

**Title III Part A, American Indian Tribally Controlled Colleges and Universities Program
FISCAL YEAR 2007 PROJECT ABSTRACTS**

P031T070041 - Navajo Technical College

Navajo Technical College (Navajo Tech) is a tribal technical college established and chartered by the Navajo Nation. Navajo Tech is committed to providing a student-oriented learning environment based on the Dine' Philosophy of Education: Nitsahakees, Nahat'a, Iina, Sihasin. Navajo Tech is chartered to serve Navajo students, and its mission is to prepare Navajo and other students with a quality education. In the journey to fulfill this mission Navajo Tech has performed a comprehensive self-study to determine how to better serve its constituency.

This self-study revealed strengths and weaknesses to address. Weaknesses that Navajo Tech wishes to address in this proposal include weak enrollment, institutional instability, and operational inefficiencies. Navajo Tech, with the help of this grant award, will work toward fulfilling the following goals: 1) to strengthen retention at the Crownpoint and Chinle campuses and help under-prepared high school students succeed at a higher rate entering Navajo Tech through the successful implementation of an intense First-Year Experience program; 2) to improve operational efficiencies and communication through the implementation of a new integrated student record and financial system and the campus institutional/organizational effectiveness effort that will improve administrative, faculty, and staff performance; 3) to improve enrollment and long-term college success as evidenced by retention and graduation rates through the development of an e-learning capacity as part of the long-term cyber-infrastructure effort that will help Navajo Tech better serve the Chinle (Arizona) campus, eastern Navajo service area, high school juniors and seniors planning to attend Navajo Tech, and help strengthen its Internet to the Hogan Project; and 4) to continue building Navajo Tech's endowment fund. The fulfillment of these goals will strengthen the institution, meet the needs of the student population, and better serve the communities and regions surrounding Navajo Technical College.

P031T070040 - Turtle Mountain Community College & Cankdeska Cikana Community College (Cooperative)

Turtle Mountain Community College (TMCC) and Cankdeska Cikana Community College (CCCC) project will prepare culturally based, highly competent teachers for the Turtle Mountain and Spirit Lake's elementary schools and Head Start programs. Under this cooperative agreement, the third and fourth year of the TMCC elementary education will be offered at CCCC with appropriate modifications for inclusion of the Dakota culture. An Early Childhood four-year degree (inclusion of both cultures) will be developed and submitted to the accreditation process and offered to juniors and seniors at both colleges. Endorsements for bilingual education, kindergarten through the third grade, and middle school will be developed and offered to Elementary Education majors and teachers. The course delivery will be simultaneous using Learn-Linc to transmit the classes from TMCC to CCCC.

The objectives of this project are:

1. By the end of the first year, 100 percent of the TMCC Elementary Education baccalaureate courses will be available to students at CCCC.
2. By the end of the first year, eight CCCC students will be enrolled in upper division Elementary Education courses with 80 percent completing the two years.
3. By the end of the second year, 100 percent of the courses for an Early Childhood four-year degree will be developed and 28 students will be enrolled for the third and fourth early childhood pilot with 70 percent completing each year.
4. By the end of the second year, the Bilingual Endorsement will be offered and 20 students will be enrolled for the pilot with 70 percent completing all Endorsement courses.
5. By the end of the third year, the kindergarten through the third grade Endorsement option will be completed and 20 students will be enrolled for the pilot with 70 percent completing all Endorsement courses.
6. By the end of the third year, the second cohort of eight CCCC Elementary Education majors will be enrolled with 80 percent completing the program.
7. By the end of the fourth year, the Middle School Endorsement option will be completed and 15 students will be enrolled for the pilot with 70 percent completing all Endorsement courses.
8. By the end of the fourth year, 100 percent of the Early Childhood courses will be revised and a second cohort of 20 students will be enrolled.

P031T070038 - Fort Berthold Community College

The Fort Berthold Community College (FBCC) is tribally chartered by the Three Affiliated Tribes to meet the higher education needs of the people of the Mandan, Hidatsa, and Arikara Nation. The College was founded May 2, 1973, as the agency responsible for higher education on the Fort Berthold Indian Reservation located in northwestern North Dakota. FBCC is a two-year public institution of higher education. The college offers seven Associate of Arts Degree programs, six Associate of Science Degree programs, seven Associate of Applied Science Degree programs and 14 vocational certificates.

Fall 2006 enrollment of 196 students showed a student body that was (97 percent) American Indian/Alaska Native (AI/AN), and three percent non-AI/AN. Nearly two-thirds (65 percent) were female; one-third (35 percent) were male; two-thirds (65 percent) were 25 and older; and the remaining third (35 percent) were 24 and under. The average age of FBCC students is nearly 32, and over half (51 percent) enters FBCC with a General Education Diploma (GED). Over 88 percent of the student body served in academic year 2006-2007 were enrolled members of the Mandan, Hidatsa and Arikara Nation.

The FBCC faculty consisted of 11 full-time faculty members and 25 adjunct faculty members in academic year 2006-2007. Nearly three-quarters (73 percent) of full-time faculty members are American Indian/Alaska Native (AI/AN) and of this group, most (88 percent) are enrolled members of the Three Affiliated Tribes. Nearly two-thirds (65 percent) of the part-time faculty members are AI/AN--of these groups, all (100 percent) are tribal members. The faculty to student ratio is approximately one to ten.

P031T070037 - Chief Dull Knife College

Description of College's Distinguishing Features

Chief Dull Knife College (CDKC) is a public, two-year tribally controlled college that offers a program in liberal arts and sciences, and general education that leads to an Associates of Arts degree, and the Associate of Applied Science in career fields. It also offers certification programs such as office management. It is chartered by the Northern Cheyenne Indian Tribe to provide higher education to the Northern Cheyenne reservation and surrounding area.

During the 2005-2006 academic year, CDKC had 153 Indian full-time equivalent (FTE) students (64 percent female), and 526 Indian part-time equivalent (PTE) students (58 percent female). Non-Indian students included eight FTE (100 percent female), and 138 PTE students (62 percent female). Total FTE during this year was 217. There were 11 full-time and 27 part-time faculty members.

Overview of the Proposed Project

Chief Dull Knife College proposes a Title III project to strengthen its institutional capabilities for providing student support services that will improve student performance, retention and completion of CDKC programs. The project also focuses on improving its community outreach and support as well as alumni involvement with CDKC students. Improved institutional capabilities and management related to these areas will positively impact fiscal stability. The Title III project administered through the Department of Student Affairs will develop and strengthen the capabilities of the college to offer a Transition to College program which will assist new students through improved placement testing and course placement, offer improved developmental skills courses (specifically communications arts), advising and support services, childcare, and provide greater academic support in the learning center, writing center and the college library. These improvements will enhance the academic opportunities offered by CDKC to the residents of a geographically and economically isolated, Indian reservation and surrounding communities.

The emphasis of the project is on improving retention in both specific courses and degree programs, which will facilitate greater rates of graduation and transfer to four-year colleges and universities. In addition, the college proposes to increase student and community engagement with higher education by formalizing alumni activities. The proposed project will strengthen CDKC institutional management by further developing and implementing the use of recently developed student data sources on an institution-wide basis. Institutionalization will allow these data sources to be better used to assess and modify student services and programs and to increase the college's responsiveness to its constituents. This project will positively impact fiscal stability through the retention and graduation of an increasing number of CDKC students.

P031T070036 - United Tribes Technical College

To address a key goal of the recent U.S. Department of Education Strategic Plan, United Tribes Technical College (UTTC) of Bismarck, North Dakota proposes to enhance access to postsecondary education by developing and piloting an innovative tribal college model for educational outreach utilizing leading-edge technology and best practices to engage American Indian “digital natives” in culturally relevant interactive learning. A Tribal Colleges and Universities (TCU) Center for Educational Outreach (CEO) will focus on technology infrastructure expansion, new online coursework, faculty development, short-term training program development, and market research that extend the outreach of educational activities of the college beyond the 1,000 plus American Indian students currently served. As a tribally controlled postsecondary career and technical college with 52 faculty members, UTTC will leverage current resources including its self-developed online learning management system, *INDigiLearn*, to expand its Web outreach to constituents through a new innovative portal, *INDigiWeb*. *INDigiLearn* requires minimal bandwidth so that students in rural and remote reservation locations who do not have broadband Internet services can access course materials online. *INDigiWeb* is an expandable and adaptable web portal focused on increasing access and educational opportunities to Indian countries through the online degree programs, research data integration, student experiential learning, targeted training, and student support using emerging technologies. Sustainability is integrated into the project design through TCU partnerships, Web resource development, and ongoing assessment activities that inform project management. The TCU-CEO will demonstrate that the future of distance education is no longer simply “online education” but is a vehicle through which institutional development is envisioned and accomplished through innovative educational outreach using cutting-edge technology.

P031T070003 - College of Menominee Nation

College of Menominee Nation (CMN) is an accredited, tribally controlled, two-year community college. The college serves the Menominee Nation, its tribal members, neighboring tribal nations and surrounding non-Indian communities. The main campus is located on the Menominee Indian Reservation in Keshena, Wisconsin, with an auxiliary site located near the Oneida Reservation in Green Bay, Wisconsin. College of Menominee Nation is accredited by the North Central Association (NCA) Higher Learning Commission (HLC). In 2003, a ten-year accreditation was granted.

Associate of Arts and Sciences, and Associate of Applied Arts and Science degrees are offered for technical and career programs and include university parallel transfer programs. The transfer programs are articulated with several institutions. Transfer students can graduate after two years and transfer to these institutions with junior classification.

College of Menominee Nation is chartered by the Menominee Indian Tribe of Wisconsin and is governed by a Board of Directors. The charter of CMN sets forth the powers of the Board of Directors with “the full power and authority to” establish policies and procedures, approve the College budget, supervise the President and approve new programs. The board members must be enrolled Menominee Tribal members who are appointed by Menominee Tribal Legislature.

The primary service population is the Menominee Nation, with over 5,000 enrolled members living on or near the reservation. Annually, CMN serves students representing many tribes. In the fall of 2006, CMN served students from 22 different tribes. College of Menominee Nation serves approximately 500 students each semester; 86 percent are degree-seeking students, 83 percent are Native American, 71 percent are female and 56 percent are part-time. A significant number, 95 percent of the college’s students receive some form of financial aid.

The proposed project is to construct an addition to and renovate the current Culture Building facility. This facility is key to three CMN program areas including community outreach programs that provide essential training requested by the community, youth programs that provide bridge programs and support to draw high school students into postsecondary education, and culture and language programs that support the Native American student body and provide the essential community and cultural support needed by these students. The proposed project cost is \$990,000.

P031T070006 - Oglala Lakota College

Level: 4 year; **Control:** Public; **Affiliation:** Tribal (Oglala Sioux);
Service Population: Residents of the Pine Ridge Indian Reservation (28,782 Native Americans), Rapid City, South Dakota, (15,000 Native Americans)

Programs of Study: Oglala Lakota College (OLC) has Associates through Master's degrees. Programs of study include Applied Science; Business; Tribal Management; Construction; TV Production; Entrepreneurship; Human Services; Education (Early Childhood through 12th Grade Teachers); Lakota Studies; Agriculture/Natural Resources; Science; Engineering and Math (including an Integrated Environmental Science degree); and Nursing. Oglala Lakota College has a Masters in Lakota Leadership/Management with an emphasis area in Educational Administration to educate Principals for Tribal schools. Oglala Lakota College also operates the Head Start program on the Pine Ridge Indian Reservation that has 531 children from age three to five in 26 classrooms and 100 children from birth through age three in six classrooms.

Student Body Characteristics (Fall 2006)

Headcount: 1,485 Full-Time Equivalent -- 1,137
Race: Native American -- 1,351 (91 percent); Gender: Female -- 1,013 (68 percent)
Age: Average Age = 31

Faculty Characteristics:

Full-time: 60 Adjunct -- 139
Faculty-Student Ratio: Full-Time -- 1:19
Full-time/Adjunct: Headcount -- 1:7

Activity I: Construct the Pejuta Haka Student Residence, 6,960 square feet at Kyle, South Dakota

Major Objectives in Measurable Terms Performance Indicators

Year 1

1. To meet student residence needs by providing a safe, handicapped accessible Student Residence Building at the Pejuta Haka Instructional Center in Kyle, South Dakota.
 - By September 30, 2008, a new 6,960 square feet Student Residence Building will be constructed.
 - By September 30, 2008, the building will have space for at least 38 students to live.
 - By September 30, 2008 the Student Residence Building will provide space for studying and collaborative work.

Cost: The cost for the Pejuta Haka Student Residence is \$1,650,000, which includes all design and construction costs.

P031T070007 - Turtle Mountain Community College

This project addresses the identified need of the college provide increased access for students. This project will create a combined student union and library facility in a separate building. The project will be a significant step to providing services to students on a seven day a week basis and in the evenings.

Currently, the library is housed in the main college building. The open design of the building and the lack of security for the full building preclude opening only a portion of the building in off hours. Library services are currently available only during the regular work day with no weekend hours. Turtle Mountain Community College (TMCC) student body experiences a high level of poverty. This creates barriers to academic success. Notably, TMCC students frequently share homes with other family members. A housing study of the reservation identified the lack of habitable rental units and overcrowding of existing units. As it relates to students, the impact is students seldom have the luxury of a private place to study at home forcing them to study at the college. More than half of the students do not have computers or Internet access at home, which increases the need for weekend and after hours opening of the library.

One area significantly impacted by poverty is transportation. No public transportation is available. With nearly half of reservation homes having one or no car, most students do not have a car of their own. Over the past several years, gas prices have continued to increase creating a higher cost of travel. Because of limited transportation option and the cost of gas, the average student arrives in the morning and stays throughout the day. Students typically spend out of class time sitting in the cafeteria. Inclement weather during most of the year prevents students spending a significant amount of time out doors. A new student union will provide students an area for relaxation, recreation, eating and socializing. Small private study rooms with Internet access will be available. Staff housed in the new facility will provide tutorial and personal counseling assistance.

This project is a key element in the implementation of the college's efforts to improve the student environment. It will provide significantly increased access for use of the library and student activities. Either side can be independently opened to increase access.

P031T070011 - Institute of American Indian Arts

Title III, Part A – One-Year Construction Grant Award Abstract

Activity: Renovation for Americans with Disabilities Act Regulatory (ADA) Compliance and Campus Health & Safety Standards for Instructional Facilities

Established in 1962 in Santa Fe, New Mexico, the Institute of American Indian Arts (IAIA) is a fully accredited, federally chartered fine arts college with a Board of Trustees appointed by the President of the United States. As a member of the American Indian Higher Education Consortium (AIHEC), IAIA is a Tribal College and a Native American Land Grant Institution. In 2004, IAIA received its 10-year regional accreditation from North Central Association of Colleges and Schools (NCACS) and a 10-year national accreditation from the National Association of Schools of Art and Design (NASAD) to offer baccalaureate degrees in the areas of Studio Arts, Creative Writing, Museum Studies, New Media Arts, and Indigenous Liberal Studies. The 562 federally recognized Tribes in North America represent IAIA's national constituency, with an immediate service area of the Pueblo Tribes, Mescalero Apache reservation and the Navajo Nation in New Mexico. The current student body is comprised of 198 students, 165 of which are full-time. Of the 198 students, 107 are female; 91 are male; 180 are Native American; three are Hispanic; 13 are Caucasian; and two are Asian/Pacific Islander. The median age is 32, and the average age is 21.8. Faculty to student ratio is 1:6, with 17 full-time and 15 adjunct faculty members.

IAIA is applying for a \$1,499,893 under the Title III, Part A Tribally Controlled Colleges and Universities program for renovation of its existing instructional facilities for increased ADA Regulatory Compliance and improved Health and Safety Standards. This renovation project will allow IAIA to provide a high quality and fully accessible, ADA compliant learning environment that more appropriately supports the baccalaureate programs, generates and sustains increased enrollment and retention rates, and allows IAIA to better serve *all* American Indian and Alaska Native students and community members.

P031T070002 - Little Big Horn College

This is a proposal under the U.S. Department of Education's American Indian Tribally Controlled Colleges and Universities program to construct an **Archives and Administration Building**, which will meet the needs of Little Big Horn College and the larger Crow Indian Reservation community in southeastern Montana.

In November 2005, it was decided that the Library would receive priority, and plans were redrawn to separate the Library and the Administration/Archives into two adjacent wings of one building. Using this "build to budget" plan, construction of the library could be completed first; construction of the **Archives and Administration** wing would not interfere with library operations.

The long range goals for Little Big Horn College are, as described earlier, based on institutional analyses performed during the 2005 self-study process and strategic planning sessions conducted yearly since 2001. This application proposes one singular activity: *The construction of an Archives and Administration Building at Little Big Horn College*. Institutional goals related to this activity are academic, institutional management and long-term fiscal stability.

The proposed project is scheduled to be completed February 2008.

P031T070027 - United Tribes Technical College

United Tribes Technical College (UTTC) was founded in 1969 by an intertribal organization, the United Tribes of North Dakota Development Corporation, chartered in the state of North Dakota with 501(c)(3) non-profit status. Located in Bismarck, North Dakota, the College is owned and operated by the five Tribal Nations located wholly or in part of North Dakota. These tribes are the Sisseton-Wahpeton Sioux Tribe, the Spirit Lake Sioux Tribe, the Standing Rock Sioux Tribe, the Three Affiliated Tribes (Mandan, Hidatsa, and Arikara Nation) of the Fort Berthold Reservation, and the Turtle Mountain Band of Chippewa. United Tribes Technical College is governed by a 10-member board of directors made up of the Tribal chairperson and one Tribal delegate selected from each of the owner tribes. United Tribes Technical College provides specialized vocational technical programs to American Indians seeking to become skilled in the contemporary workforce. The college is a 1994 Tribal land grant institution, two-year private, not-for-profit institution, with a student enrollment of 1,118 in academic year 2005-2006. United Tribes Technical College's operational budget consists of core funding totaled in the amount of \$9.3 million in fiscal year 2005 with the total net worth of UTTC being \$21.1 million.

Activity 1 - \$1,500,000 over one year. Campus Expansion—Infrastructure Construction Project PHASE I.

The United Tribes Technical College's overall expansion plans focus on the development of a comprehensive campus that is conducive to creating an effective learning environment. The entire proposed construction will consist of four phases. Phase I will consist of the development UTTC South Campus, Northwest Quadrant to include student housing, science, arts and administration and site infrastructure. It is UTTC's intention to utilize Title III construction funding to develop the infrastructure construction under Phase I construction. The further intent includes that such site improvements will facilitate the long-range goals for campus expansion. The implementation of Phase I is the first step toward the institution's vision to provide a campus community with state-of-the-art facilities to promote skilled, knowledgeable, culturally grounded, and healthy graduates. The anticipated outcome is that the expansion will broaden the capacity of the institution to provide services and opportunity to greater numbers of individuals to achieve their personal educational goals.

P031T070034 - Fort Berthold Community College

The Fort Berthold Community College (FBCC) is tribally chartered by the Three Affiliated Tribes to meet the higher education needs of the people of the Mandan, Hidatsa, and Arikara Nation. The college was founded May 2, 1973, as the agency responsible for higher education on the Fort Berthold Indian Reservation located in northwestern North Dakota. The college is tribally controlled by a seven-member board of directors. Fort Berthold Community College was granted initial accreditation on February 12, 1988, through The Higher Learning Commission of the North Central Association of Colleges and Schools as a two-year public institution granting associate level degrees. In 1996, The Higher Learning Commission (HLC) granted FBCC a 10-year accreditation status. In February 2006, a visiting HLC team completed a comprehensive site visit and recommended another ten-year accreditation status. The college is also one of thirty-two tribal colleges recognized as a United States Department of Agriculture's 1994 Land Grant Institution. The Fort Berthold Community College is a member of the American Indian Higher Education Consortium (AIHEC).

The fall 2005 student body of 216 was 92 percent American Indian/Alaska Native and eight percent White-Caucasian, and nearly two-thirds, 62 percent were female, and one-third were 38 percent male. Two-thirds, 65 percent were 25 and older, and the remaining third, 35 percent were 24 and under. The average age of FBCC students is nearly 32. Almost one-third, 28 percent of the student body enters FBCC with a General Education Diploma (GED); 64 percent of the student body are single parents and non-traditional students. During the fall 2005 semester, the FBCC full-time faculty numbered 11 and part-time was 25 with an approximate ten to one student to faculty ratio. The college provides educational and vocational services throughout the communities of the reservation. Currently, the college offers seven Associate of Arts Degree programs, six Associate of Science Degree programs, eight Associate of Applied Science Degree programs and twelve vocational certificates.

Activity 1 - \$1,164,780 over one year. Early Childhood Learning Laboratory at the Fort Berthold Community College

The Fort Berthold Community College "Early Childhood Learning Laboratory" proposes to construct a learning lab for the Education students at FBCC to complete their practicum experiences. The additional 3,500 square feet will enhance curricular offerings for the Early Childhood program and provide a site for students to complete student teaching.