

**Title III Part A, American Indian Tribally Controlled Colleges and Universities Program  
FISCAL YEAR 2008 PROJECT ABSTRACTS**

**P031T080045 - College of Menominee Nation**

The College of Menominee Nation (CMN) is applying for the five-year TCCU development to build its library management systems, develop student library instructional programs and services, develop faculty library services, create archives, and increase library resources.

The College of Menominee Nation is an accredited, tribally controlled, two-year community college, working towards accreditation as a four-year degree institution. The college serves the Menominee Nation, neighboring tribal nations and surrounding communities, including the metropolitan areas of Green Bay to the east and Appleton's Fox Cities to the South. The main campus is located on the Menominee Reservation in Keshena, Wisconsin, with a second campus location near the Oneida Reservation, adjoining the city of Green Bay. Associate of Arts and Sciences and Applied Arts and Science degrees are offered and include university parallel transfer programs. The transfer programs are articulated with several institutions and allow transfer with junior classification. The college is accredited by the North Central Association (NCA) Higher Learning Commission (HLC). In 2003, ten-year accreditation was granted.

The College of Menominee Nation has five project programmatic activities:

- Activity 1: Build the college's library management systems.
- Activity 2: Develop library student instructional programs and services.
- Activity 3: Develop faculty library services.
- Activity 4: Create a special collections/archives.
- Activity 5: Increase library resources.
- Activity 6: Increase the college's endowment.

Current library programs, services, and resource are insufficient for the increased academic needs of the college. The library development activities will provide the critical internal infrastructure to complement the beautiful new three-story library facility that will be available this fall. The activities also support the college's growth and compliment internal capacities to become a leading institution of higher education, ensuring students are given the resources, instruction, and tools they need to coordinate scholarly research. This ability will allow the students to become self-sufficient and succeed in any school or career beyond the college. We will properly prepare each student and give them a chance to achieve their dreams; and by achieving this, the college will too become self-sufficient through its success. The proposed project cost is \$475,000 per year for five years.

## **P031T080022 - Little Priest Tribal College**

Little Priest Tribal College (LPTC) is a two-year tribal college chartered in 1996 and located on the 113,000-acre Winnebago (Ho-Chunk) Reservation in Thurston County, in northeast Nebraska. A federal Land Grant institution, LPTC is a member of the American Indian Higher Education Consortium and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Little Priest Tribal College grants associate level degrees in Arts and Sciences, and a General Liberal Arts degree for transfer. Of total tribal enrollment (4,368), 32.8 percent (1,435) live on the Reservation (population 2,588; 56 percent Indian). A majority of the remaining members resides in Thurston County (total population 7,273; 51 percent Indian). The Tribe has 126 high school students. Forty percent (1,037) of the tribal population is under age 19; 78 percent of these are under 14, evidencing the need for long-term growth of the college. Native American students comprise 87 percent of the 120 LPTC students (fall 2007); 70 percent are Winnebago. Students are 33 percent male; 67 percent female; 31 percent first-time students, or transfers; 25 percent under 22 years old; 51 percent between 22 and 39; and 24 percent over age 40. Nearly 39 percent of LPTC's staff is Winnebago; 23 percent are from other Nebraska tribes. Little Priest Tribal College offers 90 credit hours (fall 2007). Adjunct faculty teaches 82 percent of courses; full-time faculty teaches 18 percent. Of the 17 faculty (10 female; 7 male), four are Native American; two are Winnebago.

**Activity: Strengthening Academic Programs and Institutional Management to Increase Student Retention.** Little Priest Tribal College will incorporate three goals and seven related objectives to: (1) increase student retention by incorporating electronic and distance learning courses to serve better the college community and students' needs; (2) promote student success, persistence, and graduation; and (3) strengthen institutional effectiveness through an integrated process of expanding staff and faculty professional development. Little Priest Tribal College has prepared an implementation strategy that will provide for quick and efficient implementation of activities that relate directly to the problems of student retention and institutional effectiveness addressed in the Comprehensive Development Plan. The college's efforts will center in two areas of improvement to enhance the comprehensive environment that promotes students' success - the development of the 'culture of learning.' The culture of learning is the environment that secures students' pathway to success by identifying problems and concerns that prevent learning and persistence, addressing roadblocks, making solutions and assistance available, and applying practical information to support achievement. All of these efforts will result in positive measures to reduce problems that contribute to low student retention.

By addressing the comprehensive student support issues from addressing barriers to learning to using information and customer service to assist students, LPTC is embracing the entire ebb and flow of problems that reduce student retention and prevent students from achieving academic success. Students will benefit from this overall improvement to the culture of learning. Students will be able to overcome obstacles to accessing learning by engaging in asynchronous and synchronous online coursework. They will find guidance where and when they need it. They will find academic relevance resultant of curricula changes, mentoring and tutoring via expanded retention-based counseling and orientation experiences, and effective and timely information-based counseling by staff skilled from professional development and technical training. The resultant increased student retention and success will promote the college's ability to achieve self-sufficiency by retaining and graduating students.

## **P031T080065 - Dine College**

Diné College comprises nine sites with different stand-alone telephone systems, and outdated network routing infrastructure. Tsaile, Arizona, is the primary site, and has an Avaya G3 telephone switch and a predominantly Cisco network infrastructure, including a Cisco-based routed wide area network to each of the remote sites using T-1 circuits. The secondary site is located in Shiprock, New Mexico, and has a PBX expansion to the Avaya G3 at Tsaile. The Shiprock South campus is connected via a Redline wireless bridge to the Shiprock North campus, which in turn connects to Tsaile. Shiprock South also has a small Cisco Call Manager and Unity voice over IP system with approximately 50 telephones. Each of the six remote site centers has a mixture of stand-alone keyswitch telephone systems without voicemail. Most of the equipment used for the network and telephone system is outdated and either end-of-life or very close to end-of-support by the manufacturers.

The proposed project plan includes replacement of the wide area network routing equipment at each of the campuses and remote centers, and replacement of all telephone systems with a centralized Cisco-based voice over IP system to be located at the Tsaile campus. The new system will be based upon Cisco Unified Communications products, including Cisco Integrated Services Routers with T-1 voice and data connections; Cisco Unified Communications Manager servers for call processing, and a Cisco Unity voicemail server; Cisco Analog Terminal Adapters for Fax Machine, and Analog Courtesy telephone connectivity; Cisco VG-224 Analog Gateways for multiple analog telephones and fax machines connectivity; and Cisco IP telephones at all campuses.

### **Goals and Objectives of The Diné College VoIP Initiative**

Goal 1: To establish a standardized and centrally-managed voice over IP telephone system across all campuses.

- Objective 1.1: Present a consistent, feature-rich system that allows convenient calls between any of the users across the entire college.
- Objective 1.2: Improve customer service and reachability of employees.
- Objective 1.3: Enable employees to transfer calls across the campuses.

Goal 2: Exhibit good stewardship in the wise use of resources to control costs

- Objective 2.1: Eliminate charges for moves, adds, and changes.
- Objective 2.2: Eliminate vendor costs and toll charges.
- Objective 2.3: Reduce maintenance costs.
- Objective 2.4: Reduce telephone bills.
- Objective 2.5: Reduce IT network management requirements.
- Objective 2.6: Elimination of multiple leased lines and cabling.
- Objective 2.7: Reduce administration and training costs.

## **P031T080017 - Oglala Lakota College**

Oglala Lakota College - **Location:** Kyle, South Dakota 57783

**Level:** 4-year; **Control:** Public; **Affiliation:** Tribal (Oglala Sioux)

**Service Population:** Residents of the Pine Ridge Indian Reservation (28,787 Native Americans), Rapid City, South Dakota (15,000 Native Americans) and Cheyenne River Indian Reservation (14,662 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, television 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 which has 511 children from age three to five in 25 classrooms and 100 children from birth through three in five classrooms.

Student Body Characteristics (Fall 2007)

**Headcount:** 1,286 Full-time Equivalent: 1,021 Average Age: 28

**Racial:** Native American: 1,162 (90 percent); **Gender:** Female: 900 (70 percent)

Faculty Characteristics:

**Full-time:** 60; **Adjunct:** 139

**Faculty-Student Ratio:** Full-time: 1:17

**Full-time/Adjunct:** Headcount = 1:6.5

**Overview of Project:** The Oglala Sioux Tribe asked Oglala Lakota College to take over operation of the Pine Ridge Reservation Early Head Start and Head Start Programs in 2005 to help remedy the financial, facilities and educational issues. The Early Head Start Program serves 100 children ages 0-3 and prenatal mothers in five classrooms. The Head Start Program serves 511 children ages 3-5 in 25 classrooms. Oglala Lakota College has succeeded in stabilizing the finances as shown by two clean audits in 2006 and 2007 and restored relationships with vendors. Oglala Lakota College has worked on remedying the 337 violations of Head Start facilities standards by paving parking lots, installing playgrounds and fences at 16 sites, renovating 10 classrooms in the Pine Ridge Village Center, completing the new Porcupine Center (two Head Start and one Early Head Start Classroom), and replacing the Wanblee Center (two Head Start classrooms) and Batesland Center (one Head Start classroom). We still need to replace the Kyle Center, which is currently housed in 1969 doublewide trailer and 1970's metal building. We also need to replace the Manderson Center, which is in a 1969 doublewide trailer. Our last building will include two Head Start classrooms in Martin, which is currently housed in a government surplus World War II building.

The activity for this grant is to build two buildings, one in Manderson and one in Kyle, that will house one Early Head Start classroom and two Head Start classrooms each as well as kitchen, office, storage and mechanical area. Each building will be 4,465 square feet and cost \$825,000 or a total grant of \$1,650,000.

## **P031T080030 - Institute of American Indian Arts**

Established in 1962 in Santa Fe, New Mexico, the Institute of American Indian Arts (IAIA) is a fully accredited fine arts college whose mission is to empower creativity and leadership in Native arts and cultures through higher education, lifelong learning, and outreach. The Institute of American Indian Arts is a leading tribal college, a member of the American Indian Higher Education Consortium (AIHEC), and a Native American land grant institution. The Institute of American Indian Arts is unique among Tribal colleges because of its multi-tribal student population (74 Tribes are represented this year alone), and its specific designation as the only national center of research, training, and scholarship for Native Americans devoted solely to American Indian and Alaska Native arts and culture. In 1986, IAIA became one of three congressionally chartered colleges in the nation, and has a board of trustees appointed by the president of the United States.

The Institute of American Indian Arts moved to its new 140-acre campus south of Santa Fe in 2000, and transitioned to a four-year college in 2001. The Institute of American Indian Arts is fully accredited by the North Central Association of Colleges and Schools (NCACS) and the National Association of Schools of Arts and Design (NASAD). Through its Center for Arts and Cultural Studies (CACS), IAIA offers four-year liberal arts baccalaureate degrees as well as two-year professional Associate's degrees in Studio Arts, Creative Writing, Museum Studies, New Media Arts, and Indigenous Liberal Studies. Complimenting IAIA's academic programs is the IAIA Museum – home to the nation's largest repository of contemporary and traditional art created and curated by Native American people. Founded in 1971, and located downtown near Santa Fe's historic Plaza, the IAIA Museum plays a critical role in introducing and promoting contemporary Native American art to its nearly 50,000 visitors each year.

The Institute of American Indian Arts' immediate service area consists of the 19 sovereign New Mexico Pueblo Tribes, the Mescalero Apache reservation, and the large portion of the Navajo Nation in New Mexico. The 562 federally-recognized tribes in North America represent IAIA's national constituency. The current student body is comprised of 213 students; 166 are full-time. Of the 213 students, 122 are female, 91 are male; 185 are Native American, three are Hispanic, 13 are Caucasian, one is Asian/Pacific Islander, and 11 are "Other"/Not reported. The median age is 24, and the average age is 30. The faculty to student ratio is one to seven, with 20 full-time and 19 adjunct faculty members.

The Institute of American Indian Arts is applying for a one-year regular construction grant under the Title III, Part A, Tribally Controlled Colleges and Universities program in the amount of \$1,650,000. Funds will support the construction of IAIA's Foundry and Sculpture Center. The new 10,000 square foot facility will support the three-dimensional arts program in teaching advanced studio techniques essential for the baccalaureate-level Studio Arts curriculum. New capabilities afforded by the facility will include woodworking, welding, forging, casting, ceramics, and large-scale metal, stone and glass sculpture. The new facility will: (1) alleviate the space limitations – as well as the health and safety problems – existing in the current studios; and (2) support innovative and advanced instruction in a broader range of techniques, materials and concepts, thus better preparing students for professional careers in art and design. The Foundry and Sculpture Center will allow IAIA to offer the highest quality Studio Arts instruction, thus contributing to IAIA's self-sufficiency and growth while meeting the creative and educational needs of today's Native American students.

## **P031T080064 - Cankdeska Cikana Community College**

### **Project Description: Early Childhood Training Center**

Cankdeska Cikana Community College (CCCC) is a tribal college chartered by the Spirit Lake Nation in 1974. It is accredited at the Associate Level by the Higher Learning Commission of North Central Association of Colleges and School with its current accreditation period until 2014. Cankdeska Cikana Community College offers Associate of Arts, Associate of Science, Associate of Applied Science and one-year vocational certificates.

Cankdeska Cikana Community College is proposing to construct a 2,400 square foot Early Childhood Training Center to fulfill several unmet needs for the academic program, student retention, and student success.

The college's fall 2007 enrollment was 223 students with 145 of those being full-time. Over the last eight years, the college has experienced steady growth from the fall 1999 count of 132 students. The typical student is likely to be female (62 percent), Native American (94 percent) and 29 years of age. About 83 percent of the full-time students are both first-generation and low-income (Student Support Services project). More than 80 percent have dependent children.

Approximately 60 students have enrolled in CCCC's Early Childhood Education Program since 2005. Unfortunately only six have graduated with their Associate's degree in this discipline for the same time period. The issue is two-fold as the program lacks laboratory experiential learning opportunities and there are very limited childcare services available on the reservation.

The proposed application describes and explains CCCC's planning and development processes with a core unmet need for a teaching and learning lab for students in the Early Childhood Education Program for the required experiential learning component of the program, including field experience and/or practicums, internships in language and literacy, early childhood experiences in mathematics and science, and child development practicums. While the college's program was recently state-certified as vocational rehabilitation early childhood academic program, it still lacks the lab component for field experience.

With 80 percent of the student population having dependent children, they deserve safe, comfortable, convenient, and culturally appropriate childcare services via the training lab. The proposed center would address this concern by providing childcare services for the student parents. It is expected that the proposed facility will have a positive impact on student retention as they would know, and be part of, the childcare services for their children.

## **P031T080056 - Sinte Gleska University**

Sinte Gleska University (SGU) is a tribally controlled institution of higher education located on the Rosebud Sioux Reservation in south central South Dakota. Sinte Gleska University offers two-year, four-year, and Master's degrees through seven programs of study: Art; Arts & Sciences; Business; Education; Human Services; Lakota Studies; and Institute of Technologies (vocational/career education). There are 42 full-time faculty and 32 adjunct faculty. Approximately 1,100 students are served each semester: 85 percent are Native American (primarily Lakota); 65 percent are women; the average age is 26; and the median age is 29.

Sinte Gleska University proposes to use the Title III, Part A Tribal Colleges and Universities Program Construction funds for the Lakota Studies Department building to be located on the Antelope Lake Campus. This building will move the Lakota Studies Department into new facilities with adequate office, classroom and laboratory space, be energy-efficient, and provide ready access to technology for students and faculty. The move will also allow for consolidation of offices for faculty who now occupy space in three separate buildings on the two campus sites, provide dedicated classrooms and language labs for Lakota language immersion, and be designed as smart buildings providing broadband internet services in all classrooms and offices through wireless capability.

The building will provide four classrooms/laboratories and offices for 10 faculty members.

## **P031T080016 - Northwest Indian College**

The Northwest Indian College (NWIC) is the only fully accredited tribal college in Washington, Oregon, and Idaho. Chartered by the Lummi Nation, NWIC offers an “open door” admissions policy. Forty federally recognized tribes and over 250,000 Native Americans inhabit our primary service area.

Northwest Indian College is accredited by the Northwest Association of Schools and Colleges and belongs to the American Indian Higher Education Consortium, the American Association of Community Colleges, and the American Council on Education. In fall 2007, NWIC accepted students into its first baccalaureate program in Native Environmental Science. This marks the college’s first step toward becoming a four-year institution. Associate of Arts and Sciences degrees in Native Studies, Native Education, Early Childhood Education, and Life Sciences as well as Associate of Technical Arts degrees in Human Services, Computer Networking and Repair, and Individualized Studies are also offered.

The main NWIC campus is at Lummi Nation near Bellingham, Washington. As the nation’s only regional tribal college, NWIC has full-service, staffed extended campuses with interactive television (ITV) at the Muckleshoot, Swinomish, Nez Perce, Tulalip, Colville, and Port Gamble S’Klallam reservations. Interactive television classrooms are also available at the Makah, Nisqually, Skokomish, Chehalis, Shoalwater Bay, and Squaxin Island reservations and the South Puget Sound Intertribal Planning Agency. Courses are offered through distance learning modalities on the Nooksack, Samish, Upper Skagit, Yakama, Quinault, Quileute, Hoh, Suquamish, Lower Elwha, and Jamestown S’Klallam reservations.

In the 2006-07 academic year, NWIC had a full-time equivalent student count of 838 and an unduplicated head count of 1,224 students. Of the full-time equivalent student count, 216 (26 percent) were located at the main college campus at Lummi. In a typical year, students from between 70 and 100 tribes and bands in the United States and Canada attend NWIC. Of the student body, 80 percent are Native American, 69 percent are female, 60 percent are over 30 years of age, 46 percent work at least 30 hours a week, and 43 percent are single with dependent children. The median household income for first-time entering students in the 2006-07 academic years was \$22,624 as opposed to \$56,079 for all households in Washington. Northwest Indian College employs 20 full-time and 14 adjunct faculty at its main campus. The faculty-to-student ratio at the main campus is one to 8.7. With grant funds, **NWIC will construct a \$3.95 million Center for Student Success** to house fully coordinated student support services programs that help Native students enroll in college, stay in college, and complete their course of study. The mission of the Center for Student Success is to empower students and provide development opportunities in a supportive learning environment. Services and programs complement the instructional programs and help students reach their fullest potential.

Currently student support services are provided out of multiple buildings that are in generally poor condition. Providing services from multiple buildings leads to inefficiencies in service delivery that hamper student success. Construction of a new Center for Student Success will, for the first time, allow all student support services to be provided out of one building. Increasing the efficiency of service delivery will improve student retention and eventually lead to an increase in student enrollment. Construction of the Center for Student Success is an integral part of NWIC’s \$40.2 million capital expansion project. To date, over \$21 million has been raised. Construction of the Center for Student Success will begin in spring 2009 and be completed by spring 2011.



## **P031T080001 - Little Priest Tribal College**

Little Priest Tribal College (LPTC) is located in Winnebago, Nebraska, and is named for the eminent Ho-Chunk educator, advocate and leader, "Hook Xunuga," the last medicine and war chief of the Winnebago Tribe. (Ho-Chunk is the name the Winnebago people use to describe themselves.) The college was declared a land-grant institution in June 1998, and received accreditation from the North Central Association of Colleges and Schools in August 1998. Little Priest Tribal College signed the Nebraska Transfer Initiative, which is an agreement with four-year Nebraska institutions to accept as transfer credits the common core of general education courses in the Associate of Arts, Academic Transfer degree. Little Priest Tribal College grants associate level degrees in Arts and Sciences, and a General Liberal Arts certificate for transfer.

Native students comprise 87 percent of the 120 LPTC students (fall 2007); 70 percent are Winnebago. Students are 33 percent male and 67 percent female. Thirty-one percent are first time students, or transfers. Twenty five percent are under 22 years old; 51 percent between 22 and 39; and 24 percent over age 40. Nearly 39 percent of LPTC's staff is Winnebago and 23 percent are from other Nebraska tribes. LPTC offers 90 credit hours (fall 2007). Adjunct faculty teaches 82 percent of courses; full-time faculty teaches 18 percent. Of the 17 faculty (10 female; 7 male), two are Winnebago and four are from other federally-recognized tribes.

Little Priest Tribal College provides an opportunity for the Winnebago tribal population to grow culturally and intellectually. Many Native Americans have a belief that college is an impossible dream and, therefore, do not actively pursue a postsecondary education. Those who do face many challenges while pursuing an education and drop out at higher rates than other ethnic groups.

The Little Priest Legacy Building (LPLB) on campus is a 1954 historically-registered, structurally sound, brick building. The LPLB is the center of campus life which houses student classrooms, the information technology center, the science lab, the student lounge, and some faculty offices. This grant proposal requests funding needed to renovate the LPLB. The LPLB is in severe need of renovation because of leaking walls, overloaded sewage pipes, outdated electrical wiring systems, inefficient heating and cooling systems and interior restoration needs. The disrepair of the LPLB contributes to the attrition of students, faculty and staff. Renovation of the building will enhance LPTC campus life for students, faculty and staff. In addition, modernizing the LPLB will make LPTC more attractive to prospective students, faculty and staff. While there are many issues that contribute to student retention, modernized classrooms, labs and other instructional facilities will increase student retention and success. The above-proposed solutions to our current situations will enhance the academic success and fiscal stability of LPTC.

## **P031T080066 - Stone Child College**

**Name of the Institution/City:** Stone Child College, Box Elder, Montana

**Level and Control:** Two-year institution (public)

**Affiliation:** Tribally Controlled College

**Primary Service Population:** Rocky Boy's Indian Reservation

**Programs of Study:** Stone Child College (SCC) currently offers: (1) **Associate of Arts**

**Degree** programs in General Studies (Liberal Arts Option, with concentrations in Studio Art, Traditional Northern Plains Art/Art Marketing Option, Contemporary Native American Art/Art Marketing Option, Art, English, Humanities, and Liberal Arts; Math Option; Natural Resources Option; General Science Option; Native American Studies Option; and Teacher Education Option, with Elementary Education and Early Childhood Education Concentrations); Human Services (Addiction Studies, Psychology, and Native Communities Options); (2) **Associate of Science Degrees** in Business (General Business Option and Office Manager Option); Computer Science (Microsoft Applications Specialist Option & Information Systems Professional Option); Applied Science (General Science Option); and (3) five **Certificate** programs: one-year Construction Technology, Customer Relations, Accounting/Information Management, and Business Certificates and a two-year Pre-Engineering Assistant certificate.

**Student Body Characteristics:**

**Number of Students (FTE):** 378

**Racial and Ethnic Breakdown:**

American Indian/Native American - 93 percent

Hispanic - 1 percent

White (not Hispanic) - 6 percent

Total - 100 percent

**Gender Breakdown:**

Female - 52 percent

Male - 48 percent

Total - 100 percent

**Faculty Characteristics:**

**Number of Full-Time Faculty:** 10

**Number of Adjunct Faculty:** 6

**Faculty to Student Ratio:** 1 to 25

**Project Summary:**

SCC is requesting funds for the construction of a new facility to support a comprehensive approach to address both the demand and the development goals of SCC to meet the needs of our students.

The SCC Health Education Center will allow us to begin establishing a distinction in all areas of instruction to address specific learner outcomes in physical education and health education. The planning has been completed, which would enable us to construct a facility reflective of the goals established to address the academic programs, institutional management, and fiscal stability of our institution. SCC is ahead of many other tribal colleges with similar facility problems, in that we have our design development and construction documents already completed.

## **P031T080061 - Diné College**

As a non-profit 501(c)3 public institution, Diné College is a tribally controlled and minority-serving institution of higher education. Established in 1968 as the first tribally controlled college in the United States, Diné College is a two-year college chartered and governed by the Tribal Council of the Navajo Nation. The college is affiliated with, and accredited by, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. It is the only institution of higher education on the Navajo Nation.

Diné College serves residents of the 26,000 square-mile Navajo Nation, which spans the states of Arizona, New Mexico, and Utah. As a postsecondary educational institution, Diné College awards (associate degrees and certificates in areas important to the economic and social development of the Navajo Nation. Beginning in 2009, the college will begin to offer Baccalaureate degree programs in Elementary Teacher Education, Diné Studies, and Diné Language. Diné College maintains a multi-site system with campuses and centers located at eight geographically dispersed sites in Arizona and New Mexico. Approximately 98 percent of our student body is comprised of Native Americans (predominantly Navajo). In the past five years, Diné College has had at least 200 graduates per year.

Diné College, in Tsaile, Arizona, is respectfully submitting a request to the American Indian and Tribally Controlled Colleges and Universities Program for funding in the amount of **\$2,999,864** for the purpose of constructing an approximately 6,980 square-foot secure, climate-controlled, archival facility in which to safely house the college's extensive collection of historically relevant documents, film, artifacts, books, maps, clothing, paintings and other items related to Navajo culture. Currently, the collection is scattered in various locations on and off campus (some are even being stored in California). The majority of the items are inadequately housed in insecure storage facilities, without any environmental controls. A collection of archival storage spaces and offices with humidity-control and secure access is needed to preserve sensitive documents, film, artifacts, books, maps, clothing, paintings and other items as a means of cultural preservation.

The overall goal for this project is to preserve and maintain the collection now and for the future. The four objectives of the project are:

- **Objective 1:** Construct an approximately 6,578-square foot secure, climate-controlled archival facility in which to house the college's extensive collection of culturally-important objects and artifacts.
- **Objective 2:** Preserve and protect the college's collection of important, historical, sensitive documents, film, artifacts, books, maps, clothing, paintings and other items related to Navajo culture.
- **Objective 3:** Centralize collections management, storage and preservation activities, in a single, secure, climate-controlled facility.
- **Objective 4:** Make the collections available for scholarly research, exhibition, incorporation into learning activities for students, researchers and the community.

## **P031T080029 - Blackfeet Community College**

**Blackfeet Community College (BCC)** is a fully accredited, two-year higher education institution with degree granting powers, sanctioned by the Northwest Commission on Colleges and Universities (NWCCU) on December 11, 1985. BCC serves primarily Native American Indian students who are low income (90 percent) and first-generation college students (95 percent). Diagnostic tests show that 90 percent of new students entering BCC lack reading, writing, and math skills, 98 percent of those tested are advised to take remedial math. The retention rate of BCC students is 48 percent with a dropout rate of over 30 percent, and a graduation rate of 65 percent of all students retained. BCC has an open door admissions policy, thus, 35 percent of the student population is made up of GED certification holders, with the average student age being 33 years, and the majority being female (64 percent). Twenty-one full-time faculty are employed at BCC. Six administrators and 56 support staff comprise the full-time staff at BCC. Of these 83 full-time staff, 49 or 60 percent are female and 40 percent are male; six or six percent are non-Indian and 77 or 94 percent are Native American Indian.

**Budget:** The current operating budget is approximately \$5 million (35 percent funded by Tribally Controlled Community College Act, 40 percent federal and private foundation grants, 24 percent from tuition and fees, one percent from the State of Montana, and zero percent from the Blackfeet Tribe).

**Programs of Study:** BCC offers six Associate of Arts degrees; six Associate of Applied Science degrees; and three Certificate programs.

**Challenges Faced By Blackfeet Community College:** (1) 30 percent school dropout rate, a continuous dropout cycle from generation to generation; (2) continuous welfare cycle from generation to generation, and effects of welfare reform; (3) development of BCC infrastructure; (4) achieving fiscal stability; (5) completion of the recently updated Campus Development Master Plan; and (6) addressing issues identified in the college's Comprehensive Development Plan.

**Objectives and Major Activities:** Build "green" Math/Science classroom/lab building with classroom, labs and faculty office space.

**Project Management and Evaluation:** The project will be managed by the president, project director, two co-coordinators, and an external evaluator. An ongoing formative and summative comprehensive evaluation will be completed by and external evaluator.

## **P031T080015 - Sisseton Wahpeton College**

The Sisseton Wahpeton College (SWC) is applying for \$3,000,000 from the Department of Education to build an auditorium on campus. The auditorium construction project will be planned and designed by the architectural firm English and Smart, who will work with the SWC Director of Development to ensure the building is designed to meet the needs of the college and that the bids will be within the Sisseton Wahpeton College's budget limits.

The auditorium will enhance academics on the SWC campus as it also helps the college to meet several key points of its Comprehensive Development Plan. Having this new, large space available will allow instructors to bring in popular guest speakers and will augment our Dakota Studies courses with classes like dance and theatre that we are currently unable to offer. Other SWC objectives that will be helped by the auditorium include having the ability to have art shows, basketball games (including tournaments), job fairs on campus, as well as the ability to have our own graduation without having to rent out a building 50 miles away.

Although Sisseton Wahpeton College personnel will have significant input in the planning and design phases of the project, the main responsibilities for project completion will fall to the architectural firm of English and Smart and the general contractor who is awarded the bid for the project. We plan to have initial ground work on the project completed during the fall of 2008 with work beginning in earnest on the project in spring of 2009. The project should be completed by September of 2010.

**P031T080021 - Salish Kootenai College**

Salish Kootenai College (SKC) requests \$3,000,000 in College Cost Reduction and Access Act funds to renovate campus facilities and related systems over a two-year period. The proposed project would refurbish six buildings, upgrade the computer management information system, modernize student computer labs, and replace obsolete transportation with safer, more reliable, and fuel-efficient vehicles. The renovation activity is a priority of the Comprehensive Development Plan (CDP), and the 2007 Five-Year Strategic Plan. Institutional impacts include improving instruction, increasing energy efficiency, reducing operational costs, improving the management information system, increasing health and safety, and extending the useful life of six important campus buildings.

Salish Kootenai College is the tribal college of the Confederated Salish and Kootenai Tribes (CS&KT) of the Flathead Indian Reservation in Montana. Salish Kootenai College is a private four-year college that serves Indian students from 98 tribes, 19 states, and three Canadian provinces. The college offers a variety of regionally accredited bachelor’s degrees, associate degrees, and certificates of completion:

<b>ASSOCIATE DEGREES</b>	<b>BACHELOR DEGREES</b>	<b>CERTIFICATE PROGRAM</b>
Business Management	Business	Building Trades
Early Childhood	Social Work	Dental Assisting Technology
General Studies/Psychology	Computer Engineering	Digital Arts and Design
Liberal Arts	Environmental Science	Highway Construction Training
Native American Studies	Forestry	Medial Office Clerk
Elementary Education	Information Technology	Native American Studies
Engineering Graphics	Registered Nursing	Office Professions
Environmental Science		
General Studies/Science		
Information Technology		
Registered Nursing		

**2007-2008 enrollments:** 1,399 (headcount) included 1,021 Indian students (73 percent); 306 White students (21percent); 46 Hispanic students (.03 percent); 15 Black students (.01 percent); no Asian students; and 11 Pacific Islander students (.007 percent). Eight hundred-thirty eight students were female, and 561 students were male. Eight hundred-eighty eight students were 30 years of age or younger; 354 students were between 31 and 50 years of age; and 157 students were 51 and older. In 2007-2008 faculty include 83 full-time and 39 part-time instructors; 33 full-time 20 part-time instructors are Indian and 43 full-time and 22 part-time instructors are female. The faculty to student ratio is 1 to 20.

## **P031T080013 - United Tribes Technical College**

United Tribes Technical College (UTTC) is a tribally-owned college located in Bismarck, North Dakota.

Now in our 38th year, UTTC provides a residential, family-centered learning community where American Indian people from 72 Tribes across the nation are given access to postsecondary education and opportunities to obtain employment. United Tribes Technical College presently offers 14 areas of higher learning leading to 24 different associates of applied science (AAS) degrees accredited by the North Central Association Higher Learning Commission. Sixty-three (63) faculty members provide approximately a 1:18 faculty to student ratio. There are nine selected fields of study offering one-year certificate programs. Up until several years ago, UTTC enrolled and served between 300-350 adult students annually. Over the past four years, UTTC has seen dramatic enrollment increases. Today, the college enrollment is over 1,100 students. With our childhood education programs, the college serves another 450-500 children who are the dependents of adult students. This has placed a severe strain on our already suffering, outdated facilities. This application has one activity directly addressing this need:

### **ACTIVITY ONE: UTTC will construct a 27,500 square foot Technology Center.**

The center will add thirteen classrooms with a capacity of 650 students. Outcomes for the construction Activity include: (a) increasing secondary student enrollment and retention; (b) improving student preparation for employment and continued higher education pursuits; (c) increasing student and employer satisfaction; and (d) enhancing fiscal stability through increased student enrollment and retention. The successful realization of these outcomes moves beyond the two-year scope of this construction project but is a dynamic component of UTTC strategic planning process and the campus facilities development master plan. The current Math and Science Center will be located adjacent to a planned Math and Science Center. Together these two centers will form Phase 1 of the Campus Facilities Development Master Plan. The new center will be located on 133 acres recently acquired by the college to develop a new campus. The infrastructure for the new campus was developed with a Title III Construction Grant of \$1.5 million dollars for design and construction of water, sewer, gas, electrical, technology, sidewalks, and road systems for Phase I. The infrastructure will be completed in August 2008 and ready for construction to begin.

The total project budget breakdown of \$3,000,000 includes building costs equal to approximately \$110 per square foot. Project Administration is less than 1 percent of the budget. Design fees are approximately 8.5 percent of the total budget. A standard contingency expense is included to provide for unexpected expenses. The estimates for the project are based on National Estimating Standards and local historical trends. Estimates do account for Davis-Bacon wage rates and mandated city/state pay scales. Funding of the Math and Science Center will be a strong investment toward strengthening United Tribes Technical College and in the futures of our students.

## **P031T080047 - Fort Belknap College**

Fort Belknap College (FBC) is a two-year, tribally controlled college located on the Fort Belknap Indian Reservation in north central Montana. The college was chartered in 1984 by the Fort Belknap Indian Community Council, which serves as the governing body of the A'aninin (Gros Ventre) and Nakoda (Assiniboine) tribes of the Fort Belknap Reservation. FBC's primary service population is the 6,347 enrolled members of the Nakoda and A'aninin tribes, as well as all residents of the surrounding communities. During the 2007-2008 academic year, FBC served 577 students (total headcount). Ninety-three percent of the college's students are American Indian, and 62 percent are female. The average student age is 34. Fort Belknap College employs 12 full-time instructors and five part-time instructors. The faculty-to-student ratio is 1:11.

The overall goal of this project is to strengthen academic programs, institutional management and fiscal stability at Fort Belknap College by constructing a community workforce-training center. This 11,368 square-foot facility will house a building trades training center, a computer-aided design (CAD) laboratory, three classrooms for workforce-training instruction, a General Educational Development (GED) center, four offices for staff and faculty employed in the college's vocational and technical education programs, a student lounge, and storage area. Construction of the workforce training center will directly address a number of key institutional goals and planning objectives identified in Fort Belknap College's recently updated Comprehensive Development Plan, as well as the goals of the Fort Belknap Indian Community Council's most recent strategic plan (2006). At the same time, the project will directly support the goals and performance indicators established for Title III, Part A Programs under the Government Performance and Results Act (GPRA).

Specific project objectives include: (1) increasing institutional capacity to provide quality instruction in vocational and technical education training programs; (2) expanding course offerings and certificate and degree programs in vocational and technical education; (3) expanding workforce training programs for tribal employees; (4) increasing student enrollment; and (5) increasing student graduation numbers. The effectiveness of the project will be measured in terms of its success in achieving 13 specific and measurable performance indicators associated with each of these five project objectives.

Ms. Carole Falcon-Chandler, President of Fort Belknap College, will serve as project director. She will receive assistance and support from a project management team that includes FBC's manager of information systems (project coordinator), comptroller (budget and cost control specialist), and career and technical education program coordinator (program specialist). Together they will provide administrative, fiscal, and programmatic oversight for the project, while receiving technical assistance from the architect and building contractor selected through competitive bidding processes. FBC is requesting \$3,000,000 in funds available through the College Cost Reduction and Access Act (CCRAA) of 2007 to carry out this project over a two-year period.



## **P031T080020 - Little Big Horn College**

Little Big Horn College (LBHC) is proposing under the Department of Education's American Indian Tribally Controlled Colleges and Universities Program to construct a **Health and Wellness Center Building** which will meet the needs of Little Big Horn College and the larger Crow Indian Reservation community in southeastern Montana.

Little Big Horn College was chartered by the Crow Tribal Council in 1980 to "establish, maintain, and operate an educational institution at the postsecondary level on the Crow Indian Reservation." The Northwest Association of Schools and Colleges granted full accreditation to LBHC in 1990, and accreditation was most recently reconfirmed in 2005 after successful completion of a self-study process.

A Health and Wellness Center will provide a much needed facility for healthy activities, which includes fitness activities and wellness courses. The activities and courses will aid in the retention of LBHC students and employees. Currently, LBHC students, faculty, staff, and community members have very limited access to health and fitness facilities. Health related ailments such as obesity, diabetes, hypertension, high cholesterol, cardiovascular diseases and cancer from smoking contribute to lack of energy, missed days, which may lead to withdrawing from college for a student or quitting or seeking another course of work for employees. A Health and Wellness Center will provide a facility to offer fitness and wellness type activities that will increase fitness activities, which will result in a healthier individual. A healthier individual tends to be more energetic and more productive. Marginal students that exercise on a regular basis will see an increase in their grade point averages.

This project will be managed by well qualified personnel, with the project supervisor and facilities manager having worked together successfully on five prior construction projects, each project having a well-defined plan of evaluation on a daily basis by the facilities manager, and on a monthly basis, conducting meetings with the board of trustees, architects, contractors and the construction team. This plan will continue with the proposed project.

The Health and Wellness Center Building will be constructed in three phases, building to budget as funds and resources are secured. The construction will be phased to allow for the least interruption to already completed facilities.

## **P031T080026 - Oglala Lakota College**

Oglala Lakota College Multipurpose & Wellness Center

Title III TCCU Two-Year CCRAA Grant (CFDA 84.031T) Abstract

**Name:** Oglala Lakota College **Location:** Kyle, South Dakota 57783

**Level:** four-year **Control:** Public **Affiliation:** Tribal (Oglala Sioux)

**Service Population:** Residents of the Pine Ridge Indian Reservation (28,787 Native Americans), Rapid City, South Dakota (15,000 Native Americans) and Cheyenne River Indian Reservation (14,662 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 12<sup>th</sup>-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, which has 511 children from age three to five in 25 classrooms and 100 children from birth through three in five classrooms.

### **Student Body Characteristics (Fall 2007)**

**Headcount:** 1,286 **Full-time Equivalent:** 1,021

**Racial: Native American:** 1,162 (90 percent) **Gender: Female:** 900 (70 percent)

**Age: Average Age** = 31 years

**Faculty Characteristics: Full-time:** 60 **Adjunct:** 139

**Faculty-Student Ratio:** Full-time = 1:17 Full-time/Adjunct Headcount = 1:6.5

### **Overview of Project**

The only activity of this proposal for Tribal College Title III Two-Year construction funds is Activity I: Construction of a Multipurpose & Wellness Center.

**Objective 1:** Provide facilities for physical and health education and meetings and training for large groups to serve the student, staff and faculty of OLC as well as other reservation programs by constructing a 12,000 square foot Multipurpose & Wellness Center with two performance indicators: (1) Have a state-of-the-art training technology and room with a capacity of least 150 people so that OLC staff (150), Head Start staff (142), and other large groups can hold meetings and training activities by September 30, 2010. (2) Have a state-of-the-art gymnasium, workout room, etc., so that OLC can offer quality physical education and wellness activities and promote student life through athletics, cultural and other events, etc., by September 30, 2010. Oglala Lakota College has never had much of an activities or health program because of the lack of facilities and funding. The Pine Ridge Reservation has the lowest life expectancy in the Western Hemisphere except for Haiti according to a Harvard Medical School study. We have to address these health issues and propose to build a multipurpose and wellness center so that we can promote health and physical activities. We feel this will promote a more cohesive student life program. Our students continue to express a desire for activities as our age level goes down. We now have over 150 staff for OLC itself and 142 staff for the Head Start program. There is no facility on our campus or on the reservation that can handle this number of people. We also are trying to work more closely with the K-12 schools and there is no training facility at any of the schools. They must use their gymnasiums or cafeterias, if they have one. We have included a meeting/training room with capacity for 150 people in the Multipurpose & Wellness Center.

## **P031T080050 - Northwest Indian College**

Northwest Indian College (NWIC) is the only fully accredited tribal college in Washington, Oregon, and Idaho. Chartered by the Lummi Nation, NWIC offers an “open door” admissions policy. Forty federally recognized tribes and over 250,000 Native Americans inhabit our primary service area. Northwest Indian College is accredited by the Northwest Association of Schools and Colleges and belongs to the American Indian Higher Education Consortium, the American Association of Community Colleges, and the American Council on Education.

In fall 2007, NWIC accepted students into its first baccalaureate program in Native Environmental Science. This marks the college’s first step toward becoming a four-year institution. Associate of Arts and Sciences degrees in Native Studies, Native Education, Early Childhood Education, and Life Sciences as well as Associate of Technical Arts degrees in Human Services, Computer Networking and Repair, and Individualized Studies are also offered.

The main NWIC campus is at Lummi Nation near Bellingham, Washington. As the nation’s only regional tribal college, NWIC has full-service, staffed extended campuses with interactive television (ITV) at the Muckleshoot, Swinomish, Nez Perce, Tulalip, Colville, and Port Gamble S’Klallam reservations. Interactive television classrooms are also available at the Makah, Nisqually, Skokomish, Chehalis, Shoalwater Bay, and Squaxin Island reservations and the South Puget Sound Intertribal Planning Agency. Courses are offered through distance learning modalities on the Nooksack, Samish, Upper Skagit, Yakama, Quinault, Quileute, Hoh, Suquamish, Lower Elwha, and Jamestown S’Klallam reservations.

In the 2006-07 academic year, NWIC had a full-time equivalent student count of 838 and an unduplicated head count of 1,224 students. Of the full-time equivalent student count, 216 (26 percent) were located at the main college campus at Lummi. In a typical year, students from between 70 and 100 tribes and bands in the United States and Canada attend NWIC. Of the student body, 80 percent are Native American, 69 percent are female, 60 percent are over 30 years of age, 46 percent work at least 30 hours a week, and 43 percent are single with dependent children. The median household income for first-time entering students in the 2006-07 academic year was \$22,624 as opposed to \$56,079 for all households in Washington. Northwest Indian College employs 20 full-time and 14 adjunct faculty at its main campus. The faculty-to-student ratio at the main campus is one to 8.7. With grant funds, **NWIC will construct a \$3.8 million Coast Salish Institute / Longhouse** and a **\$3.8 million Library / Information Technology Center**. The Coast Salish Institute / Longhouse will be the architectural centerpiece of the college’s new campus.

The mission of the Coast Salish Institute is *to preserve and revitalize Coast Salish culture*. The Coast Salish Institute / Longhouse building will house the programs and facilities that ensure that Coast Salish culture thrives. Studies have shown cultural relevancy in both curricular and extracurricular activities leads to student success. By working on a college-wide basis to help build cultural relevancy into all NWIC activities, the Coast Salish Institute plays a major role in the college’s ability to attract, retain, and graduate its students. An up-to-date library with increased collections and relevant archived material as well as designated and well-equipped study areas will also greatly improve students’ learning opportunities. Both the Coast Salish Institute and the library are currently housed in cramped, substandard buildings.

Construction of these two buildings is an integral part of NWIC’s \$40.2 million capital expansion project. To date, over \$21 million has been raised. Construction of each building will begin in fall 2009 and be completed by fall 2011.

**P031T080019 - Leech Lake Tribal College**

Leech Lake Tribal College (LLTC) is a two-year, tribally chartered, public institution of higher learning grounded in Anishinaabe culture, located in Cass Lake Minnesota. Leech Lake Tribal College offers Associate degrees and postsecondary diploma programs. Leech Lake Tribal College postsecondary (vocational) programs have been accredited by the North Central Association Commission on Accreditation and School Improvement since 1994 and by the Higher Learning Commission of North Central Association since October 2006. The Minnesota Peace Officers Standards and Training (POST) Board granted full certification status for our Law Enforcement Program in May 2008. Student enrollment generally ranges from 175-250 students per semester, on average, 92 percent to 94 percent are Native American and are primarily from the reservation.

<b>Fall Semester</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Gender</b>					
Male	40%	53%	56%	53.7%	47.5%
Female	60%	47%	44%	46.3%	52.5%
<b>Full/Part-Time</b>					
Full-Time	80%	78%	78%	76%	83.2%
Part-Time	20%	22%	22%	24%	16.8%
<b>Age</b>					
16-24	29%	40%	30.6%	44.9%	32.7%
25-34	36.2%	35.8%	37.0%	22.85%	25.7%
35-39	27.5%	21%	28.7%	22.1%	12.8%
40-64	5.8%	3.2%	3.7%	9.6%	28.2%
65+	1.5%	0.00%	0.0%	.55%	0.0%
<b>First-time Entering Total Enrollment</b>	<b>69</b>	<b>95</b>	<b>108</b>	<b>136</b>	<b>101</b>
<b>Total Enrollment</b>	<b>149</b>	<b>195</b>	<b>189</b>	<b>212</b>	<b>261</b>

## **P031T080051 - Iisagvik College**

Iisagvik College is located in Barrow, Alaska, which is the northern most community in the United States. Recently Iisagvik was established as the first and only Tribal College in the State of Alaska. The mission statement of the college is “Iisagvik College provides quality postsecondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Inupiaq culture, values and traditions. It is specifically dedicated to developing trained, well-educated individuals who meet the human resources needs of North Slope employers.” Iisagvik is a public, non-profit entity.

The ethnic breakdown for students at the college is 66.8 percent Alaska Native, 21.2 percent Caucasian, 6.1 percent Asian/Pacific Islander, 1.7 percent African-American, 0.8 percent Hispanic, 0.4 percent American Indian, and 2.9 percent Other. The student body of 413 consists of 48 percent females and 52 percent males.

Programs of study offered by Iisagvik are Associate of Arts in General Studies or Inupiaq Studies; Associate of Applied Science in Business Management, Information Technology and Office Administration; several certificate programs in health, accounting, public management, tribal management, grants management, office administration and Microsoft Certified programs for Desktop Support, Systems Administrator and Systems Engineer. An array of vocational programs are also offered and are designed to meet the needs for Arctic employment and skills necessary in remote areas.

This grant will provide the funds necessary to build an addition on the Tuzzy Consortium Library. Current space in the library is woefully inadequate to support academic programs, especially those focused on Inupiat culture, traditions and values. Books, videos, rare books and other documents that are excellent resources on Inupiat culture have no facilities for proper storage or access for study and research. Study space in the library cannot meet the demands incurred by the significant increase in library visits in the over the last 10 years.

## **P031T080031 - Institute of American Indian Arts**

Established in 1962 in Santa Fe, New Mexico, the Institute of American Indian Arts (IAIA) is a fully accredited fine arts college whose mission is to empower creativity and leadership in Native arts and cultures through higher education, lifelong learning, and outreach. Institute of American Indian Arts is a leading tribal college, a member of the American Indian Higher Education Consortium (AIHEC), and a Native American land grant institution. Institute of American Indian Arts is unique among Tribal colleges because of its multi-tribal student population (74 Tribes are represented this year alone), and its specific designation as the only national center of research, training, and scholarship for Native Americans devoted solely to American Indian and Alaska Native arts and culture. In 1986, IAIA became one of three congressionally chartered colleges in the nation, and has a board of trustees appointed by the President of the United States.

Institute of American Indian Arts moved to its new 140-acre campus south of Santa Fe in 2000, and transitioned to a four-year college in 2001. Institute of American Indian Arts is fully accredited by the North Central Association of Colleges and Schools (NCACS) and the National Association of Schools of Arts and Design (NASAD). Through its Center for Arts and Cultural Studies (CACs), IAIA offers four-year liberal arts baccalaureate degrees as well as two-year professional Associate's degrees in Studio Arts, Creative Writing, Museum Studies, New Media Arts, and Indigenous Liberal Studies.

Complimenting IAIA's academic programs is the IAIA Museum – home to the nation's largest repository of contemporary and traditional art created and curated by Native American people. Founded in 1971 and located downtown near Santa Fe's historic Plaza, the IAIA Museum plays a critical role in introducing and promoting contemporary Native American art to its nearly 50,000 visitors each year.

Institute of American Indian Art's immediate service area consists of the 19 sovereign New Mexico Pueblo Tribes, the Mescalero Apache reservation, and the large portion of the Navajo Nation in New Mexico. The 562 federally-recognized tribes in North America represent IAIA's national constituency. The current student body is comprised of 213 students; 166 are full-time. Of the 213 students, 122 are female, 91 are male; 185 are Native American, three are Hispanic, 13 are Caucasian, one is Asian/Pacific Islander, and 11 are "other"/not reported. The median age is 24, and the average age is 30. The faculty to student ratio is one to seven, with 20 full-time and 19 adjunct faculty members.

Institute of American Indian Arts is applying for a two-year construction grant under the Title III, Part A CCRAA-TCCU program in the amount of \$3,000,000 per year. Funds will support the construction of IAIA's Science and Technology Building. The 22,000 square foot building will include the following components: (1) A New Media Arts Center with advanced digital technologies and a multi-media presentation theater to enhance the instructional capabilities of the New Media Arts degree program; (2) Museum Conservation Center to house IAIA's National Collection of Contemporary Native American Art alongside conservation teaching laboratories to provide students with hands-on training in collections care and conservation; and (3) Science Center with laboratories and flexible instructional spaces to enable the delivery of science instruction relevant to IAIA's Museum Studies, New Media Arts, Studio Arts, and Indigenous Liberal Studies degree programs, and to fulfill all students' general education requirements. The Science and Technology Building will contribute to IAIA's self-sufficiency and growth, and will allow IAIA to better meet the changing needs of today's Native American students.

## **P031T080059 - 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 10-year accreditation status. In February 2006, a visiting HLC Team completed a comprehensive site visit and recommended another 10-year accreditation status. The college is also one of thirty-two tribal colleges recognized as a United States Department of Agriculture 1994 Land Grant Institution. The Fort Berthold Community College is a member of the American Indian Higher Education Consortium (AIHEC).

Spring 2008 enrollment (260) characteristics showed a student body that was 90 percent American Indian/Alaska Native (AI/AN) and 10 percent non-AI/AN; nearly three-quarters (72 percent) female and over one-quarter male (28 percent). 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; over one-third (34 percent) enters FBCC with a GED; 64 percent are single parents and non-traditional parents.

During the Academic Year 2007-2008, the FBCC full-time faculty numbered 10 and part-time was 33 with an approximate 10 to 1 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 - \$2,173,720, Construction of a Geothermal Heat Pump System:**

By September 30, 2010, FBCC will convert the heating, ventilating, and air conditioning system (HVAC) to a geothermal heat pump system to meet standard construction specifications, within budget and on time.

## **P031T080025 - Cankdeska Cikana Community College**

Cankdeska Cikana Community College (CCCC) is a tribal college chartered by the Spirit Lake Nation in 1974. It is accredited at the Associate Level by the Higher Learning Commission of North Central Association of Colleges and School with its current accreditation period until 2014. CCCC offers Associate of Arts, Associate of Science, Associate of Applied Science, and one year vocational certificates.

The college's fall 2007 enrollment was 223 students with 145 of those being full-time. Over the last eight years, the college has experienced steady growth from the fall 1999 count of 132 students. The typical student is likely to be female (62 percent), Native American (94 percent) and 29 years of age. About 83 percent of the full-time students are both first-generation and low-income (Student Support Services project). More than 80 percent have dependent children.

The focus of this project is the construction of a multi-purpose complex consisting of a fitness, kitchen and dining area for the first phase and an amphitheater for the second phase. The gym and fitness area will address identified health concerns among students. A health survey conducted on campus identified the average student having elevated body mass index, cholesterol, or diabetes. With the new fitness area, the college will launch a student fitness program targeting consistent participation for all students. New physical education courses will also be implemented. Kitchen and dining services will be available for all students to provide nutrition and health options.

The amphitheater will provide the heart for the celebration of academic achievement -- graduation. It will also provide a venue for other various academic events such as debate and theater classes, musical performances, and cultural gatherings; as well as provide the arena for new academic offerings in theater, music and drama.

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