



under the Indigenous Math and Science Institute at Salish Kootenai College, Pablo, Montana

## ALL NATIONS LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION

# 1994 - 2011 17th YEAR IMPACT REPORT

"Lakota Woman Dancer" By Kevin Red Star

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## ***Executive Summary***

The All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP) was created in 1994 through the National Science Foundation (NSF) as a collaborative effort between 24 tribal colleges and universities (TCUs) and 31 mainstream universities. The program was co-managed the first two years between Montana State University – Bozeman (MSUB), Bozeman, MT and Salish Kootenai College (SKC), Pablo, MT. Eventually the entire management of the program was moved to SKC and opened a new era of large NSF programs being successfully managed by a TCU. Other examples include the Rural Systemic Initiative (RSI) and the Model Institution for Excellence (MIE) programs. The original and subsequent ANLSAMP programs had to span a large geographic area in order to include a majority of the TCUs and impact the largest possible number of Native Americans. Today, the ANLSAMP program consists of 34 TCU and mainstream partner institutions. They have provided direct support to approximately 2,178 Native American Science, Technology, Engineering, and Mathematics (STEM) students over the 17 year period. During this timeframe, ANLSAMP has engaged nearly 10,000 Native American STEM students through the various programs, workshops, and conferences activities.

The ANLSAMP program is housed in the Indigenous Math and Science Institute (IMSI) at SKC. IMSI manages other STEM programs that complement the activities of ANLSAMP. The vision of IMSI is to provide a broad array of support services for Native American students and educators in STEM. The mission is to provide education tools and support to Native Americans pursuing STEM disciplines.

The overall goal of ANLSAMP is to substantially increase the number of American Indians receiving baccalaureate degrees in STEM disciplines. This goal is accomplished through direct participant support and collaboration with our partner institutions. The program is designed to serve a very diverse alliance, both geographically (13 states) and institutional size. Our smallest partner, in terms of the number of student enrollment, is 95 and our largest partner enrolls approximately 14,000. Under the leadership of ANLSAMP and partner institutions, an increasing number of Native American students have the opportunity to conduct research under the guidance of faculty, scientists, engineers, mathematician and other educators on college and university campuses; in addition to the national Department of Energy and Department of Defense laboratories, and corporate research centers, such as IBM.

The ANLSAMP partner institutions have graduated 1,246 Native American STEM students since 1994 plus an additional 4,734 underrepresented minority students. Enrollment at partner institutions within the ANLSAMP has seen fluctuations; however, the last three years the program has experienced an increasing trend in TCU enrollment numbers in STEM and this trend is expected to continue indefinitely. The reason for the projected increase is the continued funding of students and infrastructure development through ANLSAMP, the Tribal Colleges and Universities Program (TCUP), and other NSF programs.

The ANLSAMP program assists the partner institutions with recruitment and retention activities designed to increase the connection of STEM degree programs, greater participation in intellectual opportunities on campuses, gains in academic performance and increased opportunity to overcome traditional boundaries for women, minorities and first generation students. The overall aim of the collaboration is shared by all partner institutions and agencies who recognize there are talented students



from every demographic and from every part of the United States who, through their work and with the proper opportunities, will benefit from this program. The ANLSAMP program has worked with approximately 300 STEM faculty members on a variety of activities over the course of 17 years.

“What separates our LSAMP program from the others is our focus upon the Native American population, although we serve all students of color, our institutions were selected because of their locations and relative success of enrolling and graduating Native Americans” states Steve Dupuis, ANLSAMP program director and Zetra Wheeler, ANLSAMP program manager. The ANLSAMP program also facilitates the transfer of associate degree students into bachelor programs. In addition, “ANLSAMP encourages Native American students to seek advanced degrees in STEM through research projects and conference participation”, according to Dr. James Shanley, president, Fort Peck Community College.

ANLSAMP provides additional opportunities to students through participation with other programs. “The ANLSAMP Program provides International research experiences that Native American students are interested in but would not otherwise have the opportunity to take part in” says SKC president Dr. Luana Ross. One program, the Organization for Tropical Studies Native American and Pacific Islander Research Experience Program (OTS NAPIRE) provides rich research experiences during the summer at the Las Cruces Biological Station in Costa Rica.

As a result of ANLSAMP efforts over the past 17 years, a substantial number of new four-year STEM programs have been developed at the TCUs. The efforts include direct support for course development, faculty professional development, student research support, site visits, and linkages with other partner institutions. In 1994, no TCU offered a bachelor’s degree in STEM, as of 2010 there are eight STEM BS programs at six of our partner TCUs and several more programs are slated for accreditation.

The use of technology has been key to successfully managing such a large LSAMP program. ANLSAMP operated an Internet lab at the annual American Indian Higher Education Consortium (AIHEC) spring conference from 1996 – 1999 to introduce students, faculty, staff, and TCU presidents to email, the world wide web, and the basics of NSF Fastlane.

The introduction of the science bowl competition, undergraduate student research poster presentations, and undergraduate student oral presentations by ANLSAMP at the annual spring AIHEC conference brought STEM to the forefront of the event. ANLSAMP has been sponsoring these competitions at AIHEC for 15 years. ANLSAMP also has been sponsoring the undergraduate poster and oral competitions at the annual American Indian Science and Engineering Society (AISES) national conference since 1996. Both conferences provide great opportunities for Native American students to showcase their talent and research at the national level.

The ANLSAMP, initiated 17 years ago, has received a steady stream of NSF funding, with supplemental funding from other federal agencies, private foundations, and corporate sponsors. The remoteness of the territory that ANLSAMP serves hinders fund raising efforts; however, the program staff continues to seek and secure collaborations in an attempt to maintain the activities of the program. The following report provides details about each current partner institution, the number of students enrolled as AMP scholars, graduation and enrollment data, and results from prior activities.

## ***Program Highlights / Impact Introduction***

The ANLSAMP was in the fourth cohort funded by the National Science Foundation (NSF) in 1994. The impact for Native Americans in Indian country has been remarkable, given the geographic challenges presented to the program. In addition, five other Louis Stokes Alliances for Minority Participation (LSAMP) alliances have joined the national efforts and affected the institutions participating in the ANLSAMP over the past 17 years. Through the efforts of all ANLSAMP partners a total of 1,246 Native Americans have graduated with a Bachelors of Science degree in STEM. An additional 4,734 underrepresented minority (URM) students have also received their BS degree in STEM, for a grand total of 5,980 students directly benefiting by being a part of the program.

The ANLSAMP is the only Alliance focusing specifically on the Native American undergraduate student in STEM disciplines. The United States continues the struggle in graduating STEM students to meet the growing national need in STEM related professions; especially Native Americans and other URM. To help address this current national crisis, ANLSAMP will continue to improve and grow the pipeline for Native Americans and other URM students through the establish network of collaborating partner institutions and alliances.

A collaborative effort led by Lee Snapp, formerly with NASA Johnson Space Center, and SKC started out under the IMSI organization with the goal of designing, implementing, and sustaining an engineering program for TCUs. An "Engineering Working Group" was formed and continues to this day supporting the need for engineering at TCUs. ANLSAMP provided funding to get this project started and continues to be involved with the working group in various capacities.

During the first six years, ANLSAMP provided funding for 157 programs at 37 different partner institutions. One such program was a summer employment/bridge program Native Americans Alliance for Learning and Vision for Underrepresented Americans (ALVA). ALVA provided incoming college freshmen STEM students at the University of Washington with ten weeks of employment at such companies as IBM, Boeing, and Ford Motor Company. During the eight hour work day, two hours were spent on Calculus, facilitated by a STEM mentor. After the summer component, a two week bridge program was held at UW that allowed the students to meet faculty and other students. In addition, the ALVA students were given an in-depth tour of the facilities, student support services, including the AISES chapter, and time to get familiar with the surrounding local area.

The impact to the Native American community and the nation as a whole has been profound as evidenced by program changes, increasing enrollments, increasing graduation rates, and increasing numbers of STEM programs at the TCUs. The trend ANLSAMP is observing supports the view that Native American students, given a choice, prefer to obtain their bachelors degree from a TCU, rather than a mainstream university.



## *Economic Impact*

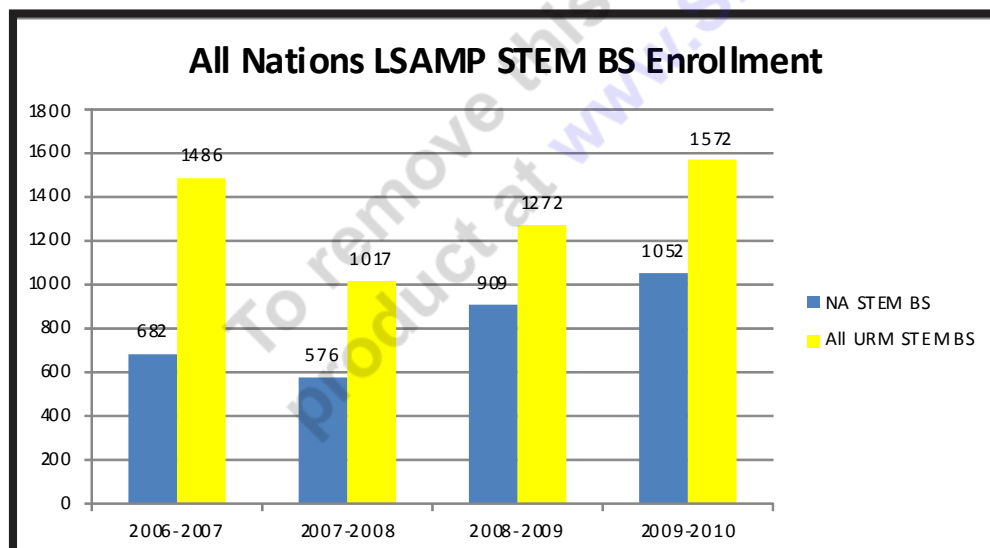
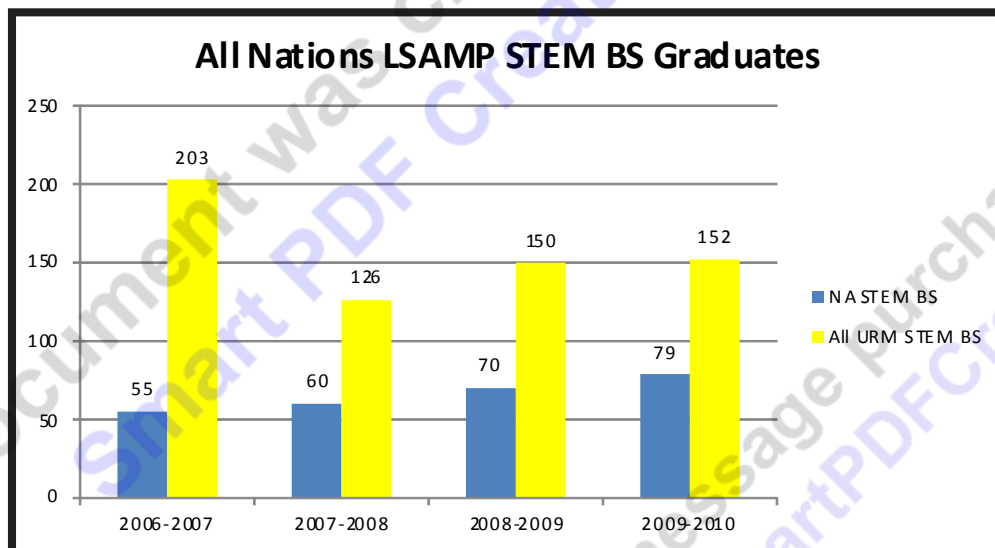
The economic impact that the ANLSAMP program has had on the Native American community throughout Indian Country is very difficult to measure. For one thing, over the course of the 17 year history of ANLSAMP, we have had over 70 different institutions throughout 15 different states. It is clear that the level of impact from NSF funding is far greater than the dollars spent. The numbers of Native Americans improving the health and well being of their communities on remote Indian reservations through participation in ANLSAMP has surely impacted Indian Country. The greatest impact that ANLSAMP can demonstrate is the increased exposure and excitement around STEM fields of study. This will have an impact upon upcoming generations. ANLSAMP supported of future scientists and researchers will be looked to for additional support, guidance, and leadership in their communities. Without the support of NSF for the operations of ANLSAMP, Indian Country would be much further behind economically and academically. Without informed leaders progress would have been drastically hindered.

Each partner institution, in particular the TCUs, has distinct missions and goals which are unique to the needs of the areas they serve. Economic development is a big part of every TCU and the approach they take are also specific to the institutions leadership and resources available. Funding from sources such as the ANLSAMP program provide a level of economic impact to the TCUs by freeing up limited funds for other needs. In addition, previous projects funded through ANLSAMP have stimulated the local economy by improving STEM programs, increased awareness in the benefits of obtaining a STEM degree, and increasing the opportunities to obtain advanced degrees in the STEM fields.



## ***Program Highlights / Impact Degrees and Enrollment***

ANLSAMP has been through three different phases, each involving different partner institutions. The following charts are broken down into the three distinct stages that the ANLSAMP has gone through. The first phase of ANLSAMP includes a six year time span, along with the second phase. The current trend has been on an increasing path since 2007 and is expected to maintain the momentum throughout the next term of ANLSAMP, which is 2016.





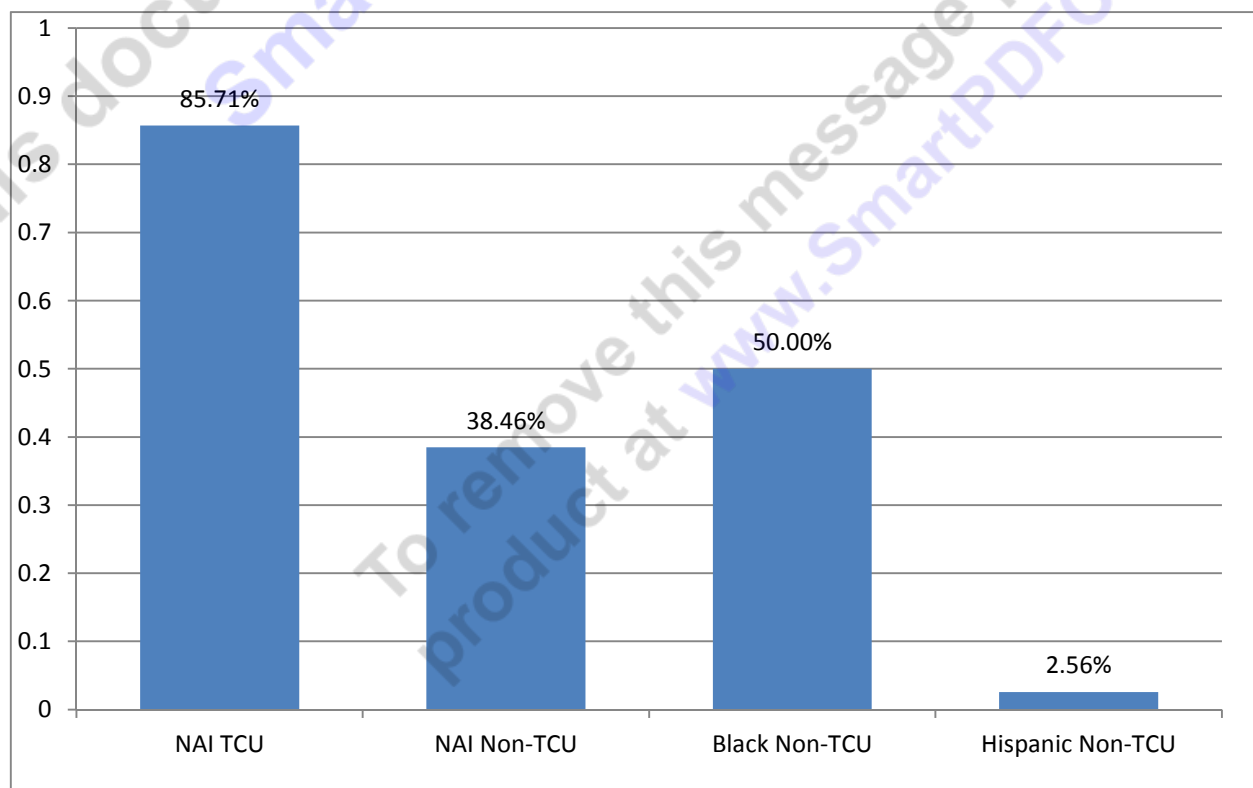
## ***Program Highlights / Impact Degrees and Enrollment (continued)***

ANLSAMP: Impact for years 2006-2010.

Native American STEM baccalaureate degrees at TCU partners increased by 85.7%. However, an increase at Non-Tribal partners was only 38.5%. This results in an overall increase of 59.1%. Overall ANLSAMP is experiencing an increase in STEM bachelor degrees granted at partner institutions, in particular at TCUs.

Native American STEM Baccalaureate Degrees				
Tribal College Partners:	06-07	07-08	08-09	09-10
Haskell Indian Nations University	7	5	5	7
Northwest Indian College	0	0	0	2
Oglala Lakota College	2	3	3	7
Salish Kootenai College	5	8	4	10
Sitting Bull College	0	0	0	0
Totals:	14	16	12	26

### **Percent Change in URM STEM Bachelor Degrees Granted by TCU and Non-TCU Partners**



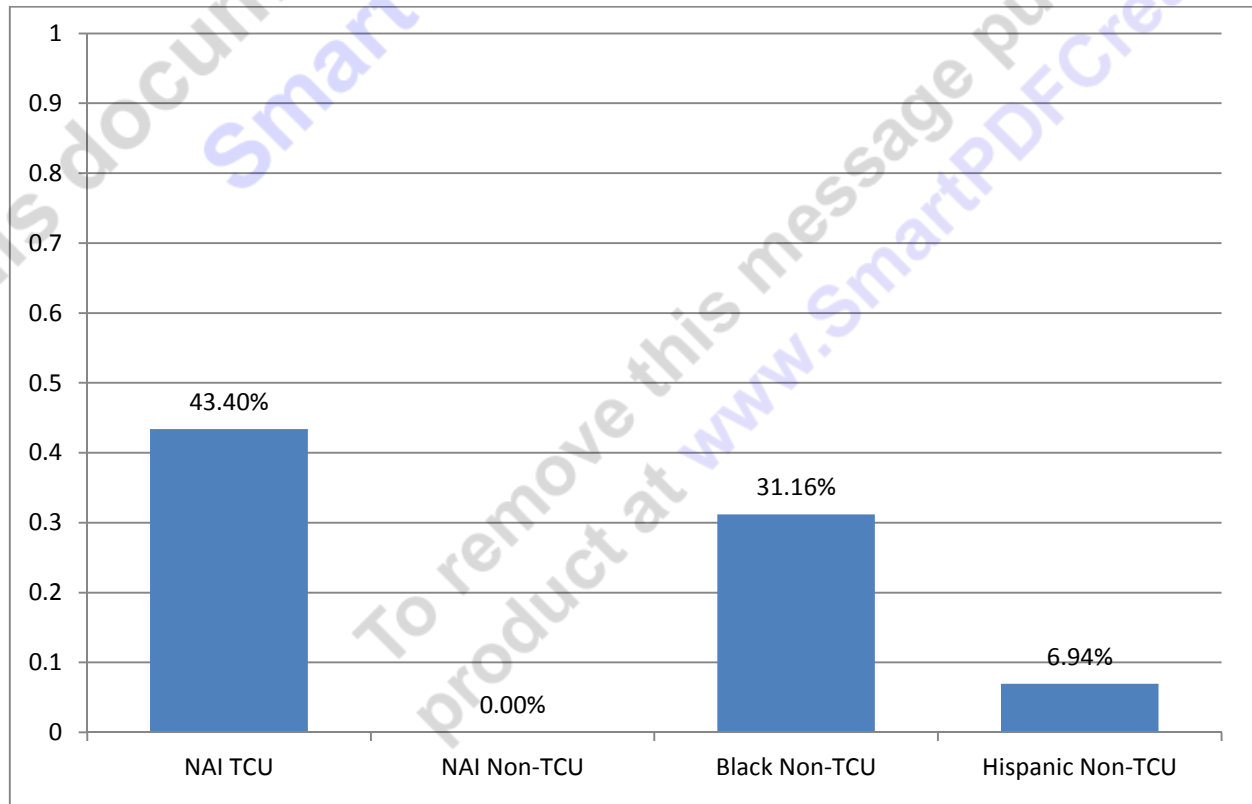
## ***Program Highlights / Impact***

### ***Degrees and Enrollment (continued)***

Native American STEM enrollment at Tribal College partners increased by 43.4%. Enrollment at Non-Tribal partners stayed even.

Native American STEM Enrollment				
Tribal College Partners:	06-07	07-08	08-09	09-10
Haskell Indian Nations University	90	69	77	83
Northwest Indian College	15	0	0	62
Oglala Lakota College	19	52	44	75
Salish Kootenai College	81	51	75	75
Sitting Bull College	30	0	41	42
Totals:	235	172	237	337

### **Percent Change in URM STEM Enrollment by TCU and Non-TCU Partners**

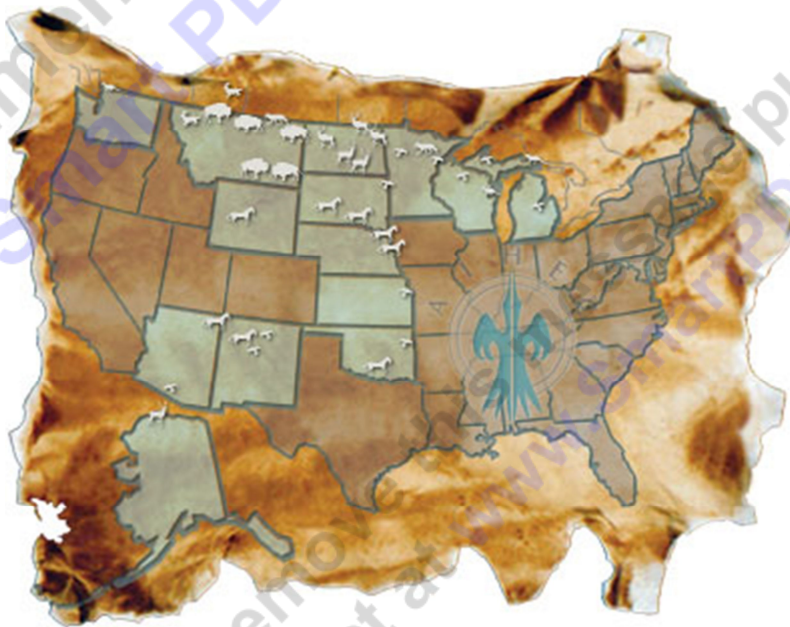




## ***Tribal Colleges and Universities***

ANLSAMP has been involved with all TCUs in many aspects over the past 17 years. Initially, all TCUs that were members of the American Indian Higher Education Consortium (AIHEC) were partner institutions. Inclusion of all TCUs changed in subsequent stages of the ANLSAMP for various reasons. The main reason cited by former partners for not committing to the subsequent cycles of ANLSAMP is because of administrative changes, resulting in failure to submit a commitment to the program. The next chapter (2011 – 2016) for the ANLSAMP program includes 27 of the 37 TCUs, the largest number of TCU participants since the first phase.

Tribal colleges and universities primarily serve the higher education needs of Native Americans, mainly on remote Indian Reservations. The first TCU was Dine College, located on the Navajo Reservation in 1968. Throughout the years, the success of the TCU movement is a tribute to the hard work and dedication of tribal and non-tribal leaders across the country.

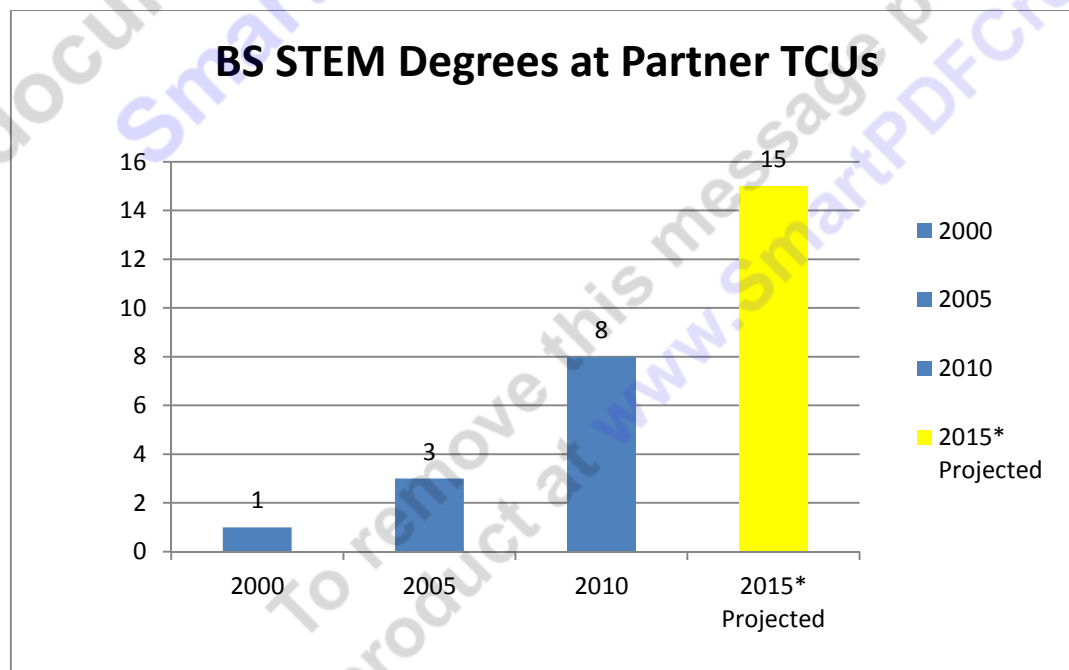


Tribal Colleges and Universities Map courtesy of AIHEC

## ***STEM Program Development at Tribal Colleges and Universities***

ANLSAMP has been instrumental in the development of STEM degree programs at TCUs throughout the past 17 years. In 1994, there were no TCUs with a bachelor's degree (BS) in any STEM discipline. In 2000, Salish Kootenai College (SKC) was the first TCU to offer a BS degree in Environmental Science. By 2005, SKC was joined by Oglala Lakota College (OLC) and together there were three BS STEM programs. In 2010, SKC and OLC were joined by Haskell Indian Nations University, Northwest Indian College, Sinte Gleska University, and Sitting Bull College in offering eight BS programs in STEM. It is projected that by 2015 there will be three more TCUs joining the group, offering 15 different STEM BS programs.

In the years 1994 – 1999, ANLSAMP supported the development of STEM courses at several TCUs that directly contributed towards the ambition to offer BS programs. Also during this timeframe, the support of key technology improvements across several TCUs allowed them to deliver and receive STEM programming that also contributed towards increasing the awareness of STEM.



## ***ANLSAMP Lead Institution Salish Kootenai College***

The ANLSAMP has been an integral part of the Salish Kootenai College (SKC) since 1996, when the entire management of the NSF grant was moved from Montana State University – Bozeman. The ANLSAMP is housed under the Indigenous Math and Science Institute (IMSI), an umbrella organization within SKC. The mission of IMSI is to develop and deliver an all-inclusive effort to improving K-20 STEM research and education for Native Americans and to assist them in pursuing higher education.

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 CS&KT. Since 1977, the college has conferred 2,694 Bachelor's and Associate's Degrees and Certificates of Completion.

Salish Kootenai College is located in the heart of the Flathead Indian Reservation in the scenic Mission Valley of northwestern Montana. The Flathead Reservation is surrounded on the east, west, and south by mountains. To the north is Flathead Lake, the largest natural freshwater lake west of the Mississippi River.

The rich cultural, geographic, and academic environment affords opportunities for engagement in creative and intellectual activities. Research and service activities are focused on the needs of the residents of the Flathead Reservation. "Salish Kootenai College exists to server our community. The staff and faculty are committed to the growth and well-being of our students. We believe that education is empowering and transformative" says Dr. Luana Ross, President, Salish Kootenai College. The college has 179 full time personnel, with 70 faculty members serving on average 1,200 students each quarter.

The college offers STEM BS degrees in Computer Engineering, Environmental Science, Forestry, Information Technology, and Hydrology. Total enrollment within these five programs in 2010 was 88 full time students.



## ***ANLSAMP Partner Institutions Blackfeet Community College***



Blackfeet Community College is located on the Blackfeet Indian Reservation in northwest Montana. BCC is located in Browning, Montana, on the Blackfeet Indian Reservation, on the eastern side of the Rocky Mountains, where terrain flows from rugged mountaintops to rolling hills of grasslands, to farmland plains. The reservation occupies an area of 1,525,712 acres adjacent to Glacier National Park, Lewis and Clark National Forest, and the province of Alberta, Canada.

Browning, the largest community on the reservation, is the trade/service center for the reservation. Thirteen buildings house the Administration, Student Services, Academic Affairs, and Vocational Education Departments, as well as the library, classrooms, and various programs. BCC developed objectives based on goals identified by the Blackfeet Tribe: promote educational opportunities, increase the educational level, advance the knowledge and pride in Blackfeet heritage; improve Tribal management; provide community facilities for advancement in education and other Tribal institutions; and provide cultural and recreational opportunities for residents. The college serves about 250 students each quarter on its growing campus. The college offers a wide range of one-year and two-year degrees that lead to local employment and continued study at four-year colleges and universities. STEM-related degrees include Environmental Science (A.S), Forestry Management (A.S), Computer Information Systems (A.S), General Studies with a major in Math and Science (A.S), and Resource Management (A.A.S).



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities, high school bridge programs, and mentoring programs for BCC students in the ANLSAMP program. In addition, a curriculum development project was completed in 2001 that improved math and science courses. The ANLSAMP Program funded Blackfeet Community College monies for curriculum development, AISES Chapter support, and student scholarships and stipends throughout the program.



## ***Central Michigan University***



Located in Mt. Pleasant, Michigan, Central Michigan University (CMU) serves nearly 27,000 students on its main campus, while maintaining more than 60 locations throughout the United States, Canada, Mexico, and online. Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, CMU—Online offers online degree programs, online courses, as well as online continuing education classes, and certificate programs.

CMU provides undergraduate and graduate degrees as well as doctoral degrees. Students may receive a Bachelor of Science in either administration, or community development, or a Bachelor of Applied Arts in Administration. Through the graduate studies online program, students may earn a Master of Arts in either educational leadership, or educational technology; a Master of Business Administration; or, a Master of Science in one of the following fields of study: general administration, nutrition & dietetics, information resource management, or international administration. CMU also offers a Doctor of Health Administration, as well as graduate certificates in the following areas of study: general administration, international administration, information resource management, and SAP graduate.

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. CMU is Michigan's fourth largest public university located on 480 acres. The campus has modern research facilities, a state-of-the-art library, and provides academic advising, and career services.



The ANLSAMP program has provided funding to Central Michigan for student fee waivers, summer bridge programs, mentoring, and scholarships and internships throughout the program. In addition, CMU has been the main transfer location for Saginaw Chippewa Tribal College students seeking BS degrees in STEM.

## ***Chief Dull Knife College***



Chief Dull Knife College was chartered in 1975 by the Northern Cheyenne Tribal Council; CDKC is located in the community of Lame Deer, on the 445,000-acre Northern Cheyenne Reservation in southeastern Montana. Accredited by the Northwest Commission on Colleges and Universities, the college offers affordable, quality educational opportunities to residents of the Northern Cheyenne Reservation and surrounding communities. Although the original curriculum of the college was directed at training students for mining jobs near the reservation, the college has quickly expanded its offerings to include post-secondary transfer programs. The college 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 that facilitate seamless transfer 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.



Throughout its tenure, ANLSAMP has provided stipends, internship opportunities, research opportunities, mentoring program opportunities, and curriculum development opportunities for CDKC students in the ANLSAMP program. In addition, a high school bridge program funded through ANLSAMP was bridging students into CDKC STEM programs.

## ***College of the Menominee Nation***



The Menominee Tribal Legislature chartered the College of Menominee Nation (CMN) in 1993 to serve Menominee and surrounding residents in northeastern Wisconsin. The college provides opportunities in higher education infused with American Indian culture and prepares students for careers and advanced studies in a multicultural world. CMN has a main campus located on the southern border of the Menominee Indian Reservation and also operates a campus in Green Bay, WI that serves many students from the Oneida Nation. The CMN offers environmental science and forestry options.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for CMN students in the ANLSAMP program. ANLSAMP has partnered with the College of Menominee Nation on conferences, STEM workshops, and forestry-related activities throughout the program.

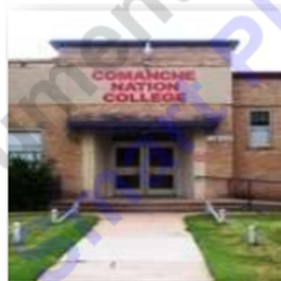


## ***Comanche Nation College***



CNC was established as a community college by a Comanche Nation Charter Resolution in 2002. The Comanche Nation is federally recognized as a Tribe of Oklahoma. The Comanche Nation established a Comanche Nation College Council of leaders in higher education. CNC is located in Lawton, Oklahoma serving the Comanche Nation and its surrounding communities. The Comanche Nation has 13,679 enrolled Tribal members, with about 6,000 members living in the Lawton-Fort Sill area of southwest Oklahoma.

CNC 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 and others. Current program offerings include accounting, art, American Indian studies, business, police training, education, speech/communications, human services, LPN, mathematics, and science.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, and mentoring programs for CNC students in the ANLSAMP program.





## *Diné College*



Diné College is a public institution of higher education chartered by the Navajo Nation in 1968. 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 to a rapidly growing Navajo population. As a postsecondary educational institution, Diné College offers associate's degree and certificate programs in fields important to the economic and social development of the Navajo Nation. To comply with the college mission, personalized instruction is guaranteed to each student due to the low student-faculty ratio. In 1998, Diné College students earned the first baccalaureate degrees under the Diné teacher education program, accredited under a partnership with Arizona State University. Diné College now also offers a bachelor's degree program in elementary education.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The ANLSAMP program has provided monies to students, at Dine College for AISES Chapter support. In addition, Dine College students, through the travel funding opportunities of ANLSAMP have presented and participated in numerous STEM-related conferences and workshops.

## ***Fond du Lac Tribal and Community College***



In 1979, the Fond du Lac Reservation Business Committee voiced a need for a community college as part of a comprehensive education plan. Eight years later in 1987, the Minnesota Legislature created Fond du Lac Tribal and Community College (FDLTCC) and the Fond du Lac Reservation chartered the college later that same year.

A unique institution—and the only tribal college created through a tribal-state partnership—FDLTCC is committed to meeting the educational needs of a diverse population. Through partnership, FDLTCC is part of the Minnesota State Colleges and Universities System (MnSCU), a statewide system of community colleges, state universities, and technical colleges. Located in northern Minnesota, FDLTCC is nestled in 38 acres of woods; the college also has an additional satellite campus in Red Lake. Accredited by the North Central Association of Colleges and Schools, FDLTCC offers 15 degrees at the associate's level. For FY2010, the college awarded 241 associate degrees: liberal arts and sciences, law enforcement, business and human services are the most popular programs of study. A total of 129 certificates were also awarded during the FY 2010 year. The college programs have expanded to include clean energy technology, geospatial technology, and nursing.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. In addition, FDLTCC students have enjoyed 8-week summer research internships and through curriculum development projects, math and science courses have been improved to meet the challenges of more rigorous STEM programs.

## ***Fort Belknap College***



More than 25 years ago, a group of forward-thinking men and women from the Fort Belknap Indian Community Council, Fort Belknap Education Department, and Fort Belknap campus of Dull Knife Memorial College (now Chief Dull Knife College) recognized the need to start their own college. They saw that off-reservation programs were not adequately meeting the post-secondary educational needs of the community. In 1984 they established Fort Belknap College 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, Fort Belknap College celebrated its 25th anniversary. Academic programs provide students with exciting learning opportunities. Fort Belknap College 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for FBC students in the ANLSAMP program. In addition, high school bridge programs, summer research programs, and STEM recruitment and retention activities were funded through the ANLSAMP program.



## ***Fort Berthold Community College***



FBCC was chartered by the Three Affiliated Tribes of the Fort Berthold Reservation in New Town, North Dakota. The Three Affiliated Tribes agreed that a local higher education institution was needed to train Tribal members and to act as positive influence in retaining the Tribal cultures. The first classes offered at FBCC were on an extension basis with coordinating accredited institutions. Fort Berthold Community College was granted accreditation on Feb. 12, 1988, through the North Central Association of Schools and Colleges. The college is also one of thirty-two tribal colleges granted 1994 Land Grant Institution status. The college has branches in Mandaree and White Shield. The college associate's 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, paramedic, environmental science, elementary education, childhood development, human services, addiction studies, medical secretary, and administrative assistant.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. Extensive summer research programs were funded by ANLSAMP and research results were presented at STEM conferences. In addition, several curriculum improvement projects were carried out with ANLSAMP funding that has allowed FBC to pursue the development of the BS degree in Environmental Science. The new Pre-Engineering collaborative with North Dakota State University and all 5 North Dakota tribal colleges will become a focal point towards transferring AMP Scholars into a BS in Engineering.



## ***Fort Peck Community College***



FPCC is located in northeastern Montana on the Fort Peck Indian Reservation, which encompasses over two million acres. The college's main campus is in Poplar with a satellite in Wolf Point. Chartered by the Fort Peck Assiniboiné and Sioux Tribes in 1978, FPCC's mission is to serve the people of the reservation 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The ANLSAMP program provided monies to FPCC for student recruitment, assistantship program, academic research program and student scholars and stipends.

## ***Haskell Indian Nations University***



Haskell Indian Nations University, a land grant institution located in Lawrence, KS, 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. Associate of science and associate of arts programs include natural resources or natural science; liberal arts; art; business administration; health, physical education and athletics; media arts; pre-professional education; social work; theatre; and Tribal management. The programs prepare students for employment in specific fields and may be used as an entry for baccalaureate work at Haskell or another four-year institution. The university offers one bachelor of arts and three bachelor of science degree programs in the fields of American Indian studies, business administration, environmental science, and elementary teacher education.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The ANLSAMP Program provided funding to Haskell for a bridge program and student scholarships and stipends. In addition, travel funding for students to present at national conferences has improved retention in the STEM programs, as well as provided exposure to the benefits of advancing their education through graduate school.

## ***Heritage University***



Founded in 1907 by the Sisters of the Holy Names of Jesus and Mary as Holy Names College in Spokane, Washington, the institution subsequently changed its name to Fort Wright College. In 1982, Fort Wright College moved its administration to Toppenish and was renamed Heritage College, which operated there and in Omak, while maintaining the Spokane campus. Five years later, the Spokane campus was closed. Since 1993, Heritage College has had a program whereby holders of associate's degrees from Big Bend Community College in Moses Lake can apply their credits to a Heritage bachelor's degree. Heritage University is an accredited, private institution offering a wide array of academic programs and degrees. It is grounded in the belief that a college education should be accessible to anyone with the talent and drive to pursue a degree; regardless of economics, culture or geographic locations. Students at Heritage University enjoy a world-class, multi-cultural education and personalized attention. Classes are small, averaging only 11 students in each class. Professors are skilled practitioners with ties deep in their respective fields. Heritage University makes it possible to earn a college degree near where you live and work. 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. Heritage University serves the Native American population that would otherwise not be served; and is a valuable link in the education path for many STEM students in southwestern Washington.



## ***Keweenaw Bay Ojibwa Community College***



KBOCC was chartered by the Keweenaw Bay Indian Community on July 12, 1975, founded upon the idea that American Indian students, as members of sovereign nations, deserved an educational system responsive to their needs and concerns. KBOCC is located in Baraga, MI. In October 2009, KBOCC received initial candidacy for accreditation from the Higher Learning Commission. The Bureau of Indian Education, Bureau of Indian Affairs, conducted a site visit in April 2010 and recommended the college for approval as a Tribally Controlled Community College/University under the Act. In addition, the U.S. Department of Education approved the college's application for Title IV federal student aid programs. 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 of the college's programs. The student services program offers unique opportunities for students to actively engage in the traditional ceremonies and events throughout their educational journey.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. KBOCC was provided funding for curriculum development, AISES chapter support, and student stipends.



## ***Lac Courte Oreilles Ojibwa Community College***



LCOOCC is a unique, cultural organization that has recently celebrated 25 years of providing unique career, cultural and liberal arts education. The college is located in Hayward, WI. LCOOCC 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 LCOOCC degree. Annually, enrollment averages 550 students on its main campus in Hayward and four outreach sites at Odanah, Bayfield, Hertel, and Lac du Flambeau. More than one-third of students are enrolled at the outreach sites. More than 70 percent of students are American Indian. The college maintains an open door policy with both traditional and non-traditional students attending. The average age of an LCOOCC student is 34. Smaller class sizes lead to more individualized attention and support; the student-to-faculty ratio is consistently ten-to-one.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. KBOCC was provided funding for curriculum development, AISES chapter support, and student travel assistance.

### ***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. The college facility has 35,000 square feet of educational space situated on two acres of wooded river valley. LBHC offers eight associate of arts and two associate of science degree programs. The courses of study are directed to the economic and job opportunities in the Crow Indian Reservation area. The student body is composed of Crow Tribal members (95 percent), members of American Indian Tribes from around the intermountain west (3 percent), and non-Indian residents of the Big Horn County area (2 percent). 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. Extensive summer research programs were funded by ANLSAMP and research results were presented at STEM conferences.

### ***Little Priest Tribal College***



LPTC, named after Little Priest, the last true war chief of the Ho-Chunk (Winnebago) people, was chartered by the Winnebago Tribal Council in 1996 to provide quality education for members of the Winnebago Tribe of Nebraska. LPTC provide associate's degree programs, assuring that the majority of credits will prepare students to successfully graduate at a four-year institution. Another equally important purpose of the College is to provide language and culture classes and training opportunities for tribal employees. LPTC's mission is to implement two-year Associate of Arts and Associate of Science degrees, certificate programs, and community education programs, which provide students with the opportunity to learn about Winnebago language and culture so that they are grounded in self-esteem. LPTC integrates culture, academics, and psychological and spiritual behavior so that students can interface within a diverse world. LPTC has an enrollment of 95 students; 88 percent are American Indian.



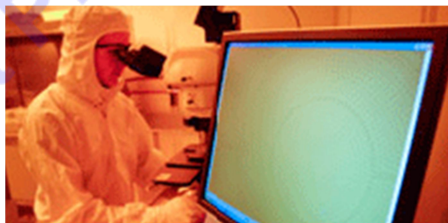
Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program.



### ***Montana State University - Bozeman***



Montana State University is a public institution that was founded in 1893. It has a total undergraduate enrollment of 10,840, its setting is urban, and the campus size is 1,780 acres. It utilizes a semester-based academic calendar. Montana State University's ranking in the 2011 edition of Best Colleges is National Universities, 183. Its in-state tuition and fees are \$6,212 (2010-11); out-of-state tuition and fees are \$18,248 (2010-11). Located in the city of Bozeman, Montana State University offers about 60 areas of study for undergraduate students. The university also offers more than 40 master's programs, including engineering, education, and nursing. Montana State University has many unique research facilities, such as the Plant Growth Center of nearly 30 greenhouses, 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 alumna Mary Schweitzer became famous in the paleontology world when she discovered soft tissue in a *Tyrannosaurus rex* bone.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The ANLSAMP Program has also provided funding to MSU for fee and tuition waivers and a summer bridge program. MSU has an extensive Native American support center and ANLSAMP works with this program in the coordination of efforts to recruit and retain STEM students.

## ***Montana State University - Northern***

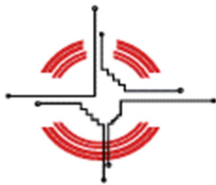


Montana State University-Northern is a comprehensive state university which offers programs of professional preparation emphasizing discipline mastery, critical inquiry, and social responsibility in: teacher preparation, mechanical and engineering technologies, business and computer information systems, nursing, arts and science. MSU-Northern applies emerging technologies in degree programs ranging from the certificate and associate to 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. MSU-Northern values individualized attention to its students, experientially-based learning, and creating 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from both Stone Child College and Fort Belknap College into 4-year STEM programs at MSU-Northern.

## ***Navajo Technical College***



Montana 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. Since its inception in 1979, NTC has developed into a respected tribally controlled postsecondary career and technical institution that addresses the continually changing requirements of its students. The career and technical college has a long-standing commitment to academic excellence and provides a variety of support services, including student and faculty housing, a childcare center, advanced computer technologies, and comprehensive library services. The college offers a broad selection of certificate and degree programs, each designed to prepare students for entry into careers and further education, including 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, legal studies, and vocational careers.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. Navajo Technical College and Salish Kootenai College partner on various STEM programs, including supercomputing and cyber-infrastructure projects in addition to collaborating on ANLSAMP activities.



## ***North Dakota State University***



North Dakota State University is distinctive as a student-focused, land-grant, research university, ranked by the Carnegie Commission on Higher Education among the top 108 public and private universities in the country. NDSU is in the elite category of "Research Universities/Very High Research Activity." NDSU is one of two flagship universities in North Dakota, with several programs ranked in the Top 100 by the National Science Foundation. The main campus is located in Fargo, N.D., with Extension Service and Research Experiment Station locations all across the state. NDSU has an annual enrollment of 14,407, with undergraduates numbering 11,977, professional at 346 and graduate students numbering 2,084.

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 our students.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. NDSU has been provided funding for student travel to national conferences in which the AMP Scholar present research results.

## ***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. NWIC grew from the Lummi Indian School of Aquaculture, which was a single-purpose institution established to provide local technicians for employment in Indian owned and operated fish and shellfish hatcheries throughout the United States and Canada. In 1983, the Lummi Indian Business Council recognized the need for a more comprehensive institution to serve the postsecondary educational needs of Indian people living in the Pacific Northwest and chartered the Lummi Community College. In 1989, in acknowledgement of its wider mandate, Lummi Community College became Northwest Indian College, which achieved accreditation by the Northwest Association of Schools and Colleges, in 1993.

In addition to its new bachelor's degree in Native Environmental Science, the college offers associate of arts and science degrees in Native American Studies, Early childhood Education as well as other courses.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students Northwest Indian College into 4-year STEM programs at Western Washington University.

## ***Oglala Lakota College***



Northwest OLC is chartered by the Oglala Sioux Tribal Council and governed by a 13-member Board of Trustees. It serves the Pine Ridge Reservation, which has a population of about 26,000 and 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. OLC is unique in its decentralized campus system, which features college instructional centers in each of the nine districts across Pine Ridge Reservation in South Dakota. There are additional college instructional centers in Rapid City and on the Cheyenne River Reservation. OLC 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. Education graduates are certified by the South Dakota Division of Education to teach in K-12 elementary systems and to serve in school administrative capacities. OLC nursing graduates are certified by the South Dakota State Board of Nursing and eligible to sit for the registered nurse examination. The social work program is accredited at the bachelor's degree level. Oglala Lakota College has 1,456 students enrolled part- and full-time.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from Oglala Lakota College into 4-year STEM programs at South Dakota School of Mines and Technology. In addition, ANLSAMP funded AMP Scholars to attend and present at national STEM conferences.



## ***Rocky Mountain College***



The story of Rocky Mountain College is really a story of three colleges. The first was Montana Collegiate Institute in Deer Lodge, which enrolled its first class in 1878. Shortly after classes began in Deer Lodge, Montana Wesleyan College opened its' doors in Helena. In Billings, the current site of Rocky Mountain College, Billings Polytechnic Institute began recruiting students from across the country just at the turn of the century. The three schools became one entity in 1947 - Billings Polytechnic Institute which was to become Rocky Mountain College - Montana's first and Montana's finest.

From its very inception in 1878, the students of Rocky Mountain College have been leaders. In 1947 the students petitioned to rename the BPI to Rocky Mountain College. Students also took it upon themselves to accelerate the expansion of the college. Students would build the new buildings as a way of paying for their tuition. The sandstone rocks were quarried by students from the rimrocks, and the campus rose from the surrounding farmland to become a fine campus.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program.

## ***Saginaw Chippewa Tribal College***



The Saginaw Chippewa Tribal College was originally affiliated with Bay Mills Community College, a nearby tribal college. SCTC has now established itself as an independent college chartered by the Saginaw Chippewa Tribe in 1998. The college passed a milestone in its development when it gained accreditation in 2007. The college currently offers associate of arts degrees in three fields: Liberal Arts, Business, and Native American Studies. Total enrollment is now approximately 120. SCTC is located in Mount Pleasant, MI.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from Saginaw Chippewa Tribal College into 4-year STEM programs at Central Michigan University.

### ***Sisseton Wahpeton College***



Sisseton Wahpeton College was chartered in 1979 by the Tribal council of the Sisseton Wahpeton Sioux Tribe. The college serves communities on and surrounding the 105,000-acre Lake Traverse Reservation in northeastern South Dakota, home to the Sisseton and Wahpeton bands of the Dakota people. SWC is accredited by the North Central Association of Colleges and Schools affiliated with the Commission on Institutions of Higher Education. The nursing program is approved by the South Dakota Board of Nursing. SWC 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. Associate of applied science 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. SWC has an enrollment of 237 full- and part-time students; 77 percent of all students are American Indian, mostly Sisseton Wahpeton Oyate.



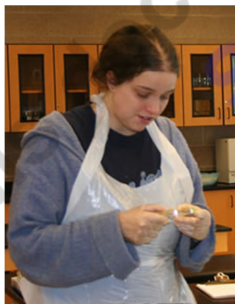
Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program.



## ***Sitting Bull College***



In 1973, the Standing Rock Sioux Tribal Council chartered Sitting Bull College (SBC), formerly Standing Rock Community College. Its mission establishes it 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 was founded with the philosophy that all people grow to their full potential by knowing and understanding their beautiful and profound cultural heritage; therefore, Dakota and Lakota cultures permeate a holistic educational process; which permits all people to develop in balance from the elders' teachings to live in the present world. SBC serves the Standing Rock Indian Reservation consisting of a land base of 2.8 million acres in North Dakota and South Dakota with campuses in Fort Yates, ND and McLaughlin, SD. It offers academic and vocational training and awards in the following programs: seven bachelor of science, five associate of applied science, ten associate of science, four associate of arts, and seven certificate programs. These programs of study range from building trades, environmental science, energy technology, criminal justice, business, Native American Studies, education, human services, office/information technology, and nursing.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from Sitting Bull College into 4-year STEM programs at partner institutions. The new Pre-Engineering collaborative with North Dakota State University and all 5 North Dakota tribal colleges will become a focal point towards transferring AMP Scholars into a BS in Engineering.

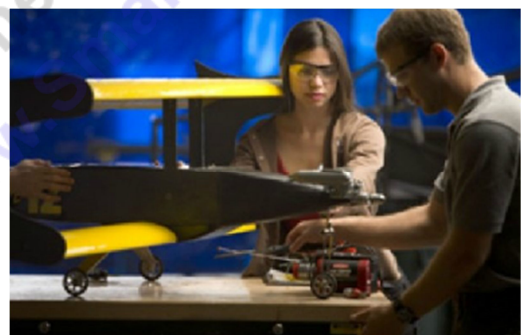
## ***South Dakota School of Mines and Technology***



The School of Mines 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.

The South Dakota School of Mines and Technology is dedicated to being a leader in 21<sup>st</sup> century education that reflects a belief in the role of engineers and scientists as crucial to the advancement of society. Responding to the unprecedented challenges facing today's world, the School of Mines will seek opportunities to benefit the educational, civic, and economic activities of the community, state, and region. The School of Mines will maintain and expand its role in research, scholarship, and creative endeavors that advance knowledge, solve problems, develop individual potential, and explore the human condition. 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.

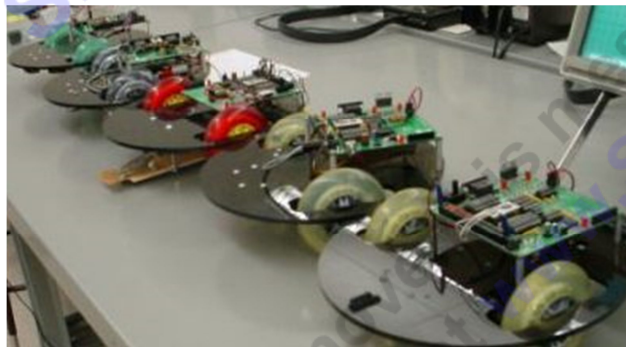


Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. South Dakota School of Mines and Technology partners with Oglala Lakota College on numerous projects and through ANLSAMP, the continuation of Native Americans in BS and MS STEM programs has been very successful.

## ***Southwestern Indian Polytechnic Institute***



SIPI in Albuquerque, New Mexico is a community college, funded through the Bureau of Indian Education, U. S. Department of the Interior. SIPI was established at the request of the All Indian Pueblo Council and other federally recognized tribes to help train American Indian and Alaskan Natives for jobs. SIPI opened in September 1971 on approximately 164 acres in northwest Albuquerque, New Mexico. Today, more than 120 different Indian Tribes are represented in SIPI's student body. SIPI is located in the center of New Mexico's agricultural and high-tech corridors (Los Alamos and Sandia National Laboratories, and Intel Corporation), major universities and the largest technical force within a 500-mile radius. SIPI has established excellent working relationships with these industries and universities allowing a responsive learning environment within which American Indian and Alaska Native students develop skills that will be needed by tribal nations to build cohesive and economically strong communities. The College has agreements with the University of New Mexico, New Mexico State University, and New Mexico Highlands University that ensure better recruitment, transfer, and retention rates for Native Americans. SIPI boasts a state-of-the-art Science and Technology Center, which includes 12 research and teaching laboratories, 10 classrooms, two distance learning rooms, a 500-seat auditorium, and several faculty offices and conference rooms. As a 1994 land grant institution, SIPI has extensive research and extension programs designed to meet the growing needs of Tribal nations.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. SIPI has had issues with bureaucratic red tape from the BIA; therefore, has not had the opportunity to fully participate in ANLSAMP activities and has chosen not to participate in the next chapter of ANLSAMP.



## *Stone Child College*



Stone Child College is an accredited Tribal community college located on the Rocky Boy's Indian Reservation in north central Montana. SCC is a young institution, originally chartered by the Chippewa Cree Business Committee on May 17, 1984. Tribal leaders acknowledged that the establishment of a Tribal community college was necessary for the preservation and maintenance of the Chippewa Cree cultural and history, Cree language, and the education and training of the tribal members. SCC is one of seven Tribal Colleges in Montana and 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. In 2008-09, SCC had an enrollment of 511, of whom 98 percent were American Indian descent; 20 percent were bilingual or of limited English proficiency. SCC students range in age from 17 to 72, with the average age at 30. The college retention rate is 47 percent and the graduation rate is 20 percent.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from Sitting Bull College into 4-year STEM programs at not only Montana State University – Northern, but Salish Kootenai College as well. Both SCC and SKC have NSF S-STEM awards and are collaborating on seamless transitions into 4-year STEM programs at SKC. The ANLSAMP Program provided funding to SCC for a bridge program, in addition to travel funding for students to present at national conferences, as well as provided exposure to the benefits of advancing their education through graduate school.

### ***United Tribes Technical College***



UTTC was chartered in Bismarck, North Dakota in 1969 by the United Tribes of North Dakota Development Corporation. UTTC is owned and operated by and serves the five Tribal Nations located entirely or in-part of North Dakota:

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. UTTC applied for, and was granted candidacy for accreditation status by the North Central Association in 1978. In spring 1982, UTTC received full membership in NCA as a vocational technical school, when in 1987, the institution received authority from NCA to offer its first associate's degree program. In 2003, the institution became the first Tribal College to receive accreditation for online programs offering associate of applied sciences degree programs. UTTC has an enrollment 885 students, 635 full-time undergraduates and 250 part-time undergraduates. Throughout UTTC's history, the college has maintained a commitment to develop economic, social, and cultural advancement of Indian families by providing housing, daycare, health care services, counseling, a child development center, an elementary school, cafeteria, transportation, interdenominational chapel, athletic programs, and recreational services.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The new Pre-Engineering collaborative with North Dakota State University and all 5 North Dakota tribal colleges will become a focal point towards transferring AMP Scholars into a BS in Engineering.

## *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. We offer 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. It's no wonder we're ranked among the top national universities in the country (U.S. News & World Report). We're also one of the best values in higher education (The Princeton Review).

Our campus in Moscow, Idaho, provides daily opportunities to share in our community and culture. Whether it's through athletics, student government, research or other activities, at the University of Idaho you have the opportunity to make more out of your college experience than you ever thought possible. Our campus life offers you more than 200 student organizations, more than 20 minority student groups, weekly activities and events, the renowned Lionel Hampton International Jazz Fest, Moscow's active art scene, and the natural beauty that surrounds campus. You'll always have plenty of fun things to do.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. The University of Idaho is very active in recruiting Native Americans into STEM programs and has a strong support structure in place to retain the students. ANLSAMP is a main component to this structure.



## *University of Montana*



The University of Montana is the symmetry between education and place...Students choose Montana because they aspire to challenge and change the world while living the life they want. They seize their education with the same passion that calls them to the wilds of Montana. Solid friendships are formed through shared adventure. Students live, learn and find meaning here. They are inspired by professors whose knowledge is surpassed only by their conviction. Montana is a state of being where truth and learning coexists in all of its pristine environments.

The mission of The University of Montana-Missoula is the pursuit of academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of 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.



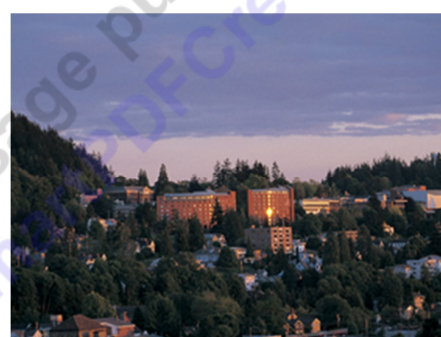
Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP has been active in numerous projects with the UM and most recently has partnered with the Native American Research Laboratories (NARL), whose mission is provide American Indian undergraduate students and graduate students with “hands-on” research opportunities in basic sciences and biomedical sciences in a culturally-relevant cross-disciplinary and cross-cultural environment.



## ***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 a surprisingly long list of disciplines, including education, several social sciences, business administration, music, and various physical and behavioral sciences. WWU is proud of its vibrant student life activities and welcoming campus. Students are encouraged to take advantage of student organizations, campus activities, student government, athletic teams, residential life, and outdoor recreational programs. Support services are available to help students focus on their academic pursuits. Students are provided with academic workshops, career advising, counseling services, a health clinic, veteran services, and much more. Financial aid advising is also available to students who need assistance paying for tuition. Graduate students are sometimes required to participate in their own research, which is facilitated and supervised by faculty. 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.



Throughout its tenure, ANLSAMP has provided scholarships, stipends, internships, research opportunities and mentoring programs for its students in the ANLSAMP program. ANLSAMP facilitates the transfer of Native American students from Northwest Indian College into 4-year STEM programs at Western Washington University. ANLSAMP Program has funded outreach activities at WWU, in addition to funding travel for AMP Scholars to present at national conferences.

## ***ANLSAMP Former and Future Partner Institutions Bay Mills Community College***



The Bay Mills Community College (BMCC) was chartered by the Bay Mills Indian Community in 1984. The college is located 17 miles west of Sault Ste. Marie, Michigan, on the shore of the Saint Mary's River. BMCC has an enrollment of 432 full- and part-time students primarily from Michigan's Eastern Upper Peninsula. Due to the rural setting, it is not unusual for BMCC students to drive as much as 100 miles round trip daily to attend classes. Bay Mills Community College offers associate's degree, certificate, and diploma programs, in areas of study that include American Indian language and studies, construction, business administration, corrections, computer information systems, natural science, early childhood education, health careers, and social science. BMCC participates in the Michigan Association of Collegiate Registrars and Admission Officers Articulation Agreement (MACRAO) between public and private community colleges and universities in Michigan. This agreement provides BMCC students a seamless transfer process of their general education credits when transferring to a participating four-year institution.



Bay Mills Community College was in the first ANLSAMP program and participated in STEM conferences and activities. BMCC was also funded for a summer bridge program. BMCC chose not participate in subsequent initiatives stating low STEM enrollment and STEM faculty issues.

## ***Bemidji State University***



Bemidji State University is located in Bemidji, MN. BSU and its nearly 5,000 students are committed to environmental stewardship, community service, and global understanding. Located on the western shore of Lake Bemidji, our north woods campus environment reminds us daily of the need to be in tune with our world. Similarly, the American Indian culture of our region beckons us to begin our global journey by understanding our past as we prepare for the future. BSU was an original partner institution but has not been active since the first program ended.



## ***Cankdeska Cikana Community College***



CCCCC was chartered by the Spirit Lake Dakota Nation in 1974 and celebrated its first graduating class in 1977 with five graduates. CCCC, originally named Little Hoop Community College, was established at Fort Totten, ND in response to the need for higher education opportunities for the people of the Spirit Lake Reservation. Academic excellence toward student success is the core mission for CCCC along with the teaching and learning of the Dakota culture and language. As of 2009, CCCC has conferred 392 associate's degrees and 119 certificates in accounting, agriculture and natural resources management, Indian studies and Tribal administration, automotive technology, carpentry, business, computer applications, early childhood education, pre-nursing, office technology, and liberal arts. CCCC celebrated its largest graduating class of 42 in spring 2009. Little Hoop Community College was funded for an Adopt-A-School Program and a curriculum development projects in the first phase of AMP.



Cankdeska Cikana Community College was a partner in the first ANLSAMP program, but did not participate in the next phase. CCCC has been accepted in as a partner in the next chapter of ANLSAMP. The new Pre-Engineering collaborative with North Dakota State University and all 5 North Dakota tribal colleges will become a focal point towards transferring AMP Scholars into a BS in Engineering.

## ***Black Hills State University***



Black Hills State University has enjoyed a long and successful history of educating the citizens of South Dakota and the west river region. Before South Dakota had even gained statehood, the people of Black Hills Dakota Territory demonstrated a high regard for education and began advocating for a university in the Black Hills. The Dakota Territorial Normal School at Spearfish became a reality in 1883. Black Hills State University is now an institution comprised of 123 acres of land overlooking the city of Spearfish, South

Dakota . Twenty-one main buildings, situated in a North South orientation serve the students and 132 full-time faculty members. Three colleges — Arts & Sciences, Business & Technology, and Education — offer 72 degree programs: four at the associate degree level, five at the masters level and 63 baccalaureate degree programs. The distance education offerings are growing each year, reaching more of our place-bound South Dakota residents. Innovation in research has more than quadrupled the grant funding received by faculty members at this institution, as each year they bring new interests and energy to the campus. BHSU was an original partner institution but has not been active since the first program ended.

### ***DQ University***



DQ University is now a native peoples learning community based outside of Davis, California. The organization was founded in 1970 and gained control of our 640 acre site in April 1971. For 35 years the school operated as a university and tribal college but closed its doors in 2005 because of loss of accreditation. In the interim the land was used occasionally for community events, educational workshops and ceremony. Since September of 2010 there has been a growing movement to revive the school as a year-round active learning center and we are currently building a sustainable community on and around the campus with gardens, farm animals and alternative energy. By the end of the summer of 2011 DQU expects to be fully energy-independent and to have all new systems for efficient and thriving use of our natural resources. DQU will be hosting monthly educational workshops all summer long. The sacred fire has been maintained since September 3, 2010 when Jake Swamp, peacekeeper and spiritual leader of the Mohawk Nation, came to DQU as an elder counselor and as a teacher in the Peacemaking and Permaculture Course. The Peace Tree that was planted by Jake Swamp at DQU last September was the last one he planted before he crossed over and we thank Creator for the message that Jake Swamp shared with us and the change it has brought to DQU. During the first phase of AMP funds were provided for a summer/academic year bridge program and curriculum development at DQ University.

### ***Evergreen State College***



Established in 1971, Evergreen State College, located in Olympia, WA has developed a national reputation for leadership in developing innovative interdisciplinary, collaborative and team-taught academic programs. ESC has a vibrant undergraduate program, a graduate program, and public service centers that comprise a unique academic setting. The Evergreen State College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Evergreen has established itself as a leader in environmental education. In recent years, ESC has stepped up their commitment to sustainability to reach beyond the classroom and the campus. Evergreen encourages a student-centered learning environment, with a link between theory and

practice, and a multicultural community of diverse faculty, students and staff working together. Current enrollment is approximately 4,900.



Evergreen State College was part of the first ANLSAMP program and has committed to continuing the efforts in the upcoming ANLSAMP endeavor.

### ***Institute of American Indian Arts***



Established in 1962 by Executive Order of President John F. Kennedy, the Institute of American Indian and Alaska Native Culture and Arts Development is the manifestation of a collaborative vision shared by Lloyd Kiva New (Cherokee) and Dr. George Boyce. A renowned artist and Arizona-based real estate developer, Lloyd Kiva New recruited a faculty rich with American Indian creative talent who believed in IAIA's mission of educating and training a new generation of Native artists. In 1986, IAIA was granted non-profit, congressionally chartered status, with its board of trustees appointed by the President of the United States. In 1992 the IAIA Museum opened in downtown Santa Fe. Home to the more than 7,000 piece National Collection of Contemporary Indian Art, the museum showcases work by Native artists. As a fully accredited college granting four-year bachelor's degrees and two-year associate's degrees, IAIA attracts a multi-Tribal student body whose creative abilities are at the forefront of contemporary American Indian art. Many institute graduates make an easy transition into full-time careers as self-supporting artists, while others continue their education at top universities and art schools nationwide. IAIA was an original partner institution but has not been active since the first program ended.

### ***Lake Superior State University***



Lake Superior State University is a personal, small-town school that provides a blend of liberal and technical studies in the natural setting on Michigan's Upper Peninsula. LSSU offers undergraduate degrees in 45 areas of study that attract students from every county in Michigan, more than a dozen states and provinces, and nine nations. The 115-acre campus is situated on the site of the former U.S. Army's Fort Brady, fourteen of LSSU's buildings are listed



on various historic registers, creating a unique campus environment. Also, the campus overlooks Sault Ste. Marie, Michigan and Sault Ste. Marie, Ontario, the St. Mary's River, and the Soo Locks, the busiest locks in the world. LSSU is located near Bay Mills Community College and is where a majority of the students from BMCC transfer to; however, LSSU has not been active in the ANLSAMP program and is no longer a partner institution.

### ***Mayville State University***



Mayville State University is one of North Dakota's original colleges, since its establishment was provided for in the state constitution of 1889. The mission of Mayville State University is to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives. MSU achieves

this through an environment that reflects their tradition of personal service, commitment to innovative technology enriched education and dynamic learning relationships with community, employers, and society. As a member of the North Dakota University System, Mayville State University offers undergraduate degrees in a variety of disciplines. MSU was an original partner institution but has not been active since the first program ended.

### ***Minot State University***



Minot State University was founded in 1913 to serve the citizens of northwest North Dakota. It is located in Minot, a city with approximately 37,000 residents. A major U.S. Air Force Base is located in the greater

Minot area. Minot State primarily serves North Dakota, Montana, and several contiguous Canadian provinces. Several Native American communities are located in our region and are represented in our students and faculty. The University has evolved from a normal school to a Carnegie Master's I institution. It is the third largest higher education institution in the state and the only non-doctoral university to grant master's degrees. Three colleges comprise the university's academic offerings: Arts and Sciences, Business, and Education and Health Sciences. Nine master's degrees and one education specialist degree are offered in such areas as communication disorders, management, and mathematics. Minot State University is a member of the North Dakota University System, which is comprised of 11 institutions representing doctoral, master, baccalaureate, and community colleges. Minot State University was an original partner institution but has not been active since the first program ended.

### ***Montana State University – Billings***



Montana State University – Billings has been an integral part of the Billings community and a student-centered learning environment since its early days as Eastern Montana College. Founded in 1927, the university continues to nurture a longstanding tradition of educational access, teaching excellence, civic engagement and community enhancement in an urban setting. In the classroom and in the community, students receive a well-rounded unique education and training for Associate's, Bachelor's and Master's degrees for careers through the University's five colleges — arts and sciences, business, allied health professions, education, and technology. Montana State University – Billings was an original partner institution but has not been active since the first program ended.

### ***Minnesota State University - Moorhead***



Minnesota State University – Moorhead is a welcoming educational community that offers rigorous courses of study and places high expectations upon its students. Their strong commitment to faculty-mentored undergraduate research and intellectual growth will provide students with continual opportunities for personal and professional achievement. MSUM continues to foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities. MSUM values diversity and mutual respect and will strive to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and will continue to enhance our students' lives at the same time that it contributes to the community and the region. MSUM offers graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates. Minnesota State University – Moorhead was an original partner institution but has not been active since the first program ended.

### ***Mount Senario College***



The Mount Senario College, located in Manitowoc, WI was opened in 1962 by the Servants of Mary Catholic order as a four-year private college. The college became secular in 1975, managed by a board of trustees, and after four decades serving the educational needs of the Rusk County area, closed its doors as a private college in 2002. At that time the community lost 230 full-time and part-time students and 75 employees. At its peak, the College employed as many as 200 faculty and staff and served 800 students. Rusk County Development Director Andy Albarado estimated the impact to the community at

“\$30 million annually when you consider (lost) retail sales, housing and employment.” After witnessing the void that was left from the college's closure, a group of investors with local roots, led by businessmen Jeff Hause and Bill David, purchased the campus with the intent to continue serving the post-secondary educational needs of the Ladysmith area as a regional education center. Mount Senario College was an original partner institution but has not been active since the first program ended.

### ***Nebraska Indian Community College***



The NICC, located in Macy, NE began in 1972 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Postsecondary Education. The grant was administered through Northeast Technical Community College in Norfolk, NE to provide postsecondary education on the Omaha, Santee Sioux, and Winnebago Reservations. In 1979, following the enactment of the Tribally Controlled Community College Assistance Act, Nebraska Indian Community College established itself as a fully independent two-year college chartered by the governments of three Nebraska Indian Tribes. An eight-member board of directors governs the college. The college's focal points are the two rural reservation locations on the Omaha Reservation at Macy, NE and on the Santee Sioux Reservation, in Santee, NE. The institution is also concerned about the educational opportunities available to Omaha, Santee, and other students in urban America and maintains a campus in South Sioux City, NE along with ventures into distance learning. The multi-campus structure of such a small organization presents unique opportunities for individualized attention even while separated by hundreds of miles. NICC was an original partner institution but has not been active since the first program ended.

### ***Northern State University***



Northern State University, located in Aberdeen, SD serves more than 2200 students representing 36 states and 20 foreign countries. A challenging, multifaceted curriculum offers 38 majors, 42 minors, 6 associate, 8 pre-professional and 9 graduate degree areas. Courses are taught by 120 full-time, dedicated faculty, more than 85 percent of whom have the highest degree possible in their academic field. A student-faculty ratio of 19-to-1 ensures that students have access to their professors, and a student-to-computer ratio of 4.7-to-1 is one of the best access-to-technology ratios in the nation. Northern offers pre-professional and professional programs leading to the bachelor of arts, bachelor of science, bachelor of science in education and bachelor of music education degrees. The school also provides undergraduate and graduate professional programs in education for the preparation of teachers, guidance counselors and principals. These programs culminate in bachelor of science in education, master of science in education and master of arts in teaching degrees. Two-year-programs are provided in specialized areas;



they lead to associate of arts and associate of science degrees. Northern offers the only international business program in South Dakota.

### ***Si Tanka Community College – Huron University***



The Si Tanka Community College and the Huron University, also known as Si Tanka University at Huron, was a private university formerly located in Huron, South Dakota. It closed on April 1, 2005. What became Huron University was founded in 1883 as Presbyterian University of Southern Dakota, founded in Pierre while it was still in Dakota Territory. A year later the school became Pierre University. On May 31, 1887 the University conferred its first degree which was the first degree to be awarded in the Dakota Territory. In April 2001, the University was purchased by Si Tanka College, a former community-college chartered by the Cheyenne River Sioux Tribe of the Cheyenne River Indian Reservation. Si Tanka College, named after the Teton Sioux chief of the same name, already had a campus in Eagle Butte, and both campuses became the two-campus Si Tanka University. The Huron campus became Si Tanka University-Huron, the first off-reservation university controlled by a Native American tribe. The property fell into foreclosure in 2004 after the Tribe defaulted on \$6.6 million worth of loans and faced a \$2 million federal tax lien. On February 26, 2006, the Higher Learning Commission of the NCA voted to revoke the school's accreditation, effective on August 7, 2006, because the school's trustees had voted to cease operation as a university in the previous January. STCC was an original partner institution.

### ***Sinte Gleska University***



SGU was founded in 1971 on the Rosebud Sioux Reservation in south-central South Dakota, home to the Sicangu (Burnt Thigh). SGU provides profound programs to preserve and teach tribal culture, history, and language and to seek innovative and effective strategies to address the myriad of social and economic concerns confronting the Sicangu Lakota Oyate. SGU plans, designs, implements, and assesses postsecondary programs and other educational resources appropriate to the Lakota people in order to facilitate individual development and Tribal autonomy. SGU has an enrollment of 828 full and part-time students. SGU has seven academic undergraduate departments, which include the Art Institute, Arts and Science, Business, Education, Human Services, Lakota Studies, and the Institute of Technologies (vocational/career education). Sinte Gleska University offers 23 bachelors, 25 associates, and two master's degree programs, and 12 certificate programs. SGU was an original partner institution but has not been active since the first program ended.

## ***South Dakota State University***



South Dakota State University is the state's largest, most comprehensive institution. As South Dakota's Morrill Act land-grant university, SDSU has a fall 2010 enrollment of 12,816 students from all 50 states and 40 countries. SDSU offers more than 200 undergraduate majors, minors and options with many of these leading to graduate and professional degrees.

The University also offers courses at various off-campus sites as well as undergraduate and graduate programs online through the Office of Continuing and Extended Education. A public, land-grant institution, SDSU was founded in 1881, authorized by the Dakota Territorial Legislature, and is governed by the South Dakota Board of Regents, according to state law. SDSU was an original partner institution but has not been active since the first program ended.

## ***Tohono O'odham Community College***



In 1998, the Tohono O'odham Nation chartered Tohono O'odham Community College (TOCC) 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 to contribute 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). TOCC opened its doors in 2000 and immediately began the process of seeking accreditation. TOCC is now fully accredited offering students the opportunity to earn associate's degrees in liberal arts, business administration, and science and numerous certificates. Tohono O'odham Community College serves approximately 216 students (61 percent female; 39 percent male). TOCC's student body is 88 percent American Indian/Alaskan Native. The college's faculty/staff is 57 percent American Indian, half of whom are O'odham.



TOCC has been accepted in as a partner in the next chapter of ANLSAMP.

## ***Turtle Mountain Community College***



TMCC, a quality higher education institution, was chartered to the Turtle Mountain Band of Chippewa Indians in November, 1972. TMCC is located ten 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 located on an approximately 123 acre site. The facility includes a state-of-the-art technology, a fiscal area, general classrooms, science, math and engineering classrooms and labs, library and archives, learning resource centers, faculty area, student services area including a student union, gymnasium, auditorium, career and technical education facility, and mechanical. As part of this campus, a wind turbine in 2008 was erected and serves as a major source of power to the main campus. TMCC currently has an enrollment of 630 full and part-time certificate and degree-seeking students. TMCC offers certification and associate's and bachelor's degree programs.



TOCC was a partner in the original ANLSAMP effort and has been accepted in as a partner in the next chapter of ANLSAMP. In prior years, ANLSAMP sponsored summer research programs, curriculum development projects, that improved the math and science courses, and travel for students to present at national conferences. The new Pre-Engineering collaborative with North Dakota State University and all 5 North Dakota tribal colleges will become a focal point towards transferring AMP Scholars into a BS in Engineering.

## ***University of Kansas***



The University of Kansas is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the AAU research university of the state,



the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research. The university attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels.

KU was an original partner institution and partnered with Haskell on a number of projects but has not been active since the first program ended. AMP provided monies for summer/academic year bridge program, research program, partnership proposal and curriculum development project.

### ***University of Mary***



The University of Mary, located in Bismarck, ND was founded to prepare leaders in the service of truth and is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good. As America's Leadership University, we are deeply devoted to our mission: The University of Mary exists to serve the religious, academic and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine. We cherish our Christian, Catholic, Benedictine identity; we welcome and serve persons of all faiths. We are faithfully Christian. As a Christian university, we strive to accomplish our mission in faithfulness to the Gospel of Jesus Christ. We regard each human person as created in the image and likeness of God, gifted with life and dignity. We seek to be agents of cultural renewal in our time and place, courageous advocates for justice and peace. Our Christian commitment is born from and sustained by the encounter of the Risen Lord, who came not to be served but to serve. As He humbly washed the feet of His disciples on the night before He died, so we seek to serve one another. We are faithfully Christian.

UM was an original partner institution but has not been active since the first program ended.

### ***University of Minnesota - Duluth***



The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission carried out on multiple campuses and throughout the state, is in research and discovery, whereby

UMD generates and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world. As well as in teaching and learning, whereby UMD shares that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world. AMP provided funding for a summer bridge program and AISES Chapter funding.

UMD was an original partner institution and has since partnered with the North Star Alliance.

### ***University of Minnesota – Twin Cities***



With a flagship campus in the heart of the Twin Cities, and four coordinate campuses across Minnesota, the UM offers just the right learning environment for every student. One of the nation's largest schools, the UM offers baccalaureate, master's, and doctoral degrees in virtually every field—from medicine to business, law to liberal arts, and science and engineering to architecture. A testament to its growing prominence and appeal, the UM's enrollment has reached 64,964 but a 16-to-1 student-to-faculty ratio ensures plenty of attention. Four-year graduation rates have doubled in recent years as students take advantage of free tuition for credits over 13 in a semester. Contributing to the UM's academic prestige are 20 Nobel Laureates, 86 Guggenheim Fellows, and 2 MacArthur "Geniuses" on campus currently. The world's largest collections of Sherlock Holmes literature, artifacts, and memorabilia are housed in the UM's Andersen Library. The UM "brings the brainpower" in the under-20 set with 101 National Merit Scholars in its current freshman class—that's the second most in the Big Ten. Graduates stay where the business and entrepreneurial community thrives. With 20 Fortune 500 companies in the Twin Cities alone, it's no wonder UM alumni have founded more than 10,000 businesses in Minnesota. With more than 250 student exchange programs around the world, there's no shortage of opportunities for faculty and students to experience the world. Creative thinkers from the UM were behind the first wearable cardiac pacemaker, GORE-TEX®, the retractable seat belt, and Post-it® Notes.

UM was an original partner institution and has since moved on to lead the North Star Alliance.

### ***University of North Dakota***



The University of North Dakota is the state's most comprehensive intensive research university and the primary center for professional education and training. UND has brought in more than \$353 million for sponsored programs from internal and external sources over the last five years. Founded by the Dakota Territorial Assembly in 1883, six years before statehood, UND was intended to be, and has remained, a university with a strong liberal arts foundation surrounded by a variety of professional and specialized programs. UND is one of only 47 public universities

in the nation with both accredited graduate schools of law and medicine. The University has earned an international reputation for its academic and research programs. UND enrolls 14,194 students over 200 fields of study from baccalaureate through doctoral and professional degrees. 46% come from North Dakota; the rest represent all other states, eight Canadian provinces, and more than 50 nations.

AMP provided funding for fee/tuition waivers, summer bridge program, mentoring, and AISES chapter support. UND was an original partner institution but has not been active since the first program ended.

### ***University of South Dakota***



The University of South Dakota is the comprehensive liberal arts university offering undergraduate, graduate and professional programs within the South Dakota System of Higher Education. USD is located on an attractive 286-acre campus in Vermillion, a small community in the southeast corner of South Dakota. The University of South Dakota, founded in 1862, is the state's flagship institution, the oldest university and is designated as the only public liberal arts university in South Dakota. We're the big-time university with a small-college feel.

AMP provided funding for a summer bridge program and AISES Chapter support. USD was an original partner institution but has not been active since the first program ended.

### ***University of Washington***



The Founded in 1861 by a private gift of 10 acres in what is now the heart of downtown Seattle; the UW is one of the oldest public universities on the West Coast. We're deeply committed to upholding the responsibility that comes with that legacy. And being public has always meant being accessible. Anyone can enjoy and be enriched by all the UW has to offer, including world-class libraries, art, music, drama, sports and the highest quality medical care in Washington state. Being public also means being engaged with our communities, and through knowledge and discovery we are elevating the quality of lives of others.

The UW is a multi-campus university with locations in Seattle, Tacoma and Bothell, as well as a world-class academic medical center. UW has 16 colleges and schools and offer 1,800 undergraduate courses each quarter. UW confers more than 12,000 bachelor's, master's, doctoral and professional degrees annually.

UW was an original partner institution and has moved on to lead the Pacific Northwest Alliance. ANLSAMP had extensive collaborations with UW, with the ALVA program, undergraduate student research, and bridging activities with Northwest Indian College.



### ***University of Wisconsin - Madison***



The University of Wisconsin–Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. UWM received Wisconsin’s land grant and became the state’s land-grant university after Congress adopted the Morrill Act in 1862. UWM continues to be Wisconsin’s comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research. The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all.

UWM was an original partner institution and has since moved on to lead the Wisconsin Alliance. AMP has provided funding for summer bridge programs and AISES Chapter funding.

### ***University of Wisconsin – Eau Claire***



Founded in 1916, UW-Eau Claire continues to build its national reputation based on the achievements of its students and faculty. As one of the Midwest’s top public universities, UW-Eau Claire provides students with small classes led by talented professors, cutting-edge programs, endless opportunities to get involved and experience more of the world, and the support they need to meet their goals for success. UW-Eau Claire fosters creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

UW-Eau Claire was an original partner institution and has since moved on to be a partner in the Wisconsin Alliance.

### ***University of Wisconsin – Superior***



The University of Wisconsin-Superior is an energetic comprehensive university that engages its 2,880 students through more than 26 undergraduate fields of study and seven graduate programs. A challenging academic environment offers one-on-one contact with professors, innovative academic programs, numerous research and performance opportunities, and first-rate facilities. Students also learn off campus through internships, academic service-learning, and campus volunteering opportunities. Many students complete degrees from their homes through UW-Superior's Distance Learning Center. The university is located in a metro area that provides jobs, internships and entertainment, yet it's only minutes away from majestic Lake Superior and the recreational opportunities of the north woods.

UW-Superior was an original partner institution and has since moved on to be a partner in the Wisconsin Alliance.

### ***Valley City State University***



The Valley City State University offers over 80 degree programs in teacher education, information technology, business, communication arts, social science, math, science, health, physical education, art, and music. Online and distance education options include a Master of Education (M.Ed.), graduate and undergraduate programs in Technology Education, and an endorsement in English Language Learners (ELL)/English as a Second Language (ESL). An outstanding on-campus experience includes beautiful and historic facilities, recently updated dorms, great student activities, and Dakota Athletic Conference athletics.

VCSU was an original partner institution but has not been active since the first program ended.

### ***Washington State University***



The Washington State University conducts transformational research and provides world-class education to more than 26,000 undergraduate, graduate, and professional students. Founded in 1890 in Pullman, it is Washington's original land-grant university. One of the nation's top public research institutions, WSU stands among 96 U.S. public and private universities with very high research activity, according to The Carnegie Foundation classification. U.S. News and World Report consistently ranks the University among the top 60 public universities. In addition to the Pullman campus, WSU has campuses in Spokane, the Tri-Cities, and Vancouver, extension offices in every county, in addition to online degree programs accessible worldwide.

AMP provided support by funding a summer bridge program, mentoring, scholarships and internships, and AISES Chapter support. WSU was an original partner institution and has moved on to be a partner in the Pacific Northwest Alliance.

### ***Wayne State University***



Founded in 1868, Wayne State University is a nationally recognized metropolitan research institution offering more than 400 academic programs through 13 schools and colleges to nearly 32,000 students. Wayne State's main campus in Midtown Detroit comprises 100 buildings over nearly 200 acres; its five extension centers offer higher education to people throughout Southeast Michigan. Reflecting its location and the excellent international reputation of its graduate schools,

particularly in the sciences, Wayne State boasts the most diverse student body among Michigan's public universities. Its students represent 49 U.S. states and more than 60 countries.

Wayne State was an original partner institution and has moved on to be a partner in the Michigan Alliance.

### ***White Earth Tribal and Community College***



The White Earth Reservation Tribal Council established the White Earth Tribal and Community College (WETCC), located in Mahanomen, MN in 1997. The college is dedicated to educational excellence through provision of a culturally relevant curriculum in partnership with students, staff, community, and industry. WETCC promotes critical pedagogy, a creative approach to education, which seeks through discourse a fuller understanding of Ojibwe epistemology. White Earth Tribal and Community College has articulation agreements with several regional universities: Minnesota State University Moorhead, Bemidji State University, and the University of Minnesota-Duluth. Today, White Earth Tribal and Community College serves over 140 students in five associate of arts degree programs and four associate of applied science degree programs, in addition to several occupational programs and certificate options in a wide range of career fields. White Earth Tribal and Community College has a fully equipped computer science center serving the college, White Earth Reservation, and surrounding communities.



AMP has provided funding for a summer/academic year bridge, student research program and curriculum development. WETCC was a partner in the original ANLSAMP effort and has been accepted in as a partner in the next chapter of ANLSAMP. Planned activities include active transfer of AS STEM graduates into BS programs at partner institutions.



## ***Wind River Tribal College***



WRTC is a Tribally chartered college located in Fort Washakie, Wyoming, on the Wind River Indian Reservation in central Wyoming. WRTC's core mission is to serve the higher education needs of the Northern Arapaho and Eastern Shoshone Tribes. WRTC was chartered by the Northern Arapaho Business Council in September 1997 to serve residents of the Wind River Indian Reservation and surrounding communities. The college has articulation agreements with the University of Wyoming and the University of Wisconsin-Oshkosh. WRTC's enrollment consists of mostly Northern Arapaho and Pima students. In addition, WRTC emphasizes Northern Arapaho and Eastern Shoshone language and cultural preservation and revitalization. Furthermore, students in their respected degrees are looked upon in high demand by Tribal programs which have been developed on community and tribal government needs. WRTC continues to provide innovative programs to sustain the quality of higher education.



WRTC is one of the newer tribal colleges and has been accepted in as a partner in the next chapter of ANLSAMP. ANLSAMP looks forward to building a strong relationship with WRTC.

## ***ANLSAMP Leadership***



Dr. Luana Ross  
President, Salish Kootenai College  
Pablo, MT

Dr. Luana Ross became President of Salish Kootenai College in 2010. She is an enrolled member of the Confederated Salish and Kootenai Tribes, Flathead Indian Reservation - Pablo, MT. Salish Kootenai College is a tribal college located on the Flathead Indian Reservation in western Montana. It is the mission of Salish Kootenai College to serve American Indian people throughout the United States. It is a college that incorporates Indian culture into its teaching and is dedicated to improving the quality of life for American Indian people.

Dr. Ross received her Ph.D., in Sociology from the University of Oregon, a M.S.W. from Portland State University, Oregon, and her B.A. from the University of Montana – Missoula. Prior to coming to Salish Kootenai College, she was an Associate Professor in the Department of Women Studies and American Indian Studies at the University of Washington before taking the helm at Salish Kootenai College.

Dr. Ross is a published author writing, *Inventing the Savage: The Social Construction of Native American Criminality*, 1998. She has also contributed her writings to numerous publications as well as producing videos and films throughout her career.

Dr. Ross states: “Learning has always been a part of our traditions, and SKC is doing wonderful things. I firmly believe that education is restorative, empowering, and transformative.” She is currently the Principle Investigator of the All Nations Louis Stokes Alliance for Minority Participation (ANSLAMP) program at SKC and looks forward to continuing SKC’s relationship with the National Science Foundation and all the partner institutions.



Dr. Joe McDonald  
President Emeritus, Salish Kootenai College  
Pablo, MT

Dr. Joseph F. McDonald was the founding president of Salish Kootenai College and has served in this capacity for thirty-four years; retiring in 2010. His comments upon retiring exemplify his feelings, “I truly enjoyed my work at Salish Kootenai College. It was such gratifying work. It was worth every effort I made when I saw people improve themselves skill wise, intellectually, and tribal culture wise. It impacted their entire family. It is what Salish College is all about.”

In addition to serving as president of Salish Kootenai College, Dr. McDonald has served on the Northwest Association of Schools and Colleges’ Commission, was appointed a member of the President’s Board on Advisor’s on Tribal Colleges and Universities. He was also a Board Trustee Chair of the American Indian College Fund and served as President of the American Indian Higher Education Consortium Board of Directors, and was on the Board of Directors with the American Council on Education. McDonald has served on several national, state and tribal educational organization boards, including the Ford Foundation, and the Carnegie Foundation.

In 1999, the Lee Newspapers named McDonald as one of Montana’s one hundred most influential people of the 1900’s. In 1998 the U.S. Department of the Interior honored McDonald, “*In recognition and appreciation of his unfailing dedication and superior leadership in support of the creation and implementation of President’s Executive Order 13021 of Tribal Colleges and Universities*”.

Dr. McDonald is retired from SKC, but continues his involvement in many of the educational activities, along with enjoying traveling with his wife, and watching his children, grandchildren and great-grandchildren in their activities.





Steven D. Dupuis, Program Director ANSLAMP  
Salish Kootenai College  
Pablo, MT

Steve Dupuis is an enrolled member of the Confederated Salish and Kootenai Tribes and is currently the Program Director for the ANSLAMP at Salish Kootenai College (SKC) Pablo, MT. He is a graduate of University of Montana – Dillon, MT with a Bachelor of Science in Business Administration, a Masters of Science degree in Technology Management from the South Dakota School of Mines & Technology and is currently working on his doctorate from the University of Phoenix. Mr. Dupuis holds certificates from Microsoft Corporation as a Microsoft Certified Systems Administrator, Microsoft Certified Professional, and is a Novell Certified NetWare Engineer.

In March, 2010, Dupuis moved to Arlington, VA and worked at the National Science Foundation under a fellowship through the Quality Education for Minorities Network (QEM) program. This opportunity was made possible with support from the NSF Tribal Colleges and University Program (TCUP). 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 tribal college STEM faculty on the list of potential proposal reviewers. During his six month tenure, partnerships were forged and a greater understanding of how the NSF operates was achieved.

Dupuis was the Director of SKC Wireless Project, through a NSF ITR Grant which included the project activities in 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, NSF TCUP Grant at SKC where he was responsible for student internships, budget management and coordination of grant activities. The project activities included: development of curriculum for the 3<sup>rd</sup> and 4<sup>th</sup> year of the bachelors program, making all coursework online, student recruitment, retention, internship placement, faculty development, course development, and instruction.

Dupuis has been involved with All Nations Louis Stokes Alliance for Minority Participation Program (ANLSAMP) since 1996 in various capacities. These included collecting information for reports to the NSF, participating on the Executive Committee and the Governing Board, assisting Tribal Colleges throughout the United States with technology, and conference organizing.



Zetra Wheeler , Program Manager - ANSLAMP  
Salish Kootenai College  
Pablo, MT

Zetra Wheeler is an enrolled member of the Blackfeet Indian Nation is currently the Program Manager for the Louis Stokes All Nations Alliance for Minority Participation Program (ANSLAMP) at Salish Kootenai College – Pablo, MT. She works with student programs such as the Bridges to Baccalaureate Program and is the Advisor for the American Indian Science & Engineering Society (AISES) chapter at SKC. Through National Science Foundation (NSF) grant funds that was instrumental in providing funds for low-income students who wanted to pursue associate, baccalaureate, or graduate level degrees in computer science, computer technology, engineering, engineering technology, or mathematics.

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, MT. She is a member of the American Indian Science & Engineering Society (AISES), Northwest Partnership Environmental Technology Education (NW PETE) and the Society for the Advancement of Chicanos & Native Americans in Science (SACNAS). Wheeler has been a vital part of the ANSLAMP at SKC since 1996.



Judy M. Gobert

Former Program Director/Co-PI - ANLSAMP

Judy Gobert was the Program Director for the ANAMP from 1996-2003. She is an enrolled member of the Blackfeet Nation of Montana and has affiliations with the Blackfeet/Sioux/Salish tribes. Ms. Gobert received an A.S. degree from Seminola Junior College, a Bachelor of Science in Microbiology/Medical Technology from the University of Montana – Missoula, and began a PhD program at the in University of Montana – Missoula.

Her professional experience included being a Co-Principal Investigator with NSF Partnership in Advanced Scientific Computational Infrastructure; Project Director, for the NASA Ambassador Program for Native Americans (NAPAI), and a research and teaching assistant for several programs at the University of Montana – Missoula.

While employed at SKC, Gobert was on several boards and committees to promote the advancement of Native American students in the sciences.

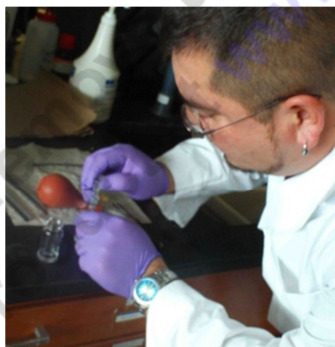


## ***ANLSAMP Student Profiles***



Phillip A. Medina, Giigidoonibiishnini  
Nottawaseppi Huron Band of Potawatomi  
ANLSAMP Scholar, AT Anderson Scholar, NASA MUST Scholar  
A.S. Degree, Liberal Arts Saginaw Chippewa Tribal College  
2007 AIHEC Student of the Year, President's List, Dean's List

Phillip Medina became interested in Science, Technology, Engineering and Mathematics (STEM) from a young age. He read an algebra book and was intrigued with math and science from that day forward. Medina participated in Math Olympics as a child and placed third in Saginaw, Michigan. He was the only minority student of this competition to place. Culture plays a significant role in the STEM fields as Medina has come to learn. As a child he recalls dancing at pow-wows with his grandmother. As Medina progressed through educational institutions, he became aware of opportunities like ANLSAMP, which created pathways for him to successfully accomplish his goals and achieve his educational dreams. The ANLSAMP program enhanced his self confidence and created an environment for Medina to research Nanotechnology, a summer project for which he was funded through ANLSAMP. Medina is in his third year at Central Michigan University (CMU) with one year remaining until graduation. He is currently researching the synthesis of Hafnium films and will soon present research on Organic Photovoltaic Materials and would like to further his education with plans to achieve a PhD in Advanced Materials. In addition to his degree plan, he would like to strengthen his background in chemistry. Medina would like to conduct research without having significant negative impacts on the environment and hopes to help create a traditional way of conducting scientific methods in research for the upcoming generations. When asked what he would tell upcoming AMP Scholars Medina stated, "Everything I do must and will be done in a good way, and with forethought of future generations."



## ***ANLSAMP Student Profiles***



Maggie (Makokis) Picard is a member of the Saddle Lake Cree Nation in Alberta, Canada. Picard completed an Associate Degree in Art and Science at Northwest Indian College (NWIC). As a previous AMP Scholar and the first of NWIC graduates to complete the Native Environmental Science Bachelor Degree program, Picard was recognized as an outstanding campus leader from Who's Who Among Students in American Universities and Colleges. This honor is conferred by over 2,842 schools in 50 states. Picard was also a member of the Phi-Theta-Kappa for 3.8 GPA. Picard recognizes the importance of programs such as the All Nations Louis Stokes Alliance for Minority Participation program. She gives credit to AMP for helping Native students obtain bachelor degrees and providing incentives to travel and present scientific research at conferences like the American Indian Higher Education Consortium (AIHEC) and the Native American Environment (NAE) Conference, which highly influenced her educational and career choices.

When asked about her inspiration to attend a tribal college and strive for higher education Picard had a story from her heart: "In my culture, science is prevalent and comes natural to most. Just like our ancestors used within their observations, lands and daily living among Mother Earth, I have been connected to science from a young age gathering foods, roots and part-taking in ceremony." As a teen she attended a two-week science and technology camp in Hawaii which focused in hydrology and sustainable resources. Picard has volunteered time to many organizations cooking for funerals and ceremonies, singing with the West Shore Canoe Family for cultural and community events, fundraising for the 2009 and 2010 E-Peh-Tes Pow-wow and fundraising to benefit a cancer survivor. Picard has also volunteered with Dr. Rose Roberts at NWIC in the Elders Medicine Garden. She is currently at the University of Idaho in the Professional Science Master's (PSM) program with an emphasis in Sustainability Science. She is pursuing an internship with the Nez Perce Tribe in the summer of 2011 and sees herself working with tribes upon completion of the PSM program.



## ***ANLSAMP Conferences***

The All Nations Alliance for Minority Participation proudly hosts:

The 6th annual National Science Foundation  
Alliance for Minority Research Conference

# **“Completing the Circle Through Education and Research”**



July 17-20, 1998  
Salish Kootenai College  
Pablo, MT 59855



***Completing the Circle through Education and Research  
6th Annual NSF AMP Research Conference***



**Welcome to Salish Kootenai College**



*AMP Students and Faculty prepare to make the circle*



*The drum beat begins*



*The circle formation continues*



*The tempo picks up*



*We are almost there*



*The circle is complete*

**Thursday, July 16, 1998 Koostahtah Room, KwaTaqNuk**

9:00 - 4:30 National Science Foundation Project Directors' Meeting  
Dr. Roosevelt Calbert, National Science Foundation

**AGENDA**

- |   |   |  |   |
|---|---|--|---|
| 9:00  | Call to Order   | A. James Hicks   |   |
| 9:05  | Introductions   |  |   |
| 9:15  | Current Federal Environment and Realities<br>(New NSF Dir., S&T Advisor to President Clinton, & Federal Budget Projections, Etc.) | Roosevelt Calbert  |   |
| 9:45  | GPRA & AMP Project Expectations   | Roosevelt Calbert  |   |
| 9:55  | New AMP-WEB Data Collection & Monitoring System   | Kathleen McCarty<br>Chris Pietras                                    |  |
| 11:00   | Break   |  |   |
| 11:15   | Virtual Institutes:<br>Pablo Arenaz<br>Tony Garcia<br>Al McHenry<br>Debbie Moore  | T. Smith<br>Rita Caso<br>Sally Andrade<br>Larry Muller               |   |
| 12:30   | Lunch   |  |   |
|  | 2:15  | AMP Program Business<br>(‘99, Yr. 2000 ARC Sites, Nat’l Publ., etc.) | A. James Hicks<br>Lou Dale  |
|   | 3:00  | New HRD Programs   | Roosevelt Calbert<br>A. James Hicks   |
|   | 3:20  | Graduate Fellowship Programs   | Susan Duby  |
|   | 3:35  | Other AMP Program Business   | A. James Hicks  |
|  | 3:55  | “Status of Minority Student Retention at Colleges and Universities”  | Theresa Smith   |
|   | 4:20  | Host Institution   | Joe McDonald  |
|   | 4:25  | Closing Remarks  | R. Calbert & A. J. Hicks  |
|   | 4:35  | Adjournment  |   |
| 6:00 - 8:00   | Project Directors' Social and Dinner -- Ruth Quequesah, Chair, Salish Kootenai College Board of Directors - The People's Center   |  |   |



**Friday, July 17, 1998      KwaTaqNuk**

9:00 - Noon    Project Directors' Meeting - Charlo Room  
1:00 - 4:00    Evaluators' Meeting - Charlo Room  
12:00 - 6:00    Registration - Alexander Room



*Yawncut Drum*



*Dr. Joseph McDonald*



*Johnny Arlee*

6:00 - 8:30    Welcome Reception - Convention Center  
Prayer – Johnny Arlee, Salish Elder  
Flag Song – Yamncut Drummers  
Welcome – Dr. Joseph McDonald, President, Salish Kootenai College;  
Dr. Roosevelt Calbert, National Science Foundation;  
Michael Pablo, Chair, Confederated Salish & Kootenai Tribes  
Medicine Wheel Ceremony – Theda New Breast - Blackfeet



*Kevin Red Star*



*Dr. Roosevelt Calbert*



*Michael Pablo*

6:30 - 8:30    "Lakota Woman Dancer," Poster Signing - Convention Center  
Kevin Red Star, International Crow Artist  
8:30 - 10:00    AMP Games and T-shirt Swap - Convention Center  
8:30 - 11:00    Standing Arrow Pow-wow - Elmo (Buses leave from KwaTaqNuk)



**Saturday, July 18, 1998 Salish Kootenai College**

- 7:00 - 8:30 Breakfast - ARC Big Top  
8:30 - 9:00 Opening Ceremony & Prayer -- Theda New Breast - ARC Big Top  
9:00 - 10:30 Student Poster Set-Up (see attached schedule) - John Peter Paul Lounge  
9:00 - 5:00 Student Oral Presentations (see attached schedule) - Michel Building



*Registration*



*Students Set-Up Posters*



*Students Preparing Posters*

- 9:00 - Noon Career Fair Set-up - Two Eagle River School  
9:00 - Noon Registration - Convention Center, KwaTaqNuk  
9:00 - 10:30 Workshop Session #1 (see attached schedule)  
Integrating Culture in Science Curriculum  
Calculus Reform and Cooperative Learning  
Integrating Environmental Science into the Curriculum  
Reform in Biology, Culture in the Stars  
The Importance of Research and Its Cultural Relevance  
10:30 - Noon Workshop Session #2 (see attached schedule)  
Effective Teaching Practices for Native Students  
Integrating Science Across the Curriculum  
Right Brain Math, Culture in the Stars  
The Importance of Research and Its Cultural Relevance



*An Oral Presentation*



*Students Listen to an oral Presentation*



*Lunch at the Big Top*



*Students View Posters*



*More Students View Posters*

- Noon - 1:30 Lunch - ARC Big Top  
1:30 - 3:00 Workshop Session #3 (see attached schedule)  
Assessment for Evaluators, Physics Reform  
Calculus Reform and Cooperative Learning  
Calculus Reform, Native Plants, Culture in the Stars  
3:00 - 4:30 Career Fair - Two Eagle River High School



5:00 - 6:30 Dinner - ARC Big Top  
Dr. Roosevelt Calbert, National Science Foundation  
Conrad Burns, Senator, Montana  
Dan Goldin, National Aeronautics & Space Administration



*Dan Goldin*



*Dinner Participants*



*Senator Conrad Burns*



*Platform Party*



*Greeting from Judy Gobert*



*Students Greet Guest*

7:00 - 10:30 Standing Arrow Pow-wow - Elmo (Buses leave from KwaTaqNuk)



*Elmo Pow-Wow Begins*



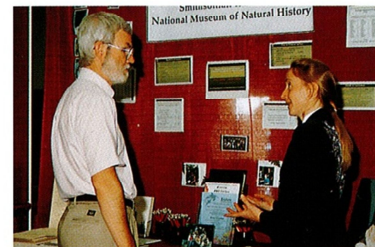
*Tepees Under Montana Skies*



*The Pow-Wow Continues*

### **Sunday, July 19, 1998 Salish Kootenai College**

7:00 - 8:30 Breakfast - ARC Big Top  
8:30 - 9:00 Opening Ceremony & Prayer  
9:00 - 4:30 Career Fair - Two Eagle River School  
9:00 - 10:30 Workshop Session #4 (see attached schedule)  
Graduate School Preparation  
Why National Standards, Geology Tours  
Effective Presentation Styles  
Preparing for the New Millennium



*Career Fair*





*Students Visit Exhibit*



*Geological/Historical Field Trip*

- 10:30 - Noon Workshop Session #5 (see attached schedule)  
Graduate School Preparation, Physics Reform  
Effective Teaching Practices for Native Students  
Preparing for the New Millennium  
Debt Management  
Science & Math Teacher Education
- Noon - 1:30 Get to Know You Lunch - ARC Big Top
- 1:30 - 3:00 Workshop Session #6 (see attached schedule)  
Debt Management, Why National Standards  
Effective Presentation Styles, Geology Tours  
Calculus Reform  
Science & Math Teacher Education



*Learning about Glaciers*



*Participants Under the Big Top*



*Dr. Ron McNeil, President  
Sitting Bull College*



*Dr. Joseph McDonald and  
Dr. Roosevelt Calbert*

- 5:00 - 6:30 Dinner - ARC Big Top  
Dr. Joseph McDonald, President, Salish Kootenai College  
Dr. Ron McNeil, President, Sitting Bull College
- 7:00 - 10:30 Special Showing - Convention Center (Reception to follow)  
"Follow Me Home" - Director/Writer-Peter Bratt





New York



North Carolina



Oklahoma



Greater Philadelphia



Puerto Rico



South Carolina



SUNY



University of Texas System



Texas A&M



Western Alliance to Expand  
Student Opportunities



Noon            Box Lunch  
1:00 - 5:00    Hiking  
                 Whitewater Rafting  
                 Science Cultural Tours of the Reservation  
6:00 - 8:00    Awards Banquet



*Dr. A. James Hicks*



*Poster Award Winners*



*Oral Award Winners*



*Students Confer*

8:00 - 9:00    Closing Ceremonies -- Theda New Breast



9:00 - 1:30    Student Dance  
                 Leslie Caye (Red Eagle Productions)

## ***ANLSAMP Conference Participation***

*American Indian Higher Education Consortium (AIHEC) Annual Spring Student Conference*

*American Indian Science and Engineering Society (AISES) Annual National Conference*

*Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Annual Conference*

ANLSAMP firmly believes student research experiences drive the next generation of STEM knowledge. Conducting research as an undergraduate student is an excellent way to work on the frontiers of STEM disciplines and the ability to present their research findings at local and national conferences allows students to demonstrate their abilities to a professional audience. To this end, ANLSAMP has been instrumental in providing opportunities for students to attend and participate in STEM related conferences. URM STEM students at partner institutions have received funding for travel to SACNES, AISES, AIHEC, and other local conferences. To increase student participation ANLSAMP developed a science bowl competition for the annual spring AIHEC conference over 15 years ago. Teams of students from TCUs have participated in these competitions ever since. In the past 5 year phase alone, over 300 students participated in the AIHEC Science Bowl competition. ANLSAMP also provides the staff for the undergraduate poster and oral competition for the AIHEC conference. During the last 5 year phase 136 students participated in the poster competition and 63 students participated in the oral competition. ANLSAMP has also conducted the undergraduate poster and oral competition for the annual AISES conference since 1996. In the last 5 year phase 140 students participated in the poster competition and 55 students participated in the oral competition. According to the many STEM professionals ANLSAMP has tapped to judge these competitions, the overall quality of the presenters and their research has increased dramatically since the beginning. ANLSAMP will continue its effort to keep STEM disciplines at the forefront of these two popular Native American conferences.