



TRIBAL COLLEGES AND UNIVERSITIES

RESERVATION ENTREPRENEURSHIP AND BUSINESS DEVELOPMENT

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OFFICE OF POLICY ANALYSIS
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Table of Contents

***Introduction* 2**

***Characteristics of TCUs and TCU Impacts on Indian Country*..... 2**

Background on Tribal Colleges and Universities..... 2

 Map 1. TCUs and the Corresponding Tribal Reservations 5

***Enrollment Characteristics*..... 5**

 Figure 1. Key characteristics of TCUs and non-TCUs (percent %) 6

***The Economic Importance of TCUs* 7**

 Rate of Return on Public Investment in Tribal Colleges and Universities 7

 Infographic 1. The Economic Value of Public Investment in TCUs 8

 Education Deserts 9

 The Reservation Brain Drain..... 10

 Socioeconomic Characteristics of Reservations with TCUs 11

***TCU Curriculum for Entrepreneurship and Business Development*..... 11**

 Infographic 2. Differences Between Reservations by TCU Courses 12

 Case Study: Experiential Learning at Salish-Kootenai College 14

Success Stories 15

***Conclusions and Policy Implications*..... 16**

***Works Cited* 17**

***Appendix A. TCU Degrees and Curriculum, Business and Entrepreneurship* 19**

***Appendix B: List of TCUs* 22**

Introduction

Tribal Colleges and Universities (TCUs) offer higher educational opportunities for American Indian students and are unique in that they combine cultural relevance with their degree outcomes. TCUs offer associate's, bachelor's, and master's degrees, as well as vocational programs and certificates.

This paper considers the role of TCUs and in particular the role of TCU curriculum in business development and entrepreneurship in tribal areas. We utilize existing data on TCU curriculum and tribal area characteristics and consider whether and to what extent entrepreneurship on reservations varies according to TCU curriculum in entrepreneurship courses and hands-on learning. We find TCUs with courses in business and entrepreneurship are associated with higher levels of self-employment, median earnings, and education on their respective reservations compared with other remote tribal reservations.

Characteristics of TCUs and TCU Impacts on Indian Country

Background on Tribal Colleges and Universities

There are 37 TCUs with over 75 campuses or sites across the United States (plus the Institute of American Indian Arts in Santa Fe, NM, which is not located on a tribal reservation, and Iłisaḡvik College in Alaska). TCUs enroll both American Indian and non-American Indian students, and total enrollment of full-time and part-time degree-seeking students is approximately 30,000. American Indian students at TCUs represent over 30 states and are roughly three-quarters of TCU enrollment. Average annual tuition at a TCU is \$2,937.¹

In addition to providing an education for their students, TCUs aim to create curricula that are shaped by tribal culture, sovereignty, and identity. In this way, TCUs create environments that foster the continuation of American Indian culture, languages, and traditions.

¹ AIHEC, "Who We Are."

Tribes began chartering TCUs in 1968 as part of a larger self-governance movement. The number of TCUs and enrollment has steadily increased over time. Some observers have noted that the step was partly encouraged by the civil rights movements of the 1960s.² TCUs are generally located on or near a reservation and are affordable for low-income students who may not otherwise participate in higher education. TCUs serve some of the country's poorest rural areas and act as community resources for social services.

The majority of TCUs are chartered by one or more federally recognized tribes, and these TCUs receive funding from the federal government through the Bureau of Indian Affairs and the Tribally Controlled Colleges and Universities Assistance Act of 1978. Tribally controlled vocational colleges receive funding from the Carl D. Perkins Vocational and Applied Technology Act through the Department of Education. Federally chartered institutions such as Haskell Indian Nations University and Southwestern Indian Polytechnic Institute are operated by the Bureau of Indian Affairs. The Institute of American Indian Arts is governed by a board of trustees appointed by the U.S. president. In 1998, with the reauthorization of the Higher Education Act, TCUs were placed under Title V with historically black colleges and universities to receive additional funding allocated by Congress.³

The Tribally Controlled Colleges and Universities Assistance Act governs federal funding of TCUs. Funding is allocated based on the number of Native students rather than total enrollment. Hence, TCUs with large or growing non-Native student populations can face budget pressures. The American Indian Higher Education Consortium (AIHEC) and the American Council on Education report under-funding for TCUs and cite this enrolment and funding misalignment. On average, non-Native students represent approximately 24 percent of TCU students. That share has reached over 40 percent for some campuses such as Iłisaǵvik College in Alaska, Bay Mills Community College in Michigan, and College of Menominee Nation (as of 2013).

AIHEC reported on the additional funding sources for TCU students in the 2009-2010 school year (latest data available). The top sources of funding by dollar amount included Federal Pell

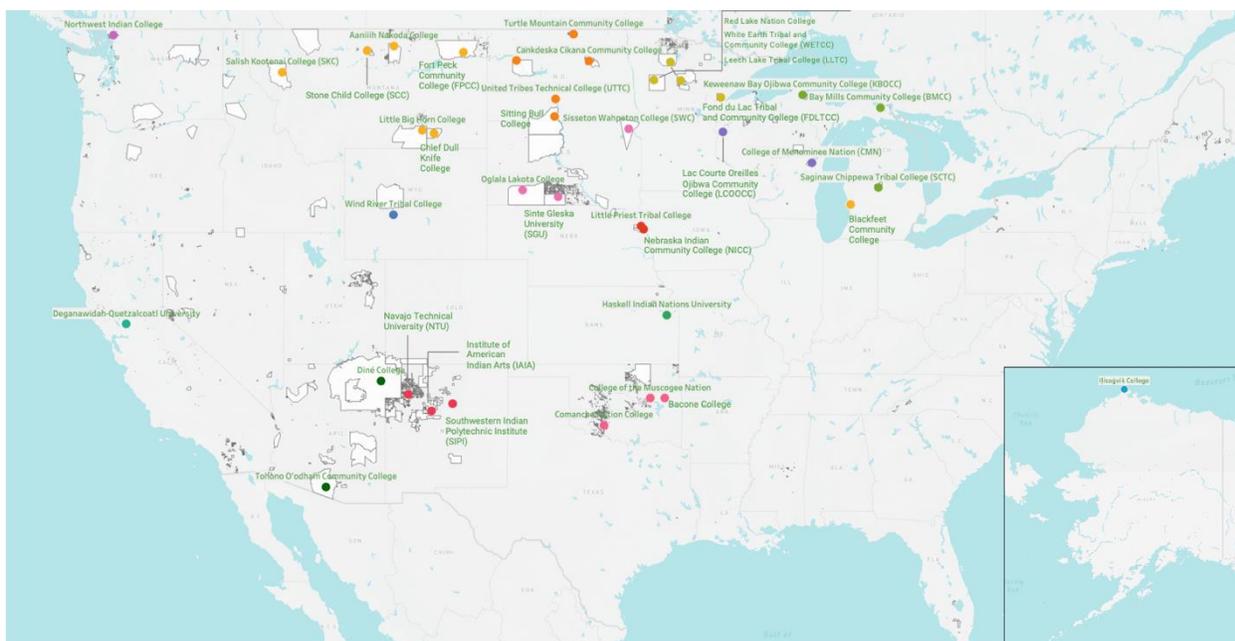
² For details on the importance and role of TCUs in tribal communities, see NASA, "Tribal Colleges and Universities: Aspects of a Unique Journey," (18 January 2018) and White House Initiative on American Indian and Alaska Native Education, "Tribal Colleges and Universities," U.S. Department of Education (accessed December 2020) and Cynthia Lindquist, "The Unique Role of Tribal Colleges and Universities," AACU 21 no. 4 (Fall 2018) and Stull et al., "Redefining Success: How Tribal Colleges and Universities Build Nations, Strengthen Sovereignty, and Persevere Through Challenges," Center for Minority Serving Institutions (2015).
³ AIHEC, "Who We Are."

Grants (\$49 million), tribal scholarships (\$14 million), and other scholarships (\$7 million). These sources of funding also had the highest number of recipients: 13,984 for Pell Grants; 6,333 for tribal scholarships; and 5,799 for other scholarships. The average scholarship or grant per recipient was \$8,721 for school-to-work programs, \$3,499 for Federal Pell Grants; and \$2,191 for tribal scholarships. Other sources of funding include institutional work study (by the TCU), state work study, federal college work study, the American Indian College Fund Scholarship, tuition waivers/discounts, state scholarships/grants, the academic competitiveness grant, and the Federal Supplemental Educational Opportunity Grant. Nearly all students received some form of scholarship for the year examined—on average, there were 1.28 scholarships granted per degree-seeking student. The average scholarship size was \$2,046.

Tribal colleges, like other colleges, receive their accreditation status from national accreditation boards. Twenty-six TCUs are accredited through the Higher Learning Commission, and nine are accredited through the Northwest Commission on Colleges and Universities. Two TCUs are working toward accreditation.⁴

⁴ AIHEC.

Map 1. TCUs and the Corresponding Tribal Reservations



Source: Map based on data from U.S. Census Bureau and American Indian Higher Education Consortium. Note: This map shows the 37 TCUs used in our data analysis plus the Institute of American Indian Arts in Santa Fe, NM (note located on a tribal reservation) and Iñsaḡvik College in Alaska.

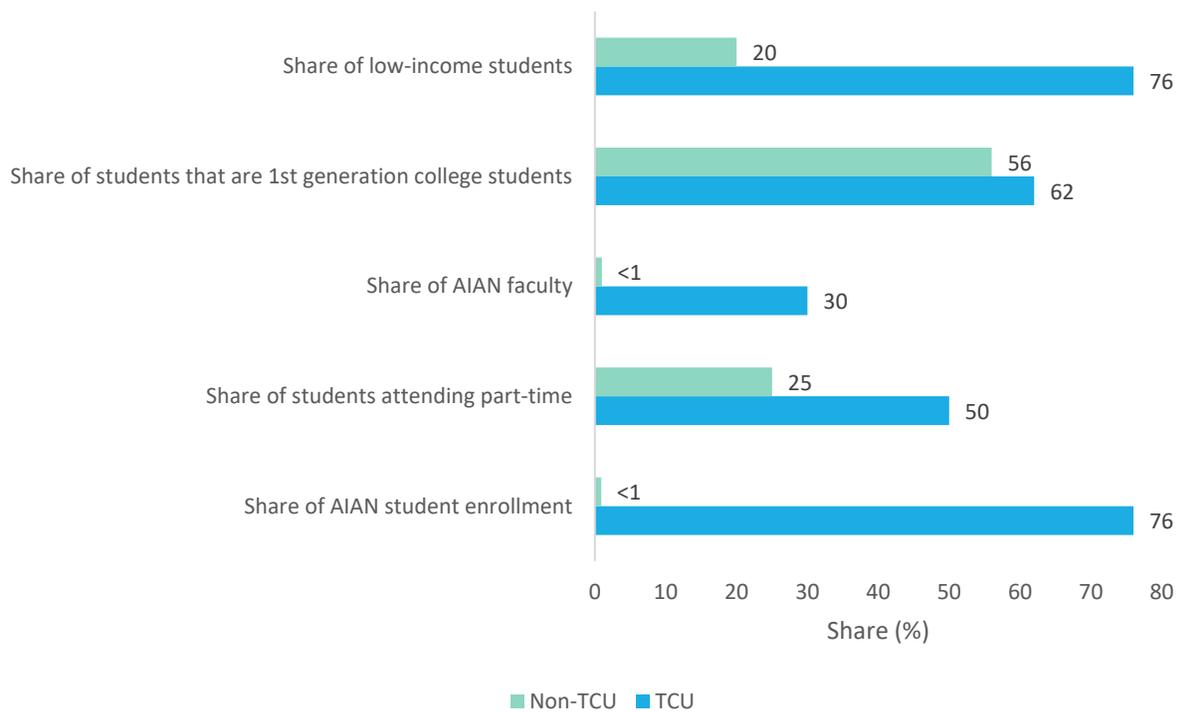
Enrollment Characteristics

There are stark differences between TCUs and all colleges nationwide. For instance, TCUs have a higher share of low-income students, a higher share of students attending part-time, a slightly higher share of students that are first generation college student, and, not surprisingly, a far higher share of AIAN student enrollment (Figure 1). Also, the share of AIAN faculty is higher at TCUs as well (30 percent compared to less than one percent).

Completion rates for AIAN students are higher at TCUs than non-TCUs. The White House Initiative of American Indian and Alaska Native Education reports that 86 percent of TCU students complete their respective programs (including bachelor's, associate's, master's, and certificate programs). In comparison, 10 percent of AIAN students who go directly from reservation high schools to non-TCUs for schooling finish their bachelor's degrees.

At the same time, several sources⁵ report that compared to non-TCUs overall, TCUs struggle with college freshman retention rates and four-to-six-year graduation rates in bachelor’s programs. While rates vary (due to definitional issues surrounding retention and graduation), for example, reported numbers of TCU (degree-seeking) four- to six-year graduate rates range from 27 percent⁶ to 41 percent⁷ (compared to 62 percent of students overall).

Figure 1. Key characteristics of TCUs and non-TCUs (percent %)



Sources: AIHEC, NCES, Center for First-generation Student Success, and Pew Research Center.

Compared to AIAN graduates nationally, TCU alumni appear to maintain stronger ties with their Indian communities. In a study conducted by Gallup and the American Indian College Fund on four-year degree recipients, 74 percent of TCU alumni report being employed in professions related to American Indian communities or tribal lands. Forty percent of TCU alumni reported that their school prepared them well for life outside of college compared to 27 percent of

5 AIHEC, American Indian College Fund.

6 NCES, 2016.

7 Postsecondary National Policy Institute, 2017.

graduates nationally and 24 percent of AIAN graduates nationally. Fifty-three percent of TCU alumni report being “deeply interested” in their work after school compared to 38 percent nationally and 40 percent of AIAN alumni nationally. TCU alumni also report being more likely to be thriving in their career, social lives, financial situations, and community life.⁸

The Economic Importance of TCUs

In addition to having cultural relevance, TCUs also appear to have economic importance. TCUs create opportunities for some of the most underserved areas of Indian Country and the United States. Past studies indicate that TCUs:

1. Have a large rate of return on public investment,
2. Serve education deserts, and
3. Prevent a “brain drain” on reservations.

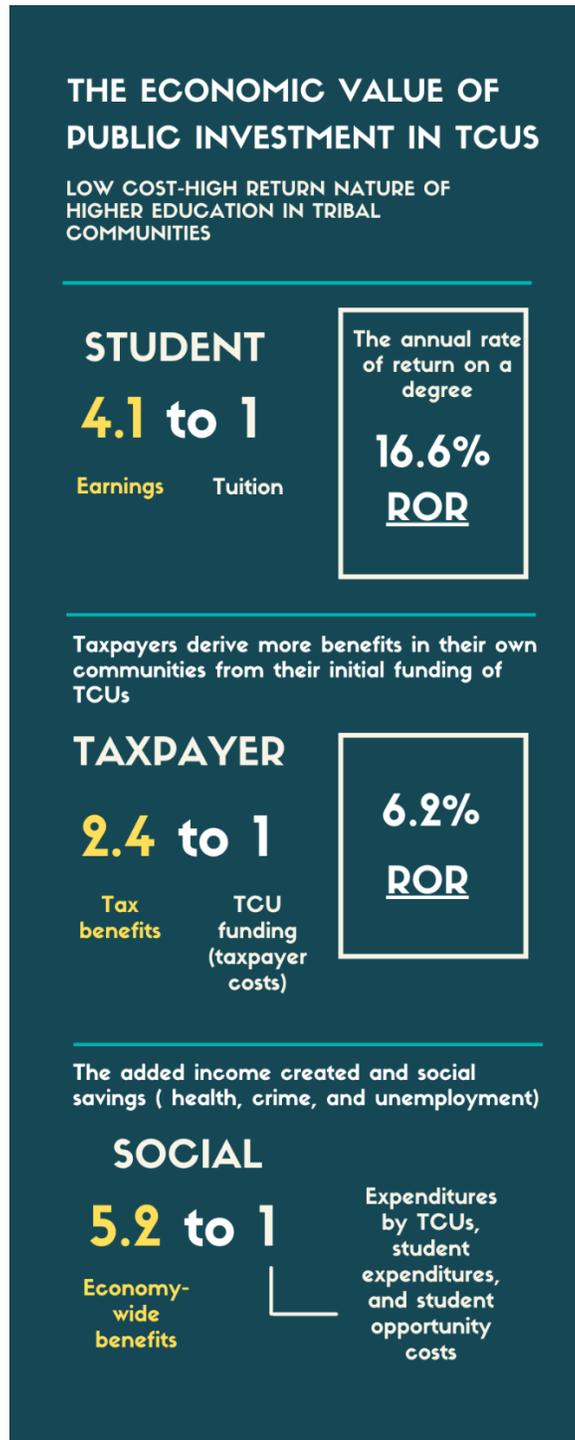
Rainie and Stull (2016) noted that current methods of calculating the return on investment and the economic importance of educational institutions may not be well-suited to evaluating the successes and shortcomings of TCUs.⁹ Like different tribes, different TCUs use unique evaluation methods, measurements, and concepts of success that match the values and missions of their tribes. In the absence of data on student outcomes, this paper uses other markers of TCU success such as traditional markers on return on investment, and non-traditional markers like community-building.

Rate of Return on Public Investment in Tribal Colleges and Universities

The American Indian Higher Education Consortium (AIHEC) conducted a study of the economic value of TCUs.¹⁰ They assessed the rate of return of TCUs from the student, social, and taxpayer perspective. This study offers a glimpse into the low cost-high return nature of higher education in tribal communities.

⁸ “Alumni of Tribal Colleges and Universities Better Their Communities,” Gallup and American Indian College Fund (2019).
⁹ Stephanie Carroll Rainie and Ginger Stull, “Reframing Return on Investments for Tribal Colleges and Universities: Aligning Analyses with Tribal Priorities and Educational Missions,” Center for Minority Serving Institutions (2016).
¹⁰ AIHEC, “The Economic Value of American Indian Alaska Native Tribal Colleges and Universities,” EMSI (August 2015).

Infographic 1. The Economic Value of Public Investment in TCUs



Source: AIHEC, "The Economic Value of American Indian Alaska Native Tribal Colleges and Universities" (2015).

TCUs cost approximately \$194 million per year for students and alumni in tuition. The benefit in earnings, however, is approximately \$794 million per annum, making the benefit to cost ratio 4.1 to 1. The annual rate of return on a standard student's investment in a degree is 16.6 percent.

The economywide benefits reflect the added income created and social savings (health, crime, and unemployment). The costs are calculated as expenditures by TCUs, student expenditures, and student opportunity costs. From this perspective, TCUs cost approximately \$572 million per year but yield a benefit of approximately \$3 billion per year. The benefit-to-cost ratio from this perspective is 5.2 to 1.

From the taxpayer perspective, benefits are derived from taxes that federal, state, and tribal governments collect off added income created in the region by the presence of TCUs. Costs are the funding that TCUs receive in a fiscal year. The cost to taxpayers is approximately \$337 million per year, but the benefit is \$798 million, making the benefit to cost ratio 2.4 to 1, and the rate of return 6.2 percent. In other words, taxpayers derive more benefits in their own communities from their initial funding of TCUs.

Education Deserts

Of the nation's 709 commuting zones, 392 are classified as education deserts, and these areas are home to approximately 35 million people (about 10 percent of the U.S. population).¹¹ These communities are spread across the country, with many concentrated in rural areas of low population density: 188 education deserts are in small commuting zones where the average population is approximately 26,000.¹² Further, every two in three undergraduates stay within 25 miles of their home, whether for cost reasons or attachment to their hometowns.¹³ Many tribal areas are in remote areas, which leaves high school graduates that want or need to stay close

¹¹ A commuting zone is a way to delineate local economies. Census defines a commuting based on journey-to-work data and defines clusters of counties with strong commuting ties. The commuting zone is the lowest level of geography for local labor markets and does not depend on population size.

¹² Nick Hillman, "Place Matters: A Closer Look at Education Deserts," Third Way (21 May 2019).

¹³ Elin Johnson, "Education Deserts," Inside Higher Ed (20 December 2019).

to home with limited options. TCUs tend to be located in areas that would otherwise be characterized as an education desert, a place that has no colleges or universities nearby.¹⁴

Remote tribal reservations with a TCU (remote is defined here as being farther than 113 miles from an urban area) perform better on several metrics than other remote tribal reservations. Remote tribes with TCUs have a higher percentage of residents with both high school and bachelor's degrees (84.0 vs. 83.0 and 14.9 vs. 12.7, respectively) and have a lower unemployment rate of 13.8 percent compared to 15.2 percent on remote reservations. The share of self-employed on distant reservations with TCUs is 2.3 compared to 2.0 on other remote reservations.

To the extent TCUs provide access and opportunity to communities that would otherwise have less access to higher education, then TCUs provide a pathway toward upward mobility.

The Reservation Brain Drain

TCUs may alleviate “brain drain” on reservations, which is a phenomenon of the emigration of highly skilled or educated individuals from a particular place. The brain drain phenomenon, or human capital flight, has been well-documented since WWII and is an apt characterization of how rural areas in the United States and Indian Country struggle due to lack of educational and workforce opportunities. Brain drain can be caused by many factors, including students moving away for college and not returning, finding that the skills they obtained in college may not match their local workforce, or the pay scale in their local workforce not matching their skill level.¹⁵

TCUs may alleviate brain drain on reservations in two ways: 1) by providing an opportunity for education at home, so that AIAN students do not have to leave their communities for college, and 2) by providing education that is relevant for the local workforce. Survey evidence indicates 74 percent of TCU alumni are primarily employed in professions related to American Indian

¹⁴ Exact definitions vary, most of the studies cited in this report use the definition “no colleges or universities or one community college as the only public-broad access institution within the community zone.” Other definitions include a higher education institution within a half-hour drive.

¹⁵ See Sterling Holywhitemountain, “The Blackfeet Brain Drain,” *The Atlantic* (05 November 2018) and Ernest Gray, “Letter: How to Stop Brain Drain on Indian Reservations,” *The Atlantic* (30 December 2018) and Quintina Ava Bearchief-Adolpho et al., “Navajo Nation Brain Drain: An Exploration of Returning College Graduates’ Perspectives,” *International Indigenous Policy Journal* 8 no. 1 (January 2017).

communities or tribal lands, and many work directly with their tribe.¹⁶ The benefit of reservation-specific workforce training is that students that leave to go to school may come back with skills that are more relevant outside of the reservation workforce, and so they may move away. By providing a sense of community and cultural identity while simultaneously supplying students with reservation-specific workforce training and education, graduates of TCUs are prepared to join and improve their reservation economies.

Socioeconomic Characteristics of Reservations with TCUs

A tribal reservation-level dataset, developed for an earlier MBDA study that encompasses 166 tribes with a labor force greater than 220, was expanded for this white paper to include indicators for whether a tribe has a TCU and the type of curriculum that the TCU offers. The dataset includes several economic and socioeconomic characteristics of federally recognized tribes.

By comparing the geographic, demographic, and business ownership characteristics of reservations with and without a TCU, we found that TCUs serve some of the most remote areas of Indian Country, with lower median earnings, higher unemployment, and less access to a computer or internet. At the same time, students that live on a reservation with a TCU are significantly more likely to have obtained a high school degree.

TCU Curriculum for Entrepreneurship and Business Development

Entrepreneurship and business development curricula vary across TCUs. According to the most recent data (AIHEC, 2010), enrollment in business programs at TCUs was 11 percent of total enrollment, up from 10 percent in 2003-2004.

We break out TCUs into three curriculum groups: 1) those that offer a business degree and entrepreneurship courses; 2) those that offer a business degree but no entrepreneurship

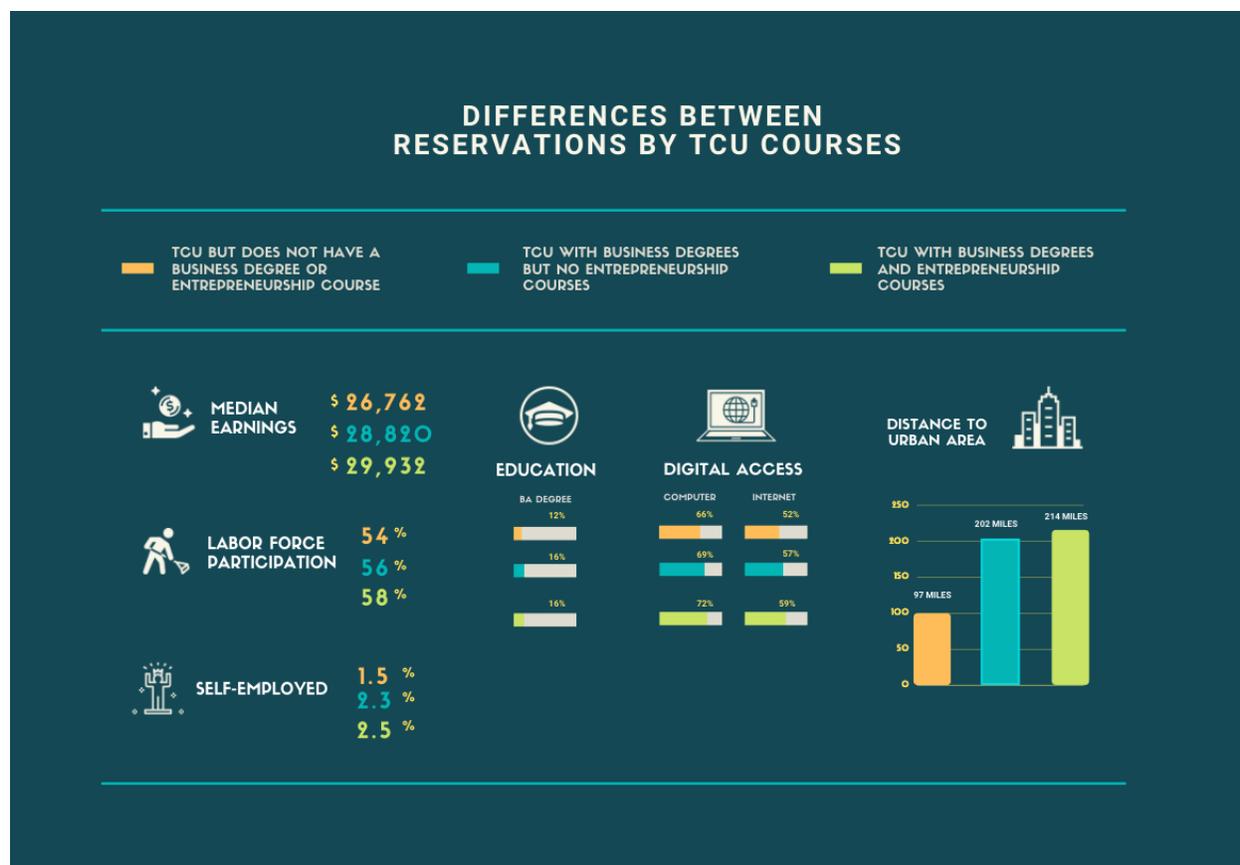
¹⁶ American Indian College Fund, Gallup Report, "Alumni of Tribal Colleges and Universities Better Their Communities," https://collegefund.org/wp-content/uploads/2020/03/Gallup_Report_Final_8-1-192.pdf

courses; and 3) those that offer neither a business degree nor entrepreneurship courses. We then look at the characteristics of reservations by the types of courses that TCUs offer.

Almost half of the TCUs offer both a business degree and entrepreneurship courses. Appendix A outlines the relevant degrees and certificates offered.

Using our dataset of 166 reservations in the contiguous 48 states with a labor force of more than 220, we find that 37 reservations have a tribal college or university. Of those 37 reservations with a TCU, there are 11 where the TCU offers both business programs and entrepreneurial courses, 13 with a business programs but no entrepreneurial courses; and 13 with neither a business program nor entrepreneurial courses.

Infographic 2. Differences Between Reservations by TCU Courses



Sources: Authors' calculations and data from the American Community Survey, American Indian Higher Education Consortium, U.S. Census Bureau, and the Survey of Business Owners.

TCUs that offer business and entrepreneurship courses are associated with reservations that have higher rates of self-employment, higher percentages of the population with a bachelor's degree, higher median earnings, higher access to computers and the internet, and higher labor force participation rates. These reservations also tend to be more remote.

Depending on the type of courses offered, there are statistically significant differences between TCUs with stronger business and entrepreneurship curriculum:

1. Median Earnings: TCUs with stronger business and entrepreneurship curriculum are on reservations with higher earnings.
2. Distance: The greater the distance from an urban area, the more likely the TCU has business and entrepreneurship curriculum.
3. Percent with a bachelor's degree: TCUs with stronger business and entrepreneurship curriculum are on reservations with more bachelor's degree attainment.

Note, these are correlations and not necessarily indicative of a causal relationship.

For TCUs that serve remote areas, entrepreneurship courses make a difference as well. There are 8 remote reservations with TCUs that have entrepreneurship courses, and 12 remote reservations that do not have entrepreneurship courses. Remote reservations that have entrepreneurship courses (compared to reservations that have TCUs but do not have these courses) have residents with higher educational attainment, on both the high school (84.8 percent versus 83.3 percent) and bachelor's levels (15.0 percent versus 14.7 percent), earn more (\$29,107 versus \$26,493), and have higher labor force participation (57.6 percent versus 54.1 percent). These findings suggest that TCUs with business and entrepreneurship curriculum not only are serving areas that would otherwise be education deserts with reservation "brain drain," but also have notably better outcomes in education and earnings.¹⁷

Case Study: Experiential Learning at Salish-Kootenai College

Salish-Kootenai College (SKC) has both a foundational A.A. in Business Management program and a B.A. program that focuses on tribal entrepreneurship. Most students in these programs want to own their own business or work for a small business after graduation. Both programs incorporate experiential learning to help students develop their own businesses after they graduate.

Experiential learning at SKC helps students in building their business and brand. For example, in Principles of Marketing, students work with clients to create real-life marketing materials.

Regarding business development, the share of the population that is self-employed is similar for tribal areas with and without a TCU (2.1 percent versus 2.0 percent) but there are more notable differences across curriculum offerings. Specifically, the share of self-employed is 1.5 percent in tribal areas with TCUs that do not have a business degree or entrepreneurship courses, 2.3 percent in tribal areas with TCUs with a business degree, and 2.5 percent with both a business degree and entrepreneurship courses (infographic 1).

¹⁷ Due to small sample sizes, many of these averages were not statistically significant. In a test for significance of these findings, we find that high school attainment and bachelor's degree attainment are statistically significant.

TCUs with entrepreneurship courses and business majors are associated with higher levels of self-employment on their respective reservations.

Success Stories

The findings above are reflected in the following success stories of TCU programs with business and entrepreneurship courses. AIHEC has developed a “breaking through” strategy for success at tribal colleges and universities. The key themes of successful TCUs include peer learning networks, alignment with employer demand, senior leadership engagement, cultural instruction, and community partnerships. Metrics for success include accelerated learning programs, comprehensive support services, labor market payoffs, and aligning programs for low-skilled adults.¹⁸ An AIHEC study found that matching students to workforce needs and entrepreneurship courses was a key factor in successful strategies. Some highlights include:

- Leech Lake Tribal College incorporated business technical writing in its certificate programs as well as technical instructors and career counseling to match students to local jobs. Little Big Horn College created a “Work Readiness Program” with hands-on experience and off-reservation work. The program had an 83 percent employment rate and a six-month work-retention rate of 79 percent, all higher than achieved at the college’s traditional workforce development program.
- Salish Kootenai College developed a program for recent GED graduates/near-college-ready students and engaged local employers and workforce agencies. The program enrolled 40 students, with a 95 percent transition rate to credit-bearing programs.
- Sitting Bull College developed an accelerated GED course and a credential in oil drilling to match students to local natural resource jobs. The program included financial incentives for progression and completion; students that applied for jobs within 30 days

¹⁸ See AIHEC, “Building the Foundation for Success: Case Studies of Breaking Through Tribal Colleges and Universities,” (2013) and AIHEC, “Tribal College Contributions to Local Economic Development,” (February 2000).

of graduation received free tuition and equipment. Twenty-one out of 22 students completed the oil-drilling course and there were no dropouts for the GED cohort.

Conclusions and Policy Implications

TCUs function as an important education and knowledge provider for AIAN students and operate in some of the most remote areas of Indian Country. TCUs play a direct role in combatting the “brain drain” on reservations and in serving what would otherwise be education deserts for Indian Country. TCU alumni have relatively high rates of maintaining ties with and giving back to their communities. Existing studies suggest that TCUs produce a rate of return on investment for students of over four to one, and a rate of return for taxpayers of over two to one.

TCUs with courses in business and entrepreneurship are associated with higher levels of self-employment, median earnings, and education on their respective reservations compared with other remote tribal reservations. Some TCUs including the Salish-Kootenai College in Montana incorporate experiential learning to help students develop their own business after graduation. Other TCUs like Leech Lake Tribal College focus on matching their curriculum to the local workforce and community needs.

While this white paper focuses on the relationship between TCUs and business development, the scope of the analysis was limited by available data. For existing data, one of the best measures of entrepreneurship and business development on tribal areas is the share of self-employed, which does not vary by having a TCU or not but does vary depending on the TCU’s business and entrepreneurship curriculum. To advance our collective desire to be more informed of the role of TCUs in tribal area economies and in particular business development and entrepreneurship, more and specific types of data should be collected. For example, data on the activities of TCU graduates, of AIAN graduates from TCUs and non-TCUs, and more detailed characteristics of businesses on tribal areas (age, size, sector, employee characteristics including whether TCU graduates are among employees) and ownership characteristics (race, ethnicity, educational attainment, including whether the owner is a TCU graduate) are all examples of data that would further this analysis.

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Appendix A. TCU Degrees and Curriculum, Business and Entrepreneurship

| Name of TCU | Tribe | City | Certifications | Associate | Bachelor | Master | Highlighted Courses |
|---|---|----------------------|--|---|---------------------------------------|--------|--|
| Iñisaġvik College (IC) | Inupiaq Tribe | Utqiagvik, Alaska | Business Specialist I and II; Entrepreneurship and Small Business Management | A.A.S. Business & Management | Bachelor's in business administration | | |
| Diné College (DC) | Navajo Nation | Tsaile, Arizona | | A.A.S. Business Management; A.A. Business Management | B.A. Business Administration | | Tribal Enterprises and Entrepreneurship |
| Bay Mills Community College (BMCC) | Bay Mills Indian Community | Brimley, Michigan | | A.A. in Business Administration | | | Entrepreneurship: Introduction to Small Business |
| Fond du Lac Tribal and Community College | Operating as a tribal college and is state funded | Cloquet, Minnesota | Small Business/Entrepreneurship | A.S. Business/Financial Services; A.S. Applied Science in Small Business Entrepreneurship | | | |
| Leech Lake Tribal College | Leech Lake and Red Lake Reservations | Cass Lake, Minnesota | | A.A.S. in Business Management | | | Special Topics in Entrepreneurship |

| | | | | | | | |
|---|--|--------------------------|------------------------|---|---------------------------------|--------|--|
| Little Big Horn College | Crow Indian Reservation | Crow Agency, Montana | | A.A. Business Administration | | | Small Business Management |
| Salish Kootenai College (SKC) | Bitterroot Salish, Kootenai, and Pend d'Oreilles tribes | Pablo, Montana | Hospitality Operations | A.A. in Business Management | B.A. in Business Administration | | Career Planning; Entrepreneurship I and II; Individual and Small Business Tax |
| Stone Child College (SCC) | Chippewa-Cree Tribe | Box Elder, Montana | | A.S. in General Business; A.S. Business Hospitality | | | Elective in Entrepreneurship |
| Nebraska Indian Community College (NICC) | Omaha, Santee Sioux, and urban South Sioux City | Various locations | | A.A. in Business (Entrepreneurship Concentration) | | | Introduction to Entrepreneurship; Entrepreneurship Accounting; Marketing for the Entrepreneur; Entrepreneurship Financial Topics; Entrepreneurship Business Plan |
| Nueta Hidatsa Sahnish College | Three Affiliated Tribes of the Fort Berthold Reservation | New Town, North Dakota | Entrepreneurs hip | A.A. Business Administration | | | |
| Sitting Bull College | Standing Rock Sioux | Fort Yates, North Dakota | | A.A. Business Administration | B.S. Business Administration | M.B.A. | Entrepreneurial Marketing; Entrepreneurial Business |

| | | | | | | | |
|---|-------------------------------|------------------------|--|---|-------------------------------------|--|------------------------------------|
| | | | | | | | Management ; Strategic Management |
| United Tribes Technical College | Various tribes | Bismarck, North Dakota | | A.S. Business Administration | B.S. Business Administration | | American Indian Entrepreneurship |
| Oglala Lakota College | Pine Ridge Indian Reservation | Kyle, South Dakota | | Associate of Business Administration | Bachelor of Business Administration | | Specialization in Entrepreneurship |
| Northwest Indian College | Lummi Nation | Bellingham, Washington | | A.A.S. in Business and Entrepreneurship | | | |
| Lac Courte Oreilles Ojibwa Community College | Anishinaabe | Hayward, Wisconsin | | A.S. in Small Business Administration | B.S. in Business Administration | | |

Appendix B: List of TCUs

| Tribal College Name | City | State |
|---|--------------|--------------|
| Iłisaġvik College* | Utqiagvik | AK |
| Diné College | Tsalle | AZ |
| Tohono O'odham Community College | Sells | AZ |
| Deganawidah-Quetzalcoatl University | Davis | CA |
| Haskell Indian Nations University | Lawrence | KS |
| Bay Mills Community College (BMCC) | Brimley | MI |
| Keweenaw Bay Ojibwa Community College (KBOCC) | Baraga | MI |
| Saginaw Chippewa Tribal College (SCTC) | Mt. Pleasant | MI |
| Fond du Lac Tribal and Community College (FDLTCC) | Cloquet | MN |
| Leech Lake Tribal College (LLTC) | Cass Lake | MN |
| Red Lake Nation College | Red Lake | MN |
| White Earth Tribal and Community College (WETCC) | Mahnomen | MN |
| Aaniiih Nakoda College | Harlem | MT |
| Blackfeet Community College | Browning | MT |
| Chief Dull Knife College | Lame Deer | MT |
| Fort Peck Community College (FPCC) | Poplar | MT |
| Little Big Horn College | Crow Agency | MT |
| Salish Kootenai College (SKC) | Pablo | MT |
| Stone Child College (SCC) | Box Elder | MT |
| Little Priest Tribal College | Winnebago | NE |
| Nebraska Indian Community College (NICC) | Macy | NE |
| Institute of American Indian Arts (IAIA)* | Santa Fe | NM |
| Navajo Technical University (NTU) | Crownpoint | NM |
| Southwestern Indian Polytechnic Institute (SIPI) | Albuquerque | NM |
| Cankdeska Cikana Community College | Fort Totten | ND |
| Nueta Hidatsa Sahnish College | New Town | ND |
| Sitting Bull College | Fort Yates | ND |
| Turtle Mountain Community College | Belcourt | ND |
| United Tribes Technical College (UTTC) | Bismarck | ND |
| Bacone College | Muskogee | OK |
| College of the Muskogee Nation | Okmulgee | OK |
| Comanche Nation College | Lawton | OK |
| Oglala Lakota College | Kyle | SD |

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|---|------------|----|
| Sinte Gleska University (SGU) | Mission | SD |
| Sisseton Wahpeton College (SWC) | Sisseton | SD |
| Northwest Indian College | Bellingham | WA |
| College of Menominee Nation (CMN) | Green Bay | WI |
| Lac Courte Oreilles Ojibwa Community College (LCOOCC) | Hayward | WI |
| Wind River Tribal College | Ethete | WY |

Note: Iłisaǵvik College in Alaska and the Institute of American Indian Arts in Santa Fe, NM are excluded in the data analysis but listed here for thoroughness.



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