

Tribal college students and their families face myriad challenges including poverty, unemployment, transportation difficulties and health issues. Despite these barriers to higher education, many students have successful college careers. The following is a sample of personal stories of perseverance and achievement:

Bay Mills Community College

Gail Crazythunder-Marsh graduated from Bay Mills Community College in 2002 with two Associate Degrees. She continued at Lake Superior State University, graduating with a Bachelor's of Science in 2003. Gail graduated with a Master's Degree in Public Administration from Northern Michigan University in May 2006. She plans to begin work on her PhD in Political Science at Western Michigan University.



Gail, a Sault Tribe of Chippewa Indians member, is a single parent and worked full time as a bartender at her tribe's casino when she started school at BMCC. Though stressed at times, she persevered. She was one of two Michigan TRIO alumni students awarded the Policy Seminar Award and was able to attend Policy Seminar to meet with the Department of Education, the Council for Opportunity in Education, senators, and congressmen in Washington, D.C. She was more recently awarded the Future Faculty Fellowship from Northern Michigan University through the Diversity Student Center.

Floyd Perry, another Sault Tribe member, started school at BMCC in 2001 at the age of 60 after disabilities put an end to his career working in a factory. He had dropped out of high school, received his GED later in life, and had hearing problems, learning disabilities, and diabetes. He is a husband, father, and grandfather. He had never taken Algebra nor used a computer and referred to them as "new fangled contraptions" and questioned why "letters were mixed up with mathematics nowadays." Mr. Perry went on to graduate from BMCC with a 3.29 GPA and transferred to



Lake Superior State University where he expected to graduate with his Bachelor's Degree in Sociology in 2006. He has been on the Dean's list every semester at LSSU and plans to pursue both a Master's and Doctorate Degree. While at BMCC he was awarded the Outstanding Student Leader of the Year. He was also a member of the TRIO Quiz Bowl Team that took first place, the first and only time the trophy traveled to rural Northern Michigan.



Blackfeet Community College

Harold, a recovering alcoholic, is 55 years old and first attended Blackfeet Community College in 1997. Relatives raised him because his parents drank, then he lived on the streets for ten years. One day he realized that he was sick and tired of being sick and tired. He walked into the GED trailer at BCC and said, "I need my GED." Harold passed his GED at the age of 50. After majoring in Human Services at BCC, he transferred to Salish Kootenai College graduating in May 2003 with a Bachelor's Degree in Human Services and Native American Studies. He now works at the Crystal Creek Chemical Dependency Program on the Blackfeet Reservation.

College of Menominee Nation

College of Menominee Nation has named Joey Awonohopay as the "2005 Student of the Year." Joey comes from a Menominee family that has remained rooted in their language, culture and beliefs. When other religious practices were brought onto the Menominee Indian Reservation, some chose to move deep into the woods to maintain their tribal ways of life. The Awonohopay's were one of those families and Joey has chosen to remain in the small village of Zoar where his past generations have lived. He and his brothers were raised traditionally by their grandparents and he is carrying out their wishes to keep the Menominee language and culture alive. Many Menominee people and other local tribes as well, look to Joey and his family for spiritual guidance, direction on cultural practices and proper traditional beliefs.



Section XI. American Indian Student Success Stories

Indicator XI.1 Outstanding American Indian Student Success Stories (Continued)

Joey is pursuing a degree in education so he can become a certified teacher in local schools. The number of Menominee male teachers can be counted on one hand so his goal of wanting to become a male role model is highly commendable, ambitious, and fills a dire need.

Joey has been a wonderful asset to the College of Menominee Nation. He is always willing to take on tasks such as opening prayers and presentations to high school students. Joey has volunteered much of his time working with local schools teaching singing, drumming, fishing, sap collecting and ultimately sharing his knowledge. He is well aware that the community needs these teachings and of how important language and culture is to the children. This is why he has always put his own needs aside and does what he can for the children and the community. Very appropriately, he was selected last year as the "Father of the Year" and the "Wisconsin Indian Education Student of the Year." His dedication is recognized statewide.

Crownpoint Institute of Technology

Sara Yazzie is a 50-year-old single mother and grandmother, a student leader, law student, domestic violence advocate, and Coca-Cola scholar. After many years in an abusive relationship, Sara sought to advance herself by enrolling at CIT. She initially thought she would get her associate degree and perhaps a job. But with the encouragement and support of faculty, staff and students at CIT, she ran for student body secretary and won. Eventually, she rose to become student body president. As student body president, Sara opened the student senate office every morning to listen to student concerns and was instrumental in scheduling student events: basketball tournaments, ice cream socials and an honors banquet. In the spring of 2005, she was named CIT's Student of the Year and was also awarded a \$5,000 Coca-Cola scholarship.



Sara graduated in December 2005 with an associate of arts degree in the Law Advocate Program. She is currently studying for the Navajo Bar Exam with the career goal of becoming a Navajo Nation Tribal Judge.

Fort Belknap College

Heidi Hockhalter was honored as a New Century Scholar for the State of Montana with a cumulative GPA of 4.00. She also received the Coca Cola Scholarship for community service. She was nominated to the All USA Academic Team for her academic achievements. She was the President of the Fort Belknap College Honors Chapter, the Phi Theta Kappa Society. For the past twenty years she worked with the handicapped and mentally challenged children through employment and volunteer services. She was a very caring and compassionate person. Heidi was very appreciative of her chance to attend Fort Belknap College and wrote an article for the local newspaper expressing her appreciation: "When I moved here I decided that I would get my college degree and would attend Fort Belknap College. What an experience that was! I was accepted by both the staff and students and became a part of this wonderful institution. I was often asked to help other students with their homework. Many times I found myself behind the podium instructing classes when the need arose. I found a family at the College who could care less if I was green, purple or white." Heidi earned her Associate of Arts degree in Human Services, May 2005. Heidi battled leukemia and lost that battle on August 25, 2005.

Can den Wilke is an enrolled member of the Gros Ventre Tribe. She dropped out of high school during her senior year. She immediately obtained her GED and enrolled at Fort Belknap College in the winter quarter of 2003 at the age of 17. Can den graduated in the Spring of 2004 at the age of 19 with her Associate of Arts degree in Pre-Psychology with a GPA of 3.70. She was the youngest student ever to graduate. Can den is currently completing her Bachelor's degree in Social Work and scheduled to graduate in Spring 2006.

Fort Peck Community College

DaLonna started her family young and dropped out of high school. Later, she successfully completed her General Education Development (GED) certificate. She started college several times but would always miss classes and ended up with low grades. On her third try at college, she became a very enthusiastic and committed student. She is in the teacher preparation program. After graduation this year, she wants to transfer to Montana State University-Billings to earn a B.S. degree. DaLonna was the team captain for the AIHEC Knowledge Bowl, is involved in the Indian Club, and is an

Section XI. American Indian Student Success Stories

Indicator XI.1 Outstanding American Indian Student Success Stories (Continued)

SSS Advocate. She does all this with a family of four children and a helpful husband.

Kathy is a single parent who raised her daughters and now is raising her granddaughters. Kathy knew the only way she was going to help herself was to get an education and a good job. With little funding and all kinds of family problems, she enrolled in college and earned good grades. She also became actively involved as a member of the Indian club, served as a Student Support Services tutor, a delegate to Raise Your Voice, and a member of Student Senate. She started a project called "the Closet," composed of donated items such as clothes, cleaning supplies, diapers and household items for anyone who needs them. She and her partner were publicly recognized by the FPCC President at graduation for voluntarily operating "the Closet."

Niki Smoker received a certificate in Tribal Law and Justice from FPCC in 2003. Niki is in her early 40s and has dealt with personal tragedies that would crush most people. In the last few years, Niki has lost a 16-year-old daughter to heart failure, a 20-year-old son to a car accident and her husband of many years to cancer. Niki is her family's "Ina" (Grandmother); she has raised many foster children and children of her extended family members who either could not or would not raise them. When her son was killed in the car accident, his wife and new baby were living with Niki. At one point, Niki and her husband had 15 people living in their four bedroom home. They managed on an income from her husband's job that was below low income standards. During this time of caring for others, Niki attended college and fulfilled her dream of completing her program in Tribal Law and Justice. Her dream continues: Next semester, she plans to receive another degree and then plans to attend university to achieve her goals. Niki ran for Tribal Council but was not elected. It was her first attempt; she has many supporters and may try again. Leaders, parents and grandparents such as Niki Smoker are what the tribe needs to be healthy.



Leech Lake Tribal College

Lois Jacobs came to LLTC in the spring of 2002. Originally, Lois was only going to take a moccasin-making class, but decided to take an Ojibwe language class as well. Lois rekindled her love for learning and decided to return in the fall of 2002 as a full-time student. Lois made the President's List (GPA 4.0) four semesters and the Dean's List (GPA 3.0-3.9) two semesters. In the spring of 2005, Lois graduated with honors and an Associate of Arts degree with a major in Liberal Education and Anishinaabe Studies. With her associate degree in hand, she decided to continue her educational pursuits and transferred to Bemidji State University to pursue a degree in Psychology. The most remarkable element of this success story is that Lois is 85-years-old and the mother of 14 children.

Oglala Lakota College



Corey Yellow Boy has traveled the world, served his country in the US Army and is now working hard to complete a degree in Lakota Studies and Education. Corey is also a fluent Lakota speaker whose passion is evident regarding the need to pass on the Lakota culture to the children in positive ways. Corey continues to be an outstanding example of how OLC students are embracing their culture with the goal of serving their own reservation community.

United Tribes Technical College

Cheryl Circle Bear is Oglala Lakota from the Pine Ridge Reservation in South Dakota. She is currently working under the Leadership through Experience Program at United Tribes and works in the office of the Dean of Student & Campus Services. She is enrolled in the Computer Information Technology degree plan. Cheryl grew up in Rapid City, SD, off the reservation, and had a hard time being Native American in a very prejudiced and bigoted community. Cheryl lost her mother at an early age and had to learn to make it on her own. She suffered from depression because of unresolved grief. Cheryl made attempts to go to college but had financial problems and couldn't make it. Cheryl finally decided that she had to provide for her children and that she was going to get an education. She is now getting ready to graduate with her associate degree. She has plans of working for a corporation in the Information Technology field. Cheryl set out to prove to herself that she was capable of overcoming whatever barriers were before her and in the process became a role model.

Section XI. American Indian Student Success Stories

Indicator XI.2 Outstanding Alumni Achievements

Cankdeska Cikana Community College

Dr. Leander Russell (Russ) McDonald graduated from Cankdeska Cikana Community College in 1993. He is an assistant professor at the Center for Rural Health at the University of North Dakota School of Medicine and Health Sciences. Dr. McDonald is also the Associate Director of Research for the National Resource Center on Native American Aging; he has assisted 88 sites representing 132 tribes in conducting needs assessments. The information gathered with the survey has enabled the tribes to develop their long-term care infrastructure and to strengthen grant proposals for identified needs. He has been conducting research among Native populations for the past eight years, focusing on American Indian and Alaskan Native elderly.



College of Menominee Nation

Angela Loudbear, a CMN graduate, received a Research Experience for Undergraduates fellowship to work this past summer at the University of Wisconsin-Milwaukee's Great Lakes Water Institute. She worked with UW-Milwaukee scientists doing environmental research on the waters of Lake Michigan. She spent a good part of her summer on a research vessel on the lake. Angela is a recent graduate of St. Mary's College in Milwaukee, having majored in Biology and Theology. She hopes to enter graduate school next year at either UW-Madison or UW-Milwaukee.

Rodney Steve is a recent CMN graduate from the Microcomputer Specialist Program. He recently re-enrolled at CMN in the Sustainable Development Program with hopes of continuing his studies at UW-Madison. This past summer he was selected by the Wisconsin Space Consortium to attend a three day workshop at the Marshall Flight Center in Huntsville, Alabama. The workshop was a rich learning experience for him and reinforced his desire to advance his academic career. He received a great introduction into NASA scientific research.

Crownpoint Institute of Technology

Jason Arviso (AAS Applied Computer Technology, 1998) received his educational start from Crownpoint Institute of Technology. He regards his

time at CIT as the foundation that now assists him in achieving his career goals. Jason is currently employed as an Information Technology Director for Crownpoint Institute of Technology. He manages the IT department which in turn manages the whole computing environment of the campus. Jason finds this job to be very rewarding and pleasurable. Previously, Jason was employed for six years with Lucent Technologies in Columbus, Ohio, as a System Verification Tester and System Administrator. Jason holds a Bachelor's of Science degree in Information Technology from Ohio Dominican University and is currently working towards obtaining a Master's degree online in Management Information Systems from Capella University.

Coleen Craig Arviso (AAS Applied Computer Technology, 1998) was newly hired as a Computer Instructor at Crownpoint Institute of Technology. Coleen considers graduating from CIT a stepping-stone toward her educational and professional endeavors. Shortly after completing the program at CIT, Coleen, along with her husband Jason and their two boys, moved to Columbus, Ohio, to work with a software telecommunication company, Lucent Technologies, for six years while continuing a Bachelor's of Science Degree in Management of Information Systems from Ohio Dominican University. Coleen felt a strong desire to move back to the reservation to be closer to family and raise a new baby girl. Prior to working at CIT, she worked as a Systems Analyst at a healthcare facility called Rehoboth McKinley Christian Healthcare Service located in Gallup, New Mexico. She found this job to be very rewarding and fun but decided to move toward her passion, teaching. Presently, she is enrolled in the University of Phoenix's Online Master's of Information Systems/Management (MIS/M) program. Her professional goals are to make a difference and contribute toward CIT organization projects.

Diné College

Tanya Dempsey graduated from Diné College and then the University of New Mexico. She returned to the College as an advisor in the Student Support Services, a TRIO program. In Fall 2005, she returned to graduate school to pursue a health-related graduate degree. Sherriann Black is another Diné College graduate who continued on to obtain a Bachelor's degree. She returned to the College as a Program Coordinator with a regional campus center. While it has been more than ten years since he graduated from Diné College, Gregory Redhouse earned his Bachelor of Arts and Master of Arts degrees and returned to the college as a faculty member. He was selected as chair of the Social and Behavioral Sciences division this academic year.

Section XI. American Indian Student Success Stories

Indicator XI.2 Outstanding Alumni Achievements (Continued)

Fort Belknap College

Kristie Crazy, a Gros Ventre Tribal member, received a \$20,000 Packard Scholarship when she graduated from Fort Belknap College in Spring 2003. Kristie's name was submitted along with many other tribal college students across the nation. She was among ten students who received this award. Kristie enrolled in the Nursing Program at Montana State University-Northern in Fall 2005. Kristie will graduate in 2006 with a bachelor's degree. While attending Fort Belknap College, Kristie also received a Montana Tuition Assistance Program (MTAP) Scholarship, USA Funds, and a Carl Lincoln Scholarship. Kristie said, "If it weren't for Fort Belknap College, I wouldn't have been able to complete my education."

William Bell, a member of the Assiniboiné Tribe, graduated from Fort Belknap College in June 1999. Billy received a Packard Scholarship to further his studies at Montana State University-Northern in Biology and Water Quality. While attending Northern, he chose to do his undergraduate research on the toxicity of the water draining from the defunct Cyanide Heap Leach Mine in the Little Rocky Mountains located on the southern end of the Fort Belknap Indian Reservation. He was instrumental in establishing the "Wet Laboratory" for toxicity testing at Fort Belknap College and played a seminal role in the success of the study. At the end of the two year study, Mr. Bell was hired as a full-time lecturer in the FBC Natural Resources department. Bill applied to Eastern Washington College to pursue a Master's Degree in Natural Resources and was selected for a Bureau of Land Management Scholarship. His thesis topic will be on the Cultural Damage wrought by the mining in the sacred Little Rockies Mountains as they affect the Gros Ventre and Assiniboiné peoples. He also testified to Congress about the water contamination on the Fort Belknap Reservation as a result of mining. Mr. Bell was an outstanding student, a natural leader, a great teacher and most of all a person of principle. He embodies what the future holds for young Native Americans who aspire to be warriors for their people.

Mike Little Owl, an enrolled member of the Gros Ventre Tribe, graduated from Fort Belknap College in the Spring 1999. Mike earned an Educational Specialist Degree in the school of psychology from the University of Montana in 2005. Mike completed his internship in Parker, AZ. Mike said, "During my stay in Parker, I gained valuable experience as I worked effectively in collaboration with children, families, school professionals, and community to optimize academic and social/behavioral outcomes for children and youth." Mike continued, "Fort Belknap College provided a great sense of purpose and hope for continuing my education. I developed a buttress of positive support from the Fort Belknap College staff and faculty. This year, 2005, I

have returned to Fort Belknap and was hired as the Retention Coordinator for the Fort Belknap College as I prepare for National Certification in my chosen profession. I feel fortunate to have the opportunity. Returning to Fort Belknap allows me to now be a part of this excellent team of support and hopefully contribute to the success of the next wave of students' achievement."

Donna Young, an enrolled member of the Assiniboiné (Nakoda) Tribe, received her Bachelor's of Science in Water Quality Technology/Environmental Health with a minor in Chemistry from MSU-Northern, Havre, Montana. Donna graduated from Fort Belknap College in the Spring 1998 with an associate degree in Paraprofessional Biological Sciences and Medical Sciences. She is currently the Environmental Research Coordinator and Chemistry instructor at Fort Belknap College. She also assists Dr. Elizabeth McClain with research and teaching. Donna received the Packard Foundation Scholarship and was the American Indian Higher Education Consortium (AIHEC) student of the year in 1998. Donna has received scholarships from Gates' Millennium, Environmental Protection Agency (EPA), Student Excellence Award, and Math-Science Club Scholarship. She received Magna Cum Laude instructional honors.



Fort Berthold Community College

Byron Baker graduated from Fort Berthold as a general studies major. He went to the University of North Dakota (UND) for the Indians into Medicine (INMED) program. Now he is a physician at Fort Yates/Standing Rock.

Amy Mossett, another FBCC graduate, is in charge of the Lewis and Clark Centennial events nationwide.

Fort Peck Community College

One day several years ago, a friend suggested to Haven that she "check out" the college. Even though Haven had lived in this small community her whole life, she didn't even know where the campus was located. By the end of that day, she was enrolled full time but feeling very troubled that she would fail and everyone would know it. Haven did not fail. She can count on one hand the days she missed class. Learning became very important. During this time Haven was raising six children ranging in age from a newborn to the

Section XI. American Indian Student Success Stories

Indicator XI.2 Outstanding Alumni Achievements (Continued)

age of ten. Times were difficult and she continued working at the hospital as a nurse's aide and in a private home giving care to two elderly people.

In 2004, Haven Gourneau, the Financial Aid Director at FPCC, received an M.B.A. from Gonzaga University, Spokane, Washington. Haven received her A.A. in General Studies from FPCC and then attended an FPCC degree completion program that provided students the opportunity to receive their B.S. degrees in Business Management from Rocky Mountain College, Billings, Montana.

Now Haven has been employed full time at FPCC for nearly 16 years. If you ask her today whether she envisioned this life, she would quickly respond, "No! But with the help of FPCC, here I am." Haven's children seem to have been touched by the same academic desire as their mother. One of her children is attending MSU-Bozeman, another is at Rocky Mountain College and still another one attends Fort Peck Community College. Fort Peck Community College has made a difference for this student and her family.

Haskell Indian Nations University

Shawna Estigoy was the first student to graduate from Haskell with a degree in American Indian Studies in 2000. Through the Haskell-Kansas University Exchange Program, Shawna took Russian language courses concurrent to her American Indian studies courses at Haskell. Shawna was offered a full scholarship to Georgetown University to complete her master's and doctorate degrees in linguistics. She is currently completing her dissertation.

Institute of American Indian Arts

Aaron Fredericks, Hopi, was the first recipient of the Southwestern Association of Indian Arts (SWAIA) and IAIA Distinguished Alumni Award at the 2005 Santa Fe Indian Market. IAIA and SWAIA have been working together to establish this award. SWAIA artists entering judging for Indian Market must be IAIA graduates to qualify.

Keweenaw Bay Ojibwa Community College



Lauri Denomie was chosen as co-editor for the tribal newsletter in January of 2005. Since she began working on the newsletter, the quality of the paper has improved dramatically. It is far more lively, readable, and interesting and provides more useful community information than in previous years.

Liz Julio was honored with an eagle feather during the 2004-05 KBOCC awards ceremony for her outstanding college and community contributions.

Little Big Horn College

Liberal Arts graduate (2002) Glenn Plenty Hawk continued his study at Rocky Mountain College in Billings, MT. While at RMC, he played football as a linebacker in a starting role. He has since graduated and is working as a social worker for the Crow Tribe of Indians.

Jill Hugs, a 2001 Business Administration graduate, is managing and co-owns a gift shop, River Crow Trading Post. She also serves as a board member for the local Crow Tribal Housing Authority.

Gerlinda Morrison, a Pre-Medicine graduate in 1999, graduated from the University of Montana-Missoula with a Doctor of Physical Therapy degree and is currently employed by the Indian Health Service in Crow Agency as a Physical Therapist.

Trishia Bad Bear and Melissa Half were accepted into the Student Career Experience Program (SCEP) with the Bureau of Land Management. Trishia completed her Bachelor's in environmental science and is now a natural resource manager for BLM.

Melissa completed her Bachelor's and a Master's degree in Land Resources (from MSU Bozeman) and is also now a natural resource manager for BLM.

Tara Piper completed the SCEP program with the Bureau of Reclamation and her bachelor's degree; she is now a natural resource manager for Bureau of Reclamation.

Emerson Bull Chief completed the SCEP program with US Fish & Wildlife Service and is now a wildlife biologist for the Native American Fish and Wildlife Society.

Little Priest Tribal College

Brian Chamberlain graduated from LPTC in 2003 and enrolled that fall as a full-time student at Wayne State College (WSC). He graduated from WSC in the spring of 2005 with a Bachelor of Science degree. He majored in Political Science and has a Social Science minor. While attending college he was a full-time student, worked full-time, and was a single parent. Brian has three children he is very proud of. He is currently employed as the CEO of the Winnebago Gaming Development which operates the Iron Horse

Section XI. American Indian Student Success Stories

Indicator XI.2 Outstanding Alumni Achievements (Continued)

Casino in Emerson, Nebraska, and will soon be opening an additional casino in Winnebago. Brian also serves on the Ho-Chunk Inc. Board of Directors, is a former gaming commissioner, and has served on various other boards and committees. Brian was a candidate for the Winnebago Tribal Council and plans on attending either law school or entering a master's program within the year.

Danielle Doenhoefer is a member of the Soboba Band of Luiseno Indians. She was born in Sioux City, Iowa, 45 years ago and attended the public schools in Sioux City until the 10th grade. She received her Adult Education diploma through Western Iowa Tech in Sioux City and was a non-traditional student when she enrolled in the Career Ladder Program through University of Nebraska at Lincoln in the fall of 2001 to pursue her BS in Education. The Career Ladder Program goal was to certify Native Americans as teachers to work on reservations with the Native American students. At the same time she also enrolled at LPTC in Winnebago, Nebraska, to acquire an AA in Liberal Arts. She worked simultaneously on both degrees. She graduated from UNL in May 2005 with a BS in education along with the high distinction of Superior Scholar honors. In June 2005, she graduated from LPTC. Daniela is the first person in her family to graduate from a four-year college and to receive a Bachelor of Science degree. Her goal is to continue on with her education and receive a Master's with certification in Special Education. She is thankful for the colleges and her family for their support and guidance.

Amy LaPointe graduated from Little Priest Tribal College in the spring of 1999. She was employed with Little Priest during this time and continued her employment until January 2004. She entered the Career Ladder Program in January 2001. The Career Ladder program is a program offered through the University of Nebraska-Lincoln to get more Native American teachers in the classroom. "I graduated from the University of Nebraska-Lincoln in the fall of 2004 with my bachelor of science in middle level education. Upon graduation I began my employment with the Winnebago Tribe of Nebraska Head Start Program as the director." She states she credits the Little Priest Tribal College for getting her started in a comfortable atmosphere to continue her education.

Northwest Indian College

Student K, a graduate of NWIC's Oksala Teacher Education program, returned to NWIC to teach in the education program. She was born and raised in Southeast Alaska and is a Tsimshaian in the Raven Clan. She has taught special education and has a M.Ed. degree and principal credentials. She uses anecdotes from her own life experiences to encourage teachers-in-training to choose literacy materials and activities that sustain and promote the integrity and dignity of Native students.

Student L is a member of the Swinomish Tribe. She lives on the reservation located in LaConner, Washington. While living at home, she attended the NWIC instructional site at Swinomish. She was grateful to be able to attend college in her own community. She is the first person in her family to graduate with a college degree. She graduated from Northwest Indian College in 2002 at the age of 24, with an Associate of Art and Science/Direct Transfer Degree. She then transferred to Western Washington University (WWU). She graduated from WWU in 2005 with a BA degree in Human Services. She had a goal in high school of attending a college, but didn't know if she could accomplish it. Now, she has a vision of being a role model to the younger generation so they too can accomplish their goals. Currently, she has a job with the Swinomish Tribe in the Recreation Program working with children. Student L said, "I brought all the skills that I have learned through my education back into the Native community." She said that her education has been her biggest accomplishment. She is grateful for all the support she has had from her family and looks forward to setting another goal to continue her education, beyond what she has accomplished.

Oglala Lakota College

Dawn Frank is a graduate of OLC and is currently serving as the Director of Graduate Studies with the Department of Education at OLC. Dawn is a doctoral candidate with South Dakota State University. Her scholarship and attention to the needs of OLC students and the Oglala Lakota people is well known. She has served as interim executive director for the Oglala Sioux Tribe. OLC is fortunate to have Dawn as a faculty member and looks forward to her leadership in the years to come.

Section XI. American Indian Student Success Stories

Indicator XI.2 Outstanding Alumni Achievements (Continued)

Salish Kootenai College

Joel Adams, 2004 graduate, is currently pursuing his MS at the University of Montana, School of Forestry. As an undergraduate, he contributed to a Forest Service Technical Report and is now working on "Use of *Beauveria bassiana* in management of Douglas-fir beetle and mountain pine beetle." His research is meaningful to preserving forest resources in western Montana including the Flathead Reservation.

Sitting Bull College

The President of Sitting Bull College is Laurel Vermillion. She is an enrolled member of the Standing Rock Sioux Tribe. She is married to Duane and together they have three children and three grandchildren. Laurel is an alumnus of Sitting Bull College (SBC) when it was known as Standing Rock Community College (SRCC). She was one of the first students to attend the college. Laurel received her bachelor's degree in elementary education in 1980 through the Teacher Training Program which was articulated between SRCC and University of North Dakota. She then began teaching at the BIA Elementary School in Fort Yates, ND. During the fourteen year period as an elementary teacher, she also pursued a master's degree in administration which she completed in 1992. Laurel worked as an elementary principal at Marty Indian School for one year before coming to work at SBC as the Vice President of Academics in 1995. In 1999, Laurel became the Vice President of Operations and also is an adjunct instructor. She received her Ph.D. in Teaching and Learning, Higher Education in August 2005. She is now President of SBC.



Southwestern Indian Polytechnic Institute

Michael Canfield, from the Pueblo of Laguna, is the President and CEO of Valliant Enterprises, Inc. He graduated with a degree in business and electronics from SIPI.

Laurita Curley, Navajo, works as an Airways Transportation Systems Specialist at the Federal Aviation Administration. She received an AAS in Electronics.

Nathan Garcia, Navajo, works at Airways Transportation Systems at the Federal Aviation Administration. He received an AAS in Electronics.

Roberta Chavez, Pueblo of Cochiti, works as a Natural Resource Range Manager; she received an AAS in Natural Resources.

Kelly Coriz, Pueblo of Santo Domingo, works as a home care worker; she received an AA in Early Childhood Development.

Alexander Begay, Navajo, works as a baker at Sandia Casino; he received an AAS in Culinary Arts.

Angie Sells, Navajo, currently has a Master's Degree in Phytoremediation from New Mexico State University. She received an AAS in Natural Resources. She currently is an instructor at SIPI.

United Tribes Technical College

Jason Pretty Boy came to United Tribes not really knowing exactly where he was going. As a younger person, he attended Arizona State University and the College of Southern Idaho but often felt like he didn't really fit in. On a visit to his parents' home that was supposed to only last a few weeks he met a girl and ended up staying in the area for ten years. During that time, he worked for the tribe and the tribal casino, but again never really found his place. Searching for a new direction, he remembered United Tribes and the family atmosphere that prevails. In the

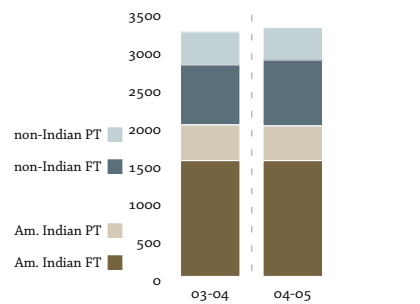


fall of 2003 Jason returned to school as a 27-year-old freshman. Eager to get out and meet people, Jason became a member of the student senate on the campus and reawakened his interest in government. He went on to sit on the executive board of the AIHEC Student Congress, the first member in a number of years from UTTC. He also attended many workshops on leadership and management. Today, he continues his education at the University of Mary, while working full time for UTTC in the Student and Campus Services, helping the students to understand and move forward with the new versions of the student senate.

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.1 Faculty, Administrator, and Staff Demographics: AY 2003-04 to 2004-05

Faculty, Administrator, and Staff Total (32 TCUs)



		03-04		CHANGE
AM. INDIAN	FT female	979	977	-2
	FT male	550	552	+2
	Am. Indian FT	1529	1529	+0
	PT /adjunct female	258	250	-8
	PT/adjunct male	214	208	-6
	Am. Indian PT	472	458	-14
	Am. Indian total	2001	1987	-14
NON-INDIAN	FT female	413	454	+41
	FT male	380	418	+38
	non-Indian FT	793	872	+79
	PT /adjunct female	216	225	+9
	PT/adjunct male	219	201	-18
	non-Indian PT	435	426	-9
	non-Ind. visiting	1	0	-1
non-Ind. total		1229	1298	+69
total headcount		3230	3285	+55

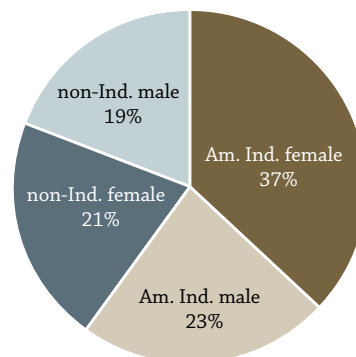
Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Highlights

- Total number of Faculty, Administrator, and Staff (AY 2004-05) 3,285
- American Indian 60%
Non-Indian 40%
- Female 58%
Male 42%

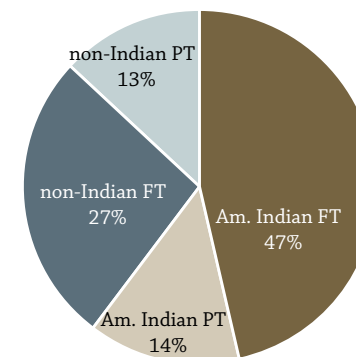
By Race and Gender AY 2004-05

(Total 3285 faculty, administrators, and staff members)



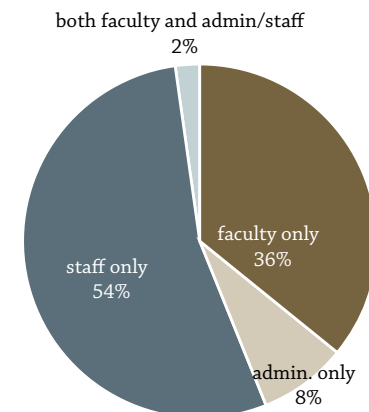
By Full-Time/Part-Time Race AY 2004-05

(Total 3285 faculty, administrators, and staff members)



By Type AY 2004-05

(Total 3285 faculty, administrators, and staff members)

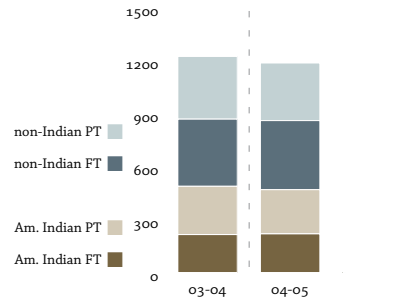


Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.1 Faculty, Administrator, and Staff Demographics: AY 2003-04 to 2004-05 (Continued)

Faculty Only

(32 TCUs)



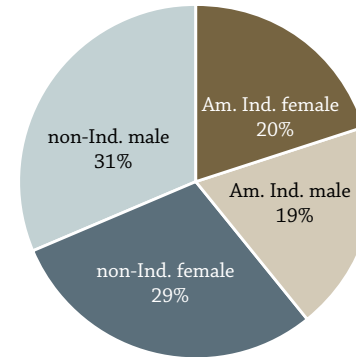
		CHANGE	
AM. INDIAN	FT female	99	97
	FT male	116	122
	Am. Indian FT	215	219
	PT /adjunct female	158	142
	PT/adjunct male	115	108
	Am. Indian PT	273	250
	Am. Indian total	488	469
NON-INDIAN	FT female	175	174
	FT male	205	217
	non-Indian FT	380	391
	PT /adjunct female	171	174
	PT/adjunct male	183	152
	non-Indian PT	354	326
	non-Ind. visiting	1	0
	non-Ind. total	735	717
	total headcount	1223	1186

Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

By Race and Gender

AY 2004-05

(Total 1186 faculty members)

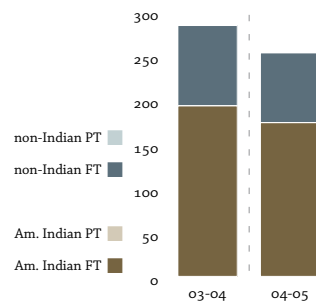


Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.1 Faculty, Administrator, and Staff Demographics: AY 2003-04 to 2004-05 (Continued)

Administrators Only

(32 TCUs)

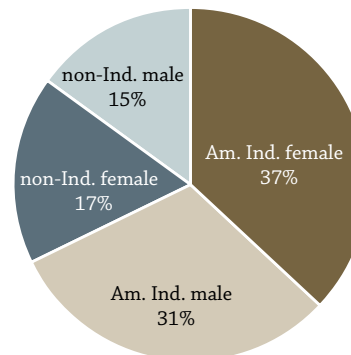


		CHANGE		
AM. INDIAN	FT female	107	95	-12
	FT male	86	79	-7
	Am. Indian FT	193	174	-19
	PT /adjunct female	0	0	+0
	PT/adjunct male	0	0	+0
	Am. Indian PT	0	0	+0
	Am. Indian total	193	174	-19
NON-INDIAN	FT female	45	43	-2
	FT male	46	36	-10
	non-Indian FT	91	79	-12
	PT /adjunct female	0	0	+0
	PT/adjunct male	1	1	+0
	non-Indian PT	1	1	+0
	non-Ind. total	92	80	-12
total headcount		285	254	-31

By Race and Gender

AY 2004-05

(Total 254 administrators)



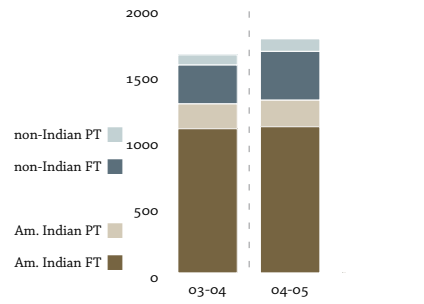
Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.1 Faculty, Administrator, and Staff Demographics: AY 2003-04 to 2004-05 (Continued)

Staff Only

(32 TCUs)

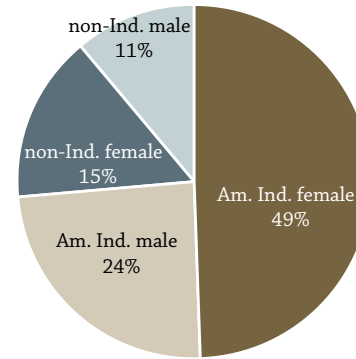


		CHANGE		
AM. INDIAN	FT female	753	768	+15
	FT male	335	335	+0
	Am. Indian FT	1088	1103	+15
	PT /adjunct female	95	105	+10
	PT/adjunct male	92	95	+3
	Am. Indian PT	187	200	+13
	Am. Indian total	1275	1303	+28
NON-INDIAN	FT female	177	218	+41
	FT male	116	150	+34
	non-Indian FT	293	368	+75
	PT /adjunct female	43	48	+5
	PT/adjunct male	34	47	+13
	non-Indian PT	77	95	+18
	non-Ind. total	370	463	+93
total headcount		1645	1766	+121

By Race and Gender

AY 2004-05

(Total 1766 staff members)

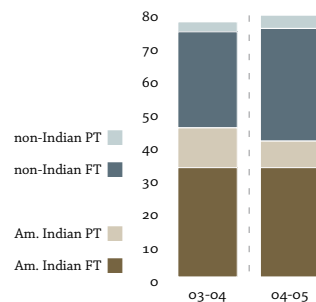


Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.1 Faculty, Administrator, and Staff Demographics: AY 2003-04 to 2004-05 (Continued)

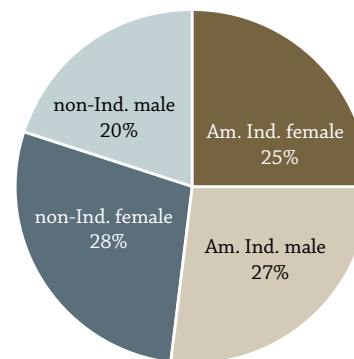
Both Faculty and Administrator/Staff (32 TCUs)



		CHANGE		
AM. INDIAN	FT female	20	17	-3
	FT male	13	16	+3
	Am. Indian FT	33	33	+0
	PT /adjunct female	5	3	-2
	PT/adjunct male	7	5	-2
	Am. Indian PT	12	8	-4
	Am. Ind. visiting	0	0	+0
	Am. Indian total	45	41	-4
NON-INDIAN	FT female	16	19	+3
	FT male	13	15	+2
	non-Indian FT	29	34	+5
	PT /adjunct female	2	3	+1
	PT/adjunct male	1	1	+0
	non-Indian PT	3	4	+1
	non-Ind. visiting	0	0	+0
	non-Ind. total	32	38	+6
total headcount		77	79	+2

By Race and Gender AY 2004-05

(Total 79 both faculty and admin/staff)



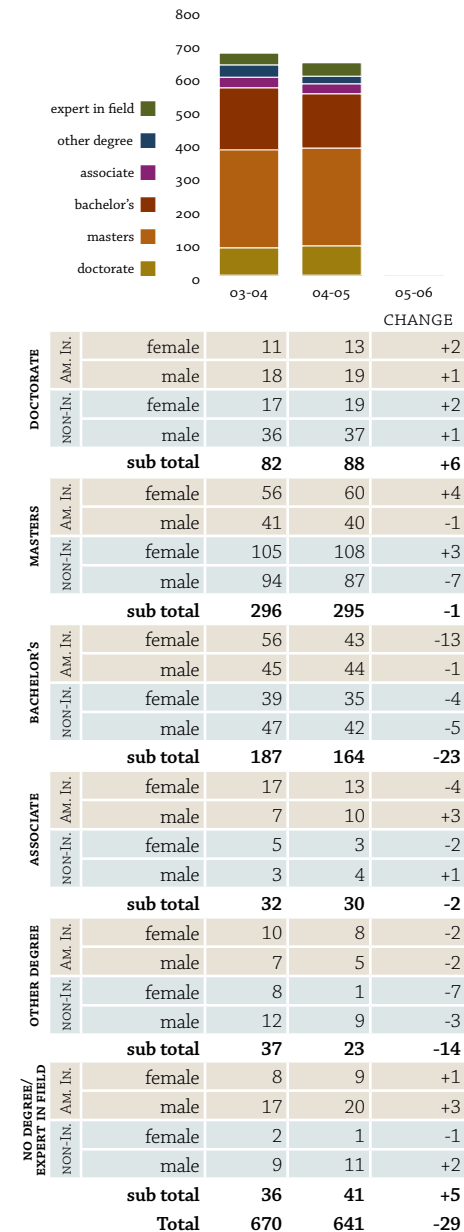
Data from 32 TCUs: BMCC, BCC, CCCC, CDKC, CMN, CIT, DC, FDLTCC, FBC, FBCC, FPCC, HINU, IAIA, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SIPI, SCC, TOCC, TMCC, UTTC, WETCC

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.2 Faculty, Teaching Staff, and Administrator Professional Profiles: AY 2003-04 to AY 2004-05

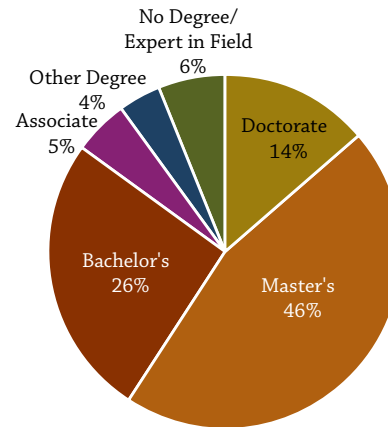
Full-Time Faculty, Teaching Staff, and Administrators by Highest Degree Held

(22 TCUs)



Full-Time Highest Degree Held AY 2004-05

(Total 641)



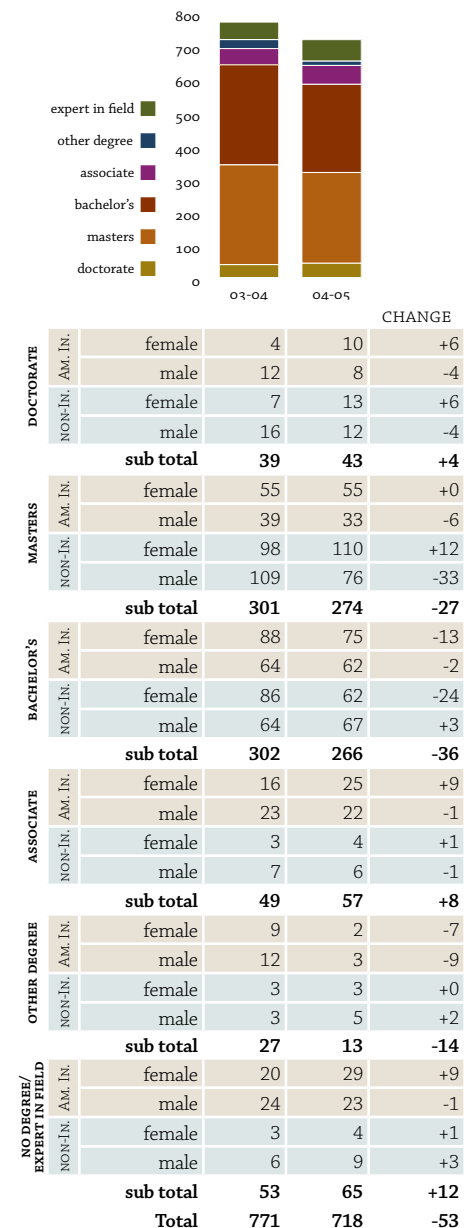
Data from 22 TCUs: BMCC, CCCC, CDKC, CMN, CIT, FBC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SCC, TOCC

One of the TCUs' strengths is that they rely upon cultural scholars from the community to convey significant cultural knowledge to the students. Thus 6% of the full-time and 9% of the part-time faculty, teaching staff and administrators are listed as experts in their fields with no degree. A total of 60% of the full-time and 44% of the part-time faculty, teaching staff, and administrators have master's or doctorate degrees.

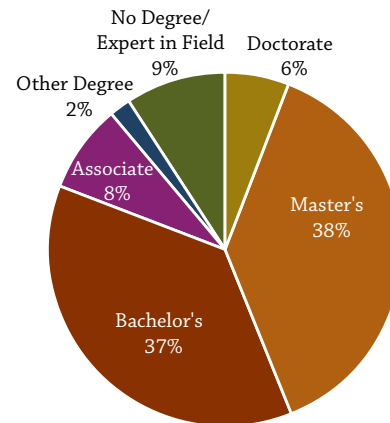
Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.2 Faculty, Teaching Staff, and Administrator Professional Profiles: AY 2003-04 to AY 2004-05 (Continued)

Part-Time Faculty, Teaching Staff, and Administrators by Highest Degree Held
(22 TCUs)



Part-Time Highest Degree Held
AY 2004-05
(Total 641)



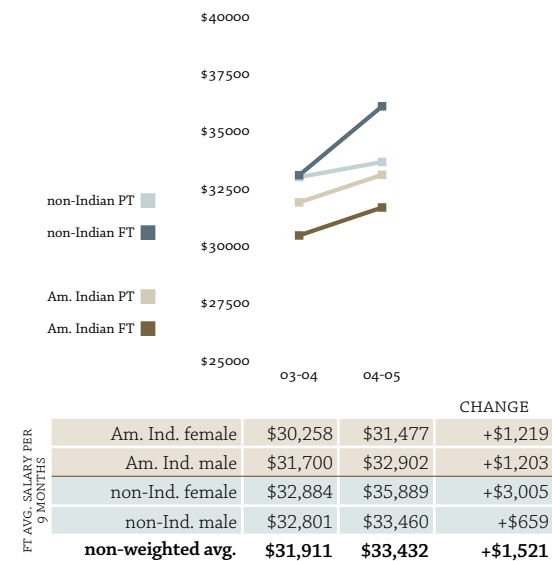
Data from 22 TCUs: BMCC, CCCC, CDKC, CMN, CIT, FBC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SCC, TOCC



Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

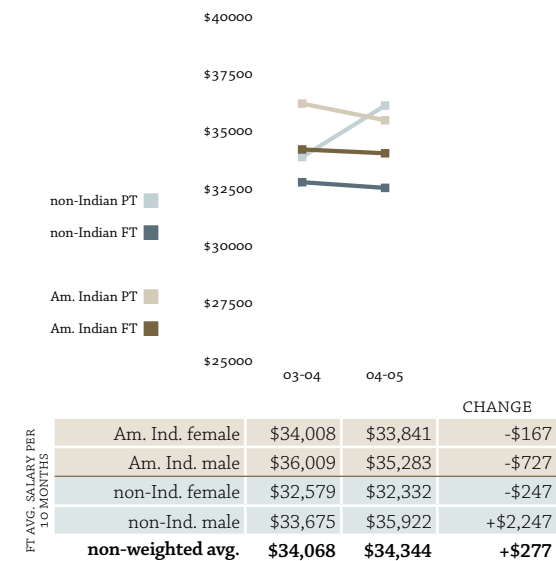
Indicator XII.3 Teaching Staff Salaries: AY 2003-04 to AY 2004-05

Full-Time Teaching Staff 9-Month Average Salaries (10 TCUs)



Data from 10 TCUs: CDKC, FBC, FPCC, LCOOCC, LLTC, LBHC, SCTC, SKC, SBC, SCC

Full-Time Teaching Staff 10-Month Average Salaries (7 TCUs)



Data from 7 TCUs: CCCC, CMN, CIT, KBOCC, NICC, NWIC, SWC

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.3 Teaching Staff Salaries: AY 2003-04 to AY 2004-05 (Continued)

Part-Time Teaching Staff Average Salaries per Credit Hour

(17 TCUs)



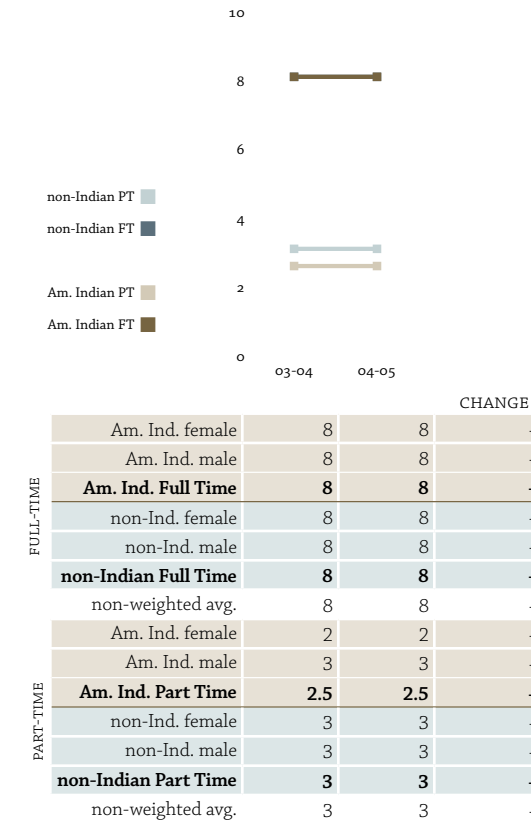
Data from 17 TCUs: BMCC, CCCC, CDKC, CIT, FBC, FPCC, IAIA, LCOOCC, LBHC, NICC, OLC, SKC, SGU, SWC, SBC, SCC, TOCC

Section XII. Faculty, Administrator, and Staff Demographics and Professional Profile

Indicator XII.4 Average Teaching Load and Number of Students per Course: AY 2003-04 to AY 2004-05

Average Number of Courses Taught Each Year

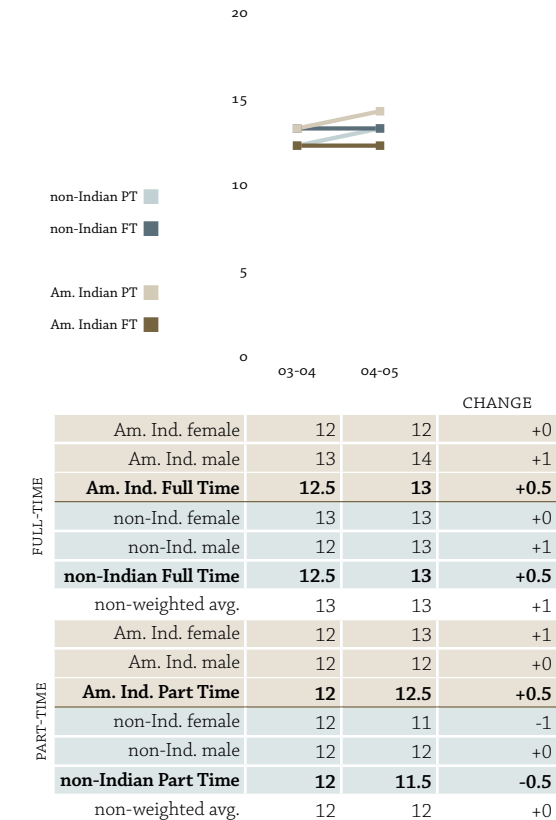
(22 TCUs)



Data from 22 TCUs: BMCC, CCCC, CDKC, CMN, CIT, FBC, FPCC, IAIA, KBOCC, LCOOCC, LLTC, LBHC, NICC, NWIC, OLC, SCTC, SKC, SGU, SWC, SBC, SCC, TOCC

Average Number of Students per Course

(20 TCUs)



Data from 20 TCUs: BMCC, CCCC, CDKC, CMN, CIT, FBC, FPCC, KBOCC, LCOOCC, LLTC, LBHC, NICC, OLC, SCTC, SKC, SGU, SWC, SBC, SCC, TOCC

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.1 Faculty, Administrator, and Staff Professional Development and Service: AY 03-04 to AY 04-05

Professional Development Activities

(21 TCUs)

	Num. Faculty/Admin/Staff	
	03-04	04-05
attended national conferences	267	303
attended workshops/seminars	397	456
enrolled in study for advanced degree or certificate	142	130
participated in summer programs	151	163

Data from 21 TCUs: BMCC, BCC, CDKC, FDLTCC, FBC, KBOCC, LCOOCC, LLTC, LBHC, LPTC, NWIC, OLC, SKC, SGU, SWC, SBC, SIPI, TOCC, TMCC, UTTC, WETCC

Academic and Community Service Contribution

(22 TCUs)

	Num. Faculty/Admin/Staff	
	03-04	04-05
student supp. services (advising, counseling, recruiting)	364	368
campus activities/committee services	407	515
curriculum/course development	338	359
laboratory development/enhancement	122	120
comm. service as a representative of the inst. (e.g. tribal committee)	233	241

Data from 22 TCUs: BMCC, BCC, CCCC, CDKC, FDLTCC, FBC, IAIA, KBOCC, LCOOCC, LBHC, LPTC, NICC, NWIC, OLC, SKC, SGU, SWC, SBC, TOCC, TMCC, UTTC, WETCC



2005 Faculty Inservice

Photo credit: CMN



Six FBC faculty and staff receive Bachelor's degrees at Rocky Mountain College in May 2005

Photo credit: FBC

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.1 Faculty, Administrator, and Staff Professional Development and Service

Bay Mills Community College

Five instructors attended the Trends in Occupational Studies Conference for community college faculty in Grand Rapids, MI. A science instructor attended the ESRI Conference in San Diego resulting in increased facility with GIS curriculum. A computer applications instructor attended a CNET Dreamweaver software class. A Health & Fitness instructor attended a health and fitness conference in Water Town, WI. A Mathematics/Science and a Construction Trades instructor attended the Summer Educational Institute in Bismarck, ND. A construction trades instructor attended the State of MI Residential Builder, Maintenance and Alteration Class. A Native Studies instructor attended the Annual Anishnaabemwin language conference in Sault Ste Marie, MI. Six staff/faculty attended the annual meeting for the Higher Learning Commission (NCA) in Chicago.

Cankdeska Cikana Community College

Clayton Peltier is earning a master's degree in Educational Leadership.



Three faculty attended a national conference sponsored by AAHE. Two faculty members attended the "First Year Assessment" national conference. A faculty member attended a STEM planning workshop. Faculty members attended a STEM planning seminar. A faculty member attended an Educational Technology national conference.

College of Menominee Nation

Faculty members participated in various workshops and conferences:

- Tribal Labor and Employment Law Workshop
- Legal Ethics Workshop
- Multi-Jurisdictional Law Enforcement Conference
- Alverno College Assessment of Student Learning Institute
- QEM Workshop for TCU Mathematics Faculty
- Association of American Geographers
- Wisconsin Indian Education Association (WIEA) Conference
- Rockefeller Fellowship at the Newberry Library in Chicago
- TCU Faculty Summer Institute at the Newberry Library in Chicago
- Certification Status for Northeast Wisconsin Technical College Education
- Menominee Reservation/County Literacy Council
- Community Education Advisory Council
- Tribal College Librarian Professional Institute

- American Library Association Conference

Crownpoint Institute of Technology

Ms. Julie Bales, English instructor, is a member of the National Communication Association and attends the conference every year. Dr. Rajinder Bhinder, Mathematics and Science Department instructor, participated in an Annual Conference sponsored by the Association of New Mexico Two-Year Community Colleges in Las Cruces, NM. Dr. Bhinder completed a six-week program in Accent Reduction provided by the Agency known as 'Accent Works' and he participated in a three-day workshop for Mathematics Teachers of Tribal Colleges of this area, held by QEM/TCUP in Denver during Summer 2005.

Mr. Harold Halliday, instructor, AutoCAD (Computer Aided Drafting), attended the New Mexico Higher Education Assessment and Retention Conference in Albuquerque in February 2005. He received an Expert Certification in Autodesk's INVENTOR Software and attended an Architectural Desktop level 1 and 2 class dealing with updated versions of the software.

Mr. Joseph C. Hibbard, law instructor, attended the annual Navajo Nation Bar Association conference in June 2005 and attended continuing legal education seminars throughout the year.

Honorable John Carey, legal assistant instructor, attended continuing legal education seminars associated with his position as a magistrate judge.

Diné College

Dr. Mark Bauer attended the USDA CSREES/SERD project director's conference, AIHEC Networking and Technical Assistance Workshop, and NSF Regional Mathematics workshop.

Dr. Edward R. Garrison presented at the Agency for Toxic Substances and Disease Registry (ATSDR) Pennsylvania Conference in Public Health meeting regarding the College Public Health program. The Bush Foundation supported 18 sessions on assessing pedagogy, curriculum development, and special topics. These special topics ranged from Navajo Sovereignty, Navajo Treaty, Sacred Mountains, and contemporary art. The foundation also supported division assessment meetings, symposium, colloquium and visitation to other TCUs.

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.1 Faculty, Administrator, and Staff Professional Development and Service (Continued)

Fort Belknap College

Sean Chandler, Department Head of the American Indian Studies Department, has been named as one of nine Fellows in a specialized leadership-training program through the national American Indian Higher Education Consortium (AIHEC). Several FBC staff members graduated from FBC: Melinda Adams, Business Manager; Dixie Brockie, Registrar; Carol Healy, Administrative Assistant; Carol Krominga, Business Manager Assistant; Cheryl Morales, National Science Foundation Grant Coordinator; and Taylor McCabe, former Bookstore Manager.



Haskell Indian Nations University

The following faculty were in advanced/terminal degree programs: Joni Murphy, Mike Tosee, Dan Wildcat, Mary Wilson, Gabe Begay, and Jim Bliven.

In addition, Haskell recognizes the outstanding work of our staff:

- Dan Wildcat made presentations related to environmental issues and concerns in Eastern Europe and the Altai Republic
- Sharon Condon and Reeze Hanson presented at the International conference on Intercultural Education from April 20-23, 2005 in Verona, Italy. The conference allowed for the characterization of how Haskell students achieved such goals as expanding cultural understanding and cross cultural communication strategies.
- Bill Curtis continues to produce and provide videos for use in curricula planning and instruction. Work he has completed or nearing completion since May 2005 are, "The Role of Women in Establishing the Tribal Government of the Florida Seminole," "Diabetes Based Science Education for Tribal Schools and Communities," "Aviation and Safety in the Alaska Region," "Boating Safety in the Alaska Region," and "Your Hometown on the Rez"
- Denise Low has had several articles, poems, and reviews published and has been invited to present her work at several institutional gatherings.
- Joni Murphy is involved in the development of the Discourse on Discovery: Native Perspectives on the Trail which is a portfolio of prints by fifteen contemporary Native artists who express their views through art about

the Lewis and Clark Expedition. It provides an avenue to address tribal stereotypes and incorporating Indian views in reviewing the Lewis and Clark Expedition.

- Trish Reeves has published a poem in the anthology *Only the Sea Keeps*, proceeds are to benefit last year's tsunami victims and this year's hurricane victims. Trish is also very proud of fact that she has influenced two students to achieve higher levels of success with their writing. Lisa Dixon had two poems published in the recent *Tribal College Journal* and Thomas Yeahpau has received a \$50,000 internship with Disney Productions by submitting a winning film based on a short story he wrote in Ms. Reeve's class.

Keweenaw Bay Ojibwa Community College

Penny Olson received her Master of Fine Arts from Northern Michigan University. Mary DeLine attended the NAEYC conference in Miami, Florida. As part of participating in the DETS collaborative project, Lynn Aho attended presentations on genetics, emerging literacy, curriculum development and evaluation, inquiry learning, Native Science, community participatory research, and historical trauma and aboriginal healing. She participated in a regional workshop on developing public health capacity through the tribal community college and in media training in conjunction with the Honoring Our Health partnership.

Little Big Horn College

Mathematics faculty member Dianna Hooker is near completion of a doctorate degree in mathematics. Ms. Hooker has presented at and attended the national meeting of American Mathematical Association of Two Year Colleges for two years, 2003 and 2004, and also presented twice at AIHEC in 2004. Tim McCleary, a history faculty member, is also near completion for his doctorate degree in anthropology. Mari Eggers has recently completed a master's degree in biological sciences (emphasis in ecology). She attended NSF's Course, Curriculum and Laboratory Improvements, and the American Geophysical Union's national conferences. Ms. Eggers also serves on grant review panels for the National Science Foundation, on the Partnership for Environmental Technology Education's Tribal College Advisory Board, and on the American Indian Research Opportunities Advisory Board. Many faculty members, particularly in the STEM fields, attend national conferences.

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.1 Faculty, Administrator, and Staff Professional Development and Service (Continued)

Oglala Lakota College

Oglala Lakota College Education Department faculty have participated in a number of national conferences, including best practices research for teaching beginning readers from a second language perspective.

Saginaw Chippewa Tribal College

Faculty members are provided with one professional development activity per academic year. Faculty are also given the opportunity to become members of national academic organizations. During AY 04-05 faculty members attended various assessment and curriculum conferences.

Salish Kootenai College

Four faculty members completed their advanced degrees: Dr. Michele Landsdowne, Business Department Chair, Doctorate in Entrepreneurship; Dr. Mary Herak Sand, Doctorate in Education; Dr. Keith Rennie, Master's in Business; and Alfred DeRoche, Master's in Business. Stacey Sherwin is involved in the University of Nebraska-Lincoln Ph.D. program in Education Administration/Higher Education Leadership.

Highway Construction Training Department Faculty Roger Williams received his Certificate of Training, which certifies him to instruct "work zone" flaggers. Dennis Talbott and Scott Harmon attended a conference in Salt Lake City, UT, for the National Association of Publicly Funded Truck Driving Schools. Roger Williams and Dan Whitworth attended a Conference/Expo Convention in Las Vegas, NV.

Many faculty members attended conferences and seminars including

- Dr. Lori Lambert—completed Using Flash for web development course, and presented at the 2005 Canadian Aboriginal Science and Technology Conference, Sydney, Nova Scotia.
- Dr. Tim Olson—American Astronomical Society 2005 Division of Planetary Science Conference in Cambridge, England.
- Misty Cordier, Information Technology instructor—Fundamentals of the Java Programming Language course in San Jose, CA, at Sun Microsystems.
- Doug Ruhman—Kellogg Leadership for Community Change training in leadership.

Sitting Bull College

Faculty members are given various opportunities for faculty development through attending conferences, workshops and professional development activities that are held on campus.

Southwestern Indian Polytechnic Institute

Angelle Khachadorian completed a doctoral program in Anthropology at the University of New Mexico. Dr. Khachadorian also participated in the Lannan Summer Institute at the Newberry Library in Chicago in 2005.

Stone Child College

Professor Matt Herman received his Ph.D. in English from SUNY Stonybrook in New York.

United Tribes Technical College

UTTC supports a broad array of professional development activities for its faculty through the coordination efforts of the UTTC Professional Development Committee. UTTC sponsors a Professional Development Day each academic session, featuring residential staff and external speakers that address topics about student learning assessment, technology, accreditation standards and processes, cultural education, office management skills, and leadership skills. All campus personnel and students are invited to attend these day-long programs.

As a vocational-technical postsecondary institution, UTTC requires its instructors to maintain certification credentials with a variety of professional organizations. Toward this end, college faculty complete selected coursework offered throughout the year by the North Dakota Department of Career and Technical Education. Karla Baxter (Health Information Technology), Leah Hamann (Early Childhood Education), Ray Dingeman and Mike Nason (Criminal Justice), Wayne Pruse (Arts & Art Marketing), and Michelle Schoenwold (Injury Prevention) were successful in re-certification. Instructors of allied health-related programs attend professional development seminars provided through different external organizations.

In AY 2004-2005, UTTC supported faculty pursuing advanced degrees. Bobbi Jo Zueger (Mandan, Hidatsa & Arikara Nation), Business Management instructor, earned her master's degree in management from the University of Mary in 2005. In addition, four staff members—Wanda Agnew, Jen Janecek-Hartman, Cheryl Long Feather (Standing Rock Sioux), and Leah Woodke—are currently pursuing doctoral studies.

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.2 Faculty Administrator, and Staff Research, Creative Activities, and Outcomes

Publications, Creative Activities and Presentations

(11 TCUs)

	03-04		04-05	
	FAC/ ADMIN/ STAFF	ACT.	FAC/ ADMIN/ STAFF	ACT.
Refereed Journal Papers Submitted	9	9	7	8
Refereed Journal Papers Published	15	22	9	7
Other Publications (books, chapters, etc.)	20	48	14	31
Conference Proceedings Published	29	38	12	16
Scholarly creative cultural activities (ex. exhibit, play)	86	64	83	44
Professional Presentations at National Conferences	44	186	39	54
Professional Presentations at on-campus workshops/seminars	45	107	60	110
Professional Presentations at off-campus workshops/seminars	35	90	55	101

Data from 11 TCUs: BMCC, BCC, CDKC, FBC, KBOCC, LBHC, SKC, SBC, SIPI, TMCC, WETCC

Proposals Submitted and Funded

(10 TCUs)

	03-04		04-05	
	FAC/ ADMIN/ STAFF	PROP.	FAC/ ADMIN/ STAFF	PROP.
Proposals Submitted for External Funding	75	128	65	126
External Proposals Funded	39	100	39	71
Total Amount of Funded Awards (\$)	\$18,265,152		\$16,792,730	

Data from 10 TCUs: BMCC, BCC, FBC, KBOCC, SCTC, SKC, SBC, SIPI, TMCC, WETCC

Faculty/Administrator/Staff Support for Research

(8 TCUs)

	FAC/ADMIN/STAFF	
	03-04	04-05
Release Time/Reduction of Course Load	9	10
Provision of Professional Research Staff	3	4
Provision of Student Research Assistant	9	7

Data from 8 TCUs: BMCC, BCC, CDKC, FBC, KBOCC, LBHC, SBC, WETCC

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.3 Faculty and Administrators' Outstanding Achievements

Bay Mills Community College

- Full-time instructor served on the board of the Eastern Upper Peninsula Domestic Violence Center.
- Science instructor collaborated with staff to write a successful grant for NASA Earth Science.
- Corrections instructor was a member of the Eastern Upper Peninsula Community Corrections Advisory Board.
- President served on the National Advisory Council on Indian Education (NACIE).
- Several staff members served on the Board of Directors for the Boys & Girls Club.
- A staff member served on the Board of Directors for the Journal of Extension.
- A staff member served on the Michigan Special Olympics Board of Directors.
- An administrator served as an evaluator/consultant on several Higher Learning Commission (NCA) accreditation visits.
- An administrator served on the Readers Panel for the Accreditation Review Council of the Higher Learning Commission (NCA).
- Numerous staff members served on college and community committees and boards.
- Ojibwe Language instructor presented at a conference in Hawaii for instructors of indigenous language.



Cankdeska Cikana Community College

Francine McDonald was nominated to participate in the AIHEC/Kellogg Foundation Leadership development program. The purpose of each program is to prepare ten exemplary individuals per year for the challenges and rigors of becoming the next generation of senior-level leaders.

Crownpoint Institute of Technology

Elmer Guy, President, completed his graduate course work, passed the comprehensive written and oral examinations and his Doctoral Committee approved his dissertation proposal.

Mr. Elmer Guy and Mr. Raymond Griego, alternative energy faculty, made a presentation on the newly developed Alternative Energy Program at the NASA Technical Symposium held in Puerto Rico.

Dr. Rosemary Blanchard, Dean of Instruction, presented a paper at Oxford Round Table, Harris Manchester College in the University of Oxford, and a paper at Northern Arizona University.

Ms. Colleen Gino, science and applied computer technology faculty, attended the Higher Education Consortium (AIHEC) STEM Institute in February 2005 and delivered an oral presentation: Integrating STEM Throughout the Curriculum, American Indian.

Gerry Rising was interviewed for Buffalo News regarding sundogs and other atmospheric phenomenon; the article was printed March 20, 2005.

Honorable Robert Yazzie, law instructor, presented training and discussion to American Samoa judges and others during the summer of 2005, regarding traditional Navajo justice principles. He also addressed the American Bar Association during the summer of 2005.

Diné College

Drs. Mark Bauer and Edward R. Garrison were actively engaged in research, academic service, and community service. They collaborated with the Navajo Nation to establish the Associate of Science degree in Public Health. This program serves the Community Health Representative/Outreach program and has impacted more than 160 students. Other projects have included the Geographic Information System academic and research program, student internships, and summer research, cooperative agreements with the Agency for Toxic Substances and Disease Registry. Dr. Garrison was an invited panelist at the Morehouse School of Medicine on Research Agenda Development Public Participation meeting, and Dr. Bauer published diabetes prevention research results in Diabetes Care Volume 2 Number 10, October 2003. Dr. Bauer also serves on the Navajo Nation Human Research Review board.

Fort Belknap College

Dr. Elizabeth McClain, allied health/natural resources instructor, participated in cross-cultural travel to Mongolia to immerse herself with the indigenous peoples whose lives revolve around the horse and who live in close association with the environment. She led the research group of Fort Belknap College student interns that detected the first mosquito in Montana which tested positive for the West Nile Virus. She and her students participated in the monitoring of mosquitoes with the State of Montana and Center for Disease Control. Dr. McClain also collaborated with the University of Montana in another West Nile project involving chickens as sentinels.

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.3 Faculty and Administrators' Outstanding Achievements (Continued)

Dan Kinsey, natural resources instructor, was nationally recognized by the Environmental Protection Agency for development of the Environmental Policy for the State of Montana. He received the Frank DeCouteau Award in recognition of outstanding efforts in developing an Aquatic Resource Protection Ordinance for the Fort Belknap Indian Community. Mr. Kinsey is a graduate of Fort Belknap College.



Annette VanderVen, computer science and mathematics instructor, participated in a mathematics and science workshop in New York City during Summer 2004 and then helped present the same workshop on campus for area mathematics and science teachers.



The Fort Belknap College was awarded a U.S. Department of Education Fulbright-Hays Group Projects Abroad Program grant to conduct a seminar designed to expand its Native American studies program and internationalize its arts, humanities, and social science curricula. During the five-week

seminar, 14 participating faculty members met with local scholars, attended academic programs at local universities, visited cultural centers and museums, and traveled to cultural and historical sites including Lima, Trujillo, Arequipa, Cuzco, and Machu Picchu in Peru; and Guatemala City, Antigua, and Tikal in Guatemala.

The faculty at Fort Belknap College participated in the Language Institute implemented by the White Clay project this summer. Their attendance at the institute expanded their knowledge and awareness of the local cultures and language of the Gros Ventre and Nakoda people. As a group, the faculty is taking on the challenge of retention, portfolio assessment, and a variety of ways to integrate culture into the curriculum.

Fort Berthold Community College

Stacy Baker was the AIHEC faculty leader and is our business instructor. She won seven out of the last ten business bowl competitions at the AIHEC student congress.

Kerry Hartman, who teaches environmental science, is pursuing a PhD and doing research on june berries and aquaculture. His research is funded through the U.S. Department of Agriculture, Cooperative State Research, Education and Extension Services.

Fort Peck Community College

Two of our current staff members, Craig Smith, bookstore manager, and Linda Parker, grants manager, earned MBAs from Gonzaga University this year. Several faculty and staff members are involved in pursuing advanced degrees or professional certifications.

Haskell Indian Nations University



Five faculty members have published books. Two faculty presented papers at an international communication conference in Italy. One faculty member traveled to Slovenia as a consultant on indigenous matters. Another faculty member curated two exhibits at the Kansas

University Spencer Art Museum. Three faculty members regularly publish poetry. Two faculty members are involved in a native grass research project.

Keweenaw Bay Ojibwa Community College

Penny Olson had short stories published in *Cream City Review* and *Earth Power Coming Two*; a nonfiction essay, "Like Father, Like Son;" and poems in *The Raven Chronicles* and *Songs of the Anishnaabe*.

Leech Lake Tribal College

Elaine Fleming, Mayor of Cass Lake and member of the Blandin Leadership Program, held a Voter Registration Drive in 2004. Duane Goodwin is one of ten International Sculpture Symposium sculptors world-wide. Michael Lyons organizes a drug and alcohol-free weekly Open Mic Night for community entertainment and arts.

Little Priest Tribal College

Two adjunct faculty members attended professional meetings while one presented at three professional conferences. Susan Skinner received the Nebraska Library Association's "Best Beginning Professional" award. This award is sponsored by the New Members Roundtable and Houchen Bindery.

Indicator XIII.3 Faculty and Administrators' Outstanding Achievements (Continued)

Northwest Indian College



Cheryl Crazy Bull, NWIC's president, was awarded an honorary doctorate by Sinte Gleska University. Ted Williams received funding to create a mathematics tutoring lab (through the National Security Agency and National Science Foundation) and to develop science lab curricula and delivery methods through distance learning technology (with Louis Stokes Alliance for Minority Participation funding).



Michelle Vendiola and Emma Norman participated in the National Service Learning Project and have developed extensive service partnerships between local agencies, faculty and students in our 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 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 Research Experience for Undergraduates (REU) and a NASA Space grant.

Oglala Lakota College

Currently OLC has at least five faculty currently pursuing their Ph.D. or terminal degree. Several of the faculty have recently published scholarly articles or presentations with peer review. The graduate studies department faculty have authored scholarly projects on the Journey of Lewis and Clark from the Native American perspective.

Salish Kootenai College

- Dr. Tim Olson published nine articles in peer-reviewed journals and served as co-author of nine scientific papers on gravitational wave physics and Mars exploration
- B. Abbott et al. published *A search for gravitational waves associated with the gamma ray burst GRB030329 using the LIGO detectors* in Physical Review. D72, 042002, 2004 and *Limits on gravitational wave emission from selected pulsars using LIGO data*, Physical Review Letters 94, 181103, 2004.
- 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.
- Michael Ceballos was the recipient of four awards during 2005: 1) Department of Defense (DOD) Instrumentation Grant (\$398,796); 2) National Science Foundation (NSF) EPSCoR–University of Montana Faculty Research Award (\$28,000)–Lentivirus Protein Structure, Function Relationships; 3) National Institutes of Health (NIH) Bridges, University of Montana Research Fellowship (\$14,000)–Bridging American Indians to Research [Faculty Development Award; and 4) NASA–Montana Space Grant Consortium Science, Mathematics, Engineering, and Technology Enhancement Grant (\$56,000). Through the NASA-MSGC grant, Michael hosted a Spring Science seminar in 2005 in which approximately 60 area high school juniors and seniors visited SKC to participate in presentations about educational opportunities in the basic science research for Native American students and students from economically disadvantaged communities.
- Dr. Frank Tyro and Dr. Lori Lambert produced *Sacred Salmon: A Gift to Sustain Life* in 2004. The program received several awards.
- Dr. Tyro's artwork, including a welded metal sculpture, photographs, and woodcarvings, were featured at the Sandpiper Gallery, Polson, Montana, in 2005.
- Cindy O'Dell, Education Department Chair, wrote a successful grant proposal securing federal funds to provide monthly stipends to elementary education majors who are tribal members. This income allows them to stay in school without the necessity of a part-time job and gives them the opportunity to focus on their schoolwork with less financial burden.
- Pat Hurley, Environmental Science, was recognized as one of the five annual Flathead River Honorees, an award presented by the Confederated Salish and Kootenai Tribes River Honoring Committee for "outstanding contribution toward preserving the Lower Flathead River for generations to come." Hurley initiated the Environmental Science Baccalaureate Program and has served 23 years on the Board of Directors for Flathead Resource Organization, a local grassroots environmental organization.

Section XIII. Faculty, Administrator, and Staff Professional Development, Research, and Outstanding Achievements

Indicator XIII.3 Faculty and Administrators' Outstanding Achievements (Continued)

Southwestern Indian Polytechnic Institute

Sam Henderson, the Director for the Vision Care Technology Program, received the 2005-06 Dennis Tilley Educator of the Year Award by the National Federation of Opticianry Schools. He is certified by the American Board of Opticianry and National Contact Lens Examiners and is a current and past Commissioner for the Commission on Opticianry Accreditation.

Stone Child College

Merilee Russell, English instructor, and Ann Johnstone, Human Services instructor, received a Fulbright Scholarship to the Newberry Library in Chicago, IL, to research the History of Native American Education. Matt Herman, English professor, and Robert Murie, history instructor, received a grant to do research on the History of the Rocky Boy's Indian Reservation.

Tohono O'odham Community College

Recently Mr. Danny Lopez, the language instructor, was awarded the Head of the Herd. This award represents the identification of Mr. Lopez as a living legend.

Turtle Mountain Community College

Andrew and Margaret Johnson (English instructors) involved their students in a service learning exercise (fall semester, 2005) with the local community and schools on diabetics. The students did research on the subject matter and presented the results to local high school students.

Kathy Henry (early childhood instructor) coordinated a regional science fair for local elementary, middle and high schools (spring semester, 2005). The science fair was held at the TMCC campus, and students, faculty and staff were used as judges. The students in the elementary education program participated as mentors and tutors for the K-12 students involved in the science fair.

Dr. Penny Parzyjagla (music instructor) coordinated a number of musical presentations for the college and community. The presentations were held in the TMCC auditorium.

United Tribes Technical College



Phil Baird (Sicangu Lakota), Dean of Vocational and Academic Services, received an honorary doctorate degree in 2005 from Sinte Gleska University in Rosebud, S.D. As president of the North Dakota Cowboy Hall of Fame, he was a key leader in a state effort to establish the NDCHF Center of Western Heritage & Cultures: Native American, Ranching, and Rodeo.



Dennis Renville (Sisseton-Wahpeton Sioux), Associate Dean of Vocational and Academic Services, was elected in June 2005 as chair of the National Tribal Steering Committee on Injury Prevention.



Shirley Bordeaux (Sicangu Lakota), Dean of Finance and Business Services, served as project leader for a tribal homelands education project supported by the Indian Land Tenure Foundation. The project developed curricula materials targeting a tribal community population group of learners 16-24 years of age.

Jeff McDowell, department chair for Computer Information Technology, earned several certifications including CompTIA Network+, Certified Internet Web Associate, Cisco Networking Academy, N.D. CTE-CIW Site Designer, and Certified Internet Web instructor. He was also recognized by Who's Who in America. Jeff serves on the N.D Southwest Tech Prep Committee.

Section XIV. Financial Needs for Institutional Development

Indicator XIV.1 Institutional Areas Most in Need of Additional Financial Support

College of Menominee Nation

CMN is very understaffed; there is a lot of work and employees wear many hats. Fortunately, employees have a strong commitment to CMN and dedication to the work they do for students and community. CMN needs operational funds to grow an exceptionally strong college.

CMN students need scholarship funds. CMN does process federal, state and other financial aid for its students; however, it has opted not to offer student loans. Many students rely on aid to pay for their expenses; the large number that are not eligible for federal or state financial aid apply for a very limited number of scholarships that are available. Transportation is also a need since rural areas do not have transportation systems in place.

The College of Menominee Nation was started in 1993 with no physical infrastructure and literally built the campus from the ground up. The College has been quite successful in grant writing for construction funds. However, as the student population continues to grow, so to do the infrastructure needs. CMN's greatest need in infrastructure is a library for students to do research and study. We have the books—10,000 in storage, but CMN needs a library in which to place them so students can use them.

Crownpoint Institute of Technology

The CIT campus is somewhat isolated so there is a need for more married student, faculty and staff housing. The campus needs more infrastructure to house greater library resources, more computer labs, tutoring centers, more science labs, and classrooms more conducive to seminar-type instruction and to practicum instruction.

CIT has a need for more instructors for remedial courses, laboratory and tutoring personnel, technology personnel (IT department) and a Public Relations person. They also need more vans for commuter students and an activity bus.

Diné College

DC needs scholarships in the form of employment, internships, and stipends; buildings and classrooms for instructional television, science laboratories, libraries, and multi-use areas for all campuses; staff for academic support including tutoring, advising, and career planning; and student support including counseling, substance abuse intervention, and programming; and

technology support for instructional television, on-line course and faculty development.

Fort Belknap College

As FBC continues to grow with the construction of new buildings, the cost of operating and maintaining expanded facilities also increases. Grant funds pay for new construction but cannot be used for covering these ongoing expenditures. The additional costs associated with these facilities place a growing burden on the limited general fund budget.

Limited funds to support instructional programs result in too few instructors who teach too many classes. Increased faculty numbers and reduced teaching loads would provide more opportunities for effective student mentoring and advising, improved instructional and assessment practices, and increased faculty research and scholarship. This is especially true in non-science disciplines (arts, humanities, business, Native American Studies, etc.), where grant funds are very limited.

FBC staff and faculty are engaged in a number of outreach efforts to increase public knowledge and awareness of programs and services. However, these efforts would be much more effective if they were coordinated through a central office of communications and public relations. Such a position would support student recruiting, community relations, and private sector fundraising efforts across campus.

FBC currently does not have student housing. With the shortage of housing available to students in the community and the long distances they must drive; student housing would benefit the students and increase retention rates. Students continue to face major financial obstacles that prevent them from attending and completing college. Transportation costs, in particular, have risen dramatically in the past year. Student housing would help with transportation costs.

Haskell Indian Nations University

HINU needs a science building, a childcare facility, faculty development, and general operating endowment funding.

Section XIV. Financial Needs for Institutional Development

Indicator XIV.1 Institutional Areas Most in Need of Additional Financial Support (Continued)

Little Priest Tribal College

The number one need at the College is recruitment funds so that the College can improve its enrollment. LPTC can only become viable as an institution of higher learning if its enrollment increases to over 200 FTE.

The main administrative building was built in the 1950s and is in dire need of repair. Funding needs to be secured for computer infrastructure and for distance education technology. Scholarship funds need to be secured on an ongoing basis for summer students and other students in general including the non-Native students.

Another primary need is to improve internal controls and other basic operational functions at the College. This means that more core funding is needed to strengthen the College's ability to meet federal government and accreditation requirements.

Salish Kootenai College

Areas most in need of financial support at SKC include student scholarships, physical infrastructure including construction, maintenance and operation, deferred maintenance, endowment for faculty and upper-level administrative salaries, and operational support of academic programs.

Sitting Bull College

The College Student Support Services TRIO program was not funded. Resources are needed to develop new programs and support them until they become sustainable. Scholarships are needed to provide for unmet needs of the students.

Southwestern Indian Polytechnic Institute

The college needs family housing and funds to develop the library, operate a comprehensive student services program, establish an Institutional Research Office and Development Office, place a notebook computer in the hands of every student, and offer a paid internship program for students that allows them to further their academic life.

Tohono O'odham Community College

The College is planning its Capital Campaign to build its main and west campuses. This is the primary focus of the College. The College is currently leasing facilities and is housed in temporary buildings.

White Earth Tribal and Community College

The four institutional areas most in need of additional financial support are physical plant (need for a new building to house our college), scholarships for students, funds for student stipends to assist students with childcare and travel costs, and finally, faculty and staffing costs including associated equipment (computers, lab equipment, etc).

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.1 Academic and Research Partnerships/Collaborations: AY 2004-05

Most TCUs are actively engaged in multiple partnerships or collaborations with other higher education institutions, research institutions, and federal and state agencies. These partnerships are varied, ranging from research to collaborated degree offering programs. Some examples follow:

Bay Mills Community College

BMCC partnered with Ferris State University to deliver a Bachelor Degree in Elementary Education to meet the needs of BMCC students who typically have family responsibilities that prevent them from traveling four hours to Ferris campus. Students take all of the courses entirely on BMCC's campus or online.

Cankdeska Cikana Community College

The Diabetes Education in Tribal Schools (DETS) grant was funded through National Institute of Health. The five-year project, along with seven others, is developing a K-12 curriculum that addresses the serious threat that diabetes poses to the Native American population.

Collaborations with the University of North Dakota, Idea Network of Biomedical Research Excellence, and RISE grant programs provide funds to CCCC for the purchase of equipment for various chemistry and biology classes and labs.

College of Menominee Nation

CMN has a Memorandum of Understanding and Commitment with Galen University in Belize chartering the Association of Educators in Sustainable Development. CMN collaborated with SIPI on a two-week student ecological field trip that visited various environmental field research stations and tribal land management offices.

Diné College

The College has a memorandum of agreement with Arizona State University, University of Arizona, Northern Arizona University, New State University, Coconino Community College, and Northland Pioneer College to facilitate transfer students as well as faculty resources.

The College, in conjunction with the Navajo Nation, also coordinates higher education initiatives on the Navajo Nation.

Fort Belknap College

- Teacher Training Program—an articulation agreement with MSU Northern, Havre, Montana, for Native American elementary school teachers who are pursuing their baccalaureate degrees in elementary and secondary education.
- Head Start Teacher Training Program—an articulation agreement with MSU Bozeman, Bozeman, Montana, for Native American Head Start teachers who are pursuing their baccalaureate degrees in elementary education.
- MHCOP—The Psychology and Human Services Department has an agreement with the University of Montana, Missoula, Montana, for those students who are pursuing their baccalaureate degrees in Psychology.

Fort Peck Community College

FPCC has articulation agreements with Rocky Mountain College for bachelor's degrees in education and information technology; with Montana State University/Northern for bachelor's degrees in education and business technology; and with the University of Montana for bachelor's degrees in psychology. FPCC also has a cooperative agreement with Salish Kootenai College for Nursing. FPCC has a Rural Systemic Initiative (NSF) program with the K-12 schools on the reservation. FPCC is involved in four projects with tribal industries.

Haskell Indian Nations University

HINU has partnerships with the University of Kansas, Kansas State University, Lawrence Unified School District, Eudora Unified School District, Bert Na Community Mental Health Center, Pélathé Community (Indian) Center, Environmental Protection Agency, Construction Engineering Research Lab (CERL), Department of Army, and Army Corps of Engineers.

Keweenaw Bay Ojibwa Community College

Student interns worked at the KBIC Natural Resources Department. Construction trainees have participated in on-the-job internships at Tribal Construction Company and Ojibwa Housing Authority. Faculty have collaborated with Michigan Technological University on science programs.

KBOCC also collaborates with community partners in the area.

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.1 Academic and Research Partnerships/Collaborations: AY 2004-05 (Continued)

Leech Lake Tribal College

- LLTC's articulation agreement with Bemidji State University resulted in acceptance of a Liberal Education degree.
- STEM/National Science Foundation–Engineering Feasibility Study.
- Post Secondary Education Opportunity (PSEO) with Cass Lake-Bena School, LaPorte, and Bug-O-Nay-Ge-Shig School districts.
- Leech Lake Band of Ojibwe Headstart Program–Employees pursue a Child Development Associate certificate and AA degrees in Early Childhood Education.
- Library use agreement with the Bemidji State University.
- St. Louis University–Engineering students attended eight weeks of culturally infused classes at LLTC in Summer 2006.

Little Big Horn College

- Montana State University-Billings–Teacher Training
- Montana State University-Bozeman–American Indian Research Opportunities
- Montana State University-Bozeman–Agricultural Programs
- Montana State University-Bozeman–INBRE Program
- SUNY College–Traditional Ecological Knowledge Research
- Fort Peck Community College–NIH Bridges
- Fort Peck Community College–STEP
- University of Wyoming–Training in advanced microscopy techniques and short student internships in cell biology
- Rocky Mountain College–Environmental health courses (long distance delivery).

Little Priest Tribal College

University of Nebraska Kearney (UNK), University of Nebraska Lincoln (UNL), University of Nebraska Omaha (UNO) Space Grant and NE BRINN program. LPTC is working on a major project with The National Museum of the American Indian and the University of Queensland, Australia, to build a worldwide Indigenous Knowledge Management Software (IKMS) database of digitized Indigenous objects, videos, images, and audio.

Nebraska Indian Community College

The College is partnered with two 1860 land grant institutions, the University of Nebraska and Iowa State University. These partnerships provide opportunities for the College to discover the latest trends in different areas and for a direct research outlet.

Oglala Lakota College

In the K-12 educational area, OLC has working partnerships for student teachers, interns and laboratory practices with Shannon County Schools, Rapid City Area Schools, Porcupine Tribal School, Little Wound Tribal School, Red Cloud School and more.

OLC's Nursing degree program has developed strong clinical partnerships with the Indian Health Service Hospital at Pine Ridge, Sioux San Hospital, Rapid City Regional Hospital and Rapid City Community Health.

OLC's Math and Science programs have partnered with the South Dakota School of Mines and Technology, University South Dakota and NASA. The research projects continue to support the local K-12 schools with programs targeted at increasing the number of highly qualified math and science teachers at the K-12 schools on the Pine Ridge Reservation.

Salish Kootenai College

A few examples of many active research partnerships include a partnership with the University of Montana (Missoula, MT), Montana State University (Bozeman, MT), and the University of Wisconsin (Oshkosh, WI). Michael Ceballos assisted eight students in obtaining undergraduate research awards. In conjunction with Dr. Sandy Ross (Department of Chemistry and Pharmacology, University of Montana), Michael helped to develop and co-teach a course in Physical Biochemistry, which was offered as a graduate course at UM and an upper-division undergraduate course at SKC.

College environmental science instructors William Swaney and Adam Johnson collaborated with the University of Montana's Flathead Lake Biological Station in research of "Biocomplexity in the Environment: Emergent Properties of Alluvial River Flood Plains." This project involved measurement of hyporheic flow, insect distribution, and vegetation on the Nyack area of the Flathead River near Glacier National Park and along the Jocko River on the Flathead Reservation.

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.1 Academic and Research Partnerships/Collaborations: AY 2004-05 (Continued)

Cheryl Wooley Desjarlais collaborated with Dr. Wayne Stein, associate professor of Native American Studies, Montana State University-Bozeman, on an article published by the *Tribal College Journal of American Indian Higher Education*.

Doug Ruhman collaborated with Turtle Mountain Community College's School of Education regarding development of a tribal college elementary education program at SKC; Doug also collaborates extensively with local school districts and various community organizations through elementary education program outreach and Kellogg Leadership for Community Change (KLCC) program.

Sitting Bull College

Formal collaborations include

- Sunday/Summer Academies—North Dakota State University and the North Dakota TCUs
- INBRE—North Dakota Colleges and Universities and North Dakota TCUs
- National Institute of Health grant
- USDA Multicultural Alliances Tribal Colleges Research Grant—NDSU
- Natural Resources Education (NRE) program—FBCC, SGU, NICC, Iowa State University, University of Nebraska, South Dakota State University and North Dakota State University
- North Dakota Space Grant Affiliate—University of North Dakota
- NASA
- Costa Rica Program—University of Hawaii

Stone Child College

Stone Child College collaborates with the Rocky Boy School District 87J with the Head Start Program administered by SCC. The Head Start Program also collaborates with Montana State University in Bozeman, MT, for classes with the Early Childhood Education Program. The Rocky Boy Head Start Program has sixteen enrolled students with six students attending online classes at Montana State University in Early Childhood Education.

Tohono O'odham Community College

TOCC currently has a research relationship with the University of Arizona collecting data on Diabetes Prevention that emerged from the community.

United Tribes Technical College

Examples of collaborations include

- UTTC/OV CDC: Offering Substance Abuse Counseling and Office Technology coursework to students located at the Owens Valley Career Development Center in Bishop, California, through a memorandum of understanding;
- UTTC/SGU: Offering upper division coursework in early childhood and elementary education through an articulation agreement with Sinte Gleska University;
- UTTC/UND: Offering teacher education opportunities to American Indians interested in undergraduate and graduate programs in the areas of special education, elementary education, and education administration with the University of North Dakota;
- UTTC/ExactMed: Under a new Department of Labor initiative, the UTTC Health Information Technology department is implementing a new medical transcription/coding certificate program in response to needs of the health care industry and workforce training; and
- UTTC/NativeView: Through its new Tribal Environmental Science program, UTTC is working with other tribal colleges to collaborate on joint projects involving geospatial technology. An effort is underway to formally establish "Native View" as a new tribal intercollegiate organization focused on developing geospatial education capacities among tribal colleges and universities.

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.2 Significant Grants and External Funding

TCUs receive funding from many external sources including federal and state agencies, industry and private foundations. A few TCUs initiated fund raising campaigns for specific purposes such as new campus construction. Some examples follow:

Bay Mills Community College

BMCC received a U.S. Department of Housing and Urban Development-Indian Community Development block grant and a U.S. Department of Education Title III grant. These funds will be combined to construct the Bay Mills Community College Culture and Language Learning Center. A grant from NASA will provide funds for three years of implementation of the GLOBE and THEMIS program and a grant from the U.S. Department of Education; Title III will provide BMCC the opportunity to implement cutting edge technological innovations in IT.

Cankdeska Cikana Community College

CCCC received a National Library of Medicine (NLM) grant to build the library health collections and develop health curriculum.

College of Menominee Nation

CMN received State of Wisconsin grants for technical and vocational education of minority students, disabled students, GED, and dislocated workers. They also received various funding from the National Science Foundation, Department of Education Title III, a Student Success TRIO Grant, a Department of Education Native American Technical Education Grant, and a Department of Defense Scientific Equipment grant.

Crownpoint Institute of Technology

CIT received funding from the National Science Foundation, Department of Education Title III, Department of Energy, NASA, Department of Agriculture, Navajo Nation, and Uranium Research.

Diné College

Title III Project, a five-year grant, provides support to enhance assessment and accreditation work.

A Title III construction grant supports the technology infrastructure at all the Diné College sites. An Office of Indian Education grant supports the Elementary Education program with Arizona State University. The Office of Special Education and Rehabilitation supports the Navajo language-based early childhood education. The Department of Education awarded a grant for a Professional Development School with Arizona State University-West. The National Science Foundation awarded a grant for the RISE project and

Diabetes Research Project. Special grants for student services included Upward Bound, Student Support Services, Arizona Prop 301 learning center initiatives, and workforce development.

Fort Belknap College

FBC received grants from the US Department of Education (Student Support Services, Indian Education Professional Development, and Title III), US Department of Defense (Tribal College Instrumentation Grant Program), US Department of HUD (TCUP Construction Grants Program), US DHHS, Administration for Native Americans (Social and Economic Development Strategies), USDA/CSREES (Tribal Colleges Research, Extension and Equity Grants), USDA/Rural Development (Tribal Colleges Initiative), and Montana State University/NASA (Montana Space Grant Consortium Curriculum Project).

Fort Peck Community College

During AY 2004-05, FPCC participated in 46 federally funded grant programs, four foundation programs and five state of Montana projects. The Title III Strengthening Developing Institutions funds have been used to develop the college endowment, to strengthen the Office of Sponsored Programs, to improve grant financial management, to expand tribal studies and fine arts, to implement a student retention process, and to construct a new college facility in Wolf Point. The NAVTEP program is in the final year of a five-year cycle and has funded faculty and students in five areas of vocational and technical training. The TCUP program has provided faculty development in innovative techniques of teaching math and science, funded student interns for hands-on experience at the college and off-campus sites, and allowed for the incorporation of technology in the classroom and laboratory.

Haskell Indian Nations University

The strength of the University in successful collaboration has been enhanced in part by Haskell's unique status as a federally funded higher education institution, as a respected tribal college and as a Land Grant institution. As a result, Haskell Indian Nations University has collaborated with numerous federal agencies, tribal colleges, mainstream colleges and universities, tribes, organizations serving tribal people and land grant institutions from throughout the United States. These collaborations have enabled Haskell to provide advanced training to its faculty, update equipment and infrastructure and have provided research and educational opportunities for Haskell students. On a national level, Haskell has partnered with the Department of Defense, the Army Corp of Engineers and the Engineering and Research Development Center. These collaborations have generated collaborative

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.2 Significant Grants and External Funding (Continued)

opportunities with the Construction Engineering Research Laboratory (CERL) at the University of Illinois. Presently the university has over twenty-four grants, contracts and agreements, such as NIH/NIDDK, NSF-TCUP, Title III, TRIO, and Office of Trust Records to name a few.

Institute of American Indian Arts

IAIA received a Ford Foundation grant to support capacity building, a language preservation initiative, and core operations. They also received a grant from the Economic Development Administration for construction of a Lifelong Learning Center, an Exemplary Award from Arts in America for support of institutional strengthening, and a Title III, Department of Education grant for administrative support, faculty development, an outreach program to high school youth, and a Chair of the Indigenous Studies Department. Another grant was from the National Endowment of the Humanities for construction and implementation of an Artist-in-Residence Program of the Lifelong Learning Center.

Keweenaw Bay Ojibwa Community College

The Institute of Museum and Library Services supports the library. AMP, NASA-CIPA grants support the science program, and NIH and HOH grants support student services in the health care field.

Leech Lake Tribal College

The National Science Foundation awarded a grant to LLTC to further infuse Anishinaabe knowledge into science curriculum and to further develop six Community Learning Centers. LLTC received a construction grant from the Department of Education.

Little Big Horn College

LBHC received a Title III Construction Grant (Library/Archives/Administration), Title III Strengthening Institution Grant for five years, and a TRIO Student Support Services for four years. Other awards received were a USDA Rural Community Facilities (Library/Archives/Administration) grant, a Headstart Teacher Training grant for five years, a State of Montana-Writing Tribal Histories Grant for two years and a State of Montana-CTEP Community Improvement Grant (sidewalk and monument sign).

Little Priest Tribal College

LPTC is in its second and final extension year for its Title III grant. LPTC is in an extension year of its Gear Up grant. LPTC receives funding for The Family Life Center (FLC) which is a Family and Community Violence Prevention Program funded by the Office of Minority Health. LPTC received

grants from USDA/CSREES (Tribal Colleges Extension Capacity Grant) and USDA/CSREES (Tribal Colleges Special Emphasis on Science and Technology).

Northwest Indian College

A grant from the Institute of Museum and Library Services will increase the Native American library holdings and provide professional development for the Library Director; a Department of Health and Human Services five-Year Head Start Partnership Grant will sponsor a degree program in Early Childhood Education; the National Science Foundation TCUP Grant funds the recruitment and retention of students into STEM fields of study; a USDA Tribal Education Equity grant will support the development of a four-year program in Natural Resources; research grants from the National Oceanic and Atmospheric Administration will engage students in habitat restoration and marine biotechnology projects; an instrumentation grant from the NSF for environmental science research equipment to provide research experience for students especially in the area of water quality; construction grants from the Department of Education and USDA will assist in completing Phase I of the new campus (including classroom facilities, the Center for Student Success [offices], and a model distant education classroom at the Swinomish Extended Campus); distance education capacity building grants from the Bill and Melinda Gates Foundation, NASA and NSF's All Nations Louis Stokes Alliance for Minority Participation will significantly increase access to program of study courses at selected extended campus locations; student services grants include the Department of Defense sponsoring a math tutoring lab and TRIO Student Support Services; Title III Challenge Grant Endowment and Scholarships; a USDA grant will incorporate the traditional use of plants in a healthy lifestyles model to reduce incidence of diabetes among Native Americans in the Pacific Northwest; a five-year grant from the NIH supports diabetes-based education in tribal high schools.

Oglala Lakota College

Oglala Lakota College has a number of significant grants that fund successful programs both academically as well as providing services to our reservation community. In the academic and research arena, OLC continues major grants from NASA, the National Science Foundation and the U.S. Department of Agriculture. This past year, OLC has applied for and received authority to manage and deliver the Head Start early childhood education program for the Pine Ridge Indian Reservation.

Section XV. Partnerships/Collaborations and External Funding

Indicator XV.2 Significant Grants and External Funding (Continued)

Salish Kootenai College

- Four-year renewal of the College's Student Support Services project.
- Refunding of Upward Bound, Gear Up, and teacher education programs.
- Acquisition of construction funds for a classroom building for information technology, a health and recreation center.
- Upgrades the campus sewer system.

Sitting Bull College

Title III—Strengthening Institutions—One year construction and five year program planning grant; USDA—Community Facilities and Tribal College—Construction dollars for new campus; Native American Vocational & Technical Education Grant Continuation—Supports Associate degree programs in nursing, criminal justice, and information technology; BIA—Office of Special Education & US Department of Education Office of Special Education Grants—Supports Associate and Bachelor's degrees in Teacher/Elementary/Special Education; Northwest Area Foundation—Horizons Program—To increase civic engagement and depth and breadth of leadership for three small, rural communities; TCUP—NSF—Enhancing STEM programs through research and culturally relevant curricula; FEMA—Development of a mitigation plan.

Stone Child College

A two-year grant from the state of Montana to develop education resources for the public schools; a Title III grant; a Rural Development grant to assist with our Learning Center construction.

Tohono O'odham Community College

- TOCC received funding from AIHEC and the CDC to disseminate culturally-based strategies for preventing diabetes.
- The U.S. Department of Education's project NATIVE will prepare 20 American Indians to be public school teachers in Tohono O'odham Nation.
- The Office of Indian Education of the U.S. Department of the Interior's Bureau of Indian Affairs, is helping teaching assistants at BIA schools to earn associate degrees in elementary education.
- NSF's Tribal Colleges and Universities Program supports TOCC's efforts to fortify science, technology, engineering, and mathematics curricula.
- A U.S. Department of Education Title III grant provides funds to develop laboratory-based science programs.

- TOCC also received a grant from the SAFE-Service Learning Grant, AIHEC Health Fair Grant, and USDA Extension and Equity in Education Grants.
- In addition, TOCC has acquired funds from the Fulbright Scholar-in-Resident Program for an O'odham instructor from Mexico.

United Tribes Technical College

Scholarship Capital Campaign—UTTC initiated a \$3.0 million student scholarship campaign with Phase One targeting local businesses and organizations; National Science Foundation—A five-year grant will support the establishment of a new Tribal Environmental Science degree program, leading to the creation of expanded science and math education opportunities; Department of Defense—a major federal contract provides expanded library services for military personnel and tribal college students; Department of Education—Two multi-year grants approved in 2005 support a collaboration between UTTC and the University of North Dakota to provide undergraduate and graduate studies for future elementary teachers and principals; Department of Labor—UTTC will utilize a new multi-year grant to address workforce training needs in the health care industry by offering a new medical transcription/coding certificate program; BIA funds were restored for UTTC's base operational needs; Carl Perkins Funding—successfully administer its career-technical education programs and student support services.

White Earth Tribal and Community College

WETCC received Title III and NSF TCUP awards in 2005.



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Bay Mills Community 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. Bay Mills Community College (BMCC) is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to offer associate degree programs, as well as certificate programs 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.

Other Programs and Initiatives

BMCC operates a Virtual College, which offers the Early Childhood Education program entirely online. Early childhood educators in tribal communities throughout the country have completed this program as part of their professional development plans. The BMCC Learning Center provides academic support through peer tutoring, computer-assisted instruction and study skills classes. The Center is the hub of the Academic Enrichment program, where entering students undergo reading, writing and math skills assessments which are used to help the students make course, program, and career choices. Community service provides important opportunities for academic and personal growth of the students as well as for helping address development needs of their communities. The Community Education Program offers high school completion and GED test preparation classes throughout Michigan.

The BMCC Cultural Heritage Center is located within the library building of BMCC. Featuring the James O'Keene Native American Heritage College, the center houses a museum of historic materials representing many indigenous cultures of North America.

Institution Profile

year founded	1984
chartering tribe	Bay Mills Indian Community
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	12214 W. Lakeshore Drive, Brimley, MI 49715
institution website	www.bmcc.edu



Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Languages	Nishnaabemwin Language [Ojibwe Language Immersion Program] (CT); Nishnaabemwin Language [Ojibwe Language Instruction] (DL); Nishnaabemwin Pane-Comprehension & Speech Production (CT); Ojibwe Language Instruction: Nishnaabemwin (AAS)
American Indian Studies	Great Lakes Native American Studies (AA, CT); Nishnaabek Community/Cultural Service (AAS)
Automotive Technology	Automotive Technology (AAS)
Building Trades	Construction Technology (AAS)
Business	Business Administration (AA); General Business Management (CT)
Computer Technology	Computer Systems Technology (AAS), Computer Applications Technology (AAS)
Corrections/Law Enforcement	Corrections Officer (CT); Criminal Justice: Corrections (AA)
Education-Paraprofessional	Early Childhood Education (AA); Education (AA); (CT)
Environmental Science/Natural Resources	Natural Resource Management (CT)
Health Careers	Health & Fitness (AA)
Human Services	Human Services (AAS, CT)
Liberal Arts/General Studies	General Studies (AS)
Office Administration/Technology	Medical Office (CT), Office Systems (CT)
Social Science	Social Science (AA)

DL Diploma

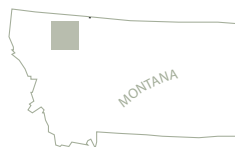
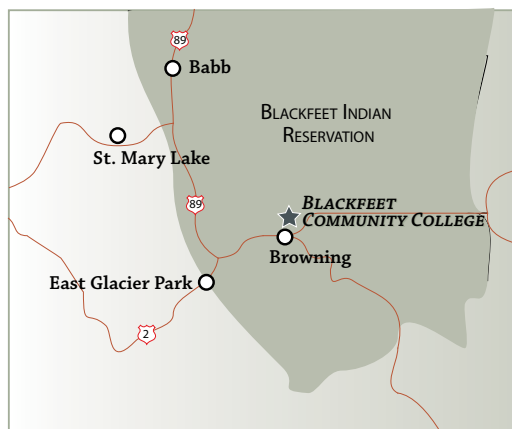
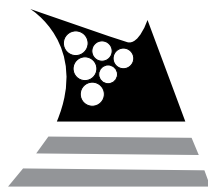
CT Certificate

AAS Associate of Applied Science

AA Associate of Arts

AS Associate of Science

Blackfeet Community College



Blackfeet Community College is located in Browning, Montana, on the Blackfeet Indian Reservation, on the eastern side of the Rocky Mountains, where terrain flows from rugged mountaintops to rolling hills of grasslands, to farmland plains. The reservation occupies an area of 1,525,712 acres adjacent to Glacier National Park, Lewis and Clark National Forest, and the province of Alberta, Canada. Browning, the largest community on the reservation, is the trade/service center for the reservation. Smaller communities include Babb, St. Mary, Heart Butte, Blackfoot, Starr School, East Glacier Park and Seville.

In October 1974, the Blackfeet Tribal Business Council chartered the Blackfeet Community College to provide post-secondary and higher educational services to the residents of the Blackfeet Indian Reservation and surrounding communities. The impetus for this action grew from early tribal efforts to provide educational opportunities to residents in a physically, climatically, and culturally isolated area. In December of 1976, extension courses were offered through Flathead Valley Community College. In 1979, BCC became an independent institution. In December 1985, BCC received full accreditation from the Northwest Association on Schools and Colleges. The College's accreditation was reaffirmed most recently in 2000 after an extensive self-study review process.

Blackfeet Community College has developed objectives and purposes based on goals identified by the Blackfeet Tribe: promote educational opportunities; increase the educational level; advance the knowledge and pride in Blackfeet heritage; improve tribal management; provide community facilities for advancement in education and other tribal institutions; and provide cultural and recreational opportunities for the residents.

Blackfeet Community College enrolls an average of 650 students annually. Students range in age from 18 to 75 and come from Browning and surrounding communities on and off the reservation. Through the website, the College has the potential to reach many more individuals outside of the area.

The Blackfeet Community College campus is located on the south end of Browning, just off Highway 2 & 89. Thirteen buildings house the Administration, Student Services, Academic Affairs, and Vocational Education Departments, as well as the library, classrooms, and various programs.

The Blackfeet Community College staff and faculty employees are approximately 90% Blackfeet enrolled tribal members or descendants.



Institution Profile

year founded	1974
chartering tribe	Blackfeet Tribal Business Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	PO Box 819, Browning, MT 59417
institution website	www.bfcc.org

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Languages	Blackfeet Studies (AA)
American Indian Studies	Blackfeet Language Studies (AA)
Building Trades	Building Trades (CT); Construction Technology (AAS); Heavy Equipment Operation (CT), (AS)
Business	Business Management (AS)
Computer Science	Computer Information Science (AS); Network Technician Support (AAS)
Education-Paraprofessional	Early Childhood Education (AA); Elementary Education (AA)
Environmental Science/Natural Resources	Natural Resource Management (AAS)
Hospitality Industry	Hospitality Operations (CT); Hospitality Operations Management (AAS)
Human Services	Chemical Dependency Counseling (AA); Criminal Justice (AA); Human Services/Social Work (AA); Psychology (AA); Human Services (AA)
Liberal Arts/General Studies	Liberal Arts (AA); Math & Science (AS)
Nursing	Pre-Nursing & Allied Health (AS)
Office Administration/Technology	Office Administration (AAS)
	Small Business Management (AAS); Construction Technology (AAS); Network Technician (AAS)

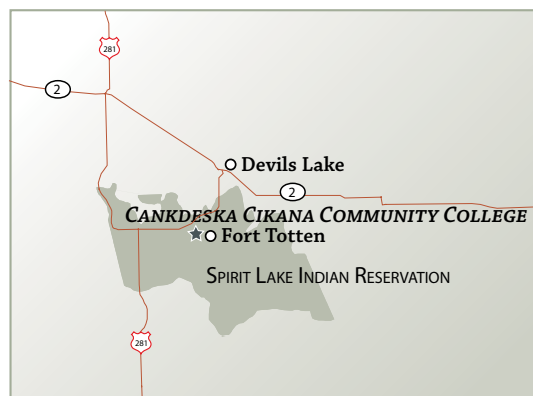
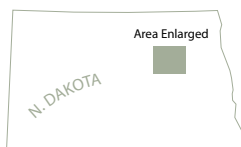
CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



*Photo Credit: BCC

Cankdeska Cikana Community College

(Cha-GDEH-shkah CHEE-kah-nah)



Cankdeska Cikana Community College 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.

CCCC is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools. The College is a member of the American Indian Higher Education Consortium and the North Dakota Association of Tribal Colleges. CCCC is also a member of the North Dakota University System and has articulation agreements with several state institutions.

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...

Shared Responsibility

- We strive to be respectful of each other.
- We believe in the value of education.
- We value working together—student, College, family and the community.

Commitment to Quality

- We strive toward being the best tribal community college.
- We strive to provide appropriate courses and academic programs.
- We employ fully qualified faculty and staff in all positions.
- We structure the institution to optimize the skills and contributions of staff, faculty, students and Board of Regents.



*Photo Credit: CCCC

Institution Profile

year founded	1974
chartering tribe	Spirit Lake Dakota Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 269, Fort Totten, ND 58335
institution website	www.littlehoop.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (AA)
Agriculture and Farming	Agriculture (AS); Natural Resources Management (AS)
American Indian Studies	Indian Studies (AA); Tribal Administration (AAS)
Automotive Technology	Automotive Technology (AAS)
Building Trades	Carpentry (Certificate); (AP)
Business	Business Administration (AA)
Computer Technology	Computer Applications (AAS)
Education-Paraprofessional	Early Childhood Education (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Nursing	Pre-Nursing (AAS)
Office Administration/Technology	Office Technology (AAS)
Undeclared	Non-Degree program

AP	Apprenticeships
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



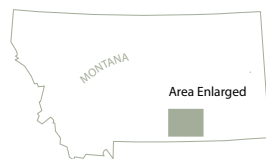
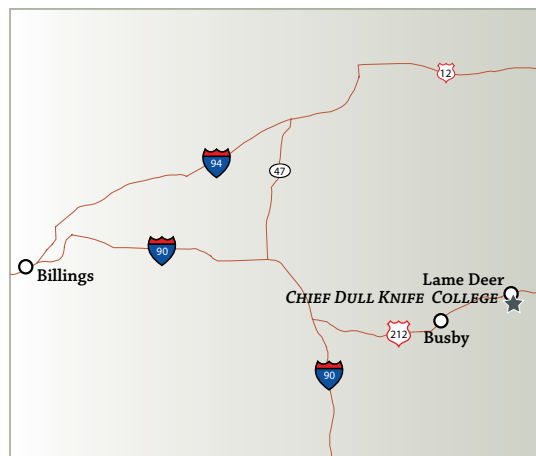
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Graduation 2005

*Photo Credit: CCCC

Chief Dull Knife College



Chartered in 1975 by the Northern Cheyenne Tribal Council, Chief Dull Knife College (CDKC) is located on the Northern Cheyenne Indian Reservation in Southeastern Montana. CDKC enjoys full transfer agreements with the colleges and universities of the Montana University System, other Tribal Colleges within Montana, and colleges and universities in both North and South Dakota.

Formerly called Dull Knife Memorial College, CDKC was renamed in 2001 to honor one of the Northern Cheyennes' most respected historical leaders, Chief Dull Knife, also known as Chief Morning Star. Chief Dull Knife, fighting with great courage and against overwhelming odds, led his band of Northern Cheyenne back to the homeland to maintain the sovereignty of the tribe. Reflecting Chief Dull Knife's determination, the College's primary mission is to provide educational and cultural leadership to its constituents.

Accredited by the Northwest Commission on Colleges and Universities, the original curriculum was designed to train students for mining jobs near the reservation. The College eventually expanded its vocational classes and in 1978 broadened its curriculum to include post-secondary academic offerings. In the future, the CDKC would like to expand its degree programs to include information technology, paralegal and cultural studies. In academic year 2003-04, CDKC awarded 30 associate degrees and three certificates.

The campus' most interesting structure, the John Woodenlegs Memorial Library, is a state-of-the-art library named after the College's founder. In 2003, CDKC renovated their maintenance facility to expand the College's extension programs and classes. In addition, the College completed a straw bale house to accommodate their GED/Adult Literacy program.



CDKC Campus



CDKC Library

Institution Profile

year founded	1975
chartering tribe	Northern Cheyenne Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 98, Lame Deer, MT 59043
institution website	www.cdkc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Business	Business Management (AAS); Entrepreneurship (CT)
Liberal Arts/General Studies	Agricultural Studies (AA); AI Studies: Native American Studies (AA); Allied Health (AA) Biology/Pre-Med (AA); Computer Information Systems (AA); Early Childhood Education (AA); Education (AA); Special Education Program (AA)
Office Administration/Technology	Office Management (AAS); Office Skill (CT)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts



2005 AIHEC Conference



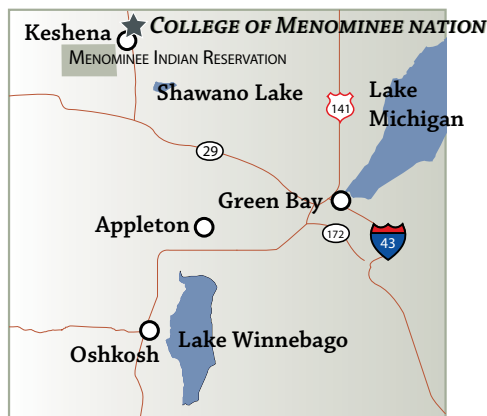
2005 Basketball Team



Native American Week

*Photo Credit: CDKC

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. According to the Tribal Constitution, the Menominee People reaffirmed and chartered the College in 1996.

Accredited since 1998 at the associate level by the Higher Learning Commission of the North Central Association, CMN serves approximately 655 students annually at two locations: the main campus on the Menominee Reservation and a site at Green Bay. Enrollment has increased an average of 38% over the last four years at the two locations.

With over 78% American Indian enrollment, education is a popular major at the College of Menominee Nation. Approximately 40% of all associate degrees awarded at CMN were in education for academic year 2003-04. (NCES, Completions, 2003). Articulation agreements exist with Bellin College of Nursing, University of Wisconsin-Stevens Point, University of Wisconsin-Green Bay, University of Wisconsin-Eau Claire, University of Wisconsin-Madison, Silver Lake College, a pre-nursing agreement with the University of Wisconsin-Oshkosh and soon with Galen University in Belize. In the future, the College will expand its allied health field to include additional health-related fields.

Forestry is the primary economic activity on the Menominee reservation, and the tribe's forest management policies and methods have attracted attention from around the world. The College recently entered a cooperative agreement with the U.S. Forest Service and the College's Sustainable Development Institute. Recently, the College received a grant from the U.S. Department of Agriculture to explore a research partnership with Galen University in Belize. In January 2005, several faculty and staff from CMN visited Galen University in Belize to learn about the University's efforts to preserve Mayan culture, secure indigenous land rights and promote sustainable development of natural resources. In the summer of 2005, CMN introduced Galen University to the Menominee community and shared best practices for sustainable forestry.



Campus at Night



Shirley Daly Atrium

Institution Profile

year founded	1993
chartering tribe	Menominee Nation
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 1179, Keshena, WI 54135
institution website	www.menominee.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (AAS)
Building Trades	Pre-Carpentry (CT)
Business	Business Administration (AA&S)
Computer Science	Computer Science (AA&S)
Computer Technology	Microcomputers (AAS)
Corrections/Law Enforcement	Police Science (CT), Tribal Legal Studies (AAS)
Education-Paraprofessional	Early Childhood & Elementary Education (AA&S); Early Childhood Specialist (AAS)
Environmental Science/Natural Resources	Natural Resources (AA&S); Sustainable Development (AA&S)
Health Careers	Nutrition & Food Service (AA&S)
Human Services	Human Services-AODA Counselor (AAS); Human Services-Social Work (AA&S)
Liberal Arts/General Studies	Liberal Studies (AA&S)
Nursing	Pre-Nursing (AA&S)
Office Administration/Technology	Administrative Assistant (AAS)

CT	Certificate
AAS	Associate of Applied Science
AA&S	Associate of Arts & Sciences



Chemistry Lab



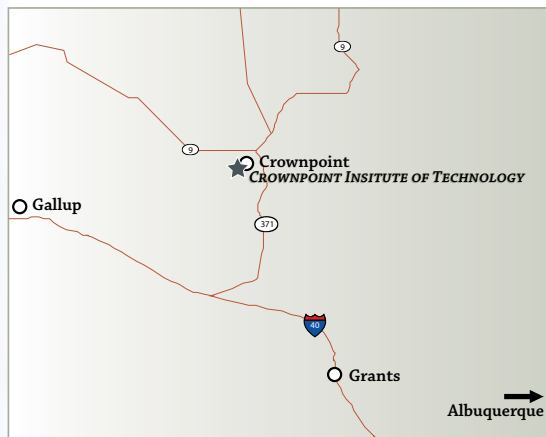
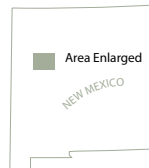
Main Entrance



Computer Lab

*Photo Credit: D. Statzell, CMN

Crownpoint Institute of Technology



The Navajo Nation established the Crownpoint Institute of Technology in 1979 as the Crownpoint Skills Center; it was renamed the Crownpoint Institute of Technology in 1985 and was given Land Grant status in 1997. The tribal technical college has a long-standing commitment to academic excellence and provides a variety of support services to uphold this including student and faculty housing, cafeteria, child care center, computer technology, and comprehensive library services through the Domenici Library.

The Veterinary Assistant program on campus provides needed animal care services to the community.

At the heart of Crownpoint Institute of Technology's work is the mission of preparing Navajo and other students with a quality technical and vocational education, associate degrees, or community education in a higher learning setting. The college is committed to providing a student-oriented learning environment based on the Diné philosophy of education: nitsahakees, nahat'a, iina, and sihasin.

The Crownpoint Institute of Technology received Initial Accreditation from the Higher Learning Commission of the North Central Association in October 2005.



CIT Building



Cradleboard Building

Institution Profile

year founded	1979
chartering tribe	Navajo Nation
academic term	Semester
highest degree offered	2 Year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Carl D. Perkins Vocational-Technical Education Act, and Bureau of Indian Affairs
location	On Reservation
institution address	P.O. Box 849, Crownpoint, NM 87313
institution website	www.citech.edu



Canine Lab



Drafting Classroom

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (AAS), Bookkeeping (CT)
Automotive Technology	Automotive Technology (CT)
Building Trades	Construction Technology (CT); Carpentry (CT); Electrician (CT); Alternative Energy (CT)
Business	Small Business Development Program (CT)
Computer Technology	Applied Computer Technician (AAS, CT); Computer Aided Drafting (CT, AAS)
Education-Paraprofessional	Early Childhood Development (CT)
Environmental Science/Natural Resources	Environmental Technology & Natural Resources (AAS, CT); Geological Information Technology; (AAS, CT)
Hospitality Industry	Culinary Arts (CT)
Individualized Program	Farrier (CT)
Nursing	Nursing Assistant (CT)
Office Administration/Technology	Administrative Assistant (AAS, CT); Professional Assistant (AAS, CT)
Paralegal	Legal Assistant (AAS)
Social Science	Law Advocate (AAS)
Vocational/Career Programs	Commercial Driver License (CT), Veterinary Technician (AAS)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



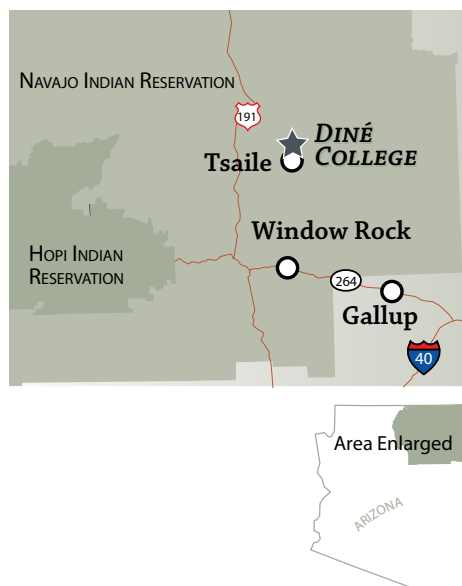
Carpentry



CIT Child Care Center

*Photo Credit: CIT

Diné College



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 first tribally chartered college. The main campus of Diné College is located at Tsaile, Arizona. The institution has expanded to eight community-based campuses throughout Arizona and New Mexico, providing educational opportunities to a rapidly growing Navajo population.

The Tsaile campus is designed in the circular tradition of a Navajo hooghan, with instructional, administrative, housing, recreational, cafeteria, and library facilities placed directionally according to traditional Navajo beliefs. The Tsaile campus includes 10 dormitory buildings, as it serves both residential as well as commuter students.

The educational philosophy of Diné College is Sa'ah Naaghai Bik'eh Hozhoon (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.

Diné College recently opened the R.C. Gorman Library in Tsaile, Arizona, to house Mr. Gorman's literary collection of over 1,200 works amassed over a lifetime of artistic study and achievement. The R.C. Gorman Library incorporates a traditional Navajo east entrance and showcases original artwork of Mr. Gorman.



Diné Building



Window Rock, AZ

Institution Profile

year founded	1968
chartering tribe	Navajo Nation
academic term	Semester
highest degree offered	2 year undergraduate
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title II, Tribal College Act
location	On Reservation
institution address	P.O. Box 126, Tsaile, AZ 86556
institution website	www.dinecollege.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Languages	Navajo Language (AA)
American Indian Studies	Dine Studies (AA); Dine Teacher Education Program (BA, offered at Arizona State University)
Art	Fine Arts (AA)
Biology	Biological Sciences (AS); Public Health (AS)
Business	Business Administration (AA); Business Management (AAS)
Computer Science	Computer Information Systems (AA); Computer Science (AS)
Education-Paraprofessional	Early Childhood Education (AA); Elementary Education (AA)
Geography	Geological/Environmental Sciences (AS)
Human Services	Social Work (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Office Administration/Technology	Office Administration (AAS); Office Technology (CT); Medical Records Technology (CT)
Pre-Engineering	Pre-Engineering (AS)
Social Science	Social Science (AA)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



Graduation



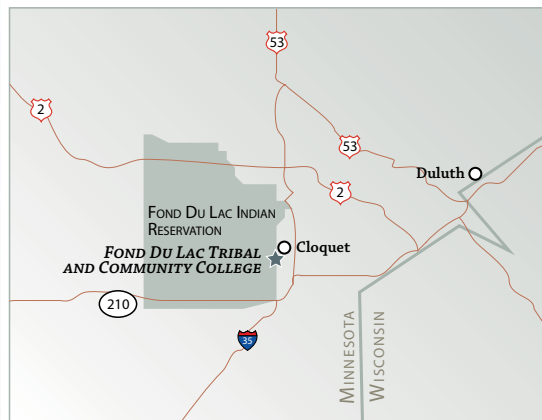
Diné Worlds



Diné Campus

*Photo Credit: Diné College

Fond du Lac Tribal & Community College



In 1979, the Fond du Lac Reservation Business Committee voiced a need for a community college as part of a comprehensive education plan. Eight years later in 1987, the Minnesota Legislature created Fond du Lac Tribal and Community College (FDLTCC), and the Fond du Lac Reservation chartered the College later that same year. A unique institution—and the only tribal college created through a state-tribal partnership—FDLTCC is committed to meeting the educational needs of a diverse population.

Through this state-tribal partnership, FDLTCC is part of the Minnesota State Colleges and Universities System (MnSCU), a statewide system of community colleges, state universities and technical colleges. Academic credits obtained through this system can be transferred to other colleges within the system.

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: general studies and security and protective services were the two most popular programs of study. Recently, FDLTCC expanded its offerings through the Minnesota State Colleges and Universities System to include a 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. In addition, the College has an articulation agreement with the College of

St. Scholastica in Duluth, MN, for its nursing program. 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 would like to expand its bachelor's degree offerings in the future to include Early Childhood Education, Secondary Education, Native American studies, Criminal Justice and Social Work.

FDLTCC is active in community events, hosting many functions for off-campus groups each year. The College operates a Student Support Services program, peer and professional tutoring, campus child-care, an Office for Students with Disabilities, and a campus-housing complex for students. 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.

Located in northern Minnesota, FDLTCC's campus is nestled in 38-acres of woods. In 1989, the Minnesota Legislature authorized a development of a new campus. Completed in phases, the campus is designed to reflect American Indian and non-Indian cultural values. Recent campus additions include a \$7.5 million building for expanded classroom and office space, completed in 2003.



Main Building



Amphitheater

Institution Profile

year founded	1987
chartering tribe	Fond du Lac Band of Lake Superior Chippewa
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act and State of Minnesota
location	Off Reservation
institution address	2101 14th Street, Cloquet, MN 55270
institution website	www.fdlcc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Annishinaabe (CT)
Business	Business (AS), Finance/Banking (CT), Small Business/Entrepreneurship (CT), Insurance (CT), Management Development (CT), Real Estate (CT)
Computer Science	Computer Security (CT, AAS), Integrated Information Technology (AS), E-Crime (AAS), Computer Forensics (CT), Micro-Computer Software Specialist (CT)
Corrections/Law Enforcement	Corrections (AS), Law Enforcement Skills (CT), Law Enforcement (AAS, AS)
Education-Paraprofessional	Elementary Education (BS), School Age Child Development (CT), Infant and Toddler Child Development (CT), Preschool Child Development (CT)
Environmental Science/Natural Resources	Environmental Science (AS)
Geography	Geographic Information Systems (CT, AAS)
Health Careers	Nutrition (AS), Fitness and Health (AAS), Nursing Assistant (CT)
Human Services	Human Services AAS
Liberal Arts/General Studies	Liberal Arts and Sciences (AA, AS)
Vocational/Career Programs	Electric Utility Technology (AS)

CT	Certificate
AAS	Associate of Applied Science
AS	Associate of Science
BS	Bachelor of Science



Fort Belknap College



On November 8, 1984, the Fort Belknap Community Council chartered Fort Belknap College for the purpose of providing post-secondary education opportunities to residents of the Reservation. From 1980-1982, the University of Great Falls (formerly College of Great Falls) operated the Fort Belknap Resident Center at the southern end of the reservation in Hays. Chief Dull Knife College (formerly Dull Knife Memorial College) operated the DKMC Fort Belknap Campus at the agency from 1982-1984.

After the 1984 charter, Salish Kootenai College of Pablo, Montana, operated the Fort Belknap Branch Campus from 1984-1987. During this time the leaders of the Branch Campus applied to the Northwest Commission on Schools and Colleges, Commission on Colleges for candidacy status. After initial candidacy status was granted, the staff and faculty pursued in earnest full accreditation. Self-study documents were submitted, a full campus visitation was conducted and in June 1993, Fort Belknap College was granted accreditation. Since 1993, Fort Belknap College's accreditation has been reaffirmed following a full-scale evaluation review in 1999 and again after a focus visit in 2003. From January 1988, the College has operated independently and in complete autonomy from the Fort Belknap Indian Community.

Fort Belknap College has undergone tremendous growth and changes over the past 20 years. For example, in 1984 the College served 85 students; today the enrollment has grown to more than 300 students each semester. During the 1985 academic year, there were 12 graduates; this last year, the college graduated 29 students. Twenty years ago, the college offered two associate degree programs and three certificates of completion. Today, students can choose from 14 degree programs. The original campus consisted of three classrooms and four offices located in leased, renovated hardware and clothing stores. Fort Belknap College now owns six buildings and operates additional programs from the community Red Whip Complex and Small Business Center. The annual operating budget 20 years ago was \$300,000 and has grown to over \$1.4 million.

The steady growth of Fort Belknap College has come in many areas: faculty, academic programs, increased American Indian faculty, endowment growth, land-grant status, programs to revitalize native languages, facilities, infrastructure and financial stability. Through these transformations, Fort Belknap College has remained focused on its commitment to fulfilling its purpose. The College looks to the future with plans of success to meet the educational needs of its communities.



EKIB-TSAH-AH-TSKI AH-AH-NEE-NIN
Nakoda Cultural Center

Institution Profile

year founded	1984
chartering tribe	Gros Ventre and Assiniboine Tribes
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 159, Harlem, MT 59526
institution website	www.fbcc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Indian Studies (AA)
Business	Business (AA); Business Entrepreneurship (AA); Business Health Administration (AA), Business Technology (AS)
Computer Technology	Microcomputer Operations-Computer Technology Option (AA); Computer Information Systems (AS)
Education-Paraprofessional	Early Childhood Development (AA); Elementary Education (AA)
Environmental Science/Natural Resources	Natural Resources (AS); Natural Resources Hazardous Materials Option (AS)
Health Careers	Allied Health (AS)
Human Services	Human Services (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Social Science	Psychology (AA)

AA Associate of Arts
AS Associate of Science



2004 Graduation



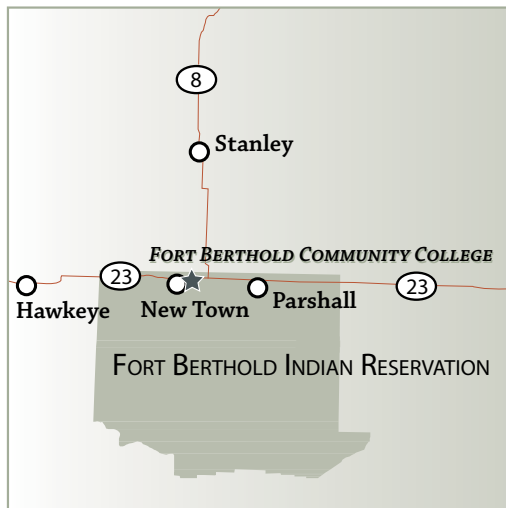
Elder Selena Ditmar



Biology Class

*Photo Credit: FBC

Fort Berthold Community College



The 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.



Main Building



*Photo Credit: FBCC

Institution Profile

year founded	1973
chartering tribe	Three Affiliated Tribes of Mandan, Hidatsa and Arikara
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	220 8th Ave N, New Town, ND 58763
institution website	www.fbcc.bia.edu

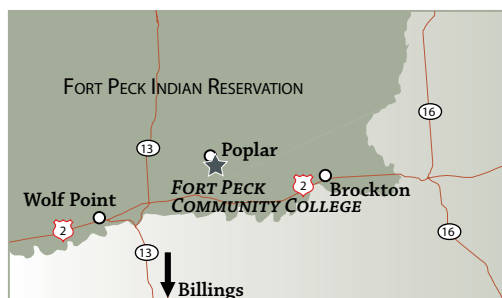
Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting/Business Administration (AA)
Agriculture and Farming	Agricultural Transfer (AS); Agriculture: Agribusiness Sales & Service Management (AAS); Farm/Ranch Management (CT); Horticulture Science (CT)
American Indian Studies	Public & Tribal Administration (AA)
Art	Graphic Arts Technology (CT)
Building Trades	Construction Technology (AS); Construction Technology - 18 months (CT); Construction Technician (CT)
Business	Business Administration: Management (AA); Marketing/Entrepreneurship (CT)
Computer Science	Computer Science (AS)
Computer Technology	Computer Information Systems (AAS); Computer Systems: Cisco (CT); Computer Systems: Microsoft (CT); Information Management Specialist (AAS)
Education-Paraprofessional	Child Development Associate-CDA (CT); Early Childhood Development (AA)
Environmental Science/Natural Resources	Environmental Science (AS)
Health Careers	Emergency Medical Service-EMS (CT); Home Health Care Technician (CT)
Human Services	Human Services (AA); Human Services: Addiction Studies (AA)
Liberal Arts/General Studies	Liberal Arts (AA); Liberal Arts Emphasis in Elementary Education (AA); Liberal Arts Emphasis in Special Education (AA)
Mathematics	Mathematics (AS)
Nursing	Pre-Nursing (AS)
Office Administration/Technology	Administrative Assistant (CT); Medical Secretary (AAS)
Science	Science (AS)
Vocational/Career Programs	Water Treatment Technology (AAS); Welding (CT)



CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science

Fort Peck Community College



Fort Peck Community College (FPCC) is located in the northeast corner of Montana on the Fort Peck Indian Reservation, which encompasses over 2 million acres. Chartered by the Fort Peck Assiniboiné and Sioux Tribes in 1978, its mission, in part, is to serve the people of the Fort Peck Indian reservation through educational opportunities and community service. The philosophy of FPCC is based on the belief that the opportunity for higher education must be provided locally on the reservation. Many of the tribal members choose not to leave their home communities; thus, it is essential post-secondary education opportunities are made readily accessible to them. One of the primary roles of FPCC is to preserve the Assiniboiné and Sioux cultures, histories, and beliefs and to perpetuate them among its students and community members.

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, it offers associate degrees and certificates in 38 fields of study such as automotive technology, building trades, hazardous materials waste technology, business administration, teacher education, Native American studies, surveying, and science-biomedical. In collaboration with A&S Industries, a new degree program in machine technology was established. Moreover, FPCC has several memorandums of agreement with four-year degree granting institutions that allow students to earn bachelor degrees in elementary education, business education, and applied management.

FPCC recently built a campus in Wolf Point to address the higher education needs of the western part of the reservation. The College's student services department operates a student daycare center on the Poplar campus. Student services include financial aid, assessment and placement testing, orientation, retention

services, admission/placement, student organizations and activities, alumni relations and athletics.

FPCC has a strong and innovative community focus that has identified the institution as an economic and social community development center for the Fort Peck Indian Reservation and northeastern Montana. Within the Department of Community Services there are five divisions: Agriculture, Health and Wellness, K-12 Outreach, Youth Leadership and Economic and Social Development. The agriculture division is a leader in Global Agriculture: it has made strong international connections with India through international staff exchanges; participates in regional pulse crop farming; oversees an 800 cow/calf operation and 47,000 acre Tribal Ranch. FPCC's wellness division has two community wellness centers in Wolf Point and the main campus in Poplar. Community Health issues such as diabetes, obesity, and prevention are major concerns for the College. FPCC has as one of its goals the strengthening of local public schools through the development of K-12 programming. K-12 outreach programs include Gear Up, Rural Systemic Initiative, Diabetes Education in Tribal Schools, college preparation for high school juniors and seniors, and Even Start Family Literacy. Youth Leadership has been an area of emphasis through the development of 4-H groups, violence prevention, and community beautification. Economic and social development is strengthened through grant writing seminars, economic development summits, a Community Business Assistance Center, a micro-loan fund, Americorp and the administration of an Enterprise Community.

FPCC is accredited by the Northwest Commission on Schools and Colleges and has an average enrollment of 430 students.

Institution Profile

year founded	1978
chartering tribe	Assiniboine and Sioux Tribes
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 398, Poplar, MT 59255
institution website	www.fpcc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (CT)
American Indian Studies	Tribal Law & Justice Assistant (CT), American Indian Studies (AA);
Art	Visual Fine Arts (AA)
Automotive Technology	Automotive Technician (CT); Automotive Technology (AAS)
Building Trades	Building Trades (CT); Building Trades (AAS)
Business	Business Administration (AA), Business Technology (AAS), Business Assistant (CT)
Computer Technology	Computer Networking Technician (CT); Computer Networking Technology (AAS)
Education-Paraprofessional	Early Childhood Education (AA); Education (AS), Elementary Education (AA); Paraprofessional Education (AAS)
Health Careers	Health & Wellness (CT); Medical Coding (AAS)
Human Services	Human Services (AA)
Liberal Arts/General Studies	General Studies (AA, AS)
Nursing	Pre-Health & Pre-Nursing (AS)
Science	Science-Biomedical (AS); Science-Environmental Science (AS); Science-Education (AS)
Social Science	Psychology (AA)
Vocational/Career Programs	Hazardous Materials/Waste Technician (CT); Hazardous Materials/Waste Technology (AAS, AS); Truck Driving/Heavy Equipment Operator (CT); Machine Technology (AAS); Electronics Technology (AAS)

CT	Certificate	AA	Associate of Arts
AAS	Associate of Applied Science	AS	Associate of Science



Statue on Campus

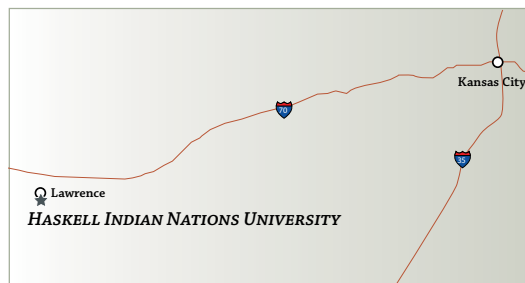


*Photo Credit: FPCC

Haskell Indian Nations University



HASKELL



Haskell Indian Nations University in Lawrence, Kansas, opened its doors more than 120 years ago as a federally-operated boarding school for elementary-aged American Indian children. Over the succeeding decades, Haskell evolved from an elementary school to a high school, vocational-technical school, and junior college. Today, Haskell proudly serves this nation's American Indian and Alaska Native tribes and nations as a baccalaureate-degree granting institution of higher education.

Enrolling an average of 900 students each semester from approximately 130 federally recognized Indian tribes, Haskell's vision is to prepare American Indian and Alaska Native graduates to assume positions of scholarship and leadership in tribal, regional, national and international contexts. To achieve Haskell's vision of being the premier national intertribal university, the institution is committed to assisting tribal constituents in their efforts to address social, cultural, economic, educational, and environmental development for the 21st century.

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 students may enroll in a number of associate and baccalaureate degree programs, including elementary education, American Indian studies, business administration, natural resources, and environmental science. Like other Tribal Colleges and Universities, Haskell integrates American Indian and Alaska Native culture into all its curricula. However, the institution's intertribal constituency and federal support through the Bureau of Indian Affairs help make Haskell unique.

Haskell is committed to helping American Indian and Alaska Native nations sustain their cultures, communities, and economies. Its elementary education program graduates certifiable American Indian/Alaska Native teachers who are immediately employable in Indian communities in Kansas and several other states. Business administration graduates are prepared for jobs in tribal management and management information systems. Graduates in American Indian studies are prepared to take jobs in museums, archives, and records management. Students in the natural resources, and environmental science programs learn the skills needed to serve as professional natural resources managers within tribal governments, the U.S. Forest Service and U.S. Geological Survey, and other tribal, state, and federal departments.

Haskell constantly strives to meet the needs of its diverse student body and to prepare them for success in a rapidly-evolving world. One example is Haskell's "Shifting Borders" project with the University of Kansas. The project brings scholars from mainstream universities, Tribal Colleges, and Historically Black Colleges and Universities to the borderlands between Native American and African American studies, where they are collaboratively developing novel approaches to research and teaching that will contribute to our understanding of race, ethnicity, culture, and identity.



Institution Profile

year founded	1884
chartering tribe	Federally Chartered
academic term	Semester
highest degree offered	4 year undergraduate
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Snyder Act of 1921
location	Off Reservation
institution address	155 Indian Ave., Lawrence, KS 66046
institution website	www.haskell.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	American Indian Studies (BA);
Art	Art (AA); Media Arts (AA); Theatre (AA)
Business	Business Administration (AA); Business Administration: [Computer Information Systems, Business Administration] (BS); Entrepreneurial Studies (AA), Computer Information Systems (AA), Tribal Management (AA),
Education-Paraprofessional	Para-Professional Elementary Education (AA)
Education-Professional	Elementary Education (BS)
English	Speech Communications (AA)
Environmental Science/Natural Resources	Environmental Science (BS); Natural Resources (AS)
Health Careers	Health, Physical Education & Athletics (AA)
Human Services	Social Work (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Natural Science	Natural Science (AS)

AA	Associate of Arts
AS	Associate of Science
BA	Bachelor of Arts
BS	Bachelor of Science



Gazebo on Campus

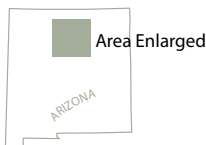


Haskell Veterans



*Photo Credit: HINU

Institute of American Indian Arts



Established in 1962 by Executive Order of President John F. Kennedy, the Institute of American Indian and Alaska Native Culture and Arts Development is the manifestation of a collaborative vision shared by Lloyd Kiva New (Cherokee) and Dr. George Boyce.

A renowned artist and Arizona-based real estate developer, Lloyd Kiva New recruited a faculty rich with American Indian creative talent who believed in IAIA's mission of educating and training a new generation of Native artists.

From its compact quarters on the Santa Fe Indian School campus, the Institute quickly became one of the contemporary art world's hotbeds of creativity. Its faculty and students formed the vanguard of what came to be known as contemporary Native American art, transcending the boundaries of traditionalism and elevating American Indian creative expression onto equal footing with work made by the top tier of international contemporary artists.

In 1986, IAIA was granted non-profit, Congressionally chartered status, with its board of trustees appointed by the President of the United States. This important affirmation of the Institute's national stature was complemented in 1992 with the opening of the IAIA Museum in downtown Santa Fe, NM. Home to the more than 7,000 piece National Collection of Contemporary Indian Art, the museum showcases work by Native artists who strive toward the creative ideals advocated by Lloyd Kiva New and IAIA's early faculty members.

The Institute relocated to its new campus on 140 scenic acres on the southern edge of Santa Fe in August 2000. Designed as a place whose modern appointments seamlessly integrate with a recognizably Native aesthetic, the IAIA campus resonates with a sense of cultural independence and academic integrity.

Today, as a fully accredited college granting four-year bachelor's degrees as well as two-year associate degrees, IAIA attracts a multi-tribal student body whose creative abilities are at the forefront of contemporary American Indian art. Many Institute 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.

Meeting the challenges of the present is an ongoing effort at IAIA, both in terms of serving a diverse and growing student body, and in the context of evolving into a national center for the lifelong learning needed by adults and career professionals. IAIA's past is something to be proud of, and its future is an exciting journey that none should miss.



IAIA Campus

Institution Profile

year founded	1962
chartering tribe	Federally Chartered
academic term	Semester
highest degree offered	4 year undergraduate
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools; National School of Arts and Design
land grant status	Yes
operational funding source	American Indian and Alaska Native Culture and Art Development Act of 1986
location	Off Reservation
institution address	83 Avan Nu Po Road, Santa Fe, NM 87508
institution website	www.iaia.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Art	New Media Arts (AAS, BFA); Studio Arts (AFA, BFA)
Liberal Arts/General Studies	Museum Studies (AA, BA, Certificate)
English	Creative Writing (AFA, BFA)
American Indian Studies	Native American Studies (AA, BA)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AFA	Associate of Fine Arts
BA	Bachelor of Arts
BFA	Bachelor of Fine Arts



Keweenaw Bay Ojibwa Community College



The Keweenaw Bay Tribal Council, based on the idea that American Indian students deserve an educational system that is responsive to their needs and concerns, chartered Keweenaw Bay Ojibwa Community College (KBOCC) on July 12, 1975. The College is located on the L'Anse Indian Reservation, on the southern shore of Lake Superior, in Michigan's Upper Peninsula. The mission of KBOCC is to provide post-secondary education rich in Ojibwa culture, tradition and beliefs, supporting life-long learning.

The College strives to create an academic environment in which students are inspired to succeed in their educational journey. Traditional Ojibwa knowledge and culture are incorporated to foster understanding of Native American beliefs and promote and preserve the customs of the Ojibwa people. Elders and traditional advisors offer their wisdom and guidance to assist the College in integrating the teachings of the Four Directions, which include the mental, emotional, physical, and spiritual elements.

Two facilities have been added: a library and a multi-functional building. The Ojibwa Community Library was dedicated on August 14, 2003. The Ojibwa Community Library offers over 4,000 books, magazines, and newspapers for research and other class projects. The library specializes in the collection of Native American resources. Six computers provide Internet access for connection to the virtual library, and inter-library loan services are available from other partnering libraries. The Niiwin-akeaa (Four Directions) Center, dedicated on October 25, 2004, houses the College's administrative and faculty offices, computer lab, geographic information systems lab, classrooms, multi-purpose gym, fitness center, and cultural exhibit.



KBOCC New Building

Institution Profile

year founded	1975*
chartering tribe	Keweenaw Bay Indian Community
academic term	Semester
highest degree offered	2 year
accrediting agency	Seeking accreditation
land grant status	No
operational funding source	Keweenaw Bay Indian Community
location	On Reservation
institution address	111 Beartown Road, Baraga, MI 49908
institution website	www.kbocc.org

* This is the year we were first chartered. We reorganized into our current form in 1998.

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Business	Business (AAS)
Education-Paraprofessional	Early Childhood Education (AAS)
Environmental Science/Natural Resources	Earth and Environmental Science (AS)
Liberal Arts/General Studies	Liberal Studies: [Liberal Arts (AA); Native American Studies (AA)]

AAS Associate of Applied Science

AA Associate of Arts

AS Associate of Science



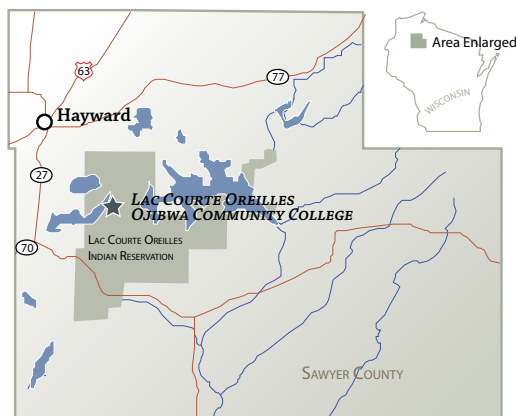
Catherine Racette: Student of the Year 2005



Miss KBIC

*Photo Credit: Debbie Parish, KBOCC

Lac Courte Oreilles Ojibwa Community College



The Lac Courte Oreilles Ojibwa Community College 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.

Lac Courte Oreilles Ojibwa Community College 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 recognized its responsibilities for postsecondary education and drafted a tribal resolution establishing the College. The first classes were held during the day in two small rooms at the tribal office and at night, at the Lac Courte Oreilles High School.

Like many other tribal colleges, LCOOCC was started with hope and a dream and instructors that volunteer their time with generosity. After conducting two on-site visits, the Bureau of Indian Affairs approved funding for the College in 1983. Now 15 full-time qualified instructors develop and teach courses of study and programs with Ojibwa culture and heritage in mind.

Economics and higher education

Situated among many popular lakes and scenic forest, Lac Courte Oreilles is in the center of year-round recreation and tourism. In 1984, the College awarded its first certificates of completion in the community health educator program and in 1986 LCOOCC's first associate of arts degrees.

The Lac Courte Oreilles Ojibwa Community College has since grown to a 69,000 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 their home and way of life. The ability to get a college education while still participating in traditional activities such as wild rice gathering and fishing helps create the unique Ojibwa atmosphere at the Lac Courte Oreilles Ojibwa Community College.

In carrying out its mission, the Lac Courte Oreilles Ojibwa Community College develops curriculum that reflects Ojibwa culture and tribal self determination while addressing identified needs and interests of the Lac Courte Oreilles Band of Lake Superior Chippewa. The college philosophy is designed to incorporate the beauty of Ojibwa heritage with the knowledge and skills needed for modern society.



Institution Profile

year founded	1982
chartering tribe	Lac Courte Oreilles Band of Lake Superior Chippewa Indians
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	13466 W Trepania Rd, Hawyard, WI 54843
institution website	www.lco-college.edu

Majors and Degrees Offered

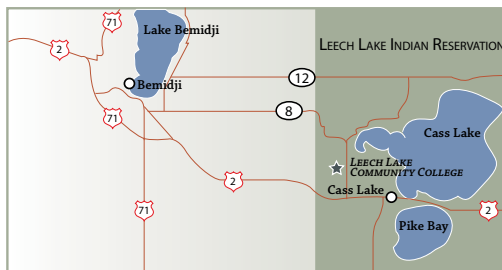
MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Agriculture and Farming	Agricultural & Natural Resource Management (AAS); Land Resource Mgmt (AA); Water Resource Mgmt (AA)
American Indian Studies	Native American Studies (AA)
Building Trades	Carpentry (CT)
Business	Business Administration: [Entrepreneurship (AS), Management (AS)]; Entrepreneurship (AS); Casino Mgmt (AS)
Computer Science	Network Support Specialist (AS)
Computer Technology	Computer Applications (CT); Computer Networks (CT)
Education-Paraprofessional	Child Day Care (CT); Early Childhood Education (AA); Education Aid (CT)
Environmental Science/Natural Resources	Natural Resources: Field Methods (CT); Renewable Energy (CT);
Health Careers	Community Health Education (AS); Food & Nutrition (AS); Food Safety Educator (CT); Medical Assistant (AAS)
Hospitality Industry	Hospitality in Tourism (CT)
Human Services	Human Services (AA); Substance Abuse Disorder Counseling (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Nursing	Pre-Nursing (AS)
Office Administration/Technology	Medical Office Mid-Management (AA); Medical Transcription (CT)
Science	Science (AS)
Vocational/Career Programs	Transportation/Logistics (AA)



*Photo Credit: LCOOCC

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science

Leech Lake Tribal College



Founded in 1990 to serve the Anishinaabe Ojibwe people of the Leech Lake Indian Reservation, Leech Lake Tribal College (LLTC) offers postsecondary education grounded in the language, history, and culture of the Anishinaabe Ojibwe. For the first two years, courses from LLTC were offered by extension from the University of Minnesota–Duluth, Bemidji State University and Itasca and Brainerd Community Colleges. In 1993, Leech Lake graduated its first student with an Associate of Arts in Anishinaabe Language and Culture. In 1994, one graduate completed their Associate of Arts degrees and Associate of Applied Science degrees. Also in 1994, Congress made the College a Land Grant Institution. Today, 90% of the students at Leech Lake Tribal College are enrolled members of the Leech Lake Band of Ojibwe.

The Higher Learning Commission of the North Central Association of Colleges and Schools has accredited Leech Lake Tribal College as a vocational school since 1992. Currently, the College has continued accreditation candidacy at the associate degree level for the next five years. Articulation agreements with area two- and four-year colleges facilitate student transfers.

Leech Lake is currently building a new campus with federal, tribal, foundation and private monies. Built in the shape of a thunderbird, the new campus will house classrooms, administrative offices, a bookstore, gymnasium, library and a community gathering space. In support of the new campus, 70% of full-time employees at LLTC are making payroll contributions to the capital campaign. The College contributed \$3.2 million to local economic development in Phase I campus construction and anticipates contributing \$3 million in Phase II construction in 2005.



*Photo Credit: D. White/LLTC

Institution Profile

year founded	1990
chartering tribe	Leech Lake Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 180, Cass Lake, MN 56633
institution website	www.lltc.org

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Anishinaabe Studies (AA)
Building Trades	Carpentry (CT); Technologies: [Electrical (CT), Facilities Maintenance (CT) (DL)]
Business	Business Management (AAS)
Corrections/Law Enforcement	Law Enforcement (DL); Law Enforcement Skills Training (CT)
Education-Paraprofessional	Child Development Associate (CT); Early Childhood Education (AA)
Health Careers	Nutrition, Woodlands Wisdom (DL); Nutrition, Woodlands Wisdom (AS)
Liberal Arts/General Studies	Liberal Education (AA)

DL	Diploma
CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



*Photo Credit: D. White, LLTC

Little Big Horn College



Little Big Horn College is a public two-year community college chartered by the Crow Tribe of Indians in 1980. The College is located in the town of Crow Agency, Montana, the heart of the Crow Indian Reservation in south central Montana. Little Big Horn College was granted accreditation status in 1990 by the Northwest Commission on Colleges and Universities. Accreditation was reaffirmed in 2001 by the Northwest Commission on Colleges and Universities. In 1994, Little Big Horn College was granted Land-Grant College status.

Eight associate of arts degrees and two associate of science degrees are offered. The courses of study are directed to the economic and job opportunities in the Crow Indian Reservation area. The student body comprises Crow tribal members (95%), members of American Indian tribes from around the Intermountain west (3%), and other residents of the Big Horn County area (2%). Little Big Horn College has an open admissions policy and, as a public institution, welcomes enrollment from any adult 18 years of age with a high school diploma or GED.

LBHC students commute to campus and are responsible to family, especially as parents. Three-fourths of the students speak the Crow Language as their first language. As a result, the college student services and business office functions are conducted in the Crow Language. College Board of Trustee meetings are also conducted in the Crow Language. The College campus is located in the town of Crow Agency on the banks of the Little Big Horn River, adjacent to the Crow Indian Agency of the Bureau of Indian Affairs and Crow Tribal Housing Authority headquarters. The college facility has 35,000 square feet of educational space situated on two acres of wooded river valley.

Little Big Horn College has recently built and moved into two new campus buildings. The first building to be completed was the Cultural Learning Lodge, which is utilized for academic and public activities. In 2004 Little Big Horn College also saw the completion of the Seven Stars Learning Center, which is a two-story classroom and office building with 22,870 square feet.



Learning Lodge Cultural Center



Seven Stars Learning Facility

Institution Profile

year founded	1980
chartering tribe	Crow Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 370, Crow Agency, MT 59022
institution website	www.lbhc.cc.mt.us

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Crow Studies (AA); Crow Studies: Native American Studies (AA)
Biology	Science: Biology/Pre-Medical (AS)
Business	Business Administration (AA); Business Administration: Small Business Management (AA)
Computer Science	Information Systems: Computer Science (AS); Information Systems (AS)
Computer Technology	Information Technology Assistant (CT)
Education-Paraprofessional	Education: Early Childhood Education (AA); Education: Elementary Education (AA); Education: Social Science Broadview (AA); Education: Special Education (AA)
Environmental Science/Natural Resources	Science: Natural Resources/Environmental Science (AS); Science: Pre-Forestry (AS)
Health Careers	Science: Community Health (AS); Science: Environmental Health (AS)
Human Services	Human Services (AA); Human Services: Psychology (AA); Human Services: Chemical Dependency (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Life Sciences	Science: Life Science/Pre-Nursing (AS)
Mathematics	Mathematics (AA)
Pre-Engineering	Science: Pre-Engineering (AS)
Undeclared/Nondeclared	Non Degree Seeking, Unknown

CT	Certificate
AA	Associate of Arts
AS	Associate of Science



*Photo Credit: LBHC

Little Priest Tribal College



Once served by Nebraska Indian Community College, in 1996 the Winnebago Tribal Council decided to charter its own tribal college to offer associate degrees with an assurance that its credits would be transferable to four-year institutions, as well as to provide language and culture classes and training opportunities for tribal employees. Little Priest Tribal College (LPTC) is named after Little Priest, the last true war chief of the Ho-Chunk people.

Mission

The mission of Little Priest Tribal College 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; and
- the ability to integrate culture, academics, physical, psychological, and spiritual behavior so that students can interface within a diverse world.

Little Priest Tribal College recognizes that the quest for knowledge is ongoing and attempts to achieve a balance between educational advancement and cultural preservation.

Accreditation

In 1998, LPTC achieved accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. In the year 2003, LPTC received ten years of accreditation from NCA with a focus visit on assessment due in December of 2005. The College has signed the Nebraska Transfer Initiative, an agreement with four-year Nebraska institutions to accept the common core of general education courses

in the associate of arts, academic transfer degree. Prior to LPTC accreditation, Wayne State College served as LPTC's sponsoring accredited institution. LPTC continues to enjoy a transfer agreement with Wayne State.

Highlighted programs

- A new bachelor degree program that focuses on a growing issue in Indian Country will be offered in partnership with Washburn University, Topeka, KS, beginning in Fall 2005. LPTC and Washburn University have recently signed a partnership agreement, which will provide LPTC students an opportunity to complete a bachelor's degree without having to leave the area, through online programs. Students participating in the program will major in Human Services, with a concentration in Alcohol and Drug Abuse Counseling. Students completing the program will earn a bachelor of applied science degree.
- LPTC is a key partner in a major initiative to build a meta-database of Indigenous knowledge and culture worldwide. In a partnership with the National Museum of the American Indian, Dr. Jane Hunter from the University of Queensland, Australia, Turtle Mountain Community College, Crownpoint Institute of Technology, and the National Science Foundation, LPTC will be the lead institution in the implementation and training on the Indigenous Knowledge Management System (IKMS) at various tribal colleges.
- Along with the meta-database project. LPTC is working on a project to digitize its entire collection of artifacts that are housed in the Tribe's Museum. These digitized objects will be displayed as high resolution three-dimensional images on a "Virtual Museum" website.

Institution Profile

year founded	1996
chartering tribe	Winnebago Tribe
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 270, Winnebago, NE 68071
institution website	www.lptc.bia.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	American Indian Studies (AA)
Business	Computer Information Systems (AS)
Computer Technology	Computer Information Systems (DL)
Education-Paraprofessional	Early Childhood Education (CT, DL); Education (AA)
English	English (AA)
Human Services	Alcohol & Drug Counseling (AA); General Human Services (AA)
Liberal Arts/General Studies	Liberal Arts (AA)
Mathematics	Mathematics (AS)
Science	2+2 BSN Cooperative Program (AS); Environment (AS); Health (AS)

DL	Diploma
CT	Certificate
AA	Associate of Arts
AS	Associate of Science



Graduation 2005

*Photo Credit: LPTC

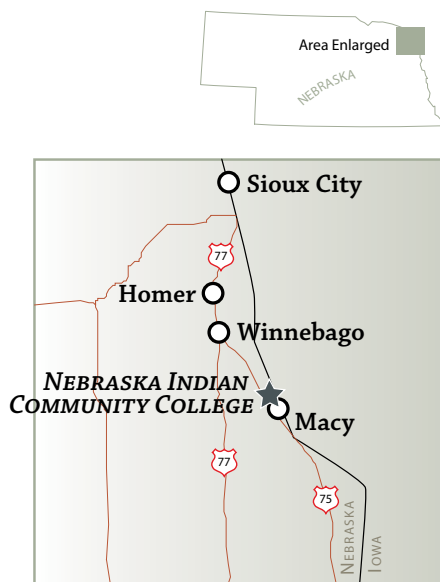


Auditorium

*Photo Credit: LPTC



Nebraska Indian Community College



Nebraska Indian Community College (NICC) began in 1972 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Postsecondary Education. The grant was administered through Northeast Technical Community College in Norfolk, NE, to provide postsecondary education on the Omaha, Santee Sioux, and Winnebago reservations.

In 1978, the American Indian Higher Education Consortium succeeded in persuading the US Congress to enact the Tribally Controlled Community College Assistance Act creating a vehicle for direct funding from the Federal government for tribally controlled institutions of higher education. With this newly available financial resource, Nebraska Indian Community College established itself as a fully independent two-year college chartered by the governments of three Nebraska Indian tribes. An eight member Board of Directors governs the college.

The College's focal points are the two rural reservation locations, located on the Omaha Reservation at Macy, NE, and on the Santee Sioux Reservation, in Santee, NE. The institution is also concerned about the educational opportunities available to Omaha, Santee and other students in rural America. NICC maintains a campus in South Sioux City, NE, along with ventures into distance learning. The multi-campus structure of such a small organization presents unique opportunities for individualized attention even while separated by hundreds of miles.

Accreditation

In 1981, the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) accredited the College at the associate degree level. NICC offers Associate of Applied Science degrees in Carpentry and Integrated Office Technologies; Associate of Arts degrees in Business Administration, Criminal Justice, Early Childhood Education, General Liberal Arts, Human Services/Social Work, Native American Studies, and Tribal

Business Management; Associate of Science degrees in Computer Information Sciences, General Science Studies, and Natural Resources; and certificates in Carpentry, Early Childhood Education, Horticulture, and Integrated Office Technology. During the last accreditation visit in March of 2005, the visiting team recommended continued accreditation with another self study visit in the Fall of 2008.

Mission

The mission of Nebraska Indian Community College is to provide quality higher education and opportunities for life-long learning to Umon hon (Omaha) and l'santi (Santee Sioux) people and other students.

Vision

The College's vision of the future includes increased space on each of its three campus locations for academics and learning, an increase in academic and programmatic structuring to meet community and tribal needs, and to increase the economic structure of the communities served, with special attention to the rural reservation locations.

Goals and Objectives

- 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.

Institution Profile

year founded	1972
chartering tribe	Omaha Tribal Council and Santee Sioux Tribe
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	College Hill, Macy, NE 68039
institution website	http://www.thenicc.edu/

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Studies (AA)
Building Trades	Carpentry (AAS)
Business	Business Administration (AA), Tribal Business Management (AA)
Computer Technology	Computer Technology (AS)
Corrections/Law Enforcement	Criminal Justice (AA)
Education-Paraprofessional	Early Childhood Education (AA)
Environmental Science/Natural Resources	Natural Resources (AS)
Human Services	Social Work (AA)
Liberal Arts/General Studies	General Liberal Arts (AA)
Office Administration/Technology	Office Technology (AAS)
Science	General Science Studies (AS)

AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



New Building

*Photo Credit: NICC



Northwest Indian College



Northwest Indian College is a tribally controlled institution chartered by the Lummi Nation. Its mission is to promote tribal self-determination through education and indigenous knowledge.

Located on the Lummi Indian Reservation in Washington State, 20 miles from the Canadian border, Northwest Indian College is the only accredited tribal college serving in Washington, Oregon and Idaho. NWIC grew from the Lummi Indian School of Aquaculture (founded in 1973), a single-purpose institution developed to provide a supply of technicians for employment in Indian-owned and operated fish and shellfish hatcheries throughout the United States and Canada. In 1983, the Lummi Indian Business Council recognized the need for a more comprehensive postsecondary institution for tribal members, and so the school was chartered as Lummi Community College, an Indian-controlled, comprehensive two-year college designed to serve the postsecondary educational needs of Indian people living in the Pacific Northwest. On January 20, 1989, in acknowledgement of its wider mandate, Lummi Community College became Northwest Indian College. Northwest Indian College was granted accreditation by the Northwest Association of Schools and Colleges effective September 1993.

Northwest Indian College enrollment has grown steadily from 79 FTE in AY 1983-84 to 554 FTE in AY 2004-05. The traditional northwest economies are changing radically as fishing and logging fade; therefore, Northwest Indian College offers a unique curriculum which is a blend of traditional Indian culture, college-level courses, basic skills enhancement, and technology at the campus on the Lummi Reservation and at as many as two dozen learning centers of varying sizes in tribal and urban Native communities throughout Washington, Oregon and Idaho.

Nearly 60% of NWIC students are members of federally recognized tribes. They come to NWIC mainly from tribes in the Pacific Northwest, but in any given quarter, the college will enroll students of 70 to 100 tribes from all over the United States and Canada. Women make up 64% of our student body and nearly half of all NWIC students (46%) are in the 30-49 year age group.



Institution Profile

year founded	1989
chartering tribe	Lummi
academic term	Quarter
highest degree offered	2 year
accrediting agency	Northwest Commission of Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	2522 Kwina Road, Bellingham, WA 98226-9217
institution website	www.nwic.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Studies concentrations (AAS): Tribal Law and Government, Tribal Language and the People, Tribal Culture and Society, Tribal Environmental Studies, Multi-disciplinary Studies; also certificate in Native American Studies (CT)
Art	Fine Arts (AAS)
Building Trades	Construction Trades (CT)
Business	Public and Tribal Administration (AAS), Business Administration (AAS) and Entrepreneurship (CT and ATA)
Computer Technology	Computer Maintenance and Networking (ATA), Computer Repair Technician (CT)
Education-Professional	Native Oksale Education concentrations: K-12 Education (AAS), Early Childhood Education (AAS and CT)
Environmental Science/Natural Resources	Tribal Environmental and Natural Resource Management (AAS)
Hospitality Industry	Hospitality Management (CT and ATA)
Human Services	Chemical Dependency Studies (ATA)
Individualized Program	Individualized Program (CT and ATA)
Liberal Arts/General Studies	General Direct Transfer (AAS)
Life Sciences	Life Sciences (AS), Allied Health (AAS)
Office Administration/Technology	Office Assistant (CT and ATA)
Undeclared/Nondeclared	Undeclared



Graduate with Faculty



ITV Classroom

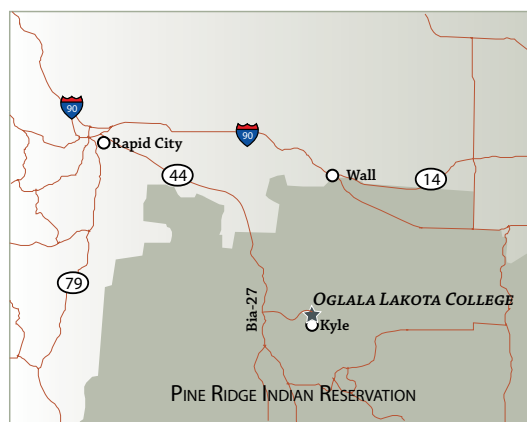


Ground-breaking Ceremony

*Photo Credit: NWIC

CT	Certificate
ATA	Associate of Technical Arts
AAS	Associate of Applied Science
AS	Associate of Science

Oglala Lakota College



On March 4, 1971, the Oglala Sioux Tribal Council chartered the Lakota Higher Education Center. In 1978, the name of the College was changed to Oglala Sioux Community College, and in 1983 the College was re-named Oglala Lakota College. OLC is governed by a 13 member Board of Trustees. OLC is unique in its decentralized campus system, which features college centers in each of the nine reservation districts throughout the Pine Ridge Reservation. 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 the College is being fulfilled.

Accreditation & Programs

Prior to attaining accreditation, students were offered programs on the reservation through agreements with Black Hills State College, University of South Dakota, and South Dakota State University. In 1979, Oglala Sioux Community College was recognized by the Higher Learning Commission of the North Central Association (NCA) as a candidate for accreditation. OLC achieved full accreditation in 1983, offering Associate degrees Education, Human Services, General Studies, Nursing, Lakota Studies, Business and Vocational fields, as well as a bachelor degree in Elementary Education. Subsequently, NCA accredited

additional bachelor degree programs in Lakota Studies, Human Services, and Applied Sciences, and Master's degrees in Lakota Leadership/Management and in Educational Administration. At present, OLC is accredited to offer degrees at the associate, baccalaureate and master's level. Education graduates are certified by the South Dakota Division of Education. Nursing graduates are certified by the South Dakota State Board of Nursing and are eligible to sit for the Registered Nurse examination.

Mission & Vision

Wolakolkiciyapi: Learning Lakota ways of life in community

The mission of OLC is to provide educational opportunities that enhance Lakota life. These opportunities include community services, certificates, GED, associate, bachelor, and graduate degrees. OLC provides a framework of excellence for student knowledge, skills, and values towards Piya Wiconi—a new beginning for harmony in fulfillment of aspirations and dreams.

OLC is committed to continuous improvement and through outstanding teaching, research, community services and assessment is working to create Oglala Lakota University.

Institution Profile

year founded	1971
chartering tribe	Oglala Sioux Tribal Council
academic term	Semester
highest degree offered	4 year & Master's
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 490, Kyle, SD 57752
institution website	www.olc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (AA, BS); Business Accounting (CT)
Agriculture and Farming	Agri-Business (AAS); Agriculture (AA); General Agriculture (BS); Organic Agriculture (AAS); Organic Gardening (CT)
American Indian Languages	Lakota Language (CT)
American Indian Studies	Lakota Studies (AA, BA); Secondary Education Lakota Studies (BS); Tribal Management (AA)
Art	Art (AA)
Building Trades	General Construction: 1-year program (CT); Carpentry (AA); Electrical (AA); Heating, Vent. & Air Cond. (AA)
Business	Business Administration (BS); Business Education (BS); Computer Science (AAS); Entrepreneurship (AAS) & (CT); General Business (AA)
Computer Science	Information Technology (AA, BS); Business Computers (CT)
Computer Technology	MIS (AAS); MIS (CT)
Education-Paraprofessional	Early Childhood (AA); Elementary Education (AA); (CT)
Education-Professional	ACED Elementary/Special Education (BS); K-12 Special Education (BS); K-8 Elementary Education (BS); Special Education K-12 Endorsement (CT)
Environmental Science/Natural Resources	Interdisciplinary Environmental Science (AA, BS); Natural Resources Management (AA)
Health Careers	Allied Health (CT)
Hospitality Industry	Customer Relations Management (AAS) & (CT)
Human Services	Human Services (AAS, BS); Alcohol & Drug Abuse Studies (AA); Social Services & Counseling (AA)
Liberal Arts/General Studies	General Studies (AA); Core Requirements
Life Sciences	Life Science (AA)
Master's Degree Programs	Lakota Leadership/Management: Secondary/Middle/Elementary (MA); Educational Administration (MA)
Nursing	Nursing (AA)
Office Administration/Technology	Office Automation (AAS); Office Automation (CT); Office Technology (AAS); Office Tech. (CT)
Science	Science & Mathematics (Science, Engineering & Mathematics) (AA)
Social Science	History (BA)
Undeclared/Nondeclared	Undeclared
Vocational/Career Programs	Television Production (CT) (AS)

CT	Certificate	AS	Associate of Science	MA	Master of Arts
AAS	Associate of Applied Science	BA	Bachelor of Arts		
AA	Associate of Arts	BS	Bachelor of Science		



Graduation Ceremony 2005



Graduation 2005

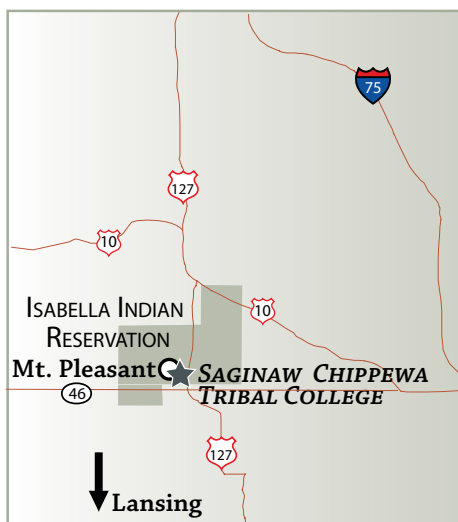


Graduation Ceremony



OLC Administration Building

Saginaw Chippewa Tribal College



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 and formation of a governing Board of Regents. While the primary focus was to build a bridge between tribal members and higher education, the College was chartered as a public institution for all people in the community. In passing its resolution to establish the College, the Tribal Council sought to increase access to higher education and to expand educational and career opportunities for the tribal community. The Tribal Council also was taking responsibility to provide for the future of the tribe by investing in its most valuable resource, its members and employees. The establishment of Saginaw Chippewa Tribal College was the first step in an educational empowerment process that is aimed at preserving and maintaining the Saginaw Chippewa tribal culture. The College strives, in addition, to provide a quality learning experience and environment designed to sustain the cultural continuity of the tribe from past to future generations.

The primary geographic service area of SCTC is the Isabella Reservation and greater Mount Pleasant area, which is the principal reservation of the Saginaw Chippewa Indian Tribe. A secondary service area is the Saganing Reservation, which is a subsidiary, smaller reservation of the tribe. In the future, SCTC may also serve other student populations in the state of Michigan.

As a two-year tribally-controlled community college, Saginaw Chippewa Tribal College offers the Associate of Arts degree. Currently, three degrees are offered: 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. The Associate of Arts in General Studies is a Liberal Arts transfer degree designed to effectively serve students with a variety of interests. The Native American Studies program focuses on the unique Anishinabe culture of the Saginaw Chippewa Tribal Community and the cultures of other Native American tribes. The business program prepares students for professional work in the tribal and greater community; it provides a foundation for advanced study in business. The program is based on the study of commonly accepted subjects in the discipline of business and includes coursework in business law, management, supervision, economics, human resource management, and organizational behavior.

A candidate for accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges, SCTC has accomplished its key objectives over the past two years: attaining membership in the American Indian Higher Education Consortium, establishing eligibility for Tribally Controlled College or University Assistance Act funds, securing eligibility to offer federal student financial aid, and establishing Land Grant status.

Institution Profile

year founded	1998
chartering tribe	Saginaw Chippewa Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	candidate, Higher Learning Commission of the North Central Association
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	2274 Enterprise Drive, Mt. Pleasant, MI 48858
institution website	www.sagchip.org/tribalcollege

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Studies (AA)
Business	Business (AA)
Liberal Arts/General Studies	General Studies (AA)

AA Associate of Arts



Career Expo



Student Display

*Photo Credit: SCTC

Salish Kootenai College



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.

Campus and Physical Facilities

The College started in 1977 in an abandoned public school building in Pablo. The campus was moved several times prior to locating to its present site east of Pablo, 10 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 value of the property exceeds \$20 million. The College is always proud to point out that its Building Trades students contributed substantially to the construction of many of these beautiful, environmentally harmonious buildings, earning course and certificate credit while gaining practical work experience.

Faculty and Staff

During Fall Quarter 2005, the College employed a total of 198 full-time faculty and staff members. Of these, 112 were Indian (57%), 107 were females (54%), and 91 were males (46%). The instructional staff included 84 instructors, 44 females (52%) and 40 males (48%).

Student Body Composition

During Fall Quarter 2005, 1,087 students were enrolled at SKC, 684 females (63%) and 403 (37%) males. Of the total student body, 749 attended full time (69%), while 338 attended part time (31%). Native American students constituted 80% of the student body, representing 68 tribes from 19 states and Canada. Of the Native American students, 529 were female (61%), while 343 were male (39%).

Job Placement, Transfer, and Beginning Wages

During the past seven years, Salish Kootenai College's combined job placement and transfer/continuing education rate averaged 86%. The annual job placement rate for those in the labor market pool averaged 76% during this period, while graduates' combined wages was approximately two million dollars per year. Considering that a dollar turns over 4-7 times before it leaves the local economy, this computes to an annual economic turnover of 7-14 million dollars per year. The estimated economic turnover during the seven-year period totals 49-98 million dollars. These salaries, wages, and dollar turnover contribute significantly to tribal, local, and state economies, including federal, state, and local tax coffers.



SKC Campus

Institution Profile

year founded	1977
chartering tribe	Confederated Salish and Kootenai Tribes
academic term	Quarter
highest degree offered	4 year undergraduate
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 70, Pablo, MT 59855
institution website	www.skcc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Studies (AA, CT)
Art	Digital Arts & Design (CT)
Business	Business Management (AA); Business/Entrepreneurship (BA)
Computer Technology	Information Technology (AS, BS)
Education-Paraprofessional	Elementary Education (AS); Early Childhood (AS)
Environmental Science/Natural Resources	Environmental Science (AS, BS); Forestry (AS)
Health Careers	Dental Assisting Technology (AAS, CT)
Human Services	Human Services (BA); Social Work (BA)
Liberal Arts/General Studies	General Science (AS); Liberal Arts (AA); Pre-Engineering (AS); Psychology (AA)
Nursing	Nursing (AS, CT, BS)
Office Administration/Technology	Medical Office Clerk (CT); Office Professions (AAS, CT)
Vocational/Career Programs	Highway Construction Worker (CT); Vocational Life Skills (CT); Building Trades (CT)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science
BA	Bachelor of Arts
BS	Bachelor of Science



Pete Beaverhead Building



Graduation 2004 (*Photo Credit: SKC)

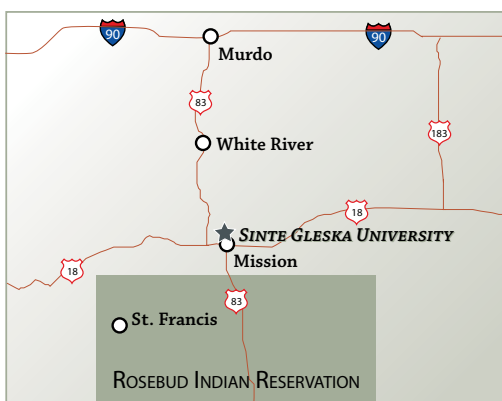
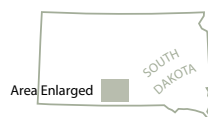


The Late Louis Cage Sr. Cultural Building



View from the Campus

Sinte Gleska University



Sinte Gleska University is a tribally chartered institution of higher education located in south central South Dakota on the Rosebud Sioux Indian Reservation. Sinte Gleska University was founded in 1971 to preserve and teach tribal culture, history, and language and to seek innovative and effective strategies to address the myriad of social and economic concerns confronting the Sicangu (Burnt Thigh) Lakota Oyate.

The very essence of Sinte Gleska stems from its location on the Rosebud Reservation. Founded in 1970, the origins of Sinte Gleska University can be traced to dissatisfaction among tribal leaders who believed that off-reservation higher education institutions failed to respond to the unique needs of the Indian student. Indeed the founders of Sinte Gleska University wanted to create a tribal higher education institution that was responsible for the delivery of postsecondary educational programs and opportunities on behalf of the Lakota people that was of, by, and for our tribal communities.

Sinte Gleska University offers 23 bachelor's degrees, 25 associate degrees, two master's degrees, and 12 certificate programs, which are approved by the North Central Association of Colleges and Schools, Higher Learning Commission. The accreditation at the associate and baccalaureate levels in 1983 made SGU the

first tribal college to receive accreditation at the four-year level. SGU also offers numerous vocational programs to serve the community and enhance economic development.

Historically, the Rosebud Indian Reservation provided rich habitat for the vast herds of bison that roamed the Great Plains. At the same time, the Rosebud Lakota people lived in ecological harmony with the bison and the prairie by practicing sustainable land stewardship.

Today, SGU's bison program is providing training and education to local residents by using the role of bison in tribal history to reintroduce indigenous knowledge of traditional Lakota land-use practices that sustain the environment. The bison program uses USDA land-grant funds and land donated by the Rosebud Sioux Tribe to manage a herd of 400 bison. SGU also operates a ranch where students are introduced to hands-on experiences that promote cultural learning in conservation, agricultural, and animal science.

Community outreach is a major part of the SGU mission. The Sicangu Policy Institute, Scott Bordeaux Leadership Institute, the Geospatial Applications Center, the Family Life Center, and the Sicangu GEAR UP program are all focused on collaborative efforts with local entities aimed at supporting tribal autonomy and growth for the next generations.

Institution Profile

year founded	1971
chartering tribe	Rosebud Sioux Tribal Council
academic term	Semester
highest degree offered	4 year & Master's
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Tribally Controlled
location	On Reservation
institution address	P.O. Box 105, Mission, SD 57555
institution website	www.sinte.edu

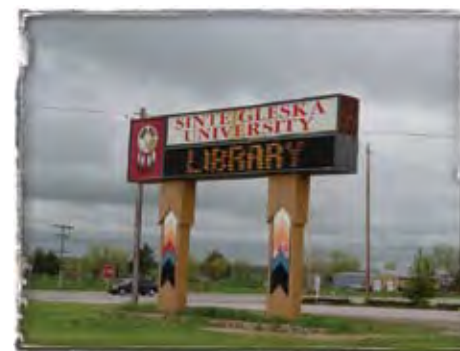
Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (CT)
Agriculture and Farming	Agribusiness (AAS)
American Indian Languages	Lakota Language [General (AA, BA); Oratory (BA); Research (BA); Teaching Wounspe Wecaklya (BA)]
American Indian Studies	Arts & Science: Lakota Arts (AA); Business Mgt: Tribal Mgt (BA); Lakota Studies [K-8 Elementary Ed. (BS), Cultural Resource Mgt (BS), Interdisciplinary Studies (BA), Lakota History & Culture (AA), Secondary Ed. (BS)]; Lakota History & Culture
Art	Art (AA); Art Education (BA); Fine Arts (AA)
Building Trades	Building Construction Technology (AAS); Building Trades (AAS); Electrician (AP); HVAC (AAS); Plumbing Apprenticeship (CT)
Business	Business Management (AA); Casino Management (AAS); Casino Operations (CT); Small Business Start-Up (CT; BS)
Computer Technology	Computer Maintenance (CT); Computer Technology (AAS); Data Processing (AAS; BS)
Corrections/Law Enforcement	Juvenile Corrections Training (CT); Law Enforcement (CT)
Education-Paraprofessional	Child Development (AA); Elementary Education: Paraprofessional Studies (AA); Middle/Secondary Education: Paraprofessional Studies (AA); Special Education (AA; BS)
Education-Professional	K-8 Elementary Education [Early Childhood Education (BS), K-12 Special Education (BS), Middle School (BS), Selected Concentration (BS)]
Environmental Science/Natural Resources	Environmental Science and Conservation (AAS); Environmental Science (BS)
Human Services	Human Services (AA); Human Services [Chemical Dependency (BA), Criminal Justice (BA), Mental Health (BA), Vocational Rehabilitation (BA)]
Liberal Arts/General Studies	Arts & Science: [Biological Science (AS), Computer Science (BS), Environmental Science (AS), Fine Arts (AA), Liberal Arts (BA), Photography (AA), Physical Science (AS)]
Master's Degree Programs	Human Services (MA); Master of Education (MED)
Nursing	Licensed Practical Nursing (AAS)
Office Administration/Technology	Administrative Assistant (AAS); Data Processing (AAS, CT); Office Technology (CT); Office Technology: [General (AAS), Legal (AAS), Medical (AAS)]

AP Apprenticeships
 CT Certificate
 AAS Associate of Applied Science
 AA Associate of Arts

AS Associate of Science
 BA Bachelor of Arts
 BS Bachelor of Science
 MED Master of Education

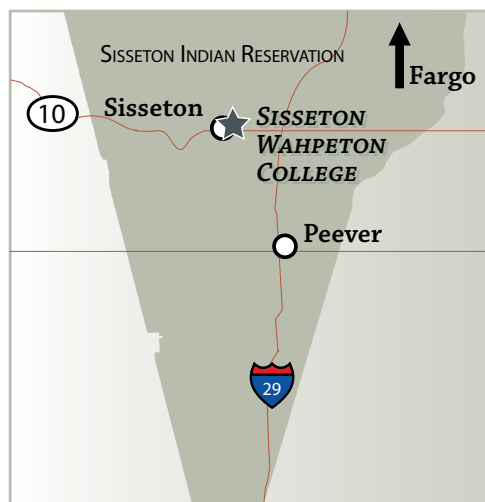
MA Master of Arts



SGU Multipurpose Student Center



Sisseton Wahpeton College



Sisseton Wahpeton College (SWC) was chartered in 1979 by the tribal council of the Sisseton Wahpeton Sioux Tribe. The College serves communities on and surrounding the 105,000-acre Lake Traverse Reservation in northeastern South Dakota, which is home to the Sisseton and Wahpeton bands of the Dakota people.

The College has made enormous strides since 1979. SWC provides associate degrees in business administration, chemical dependency counseling, Dakota studies, early childhood development, and nursing. Associate of science degrees are offered in environmental studies, natural sciences, and nutrition and food science. Associate of applied science degree programs include areas of accounting, business, computers, construction, hospitality and casino management, and education.

In addition to offering a variety of academic programs, the College provides the tribe and community with support services like adult basic education, GED preparation and testing, career counseling, financial aid, library services, and tribal archives. Unhealthy lifestyles are a problem on the Lake Traverse Indian Reservation, where approximately 37% of Native American youth ages five to nine are overweight and 20% are obese. From 1988-1996, American Indian adolescents 15-19 years old experienced a 54% increase in the prevalence of diabetes. SWC's community outreach programs are responding with an emphasis on diet and nutrition education to children in the K-8 grade levels.

Through in-class and after-school activities, students learn about nutrition, gardening, and food preservation. Kids learn how to prepare healthful snacks for themselves and as gifts for others. SWC worked with about 320 students and 90 adults throughout the 2002-03 school year. Program evaluations consistently found that many school-age children will share their nutritional knowledge with their parents and siblings at home, and some even help start new household gardens. Through integrated teaching and community programming, SWC is helping the Sisseton Wahpeton tribe combat diabetes, obesity, and other diet-related illnesses that are particularly harmful to young school-age children.



SWC Vocational Educational Building

Institution Profile

year founded	1979
chartering tribe	Sisseton Wahpeton Sioux Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	Old Agency Box 689, Sisseton, SD 57262
institution website	www.swc.tc

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Dakota Studies (AA)
Building Trades	Electrical (AAS); General Building Trades Technology (CT); Plumbing Technology (AAS); Technologies: Carpentry (CT)
Business	Business Administration (AA); Business Specialist (AAS)
Computer Technology	Computer Information Specialist (AAS); Computer Systems Technology (AAS)
Education-Paraprofessional	Early Childhood Development (AA); Paraprofessional Education (AAS)
Environmental Science/Natural Resources	Interdisciplinary Environmental (AS)
Health Careers	Certified Nursing Assistant (CT); Nutrition & Food Science (AS)
Hospitality Industry	Hospitality & Casino Management (AAS)
Human Services	Cross Cultural Counseling (AA); Human Services: Chemical Dependency Counseling (AA)
Liberal Arts/General Studies	General Studies: Elementary Teacher Education (AA)
Natural Science	Natural Science: Life Science Emphasis (AS)
Nursing	Nursing (AA)
Office Administration/Technology	Accounting Technician (AAS)
Vocational/Career Programs	Concrete & Masonry Technology (AAS)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science

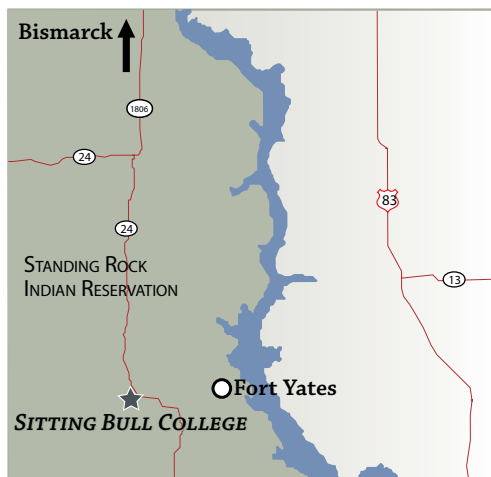
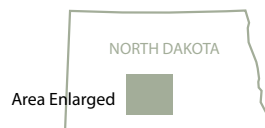


Learn from Elder



Daycare

Sitting Bull College



The Standing Rock Sioux Tribal Council chartered Sitting Bull College (formerly Standing Rock Community College) in 1973, creating one of the first six tribal colleges in the nation. Its mission is that it is “an academic and technical institution committed to improving the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with Lakota/Dakota culture and language.” Sitting Bull College (SBC) was founded with the philosophy that all people grow to their full potential by knowing and understanding their beautiful and profound cultural heritage; therefore, Dakota and Lakota cultures will permeate a holistic educational process, which will permit all people to develop in balance from the elders’ teachings to live in the present world.

Accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges, SBC is an associate degree granting institution serving the Standing Rock Indian Reservation consisting of a land base of 2.8 million acres in North Dakota and South Dakota. It offers academic and vocational training and awards including seven certificates of completion, four associate of applied science degrees, ten associate of science degrees, and three associate of arts degrees. These programs of study range from building trades, peace officer training, agri-business, criminal justice, business administration/management arts & crafts entrepreneurship, Native American Studies, teacher/early childhood education, human services, office/information technology and nursing. In 2005, SBC received approval to offer baccalaureate degrees in business administration and elementary education.

The largest degree programs include business administration and education. The average student is a single female with dependents. The age range of students is from 16 to 70 years of age with the average age being 30.

In recent years, SBC has focused its attention on the severe economic conditions on the reservation. It is determined to address the lack of business development and entrepreneurship in the local communities. SBC established its own construction and information technology companies which has resulted in job creation in the community. It also has developed a Tribal Business Information Center (TBIC). The mission of the TBIC is to contribute to a growing reservation economy by assisting in the creation, development, and/or expansion of small businesses which is done through classes, seminars, and incubation support. SBC runs a public transportation system, and it assisted in the reservation receiving Scenic Byway designation.

One of the largest initiatives undertaken by SBC is a capital campaign to build a new campus located west of the Fort Yates community. So far 18 low-income housing units have been constructed on the new campus as well as a log cabin cultural center and infrastructure for the majority of phase one of the new campus. The first classroom building which includes state-of-the-art science and information technology laboratories will be completed in 2006. Currently, plans are underway for a Family Support Center that will house a daycare facility, the education department, and an Entrepreneurial Center that will include the TBIC center, SBC business department and incubator space for new business start-up. SBC also maintains instructional centers in the communities of McLaughlin, SD, and Mobridge, SD.



SBC New Campus 2005

Institution Profile

year founded	1973
chartering tribe	Standing Rock Sioux Tribe
academic term	Semester
highest degree offered	4 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	1341 92nd Street, Fort Yates, ND 58538
institution website	www.sittingbull.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Agriculture and Farming	Agribusiness (AS); Farm/Ranch Management (CT); Bison Management
American Indian Studies	Native American Studies (AA)
Building Trades	Building Construction Technology (CT); Building Trades (AAS)
Business	Business Administration (AA, BA); Business Administration/Management Arts & Crafts Entrepreneurship (AAS, CT); Business Administration/Management; Entrepreneurship
Computer Science	Information Technology (AS; CT)
Corrections/Law Enforcement	Criminal Justice (AAS); Peace Officer Training (CT)
Education-Paraprofessional	Early Childhood Training (AS); Teacher Education (AS)
Education-Professional	Elementary/Special Education (BS); Elementary Education (BS)
Environmental Science/Natural Resources	Environmental Science (AS, BS); Natural Resources (AS), Energy Technology (AAS)
Human Services	Human Services Technician (AS)
Liberal Arts/General Studies	General Studies (AA)
Nursing	Licensed Practical Nursing (AS)
Office Administration/Technology	Office Technology (AAS, AS, CT)

CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science
BS	Bachelor of Science



SBC Students and Elder



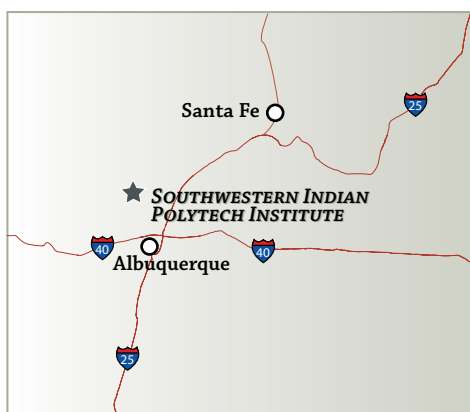
Ecology Club Clean-up Day



Pre-service Institute

*Photo Credit: SBC

Southwestern Indian Polytechnic Institute



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 U.S. 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 800 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).

SIPI is situated near some of the world's leaders in cutting-edge technology development, including Los Alamos and Sandia National Laboratories, Intel Corporation, and the University of New Mexico. SIPI's excellent working relationships with industry and research universities allow a responsive learning environment within which American Indian and Alaska Native students develop skills that will be needed by tribal nations to build cohesive and economically strong communities. SIPI is an important part of the New Mexico higher

education system. The college has articulation and transfer agreements with the University of New Mexico, New Mexico State University, and New Mexico Highlands University.

Values and Goals

As a National Indian Community College, SIPI adheres to key values and goals, including

- Respect for tribal sovereignty, self-determination, self-governance, and recognition of treaty obligations;
- Cultural, social, and economic relevance in services, training, and information;
- Respect for diversity within its structure, individuals and communities;
- Holistic approaches to a learning environment;
- Integrity and professionalism in instruction, services, and resources; and
- Enhancement and excellence for all American Indians through partnerships and collaborations.



SIPI Campus



New Science and Technology Building

Institution Profile

year founded	1971
chartering tribe	Federally Chartered
academic term	Trimester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Snyder Act of 1921
location	Off Reservation
institution address	P.O. Box 10146, Albuquerque, NM 87184
institution website	www.sipi.bia.edu

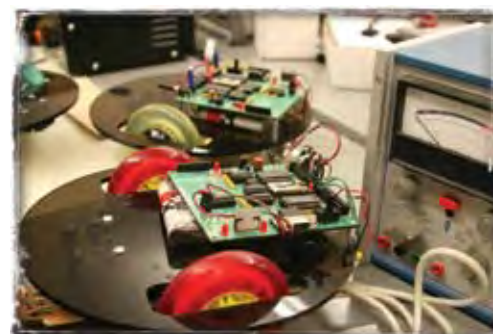
Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting (CT, AAS)
Agriculture and Farming	Agriculture Technology (Agribusiness) (AAS); Crop & Soil Science (AAS)
Business	Business Administration (CT, AAS, AS)
Computer Science	Computer Science (AS)
Computer Technology	Electronics Technology (CT, AAS); Network Management (CT, AAS)
Education-Paraprofessional	Early Childhood Education (CT, AA)
Environmental Science/Natural Resources	Environmental Protection Specialist (CT); Natural Resources Management: Environmental Science (AAS)
Geography	Geo-Spatial Technologies (CT); Geo-Spatial Technology (AAS)
Hospitality Industry	Culinary Arts (CT, AAS); Culinary Arts, Hospitality Services Management (AAS)
Liberal Arts/General Studies	Liberal Arts (AA)
Office Administration/Technology	Office Information Application (AAS); Office Information Applications (CT)
Pre-Engineering	Civil Engineering Technology: [Architectural Drafting (CT); Surveying (AAS)]
Vocational/Career Programs	Commercial Offset Printing & Pre-Press Technology (CT, AAS); Ophthalmic Dispensing (AAS); Optical Laboratory Technology (CT); Semiconductor Manufacturing Technology (AAS)

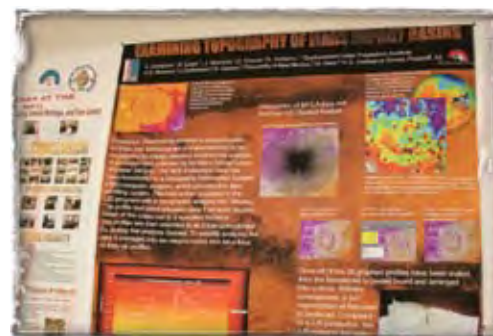
CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts
AS	Associate of Science



Electronics Class (*Photo Credit: SIPI)

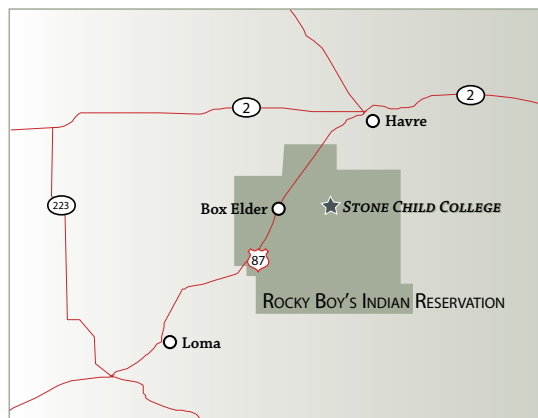


Robot Lab



Student Research Presentation

Stone Child College



Stone Child College (SCC) is a tribally controlled community college of the Chippewa Cree Tribe. Chartered in 1984 by the Chippewa Cree Business Committee, Stone Child College (SCC) was established to preserve and maintain the Chippewa Cree culture and to better educate its tribal members.

Accredited by the Commission of the Northwest Association of Schools and Colleges, SCC offers programs of study that lead to associate of arts and associate of science degrees and certificates of completion. These courses are listed in the Accredited Institutions of Higher Education, published by the American Council on Education for the Council on Post-secondary Accreditation.

SCC enrolls predominantly American Indian students with the current enrollment reflecting 98% American Indian descent. Based upon the US Department of Education's definitions of special population, 90% of the College's student population is considered low income, 81% are first generation college students, 77% are of limited English proficiency, and 2% are disabled.

The Chippewa Cree families of the Rocky Boy Reservation in north-central Montana have had to learn to help themselves, with a high unemployment rate and low per capita annual income. With accelerating student enrollment numbers and a tribal population expected to double by the year 2025, SCC completed a new campus consisting of three brand new buildings: the Cultural Archives Building, Sitting Old Woman Center (the community/library building), and Kennewash Hall (the academic building). The campus held its Grand Opening and Dedication on July 31, 2003. In addition, SCC offers community outreach programs, which include cooking for diabetes, food safety, community gardening, animal and range management, youth development, home-based enterprises, and agricultural marketing.

Stone Child College has open enrollment which means all are welcome.



SCC Campus

Institution Profile

year founded	1984
chartering tribe	Chippewa Cree Business Council
academic term	Semester
highest degree offered	2 year
accrediting agency	Northwest Commission on Colleges and Universities
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	R R 1 Box 1082, Box Elder, MT 59521
institution website	btc.montana.edu/scc

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Accounting	Accounting Information Management (CT)
American Indian Studies	General Studies: Native American Studies (AA)
Business	General Business (AS), Business (CT)
Computer Science	Information Systems (AS), Microsoft Office Application Software Option (AS)
Education-Paraprofessional	Elementary Education Option (AA), Early Childhood Option (AA)
Human Services	Office Technology Option, Psychology Option, Addiction Studies Option (AA), Chemical Dependency (CT)
Liberal Arts/General Studies	Liberal Arts Option (AA), Humanities Option, Arts Option (AA), English Option, Math Option (AA)
Natural Science	Natural Resources Option (AA)
Office Administration/Technology	Office Administration (AS), Office Technology (CT)
Science	General Science Option (AA), Applied Science Allied Health (AS)

CT	Certificate
AA	Associate of Arts
AS	Associate of Science



Staff and faculty who achieved higher degrees



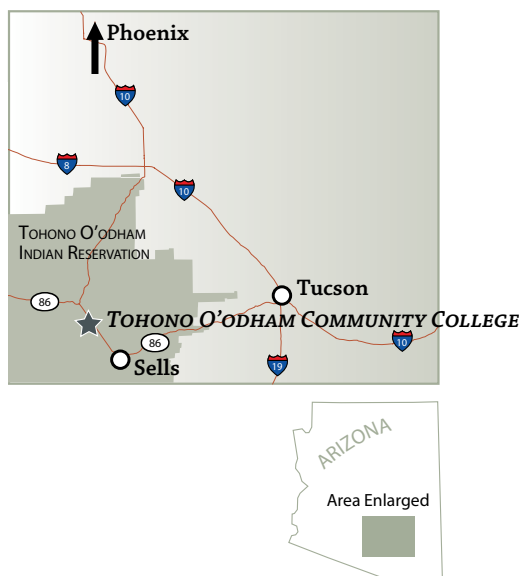
Chief Stone Child



Graduation Procession

*Photo Credit: SCC

Tohono O'odham Community College



In 1998, the Tohono O'odham Nation chartered Tohono O'odham Community College (TOCC). The College was established to serve the residents of the Tohono O'odham Nation and nearby communities, with the critical goals of preparing students to contribute to the social, political, and economic life of the Tohono O'odham Nation and preserving the O'odham Himdag (or cultural way of life). TOCC opened its doors in 2000, with classes accredited through an intergovernmental agreement with Pima County Community College District in Tucson, AZ. Almost immediately, the College began the process of seeking its own accreditation and was awarded initial candidacy status by the Higher Learning Commission of the North Central Association of Colleges and Schools in February 2003. TOCC is now fully accredited.

Additionally, TOCC achieved Federal land grant status in December 2004, when the College was added to the list of the 1994 Land Grant Institutions.

Tohono O'odham Community College serves approximately 171 students (67% female; 33% male). TOCC's student body is 97% American Indian/Alaskan Native. The College's faculty/staff is 63% American Indian, 54% of whom are O'odham.

Vision

The vision of the college 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 will include research opportunities and programs that address academic, life, and development skills.

Goals and Objectives

- To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.
- To include elders as primary resources, instructors, advisors, counselors as the means of reinforcing Tohono O'odham Himdag.
- To recruit highly-qualified faculty and staff who are dedicated to the art of teaching, advising, and providing services specifically to the Tohono O'odham community.
- To ensure the integration of appropriate Tohono O'odham Himdag in the physical environment, curriculum and processes of the College.
- To ensure that curricular offerings are relevant to the needs of individuals and communities in fundamental skills, i.e., general reading, writing, and math skills.
- To establish a technology core that will enable the students and the broader community to meet the challenges of the future.



TOCC Campus

Institution Profile

year founded	1998
chartering tribe	Tohono O'odham Nation
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 3129, Sells, AZ 85634
institution website	www.tocc.cc.az.us



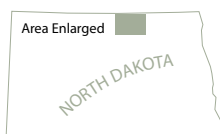
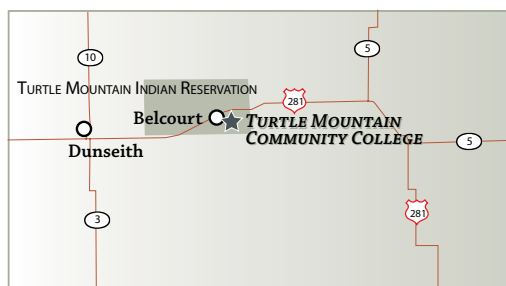
Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Agriculture and Farming	Development of Degree in Progress
American Indian Studies	Tohono O'odham Studies (AA) in development
Building Trades	Basic Building and Construction Technologies (CT); Advanced Building and Construction–Carpentry (CT); Advanced Building and Construction–Electrical (CT); Advanced Building and Construction–Facilities Maintenance (CT); Advanced Building and Construction
Business	Business (AA); Business with Management Specialty (AAS); Associate of Business Administration (AA)
Computer Technology	Management Information Systems (AP) (AS)
Education-Paraprofessional	Teacher Aide/Assistant (CT); Teacher/Director (AAS); Child Development–Preschool Option (CT); Child Development Associate–Preschool Option (AAS); Associate of Arts In Elementary Education (AA); (AP)
Human Services	Basic Social Service Substance Abuse (CT); Social Services (AAS); Social Services (AA)
Liberal Arts/General Studies	General Studies (AA); Liberal Arts (AA); Arizona General Education Curriculum (CT); (AP)
Office Administration/Technology	Office and Administrative Professions–Administrative Assistant (AAS); Office and Administrative Professions–Computer Applications Specialist (AAS; AP)



AP	Apprenticeships
CT	Certificate
AAS	Associate of Applied Science
AA	Associate of Arts

Turtle Mountain Community College



A growing awareness that more college-educated tribal people were needed to provide necessary and effective services on the Turtle Mountain Chippewa reservation led to efforts in the 1960s to bring college courses to the reservation. Efforts by local Indian citizens for comprehensive, quality higher education services culminated in the approval of a charter from the tribe to establish the Turtle Mountain Community College in 1972. In 1976, the College received a Certificate of Incorporation from the State of North Dakota. The College is currently accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

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 1339 annually.

Turtle Mountain Community College is located 10 miles from the Canadian border in north central North Dakota in the wooded, hilly, and lake-filled area known as the Turtle Mountains. The main campus is located just north of the 4000 plus populated unincorporated 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 tribe. The main campus

houses a 145,000 square foot building located on an approximately 123-acre site. The facility includes state-of-the-art technology; a fiscal area; general classrooms; science, math and engineering classrooms and labs; library and archives; learning resource centers; faculty area; student services area; gymnasium and mechanical systems. The College is a commuter campus and maintains no residence halls. Recently the College purchased a 100-acre site named the Anishinaubeg Health and Wellness Center where the College has located the Land Grant programs. This beautiful site sits on the shore of Belcourt Lake. Gardens, cabins, teaching facilities and an administration building help the staff meet the program goals and objectives.

On the Turtle Mountain Reservation, TMCC continues to take the lead in four areas that are important to tribal stability. The first is the College's role in preserving the Chippewa language, culture, and traditions. The second is the natural impact in economic dollars that is being generated because the College is owned and operated by the tribe. Third is the contribution toward reservation-based sustainable economic development that is promoted through the College's vocational training programs. The fourth is the College's contributions toward developing tribal leaders with the appropriate academic credentials.

Institution Profile

year founded	1972
chartering tribe	Turtle Mountain Band of Chippewa
academic term	Semester
highest degree offered	4 year undergraduate
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Title I, Tribal College Act
location	On Reservation
institution address	P.O. Box 340, Belcourt, ND 58316
institution website	www.tm.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
Agriculture and Farming	Agriculture (AAS)
Art	Art (AA); Commercial Art (CT); Music (AA)
Automotive Technology	Automotive Technology (CT, AAS)
Building Trades	Carpentry (CT); Carpentry (Residential) (AS)
Business	Business Administration (AA); Casino Management (CT); Entrepreneurship (CT)
Computer Technology	Computer Information Support Specialist (CT); Electronics Technology (CT); Information Technician (CT); Microcomputer Technical Support Specialist (AAS), Computer Science (AS)
Education-Paraprofessional	Childcare Provider (CT); Early Childhood (AA); Early Childhood Education Professional (AAS); Secondary Education (AA)
Education-Professional	Elementary Education (BS)
English	English (AA); Journalism (AA)
Environmental Science/Natural Resources	Environmental Science (AA); Fish & Wildlife Technology (AAS); Natural Resources (AA); Wildlife Studies (AA)
Health Careers	Emergency Medical Services (AAS); Food & Nutrition (AA); Pharmacy (AA); Physical Therapy (AA); Pre-Dentistry (AA); Pre-Medicine (AA), Biology (AA)
Human Services	Social Work (AA)
Liberal Arts/General Studies	Basic Curriculum (AA)
Mathematics	Mathematics (AA)
Nursing	Nursing (AA)
Office Administration/Technology	Administrative Finance Assistant (AAS); Administrative Office Assistant (AAS); Medical Records (AA); Medical Records Assistant (CT); Medical Technology (AA), Medical Billing and Coding (AAS, CT)
Paralegal	Legal Studies (AAS, CT)
Pre-Engineering	Engineering
Pre-Veterinary Science	Pre-Veterinary Science (AA)
Remedial/Development	Basic Curriculum (AA); Phoenix/Fresh Start (CT), Engineering (AA), Music (AA)
Science	Basic Science
Social Science	History (AA); Social Science (AA)
Vocational/Career Programs	Welding (CT; AS)

CT Certificate
AAS Associate of Applied Science
AA Associate of Arts

AS Associate of Science
BS Bachelor of Science



Student Government



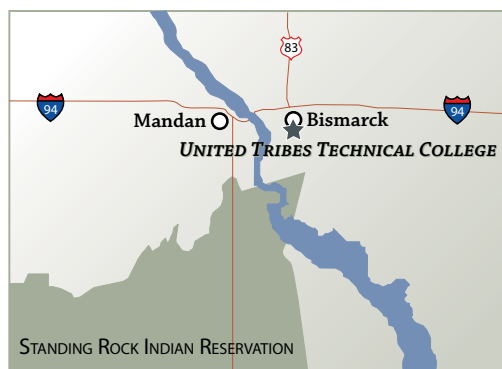
Mosquito Research



Campus

*Photo Credit: TMCC

United Tribes Technical College



The United Tribes Technical College (UTTC) is a postsecondary vocational institution that was founded in 1969 by the four tribes of North Dakota. It was established as a residential employment-training center and, in 1987, became UTTC.

UTTC offers several vocational and academic degree programs for which UTTC received full accreditation in 1982 as a vocational school. In 2001, the College was granted full accreditation for all its programs without stipulation, through 2011.

Located in Bismarck, 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 a jobs corps training center in 1968. When that center was closed, UTTC obtained use of the property as its campus.

In North Dakota, the number of Native American children who are overweight continues to rise, increasing their risk for Type 2 diabetes. UTTC Extension Service and USDA are promoting the historical and cultural relationships between native people and bison to emphasize proper nutrition, diet, and physical activity. Workshops are delivered to community members, college students and young children. Last year UTTC's Extension service visited more than 150 elementary school children with nutritional education resource kits and healthy snacks. Nursing students, food service providers, daycare workers, and community members received nutrition education through courses, workshops, newsletters, and in-service training.

Food safety is an emerging issue of concern to communities across the country. Last year UTTC Extension was awarded a \$400,000 USDA grant to launch a three-year program in food safety education. The program will promote consistent food safety messages to high-risk, underserved, and hard-to-reach audiences. The effort will develop a food safety manual with written and food safety visual lessons. Some food safety information will be translated into three tribal languages used on the Great Plains: Ojibwa, Hidasta, and Lakota.



Itancan Oyanke Leadership Lodge



Jack Barden Student Life and Technology Center

*Photo Credit: UTTC

Institution Profile

year founded	1969
chartering tribe	North Dakota Development Corporation
academic term	Semester
highest degree offered	2 year
accrediting agency	Higher Learning Commission of the North Central Association of Colleges and Schools
land grant status	Yes
operational funding source	Carl D. Perkins Vocational-Technical Education Act and Bureau of Indian Affairs
location	Off Reservation
institution address	3315 University Drive, Bismarck, ND 58504
institution website	www.uttc.edu

Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Tribal Management (AAS, CT); Tribal Tourism (AAS, CT)
Art	Art/Art Marketing (AAS, CT)
Automotive Technology	Automotive Service Technician (CT); Automotive Service Technology (AAS)
Building Trades	Construction Electricity-2-year (AS, CT, DL); Technologies: Plumbing (CT)
Business	Small Business Management (AAS, CT)
Computer Technology	Computer Support Technician (AAS, CT)
Corrections/Law Enforcement	Criminal Justice (AAS)
Education-Paraprofessional	Early Childhood Education (AAS)
Health Careers	Health Information Technology (AAS); Injury Prevention (AAS); Nutrition & Food Service (AAS)
Hospitality Industry	Nutrition and Food Service (AAS, CT)
Human Services	Substance Abuse (AS, CT)
Nursing	Practical Nursing (AAS)
Office Administration/Technology	Office Administration (CT) (AS)
Vocational/Career Programs	Administrative Office Support (CT); Office Technology (AAS)

DL	Diploma
CT	Certificate
AAS	Associate of Applied Science
AS	Associate of Science



Groundbreaking for the new United Tribes Wellness Center, 2005

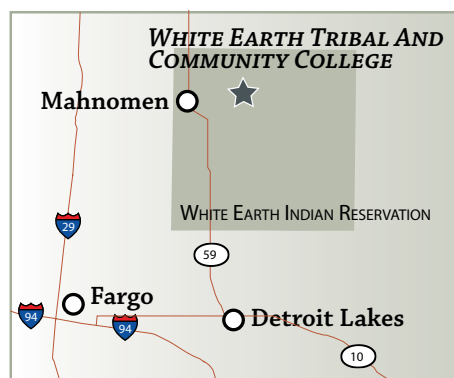


Honoring Ceremony



Graduation 2005

White Earth Tribal and Community College



The White Earth Reservation Tribal Council established the 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.

Having received candidacy status as an accredited institution of higher learning, White Earth Tribal and Community College has articulation agreements with several regional universities: Minnesota State University-Moorhead, Bemidji State University and the University of Minnesota-Duluth.

Today White Earth Tribal and Community College serves over 140 students 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.

White Earth Tribal and Community College has a fully equipped computer science center than can serve the needs of the College, the White Earth Reservation, and surrounding communities. In academic year 2005-06 White Earth Tribal and Community College plans to offer computer training courses on its own and in cooperation with Detroit Lakes Technical College.

In addition to Science and Technology programs, WETCC is a member institution of the Woodlands Wisdom Confederation and has recently partnered with USDA'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.

White Earth Tribal and Community College is also focused on the welfare of children. The College has special programs for those interested in working with special needs children and families. The College's Para-Education program and its Even Start Literacy Center are both devoted to early childhood education and support families in learning.

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

year founded	1997
chartering tribe	White Earth Reservation Tribal Council
academic term	Semester
highest degree offered	2 year
accrediting agency	candidate, Higher Learning Commission of the North Central Association
land grant status	Yes
operational funding source	White Earth Reservation
location	On Reservation
institution address	P.O. Box 478, Mahanomen, MN 56557
institution website	www.wetcc.org



Majors and Degrees Offered

MAJOR GROUP	MAJORS OFFERED (TYPE OF DEGREE)
American Indian Studies	Native American Studies (AA)
Business	Business Administration (AA)
Computer Technology	Management Information Systems (AAS)
Education-Paraprofessional	Child Development Assistant (CT); Early Childhood Education (AA); Para-education (AA)
Environmental Science/Natural Resources	Environmental Science (AA; AAS)
Health Careers	Certified Nursing Assistant (CT); Home Health Aide (CT)
Liberal Arts/General Studies	Humanities, Arts & Social Sciences (AA)

CT	Certificate
AAS	Associate of Applied Science
AS	Associate of Arts