Mission, Vision, and Goals of SIPI

Mission Statement
Southwestern Indian Polytechnic Institute (SIPI) is a National Indian Community College that prepares Native American students to be productive lifelong learners, as tribal members, in an ever-changing global environment. As a land grant institution, SIPI partners with tribes, employers, and other organizations with a stake in Indian education. An enduring commitment to student success is the hallmark of SIPI’s operations.

Vision Statement
By the year 2020, Southwestern Indian Polytechnic Institute (SIPI) will solidify its position as a preeminent higher learning institution, providing a range of career and transfer opportunities for Native learners throughout the United States including Science, Technology, Engineering, and Mathematics (STEM). Recognized for its unwavering commitment to success for all students, SIPI is innovative in the pursuit of educational excellence. SIPI collaborates with tribes and other entities with a stake in Indian education. SIPI’s graduates are proud of their Native American culture in a pluralistic, globalized world and are ready to compete with the best graduates from colleges and universities anywhere.

Strategic Goals
- Make learner success the core work of SIPI.
- Develop new programs, strengthen existing programs, and recruit students to respond directly to the current and projected demographic and economic trends of Indian tribes, the state in which they are located, the nation, and the world.
- Promote the health and economic vitality of Indian tribes and communities through dynamic partnerships, coalitions, and collaborations.
- Expand the use of instructional technology to enhance student learning.
- Make better use of existing data and information; create new actionable information and customers for this information to support SIPI’s operational and strategic planning efforts.
- Provide new and expanded opportunities for faculty and staff development that supports an atmosphere of excellence in academics and student support services.
Message from the Assistant Secretary, Indian Affairs

As you read SIPI's 2012-13 Annual Report, I know that you will share my pride in the accomplishments highlighted here. The past academic year can best be described as one during which SIPI responded to many challenges by achieving many successes. When sequestration and federal fiscal uncertainty brought budget reductions, restrictions on travel, and a hiring freeze, the SIPI community resolved not only to maintain, but to improve, the quality of teaching and support provided to the students they serve.

A few of SIPI's success stories are in the report that follows. Among them, you will read about the dramatic modernization of the Library; students who participated in research at prestigious laboratories or earned national honors for academic achievement; students learning about the experiences of indigenous cultures in other countries, and others who will return to their tribal communities prepared to teach young Native students in ways that reflect tradition and indigenous ways of learning. A central theme is the emergence of a culture of evidence. Under Dr. Allison's leadership, SIPI has identified key performance indicators and implemented appropriate processes to support the continuous improvement of its academic and non-academic endeavors. The College has tied these processes to budgeting through data-driven action plans, and continues to refine the processes in an ongoing focus on student success.

This report reflects last year's work. But that is only the foundation for next year's work, and the year after that. Much has been accomplished, but much remains to be done. I look forward to another exciting year at SIPI, as we all strive to provide the best possible education to our Native students.

Kevin Washburn, Assistant Secretary, Indian Affairs

Message from the Director, Bureau of Indian Education

I am proud to join Assistant Secretary Washburn and President Allison in sharing SIPI's 2012-13 Annual Report. As I read about the many positive things that happened during the last year, I found myself thinking about SIPI's evolution from a school focused entirely on job preparation, into a remarkable STEM institution with widely-recognized programs in technology and engineering, and more recently into a community college that prepares students for workforce entry or for transfer into baccalaureate programs.

The 2012-2013 academic year was a year in which SIPI considered its institutional history while planning for its future. Preparations for the October 2013 site visit by the Higher Learning Commission, coupled with the constraints imposed by federal sequestration, created an environment in which the SIPI community worked together to engage in comprehensive evaluation of all aspects of the College's academic operations. This was a year of planning for the future while sustaining current operations despite significant fiscal challenges. The examples of institutional and student success presented in the report provide powerful evidence that the College met last year's challenges, while laying the foundation for a sustainable future.

Throughout its history, SIPI has been sustained by the hard work of administrators and educators dedicated to the education of Native students. I know their ongoing commitment and focus on student success will bring many more accomplishments in the 2013-2014 year.

Dr. Charles “Monty” Roessel, Director, Bureau of Indian Education
Welcome to the Southwestern Indian Polytechnic Institute’s 2012-13 Annual Report. While the 2012-13 fiscal year presented challenges for SIPI, it also offered opportunities for the SIPI to transform into a model community college. The SIPI community could not have met those challenges in a more impressive manner. This report reflects key steps in this transformation.

Our greatest institutional challenge was to make the most convincing case possible that SIPI is an institution worthy of regional accreditation. The entire SIPI community has worked for the past few years to redefine the institution, based not only on basic principles of accreditation, but on principles of performance excellence. SIPI has gone from an institution that has struggled in several key areas of accreditation to one that excels in all of those areas. The culmination of SIPI’s work in 2012-13 was a statement to the Higher Learning Commission that shows us to be one of the most mission-centered colleges in the country, with a pervasive culture of evidence and assessment that is rarely seen in higher education. These accomplishments were an institution-wide effort, reflecting the broad commitment of all SIPI staff, faculty, and students to its mission-based assertion that “a commitment to student success is the hallmark of SIPI’s operations.”

During the 2012-13 fiscal year, SIPI also dealt with the impact of federal sequestration, but did so in a manner that ensured that resources necessary to ensure student success was protected, and that instructional and academic support did not suffer. Through careful management of institutional resources, SIPI’s faculty and staff were able to continue to provide quality instruction and student services. In fact, SIPI established a new Student Services Department in the past year, dedicated to providing quality academic and financial support to all students.

We look to the future with an eye on continuous improvement and performance excellence. As proud as we are of our accomplishments this past year, we are determined to build on those accomplishments, and provide our students with an educational experience that is second to none.

Dr. Sherry Allison, President

“A strong sense of mission is apparent throughout SIPI. From gardeners to the President and from the mail clerk to faculty, everyone encountered at SIPI not only knew the mission, but could explain how their work furthered the mission and impacted the educations and futures of SIPI students.”

The past year has been a big year of positive changes and transitions for SIPI and our Board of Regents (BOR). We have gone through an accreditation review in which the BOR was very much involved with the visit in October 2013. In addition, there was a change in officers with a new election that was held in February 2013, and a Development Office Director was hired in the BOR office in September. Thus we look forward to continued support of all our stakeholders and students.

The new executive officers are Darva Randolph, representative of Ten Southern Pueblos, as Chairwoman; Hershel Muniz, representative of Jicarilla Apache Nation, as Vice-Chairman and Larry Schurz, representative of Inter-Tribal Council of Arizona, as Secretary-Treasurer. The BOR is an advisory board and is comprised of 11 members who represent and are appointed by the following tribal entities: Jicarilla Apache Tribe, Mescalero Apache Tribe, Navajo Nation (New Mexico and Arizona), Eight Northern Pueblos, Ten Southern Pueblos, Southern Ute Indian Tribe, Inter-Tribal Council of Arizona, Oklahoma Tribes, Great Plains Tribal Chairman’s Association and the SIPI Student Senate. The newest member we have on board is Darrell Flyingman who represents the Oklahoma Tribes. The President of SIPI serves as an Ex-officio member. The BOR supports the implementation of the Institute’s mission to provide education and training to students from tribes all across the nation. The BOR was incorporated in the State of New Mexico in November 1974, and the following year received IRS determination as a Non-Profit Organization under Section 501(c)(3).

The primary goal of the Development Office is to raise funds to maintain the BOR office and support SIPI and its students. Some initial ideas are fundraising (including the development of an alumni association) and establishing a professional donor’s website to support future fundraising efforts.

The BOR continues to play a critical role in the future and success of SIPI. We have gone through a year of changes – changes for a positive and stronger future. The BOR recognizes the tremendous work of the SIPI staff and faculty in the accreditation review process. The BOR is proud of their contribution to make SIPI a great institution of higher learning for Native American students.

Darva Randolph, Chairwoman
Introduction to SIPI

The Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque, New Mexico is a community college that is federally funded through the U.S. Department of the Interior, Bureau of Indian Education. SIPI was established in the early 1970s at the request of the All Indian Pueblo Council and other federally recognized tribes to help train American Indian and Alaska Natives for jobs. SIPI opened in September 1971 on approximately 164 acres located northwest of Albuquerque, New Mexico.

SIPI has a national tribally-appointed Board of Regents (BoR). In 1990, the Board adopted a mission for SIPI that focused on science and technology training and education to ensure its graduates would be competitive in a 21st century workforce both on and off the reservation. To accomplish this, SIPI hired highly-qualified instructors, upgraded curricula, and sought industry, foundation, state, and federal partnerships to equip SIPI with state-of-the-art learning facilities.

SIPI is located in the center of New Mexico’s agricultural and technology corridor (Los Alamos and Sandia National Laboratories, and Intel Corporation), major universities and the largest technical workforce within a 500-mile radius. SIPI has established excellent working relationships with these industries and universities, thereby allowing a responsive learning environment within which American Indian and Alaska Native students develop skills that will be needed by tribal nations to build cohesive and economically strong communities. SIPI is an important part of the New Mexico higher education system. It has agreements with the University of New Mexico, New Mexico State University, and New Mexico Highlands University that ensure better recruitment, transfer, and retention rates for Native American students. SIPI has also established articulation agreements with regional public institutions outside of New Mexico.

SIPI’s designation as a land-grant institution in 1994, allowed for its expansion in research and extension programs to meet the growing needs of tribal nations. SIPI is a member of the American Indian Higher Education Consortium (AIHEC), the New Mexico Association of Community Colleges, and is in candidacy status with the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). As this report goes to print, SIPI is anticipating initial accreditation status to be awarded at the February 2014 meeting of the Higher Learning Commission Board of Trustees.

“It was abundantly clear to the HLC team that everyone from maintenance and service personnel to faculty to the President and her leadership team to the Board of Regents embraces and lives SIPI’s mission everyday and consider it in every decision they make.”
Academic Programs at SIPI

**Associate of Applied Science (AAS Degrees)**
- Accounting
- Business Administration
- Culinary Arts
- Natural Resources Management
- Natural Resources Management (Environmental Science)
- Geo-Spatial Information Technology
- Vision Care Technology
- Instrumentation and Control Technology
- Network Management

**Associate of Arts (AA) Degrees**
- Liberal Arts
- Early Childhood Education

**Associate of Science (AS) Degrees**
- Business Administration
- Pre-Engineering

**Certificate Programs**
- Accounting
- Business Administration
- Early Childhood Education
- Culinary Arts
- Geo-Spatial Information Technology
- Optical Laboratory Technology
- Computer-Aided Drafting and Design

Distance Learning: Distance learning at SIPI uses a variety of technologies to assist students who are constrained by time and location from pursuing their educational goals.

“SIPI is providing students with a quality learning environment, technology, programs, and services…”
Institutional Success - Building a Culture of Evidence

With the establishment of the Office of Institutional Research, Effectiveness and Planning in 2011, SIPI’s leadership demonstrated a commitment to fundamentally changing the way the college conducts its business. Terms like “data driven decision-making” and “culture of evidence” are commonly used in higher education, but rarely permeate all facets of an education institution, and require fundamental philosophical changes to institutional norms. In short, all institutions claim to have a culture of evidence and to be dedicated to data-driven decision-making, but few actually achieve these ideals.

SIPI’s approach to establishing a culture of evidence goes beyond conveniently tossing numbers around. It begins by identifying core values that support the use of empirical evidence. For instance, the establishment of a culture of evidence fundamentally means that the institution establishes a reliance on relevant, empirical data to support resource requests. In a perfect culture of evidence, any decision is informed by empirical data, rather than by conventional wisdom.

Developing a culture of evidence begins by understanding the concept of institutional effectiveness. Institutional effectiveness involves the definition of a set of processes and indicators to determine how the institution is effectively achieving its mission. At the heart of these indicators and processes is empirical data. SIPI has established assessment and program review systems that require self-evaluation of program and departmental performance, based on well-defined, highly relevant empirical data. High-quality data analysis forms the basis for sound action planning that ensures continuous improvement and sustainability. Action plans are not based on pre-defined wishes, but are defined (and supported) by empirical evidence. Additional review and quality control measures ensure that these processes foster the institutional vision of a culture of evidence.

SIPI has established a set of institutional effectiveness indicators based on its fundamental functions. Key performance indicators have been established (retention, graduation, transfer, and job placement rates), and are augmented by SIPI’s role in providing developmental education for those entering students who are not yet ready for college. Because of SIPI’s dual focus of preparing students for the workforce and preparing students for transfer to four-year institutions, more detailed indicators are evaluated to determine how effective it is at preparing students for work (via graduation rates in technical programs, licensure and certification pass rates, etc.), and for transfer (including graduate rates at subsequent institutions). These, combined with essential processes for continuous improvement and sustainability, ensure that SIPI can provide robust, empirical evidence that it meets its mission.

SIPI has effectively tied its assessment and program review processes to budgeting through data-driven action plans, but seeks to refine these processes. The college is now developing a new approach to strategic planning that also ties resource requests to benchmarking and empirical analysis.

In a remarkably short time, SIPI has established a pervasive culture of evidence that drives decision-making in all facets of its operations. This culture of evidence, when working within a culture of continuous improvement, ensures that SIPI will continue its progress into the future.

“Many institutions make claims of being data-driven and have a culture of planning in their self-studies, but the team members agreed that they have yet to encounter an institution that has been able to spread its planning processes to every corner of the school as well as SIPI.”

“SIPI has become a learning organization that uses performance measures and data driven decision making in every aspect of the institution.”

“The culture of evidence pervades the institution and informs all decisions and processes.”

Institutional Success - Pre-engineering Programs
Involvement in Community-Based Research

SIPI has the largest and most tribally diverse Engineering and Engineering Technology A.S. degree and certificate programs of all tribal colleges. SIPI's leaders believe that the ultimate objectives for advancing tribal college STEM programs are:

- Partnership among tribal colleges,
- Sharing resources, and
- Building capacity.

SIPI is a member of eleven tribal colleges forming the TCU Engineering Programs Working Group, and is the home to the working group’s office.

SIPI is a leader in Engineering and Engineering Technology education among the nation’s tribal colleges. SIPI's Advanced Technology, Engineering, and Engineering Technology programs are articulated with all of New Mexico’s four-year institutions, including the University of New Mexico, New Mexico State University, and the New Mexico Institute of Mining and Technology. SIPI’s Pre-Engineering Program is in full compliance with the New Mexico Higher Education Department, General Engineering Core Program. SIPI offers the first two years of a four-year engineering program. Program graduates are accepted as juniors to Mechanical, Civil, Electrical, and Computer Engineering programs. SIPI also offers an "Enrichment Year" program that prepares high school graduates in math, science, communication, and computer skills to enter SIPI as freshman engineering students. SIPI's Pre-Engineering curriculum is similar to (or compatible with) transfer-preparatory engineering programs across the U.S. Student learning at SIPI is supported by state-of-the-art labs. SIPI believes that they are the best educational labs in the state of New Mexico and among the best in the Southwest.

SIPI engineering students are encouraged to choose community-based research and development challenges related to the development and sustainability of natural, energy, and human resources. SIPI students have participated in several Indian energy program competitions, and have won numerous awards. Staff and students are actively involved in research projects involving solar and geothermal energy with the Pueblo of Jemez, and eco-buildings with the Kewa Pueblo (former the Santo Domingo Pueblo of New Mexico).

“SIPI is actively engaged with the Albuquerque community and with the tribal communities it serves.”

“SIPI’s academic programs are active in community development projects, helping students put their learning into practice by serving their communities. The pre-engineering program regularly participates in community development projects which benefit local tribes.”

2012-2013 was a year of cleanup and growth for the SIPI Library. Circulation saw a dramatic increase in checked-out materials, from 3,166 in 2011-12 to 7,519 in 2013. This can be attributed to many factors, including the addition of new books and entertainment DVDs added to the catalog. While the collection grew by 1,618 titles and copies, active weeding also occurred in large amounts. Collection totals decreased by 1,680 to bring the total number of catalog items to 25,236. A large number of dated paperback books were eliminated, thereby increasing space, and planning is underway to install dedicated multimedia computers there.

The SIPI Librarian, Jolene Manus has been collaborating with instructors of various courses on how to navigate the physical and electronic library for student research. SIPI subscribes to databases through EBSCO Host, NewsBank, and ProQuest. Statistics indicate increased student use of databases, with particular attention paid to the number of average minutes students spend researching in databases. In 2012-2013, students spent an average of 36 minutes per session researching full-text articles. We are very happy to have students learning to use and apply academic resources to research assignments.

The SIPI Library is migrating from a very dated Integrated Library System (ILS) to a very modern ILS. This migration has required the SIPI Librarian and Library Technician, Tedra Begay to carefully scrutinize processes and physical placement of items. This migration has been very challenging, but is also one of the most spectacular things to happen for the students. Now they will have web access to the catalog, to eBooks, and to full-text journals and newspapers.

Institutional Success - Establishment of the Division of Student Services

In 2013, SIPI established the Division of Student Services under the direction of Ray Gachupin. The division works to help create an environment in which personal integrity, cultural understanding, and human sensitivity flourish. Student government, housing and recreation, counseling, admissions and financial aid, as well as cultural and social affairs, are viewed as being integral parts of SIPI’s total educational program. Student Services strives to meet the special needs of students, including part-time and older students, non-traditional students, students with disabilities and first-generation college students. Given this diversity, faculty and staff are responsive to the spectrum of ability and the special needs of the student population. Student Services views its role as a partner in the educational enterprise and contributes to all efforts to enhance student growth and development.

The establishment of the Division of Student Services is a step forward in improving the management of educational transitions for SIPI students. Student Services is working on several key strategic planning activities designed to improve the impact and accessibility of student services, and ultimately, student success.
Institutional Success - Increasing Global Awareness

The SIPI mission statement notes that the institution “… prepares Native American students to be productive life-long learners, as tribal members, in an ever-changing global environment.” In 2013, SIPI established its Global Cultural Awareness Program, designed to help broaden the worldview of its students beyond traditional and regional borders. The program was designed to bring international speakers to the campus, and promote global arts and culture through exhibits and performances. In serving the public good of the broader community, SIPI extends an invitation to the local community to attend and participate in these events.

In February 2013, SIPI hosted the Global Cultural Awareness Program’s first event: “Decolonization in Action: Working with Indigenous People of the U.S. and Japan.” The presenter was Dr. Yuka Mizutani, sociology professor at Toyo University in Tokyo, Japan. A published scholar in the field of global indigenous studies, Dr. Mizutani’s presentation focused on comparative cultural study of the Pascua Yaqui in Arizona, and the Ainu of northern Japan. The Ainu people were formally acknowledged as an indigenous people by the Japanese government in 2008, and are currently formulating a unified vision for their future. One critical imperative to their long-term future is the establishment of higher education opportunity. It was this concern that led Dr. Mizutani to visit SIPI in the summer of 2012.

Of her experience, Dr. Mizutani reflected, “After the talk, I was overwhelmed by number of questions from the audience. They were eager to know more about my experience working with the Ainu people. Moreover, students raised their hands and asked me if there were any ways to reach to the Ainu people, so young people could start working together toward building a better society. There are many problems Native American people in the U.S. are facing, and these students must have their own concerns. Nevertheless, they were ready to approach indigenous people across the ocean to offer a help. I could clearly see that these students hold generous and beautiful spirits. In Japan too, I teach talented youth with such beautiful spirits, who are willing to learn about indigenous issues around the world. My dream is to connect these young people in Albuquerque and in Tokyo. I am certain that we can learn from each other, and start making a small yet steady change. My heart is always with your institution, and I am looking forward to further collaboration with you.”

To support increased global awareness, SIPI’s Student Life Committee is planning additional cultural exhibits and activities for 2014, including global dance performances and an exhibition of paintings by contemporary Chinese artist Li Zong Ru. The program will continue its global speaker series.

“While SIPI has articulated a commitment to human and cultural diversity in its Cultural Legacy core competency, mission, vision statement and diversity value, the college has recognized the challenges of realizing this commitment and is taking steps to expose students to the diverse cultural communities and global issues outside of SIPI.”

Student Success - Wendi Cole, New Century Scholar and All-USA Community College Academic Team Member

Wendi Cole (Crow Creek Sioux), SIPI student and Phi Theta Kappa member, was selected as one of 20 members of the 2013 All-USA Community College Academic Team. According to USA Today, the “All-USA Community College Academic Team recognizes exceptional students at the nation’s community colleges. Judges consider grades, academic rigor, growth and how well the students use their education to benefit their schools and communities.”

Ms. Cole was selected from 1,800 applicants nationwide and is the only recipient from New Mexico. As far as the National PTK office can tell, she appears to be the only Native American and recipient from a tribal college to ever receive this award. For this honor, she received a $2,500 scholarship.

Because Ms. Cole earned the highest score among students from New Mexico, she earned an additional $2,000 scholarship from the Coca-Cola New Century Scholar Program. She was featured in the April 23, 2013 edition of USA Today with a picture and a brief biographical profile.

Ms. Cole is in her second year at SIPI, majoring in Pre-Engineering and Computer-Aided Drafting and Design. Her ultimate educational goal is to earn a master’s degree in engineering. She has been active with the SIPI chapter of the American Indian Science and Engineering Society (AISES), and has participated in community development activities with SIPI’s engineering programs.

Student Success - Andrea Vicente, Child Development Intern at Yale University’s Child Study Center

Andrea Vicente (Isleta Pueblo) was selected to participate in a summer program to study child development and mental health at Yale University’s Child Study Center. Ms. Vicente was selected at the recommendation of Early Childhood Education instructor Dr. Danielle Lansing. Of her experience, Ms. Vicente notes “Attending the Charles Carl Jr. Child Study Program was everything that I hoped it would be. I was really motivated by Dr. Lansing about this being a great opportunity to learn and explore other options that branch off for what I’m studying.”

The internship allowed Ms. Vicente to study cognitive behavioral therapy with Dr. Eli Lebowitz, focusing on treatment for psychiatric disorders of children and adolescents. The program also allowed Ms. Vicente to participate in an in/out-patient clinic, which provided her with an in-depth education about child studies, assessments, and treatment plans with children and their parents.

In her second year at SIPI, Ms. Vicente is majoring in Early Childhood Education, and is dedicated to community service for children (including library aid work for the Pueblo of Isleta Library, working with the community garden with the Youth Development Incorporated [YDI] program at SIPI, and serving as a volunteer coach for Isleta Pueblo Little League Girls’ Softball).
In June 2011, SIPI was awarded a Wakanyeja “Sacred Little Ones” Early Childhood Initiative grant under the American Indian College Fund’s “Wakanyeja ‘Sacred Little Ones’ – Tribal College Readiness and Success by Third Grade Initiative.” The Wakanyeja project is generously funded by the W.K. Kellogg Foundation. SIPI was one of four tribal colleges across the U.S. to receive this grant. This five-year grant focuses on the following goals:

1. Improve cognitive and non-cognitive skill acquisition in Native students.
2. Improve early childhood teacher quality in Native communities by partnering with post-secondary teacher training programs at participating tribal colleges.

SIPI has partnered with the Youth Development Incorporated (YDI) Head Start programs as well as Santa Clara Pueblo’s Head Start program for the project. SIPI will work with both programs to develop culturally based curriculums. The YDI Head Start, which is located on the SIPI campus, will work with the project director to further solidify its site as a lab school for SIPI Early Childhood Education students. Both partnerships are unique because they represent tribal contexts for the implementation of culturally based curriculums. Project activities will also help inform SIPI’s Early Childhood Education Associates degree program as it seeks to become increasingly community-based and culturally relevant.

SIPI’s project team attended the National Convening of the Wakanyeja Grantees in August 2011. At this time the team was trained in the Photovoice research methodology. Photovoice is a community based participatory research method that focuses on empowerment of communities concerning a social issue or need through photography. During the convening, SIPI selected Photovoice as the methodology that would be employed to engage Head Start parents to develop a culturally-based curriculum. SIPI embarked on implementing Photovoice to support this project. The YDI Head Start was the first site to begin implementation. During 2012, SIPI worked with parents to use photographs as a means to identify cultural outcomes for incorporation into the existing Head Start curriculum. This process empowered Head Start parents to have a voice in their child’s educational experience.

The potential benefits of the Wakanyeja “Sacred Little Ones” project are great. As SIPI facilitates a community-based methodology for developing culturally based curriculums, Native communities can garner much from the documentation of their process. Many local tribes continue to look for processes and frameworks for developing culturally based curriculum. SIPI has the potential to become a resource for these local efforts. As these processes become integrated into the Associates degree program, SIPI Early Childhood students will become better equipped to return to their communities to develop locally based curriculums to perpetuate tribal languages and cultures.

At partner Head Starts programs, parents have become increasingly engaged and invested in their children’s education as a result of the project. This promotes further cognitive and social development for SIPI’s youngest learners.

Example of the Photovoice Project:
“I remember herding sheep when I was a kid. It was fun and built my character and gives me a sense of pride that I could connect to the past. I want other children to feel the same pride.”
2012-13 SIPI Graduates

Lottie Archuleta, Ohkay Owingeh
Associate of Arts Degree in Early Childhood Education

Joshua Begay, Navajo
Associate of Science Degree in Pre-Engineering

Sadie Begay, Navajo
Associate of Applied Science Degree in Accounting
Associate of Applied Science Degree in Business Administration

Niki Benton, Cherokee
Associate of Arts Degree in Liberal Arts

Glennoah Billie, Navajo
Associate of Applied Science Degree in Instrumentation and Control Technology

Tomczak Billie, Navajo
Certificate in Computer-Aided Drafting and Design

Johnathan Boyd, Navajo
Associate of Applied Science Degree in Hospitality Services Management

Sasha Brown, Navajo
Associate of Arts Degree in Early Childhood Education

Mindy Burnette, White Mountain Apache
Associate of Arts Degree in Early Childhood Education

Conway Candelaria, San Felipe Pueblo
Associate of Applied Science Degree in Network Management

Lydell Cayaditto, Navajo
Associate of Applied Science Degree in Vision Care Technology

Nilson Cayaditto, Navajo
Associate of Applied Science Degree in Vision Care Technology

Shirleen Charley, Navajo
Associate of Applied Science Degree in Vision Care Technology

Deborah Charley-Natonabah, Navajo
Associate of Applied Science Degree in Vision Care Technology

Tanisia Chavarillo, San Felipe Pueblo
Associate of Arts Degree in Early Childhood Education

Donna Chavez-Fragua, Sandia Pueblo
Associate of Arts Degree in Early Childhood Education

Albert Cheama, Zuni Pueblo
Certificate in Computer-Aided Drafting and Design

Christy Cheromiah, Laguna Pueblo
Associate of Arts Degree in Liberal Arts

Lyle Cook, Jr., Cheyenne River Sioux
Certificate in Computer-Aided Drafting and Design

Joseph Damon, Navajo
Associate of Applied Science Degree in Network Management

John David, Laguna Pueblo
Associate of Arts Degree in Liberal Arts

Charmayne Dayaye, White Mountain Apache
Associate of Applied Science Degree in Natural Resources Management

Terrence Fisher, Coushatta
Associate of Arts Degree in Liberal Arts

Eric Ghahate, Laguna Pueblo
Associate of Applied Science Degree in Geospatial Information Technologies

Wilson Gover, Pawnee
Associate of Applied Science Degree in Accounting

Aneisha Henderson, Navajo
Associate of Applied Science Degree in Accounting

Clemencia Huma, Hopi
Associate of Arts Degree in Early Childhood Education

Angela Humetewa, Kewa Pueblo
Associate of Arts Degree in Early Childhood Education

Edwin Hutchens, III, Laguna Pueblo
Certificate in Computer Aided Drafting and Design

Willow Iron Cloud, Oglala Sioux
Associate of Arts Degree in Liberal Arts

Isaac Jimenez, Caddo
Certificate in Geospatial Information Technology
2012/13 SIPI Graduates

Aaron Johnson, Navajo
Associate of Applied Science Degree in Natural Resources Management

Lisa Jones, Laguna Pueblo
Certificate in Optical Laboratory Technology

Demetria Kee, Navajo
Associate of Science Degree in Business Administration

Romando Largo, Navajo
Associate of Applied Science Degree in Geospatial Information Technologies

Micah Lewis, Navajo
Associate of Applied Science Degree in Network Management

Carl Little, Navajo
Associate of Applied Science Degree in Network Management

Tanya Luna, Navajo
Associate of Arts Degree in Liberal Arts

Gail Madalena, Jemez Pueblo
Associate of Arts Degree in Liberal Arts
Associate of Arts Degree in Early Childhood Education

Mariah Medina, Zia Pueblo
Associate of Applied Science Degree in Vision Care Technology

Amanda Montoya, Taos Pueblo
Associate of Applied Science Degree in Geospatial Information Technologies

Zachariah Netzer, Choctaw
Associate of Science Degree in Pre-Engineering

Kamani Norris, Navajo
Associate of Applied Science Degree in Vision Care Technology

Tessia Padilla, San Felipe Pueblo
Associate of Arts Degree in Early Childhood Education

Antanisha Parker, Navajo
Associate of Arts Degree in Liberal Arts

Sheila Pope, White Mountain Apache
Associate of Science Degree in Business Administration

Preston Quandelacy, Zuni Pueblo
Associate of Applied Science Degree in Culinary Arts

Lynette Romero, Acoma Pueblo
Associate of Applied Science Degree in Vision Care Technology

Natasha Romero, Laguna Pueblo
Associate of Applied Science Degree in Vision Care Technology

Beverly Scott, Navajo
Associate of Applied Science Degree in Accounting
Associate of Applied Science Degree in Business Administration

Calvin Silas, Navajo
Associate of Science Degree in Pre-Engineering

Kyle Smith, Navajo
Associate of Applied Science Degree in Network Management

Donna Tenorio, Kewa Pueblo
Associate of Applied Science Degree in Accounting
Associate of Science Degree in Business Administration

Jessica Tsosie, Quapaw
Associate of Applied Science Degree in Vision Care Technology

Lucy Valencia, San Felipe Pueblo
Associate of Arts Degree in Early Childhood Education

Connie Wetchie, Shoshone
Associate of Applied Science Degree in Vision Care Technology

Pearlina Yazzie, Navajo
Associate of Arts Degree in Liberal Arts
Institutional Data - Finances

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<tr>
<td>Fees (SIPI does not charge tuition)</td>
<td>$586,600</td>
<td>$550,093</td>
<td>$453,632</td>
<td>$303,600</td>
</tr>
<tr>
<td>Federal Government Appropriations</td>
<td>$8,945,188</td>
<td>$8,534,721</td>
<td>$8,812,711</td>
<td>$8,431,541</td>
</tr>
<tr>
<td>Government Grants &amp; Contracts</td>
<td>$3,888,584</td>
<td>$3,818,874</td>
<td>$6,816,593</td>
<td>$6,884,759</td>
</tr>
<tr>
<td>Private Gifts, Grants &amp; Contracts</td>
<td>$150,000</td>
<td>$735,527</td>
<td>$409,249</td>
<td>$210,914</td>
</tr>
<tr>
<td>Total Core Revenues</td>
<td>$13,570,372</td>
<td>$13,639,215</td>
<td>$16,492,185</td>
<td>$15,830,814</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense Function</th>
<th>2010 Reported Values</th>
<th>2011 Reported Values</th>
<th>2012 Reported Values</th>
<th>2013 Reported Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$3,033,002</td>
<td>$3,238,102</td>
<td>$3,981,102</td>
<td>$4,613,141</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$2,491,034</td>
<td>$3,432,543</td>
<td>$1,044,066</td>
<td>$1,358,011</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$2,273,359</td>
<td>$3,817,467</td>
<td>$4,828,058</td>
<td>$4,971,687</td>
</tr>
<tr>
<td>Student Services</td>
<td>$1,147,793</td>
<td>$1,031,975</td>
<td>$2,186,420</td>
<td>$3,263,317</td>
</tr>
<tr>
<td>Other Core Expenses</td>
<td>$4,625,184</td>
<td>$2,119,128</td>
<td>$1,556,308</td>
<td>$1,419,634</td>
</tr>
<tr>
<td>Total Core Expense</td>
<td>$13,570,372</td>
<td>$13,639,215</td>
<td>$13,595,954</td>
<td>$15,625,790</td>
</tr>
</tbody>
</table>


Note: For 2013 and 2014, the increase in expenses is due in part to an increase in Title III expenditures; adjustments to expenditures from defaults and errors are still being made.

“SIPI financial managers track funds and justify expenditures, as required by Federal regulations. SIPI leadership uses a detailed and rigorous process of data-driven decision making to inform budget allocations and departmental requests for funds to improve student education.”

“SIPI has a very specific process to look forward into the future when identifying its course forward and where its limited treasure should be spent.”

Institutional Data - Student Enrollment and Success

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>AY 2009/10</th>
<th>AY 2010/11</th>
<th>AY 2011/12</th>
<th>AY 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (unduplicated headcount)</td>
<td>1029</td>
<td>816</td>
<td>779</td>
<td>774</td>
</tr>
<tr>
<td>Tribes Represented</td>
<td>106</td>
<td>89</td>
<td>81</td>
<td>83</td>
</tr>
<tr>
<td>States Represented</td>
<td>27</td>
<td>23</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: STARS data system, queried by Luanne Manwell, June 26, 2013.

Graduation and Transfer Rates

<table>
<thead>
<tr>
<th>IPEDS Report Year</th>
<th>IPEDS Cohort</th>
<th>SIPI Graduation Rate</th>
<th>National Median Graduation Rate</th>
<th>SIPI Transfer Rate</th>
<th>National Median Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Fall 2006</td>
<td>14%</td>
<td>18%</td>
<td>20%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>2011 Fall 2007</td>
<td>11%</td>
<td>20%</td>
<td>27%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>2012 Fall 2008</td>
<td>21%</td>
<td>20%</td>
<td>34%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>2013 Fall 2009</td>
<td>24%</td>
<td>19%</td>
<td>31%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

Note: National median rates are from National Community College Benchmark Project annual reports. Students from the most recent IPEDS reporting cohort transferred to the following New Mexico colleges and universities since their initial enrollment at SIPI: Central New Mexico Community College, University of New Mexico, San Juan College, New Mexico State University, and New Mexico Highlands University.

“Clearly, the commitment of faculty and staff to their students and the unique mission of the college are the core strengths of SIPI.”

“SIPI’s priorities, programs, activities are directly aligned with its mission.”

“SIPI leadership, faculty and staff have a laser focus on the mission and are motivated and qualified to ensure mission success for the institution.”

General Education Outcomes

SIPI has identified four general education core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI’s basic mission statement and represent the most deeply held values of the college. The competencies help ensure that SIPI graduates will be informed and committed citizens who are prepared for the technological, behavioral and practical needs of modern workplaces and communities. SIPI general education core competencies are:

- **Communication**: Students will be able to effectively communicate ideas to others in correct ways.
- **Interpersonal Skills/Teamwork**: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- **Cultural Legacy**: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- **Critical Thinking**: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

2013-15 SIPI President’s Strategic Planning Priorities

- **Student Success**: Students will have the skills, knowledge and desire to complete their educational goals and pursue their career and lifelong learning ambitions.
- **Culture of Evidence**: The institution relies on empirical data to support decision-making and improve college performance.
Southwestern Indian Polytechnic Institute
"A National Indian Community College"
9169 Coors Blvd. NW
Albuquerque, NM 87120
(Mailing Address: P.O. Box 10146, Albuquerque, NM 87184)
1.800.586.7474
www.sipi.edu

The Southwestern Indian Polytechnic Institute is accredited by the Higher Learning Commission of the North Central Association.