

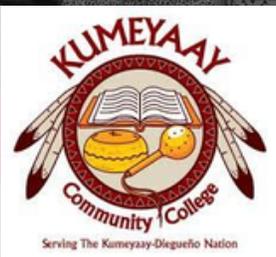
2024



# TRIBAL COLLEGES AND UNIVERSITIES IN CALIFORNIA



## NEEDS ANALYSIS COMPONENT OF THE FORTHCOMING FEASIBILITY STUDY



# **Tribal Colleges and Universities in California**

## **Needs Analysis for the Forthcoming 2024 Feasibility Study**

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**Prepared for:**  
**California Tribal College, 2015**

**Updated by:**  
**California Indian Nations College, 2023-2024**

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In the spirit of collaboration and support for the future of Tribal Colleges in the state, California Tribal College (CTC) shared their 2015 feasibility study with California Indian Nations College (CINC).

With the support of the Twenty-Nine Palms Band of Mission Indians, CINC dedicated their resources to update the study in 2023 in a manner supporting the development of Tribal Colleges throughout the state of California, with specific focus on CINC, CTC, KCC, and D-Q U. While some language and the results from the 2015 survey remain, the current study has been updated by CINC.

The findings continue to demonstrate the need for Tribal institutions of higher education designed to support post-secondary access and retention within the American Indian and Indigenous communities. We are appreciative of CINC's chartering tribe, the Twenty-Nine Palms Band of Mission Indians, as well as the continued support of the many Southern California native communities.

The 2015 feasibility study was made possible through the commitment the Yocha Dehe Wintun Nation. The Council and the tribe's membership have committed financial and human capital to this effort to define the higher education need for the tribes of California. The Goldman Sachs Foundation has provided additional support.

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## EXECUTIVE SUMMARY

Within the context of the inherent right of American Indian tribes to provide for the educational needs of its citizens and the legal right afforded by P.L. 93-638, which solidified tribal self-determination in the United States and P.L. 95-47, the Tribally Controlled Community College Assistance Act, this Feasibility Study was initially commissioned by the Board of Regents of the California Tribal College to provide scholarship, policy, and fiscal recommendations to help improve the educational outcomes for California Native peoples. The initial study data collection provides findings from a mixed methods set of assessments that included national, state, and tribal analyses of data. A grant award from The Goldman Sachs Foundation supported this phase of the project.

California Indians Nations College (CINC), established in 2017 by the Twenty-Nine Palms Band of Mission Indians, updated the feasibility study in 2023. Information from the initial study, specific to the needs of California Tribal College, or that did not meet the strategic planning needs at this stage were removed. Furthermore, additional research areas have been added to address the interests of all Tribal Colleges. While components of the initial study remain, CINC intends to create a versatile document to support the planning of all partner institutions and to advocate for Native American higher education in the State of California.

Tribal Colleges and Universities (TCUs) provide a holistic approach to higher education using methods that incorporate native culture, traditions, and languages (CCCSE, 2019). Scholars attribute the initial growth of the Tribal Colleges as an outcome of the movement towards Indian self-determination in the late 1960s. The 1960s marked the expansion of community colleges in public post-secondary education. The success of the Tribal College movement is embedded in the early vision of the founders who sought to undertake the responsibility for the continued acquisition and distribution of tribal knowledge to American Indian people.

Tribal elders, leaders, and spiritual people committed to continuing the traditional *Native ways of knowing* and the preservation of tribal languages founded TCUs. Successful TCUs provide a learning environment where education and support services to tribal communities with Native values delivered by educators with the knowledge, skills, and abilities to create and support academic achievement.

## CONTEXT OF NEED FOR AN INTER-TRIBAL COLLEGE IN CALIFORNIA

Currently, four tribal colleges are in various stages of planning and development in response to the demonstrated need for a Tribal College in California. Each of these institutions have embraced the inter-tribal college model to serve students from multiple tribal nations.

D-Q University, the first tribal college in California, opened its doors in Yolo County in 1971. Accredited in 1977, the college served a mission to educate students from a Native American perspective by incorporating “the spiritual and cultural truths of the past, the realities of the present and preparation for the future” (Stewart, 2005). In 2005, after the loss of accreditation and federal funding, the college closed (Hall & West, 2021).

Initially a satellite of D-Q University, Kumeyaay Community College (KCC) was established in partnership with Cuyamaca College in San Diego County in 2005 (Warth, 2017). The college offers an Associate in Arts in Kumeyaay Studies, which is designed to teach Kumeyaay ways of knowing. As KCC does not hold accreditation status, students at Kumeyaay Community College are dually enrolled at Cuyamaca College.

California Tribal College (CTC), also located in Yolo County, began offering certificate programs in 2015. With the mission to “provide quality higher education to sustain tribal traditions, culture, and values through postsecondary education,” CTC provides educational opportunities in tribal administration and language revitalization.

Chartered by the Twenty-Nine Palms Band of Mission Indians, California Indian Nations College (CINC) began offering courses in Riverside County in 2018. CINC offers a culturally-responsive academic curriculum rooted in Native American values. Through an instructional partnership with College of the Desert, students at CINC are dually enrolled at both colleges until CINC obtains institutional accreditation. In 2023, CINC was granted Eligibility to Apply for Candidacy by the Accrediting Commission for Community and Junior Colleges (ACCJC).

### **Role of Tribal Colleges**

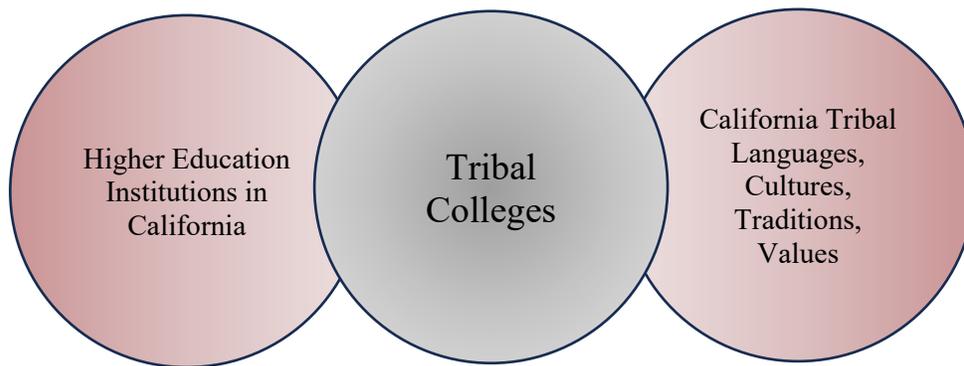
While the most quoted arguments for the establishment of a pan-Indian Tribal College reflects a humanistic expression of tribal individuals to maintain a connection to their cultures, languages, and histories, there exists practical reasons a Tribal College needs to exist in California. American Indian students in California struggle with the same issues other American Indian students in post-secondary institutions throughout the U.S. confront—they are rarely prepared to attend college, face challenges of accessibility, and they have trouble paying for enrollment continuously through degree completion.

Tribal colleges and universities (TCUs) provide a unique perspective to higher education opportunities in the United States. In TCUs, the academic rigor and relevance is guided by Native culture, respect, and values. Scholars attribute the initial growth of the Tribal Colleges as an outcome of the movement towards Indian self-determination that emerged in the late 1960s and 1970s. The 1960s also marked the expansion of community colleges in public post-secondary education, expanding as rapidly as one per week throughout the United States in this

decade (Cohen, Brawer & Kisker, 2013). The success of the Tribal College movement is embedded in the early vision of the founders who sought to undertake the responsibility for the continued acquisition and distribution of tribal knowledge to Indian people. Tribal elders, leaders, and spiritual people committed to continuing traditional *Native ways of knowing* and the preservation of tribal languages founded TCUs. Successful TCUs provide an environment where education and services to tribal communities are supported by Native values delivered by educators with the knowledge, skills, and abilities to create an expectation of success.

As illustrated in Figure 1, this feasibility study was commissioned to reflect the possible merger of two distinct traditions -Western higher education policies and practices in the State of California and California Native ways of knowing - to assess the readiness for the unique strategy to enable and strengthen American Indian student accessibility and achievement in the pursuit of post-secondary education.

Figure 1  
*Tribal Colleges*



The history of the tribal college movement is linked inextricably to the American Indian Higher Education Consortium (AIHEC). In 2023, The American Indian Higher Education Consortium recognized the 50<sup>th</sup> anniversary of the Tribal College movement. TCUs were established to create a professional and vocational workforce in the tribal community. They also build communities through the commitment to tribal, cultural, and language preservation and to lifelong learning through health and wellness.

Originally established as a response to both access and retention issues in higher education, Tribal Colleges are now found in the same geographic communities as mainstream institutions. The emphasis on both access and retention remains. However, our research supports the need for Tribal Colleges to individualize services to American Indian students with faculty and staff that know where students come from and what assistance they need. Both access and retention strategies need to reflect tribal values if the institution is to be supportive and successful in its growth and development.

Tribal College visionaries recognized the need for an extension of tribal government to contribute to economic development on tribal lands. Tribal College programs are not only

directly linked to culture and language; they are also linked to economic expansion and represent an actualization of self-determination for American Indian peoples. Tribal Colleges have become a dynamic tool for promoting Native entrepreneurship through cultural preservation, curricula, community services and business development initiatives by increasing the skill levels fostering employment in local economies. Through an independent study, AIHEC reported that “TCUs are a proven and solid investment: for every \$1 invested in a TCU, the return is at least \$5.20 annually” (AIHEC, 2019).

As of 2023, there are 35 accredited TCUs in the country. According to the American Indian Higher Education Consortium (AIHEC), TCUs collectively serve 15,300 students (Hanson et al., 2023). Responding to the higher education needs of American Indians, TCUs have become increasingly important to the ability of American Indian students to access and remain in any post-secondary educational institution. At the institutional level, TCUs continue to struggle with a lack of stable federal support and the erosion of private funding. Despite these financial barriers, Tribal Colleges continue to sustain enrollment and expand academic programs.

Though rarely found in mainstream institutions for American Indian students, one resource Tribal Colleges often do not lack is a committed American Indian faculty and staff. These individuals aim to ensure tribal cultures, languages, and core values are as relevant to college students today as they have been within tribal communities since time immemorial. The core group of dedicated Native personnel provides support structures and role modeling for both other faculty and staff, as well as for students. These resources impact individual student’s ability to access a post-secondary education, envision their own roles in the community, and persist through graduation.

### **Impact on Individual American Indians in the U.S.**

American Indian students have the lowest high school completion rates in the country. Between 1999-2009, high school graduation rates for American Indian students ranged between 47-53 percent. While other disadvantaged groups experienced a slight improvement in completion rates since 2008, the American Indian population’s completion rate continued to decline through 2013 (Maxwell, 2013). This prompted a White House Initiative to examine the school environments which contribute to the lack of educational equality (U.S. Department of Education, 2015).

The listening sessions identified hostile learning environment factors in the K-12 system including a lack of cultural awareness by teachers and staff, bullying, and offensive imagery. Disproportionate disciplinary practices were also reported. For example, researchers found that American Indian/Alaska Native boys were twice as likely to receive out-of-school suspension as white boys. In addition, evidence suggests that Native students are being misidentified as having disabilities. The overrepresentation of American Indian K-12 students in special education suggests mischaracterization of students due to cultural or language differences. Unfortunately, these negative academic and social experiences contribute to low rates of high school completion and college degree attainment (U.S. Department of Education, 2015).

Though significant issues and concerns were expressed during the White House Initiative, several recommendations were provided to support educational access and attainment of

American Indian students. Themes including community, support of Native languages, culturally responsive discipline policies, and teacher/administrator/student cultural awareness to shape the types of environments Native American students will excel (U.S. Department of Education, 2015). These recommendations, including integration of Native American culture into curricula, are the cornerstone of Tribal Colleges.

In the years following the White House Initiative, Native American students experienced an improvement in high school graduation rates. By 2018-19, the most recent data available, the National Education Center for Educational Statistics (2022) reported that 74 percent of American Indian/Alaska Native students completed high school. Despite this gain, the Native American population still experiences the lowest level of high school achievement rate, followed by 80 percent for Black students (National Center for Education Statistics, 2022).

Tribal colleges offer unique cultural benefits to students which supports retention and transfer. Bull & Guillory (2018) report “given their culture-based missions, the characteristics that distinguish tribal colleges from other education institutions center on the ways Indigenous values and beliefs are reflected throughout the institution, particularly within the curriculum, program offerings, course content and designs, and the pedagogies used by the faculty who teach within this context”. Students attending tribal colleges experience the levels of support needed to overcome the barriers many previously faced in the K-12 system. As a result, TCU students have reported the inclusive environment of the tribal college enabled them to become highly engaged in higher education and build vital relationships with faculty, staff, and other students (CCCSE, 2019).

According to the American Indian College Fund (2019), Native American graduates of TCU institutions are twice as likely as peers in non-TCUs to experience positive critical support measures in college. This is essential as the student composite for a typical tribal college student is dramatically different than that of a mainstream institutions’ profile (American Indian College Fund, 2019). During the 2017-18 academic year, TCU first-time students were more likely to be first generation and female; 30% of first-time students supported dependent children, and 90% of the cohort was single (AIHEC, 2019).

Tribal colleges prepare students for successful matriculation to universities or the workplace. Nationwide, Liberal Arts degrees remain the most popular program of study at TCUs, followed by Undeclared, Business, STEM, and Vocational/Career programs. The Southwest region follows a similar pattern with 21% of the Fall 2017 cohort seeking Liberal Arts degrees, 21% Undeclared, 13% majoring in STEM fields, 11% seeing a degree in Business, and 10% pursuing Vocational/Career fields (AIHEC, 2019).

Since the initial 2015 CTC Feasibility Study, there has been a sharp decline in both aggregate TCU and non-TCU enrollment. As of Fall 2018, 14,883 students were enrolled in TCUs, down from 19,694 in Fall 2012. Unfortunately, the impact of the COVID-19 pandemic has further impacted access and retention of the Native American student population. While the full long-term impact of the pandemic has yet to be documented, initial data shows that the American Indian/Alaskan Native population has been disproportionately affected across the higher

education landscape. The National Student Clearing House has reported a 29.07% decline in American Indian student enrollment in public 2-year institutions between 2017-2022. Native American student enrollments have been slower to recover from the pandemic disruption than any other ethnicity. While the aggregate of all races and ethnicities has seen a small rebound in enrollment during 2022, representation by Native American students in the higher education population continues to decline.

### **Impact on American Indian Tribal Communities**

The development of Tribal Colleges throughout Indian Country was in response to the challenges faced by many tribal citizens who began post-secondary education in mainstream institutions. The lack of cultural proficiency and cultural responsiveness, key to the success of American Indian students, resulted in poor educational outcomes. From the onset, Tribal Colleges have supported the local economies of the regions they serve. This impact is shown by the employment outcomes among Tribal College graduates. For example, in a case study of Turtle Mountain Community College, researchers found that a Tribal College graduate will earn nearly \$50,000 more than an employee with a high school education over a four-year period (ROI Institute, 2022).

The economic development interests promoted by community service as emphasized in Tribal College curricula increases skill levels and fosters employment in local economies. AIHEC (2002) reports Tribal Colleges contribute to the economies of some of the nation's most disadvantaged areas. Additionally, in nearly every region a Tribal College exists, there are expanded local employment opportunities further anchoring the local community's revenue. As a hub of the community, the facilities and employees provide local or regional services to all community members. By listening to the voices of tribal citizens in determining the needs of the communities, Tribal Colleges offer need-specific courses promoting economic development within the region. Some Tribal Colleges host business incubator centers; others have supported and continue to support students seeking to launch their own businesses.

A discussion of the impact of Tribal Colleges in Indian communities should include Indian gaming since gaming provides a context to analyze the relationship between casinos and the local economy. In 2002, Evans and Topoleski found the economic impact of a casino increased employment by 26 percent in four years. However, the researchers also found the growth of employment on the reservation was primarily non-Native American employment, suggesting the existing workforce is not sufficient for casino operations (Evans & Topoleski, 2002).

The correlation between casinos and degree attainment remains unclear. In a later study, Evans and Kim (2006) analyzed the impact of gaming on higher education. The results revealed the presence of entry-level service sector jobs negatively impacted high school graduation rates and reduced college entrance rates (Evans & Kim, 2006). Higher-paying, low-skill jobs are attractive to students who have already become disillusioned with their educational experiences. Researchers continue to explore the relationship between casinos, education, and economic measures. While casinos are reducing the lowest poverty levels, not all regions are experiencing gains in higher education participation rates (Diaz, 2009). It should be in the best interest of a gaming tribe to support Tribal Colleges to ensure American Indian students are successful in

their degree attainment. In doing so, American Indians will receive culturally proficient and culturally responsive education to serve in professional capacities within the tribal casinos, tribal government, and other businesses on or near reservations.

*Language Preservation*

One of the important links between tribal colleges and tribal communities is the emphasis on tribal cultures values. Creating opportunities for language revitalization and cultural education creates a continuing sense of tribal identity and a strengthened sense of belonging. This link to tribes’ histories, stories, and customs establishes a level of respect and acknowledgement to authentic educational practices through Native ways of knowing. Tribal Colleges create a sense of tribal or multi-tribal honor and continue to support the growth and development of Native students by encouraging a sense of belonging and strengthening a sense of worth.

Tribal Colleges serve an important role in the preservation of native languages. In 2011, the U.S. Census reported 169 tribal languages were spoken by 237,000 citizens. Native languages are instrumental to the cultural identity and social bonds that affirm the individual pride of Native Americans (Boyer, 2011). TCU students share that participation in their College’s Native language curriculum improved their self-image and confidence (CCCSE, 2019). Through the efforts of Tribal Colleges, Native languages and culture are preserved among students attending TCUs (AIHEC, 2023).

While some TCUs seek to increase language fluency, others serve to increase awareness and introductory instruction for multiple tribal languages. Even limited language interaction generates the encouragement for social rejuvenation. Boyer (2011) states “an opportunity to greet an elder in a tribal language, discover a deeper understanding of culture through study of vocabulary and grammar, or feel the power of a prayer spoken in the origin tongue produces the binding and identity fundamental to personal pride and social cohesion” (p. 35).

Efforts by TCUs, through the support of tribal communities, are essential to preserving Native languages. As illustrated in Table 1, the percentage of incoming students attending TCUs with no prior language fluency is on the rise. One factor influencing this trend is the lingering impact of the COVID-19 pandemic. The American Indian population experienced 3.8 times the mortality of Whites during pandemic. Many of the Elders, who played a central role in maintaining language vitality, were lost (Suave, 2021). The importance of preserving Native languages has become even more critical than ever.

Table 1  
*Native Language Fluency Among TCU Students*

<b>Academic Year</b>	<b>None</b>	<b>Limited</b>	<b>Conversational</b>	<b>Fluent</b>
2017-2018	54.4%	38.2%	4.8%	2.5%
2018-2019	51.4%	41.3%	4.4%	2.9%
2019-2020	60.8%	33.4%	3.7%	2.1%
2020-2021	57.6%	33.8%	3.8%	4.9%

Source: AIHEC (2023)

### *Higher Education and American Indian Communities in California*

For the state with the largest American Indian population in the nation, there are currently no California post-secondary institutions designated as Native American Serving Non-Tribal Institutions (NASNTIs). NASNTIs require a minimum of 10 percent of total enrollment to be American Indian. The lack of NASNTIs suggests California has one of the most extensive networks for post-secondary education, and tribal populations are spread across wide geographic regions resulting in a challenge of accessibility and a limited student body at any single institution.

Current postsecondary academic support opportunities for Native American students are often shared with other minority programs or housed in separate academic departments across campus. This structure fails to provide a network across all areas of the student's post-secondary experience. A few colleges within the state encourage students to connect with tribal communities through the study of Native history and culture. For some institutions, this may include a major or minor in Native American studies, for others this may include a variety of enrichment or support services.

There is no evidence that general education coursework reflects or supports Native ways of knowing in a non-Tribal college. Coursework emphasizing American Indian history, literature, or art may be available to students in institutions that do not have an academic department or center dedicated to American Indian Studies. In these instances, outreach to Native students and communities is often linked to the individual instructor and may prove transitory.

Incorporating Native culture into the student affairs offices of non-Tribal colleges can support Native American students but is not without limitations. According to Freeman & Fox (2005), only eight percent of Native American students are enrolled in TCUs, with most attempting higher educations through non-Native colleges and universities. Universities often understaff cultural programming or rely heavily on Native students to plan and coordinate the cultural events leading to a disconnect between the student and their cultural identity (Martin & Thunder, 2013). Researchers have found that students who maintain a strong connection to their Native culture experience higher rates of academic success (Shotton, Lowe, Waterman, 2013). In this way, Tribal Colleges provide an environment for Native American students in a manner that non-Tribal colleges fail to accomplish; TCUs develop a greater sense of comfort, belonging, and pride in a student's cultural identity (Martin & Thunder, 2013).

American Indian student's need for post-secondary access to education is critical in the state of California. Mainstream institutions misunderstand enrollment patterns and/or implement ineffective interventions for American Indian students because these institutions lack the Native perspectives and cultural proficiency to support their needs. American Indian students get lost systematically, individually, and holistically. Tribal elders and tribal officials are key to linking both access and retention to local communities. Elders are consistently positive in their support of the Tribal Colleges in California and the development of a culturally intense and proficient curriculum reflecting Native culture, values, histories, and languages.

### **Lack of Access by Tribal Communities**

In 2010, 1.9 percent of the California population identified as American Indian/Alaska Native. Yet, overall enrollment rates for American Indians in Fall 2011 and Fall 2012 continued to decrease in both the California Community College system and California State University system (Proudfit, 2014). The rates of retention and success of enrollment in transferable courses at California Community Colleges in 2011 and 2012 indicate American Indian/Alaska Natives are below all other race/ethnicity groups except African Americans. These retention rates are critical when determining a student's access to a four-year institution because academically prepared community college students are more likely to experience successful matriculation to universities. Unfortunately, the number of American Indian students enrolled in California community colleges who transferred to a four-year institution is minimal. With the decline of overall enrollment, an additional decline in retention and graduation rates is anticipated.

The addition of more stringent admission requirements and budget cuts for tribal programming at state institutions have affected the accessibility and ability of students to enroll and maintain enrollment in post-secondary education. As students experience fewer resources and a lack of clear role models who they can identify with, American Indian/Alaska Natives are less likely to pursue post-secondary opportunities (Proudfit, 2014).

### **Rural Community Access to Education**

Fann's (2012) study on transfer and retention of American Indian students in mainstream institutions provides insight into the challenges facing students. Fann found many American Indian students attending two-year Native American Serving Non-Tribal Institutions (NASNTIs) shared similar experiences with other rural, first-generation, and low-income students. Key to retention efforts for these students was a sense of community shared by American Indian counselors, faculty, and mentors who served as advisors, advocates, surrogate family members, and cultural translators as the students navigated their way through college. Services provided by these mentors were far more personal as advisors attempt to connect students to other resources, including tribal resources.

Acknowledging Native American students share similar experiences to the rural student, despite not all living in geographically rural areas, helps to better understand many of their challenges. Described as the rural disadvantage, researchers have found rural students are less likely to matriculate to college as they experience lower levels of parental encouragement and expectations (Mykerezi, Kostandini, Jordan & Melo, 2014). The value system of the rural student mirrors many Native American student values as well. Stone (2018) contends personal values, influenced by rural communities, are critical to a student's matriculation and retention in higher education. The value of family, with strong matriarchal influences, supports the participants desire to find a fulfilling career aligning with their values (Stone, 2018). This career choice often contributes to the rural community out-migration pattern.

Strong family connections result in high school students relying heavily on their family when planning a career or educational pathway; this is a challenging scenario for rural youth who may be the first in their family to pursue a college degree (Smith, 2018; Williams et al., 2010). Furthermore, an estimated 54 percent of high school seniors in the United States expressed a

desire to live at home while attending college (Turley, 2009). This option is not available to economically disadvantaged rural students who must navigate the financial burden and emotional challenges of living away from home (Turley, 2009). As financial aid options have shifted from grants to loans in recent years, remote students are less likely to leave home for college (Turley, 2009). Together, the lack of exposure to a college environment, and the financial and emotional challenges of leaving home, place rural students at a geographical disadvantage for postsecondary education (Turley, 2009).

Unique to rural college students, and a similar challenge faced by Native American students, is the transition experience and persistence for first-year freshman (Hlinka, 2017). As many rural students maintain strong family ties, they rely on family members to help navigate the academic game of transition; when these family members are unfamiliar with the rules of the game, they are limited in their assistance (Hlinka, 2017). Inherent to the cultural values of the Native American community is the responsibility of parents to be heavily involved in their children's lives (Martin & Thunder, 2013). Students from close knit communities are likely to experience a push of encouragement and a pull of family responsibilities (Hlinka, Modelini & Giltner, 2015). When students with close family ties pursue a postsecondary degree, they often struggle with prioritizing the needs of family and education (Hlinka et al., 2015). While parents may verbally encourage education, they often lack the cultural capital to understand the dedication essential to college academic success (Hlinka, 2017). In this way, a Tribal College can provide a family-inclusive and culturally appropriate environment to support Native families (Martin & Thunder, 2013).

## ENVIRONMENTAL SCAN

### **Demographics**

As illustrated in Tables 2 and 3, California represents the largest American Indian population in the nation. In the 2015 Feasibility Study, the reported California American Indian/Alaska Native population numbered 723,225. While the data in Table 2 could be perceived to reflect a reduction in the number of Native Americans since the 2015 Feasibility Study, the count must be considered through the perspectives of the increasing diversity within the U.S. population and the limitations of federal Census data. Only individuals classified as single-race American Indian/Alaskan Native are captured in the federal aggregate data. According to the U.S. Census Bureau, nearly half of the country's Native American population reported multiple races. Currently, the largest multiracial composition in the United States is American Indian/Alaska Native and Hispanic (Bransberger, Falkenstern, & Lane, 2020).

Table 2  
*Population by State, American Indian/Alaska Native Alone*

State	Population
California	631,016
Oklahoma	332,791
Arizona	319,512
Texas	278,948
New Mexico	212,241
New York	149,690

(Source: U.S. Census Bureau, 2020)

Table 3, which captures the multiracial component, is a more accurate reflection of the scale of the country’s American Indian/Alaskan Native population. When including data from all who connect with Native American identity, the state of California is home to over 1.4 million American Indian residents.

Table 3  
*Population by State, American Indian/Alaska Native and Other Race*

State	Population
California	1,412,947
Texas	795,092
Oklahoma	634,058
Arizona	454,078
New York	400,307
Florida	385,347
North Carolina	318,737
New Mexico	263,670

(Source: U.S. Census Bureau, 2020)

### *Tribal Communities in the State of California*

Approximately 330,000 Californian’s are enrolled in federally recognized tribes (Hall & West, 2021). There are currently 109 federally recognized Indian tribes with lands in California, illustrated in Figure 2, which represent twenty percent of all tribes within the United States. In addition, there are around 45 tribal communities whose federal recognition was terminated during the 1950’s (CFCC, 2012). Most American Indians in the state of the California do not reside on tribal lands; while current data is difficult to obtain, as of 2005, only 3 percent of the American Indian population lives on reservations (NICWA, 2011). Despite California’s significant American Indian population, the state currently has zero accredited Tribal Colleges or Universities which places the Native community at a disadvantage in the pursuit for post-secondary education.

Figure 2  
*Map of Tribes in California*



The areas served by California Indian Nations College, California Tribal College, and Kumeyaay are centered in regions of the state with large concentration of Native students. As illustrated in Figure 3, the Palm Desert, CA region is in a region of Southern California with approximately 25 reservations within a 60-mile radius of the campus. American Indian and Alaska Natives represent between 3.0-4.9 percent of the population in the area (U.S. Census Bureau, 2020). Likewise, San Diego County is the home to approximately 20,000 Native Americans living both on and off 18 different reservations (University of San Diego, 2024).

Figure 3  
*Map of Tribes Near California Indian Nations College and Kumeyaay Community College*



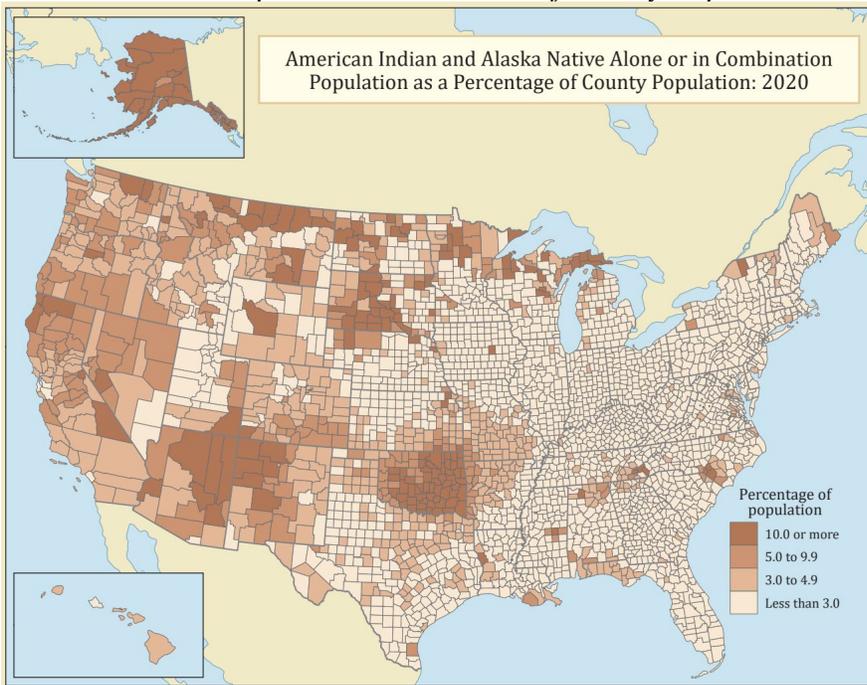
Figure 4 provides evidence the Southern California region is not the only area with an underserved American Indian population in the state. There are multiple regions within California with an American Indian population exceeding 10 percent, yet zero accredited Tribal Colleges currently exist in California.

As illustrated in Figure 4, high concentrations of Native American residents are also located in the greater Sacramento area. The six Tribal Nations primarily served by California Tribal College located in Amador, El Dorado, Placer and Yolo counties include:

- Ione Band of Miwok Indians of California
- Jackson Band of Miwok Indians
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California
- United Auburn Indian Community of the Auburn Rancheria of California
- Yocha Dehe Wintun Nation, California

Figure 4

*American Indian Population as a Percent of County Population*



*Analysis of Tribal College Access in the United States*

The 35 TCUs in the country are located in only 14 states (American Indian College Fund, 2023). When analyzing the equity of higher education access for American Indian/Alaska Native populations across the country, the 2020 Census data of American Indian/Alaska Native Alone population was utilized to develop Table 4. States with existing Tribal Colleges and those states with the highest American Indian populations are included in the table.

Table 4  
*Ratio of American Indian Population (AI/AN Alone) to Tribal Colleges*

<b>State</b>	<b>Number of TCUs</b>	<b>AI/AN Population</b>	<b>TCU Access Ratio</b>
Alaska	1	111,575	111,575:1
Arizona	2	319,512	159,756:1
California	<i>none</i>	631,016	631,016:0
Kansas	1	30,995	30,995:1
Michigan	3	61,261	20,420:1
Minnesota	4	68,641	17,160:1
Montana	7	67,612	9,659:1
Nebraska	2	23,102	11,551:1
New Mexico	3	212,241	70,747:1
New York	<i>none</i>	149,690	149,690:0
North Carolina	<i>none</i>	130,032	130,032:0
North Dakota	5	38,914	7,783:1
Oklahoma	1	332,791	332,791:1
South Dakota	3	77,748	25,916:1
Texas	<i>none</i>	278,948	278,948:0
Washington	1	121,468	121,468:1
Wisconsin	2	60,428	30,214:1

(Source: U.S. Census Bureau, 2020)

As discussed earlier in this study, the actual populations in many of the states listed, particularly those in the southwestern regions of the country are grossly underestimated due to the exclusion of the multiracial population within the Native American community. Table 5 identifies the ratio of the residents who identify at least in part as American Indian.

Table 5

*Ratio of American Indian Population (AI/AN Alone or in Combination) to Tribal Colleges*

State	Number of TCUs	AI/AN Population	TCU Access Ratio
Alaska	1	160,287	160,287:1
Arizona	2	453,560	226,780:1
California	<i>none</i>	1,409,609	1,409,609:0
Kansas	1	111,305	111,305:1
Michigan	3	246,458	82,153:1
Minnesota	4	157,651	39,413:1
Montana	7	100,578	14,368:1
Nebraska	2	55,260	27,630:1
New Mexico	3	263,615	87,872:1
New York	<i>none</i>	399,803	399,803:0
North Carolina	<i>none</i>	318,279	318,279:0
North Dakota	5	55,777	11,155:1
Oklahoma	1	633,831	633,831:1
South Dakota	3	98,842	32,947:1
Texas	<i>none</i>	794,062	794,062:0
Washington	1	313,633	313,633:1
Wisconsin	2	144,572	72,286:2

(Source: U.S. Census Bureau, 2020)

The results point to an underserved population within eight states including California, Oklahoma, Texas, Arizona, New York, North Carolina, Washington, and Alaska (Table 6). In each of these states, the lack of availability of a Tribal College exceeds 100,000 residents (AI/AN Alone) per college. California remains the state with the most significant gap in opportunities and accessibility for higher education for the Native American population.

Table 6

*States with Greatest Need for Tribal Colleges*

State	TCU Access Ratio (AI/AN Alone or in Combination)	TCU Access Ratio (AI/AN Alone)
California	1,409,609:0	631,016:0
Texas	794,062:0	278,948:0
Oklahoma	633,831:1	332,791:1
New York	399,803:0	149,690:0
North Carolina	318,279:0	130,032:0
Washington	313,633:1	121,468:1
Arizona	226,780:1	159,756:1
Alaska	160,287:1	111,575:1

## **Employment**

Californians experience higher rates of unemployment than the rest of the nation. In December 2022, California's unemployment rate was 4.1 percent as compared to the national average of 3.5 percent (Bureau of Labor Statistics, 2022). The unemployment rate for American Indians also historically outpaces the national average of all races/ethnicities. Maxim, Akee & Sanchez (2022) contend that "persistently high levels of unemployment for Native Americans may be related to the structural racism that permeates the U.S. economy, affecting educational access and attainment as well as employment opportunities for many communities of color".

During the early stages of the pandemic, the American Indian/Alaska Native population experienced unemployment rates as high as 28.6 percent, nearly double the rate of the total population (Bureau of Labor Statistics, 2022). A significant number of Native American workers are employed in the service sector, which was severely disrupted during the crisis (Maxim, et al., 2022). Yet, despite the robust employment opportunities available over the past year, the Native American population remains disproportionately underrepresented in the post-pandemic economic recovery (Bureau of Labor Statistics, 2022).

Employment opportunities among the Native American community vary dramatically based on region and profession. Researchers found American Indians living in tribal areas experienced higher levels of unemployment than in non-tribal areas. In some regions, including California, more than half of Native Americans living in or near tribal areas are unemployed (Meit et al., 2015). Tribal Colleges can positively impact the employment opportunities for the Native American community. Nearly 75 percent of TCU graduates report primary employment within their American Indian communities (American Indian College Fund, 2019). Access to higher education opportunities remains critical for the Native American population; researchers estimate that by 2030, 40 percent of jobs in California will require a bachelor's degree (Johnson, Bohn & Mejia, 2019). Equal opportunities in higher education and workforce development will continue to be a key factor in reducing the American Indian employment and economic equity gap.

## **Educational Attainment**

### *K-12 Schools*

Post-secondary retention does not begin on the first day of class. Rather, it begins with partnerships with K-12 educators, tribal elders, tribal communities, and family. In California, only 40 percent of American Indian youth complete high school with the ability to fulfill post-secondary entrance requirements in the state systems. This is 13 percent lower than the state average (Proudfit, 2012). In the 2015 feasibility study, researchers found that most potential students relied on high school counselors for initial information about college access. Tribal education officers were rarely utilized, instead potential students accessed the Internet or asked their family and friends for additional information.

### *Community Colleges*

California American Indian/Alaska Native high schools students continue to struggle with access to post-secondary education in the community college system. In the 2016 State of American Indian & Alaska Native Education in California, Proudfit & Gregor reported American Indian/Alaskan Native student enrollment in California Community Colleges decreased by

19.04% between 2011-2015. Furthermore, a 14.36% decrease in the total number of Native American graduates was reported in 2015 as compared to 2010.

### *Universities*

According to the California State University (CSU) Enrollment Dashboard, only 81 American Indian/Alaska Native students enrolled as First-Time Freshman during the Fall 2022 semester. With a total First-Time Freshman enrollment in the CSU system during the Fall 2022 semester of 65,103 students, Native Americans represent far less than one percent of First-Time Freshman enrollment. College transfer rates by American Indian/Alaska Native students into the CSU system are equally as low. Out of the 49,400 transfer students enrolled in Fall 2022, only 116 students were American Indian/Alaskan Native. Total enrollment in the University of California (UC) system follows a similar pattern. Campus enrollment of American Indian students represented only 0.5 percent of total enrollment in Fall 2022.

Data from the 2021 United States Census Bureau reveals that American Indian or Alaska Native residents of California have one of the lowest bachelor's or higher degree attainment rates of 16.7 percent. This is consistent with the national attainment rate of 16.1 percent for the American Indian/Alaska Native population. By comparison, 37.9 percent of the nation's population has completed a bachelor's degree or higher nationwide.

### *California Community College Success Rates for Native American Students*

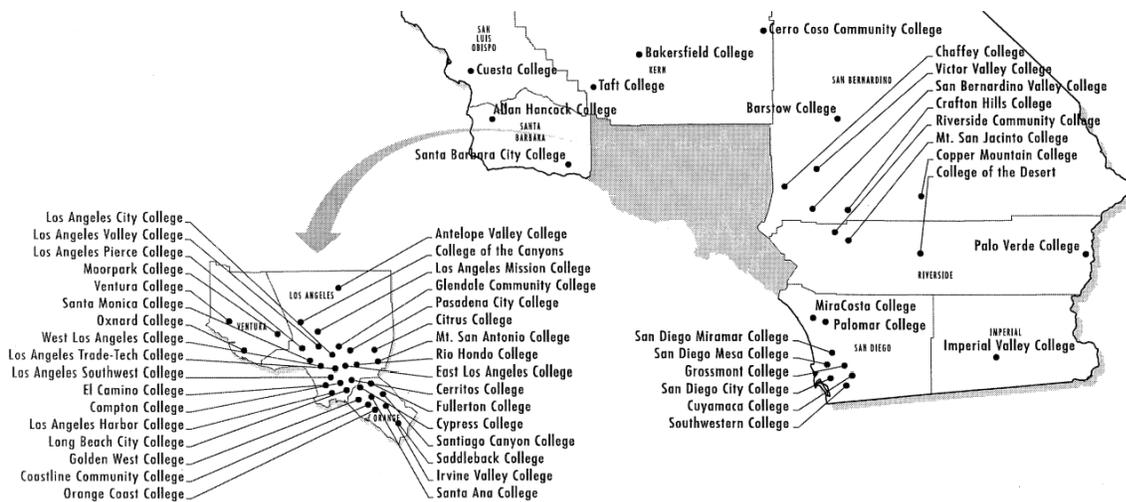
Access to California institutions of higher education is only one of the challenges Native American students come to face. While California has many institutions of higher education, they continue to fail the Native student once enrolled. The academic success rates reveal a population of students lagging behind other underserved communities, suggesting a disconnect between the services needed and the services offered at non-tribal community colleges.

California Indian Nations College (CINC) students reside in a region served by College of the Desert (COD), while California Tribal College (CTC) students reside in a region served by Sacramento City College (SCC). Data specific to the American Indian/Alaska Native students within the California Community Colleges is largely suppressed due to too few students represented in the data, so success rates among Native American students at COD and SCC is not publicly available.

However, three measures of academic success are available for each of the state's macroregions and has been used to analyze trends in academic success across the Native American student population (Appendix A). The Inland Empire/Desert microregion includes 12 regional community colleges, many of which can serve students from the Palm Desert and Palm Springs region:

- Barstow College
- Chaffey College
- College of the Desert
- Copper Mountain Community College
- Crafton Hills College
- Moreno Valley College
- Mt. San Jacinto College
- Norco College
- Palo Verde College
- Riverside City College
- San Bernadino Valley College
- Victor Valley Community College

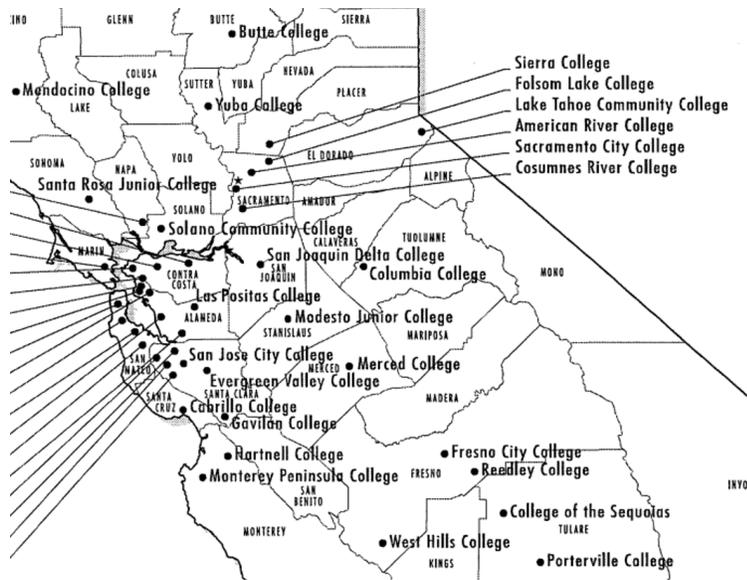
Figure 5  
 Location of California Community Colleges in Southern California



The region served by California Tribal College (CTC) is primarily located in the North-Far North California Community College microregion. However, as with the Inland Empire/Desert microregion, it cannot be assumed that all the colleges within the region are accessible to students within its geographic borders. Community colleges in the expansive microregions of California are commonly located several hours apart. The North-Far North microregion includes the following community colleges:

- American River College
- Butte College
- College of the Redwoods
- College of the Siskiyous
- Consumes River College
- Feather River College
- Folsom Lake College
- Lake Tahoe Community College
- Lassen College
- Mendocino College
- Sacramento City College
- Shasta College
- Sierra College
- Woodland College
- Yuba College

Figure 6  
*Location of California Community Colleges in the Sacramento Region*



Collectively, the data tells a story of students struggling to obtain their educational goals. With the exception of the South Central Coastal region, Native American students fall below both their regional average and the state average for each measure. California Community College data from the 2021-2022 academic year is shown in Table 7.

The performance data from the regions served by California Indian Nations College and California Tribal College are shaded grey in Table 7, below. Unlike the CINC and CTC student outcomes, performance data for Kumeyaay Community College is reported by Cuyamaca Community College and documented within the San Diego/Imperial Counties microregion data.

The criteria for each of the first-time student outcomes is defined by California Community Colleges as follows:

- Course Success Rate in First Year – Course success rate in their first year from first term
- Complete Transfer-Level English – The proportion who completed transfer-level English in the district in their first year
- Momentum – The proportion who enrolled in the subsequent primary term after their first primary term of enrollment.

Table 7  
*Regional Student Performance in California Community Colleges*

		<b>American Indian/Alaska Native Students</b>	<b>All Race/Ethnicities in Region</b>	<b>All Race/Ethnicities in State</b>
<i>Bay Area</i>				
	Course Success Rate	59%	71%	
	Complete Transfer- Level English	23%	36%	
	Momentum	46%	59%	
<i>Central/Mother Lode</i>				
	Course Success Rate	56%	64%	
	Complete Transfer- Level English	22%	30%	
	Momentum	46%	56%	
<i>Inland Empire/Desert</i>				
	Course Success Rate	49%	62%	<b>68%</b>
	Complete Transfer- Level English	18%	32%	<b>36%</b>
	Momentum	43%	53%	<b>58%</b>
<i>Los Angeles/Orange County</i>				
	Course Success Rate	59%	68%	
	Complete Transfer- Level English	22%	38%	
	Momentum	49%	58%	
<i>North/Far North</i>				
	Course Success Rate	65%	70%	<b>68%</b>
	Complete Transfer- Level English	26%	34%	<b>36%</b>
	Momentum	48%	57%	<b>58%</b>
<i>San Diego/Imperial Counties</i>				
	Course Success Rate	65%	67%	
	Complete Transfer- Level English	26%	38%	
	Momentum	48%	58%	
<i>South Central Coast</i>				
	Course Success Rate	68%	71%	
	Complete Transfer- Level English	40%	43%	
	Momentum	69%	67%	

The Inland Empire/Desert region, home to CINC, yields the lowest success rates in the state for each of the three measures providing further evidence the existing student supports are not

meeting the needs of the Native American student population in the region. To identify other regions underserved by the state’s community colleges, each region was assigned a score (Table 8). The score was generated by determining the difference between the American Indian/Alaska Native (AI/AN) student performance and the state average. For example, the Inland Empire/Desert region’s score is 52. This was generated by adding the 19-point gap between the AI/AN students and the state average of all students in the Course Success Rates, the 18-point gap in English Completion, and the 15-point gap in Momentum. The results justify the need for many Tribal Colleges and Universities in the state of California.

Table 8  
*Most Underserved Regions by California Community Colleges*

Region	Score
Inland Empire/Desert	-52
Central/Mother Lode	-38
Bay Area	-34
Los Angeles/Orange County	-32
North/Far North	-23
San Diego/Imperial Counties	-23
South Central Coast	+15

*California Universities Success Rates for Native American Students*  
First-Time Full-Time Freshman

Unfortunately, the academic success of the Native American student is challenged further at the university level. The University of California, Riverside provides transparency by publishing the retention and graduation rates of all students. Through this data, shown in Tables 9 and 10, it is clear not only are Native American students underrepresented through attendance at the university, but they are also not achieving their academic goals.

Table 9  
*University of California, Riverside First-Time Full-Time Freshman Retention Rates*

	Fall 21 Cohort	Fall 20 Cohort	Fall 19 Cohort	Fall 18 Cohort	Fall 17 Cohort	Fall 16 Cohort	Fall 15 Cohort	Fall 14 Cohort	Fall 13 Cohort
<i>American Indian/Alaska Native Students</i>									
Year 1	0%	33.3%	100%	66.7%	33.3%	66.7%	80%	87.5%	100%
Year 2	-	33.3%	100%	66.7%	0%	66.7%	80%	87.5%	66.7%
Students	1	3	1	3	3	3	5	8	6
<i>All Race/Ethnicities</i>									
Year 1	87.4%	88.2%	91.0%	89.7%	89.2%	88.9%	91.3%	91.0%	89.6%
Year 2	-	79.1%	81.9%	83.1%	82.1%	80.5%	82.6%	83.5%	82.4%
Students	5,153	4,823	4,751	4,525	4,577	5,345	4,018	4,272	4,185

Table 10

*University of California, Riverside First-Time Full-Time Freshman Graduation Rate – Overall*

	<b>Fall 18 Cohort</b>	<b>Fall 17 Cohort</b>	<b>Fall 16 Cohort</b>	<b>Fall 15 Cohort</b>	<b>Fall 14 Cohort</b>	<b>Fall 13 Cohort</b>
<i>American Indian/Alaska Native Students</i>						
Year 4	0%	0%	66.7%	20%	12.5%	66.7%
Year 5	-	33.3%	66.7%	40%	62.5%	66.7%
Year 6	-	-	66.7%	40%	62.4%	66.7%
Total	3	3	3	5	8	6
<i>All Race/Ethnicities</i>						
Year 4	65.3%	65.2%	62.4%	61.3%	62.4%	56%
Year 5	-	74.4%	74.1%	73.8%	75%	73%
Year 6	-	-	76%	76.4%	77.3%	76%
Total	4,525	4,577	5,345	4,018	4,272	4,185

The California State University System data dashboards provide a glimpse into the challenges faced by Native Americans in their system as well. CSU San Bernadino is located in CINC’s region and college students in the area consider the university for first-time freshman attendance or transfer. Most performance data is suppressed on the data dashboard given the low number of Native American first-time full-time freshman attending the college. However, the Fall 2015 cohort was large enough to be publicized and the four-year continuation, graduation, and persistence rates are shared in Table 11. The results illustrate the achievement gaps by first-time university freshman in both Continuation and Persistence.

Table 11

*California State University, San Bernadino First-Time Full-Time Freshmen: Continuation, Graduation, Persistence (Fall 2015 Cohort)*

	<b>American Indian/Alaska Native</b>	<b>All Race/Ethnicities</b>
Continuation	28.6%	47.8%
Graduation	28.6%	18.7%
Persistence	57.1%	66.5%

Other CSUs in the geographic areas served by California Tribal College (CTC) and Kumeyaay Community College (KCC) struggle to fill their equity mission. Achievement gaps exist at CSU Sacramento and San Diego State University. CSU Sacramento’s Fall 2015 cohort, the only cohort with enough data to not be suppressed is illustrated in Table 12. While continuation rates for Native American students are slightly higher at Sacramento State than at CSU San Bernadino, graduation and persistence rates lag significantly.

Table 12

*California State University, Sacramento First-Time Full-Time Freshmen:  
Continuation, Graduation, Persistence (Fall 2015 Cohort)*

	<b>American Indian/Alaska Native</b>	<b>All Race/Ethnicities</b>
Continuation	33.3%	45.1%
Graduation	6.7%	20.3%
Persistence	40.0%	65.4%

Native American students at San Diego State University are represented across multiple cohorts. Data for the last six years of cohorts (Fall 2013-Fall 2018) is depicted in Table 13. While equity gaps vary each year, a persistent achievement gap remains, particularly when comparing the 6-year averages of the student population.

Table 13

*San Diego State University First-Time Full-Time Freshmen:  
Continuation, Graduation, Persistence (Fall 2013 – Fall 2018 Cohorts)*

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>6-Year Avg</b>
<i>American Indian/Alaska Native</i>							
Continuation	29.4%	19.2%	52.9%	26.3%	20.0%	18.2%	27.7%
Graduation	52.9%	57.7%	29.4%	36.8%	45.0%	27.3%	41.5%
Persistence	82.4%	76.9%	82.4%	63.2%	65.0%	45.5%	69.2%
<i>All Race/Ethnicities</i>							
Continuation	22.8%	23.3%	26.9%	30.1%	31.6%	36.6%	28.6%
Graduation	56.3%	56.6%	53.5%	48.2%	46.6%	38.7%	50.0%
Persistence	79.0%	80.0%	80.4%	78.3%	78.2%	75.2%	78.5%

Transfer Students

American Indian students who attend community college prior to transferring to CSU San Bernardino tend to perform better than those who begin their post-secondary experience at the university level. Tables 14-16 identify the two-year continuation, graduation, and persistence rates at several CSUs. While the limited number of students presented results in a large range of success levels, it is evident that even transfer students struggle in the university system.

Table 14

California State University, San Bernadino Community College Transfers:  
Continuation, Graduation, Persistence

	Fall 20	Fall 19	Fall 18	Fall 17	Fall 16	Fall 15
<i>American Indian/Alaska Native Students</i>						
Continuation	33.3%	50%	60%	50%	20%	66.7%
Graduation	33.3%	16%	40%	25%	60%	16.7%
Persistence	66.7%	66.7%	100%	75%	80%	83.3%
<i>All Race/Ethnicities</i>						
Continuation	40.7%	33.6%	30.1%	39%	44%	46.7%
Graduation	39.3%	48.3%	56.5%	43.8%	39.9%	36.8%
Persistence	79.9%	82%	86.6%	82.8%	84%	46.7%

Table 15

California State University, Sacramento Transfers:  
Continuation, Graduation, Persistence

	Fall 20	Fall 19	Fall 18	Fall 17	Fall 16	Fall 15
<i>American Indian/Alaska Native Students</i>						
Continuation	50.0%	*	28.6%	41.7%	38.5%	54.5%
Graduation	18.8%	*	42.9%	33.3%	23.1%	36.4%
Persistence	68.8%	*	71.4%	75.0%	61.5%	90.9%
<i>All Race/Ethnicities</i>						
Continuation	40.9%	41.9%	40.2%	42.5%	45.9%	49.2%
Graduation	40.4%	43.5%	45.2%	42.2%	37.4%	34.6%
Persistence	81.3%	85.4%	85.4%	84.7%	83.3%	83.8%

\*Rates are not shown for groups smaller than 10.

Table 16

San Diego State University Transfers:  
Continuation, Graduation, Persistence

	Fall 20	Fall 19	Fall 18	Fall 17	Fall 16	Fall 15
<i>American Indian/Alaska Native Students</i>						
Continuation	33.3%	*	36.4%	*	*	30.0%
Graduation	53.3%	*	45.5%	*	*	60.0%
Persistence	86.7%	*	81.8%	*	*	90.0%
<i>All Race/Ethnicities</i>						
Continuation	33.0%	30.8%	32.0%	33.8%	37.3%	39.0%
Graduation	51.5%	57.4%	56.9%	53.2%	51.3%	47.8%
Persistence	84.6%	88.2%	88.9%	86.9%	88.6%	86.8%

### *College Readiness*

In California, most American Indian students are placed in developmental math, writing, and reading courses upon entering college (CCCSE, 2019). The California State University system found that 46 percent of all first-year students do not meet college readiness measures, requiring both English and math remediation (Conley, 2007). Students who begin their post-secondary education in remediation are less likely to graduate. Increasing the time it takes for a student to complete their degree decreases their academic momentum and the likelihood of degree attainment (Adelman, 1999; Conley, 2007). According to the National Center for Education Statistics (2004), only 17 percent of students required to enroll in a remedial reading course will obtain a bachelor's degree.

Tailored interventions for gaps in a student's college readiness, such as remedial math and English courses, have the added benefit of developing a broader range of pro-academic behaviors including time management and motivation (Creech & Clouse, 2013; Fike & Fike, 2012). Mentorship has proven to be a significant component for American Indian student success and most important in Tribal Colleges. Since most American Indian students need remediation, the provisions helping them complete developmental education quickly are integral to their retention and persistence (AIHEC, 2002).

### **Digital Infrastructure**

Many TCU students lack reliable Internet connectivity which contributes further to reduced access to higher education. AIHEC conducted a study beginning in 2017 to assess the cyberinfrastructure of TCUs and found that Tribal Colleges experienced the slowest Internet speeds and the highest access costs in the nation. Due to the remote nature of many regions, most students also do not have Internet access at home (AIHEC, 2021). This lack of digital access presented extraordinary challenges to Native American college students during the pandemic (Hall-Martin, 2021).

At the onset of the pandemic, most TCUs were not authorized by their accreditors to offer online programs. While they were granted emergency approval to do so, they lacked the ability to seamlessly transition students to a new Learning Management System, properly train faculty, and ensure students had adequate Internet access, which is often limited or unavailable on rural reservations, including many throughout the state of California. The limited digital infrastructure threatened the academic momentum for most TCU students (Hall-Martin, 2021). As Hall-Martin (2021) concluded, "it is important that policymakers do not forget the inequities the COVID-19 pandemic laid bare. These inequities were not caused by the pandemic itself, but the pandemic made them more visible...federal policymakers should focus on developing equitable funding mechanisms for institutions of higher education." Federal and state governments must be prepared to support the digital infrastructure needs of Tribal Colleges and American Indian students to ensure equitable access to higher education.

## COMMUNITY RESEARCH (2015)

The initial feasibility study, conducted on behalf of CTC in 2015, was presented in a manner aligning with the values of the commissioning institution. The updated Needs Analysis research has been restructured in the following way:

Academic Freedom and Integrity  
Community Responsibility and Reciprocity  
Cultural Traditions and Healing  
Diversity and Inclusion  
Holistic Health and Well-Being  
Intellectual Engagement and Growth

### Research Overview

A total of 512 people responded to the survey either by email or by forwarding a paper copy of the survey in the original CTC survey. Respondents from each of the following groups were deemed to be representative of the total N available for the survey.

- Tribal Elders (67)
- Tribal Officials (36)
- Prospective Students (70)
- Educators (101)
- Business leaders (27)
- General Community members (172)

### Data Collection

The Needs Assessment instrument was used to investigate participants' perceptions of the extent to which California tribal nations should, and would, provide support for the establishment of a new Tribal College. Completion of the survey involved rating the responses on a five-point scale or by ranking items in order of highest priority. Additional survey items allowed respondents to provide qualitative information and comments.

Surveys were distributed via the web, as well as at regional American Indian association meetings. Efforts were made to reach as many targeted respondents as possible and aggressive recruitment strategies provided a substantive representative sample of the contextual perceptions for this report. Data collection began on June 17, 2013, and continued through July 31, 2013. Initially 512 people responded to the survey either by email or by forwarding a paper copy of the survey. Surveys that were incomplete were dropped from the analysis.

### Research Findings

Data collected from the survey Needs Assessment indicated that individuals believed that California Tribes had the human capital, as well as the fiscal resources to provide a baseline for the establishment of a main campus with growth anticipated in satellite sites in tribal communities across the State. This includes facilities for distance learning such as high-speed Internet access, computers or computer labs, classroom space, learning or cultural centers on reservations.

Business owners/employers in the area indicate there are some opportunities for release time for college attendance or tuition reimbursement if the coursework applies to their current position. Physical classroom space and distance learning capabilities were also listed by businesses that responded to the survey as potential contributions to the establishment of the college. Several individuals indicated they have the ability to provide subject matter expertise in tribal languages or culture. Tribal elders regard themselves as potential teachers and contributors to the establishment of a Tribal College.

### *Academic Freedom and Integrity*

Tribal Elders felt students should attend post-secondary education where the college offers the best curriculum for students' potential majors and include Native ways of knowing in the curriculum. Elders believed cost was secondary to ensuring Native students had the opportunity to attend college without the "bias and prejudice" often found in mainstream institutions. Educators indicated prospective students are most mindful of location when choosing a post-secondary option.

### *Community Responsibility and Reciprocity*

The Needs Assessment survey asked the general public what factor was most important in choosing a college. Respondents indicated cost was the most important (27 percent) and location ranked second (17 percent).

### Geographic Proximity

When educators were asked if the students who completed high school remained in the general geographic area, 51 percent indicated students who completed college returned to their home community. Forty-one percent of the students surveyed indicated they wanted to return to their hometown to seek employment. The general population indicated their career choice was determined in large part so they could remain in their home community. These responses indicated there is a general expectation from all groups that students will complete a degree and return to their community; this reflects life-long learning as indicative of California tribal communities.

When tribal leaders were asked if it was important for students to distance themselves from local options, the majority (65 percent) believed it was important that students remain close to home to pursue a degree. By providing options close to home, the college would benefit from more local support. Tribal Elders believe it is important for students to interact with others outside of the community and it is important for them to interact with other American Indian/Alaska Native students. With an open enrollment prioritizing American Indian nations within the State, the college would be able to meet this expectation. Additionally, Tribal Elders believed it was important for graduates to return to their tribal communities and included comments indicating "as Elders we are investing in our future for our children and...one day they should return to carry on the work (at home)".

### Information Sources

The Needs Assessment surveyed where students were most likely to obtain information allowing

them to make these decisions. Tribal officials indicated that they would refer potential students to the tribal community education office. Elders responded in the same manner, with 58 percent indicating they would refer students who wanted information on post-secondary opportunities to inquire at the tribal education office. Educators indicated that tribal community education offices would be the primary source, but they also indicated that school counselors were important in the process. Conversely, prospective students responded they were most likely to get information from friends and family members.

### Post-secondary Environments

Tribal officials reported motivation towards higher education was a great obstacle in their community. Additional comments touched on each aspect of higher education. Motivation, linked to maturity, leaving home, believing in self—these represent indicators of persistence. Tribal Elders noted it is important to provide successful role models for college youth. Some noted institutional racism of mainstream post-secondary institutions was an issue and others indicated leaving a tribal community created a culture shock when American Indian students were the minority. The business community respondents felt leaving the local tribal community was the single biggest obstacle for students who wanted to pursue post-secondary education. The tribal community felt tuition costs and the need to work would be the greatest obstacle and most of the responses centered on childcare and family responsibilities.

### Qualified Workforce

Tribal officials acknowledged responsibility for access by identifying their tribal community's one greatest educational need or challenge by linking job employment/career preparation and vocational training to afford cost of such education. Tribal Elders mirrored this response but noted that ensuring tribal values in a modern multicultural world was also a challenge.

Prospective students and Educators, however, identified their greatest need as affordable options for post-secondary education their comment sections educators were concerned that casinos limited the need for post-secondary education and felt that “a rounded education so that students can gain a vision of their options” was important. The responsibility for seven generations requires decision-makers who can “vision” the coming challenges and opportunities for tribal community members. This responsibility includes the opportunities to make decisions that will impact generations.

### Individual Responsibility

Tribal officials linked individual responsibility to the need for local economies to grow. This need is linked to access and reflects the urgency for providing culture, values, and languages. High school graduation ranked 2<sup>nd</sup> by tribal officials and reflects the need to provide appropriate access into post-secondary education if retention is to be significant. Tribal Elders and Educators indicated individual responsibility is linked to the lack of skilled workers and the inability to attract new businesses or industries to the community. The use of core values and Native ways of knowing in the development of college curriculum will mitigate the needs for individual responsibility by defining it as community responsibility in the retention of students.

### *Cultural Traditions and Healing*

Culture is preserved by the continuation of core values within tribal communities through culture and language by providing access and respect to culturally appropriate and responsive curricula including extra-curricular activities at the Tribal College. Tribal Elders believed it was important to address multi-tribal needs if the college is to be relevant to tribal nations throughout the state.

### Language Preservation

Several questions emphasized tribal cultural education and language preservation. Overwhelmingly, tribal officials responses reflected the need to provide culturally appropriate knowledge, skills and abilities. This response mirrors the historical need identified by the tribal college movement. The business respondents were unsure in recommending a tribal language class, but they did recommend that cultural classes should be available to their employees. The general population believed it was extremely important to have access to a college offering a tribal language or cultural classes and over two-thirds indicated they would choose a college if those were available.

The largest percentage of respondents who indicated culture and language classes were important to be available was students. This provides evidence prospective students want the link to tribal cultures and believe this is best accomplished through courses in language and tribal sovereignty. These languages were noted multiple times by students as ones of interest: Luiseño, Kumeyaay, Yurok, Cahuilla, Pomo, Chumash, Mono, Mutsun, Ohlone.

Finally, Tribal Elders responding to the survey believed tribal government, tribal history courses, tribal sovereignty courses, tribal language, and environmental science were important skills that you be required of all students. The important aspect of this statement is the description of “required;” Elders indicated that all students who enroll in a Tribal College should be required to understand the unique status of American Indians in the United States and the importance of their traditions.

### Cultural Activities

The experiences colleges provide for a well-rounded education include opportunities to network and participate in extra-curricular and culturally responsive activities. Students who are more engaged are more likely to persist through graduation. Tribal Educators and Tribal Officials believed student government and other student organizations including culturally responsive clubs were an important component for a Tribal College. These extracurricular activities and organizations would create and enhance an environment for networking and resources in the local and national tribal communities. The business respondents indicated having a degree including tribal culture would be highly beneficial for their employees.

### *Diversity and Inclusion*

#### Higher Education Options

We asked respondents to indicate which institution/s might be the closest competitor to the California Tribal College to assess if those institutions were currently providing the services needed for American Indian/Alaska Native students. Each group indicated multiple institutions in the State reflecting the extensive community and university college systems operating in California. Of those listed, the California State system of community colleges was listed most

often. Currently there is no distinct institution with the singular mission of delivering a multi-tribal relevant set of curricula to American Indians/Alaska Natives within the State of California. From a review of relevant websites, there is no evidence any of the American Indian programs within the state incorporate Native ways of knowing in the delivery of course curriculum. Content appears to be delivered using western pedagogy.

### Partnerships

Business community members responded with an overwhelmingly interest in providing classroom space. They had employees who could teach courses, and a need for certifications.

The Needs Assessment surveyed options about ROTC (Reserve Officer Training Corps), which exists on many mainstream campuses for two reasons: first, American Indians have a significant participation in military enlistments and second, the branch housed on campus pay for ROTC on a college campus. This fiscal commitment includes other resources available to students. Few tribal officials participated in ROTC activities in high school or college. Nearly half of the Tribal Elders surveyed indicated they would support ROTC programs. Educators ranked interests of potential students as follows: Marine Corps, Army, Air Force, and Navy.

Most prospective students (58 percent) did not indicate an interest in ROTC programs. Business respondents indicated the majority of their employees had prior military service. The General surveys indicated those who had ROTC experience previously, was in the U.S. Army.

### *Holistic Health and Well-Being*

#### Modality

When respondents were asked if they had the capacity to provide online classes with television or Internet capabilities, tribal officials indicated current resources were available. Tribal Elders supported the use of online delivery. Most of the prospective students expressed an interest in online delivery; however, 10 percent indicated they did not have the personal capability to utilize online access. Half of the educators surveyed indicated students had the capability and the skills to work online.

#### Financial Support

Most tribal officials responded their tribes do not require scholarship recipients to show evidence of community service to remain eligible; for those who did show a service component, the hours ranged from 10 hours to 40 hours. Tribal Elders believed it was important for students to work while they were in college. Nearly 70 percent of the educators indicated their students would have to work while attending college.

### *Intellectual Engagement and Growth*

#### Native Ways of Knowing

Native ways of knowing are the traditional ways of learning and reflect the interconnectedness of all creatures and beings. “Indigenous peoples throughout the world have sustained their unique worldviews and associated knowledge systems for millennia, even while undergoing major social upheavals as a result of transformative forces beyond their control (Barnhardt, 2015: 11). Native ways of knowing originated from the ancestral relationships American Indians had with

their surroundings, promoting sustainability and responsibility of and to cultural and natural resources. Native ways of knowing further recognizes teaching and learning the connection and responsibility to the community with honor and respect to the natural and spiritual values.

#### Academic Programs

The Needs Assessment responses indicated interests in fields such as education, business, health care, public services, social services, and environmental science. Tribal officials indicated education and health care as the two majors were of most interest in their communities. Tribal Elders believed tribal interests were best served through opportunities to pursue education in culture and language. Comments for this question reflected the prospective student expected a curriculum based on Native ways of knowing.

#### Affordability

Tribal officials indicated students would be expected to use available resources, such as Pell Grants, to create a needs-based budget for higher education. Prospective students indicated they anticipated working while attending college to offset the expense. Fifty-four percent of the students believed they would be eligible for academic or tribal scholarships. At the time of the survey, the average cost of attending a Tribal College (2010-2011) was \$13,285 per student. The average cost to attend a California community college in 2013-2014 was estimated as \$13,929.

#### *Additional Comments*

“Youth on the reservation need to be empowered to attend school and pursue higher education.”

“Our community needs more knowledge of the perception of “culture” and the teachers of it.”

“would love to be a student at a college the offered outstanding curriculum, various degrees and addition of tribal core values. My dream school...”

“I believe it is important to bring Native American studies to higher education, because I found college lonely. All other ethnic groups can easily find each other, but not Native in higher education.”

“Instructors should be Native as much as possible. Especially for History. And California Native as much as possible.”

“Need to be open to ALL CA tribes, not just federal tribes. Should also be a valid educational resource to Native students. Consistent tribal outreach a must.”

“Have seen so many Native American students go to college and come home with no degree.”

“The current curriculum completely marginalized tribal students, the teachers are not prepared to work with tribal students as they often stereotype them and ignore their culture and values.”

“Need to provide scholarships. It is difficult to do good school work with the weight of poor financial health.”

“In my tribe there are not many going to college. This is our biggest challenge.”

“We need to offer technical training to encourage jobs which lead to desire of advanced degrees and income. Also we have a high need for skilled Health Care workers in Riverside County.”

“The gap needs to close between native students who either a) are highly motivated and pursue advanced degrees and b) students who get GEDs and work for low wages with minimal education.”

“I think that a tribal college is so important, as it can address the additional challenges that our tribal members face, integrating into the mainstream. Our people need to believe in themselves, need to get rid of their cynicism, and often, still need study skills that they did not learn while attending public schools. They also need to see how important it is to the future of tribal communities, that traditional values are still relevant regarding accountability and personal values. If we do not address these issues ourselves, I fear for our future generations, or even that being a tribal community will only be a memory.”

“We must abandon self-directed tribal policies, especially in choosing a location and a board, if this college/university is to be truly successful. This issue should not be about north/south, large/small or rich/poor tribes. It must unselfishly take into account the lived realities of all indigenous California peoples.”

“I think it would be helpful to provide a two-prong strategy—helping Natives to acquire skills/knowledge/job resources to become gainfully employed, while also helping folks to transfer to four-year universities if they so desire to do so.”

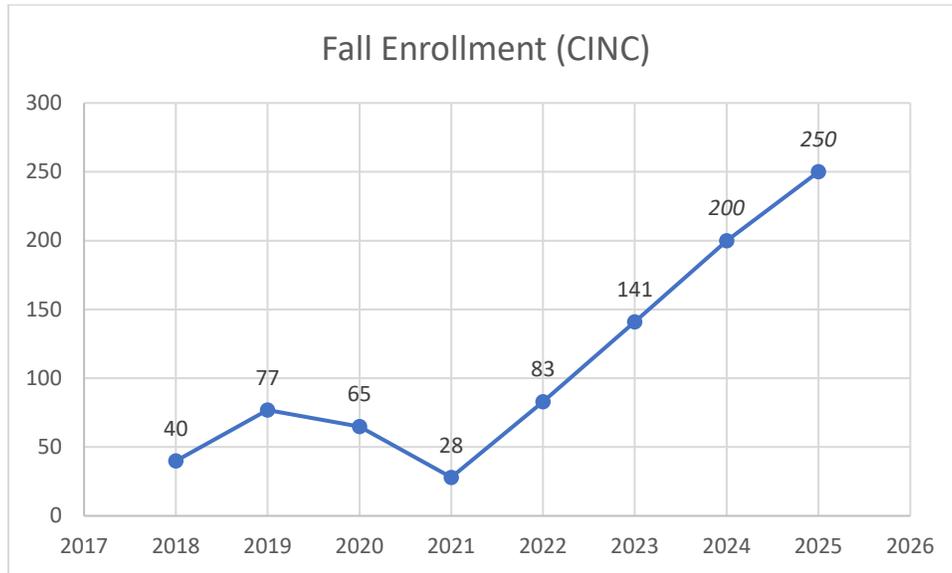
## PARTICIPATION RATES AND ENROLLMENT FORECAST

At California Indian Nations College, student enrollment is expected to reach 250 by Fall 2025, though CINC is already outpacing the projected enrollment (from Fall 2022 to Spring 2024, over the course of four semesters, CINC almost doubled enrollment). The projection for undergraduate enrollment is based on an analysis of current enrollment at two-year Tribal Colleges, the respective American Indian populations within the states, and the current availability of Tribal Colleges. Factors including high school graduation rates in Southern California and an analysis of the demographic composition of California American Indians, were also considered in the enrollment forecast.

A Nevada Tribal College feasibility study, relying on an Oregon study, estimated that a Tribal College should expect 2 percent of the America Indian population to enroll at the college. Applied to Southern California, this would result in an enrollment of over 2,000 students. Though the Nevada study was highly problematic, there is a potential for higher enrollment than estimated by CINC. The conservative enrollment forecast for the college is detailed in Figure 6.

Figure 7

*CINC Student Enrollment (Fall 2018-Fall 2023), Projections (Fall 2024-Fall 2025)*



### STAFFING NEEDS

California Indian Nations College (CINC) has developed a five-phase timeline to achieve accreditation and establish independence from the sponsoring institution. The staffing needs for CINC have been outlined in Appendix D to support the growing needs of the college and the increases in enrollment. Administrative staffing continues to be the priority through Phase III (2023-24). As CINC approaches accreditation candidacy (projected in 2025), human resource expansion will prioritize the academic affairs division including the hiring of full-time faculty.

### ACADEMIC PROGRAMS

At the early stages of the CINC's development, selection of new academic programs included consideration of factors including the compatibility of course offerings within the confines of the memorandum of agreement with the host institution. Currently, CINC offers two degrees including an Associate of Arts degree in Liberal Arts and an Associate of Arts degree in Sociology. Within the Associate of Arts degree in Liberal Arts, students can choose one of three emphases: Arts, Humanities, & Communication Studies; Business & Technology; or Social & Behavioral Sciences. The programs are structured to allow for a seamless transfer to universities in the CSU or UC system (Appendix E).

The initial focus on a single degree allows the CINC to serve a wide range of student interests while streamlining course offerings with available faculty. CINC seeks to primarily offer courses through American Indian faculty, as holistically, it is vital for TCUs to employ Native American faculty who infuse Native perspectives into their curriculum. Not only do Native faculty serve as advocates in their disciplines, but they also provide role models for Native students (Pewewardy,

2013). Pewewardy (2013) advocates that “the most important factor affecting the academic achievement of today’s Indigenous students is teacher expectations and support” (p. 141). Nationwide, 46 percent of TCU faculty are American Indian and Alaska Native (Allen, 2018). It is through these Native faculty, a TCU can provide a vital connection to tribal values through both mentoring and support enabling students achieve their academic goals (Pewewardy, 2013).

CINC frequently engages in discussions with students, tribal leaders, the Native American community, and local business to explore ideas for program expansion (Appendix F). Proposed degrees should meet several criteria:

- Presence of significant cross-listed courses with other degrees
- Flexibility for students to switch majors without losing significant progress
- Student expressed interest from advising conversations
- Existing faculty credentials to offer majority of new courses

Tribal Colleges in the early stages of development are often restricted to the curriculum offerings of their host institution. To support the Tribal College initiative, CINC is adding six units of Native Perspectives courses as a degree requirement (Appendix G). Once CINC is independently accredited, and no longer tied to the framework of the host institution, the degrees can further expand to support the cultural needs of its students and cultural demands of tribal communities. For example, a Native American and Indigenous Studies degree will be implemented to support and honor Native language revitalization and cultural responsiveness.

### ACCREDITATION

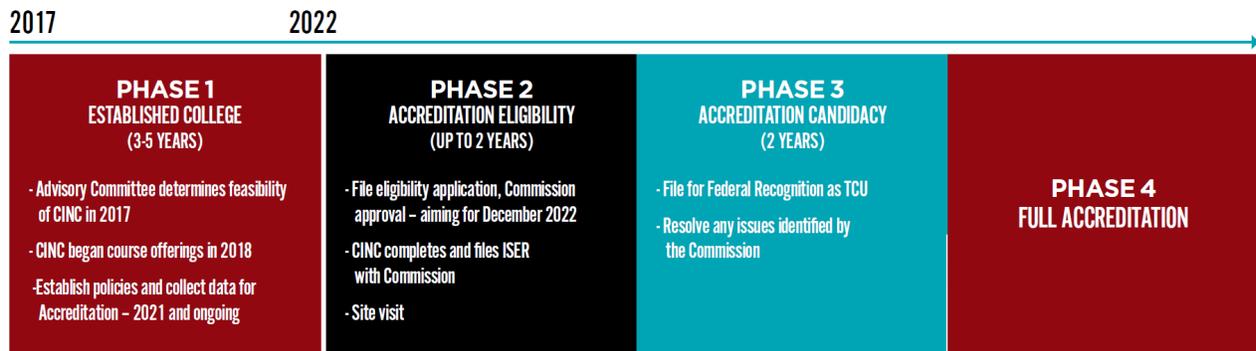
Accreditation serves as a measure of transparency and quality for post-secondary institutions. Successful accreditation ensures a college meets the same academic standards as other institutions and has demonstrated a pattern of continuous improvement and achievement of student learning outcomes. Ultimately, accreditation benefits the student, as earned academic credit from an accredited college or university is more likely to be recognized at other institutions of higher education. Students of accredited institutions become eligible for federal financial aid, and the college itself becomes eligible for federal funding and grants.

Nearly all non-profit community colleges in California are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). In order to obtain accreditation through ACCJC, the institution must first obtain initial eligibility from the Commission. Subsequently, the college completes a self-study and hosts a site visit to achieve candidacy. After successful candidacy, the college becomes eligible for full accreditation. The timeline for CINC’s accreditation is outlined in Figures 8 and 9.

Figure 8  
*Updated dates, as of December 2023 are as follows:*

May 2023	CINC was granted Eligibility to Apply for Candidacy by ACCJC
November 2023	CINC became an Associate Member of AIHEC
January 2025 (projected)	Candidacy for Accreditation

Figure 9  
*Timeline for Accreditation*



While additional programmatic accreditation requirements will be a future consideration for CINC, no programmatic accreditations apply to the Associate in Arts degree. A sample of common programmatic accreditation to consider as the college considers expansion to Career and Technical Education include:

- Business: Association to Advance Collegiate Schools of Business
- Emergency Medical Science: Commission on Accreditation of Allied Health Programs
- Medical Assisting: Medical Assisting Education Review Board
- Nursing: Accrediting Commission for Education in Nursing
- Radiology: Joint Review Committee on Education in Radiologic Technology

It is important to note nearly all Allied Health programs require additional state requirements or accreditation in addition to programmatic accreditation.

## PARTNERSHIPS

### **Tribal Communities**

Partnerships with the Tribes in the Southern California region is essential to the mission of CINC. Tribal collaboration can ensure academic programming, student support programs, and growth of the college is consistent with the needs of the community (Appendix H).

### **State of California**

#### *State Funding*

As a demonstration of support for the expansion of Tribal Colleges in California, the state allocated a one-time \$5 million budget allotment to CINC. Recognizing the lack of accredited Tribal Colleges in the state legislators are supportive of serving the higher education needs of American Indians.

#### *American Indian Education Centers*

Currently, there are twenty-seven American Indian education centers listed on the California Department of Education website. A review of these centers indicates they are primarily geared to K-12 education and more specifically to assuring American Indian students are successful in

graduating from high school. The programs offered range from school tutoring, cultural arts, sports and nutrition, tobacco education, Title VI or Johnson O'Malley activities, mentoring, parent support services, summer activities, scholarships and college to career counseling. Each center has a local focus, and these centers indicate a range of resources.

### *Urban Indian Centers*

The largest urban Indian centers in California are the Intertribal Friendship House located in Oakland, CA, established in 1955, and the Southern California Indian Center located in Los Angeles, CA, established in 1958. These Centers were originally created to serve the needs of American Indian people during the relocation era. Today, the largest consortium for urban Indians is the California Consortium for Urban Indian Health in San Francisco, CA. Established in 2006, it is a statewide alliance of Urban Indian health organizations and provides public education and policy advocacy throughout the State.

### *Workforce/Employment*

The California Indian Manpower Consortium, Inc. with offices throughout the state was created in 1978 and includes membership by tribes, organizations, and potential employers. The primary purpose of the Consortium is to offer training and employment related services to American Indians in California with principal funding as the federal Workforce Investment Act. The American Indian Chamber of Commerce of California was established to provide a mentor's environment for those individuals who were interested in competing in the free enterprise system, as well as to the promotion of business and community growth of American Indians.

### *Culture and History*

The California Indian Museum and Cultural Center in Santa Rosa, CA provides opportunities to culturally enrich the public. The Museum provides a premier facility, which portrays California Indian history and culture from an American Indian perspective. Additionally, it offers supplemental educational resources for faculty to integrate into their curriculum. Numerous California tribes have local museums and outreach programs which can serve to provide subject matter expertise for culture and language revitalization.

### **Funding Opportunities**

Upon obtaining accreditation status, many funding opportunities become available to a new Tribal College. Emerging Tribal Colleges, however, are often ineligible for federal and/or state funding and are entirely reliant on Tribal or charitable support. Given the numerous requirements of the federal and state government and the accrediting agency, there is significant cost associated with establishing a Tribal College that is able to maintain compliance with federal and state regulations and meet standards required by the accrediting agency.

While exact funding formulas are difficult to predict, publicly available information from similar institutions has been used to gauge the financial impact of successful accreditation. Institutional funding estimates are outlined in Table 12 and detailed in Appendix I. In addition, after accreditation status is achieved, students will be eligible for a variety of funding opportunities ranging from grants to loans.

Table 17  
*Annual Funding Opportunities Estimate*

Anticipated enrollment = 250

<b>Source</b>	<b>Estimated</b>
Department of Education: Title III, Part A	\$715,841
Department of Education: Title III, Part F	\$500,000
Bureau of Indian Affairs	\$1,417,914
American Indian College Fund	\$83,774
<b>TOTAL</b>	<b>\$2,717,529</b>

**Department of Education**

Department of Education Title III, Parts A and F are federal funds available to accredited Tribal Colleges and Universities. Part A funding is discretionary, and averages approximately \$625,000 per year for similar sized institutions. Part F is mandatory funding; funding patterns for new grantees have historically been a minimum of \$500,000 per year.

**Bureau of Indian Affairs (BIA)**

Upon successful ACCJC accreditation, the college will become eligible for financial support from the Bureau of Indian Affairs. Funding amounts vary based on college enrollment and the federal budget, but typically range between \$6,000-\$9,000 per Indian Student Count. Due to the budget forward planning cycle of the federal government, early communication is essential to limit the lag time between receiving accreditation and funding.

**American Indian Higher Education Consortium (AIHEC)**

In November 2023, CINC was granted Associate Membership with the American Indian Higher Education Consortium (AIHEC) after approval of ACCJC pre-accreditation eligibility. AIHEC’s mission is in part to provide support for public policy on American Indian higher education issues through advocacy. AIHEC also serves as a resource for research and data. As Tribal College students are more likely to be part-time and experience obstacles to continuous enrollment, it is beneficial for colleges to develop academic achievement benchmarks consistent with other Tribal Colleges.

Associate membership status is valid for five years and intended for Tribal Colleges seeking accreditation or candidacy status. Associate annual AIHEC membership is \$6,940. After accreditation is obtained, regular membership dues are \$26,434 per year.

California Tribal College is a Developing Member of AIHEC.

**American Indian College Fund**

The American Indian College Fund primarily serves students through scholarship programs. However, a portion of the fund historically has been available as institutional grants. Institutions of a similar size have received approximately \$80,000 per year in grant funding.

## TUITION MODEL

An established tribal college budget can prove to be valuable for the feasibility assessment of CINC. Turtle Mountain Community College, one of the original Tribal Colleges, is located on a reservation in North Dakota near the Canadian border. The institution's expenses for the 2018 fiscal year, provided in Appendix J, have identified the average cost per student to be \$9,650 (ROI Institute, 2022).

Currently, CINC students do not pay tuition or fees as student costs are covered through grants from the Chartering Tribe and tribal community. However, the college has developed a tuition model for planning purposes (Appendix K). CINC values tuition at \$320 per credit hour, which when adjusted for the cost of living in California places the tuition rate higher than most Tribal Colleges, but less than Southern California options for higher education.

## CONCLUSIONS

The data, historical perspectives, legislative intents, and opinion surveys consistently support California tribes' commitment to tribal self-determination through economic well-being and cultural identity. The key conclusions are as follows:

- Valuing the traditions and knowledge bases of multi-tribal cultures is essential to providing a map for success in post-secondary education for American Indian college students. Providing a venue where the majority of students enrolled are tribally affiliated creates a sense of belonging and shared understanding of tribal values and cultures and is essential for college persistence.
- It is vital the college operates with caring, committed, highly-qualified instructors and staff who have respect for Native ways of knowing, hold high standards, and who are committed to every student's success. Developing engaging culturally responsive curricula, providing mentorship and counseling through daily support, and providing honest feedback are key to student and staff persistence and retention.
- The motivation of tribal students in post-secondary institutions is a significant asset. Combined with the accessibility and power to interact with qualified, respected, and professional role models, individual motivation must be supported by real-world financial assets and capital if students are to be successful.
- Community connections are important in assuring the connection between K- 12 and decision-making about post-secondary options are made in the best interest of the tribe and the individual. Tribal community colleges often provide resources to assure that the student is ready for collegiate level courses in the event that K-12 schooling is inadequate. Connections to K-12 institutions, particularly counselors, are critical. Collegiate community support through the transition to post-secondary creates learning communities critical to matriculation of American Indian college students.

The data gathered provides a solid, viable argument as to why an intertribal college should be established in California.

- Tribal Colleges are vital and culturally proficient gateways for the pursuit of advanced degrees.
- Tribal Colleges are also essential to statewide tribal communities for outreach and research.
- Tribal Colleges support the educational desires and goals of American Indians, empowering and strengthening the health of American Indian communities.
- Tribal Colleges serve American Indian students who do not wish to travel long distances away from home, strengthening accessibility to the underserved Native population.

Currently, California lacks a viable option for receiving an academically rigorous post-secondary accredited curriculum from a culturally proficient institution.

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## APPENDICES

### Appendix A: California Community Colleges by Macroregion

<b>Community College</b>	<b>Macroregion</b>
Allan Hancock College	South Central Coast
American River College	North-Far North
Antelope Valley College	South Central Coast
Bakersfield College	Central Valley-Mother Lode
Barstow College	Inland Empire
Berkeley City College	Bay Area
Butte College	North-Far North
Cabrillo College	Bay Area
Cañada College	Bay Area
Cerritos College	Los Angeles-Orange County
Cerro Coso Community College	Central Valley-Mother Lode
Chabot College	Bay Area
Chaffey College	Inland Empire
Citrus College	Los Angeles-Orange County
City College of San Francisco	Bay Area
Clovis College	Central Valley-Mother Lode
Coastline Community College	Los Angeles-Orange County
College of Alameda	Bay Area
College of Marin	Bay Area
College of San Mateo	Bay Area
College of the Canyons	South Central Coast
College of the Desert	Inland Empire
College of the Redwoods	North-Far North
College of the Sequoias	Central Valley-Mother Lode
College of the Siskiyous	North-Far North
Columbia College	Central Valley-Mother Lode
Contra Costa College	Bay Area
Copper Mountain Community College	Inland Empire
Cosumnes River College	North-Far North
Crafton Hills College	Inland Empire
Cuesta College	South Central Coast
Cuyamaca College	San Diego-Imperial

Cypress College	Los Angeles-Orange County
De Anza College	Bay Area
Diablo Valley College	Bay Area
East Los Angeles College	Los Angeles-Orange County
El Camino College	Los Angeles-Orange County
El Camino College Compton Center	Los Angeles-Orange County
Evergreen Valley College	Bay Area
Feather River College	North-Far North
Folsom Lake College	North-Far North
Foothill College	Bay Area
Fresno City College	Central Valley-Mother Lode
Fullerton College	Los Angeles-Orange County
Gavilan College	Bay Area
Glendale College	Los Angeles-Orange County
Golden West College	Los Angeles-Orange County
Grossmont College	San Diego-Imperial
Hartnell College	Bay Area
Imperial Valley College	San Diego-Imperial
Irvine Valley College	Los Angeles-Orange County
Lake Tahoe Community College	North-Far North
Laney College	Bay Area
Las Positas College	Bay Area
Lassen College	North-Far North
Long Beach City College	Los Angeles-Orange County
Los Angeles City College	Los Angeles-Orange County
Los Angeles Harbor College	Los Angeles-Orange County
Los Angeles Mission College	Los Angeles-Orange County
Los Angeles Pierce College	Los Angeles-Orange County
Los Angeles Southwest College	Los Angeles-Orange County
Los Angeles Trade-Technical College	Los Angeles-Orange County
Los Angeles Valley College	Los Angeles-Orange County
Los Medanos College	Bay Area
Mendocino College	North-Far North
Merced College	Central Valley-Mother Lode
Merritt College	Bay Area
MiraCosta College	San Diego-Imperial

Mission College	Bay Area
Modesto Junior College	Central Valley-Mother Lode
Monterey Peninsula College	Bay Area
Moorpark College	South Central Coast
Moreno Valley College	Inland Empire
Mt. San Antonio College	Los Angeles-Orange County
Mt. San Jacinto College	Inland Empire
Napa Valley College	Bay Area
Norco College	Inland Empire
North Orange Adult Division	Los Angeles-Orange County
Ohlone College	Bay Area
Orange Coast College	Los Angeles-Orange County
Oxnard College	South Central Coast
Palo Verde College	Inland Empire
Palomar College	San Diego-Imperial
Pasadena City College	Los Angeles-Orange County
Porterville College	Central Valley-Mother Lode
Reedley College	Central Valley-Mother Lode
Rio Hondo College	Los Angeles-Orange County
Riverside City College	Inland Empire
Sacramento City College	North-Far North
Saddleback College	Los Angeles-Orange County
San Bernardino Valley College	Inland Empire
San Diego City College	San Diego-Imperial
San Diego Continuing Education	San Diego-Imperial
San Diego Mesa College	San Diego-Imperial
San Diego Miramar College	San Diego-Imperial
San Francisco Community College Centers	Bay Area
San Joaquin Delta College	Central Valley-Mother Lode
San Jose City College	Bay Area
Santa Ana College	Los Angeles-Orange County
Santa Barbara City College	South Central Coast
Santa Monica College	Los Angeles-Orange County
Santa Rosa Junior College	Bay Area
Santiago Canyon College	Los Angeles-Orange County
Shasta College	North-Far North

Sierra College	North-Far North
Skyline College	Bay Area
Solano Community College	Bay Area
Southwestern College	San Diego-Imperial
Taft College	Central Valley-Mother Lode
Ventura College	South Central Coast
Victor Valley Community College	Inland Empire
West Hills Coalinga	Central Valley-Mother Lode
West Hills Lemoore	Central Valley-Mother Lode
West Los Angeles College	Los Angeles-Orange County
West Valley College	Bay Area
Woodland College	North-Far North
Yuba College	North-Far North

*Source: California Community Colleges*



## Appendix C: Tribal Representation for Surveys (2015)

Acoma Pueblo	Hopland Band of Pomo Indians	Pit River Tribe
Agua Caliente Band of Cahuilla Indians	Hualapai	Potter Valley Tribe
Amah Mutsun Ohlone	Inaja Band of Miwok Indians	Prairie Band of Potawatomi Nation
Apache	Ione Band of Miwok Indians	Quartz Valley Indian Community
Barbareño/Ventureño Band of Mission Indians	Jackson Rancheria of Me-Wuk Indians	Quechan Tribe
Barona Band of Mission Indians	Jamul Indian Village	Quileute La Push
Bear River Band of the Rohnerville Rancheria	Juaneno Band of Mission Indians	Ramona Band of Cahuilla Mission Indians
Big Lagoon Rancheria	Karuk Tribe	Rincon Band of Luiseño Mission Indians
Big Sandy Rancheria of Mono Indians	Kashia Band of Pomo Indians	Robinson Rancheria of Pomo Indians
Big Pine Band of Shoshone Indians	Kickapoo Tribal Nation of Kansas	Round Valley Indian Tribes
Big Valley Band of Pomo Indians	King River Choimumni Tribe	San Carlos Apache
Bishop Paiute Tribe	Kitanemuk	San Luis Rey Band of Luiseno Indians
Bridgeport Paiute Indian Colony	Konkow Valley Band of Maidu	San Pasqual Band of Diegueño Mission Indians
Buena Vista Rancheria of Me-Wuk Indians	Lakota	Santa Rosa Indian Community
Cabazon Band of Mission Indians	La Jolla Band of Luiseño Mission Indians	Santa Ynez Band of Chumash Mission Indians
Cahuilla Band of Mission Indians	Los Coyotes Band of Cahuilla & Cupeno Indians	Santa Ysabel Band of Diegueño Mission Indians
Cahto Indian Tribe	Lower Lake Rancheria	Santee Sioux
California Valley Miwok Tribe	Manchester Band of Pomo Indians	Scotts Valley Band of Pomo Indians
Campo Band of Diegueño Mission Indians	Manzanita Band of Diegueño Mission Indians	Shasta Nation
Cedarville Rancheria of Northern Paiute Tribe	Mechoopda Indian Tribe	Sheep Ranch Rancheria of Me-Wuk Indians
Central Coast Chumash	Menominee	Shingle Springs Band of Miwok Indians
Central Council of Tlingit & Haida Indian Tribes	Mesa Grande Band of Diegueño Mission India	Smith River Rancheria
Chemelhuevi Indian Tribe	Mescalero Apache	Southern Ute
Cherokee	Middletown Rancheria of Pomo Indians	Susanville Indian Rancheria
Cheyenne Arapaho Tribe	Mooretown Rancheria of Maidu Indians	Sycuan Band of the Kumeyaay Nation
Chickasaw	Morongo Band of Cahuilla Mission Indians	Table Mountain Rancheria
Choctaw	Navajo	Tejon Indian Tribe
Coastal Band of the Chumash Nation	Nez Perce	Tolowa
Colfax Todds Valley Consolidated Tribe	Nomtipom Wintu	Torres-Martinez Desert Cahuilla Indians
Colorado River Indian Tribes	Northern Paiute	Towa
Comanche	Northfork Rancheria of Mono Indians	Tule River Indian Tribe
Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Tribes	Noyo River Indian Community	Tuolumne Band of Me-Wuk Indians
Cree	Oglala Lakota	Turtle Mountain Band of Chippewa
Death Valley Timbi-Sha Shoshone Band	Ohlone Costanoan Esselen Nation	Twenty-Nine Palms Band of Mission Indians
Dry Creek Rancheria of Pomo Indians	Ojibwe	Viejas Band of Mission Indians
Eastern Pomo	Oneida	Washoe Tribe
Elem Indian Colony of Pomo Indians	Opelousa and Atakapa	Winnemem Wintu
Elk Valley Rancheria	Otomi	Wiyot Tribe
Enterprise Rancheria of Maidu Indians	Paiute-Shoshone Indians of the Bishop Comm	Yakima
Esselen/Ohlone	Paiute-Shoshone Indians of Lone Pine Comm	Yankton Sioux
Federated Indians of Graton Rancheria	Pala Band of Luiseño Mission Indians	Yocha Dehe Wintun Nation
Fernandeno Tataviam Band of Mission Indians	Pascua Yaqui	Yokayo Band of Pomo Indians
Fort Mojave Indian Tribe	Paskenta Band of Nomlaki Indians	Yuki Tribe of Round Valley
Grindstone Indian Rancheria of Wintun-Wailaki	Potawonomi Nation	Yurok Tribe
Habematolel Pomo of Upper Lake	Pauma Band of Luiseño Mission Indians	Zapoteco
Hopi	Pechanga Band of Luiseño Mission Indians	
Hoopa Valley Tribe	Picayune Rancheria of Chukchansi Indians	
	Pinoleville Pomo Nation	

## Appendix D: Staffing Needs

### Staff Needs by Office by Phase (projected)

Updated 11/3/2023 (SR)

***DRAFT***

Phase II: 2022-23  
Phase III: 2023-24  
Phase IV: 2024-25  
*Candidacy, Fall 2025*  
Phase V: 2025-26

#### Executive

President (current)

Executive Assistant to the President (current)

Special Assistant to the President, Tribal Relations (Phase IV)

Administrative Associate (PT, current)

Vice President (current)

Administrative Assistant to the VP (current)

#### Academic Affairs Division

Dean of Academics (Phase IV) *interim may be appointed earlier*

Director, Native Language Institute (depends upon funding)

Faculty Member, Language Institute (depends upon funding)

Faculty Member, Language Institute (depends upon funding and language needs)

Director, Adult Education (current)

Chair, Department of Art, Humanities, and Social Sciences (Phase III)

Faculty (FT and Adjunct)

Chair, Department of Business and Technical Arts/Trades (Phase IV/V)

Faculty (FT and Adjunct)

Chair, Department of Natural and Physical Sciences (Phase IV/V)

Faculty (FT and Adjunct)

Curriculum and Catalog Specialist (current)

Distance Education Coordinator (Phase III)

Librarian (Phase IV/V, earlier if joint funding available to 29PBoMI)

Academic Affairs Administrative Assistant (Phase IV/V)

#### Office of Admissions

Director of Admissions (current)

Admissions Representative (current)

Admissions Associate (current)

#### Development Office

Director of Development (open)

Grant Writer (current)

Finance & Budget Office

Director of Finance & Budget (Phase III/IV, current as contract)

Finance/Contracts Manager (current)

Purchasing Manager\* (current)

Grants & Government Funding Administrator (Phase IV)

Office of Financial Aid

Director of Financial Aid (Phase IV)

Financial Aid Specialist (Phase IV/V)

Office of Government Relations

No CINC Staff positions, outsource lobbyist (Phase III)

Human Resources

Director of Human Resources (Phase IV)

Outsource HR: REDW (current)

Office of Institutional Effectiveness

Director of Institutional Effectiveness (Phase III/IV, depending on accreditation needs)

Institutional Researcher and Assessment Specialist (current)

IT

Outsource IT (current)

Legal

Outsource Legal (current)

Student Affairs Division

Dean of Student Affairs (current)

Student Affairs Administrative Assistant (Phase IV/V)

Academic Advising

Academic Advisor (current)

Academic Advisor (Phase II, dependent upon funding and enrollment)

Academic Advisor (Phase III, dependent upon funding and enrollment)

Office of Cultural Engagement

Elder in Residence (current)

Cultural Engagement Coordinator

Office of Student Success

Student Success Coordinator (current)

Student Engagement Specialist (current)

Path Breakers Program

Path Breakers Program Coordinator (open)

Office of Student Conduct

Student Conduct/Title IX Coordinator (Phase IV)

*Student employees, including peer tutors, are not included in these projections.*

## **Appendix E: Academic Programs**

### **ASSOCIATE IN ARTS DEGREE (CSU)**

#### **Description**

The Associate of Arts degree in Liberal Arts is designed for students who wish a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis." This area of emphasis would be an ideal choice for students planning on transferring to the California State University or University of California as the student can satisfy their general education requirements, plus focus on transferable course work that relates to majors at CSU or UC.

#### **Course Groups**

- Arts or Humanities
- Arts
- Humanities
- Physical Science
- Biological Science
- Laboratory Science
- Oral Communication
- Written Communication
- Critical Thinking
- Social Sciences
- Lifelong Learning
- Ethnic Studies
- Kinesiology
- Native Perspectives (CINC Only)

## **ASSOCIATE IN ARTS DEGREE (UC)**

### **Description**

The course requirements for all areas must be completed before Intersegmental General Education Transfer Curriculum (IGETC), an official transfer plan, can be fully certified. After final grades are posted, you must request IGETC Certification at the time you request final transcripts to be sent to your chosen transfer campus(es). The IGETC must be certified prior to transfer. All courses must be completed with grades of “C” or better. Completion of area 1C (CSU) and/or area 6A (UC) must be completed for certification. Documentation meeting this requirement must be on file in the Admissions & Records Office prior to granting certification. For more information, please see a Counselor. Completion of the IGETC is not a requirement for transfer to a CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Students may find it advantageous to take courses fulfilling CSU’s general education requirements or those of a particular UC campus.

### **Course Groups**

- English
- Critical Thinking
- Arts or Humanities
- Arts
- Humanities
- Social & Behavioral Sciences
- Physical Science
- Biological Science
- Laboratory Activity
- Languages other than English
- Kinesiology
- Native Perspectives (CINC Only)

## Appendix F: Future Academic Programs for Consideration

Proposed Degrees	CORE Required Courses	REQUIRED CORE Selection Courses	LIST A Selection Courses	LIST B Selection Course
AA-T Psychology	PSY 001, 003, 025, 027	PSY 010, 020, 029, 030, 033		
AA-T Political Science	PSY 001, (SOC 003 OR MATH 014)	SELECT TWO FROM: PS 002, 003, 004 OR PHIL 003	SELECT TWO FROM: ANTH 002, ECON 001, HIST 017, PS 005	
AA-T Sociology	SOC 001	SELECT TWO FROM: SOC 002, SOC 003, PSY 025, MATH 014	SELECT TWO FROM: SOC 004, SOC 014	SELECT ONE FROM: ANTH 002, PSY 001
AA-T English	ENG 002	SELECT TWO FROM: ENG 012A, ENG 012B, ENG 010A, ENG 010B	SELECT TWO FROM: ENG 024, ENG 025, ENG 035, ENG 036, TA 001, J 003A	
AA-T-History	HIST 017, 018, (HIST 003 OR HIST 005), HIST 006	SELECT ONE FROM: COMM 017, ENG 024, PS 003, PS 004, OR SOC 014	SELECT ONE FROM: ANTH 002, HIST 021, HIST 023, GS 010	
AA-Native American Studies	ETHN 001, ETHN 004, SOC 003	SELECT TWO FROM: ENG 024, ENG 035, ARTH 012B, SOC 014, SOC 002	SELECT TWO FROM: HIST 021, HIST 017, HIST 018, HIST 050, PS 001, GS 010,	SELECT ONE: TWO SEMESTERS OF NATIVE OR INDIGENOUS LANGUAGE
AA-Ethnic Studies	ETHN 001	SELECT THREE COURSES FROM: ETHN 002, ETHN 003, ETHN 004, ETHNIC 005	SELECT ONE FROM: GEO 002, SOC 002, SOC 014, PSY 010, PSY 009, ANTH 002, ANTH 007	SELECT ONE FROM: ENG 024, HIST 050, HIST 021, COMM 017
AA-T Anthropology	ANTH 001, 002, 003	SELECT ONE FROM: MATH 014, SOC 003	SELECT ONE FROM: PSY 025	SELECT ONE FROM: GEOG 002, SOC 001, SOC014
<b>CERTIFICATES</b>				
Photography	IN CONSIDERATON			
Alcohol and Drug Studies Certificate of Achievement	SEMESTER 1: HSAD 001, 002, 004, 024, 036	SEMESTER 2: HSAD 020, 022, 025, 030, AND 034	INTERNSHIP REQUIRED SEMESTERS 3 AND 4: HSAD 32A, 032B, 033A, 033B, AND OR HSAD 095B	
Desert Ecologist Certificate of Completion	NR 001, NR 001LAB, (NR 003 OR NR 004), NR 020, 021, 41A, 41B, 50, 51A, 51B, 58, 95A	SELECT ONE FROM: A THREE UNITED COURSE FROM PREVIOUS LIST, NOT TAKEN BEFORE		

## Appendix G: Native Perspectives

### COURSE OPTIONS FOR NATIVE PERSPECTIVES REQUIREMENT

AIS 166A	Elementary Cahuilla IA
AIS 166B	Elementary Cahuilla IB
AIS 167A	Elementary Cahuilla IIA
AIS 167B	Elementary Cahuilla IIB
ANTH 002	Cultural Anthropology
ARTH 012B	Arts of Africa, Oceania, And Indigenous North America
CAH 001	Cahuilla Cultural Workshop Level 1
ENG 024	Native American Literature
ENG 035	Myth and Legend Units
ETHN 004	Introduction to Native American and Indigenous Studies
HIST 021	California History
HIST 050	American Popular Culture
NATV 001	Native Performing Arts: An Inside View of Traditional and Contemporary Artistic Traditions
SOC 002	Social Problems

## **Appendix H: California Indian Nations College Supporting Tribes**

Twenty-Nine Palms Band of Mission Indians, Chartering Tribe

Additional Support from:

Agua Caliente Band of Cahuilla Indians  
Cabazon Band of Mission Indians  
Cahuilla Band of Indians  
Morongo Band of Mission Indians  
Pala Band of Mission Indians  
Pechanga Band of Luiseno Indians  
Rincon Band of Luiseno Indians  
San Manuel Band of Mission Indians  
Soboba Band of Luiseno Indians

## Appendix I: Tribal College Funding Opportunities Estimate

Estimate based on enrollment = 250

Source	Estimated Formula	Formula Estimate	Similar Size Average	Estimated
Title III, Part A	\$3,227 per student	\$806,750	\$624,932	\$715,841
Title III, Part F	\$500,000 minimum			\$500,000
BIA	\$8,934-\$10,227 per FTE	*see notes		\$1,417,914
AI College Fund			\$83,774	\$83,774
<b>TOTAL</b>				<b>\$2,717,529</b>

### Title III, Part A (Discretionary)

College	Funding (FY2021)	Enrollment (IPEDS)	Funding/Headcount	FTE (IPEDS)	Funding/FTE
Saginaw Chippawa Tribal College (new)	\$532,979	146	\$3,650	55	\$9,690
Keweenaw Bay Ojibwa (new)	\$516,560	137	\$3,770	50	\$10,331
Chief Dull Knife College	\$759,087	274	\$2,770	86	\$8,826
College of the Muscogee Nation	\$957,176	440	\$2,175	191	\$5,011
Leech Lake Tribal College	\$612,133	169	\$3,622	103	\$5,943
Little Priest Tribal College	\$632,813	186	\$3,402	76	\$8,326
Red Lake Nation College	\$587,917	125	\$4,703	48	\$12,248
Sisseton Wahpeton College	\$636,475	272	\$2,340	99	\$6,429
White Earth Tribal and Community College	\$629,542	207	\$3,041	122	\$5,160
<b>Average</b>	<b>\$651,631</b>		<b>\$3,275</b>		<b>\$7,996</b>
<b>Average without Outliers</b>	<b>\$624,932</b>		<b>\$3,227</b>		<b>\$7,815</b>

Sources: <https://www2.ed.gov/programs/idadesaitcc/awards.html>; IPEDS Data Feedback Reports 2022

### Title III, Part F (Mandatory)

Funding patterns for new grantees are typically \$500,000. Some years funding is slightly increased, possibly due to rollover funding from the prior year's grant cycle.

<b>College</b>	<b>Funding (FY2021)</b>	<b>Enrollment (IPEDS)</b>	<b>FTE (IPEDS)</b>
Saginaw Chippawa Tribal College	\$500,000	146	55
Keweenaw Bay Ojibwa	\$500,000	137	50
Chief Dull Knife College	\$552,097	274	86
College of the Muscogee Nation	\$696,171	440	191
Leech Lake Tribal College	\$500,000	169	103
Little Priest Tribal College	\$500,000	186	76
Red Lake Nation College	\$500,000	125	48
Sisseton Wahpeton College	\$500,000	272	99
White Earth Tribal and Community College	\$500,000	207	122

Sources: <https://www2.ed.gov/programs/idadesaitcc/awards.html>; IPEDS Data Feedback Reports 2022

### Bureau of Indian Affairs

#### *FY 21 Budget Justification Notes*

Education funding \$69,782,000 into 29 colleges. Formula based on Indian Student Count. Indian Student Count for FY 2019 was 8,465 and estimated to be 8,737 in FY 2020. This would equate to \$7,987 per Indian Student Count FTE (estimated FTE).

#### *FY 22 Budget Justification Notes*

Education funding \$76,510,000 for TCUs for 29 colleges. Indian Student Count for FY 2020 was 8,647 and estimated to be 8,910 in FY 2021. This would equate to \$8,587 per Indian Student Count FTE.

#### *FY 23 Budget Justification Notes*

Education funding \$86,510,000 for 29 colleges, estimated Indian Student Count for FY 2021 was 16,553. This would only equate to \$5,226 per student. The budget for this FY was presented differently than other budgets, so is excluded from the CINC estimate.

#### *FY 24 Budget Justification Notes*

The budget projection for FY 2024 includes education funding for 29 colleges will be \$87,926,000. Indian Student Count for FY 2021 was 10,646. Estimated enrollment for FY 2022 is 8,597. This would equate to \$10,227 per Indian Student Count FTE.

FY 2021	FY 2022	FY 2023	FY 2024	Average (excluding FY2023)
\$7,987	\$8,587	\$5,226	\$10,227	\$8,934

College	FTE Indian Student Count (FY 24 estimated)	Estimated Funding
Saginaw Chippawa Tribal College	47	\$480,669
Keweenaw Bay Ojibwa	54	\$552,258
Leech Lake Tribal College	154	\$1,574,958
Little Priest Tribal College	87	\$889,749
Red Lake Nation College	126	\$1,288,602
Sisseton Wahpeton College	137	\$1,401,099
White Earth Tribal and Community College	62	\$634,074

Sources: <https://www.bie.edu/sites/default/files/inline-files/FY2021%20BIE%20Budget%20Justification.pdf> (page 64);  
<https://www.bie.edu/sites/default/files/inline-files/fy2022-bie-budget-justification%20%281%29.pdf> (page 62);  
[https://www.bie.edu/sites/default/files/documents/BIE\\_FY\\_2023.pdf](https://www.bie.edu/sites/default/files/documents/BIE_FY_2023.pdf) (page 69);  
[https://www.bie.edu/sites/default/files/documents/BIE%20FY%202024\\_0.pdf](https://www.bie.edu/sites/default/files/documents/BIE%20FY%202024_0.pdf) (page 74)

Using the funding model for FY24, CINC would anticipate \$756,798 in funding (74 FTE x \$10,227 per student).

Assuming student enrollment projections double the number of AI students, CINC would anticipate \$1,513,596 (148 FTE x \$10,227 per student).

Using a more conservative funding estimate of \$8,934 per student, current CINC funding would be \$661,116. Anticipated FTE growth would be equated to \$1,322,232 (148 FTE x \$8,934). For purposes of this report, the two estimates are averaged (\$1,513,596 and \$1,322,232) for an overall estimate of \$1,417,914.

## American Indian College Fund

The funding model for the AI College Fund is unclear. The funding amounts in the table below were reflected in the American Indian College Fund Form 990 tax return (2021).

<b>College</b>	<b>Funding (2021)</b>	<b>Enrollment (IPEDS)</b>
Saginaw Chippawa Tribal College	\$102,242	146
Keweenaw Bay Ojibwa	\$72,742	137
Chief Dull Knife College	\$92,242	274
College of the Muscogee Nation	\$75,992	440
Leech Lake Tribal College	\$95,742	169
<i>Little Priest Tribal College</i>	<i>\$244,992</i>	<i>186</i>
Red Lake Nation College	\$70,742	125
Sisseton Wahpeton College	\$67,743	272
White Earth Tribal and Community College	\$92,743	207
<b>Average</b>	<b>\$101,687</b>	
<b>Average without Outlier</b>	<b>\$83,774</b>	

Source: [2021-FYE06-2022-Completed-990-American-Indian-College-Fund-Public-Disclosure-Copy\\_SIGNED.pdf](#) ([collegefund.org](#))

## Appendix J: Turtle Mountain Community College Expenses

2018 FY Expenses. Turtle Mountain Community College serves 567 students.

Item	Instruction	Academic Support
Full-time Salary	\$2,192,048	\$327,546
Part-time Salary	\$650,094	\$162,113
FICA	\$212,295	\$36,823
Health Insurance	\$506,351	\$68,044
Retirement	\$141,269	\$18,136
State Unemployment	\$8,678	\$1,613
Worker Compensation	\$2,859	\$488
Dental	\$4,737	\$795
IVN Line	-	\$24,745
Printing	\$2,466	-
Advertising	\$261	-
Staff Meeting Expenses	-	74
Memberships	\$1,184	-
Travel	\$79,670	\$65,976
Consulting	\$11,848	-
Testing Expense	\$1,630	-
Capital Equipment	\$245,950	-
Maintenance Agreement	\$2,241	-
Textbooks	\$125,088	-
Classroom Supplies	\$116,760	-
Language & Culture	\$59	\$11,453

(ROI Institute, 2022)

## Appendix K: Tuition Model (2022)

CINC students are not charged tuition and/or fees. However, a tuition model was developed for planning purposes. The model of associate degree-awarding institutions utilized both tribal and non-tribal colleges. All tuition and fees have been adjusted using a cost of living differential to reflect the equivalent costs in the state of California. Based on the research conducted, CINC values tuition at \$320 per credit hour.

