

**TITLE III PART A - AMERICAN INDIAN TRIBALLY CONTROLLED COLLEGES  
AND UNIVERSITIES PROGRAM**

**FISCAL YEAR 2006 PROJECT ABSTRACTS  
DEVELOPMENT AND CONSTRUCTION GRANTS**

**P031T060025 - Turtle Mountain Community College**

**Project Abstract:**

Turtle Mountain Community College was established by tribal charter in 1972 as a two-year tribal college. It is fully accredited by the Higher Learning Commission of North Central Association (NCA). The college is a land grant institution. Turtle Mountain Community College grants an Associate of Arts; an Associate of Science; an Associate of Applied Science; and vocational certificates. The college conferred the first baccalaureate degrees in Elementary Education in 2002. Of the college's 837 students in 2004-05, 91 percent were Chippewa. The average student was single (70 percent), thirty-two years old, and female (68 percent).

The Title III project provides for development of four new programs of study including a career ladder-nursing program, a four-year Criminal Justice degree, Residential Electrical and Heating Ventilation and Air Conditioning degrees. It will also facilitate distance-learning outreach to the Trenton community. The second activity will provide for the development and implementation of an institution-wide institutional effectiveness program.

## **P031T0600010 – Salish Kootenai College**

### **Project Abstract:**

Salish Kootenai College requests \$2,372,573.00 to create an Early Childhood Education (ECE) Bachelor's degree program of studies, and to strengthen the Endowment Fund. Developing the ECE degree and increasing the Endowment Fund are priorities of the Comprehensive Development Plan and the 2005 Strategic Plan. Specific impacts include the following: Offering the most requested bachelor's degree program for Indian students; Increasing Indian student enrollment by 60 Indian Student Count (ISC) in 2011-2012, adding \$340,668 to the investment corpus of the Endowment Fund, and increasing the institutional budget. (Sixty ISC will generate \$375,000 in tuition, fees, and funding from the Tribally Controlled College and University Act to support operation of the ECE degree program of studies).

Salish Kootenai College is the tribal college of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation in Montana. The college offers seven regionally accredited vocational certificate, 14 associate degree, and five bachelor's degree programs of study to Indian students from 109 tribes, 22 states, and three Canadian provinces. Academic Year 2004-2005 student enrollment (1,796) included 1,429 Indian students (80 percent), 341 White students (19 percent) and one percent Hispanic, Black, Asian, or Pacific Islander students. In addition, 1,157 students were female and 639 students were male; 953 students were under 30 years of age; 764 students were between 31-50 years of age; and 79 students were 51 or older.

Faculty include 52 full-time and 46 part-time instructors. Sixteen full-time and 20 part-time faculty are Indian. Thirty-two full-time and 25 part-time faculty are female. The 52 full-time faculty include nine staff with doctoral degrees, 30 master's degrees, seven bachelor's degrees, and six associate degrees. The faculty to student ratio is 1:35.

## **P031T0600022 – Southwestern Indian Polytechnic Institute Foundation**

### **Project Abstract:**

Southwestern Indian Polytechnic Institute's (SIPI) Title III project will increase the college's capacity to make a substantial contribution to the higher education resources of the nation, which is aligned with SIPI's mission of serving the educational needs of the Indian communities nationwide. The project focuses on updating and adding to current distance education and blended course offerings via the expansion of online and videoconference infrastructure. Accredited programs of study (Liberal Arts and Tribal Management) will be developed and offered online as well. A comprehensive tracking and support system for students will be developed and institutionalized beyond the duration of the project, ensuring that underrepresented American Indian students will have better access to quality higher education opportunities. Partnerships with high schools and rural reservation communities will be strengthened and expanded to increase enrollment in higher education.

A broad-based professional development program in distance education teaching methodologies, student support and project activities, and technology skills will help to ensure that quality distance education standards are met, with the ultimate goals of improving student retention and increasing the number of students obtaining two-year certificates and degrees. Comprehensive evaluation processes rooted in existing institutional assessment practices, and adapted to the online environment, will capture critical data. The project staff will compare and analyze distance education student success with that of the school's on-campus students, as well as those across New Mexico. A national Indian community college serving American Indians since 1972, SIPI is uniquely prepared to take advantage of the tremendous opportunity provided under Title III to expand educational access for Indian country.

## **P031T0600018 – Northwest Indian College**

### **Project Abstract:**

Northwest Indian College (NWIC) founded in 1983, is a tribally controlled institution chartered by the Lummi Indian Business Council. The college is funded through the Bureau of Indian affairs under Public Law 98-192. In 1994, NWIC was granted approval as a Land Grant College by Congress. It was granted full accreditation by the Northwest Association of Schools and Colleges in 1993.

Northwest Indian College is committed to the continuous improvement in its programs for Native American Students. Over the past five years, we have conducted extensive self and external evaluations to help us determine what the future direction the college should take. Given NWIC's limited resources, it is crucial that each decision be viewed for its long-term benefit to both the college and the students we serve.

All our evaluations for the future direction of NWIC point towards the development of an accredited baccalaureate-granting institution. An external survey of our graduates indicates their preference of achieving their Bachelors of Arts degrees in the field of Human Resources. This field is a gateway for so many employment opportunities with their own tribal governments and area services.

To reach this goal we have outlined an aggressive five-year program based on a thorough evaluation of where we are now, what we want to be in five years, and how we are going to get there. We intend to build on our strengths and previous investments to reach our goal of becoming an accredited Bachelors of Arts-granting institution.

## **P031T060006 - Fort Peck Community College: Building on Strengths**

### **Program Abstract:**

Fort Peck Community College (FPCC) is a two-year tribally controlled college chartered by the Fort Peck Assiniboine and Sioux Tribes to serve the people of the Fort Peck Reservation in northeastern Montana. It is accredited by the Northwest Association of Colleges and Universities. It offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as one-year certificate programs in approximately 20 academic and vocational programs of study. It maintains articulation agreements with three baccalaureate-granting institutions to provide local access to four-year degree opportunities.

Fort Peck Community College serves a predominately American Indian population (86 percent). Enrollment has averaged 440 students per semester since 2000. About 69 percent of all students and 75 percent of Indian students attend full-time (average of last four semesters). Two-thirds are at least 23 years old, and 21 percent are between 40 and 61 years old. About 60 percent are female.

Fort Peck Community College has 21 full-time and 22 adjunct faculty. The ratio of full-time faculty to students is about 1:22. A number of the adjunct faculties are FPCC administrators, who are on campus full-time and have the opportunity to develop relationships with students.

Fort Peck Community College is requesting a \$500,000 development grant under the Title III Tribally Controlled Colleges and Universities program. It will support three activities:

Activity 1 - Strengthening Academic Programs is the largest. It will expand and improve academic offerings in four priority areas, increase student retention, and develop a new service-learning program.

Activity 2 - Integrated Planning and Data Management will improve FPCC's ability to obtain, analyze and use data effectively in its planning.

Activity 3 - Improved Fiscal Planning and Management will improve coordination, communications, and accountability of resource management. All activities will be active for five years.

## **P031T0600030 – Sinte Gleska University**

### **Project Abstract:**

Sinte Gleska University is a four-year institution of higher education located on the Rosebud Sioux Reservation in South Dakota. The university has seven academic departments: Arts & Sciences; Business; Education; Human Services; Art, Lakota Studies; and the Institute of Technologies (vocational degree and certificate programs). There is also a Student Support Services Program that offers basic skills course work.

The student count is approximately 880 full-time equivalent (FTE): 81 percent are Native American [19 percent Non-Native American]; 70 percent are female [30 percent male]. There are 43 full-time faculty with a 1:20 faculty to student ratio. The median age of students is 26.

The university will focus its Development Grant efforts on Academic Quality: Assessment, and Distance Learning, and on Institutional Management in the area of fiscal accountability and technology enhancement.

## **P031T060028 - Oglala Lakota College (OLC)**

### **Program Abstract:**

Oglala Lakota College, Kyle, South Dakota

**Level:** 4-year

**Control:** Public

**Affiliation:** Tribal (Oglala Sioux)

**Service Population:** Residents of the Pine Ridge Indian Reservation (28, 782 Native Americans), and Rapid City, South Dakota (15,000 Native Americans)

**Programs of Study:** OLC has Associates through Master's degree programs. 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 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.

### **Student Body Characteristics (Fall 2005)**

Headcount: 1,286

Full-time Equivalent: 1,021

Racial: Native American: 1,162 (90 percent)

Gender: Female: 900 (70 percent)

Age: Average Age = 31

### **Faculty Characteristics:**

Full-time: 59 Adjunct: 139

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

### **Activity I - Upgrade the Quality of Technology and Assessment to Increase Academic Quality, Student Success, Fiscal Stability and Institutional Management**

**10/06 - 9/07:** Objective 1 - Increase quality of student advising and counseling by providing better data, access and training for 10 faculty. Objective 2 - Increase quality of student assessment and instruction by providing access to wireless laptops at the Pine Ridge Instructional Center for 250 students. Objective 3 - Increase quality of business office data to help with planning and increase fiscal stability.

**10/07 - 9/08** Objective 1 - Increase quality of student advising/counseling by providing better data, access and training for 10 faculty. Objective 2 - Increase quality of student assessment and instruction by providing access to wireless laptops at the He Sapa Instructional Center. Objective 3 - Increase quality of Registrar/Financial Aid data to help with planning, student advising and course scheduling.

**10/08 - 9/09** Objective 1 - Increase quality of student advising/counseling by providing better data, access and training for 10 faculty. Objective 2 - Increase quality of student assessment and instruction by providing access to wireless laptops at the Pejuta Haka Center. Objective 3 - Increase the quality of instructional administration and assessment office data to help with planning, student advising and course scheduling.

**10/09 - 10/10** Objective 1 - Increase quality of student advising and counseling by providing better data, access and training for 10 faculty. Objective 2 - Increase quality of student assessment and instruction by providing access to wireless laptops at the Pahin Sinte Center. Objective 3 - Increase quality of business office data to help with planning and increase fiscal stability.

**10/10 - 10/11** Objective 1 - Increase quality of student advising and counseling by providing better data, access and training for 10 faculty. Objective 2 - Increase quality of student assessment and

instruction by providing access to wireless laptops at other instructional centers as needed.

Objective 3 - Increase quality of Registrar/Financial Aid data to help with planning, student advising and scheduling.

**Outcomes:** Number of students at other centers satisfied with counseling and academic advising at 75 percent; Amount and quality of information available to counselors; Completion rates and times for Associates degrees; Entrance into upper level courses; Information Management infrastructure; Information Management capabilities increased from Good to Excellent.



**P031T060003 – Nebraska Indian Community College**

**Project Abstract:**

Nebraska Indian Community College (NICC) is an open door, comprehensive, two-year tribally controlled college serving an isolated, rural population of primarily Native American tribal members in Northeast Nebraska. The college is governed by a ten-member Tribal Board.

Nebraska Indian Community College offers general college transfer curricula and degrees for Associate of Arts, Associate of Science, Associate of Applied Science, diplomas, and certificates in 16 credit programs. Nebraska Indian Community College is a federally-mandated land grant institution.

Year 2005 unduplicated enrollment totaled 106 students, who are 77 percent Native American, 75 percent first-generation college students, 36 percent male, and 63 percent female (of whom 20 percent are single mothers and first-generation students). The highest percentage of students are ages 25 to 29 (18 percent), 40 to 49 (15 percent), and 30 to 34 (14 percent). Nebraska Indian Community College has three full-time faculty (33 percent Native American, 66 percent male, and 33 percent female) and 17 part-time faculty (29 percent Native American, 47 percent male, and 53 percent female). The faculty-to-student ratio is 1:5, including part-time faculty.

Activity - \$2,498,030 over five years - *Strengthening Curriculum Delivery and Support, and Improving Student Information Systems.*

**The project key outcomes are supported by nine objectives:**

- 1.1** Increase from 30 percent to 40 percent faculty technology use related to curriculum.
- 1.2** Increase from zero to 60 percent student use of technology-based curricula for learning.
- 1.3** Increase from zero to 30 the course offerings that incorporate distributed education technologies.
- 2.1** Increase from zero to 20 percent the percentage of faculty and students who access inter-library learning.
- 2.2** Increase from established baseline to 20 percent above baseline as indicated by annual assessment the faculty/staff/student satisfaction with College Technology and Media Services.
- 3.1** Increase from zero to 25 percent integrated student services delivery on-site and online.
- 3.2** Increase from zero to 15 percent faculty/advisors using student data software for student services.
- 3.3** Increase from zero to 90 percent, 80 percent, and 60 percent respectively, the number of faculty, administrators, and students using technology to access student information.
- 4.1** Increase from <1 percent to 20 percent participation of the reservation population in outreach activities.

## **P031T0600005 – Salish Kootenai College**

### **Project Abstract:**

Salish Kootenai College requests \$1,500,000 to construct a Classroom and Theatre Addition (CTA) (number one and two campus building priorities) to the Health and Physical Education facility. Construction of the CTA will strengthen the college's academic quality, institutional management, and fiscal stability. Specific impacts include the following: Increasing Indian student enrollment by 10 percent (or 100 Indian Student Count [ISC]) in 2007-2008; Increasing the institutional budget (100 ISC will generate \$521,000 in tuition, fees, and funding from the Tribally Controlled College and University Act to support maintenance and operation of the facility), and reducing the number of multiple course sections and part-time faculty in 2007-2008.

Salish Kootenai College is the tribal college of the Flathead Indian Reservation in Montana. The college offers a variety of regionally accredited vocational certificate (n=7), associate degree (n=14), and bachelor's degree (n=5) programs of study to Indian students from 109 tribes, 22 states, and three Canadian provinces. Academic year 2004-2005 student enrollment (1,796) included 1,429 Indian students (80 percent), 341 White students (19 percent), and one percent Hispanic, Black, Asian, or Pacific Islander students. One thousand-one hundred fifty seven students were female and 639 students were male. Nine hundred-fifty three students were under 30 years of age; 764 students were between 31-50 years of age; and 79 students were 51 or older. Faculty include 52 full-time and 46 part-time instructors. Sixty full-time and 20 part-time faculty are Indian. Thirty-two full-time and 25 part-time faculty are female. The 52 full-time faculty includes nine doctoral degrees, 30 master's degrees, seven bachelor's degrees, and six associate degrees. The faculty to student ratio is 1:35.

## **P031T0600008 – Cankdeska Cikana Community College**

### **Project Abstract:**

Cankdeska Cikana Community College (CCCC) is a Tribally Controlled 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 Schools with its current accreditation period until 2014. Cankdeska Cikana Community College offers Associate of Arts, Associate of Science, Associate of Applied Science degrees and one-year vocational certificates.

The college's fall, 2005 enrollment was 200 students with 144 of those being full-time. Over the last six years, the college has experienced steady growth from the fall, 1999 count of 132 students. The typical student is likely to be female (63 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.

Cankdeska Cikana Community College has 12 full-time and four part-time instructors. Eight are women and seven are Native Americans. Two have a doctorate, two have a Masters degree, seven have Bachelor's degrees and one, the carpentry instructor, has an Associate degree. Professional development plans have been completed for all full-time faculty members and the college grants educational leave. A faculty and staff development program has been implemented providing assistance with education costs. The on-campus faculty is supplemented by the college's access to and use of the Interactive Video Network (IVN) distance learning system.

The Technology/Fine Arts center will provide space for 2 – 36 student computer labs; a 24-student lab; a hardware repair lab; an IVN classroom; a climate-controlled server room; staff offices and two Fine Arts classroom. The project responds to the college's most critical facility need. The current computer labs are housed in 1950s classroom with wiring added to the outside of interior walls and strung along the tables. Overcrowding and utility connections dictate the placement of computers in rows with minimal spaces between tables. The use of the labs to offer computer classes means limited time is available for students to work on out-of-class assignments or on other coursework.

The college is currently limited in offering Fine Arts classes as it lacks the space for a dedicated room, meaning art work would have to be taken down at the end of classes. This would not allow for adequate drying of paints. The lack of ventilation would create an environmental issue for other classrooms.

## **P031T0600007 – Oglala Lakota College**

### **Project Abstract:**

**Level:** four-year

**Control:** Public

**Affiliation:** Tribal (Oglala Sioux)

**Service Population:** Residents of the Pine Ridge Indian Reservation (28,782 Native Americans) and Rapid City, South Dakota (15,000 Native Americans)

**Programs of Study:** Oglala Lakota College 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 that has 531 children from age three to five in 26 classrooms and 100 children from birth through three in six classrooms.

### **Student Body Characteristics (Fall 2005)**

Headcount: 1,286

Full-time Equivalent: 1,021

Racial: Native American: 1,162 (90 percent)

Gender: Female: 900 (70 percent)

Age: Average Age = 31

### **Faculty Characteristics:**

Faculty-Student Ratio: Full-time: 59; Adjunct: 139

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

Full-time/Adjunct: Headcount = 1:6.5

### **Activity I: Renovation and Replacement of Head Start Buildings**

**Objective 1** - Increase the number of safe and effective learning environments for students in the Oglala Lakota College Head Start Program by providing 13 classrooms through renovation of the Pine Ridge Head Start Building (Pine Ridge, 10 classrooms), replacement of East Wakpamni Head Start Building (Batesland, 1 classroom), and Eagle Nest Head Start Building (Wanblee, two classrooms)

### **Performance Indicators**

- Have 10 classrooms in Pine Ridge that meet Head Start (HS) Facilities Standards by September 30, 2007.
- Have two classrooms in Wanblee (Eagle Nest District) that meet HS Facilities Standards by September 30, 2007.
- Have one classroom in Batesland (East Wakpamni District) that meets HS Facilities Standards by September 30, 2007.

**P031T060001 – Sitting Bull College**

**Project Abstract:**

Sitting Bull College (SBC) is a **tribally controlled community college** on the Standing Rock Sioux Indian Reservation near Fort Yates, North Dakota. Founded in 1973, SBC is accredited by the **Higher Learning Commission of the North Central Association of Colleges and Schools** and serves more than 300 students each semester. The college offers 20 transfer and technical Associate degree programs, seven vocational certificates, two Bachelor’s degree programs, and other programming to serve its students’ needs.

Sitting Bull College’s students present a number of **at-risk characteristics**. The majority are Native American Indian, older, female, low-income, first-generation, and underprepared for college work, and almost half are single parents. Our faculty is committed to their success; two-thirds have earned Master’s or doctorate degrees and serve SBC’s students at a ratio of 1:10.

A significant challenge facing SBC is providing students and faculty a supportive environment that facilitates learning and serves the educational needs of the community. We, therefore, request \$1.5 million in construction funds to build instructional space in a **Developmental Education/Library Complex** that will replace existing inadequate facilities and improve the quality of fundamental academic programming and support.

<b>Student Characteristics</b>	
Native American Indian	88 percent
Average Age	33
Female	70 percent
Single Parents	41 percent
Low-Income (estimated)	75 percent
Receive Needs-Based Financial Aid	86 percent
First-Generation (estimated)	90+ percent
Underprepared, Math (Compass)	95 percent
Underprepared, English (Compass)	43 percent
<b>Faculty Characteristics</b>	
Native American Indian	9
Average Age	46
Female	9
Full-Time	21
Adjunct	10
Average Years of Service at SBC	6.6
Masters’ Degrees or More	67 percent
SBC Institutional Research, 2006	

## **P031T060004 - Turtle Mountain Community College**

### **Project Abstract**

This project addresses the identified need of the college to move the Construction Technology program from the old campus to the new campus. The site currently in use by the college has significant safety issues related to the electrical and water systems. Further, the building is too small for the current number of students.

More importantly, the almost four miles separating this building from the main campus means students in Construction Technology are not fully integrated into the college's learning community. With almost all students being low-income, they do not have dependable transportation and, therefore, cannot easily access the college's support services.

Through this project, the college will construct a 10,000 square foot Construction Technology Building. This facility will include a lab area large enough to complete the building of a house. It will also include a classroom, rest room, and mechanical room. This is the first of a three-part vocational facility plan.

This project is a key element in the implementation of the college's efforts to fully address tech prep and dual credit with the high school. The college believes this is necessary to encourage the development of educational pathways for individual students.

## **P031T0600015 – College of Menominee Nation**

### **Project Abstract:**

The College of Menominee Nation seeks U.S. Department of Education Title III, Part A, American Indian Tribally Controlled Colleges and Universities Program funding in the amount of \$1.5 million for the construction of a critically-needed College of Menominee Nation Library.

The College of Menominee Nation, a tribally controlled community college, is located on the Menominee Indian Reservation in Keshena, Wisconsin. In 1993, the Menominee Indian Tribe established the college to address a vital need for higher education throughout the Menominee Nation and its surrounding community. The college is accredited by the Higher Learning Commission and is a designated institution in the Equity in Educational Land Grant Status Act of 1994. The total enrollment for spring 2006 was 503, with 86 percent Native American students.

The College of Menominee Nation provides hope and opportunity in an area of identified need. The college, in its commitment to excellence in education and its ability to provide quality educational opportunities in postsecondary education, has helped foster hope for education attainment to the people of the Menominee Nation. The College of Menominee Nation has developed a reputation for providing high-quality education programs, which is evident in the growing student population and the expansion of academic services requested of and provided to the surrounding communities.

However, the existing needs of student enrollment, academic program, and community service requests can no longer be met solely through the current library infrastructure and collections. To remain on the forefront of education, the College of Menominee Nation requires a library that meets the current, as well as the future student, academic, and community environment. To address these challenges, the College of Menominee Nation has developed a strategic plan for building a college campus that meets the current and long-term needs of the institution.

*Activity: To construct a critically needed College of Menominee Nation Library for \$1.5 million.*

## **P031T0600033 – Blackfeet Community College Administration**

### **Project Abstract:**

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. Blackfeet Community College 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.

Blackfeet Community College has an open door admissions policy, thus, 35 percent of the student population is made up of General Education Development (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.



## **P031T0600002 – Institute of American Indian Arts**

### **Project Abstract:**

Activity: \$1,500,000 one-year construction of the Multi-Purpose Educational Center within Center for Lifelong Education

The mission of the Institute of American Indian Arts (IAIA) is to serve as a multi-tribal center of higher education dedicated to the preservation, study, creative application, and contemporary expression of American Indian and Alaska Native arts and cultures. Established in 1962, IAIA has evolved into a fully accredited, federally chartered fine arts college. The Institute of American Indian Arts moved to its new, 140-acre campus south of Santa Fe in 2000 and, in 2004, IAIA received its ten-year regional accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools and a ten-year national accreditation from the National Association of Schools of Arts and Design (NASAD). Through its Center for Arts and Cultural Studies (CACCS), IAIA offers four-year as well as two-year degree programs in the areas of Studio Arts, Creative Writing, Museum Studies, Visual Communications, and Liberal Studies.

The Institute of American Indian Arts is in the first stages of implementing its Liberal Studies bachelor's degree program. The degree program will consist of the core focus areas spanning the social sciences, arts, humanities and natural sciences, with a unique Indigenous Studies focus and Native American Culinary Arts component. This program would benefit all students at the institute, for it would hold the foundation-level general education course offerings, thus preparing them to succeed in subsequent courses that are required for each of the four-year degree programs, and beyond that, to succeed in subsequent academic, creative and professional endeavors. The Institute of American Indian Arts is applying for a new construction grant for a Multi-Purpose Educational Center to accommodate the new Liberal Studies Program, Indigenous Studies outreach activities, and Native American Culinary Arts teaching kitchen.

With the current arrangement there is not adequate space for the delivery of the Liberal Studies program. With the projected increase in student enrollment and the concurrent development of the Visual Communications program, the current academic building and Library and Technology Center do not provide adequate or appropriate space for the additional courses to be offered through the new Liberal Studies program.

The Institute of American Indian Arts has begun to develop the first American Indian Lifelong Learning Center. The Center for Lifelong Education (CLE) aims to provide education and service to indigenous peoples of all ages. The scope of the proposed construction project is to construct an 8,522 square foot Multi-Purpose Educational (MPE) Center within the Center for Lifelong Education facility. The CLE/MPE will provide four classrooms, a presentation and gathering space, faculty offices, and a fully equipped and operational teaching kitchen for the Native American Culinary Arts curriculum. The target population for this project includes all Native American students seeking a culturally based liberal arts program. The proposed construction project will expand the campus facilities to enable the institute to increase: 1) educational offerings; 2) outreach capacity; and 3) the ability to serve as a unique contribution to higher education while supporting Native American economic sustainability.

The Institute of American Indian Arts represents a major opportunity for Native American students to receive a broad based education and professional skills training while developing their artistic talents. The Liberal Studies curriculum made possible by the new facility would focus on the

transformation of the creative potential of IAIA students into skills that may be applied to a wide range of professional fields and academic pursuits.

**P031T060009 – Bay Mills Community College**

**Project Abstract:**

Bay Mills Community College (BMCC) proposes to construct a facility to house the Great Lakes Composites Institute; an educational, testing, training, and research and development center for cutting-edge plastic composite materials. The institute will address BMCC’s need for increasing minority students in science, technology, engineering, and math fields; establishing a site specific to technology-related training; establishing articulation agreements with four-year institutions; increasing research and development opportunities; physical space; and increasing fiscal stability.

Bay Mills Community College is a two-year tribally controlled community college, which has sustained a consistent growth rate over the past 14 years.

<b>Year</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1999-00</b>	<b>1998-99</b>
<b>Unduplicated Counts</b>	710	676	673	678	575	535	527
<b>On Campus</b>	317	309	364	603	538	484	474
<b>On-Line</b>	320	220	220	0	0	0	0
<b>Off Campus</b>	73	147	89	75	37	51	53

In 2005-2006 the unduplicated count was 742 students. The number of female students on-campus was 185, on-line was 316, and off-campus was 49. The number of male students on-campus was 117, on-line was 57 and off-campus was 18. The total enrollment consisted of 454 Native American students, 288 non-Native students. Of the 742 enrolled, 90 percent were retained overall. On average, students attending BMCC have been somewhat older than those who attend traditional four-year universities. This trend however is changing as younger students are now recognizing the value and benefits of BMCC as a partner in education.

Bay Mills Community College currently has nine full-time faculty members and twenty-six part-time (adjunct) faculty as well as twenty-five Virtual College (on-line) instructors. The ratio of faculty to students is very amenable to a constructive learning environment as a high number would be 15:1, with most classes having an even more favorable ratio.