ALL NATIONS LOUIS STOKES ALLIANCE
FOR MINORITY PARTICIPATION

1994 - 2018 Significant Program Impacts

Expanding International Research Opportunities for Students

Submitted to the National Science Foundation

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NSF Award #1102362

SCIENCE • TECHNOLOGY • ENGINEERING • MATHEMATICS
Introduction

The Louis Stokes Alliances for Minority Participation (LSAMP) began in 1991 in support of the National Science Foundation’s (NSF) effort to broaden participation in Science, Technology, Engineering, and Mathematics (STEM). Shortly afterward in 1994 the All Nations LSAMP (ANLSAMP) was created. It represented an alliance of 55 institutions, 24 tribal colleges and universities (TCUs) and 31 mainstream universities, committed to increasing the number of Native Americans (NA) and other underrepresented minorities (URM) receiving bachelor’s degrees in STEM. Montana State University (MSU) and Salish Kootenai College (SKC) co-managed the program during its inaugural years. SKC’s assumption of program management in 1996 coincided with the beginning of a new era marked by TCUs successfully overseeing large NSF grants. The current program serves a geographically diverse alliance of 11 mainstream colleges and universities and 27 TCUs located within 14 states.

TCU Movement

The Tribal College movement began in the 1960s and by 1968 the first tribally controlled college was in operation. TCUs were developed primarily to serve the higher education needs of Native Americans, mainly on remote Indian Reservations. In 1972 presidents from the first six TCUs established the American Indian Higher Education Consortium (AIHEC) whose vision is “sovereign nations through excellence in tribal higher education.” According to AIHEC, there are currently 35 TCUs in the United States. The Integrated Postsecondary Education Data System (IPEDS) collects data from 34 of these TCUs. In 2015, out of these 34 TCUs, 21 offer a 2 year Associate’s degree as their highest degree offering, 9 offer a Bachelor’s degree as their highest degree offering, and 4 offer a Master’s degree as their highest degree offering. NSF supports the TCU movement and works to increase STEM opportunities for NA students through programs like the Tribal College and University Partnership (TCUP) and ANLSAMP.

ANLSAMP

“What separates our LSAMP program from the others is our focus on the Native American population. Although we serve all underrepresented minorities, our partners were selected because of their location and success at enrolling and graduating Native Americans”

Dr. Steve Dupuis - ANLSAMP Program Director

In 1994 not one TCU offered a bachelor’s degree in a STEM discipline. ANLSAMP was created to provide its partners with direct support for course development, faculty professional development, student research support, and linkages between partner institutions. The primary focus of ANLSAMP is on Native Americans so the majority of these efforts were aimed at the developing TCUs. Since 1994, ANLSAMP has had significant impacts at its partner institutions, particularly TCUs. Impacts have been in the areas of STEM degree program creation, increased research capacity, instructional capacity building, and dramatic improvements in bachelor degree attainment by Native American (NA) and other URM students alliance-wide. For example, the number of BS STEM degree programs at ANLSAMP partner TCUs has
increased from zero to 19 during the 1994 – 2018 timeframe. This dramatic increase in the number of STEM bachelor’s degree programs at TCUs is a key indicator that the NA community has wholeheartedly embraced strengthening the availability, access, and quality of STEM education. With support from ANLSAMP, TCUs have overtaken mainstream partner institutions in BS degree production in STEM disciplines for NA students within the alliance. Although progress has been made, TCUs continue to struggle with poverty, isolation, inadequate funding, political battles, and a host of other social issues that impact academic enrollment and completion rates. It is clear that more work needs to be done. Therefore, TCUs remain steadfast in working with the ANLSAMP alliance to provide a STEM education and research opportunities to their NA and URM student population.

“It is clear Native Americans are underrepresented in the STEM fields. We are committed to changing that fact by increasing their opportunity and ability to complete an advanced STEM degree.”

Zetra Wheeler – ANLSAMP Program Manager

ANLSAMP 1994-2004

To address the challenge of meeting the needs of a large and diverse partnership, ANLSAMP utilized a Request for Proposal process for distributing funds to its partner institutions. This process recognized that each partner is unique and aware of the needs of their individual institutions, students, and communities. During this phase of operations ANLSAMP funded 157 programs at 37 different partner institutions. A few examples of these projects are:

- University of Washington – Native American Alliance for Learning and Vision – Gene Magallanes 1994-1999 – 10 week summer employment program with 2 hours a day of calculus prep class.
- Fort Berthold College – Research for Results – Dr. Kerry Hartman 1994-1997 – Students received funding to work for Tribal Agencies to research environmental issues on the reservation. Findings from a water quality project were presented to congress and resulted in a multimillion dollar rural water system.

As evidenced from the examples above, projects varied from curriculum development to student employment and academic support services. During this same time period ANLSAMP developed, sponsored, and conducted scientific poster and oral competitions at the American Indian Science and Engineering Society (AISES) and AIHEC annual conferences. They also operated a successful science bowl competition at AIHEC conferences. These efforts allowed ANLSAMP to provide opportunities to students while supporting organizations with similar academic goals.

See more examples in ANLSAMP Review 2004
ANLSAMP 2005-2018

ANLSAMP operations changed from project-based support to a student-centric model during this phase. The program provides eligible URM students with stipends based on GPA. These students are referred to as AMP Scholars and participation in the program makes them eligible for travel funds to STEM-related conferences and opportunities to participate in STEM internships. Liaisons from each partner institution work to recruit students into the program and provide them with additional information regarding STEM opportunities. ANLSAMP has also continued to sponsor and conduct scientific poster and oral competitions at the AISES and AIHEC annual conferences, as well as the science bowl competition at AIHEC.

2018 - 2023 All Nations LSAMP

The future All Nations LSAMP will go well beyond financial support to Native American students pursuing STEM degrees. The program developed a holistic student support approach that starts prior to a student’s first class on campus, carries through STEM baccalaureate completion, and follows them on to graduate school. The program offers opportunities for students to participate in pre-college summer research experiences that will expose incoming freshmen to existing and relevant research and encourage them to engage throughout their undergraduate career. There is a continued emphasis on ensuring URM STEM students have the financial support they need to stay in school. However, ANLSAMP knows that Native students face difficulties when attending a large unfamiliar campus. A mechanism is needed to help identify areas of need, guide students toward appropriate resources, and provide social support. Students are more successful when they are engaged in an academic community of students, faculty, and staff, both on and off campus. Therefore, ANLSAMP is planning to implement an innovative and transformative process, called the Resilience through Intercultural Skill Enhancement (RISE). The goal of RISE is to help students quickly recover from the difficulties they face when encountering cultural differences and change.

Educational institutions have long recognized that international students face special challenges as they adjust to college life. For example, “international students deal with academic challenges, social isolation, and cultural adjustment. Specifically, academic challenges included communication with professors, classmates, and staff” (Wu, Garza and Guzman 2015). In recognition of this fact, many institutions have developed intercultural competence programs to aid foreign students with cultural adaptation, in hopes of increasing retention rates.

International students are not the only ones that struggle to adapt to college life. Native American students attending non-tribal four-year colleges and universities often struggle to adapt to the different cultures and norms of these institutions. These challenges are especially pronounced for students leaving rural
reservations to attend colleges and universities in cities. These challenges can be so intense for Native American students attending non-tribal four-year schools in-state, because of the cultural, traditional and language challenges. The ANAMP program recognizes this problem and has developed the innovative RISE educational experience to help scholars manage these challenges.

**Prior ANLSAMP Accomplishments**

Over 24 years of NSF support to the ANLSAMP alliance has resulted in many positive outcomes. NSF’s commitment to helping TCUs build capacity by investing in their students, researchers, and institutions has better positioned them to compete for high-quality faculty, dedicated staff, and additional research funding. The Linkages and collaboration between TCUs, mainstream institutions, and other research facilities developed through ANLSAMP has benefitted faculty and students at our partner institutions in the following ways:

- There has been a substantial increase in the number of STEM offerings at partner TCUs.
- There are ongoing opportunities for URM students to engage in STEM activities, such as, international research experiences and STEM-related conferences.
- These efforts have resulted in an increase in STEM enrollment and completions by Native students and all URM students.
- Students have taken the opportunities provided them through this program and have accomplished some amazing things.

**STEM Offerings at Partner TCUs**

When ANLSAMP began in 1994, not a single TCU offered a STEM bachelor’s degree in any discipline. In 2000, Salish Kootenai College offered the first available STEM bachelor’s degree. By 2005 SKC was joined by Oglala Lakota College and Haskell Indian Nations University and together there were six four-year STEM programs available at TCUs. There are now 19 programs at 8 TCUs (table 1).

### Table 1: Number of STEM Bachelor’s Programs Available at Partner TCUs

<table>
<thead>
<tr>
<th>Tribal College and University Partner</th>
<th>1994*</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskell Indian Nations University</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Navajo Technical University</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Neuta Hidatsa Sahnisn College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Northwest Indian College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Oglala Lakota College</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Salish Kootenai College</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Sitting Bull College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>United Tribes Technical College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

* Year ANLSAMP began

Along with these 8 TCUs, ANLSAMP has 11 non-Tribal university partners that offer STEM 4-year degrees. The partnership provides a way for 2-year graduates to carry their AMP Scholar status to any of
these 4-year programs. Over the past 5 years, an average of 18 AMP Scholars a year have transferred into a 4-year program after completing an associate’s degree.

**International Engagement**

### Costa Rica International Research Experience (CRIRE)

ANLSAMP, in conjunction with the Organization for Tropical Studies (OTS) and the NSF Tribal Colleges and Universities Program (TCUP) program, piloted a new, short-term international research experience for ANLSAMP Scholars and their mentors. The CRIRE pilot project goals are threefold, 1) enhance research skills for TCU students, 2) enhance research and mentoring skills for TCU faculty researchers, and 3) to improve the participation rate in the full 8-week summer research program by exposing AMP scholars to an international experience on a smaller scale. The CRIRE program is 12 days, with 10 full days at the Las Cruces Biological Station learning and conducting research. Students, along with their Faculty Mentors are expected to complete a small field project, including experimental design, data gathering, and analysis to prepare for presentation of results at a future local, regional, or nation conference. Students and Faculty Mentors will experience the process of applying the scientific method to ecological inquiry and discovery in a collaborative and team-oriented environment.

### Drivers of Social and Cultural Integration in STEM and the Empowerment of Native American Student Researchers

The ANLSAMP program was invited to present at the 2015 World Social Science Forum in Durban South Africa. Policy makers, scientists, politicians, activists, and business leaders gathered to focus on the real-life inequality and injustice issues citizens around the world face. ANLSAMP discussed how programs funded through NSF empower Native American students to persist in higher education and conduct research that ultimately benefits their communities.

### Conference Engagement

ANLSAMP firmly believes student research experiences drive the next generation of STEM knowledge. Therefore, we strongly encourage AMP Scholars to participate in designing, conducting, analyzing, and presenting scientific research. The following three professional organizations conduct annual conferences that provide Native American students an opportunity to showcase their talent and research at a national level.

The American Indian Higher Education Consortium (AIHEC) - “AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and
Universities. AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.” http://www.aihec.org/


Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) - “SACNAS is a society of scientists dedicated to fostering the success of Chicano/Hispanic and Native American scientists—from college students to professionals—to attain advanced degrees, careers, and positions of leadership in science.” http://sacnas.org/

ANLSAMP has been instrumental in helping these organizations increase student participation at their annual conferences since 1996. One of the ways the program has helped encourage URM STEM students to participate is by funding the travel expenses for AMP Scholars to attend SACNAS, AISES, AIHEC, or other STEM professional conferences. ANLSAMP also sponsors, organizes, and conducts the undergraduate poster and oral competitions at the AIHEC student conference. The AISES conference is held during the fall of each year. Up until 2008, there were on average 20 undergraduate posters presenters and 8 oral presenters. By 2010 the numbers had doubled for both posters and orals. In 2015, at the conference in Salt Lake City, there were poster presenters and 19 oral presenters. The ANLSAMP alliance was well represented at the 2015 poster/oral competitions. There were students from 9 ANLSAMP partners in the poster competition with 20 AMP Scholars presenting and 4 AMP Scholars in the oral competition.
ANLSAMP sponsors, organizes, and conducts the poster and oral competitions at AIHEC. At the 2018 conference in Bismarck, North Dakota there were 46 poster and oral presenters with 17 AMP Scholars participating. Overall, since 2005 nearly 900 students have participated in the poster presentations and nearly 400 students have participated in the oral presentations sponsored by ANLSAMP. According to the many STEM professionals ANLSAMP uses to judge these competitions, the quality of the research and the student presenters has increased dramatically over time. The ANLSAMP program went a step further in 1998 and developed a science bowl competition for the AIHEC conference. Hundreds of students from TCU’s have participated in these competitions ever since.

**URM STEM Enrollment and Completions**

Data gathered by AMP Liaisons through their registrar’s office at each ANLSAMP partner is submitted to NSF on an annual basis. Information from this dataset is used by stakeholders and staff to make evidence-based programmatic decisions. During the current phase of ANLSAMP the number of full-time students enrolled in STEM disciplines have increased for all URMs (table 2) while the number of part-time STEM students has stayed relatively the same or decreased (table 3).

<table>
<thead>
<tr>
<th>Table 2: STEM, Full-time Enrollment Report</th>
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</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Native Hawaiian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3: STEM, Part-time Enrollment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Native Hawaiian</td>
</tr>
</tbody>
</table>

There is a bachelor’s degree offered for every STEM discipline within the ANLSAMP alliance and URM enrollments in these disciplines are increasing (table 4).
Table 4: URM/STEM, Enrollment Report

<table>
<thead>
<tr>
<th>STEM Discipline</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science</td>
<td>247</td>
<td>206</td>
<td>133</td>
<td>182</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32</td>
<td>28</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Computer Science</td>
<td>300</td>
<td>266</td>
<td>238</td>
<td>453</td>
</tr>
<tr>
<td>Engineering</td>
<td>355</td>
<td>363</td>
<td>410</td>
<td>530</td>
</tr>
<tr>
<td>Geosciences</td>
<td>45</td>
<td>48</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>Life/Biological Sciences</td>
<td>456</td>
<td>448</td>
<td>423</td>
<td>473</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67</td>
<td>52</td>
<td>66</td>
<td>62</td>
</tr>
<tr>
<td>Physics/Astronomy</td>
<td>44</td>
<td>29</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>331</td>
<td>197</td>
<td>355</td>
<td>513</td>
</tr>
<tr>
<td>Total</td>
<td>1877</td>
<td>1637</td>
<td>1787</td>
<td>2376</td>
</tr>
</tbody>
</table>

Bachelor degree completions in STEM disciplines at ANLSAMP partner institutions are also increasing for URM students (table 5).

Table 5: URM/STEM, Bachelor Degrees Report

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>17</td>
<td>30</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57</td>
<td>72</td>
<td>96</td>
<td>126</td>
</tr>
<tr>
<td>Native American</td>
<td>81</td>
<td>82</td>
<td>86</td>
<td>98</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other Minority</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>190</td>
<td>226</td>
<td>276</td>
</tr>
</tbody>
</table>

STEM Bachelor degree completions for Native Americans and Hispanics at ANLSAMP partners are trending up (graph 1).

Graph 1: URM/STEM, Bachelor Degrees

NSF Core Values

Scientific Excellence – engaging the vision and expertise of our staff with that of the scientific community to create a portfolio of awards that support transformation and innovation;

Organizational Excellence – investing the resources entrusted to us optimally and efficiently, and realizing the full potential of our people in managing a capable, motivated, inclusive, and positive work environment;

Learning – continually identifying opportunities for learning and professional growth inside and outside the agency, and sharing our best insights with others;

Inclusiveness – seeking and embracing contributions from all sources, including underrepresented groups, regions, and institutions;

Accountability for Public Benefit – operating with integrity and transparency, and maintaining the highest standards of performance in administration, business processes, management, and oversight, thereby providing the best value to the U. S. taxpayer.

National Science Foundation Strategic Plan for 2014 – 2018
Through the efforts of all ANLSAMP partners, a total of 1,594 Native Americans have graduated with a Bachelor’s degree in STEM since the program’s inception. An additional 5,237 URM students have completed a Bachelor’s degree in STEM during that same time period. What makes this number more impressive is to know that several of the larger institutional partners went on to develop their own LSAMP programs and are not represented in the current ANLSAMP totals. Four-year institutions in Wisconsin, Minnesota, and several schools in Washington are no longer members of the All Nations alliance.

In a recent study, AMP Scholar data was gathered from program records, surveys, and Internet searches to determine some of the long-term outcomes for Native American STEM students. As to be expected, information for participants from early years of the program was difficult, and in many cases impossible, to locate. However, the records did yield 730 potential contacts and information for approximately 47% of these participants was gathered. Graph 2 contains percentages for AMP scholars who graduated with a two- or four-year STEM degree, bridged from a lower degree program into an advanced degree program, changed to a non-STEM major, or withdrawn from school.

Out of the scholars for whom information was found via websites such as Facebook, LinkedIn and Google, nearly half held or currently hold occupations, internships or research positions related to a STEM field. This data also yielded some interesting findings regarding STEM disciplines.

**Student Highlights**

ANLSAMP support has produced some wonderful outcomes. For example, it helped Kimberlynn Cameron become the first female member of the Standing Rock Sioux Tribe to graduate from the South Dakota School of Mines and Technology with an engineering degree. Cameron’s 2014 accomplishment constitutes but one of many attained by ANSLAMP Scholars. As evidenced by the profiles included in this report, they are attending graduate school and earning advanced degrees in some of the nation’s top institutions. They’re finding gainful employment in STEM fields, working in mining and also environmental remediation. Many of the scholars say they aim to use their education to improve the reservation communities in which they grew up. The following profiles represent just some of the many students the ANLSAMP program has touched over the years.
Contacts

Dr. Steven D. Dupuis, Program Director & Co-PI - ANSLAMP
Salish Kootenai College
Pablo, Montana

Steve Dupuis is an enrolled member of the Confederated Salish and Kootenai Tribes and is currently the Program Director for the ANSLAMP. He is a graduate of University of Montana – Western with a BS in Business Administration, a MS in Technology Management from South Dakota School of Mines & Technology, and has a Doctorate in Management – Information Systems and Technology from the University of Phoenix.

In March, 2010, Dupuis moved to Arlington, Virginia and worked at NSF under a fellowship through the Quality Education for Minorities Network (QEM) program. The goals of the fellowship were to experience firsthand the inner workings of NSF, help shape Foundation programs and policies, and assist with securing more TCU STEM faculty as potential proposal reviewers.

Dr. Dupuis was the Director of SKC Wireless Project, a NSF ITR Grant, whose activities included wireless network design, site surveys, equipment installations, testing and student research oversight. He was also the manager of SKC’s Bachelors of Information Technology Program. He manages a current TCUP Grant at SKC where he is responsible for student internships, budget management, and coordination of grant activities. The project activities include the development of curriculum for the 3rd and 4th year of a STEM education program, recruitment, retention, internships, faculty and course development, and instruction.

Dr. Dupuis has been involved with ANLSAMP since 1996 in various capacities. This includes collecting information for reports to the NSF, participating on the Executive Committee and the Governing Board, assisting TCUs throughout the United States with technology, and conference organizing.

Zetra Wheeler, Program Manager & Co-PI - ANSLAMP
Salish Kootenai College
Pablo, Montana

Zetra Wheeler is an enrolled member of the Blackfeet Indian Nation. She is the Program Manager for the ANSLAMP at Salish Kootenai College. Ms. Wheeler works with student programs such as the Bridges to Baccalaureate Program and is the Advisor for the American Indian Science & Engineering Society chapter at SKC.

Ms. Wheeler is a graduate of SKC with a BS in Environmental Science. She also has a minor in Native American studies and Business Management from Easter Montana College – Billings. She is an active member of AISES, the Northwest Partnership Environmental Technology Education, and the Society for the Advancement of Chicanos & Native Americans in Science. Ms. Wheeler has been a vital part of ANSLAMP since 1996.
Salish Kootenai College is a tribally controlled college chartered in 1977 by the Confederated Salish and Kootenai Tribes (CS&KT). The college is a four-year land grant institution and a charter member of AIHEC. Since its foundation, SKC has provided educational programs that meet the unique needs of Native American students. The college has also taken a leadership role in preserving the cultural heritage of the Confederated Salish and Kootenai Tribes. Since 1977, the college has conferred 3,011 Bachelor’s and Associate’s Degrees and Certificates of Completion.
ANLSAMP has been an integral part of the Salish Kootenai College since 1996, when the entire management of the NSF grant was moved from Montana State University – Bozeman to SKC. ANLSAMP is housed under the Indigenous Math and Science Institute, whose mission is to develop and deliver an all-inclusive effort to improve K-20 STEM research and education for Native Americans and to assist them in pursuing higher education.

Aaniiih Nakoda College

In 1984, the Fort Belknap College was established to provide the academic and vocational training programs and services to address social and economic needs, while preserving and promoting the A’anin and Nakoda languages, cultures and histories. In 2009, Aaniiih Nakoda College (Formerly Fort Belknap College) celebrated its 25th anniversary. It remains dedicated to a “grow your own” philosophy of developing the community’s future educational leaders and has hired many talented young people from within the community.

Blackfeet Community College

Blackfeet Community College is located on the Blackfeet Indian Reservation in northwest Montana. BCC’s objectives, as articulated by the Blackfeet Tribe, are to promote educational opportunities, increase educational levels, advance knowledge of Blackfeet heritage; improve tribal management; provide community facilities for advancement in education and other Tribal institutions; and to facilitate resident cultural and recreational opportunities. The college offers multiple one-year and two-year degree programs that lead to local employment and continued study at four-year educational institutions. STEM-related degrees include Environmental Science, Forestry Management, Computer Information Systems, and Resource Management.

Central Michigan University

Located in Mt. Pleasant, Michigan, Central Michigan University provides undergraduate and graduate degrees as well as doctoral degrees. CMU’s main campus in Mt. Pleasant, Michigan serves a wide range of students including high school graduates, international students, transfers, graduate students, online students, and working adults offering undergraduate and graduate programs, continuing education classes, as well as interdisciplinary programs. The campus has modern research facilities, a state-of-the-art library, and provides academic advising, and career services.
Chief Dull Knife College

Located in Lame Deer, on the 445,000-acre Northern Cheyenne Reservation in southeastern Montana, Chief Dull Knife College offers affordable, quality educational opportunities to residents of the Northern Cheyenne Reservation and surrounding communities.

The school is accredited by the Northwest Commission on Colleges and Universities and offers a variety of associate’s degree and certificate programs in agriculture, Native American studies, education, allied health, biology/pre-med, environmental studies, and computer information systems. CDKC maintains articulation agreements with institutions within the Montana University system to help facilitate smooth student transfers for students. With the addition of interactive television technology at CDKC, the college has also been able to expand opportunities for upper level students to complete advanced degrees online.

College of the Menominee Nation

The College of Menominee Nation in northeastern Wisconsin provides opportunities in higher education infused with American Indian culture, while preparing students for careers and advanced studies in a multicultural world. CMN’s main campus is on the southern border of the Menominee Indian Reservation. Another campus in Green Bay serves students from the Oneida Nation.

Comanche Nation College

The Comanche Nation College was the first Tribal College established in the state of Oklahoma. CNC provides opportunities in higher education and career tech programs that integrate both traditional and non-traditional knowledge and have a culturally responsive connection to the American Indian communities. Current program offerings include accounting, art, American Indian studies, business, police training, education, speech and communications, human services, nursing, mathematics, and science.

Diné College

Originally called Navajo Community College, Diné College was the nation’s first tribally chartered college. The institution has a main campus in Tsaile, Arizona and seven community-based campuses throughout Arizona and New Mexico that provide educational opportunities, including associate’s degree and certificate programs, to a rapidly growing Navajo population. In 1998, Diné College students earned the first baccalaureate degrees under the Diné teacher education program, which is accredited under a partnership with Arizona State University. Diné College now also offers a bachelor’s degree program in elementary education.
Evergreen State College

Established in 1971, Evergreen State College, located in Olympia, Washington has cultivated a national reputation for leadership in developing innovative interdisciplinary, collaborative and team-taught academic programs. Evergreen encourages a student-centered learning environment, with a link between theory and practice and has a multicultural community of diverse faculty, featuring students and staff working together. Evergreen’s comprehensive environmental education offerings are especially attractive for undergraduates and graduate students alike.

Fond du Lac Tribal and Community College

In 1987, the Minnesota Legislature created Fond du Lac Tribal and Community College. The Fond du Lac Reservation chartered the college later that same year. The only tribal college created through a tribal-state partnership, FDLTCC is committed to meeting the educational needs of a diverse population. Among the school’s offerings are career and technical educational programs, including an applied science degree in electric utility technology and a short-term nursing assistant program. The college also helps facilitate completion of four-year degrees through its liberal arts and sciences transfer programs.

Fort Peck Community College

Fort Peck Community College is located in northeastern Montana on the Fort Peck Indian Reservation. The college’s main campus is in Poplar with a satellite in Wolf Point. FPCC’s mission is to serve reservation inhabitants by providing educational opportunities and community service. FPCC’s philosophy is based on the belief that the opportunity for higher education must be provided locally. Many of the reservation’s residents cannot leave their home communities; thus it is essential that postsecondary educational opportunities be made readily accessible to them. FPCC provides a variety of programs to meet the career goals of its students and the training needs of the reservation. As a two-year degree-granting community college, FPCC offers associate degrees and certificates in over 30 fields of study such as automotive technology, building trades, hazardous materials waste technology, business administration, teacher education, American Indian studies, and biomedical science. Moreover, FPCC has several articulation agreements with four-year institutions that allow students to earn bachelor’s degrees in selected areas of study.
Haskell Indian Nations University

Haskell Indian Nations University, a land grant institution located in Lawrence, Kansas, is one of two postsecondary institutions operating under the auspices of the Bureau of Indian Education. Haskell serves members of federally recognized American Indian and Alaska Native Nations as authorized by Congress and in partial fulfillment of treaty and trust obligations. With student learning as its focus, Haskell embraces the principles of sovereignty and self-determination through a culturally based holistic lifelong learning environment that promotes and upholds respect, rights, and responsibility. Haskell Indian Nations University offers both associate and baccalaureate degree programs. The university offers four-year programs in American Indian Studies, Business Administration, Environmental Science and Elementary Education, in addition to two-year programs in community health, natural resources, and natural science.

Heritage University

Since 1993, Heritage College in Washington State has accepted students with associate degrees from Big Bend Community College in Moses Lake, so they may continue on to earn bachelor's degrees. An accredited, private institution, Heritage offers a diverse array of academic programs and degrees, with curriculum grounded in the belief that a college education should be accessible to anyone with the talent and drive. Many undergraduate courses are offered during the evenings and graduate courses are offered on the weekends. In addition to the main campus located in Toppenish, Washington, three regional sites in Moses Lake, Tri-Cities and South Seattle bring classes closer to students. Students at Heritage University enjoy a world-class, multi-cultural education and personalized attention.

Keweenaw Bay Ojibwa Community College

Keweenaw Bay Ojibwa Community College is founded upon the idea that American Indian students, as members of sovereign nations, deserve an educational system responsive to their needs and concerns. Located in Baraga, Mich., the college strives to create an academic environment rich in Ojibwa culture to foster understanding of Native American beliefs while promoting and preserving the customs of the Ojibwa people. Traditional leaders provide direction to faculty and staff for incorporating the Ojibwa language and culture into each college programs. A Keweenaw Bay student services program offers myriad opportunities for students to actively engage in the traditional ceremonies and events throughout their educational journey.
Lac Courte Oreilles Ojibwa Community College

Lac Courte Oreilles Ojibwa Community College has for more than 25 years provided career, cultural and liberal arts education to students across its Wisconsin campuses. Roughly 550 students annually attend classes on the college’s main campus in Hayward and also at four outreach sites, which include Odanah, Bayfield, Hertel, and Lac du Flambeau campuses. The college is regionally accredited by the Higher Learning Commission and offers certificates and associate’s degree programs, adult basic or remedial instruction, and high school equivalency diplomas. Formal articulation and transfer agreements with University of Wisconsin, University of Minnesota, and other public colleges add future value to an Lac Courte Oreilles Ojibwa Community College degree.

Leech Lake Tribal College

The Leech Lake Tribal College mission is to combine quality higher education with Anishinaabe values. Based on the history, language, culture and traditions of the Anishinaabeg, the school offers Ojibwe language and history classes, in addition to hosting regular pipe and sweat lodge ceremonies. The college also offers associate degrees and certificates in traditional fields such as, liberal arts, the sciences, business, law enforcement and technical skills in carpentry and electrical fields.

Little Big Horn College

Little Big Horn College is a public two-year community college chartered by the Crow Tribe of Indians in 1980. The college is located in heart of the Crow Indian Reservation in south central Montana and offers six associate of arts and four associate of science degree programs. There are also several one-year certificate offerings. Courses of study are directed to the economic and job opportunities in the Crow Indian Reservation area. Little Big Horn College has an open admissions policy and, as a public institution, welcomes enrollment from any adult with a high school diploma or GED.

Little Priest Tribal College

Named after Little Priest, the last true war chief of the Ho-Chunk (Winnebago) people, Little Priest Tribal College was chartered by the Winnebago Tribal Council in 1996 to provide quality education for members of the Winnebago Tribe of Nebraska. The college prioritizes language and culture classes, in addition to training opportunities for tribal employees. It also offers associate’s degree programs, seeking to ensure credits prepare students to graduate from a four-year institution. The college integrates culture, academics, and psychological and spiritual behavior so that students can interface within a diverse world.
Montana State University - Bozeman

Located in Bozeman, Montana State University offers roughly 60 areas of study for undergraduate students, in addition to more than 40 master’s programs, including engineering, education, and nursing. Montana State University has multiple research facilities, including the Plant Growth Center and the Center for Bison and Wildlife Health. Montana State is also home to The Museum of the Rockies, which has, among other exhibits, an extensive collection of dinosaur fossils.

Montana State University - Northern

Montana State University-Northern applies emerging technologies in degree programs that range from the certificate and associate to the master’s level. MSU-Northern prepares well-educated students who are capable of decisive action and application of new ideas. The university is committed to excellence in teaching, service to its region and the state, and applied research and scholarship, valuing individualized attention to students, experientially-based learning, and a culturally rich and intellectually stimulating environment. From its North Central Montana High Plains main campus, the University serves as a regional cultural center and maintains strong partnerships with communities, education, business and industry.

Navajo Technical University

Navajo Technical College, formerly Crownpoint Institute of Technology, was chartered by the Navajo Nation with a mission of committing to offering quality technical, vocational, and academic degrees and community education in a student-oriented, hands-on learning environment based on the Diné (Navajo) Philosophy of Education. The school’s career and technical college has a long-standing commitment to academic excellence and provides a variety of support services, including student and faculty housing, childcare, advanced computer technologies, and comprehensive library services. The college offers an array of certificate and degree programs, including programs in accounting and bookkeeping, automotive technology, building trades, computer and information technology, geographic information technology, early childhood education, environmental science, culinary arts, public administration, pre-professional nursing, and legal studies.

North Dakota State University

North Dakota State University is distinctive as a student-focused, land-grant, Research University. The Carnegie Commission on Higher Education has ranked it among the top 108 public and private universities in the country and the National Science Foundation also ranks several of the school’s programs among the best in the nation. With more than 100 majors, NDSU offers a wide variety of programs that cover everything from architecture, pharmacy, food science and engineering to business, biotechnology, music and interior design. Academically rigorous courses are taught by highly qualified faculty who are dedicated to creating a learning environment that
engages all students. NDSU is one of two flagship universities in North Dakota. The main campus is located in Fargo, N.D., with Extension Service and Research Experiment Station locations all across the state.

**Northwest Indian College**

Northwest Indian College is a tribally controlled institution of higher education chartered by the Lummi Nation. Its mission is to promote tribal self-determination through higher education and indigenous knowledge. Located on the Lummi Indian Reservation in Washington State, 20 miles from the Canadian border, Northwest Indian College is the only accredited tribal college or university serving reservation communities of Washington, Oregon, and Idaho. In addition to a bachelor’s degree in Native Environmental Science, the college offers associate of arts and science degrees in several fields including Native American Studies, and early childhood education.

**Nueta Hidatsa Sahnish College**

The main campus of the Nueta Hidatsa Sahnish College (formerly Fort Berthold Community College) is located in New Town, North Dakota, with additional classes held in Mandaree and White Shield. Degree and certificate program offerings include accounting, agriculture, public and tribal administration, graphic arts, construction, computer science and information systems, water treatment technology, mathematics, nursing, emergency medical service, environmental science, elementary education, childhood development, human services, and addiction studies.

ANLSAMP funding supported school development of a Bachelor of Science degree in Environmental Science. The college’s pre-engineering associate’s degree prepares AMP Scholars to graduate from four–year engineering programs.

**Oglala Lakota College**

The Oglala Lakota College is chartered by the Oglala Sioux Tribal Council and governed by a 13-member Board of Trustees. It serves the Pine Ridge Reservation, which covers 3,468 square miles in southwestern South Dakota. The college mission is twofold: to produce graduates who demonstrate excellence in their chosen areas of study and fields of endeavor, and to enhance life for the Oglala Lakota Oyate. Oglala Lakota College differs from many other institutions of higher education in that it has a decentralized campus system comprised of instructional centers in each of the Pine Ridge Reservation’s nine districts and also in Rapid City and on the Cheyenne River Reservation. The school is accredited by the Higher Learning Commission of the North Central Accrediting Agency to offer degrees at the associate’s, bachelor’s, and master’s levels.
**Rocky Mountain College**

From its inception in 1878, Rocky Mountain College has educated leaders. The school offers an array of undergraduate, pre-professional and graduate level programs. Undergraduate coursework includes everything from aeronautical science to environmental management and policy, while pre-professional classes encompass athletic training, medicine and law. Graduate fields of study include accounting, educational leadership and physician assistant studies.

**Saginaw Chippewa Tribal College**

Saginaw Chippewa Tribal College is a nonprofit, public corporation of the Saginaw Chippewa Indian Tribe of Michigan. Its primary geographic service area includes the Isabella Reservation and greater Mount Pleasant area, which is the principal reservation of the Saginaw Chippewa Indian Tribe. A secondary service area is the Saganing Reservation, which is a subsidiary, smaller reservation of the tribe. The Saginaw Chippewa Tribal College passed a milestone when it gained accreditation in 2007. Today, the college in Mount Pleasant, Michigan offers associate of arts degrees in liberal arts, business, and Native American Studies.

**Sisseton Wahpeton College**

The Sisseton Wahpeton College serves communities on and surrounding the 105,000-acre Lake Traverse Reservation in northeastern South Dakota, which is home to the Sisseton and Wahpeton bands of the Dakota people. The school offers associate of arts degree programs in business administration, chemical dependency counseling, cross cultural counseling, Dakota studies, early childhood development, general studies and registered nursing. Associate of science degree programs are offered in interdisciplinary environmental science, natural sciences, and general food and agriculture. Applied science associate degree programs include accounting, business, carpentry, computers, hospitality and casino management, and education. SWC also offers certificate programs in computing, building trades, nursing, and Tribal arts.

**Sitting Bull College**

The mission of Sitting Bull College is to serve as “an academic and technical institution committed to improving the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with Lakota/Dakota culture and language.” SBC is founded upon the philosophy that all people grow to their full potential by knowing and understanding their cultural heritage. That’s among the reasons Dakota and Lakota cultures permeate the school’s holistic educational process. SBC’s campuses in Fort Yates, North Dakota and McLaughlin, South Dakota serve the 2.8-million-acre Standing Rock Indian Reservation. The school offers academic and vocational programs
that ranging from instruction on the building trades to that encompassing environmental science and energy technology to criminal justice and business. Sitting Bull College also offers Native American Studies, education, human services, information technology, and nursing programs.

**South Dakota School of Mines and Technology**

The South Dakota School of Mines and Technology has a proud heritage of excellence in preparing graduates to serve as leaders in the professions of engineering and science. Award-winning undergraduate education is enhanced by graduate education and research and development in areas of critical need to the state, the nation, and the international community.

The South Dakota School of Mines and Technology serves the people of South Dakota as their technological university. Its mission is to provide a well-rounded education that prepares students for leadership roles in engineering and science; to advance the state of knowledge and application of this knowledge through research and scholarship; and to benefit the state, region, and nation through collaborative efforts in education and economic development.

Through its rigorous academic programs and co-curricular activities, the School of Mines is committed to developing informed and responsible scientists and engineers who behave ethically, value a global perspective, and accept the duties and responsibilities of citizenship.

**Southwestern Indian Polytechnic Institute**

Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico is a community college funded through the Bureau of Indian Education and the U. S. Department of the Interior. SIPI was established in 1971 at the request of the All Indian Pueblo Council and other federally recognized tribes to help train American Indian and Alaskan Natives for jobs. Today, more than 120 different Indian tribes are represented in SIPI’s student body, which is located in the center of New Mexico’s agricultural and high-tech corridors.

SIPI has established excellent working relationships with industry and academia, helping to foster a responsive learning environment where American Indian and Alaska Native students develop skills that will be needed by tribal nations to build cohesive and economically strong communities. The college has agreements with the University of New Mexico, New Mexico State University, and New Mexico Highlands University that facilitate healthy recruitment, transfer, and retention rates for Native Americans.

**Stone Child College**

Stone Child College is an accredited tribal community college located on the Rocky Boy’s Indian Reservation in northcentral Montana. SCC is one of seven Tribal Colleges in Montana. It offers associate of arts and associate of science degree programs in general studies, human services, applied science, business, and computer science, as well as certificate programs in accounting, construction technology, customer relations, physical fitness training, pre-engineering, and pre-nursing.
United Tribes Technical College

The United Tribes Technical College was chartered in Bismarck, North Dakota in 1969 by the United Tribes of North Dakota Development Corporation. The school is owned and operated by the five Tribal Nations of North Dakota, including the Sisseton-Wahpeton Oyate, Spirit Lake Nation, Standing Rock Sioux Tribe, Three Affiliated Tribes (Mandan, Hidatsa, and Arikara Nation) of the Fort Berthold Reservation, and Turtle Mountain Band of Chippewa, with the school committed to servicing those tribal nations. In 2003, the institution became the first Tribal College to receive accreditation for online programs offering associate of applied sciences degree programs. Throughout UTTC’s history, the college has maintained a commitment to developing economic, social, and cultural advancement of Indian families. Keeping that commitment in mind, the college provides housing, daycare and child development services, in addition to health-care, counseling, transportation, athletic programs, and recreational services.

University of Idaho

Since 1889, the University of Idaho has been a place that expects more from itself, more from its students, more from knowledge and more from life. The University of Idaho is a high-research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates. It offers a distinctive combination of outstanding majors and graduate programs, accomplished faculty, world-class facilities, renowned research and a residential campus in a spectacular natural setting.

The school’s Moscow, Idaho campus provides daily opportunities to share in community and culture. Whether it's through athletics, student government, research or other activities, the University of Idaho offers more than 200 student organizations and at least 20 minority student groups.

University of Montana

The University of Montana-Missoula’s mission is to pursue academic excellence as reflected by quality curriculum and instruction, student performance, and faculty professional accomplishments. The university accomplishes this mission, in part, by integrating the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the university also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation, and the world.

Western Washington University

Western Washington University is nationally recognized for excellent academic programs offered in the beautiful town of Bellingham, Washington, just 90 miles north of Seattle and less than 25 miles south of the Canadian border. WWU offers bachelor’s degree programs in a wide range of traditional disciplines. Almost every concentration is represented, even Canadian-American studies. Master’s degrees are offered in long list of disciplines,
including education, social sciences, business administration, music, and various physical and behavioral sciences. Students are provided with academic workshops, career advising, counseling services, a health clinic, veteran services and other tools to help them pursue their goals. Financial aid advising is also available to those who need assistance paying for tuition. WWU houses over ten centers and institutions dedicated to the research of various fields, including studies in marine biology, international relations, business, and border policy.

**Tohono O’odham Community College**

In 1998, the Tohono O’odham Nation chartered Tohono O’odham Community College in Sells, Arizona. The college was established to serve the residents of the Tohono O’odham Nation and nearby communities, with the critical goals of preparing students for contributing to the social, political, and economic needs of the Tohono O’odham Nation and the world and preserving the O’odham Himdag (cultural way of life). The fully accredited college offers students the opportunity to earn associate’s degrees in liberal arts, business administration, and science, in addition to numerous certificate options.

**Turtle Mountain Community College**

Turtle Mountain Community College is located 10 miles from the Canadian border in the wooded, hilly, lake-abundant north central portion of North Dakota known as the Turtle Mountains. The main campus is located just north of the unincorporated city of Belcourt, which serves the reservation community as the center of government, commerce, and education for the more than 31,000 enrolled members of the tribe. The main campus houses a 165,000-square-foot building on an approximately 123-acre site that includes state-of-the-art technology and science, math and engineering classrooms and labs, in addition to a library and learning resource centers. Student amenities include a student union, gymnasium and auditorium. A wind turbine erected in 2008 serves as a major source of power to the main campus.

**White Earth Tribal and Community College**

The White Earth Reservation Tribal Council established the White Earth Tribal and Community College in Mahnomen, Minnesota in 1997, dedicating it to providing educational excellence through culturally relevant curriculum facilitated through partnerships with students, staff, community, and industry. White Earth Tribal and Community College has articulation agreements with several regional universities: Minnesota State University Moorhead, Bemidji State University, and the University of Minnesota-Duluth. Today, White Earth Tribal and Community College offers multiple associate of arts and associate of science degree programs, in addition to occupational and certificate options in a wide range of career fields.
Wind River Tribal College

Wind River Tribal College is a tribally chartered college on the Wind River Indian Reservation in central Wyoming. The school’s core mission is to serve the higher education needs of the Northern Arapaho and Eastern Shoshone Tribes. Accordingly, the school emphasizes Northern Arapaho and Eastern Shoshone language and cultural preservation and revitalization, in addition to curriculum designed to prepare students for new careers and four-year programs.