“Culture” and College Culture: Serving Native American students across the educational pipeline

Mandy Cheromiah, Tia Bruised Head, & Amanda Tachine
“American Indian Well-Being Model in Higher Education”

**Cultural (Identity):**
How do I balance my culture and the modern world while I am in college?

**Professional (Planning):**
What are my goals for my college and professional career?

**Spiritual (Purpose):**
Why am I attending college?

**Social (Networking):**
Do I have adequate networking skills to succeed in college?
American Indian Student

Mental (Thinking):
Am I academically prepared to meet the rigors of college?

Emotional (Feeling):
Do I know how to balance my emotions to succeed in college?

Physical (Body):
Can I take care of myself and my body while I’m in college?

Environmental (Place):
Is the college that I plan to attend a good fit for me and my goals?
Well- Being Model Implemented in 2010 UA NASEP Summer Program

<table>
<thead>
<tr>
<th>Date:</th>
<th>June 20-25, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>The University of Arizona</td>
</tr>
<tr>
<td>Participants:</td>
<td>16 students; 12 incoming seniors and 4 incoming juniors</td>
</tr>
<tr>
<td>Tribal Representation:</td>
<td>Navajo, Hopi, Tohono O’odham, Pascua Yaqui, and Apache</td>
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Scottsdale Community College
CPD 150
Strategies for College Success

• Students who successfully completed CPD150 during their first semester were more likely than the students who did not take CPD150 to:
  – Return each of the following semesters
  – Successfully complete (C or better) more of their classes each semester
  – Earn higher GPAs both during and after the semester they are taking CPD150

• These positive impacts are even higher with students the more developmental placements a student has placed.

• Students who successfully complete CPD150 at some point after their first semester are more likely than students who did not take CPD150 to:
  – Return each of the following semesters
  – Successfully complete more of their classes each semester
  – Earn higher GPAs than they did previously
During the fall semester of 2009 enrollment in the CPD 150 course offerings at SCC grew by approximately 300%. During both the fall 2009 and spring 2010 semesters, students who were required to take the CPD 150 (those who tested into two or more developmental courses, new, first time to college, full time students) outperformed all other new, first time to college full time students in terms of:

1. Course completion rate
2. Success rate
3. Average grade
4. Next term persistence.

Importantly, the next term persistence (retention) rates were approximately 12 and 18% higher during the fall and spring semesters respectively.
CPD 150 Recommended for Native American Indian Students

• New students with no prior college experience testing into all combinations of the three remedial areas, reading, writing, and mathematics.

• Comparison of Outcomes for CPD150 Courses Based on Usage of StrengthQuest Program

• On average, students had higher grades after the StrengthQuest program was implemented.

• Next year persistence rates were slightly higher after the implementation of StrengthQuest.

• Students were more likely to complete the CPD150 course after the implementation of StrengthQuest.
Native American students in Higher Education
National Native American enrollment rates

- Since 2000, Native Americans represent 1% of the total enrolled students in degree-granting institutions.
- Prior to 2000, Native American represented 0.7%
- The 2008 total enrollment of Native American students in degree granting institutions was 193,289.
- In 2000, the total Native American college enrollment was 151,000
- Increase in enrollment of Native American students in higher education.

“Your success as an institution is not only the increase in how many Native American students attend your university, but increasing the number that graduate.” Norbert Hill

*Data is from the National Center for Educational Statistics, 2009
<table>
<thead>
<tr>
<th>Degree</th>
<th>Number in 1997-98</th>
<th>Number in 2007-08</th>
<th>% distribution 97-98</th>
<th>% distribution 07-08</th>
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</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>6,246</td>
<td>8,849</td>
<td>1.1</td>
<td>1.2</td>
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<tr>
<td>Bachelor’s</td>
<td>7,903</td>
<td>11,509</td>
<td>.7</td>
<td>.7</td>
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<tr>
<td>Master’s</td>
<td>2,053</td>
<td>3,758</td>
<td>.5</td>
<td>.6</td>
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<tr>
<td>First Professional</td>
<td>561</td>
<td>675</td>
<td>.7</td>
<td>.7</td>
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<tr>
<td>Doctoral</td>
<td>186</td>
<td>272</td>
<td>.4</td>
<td>.4</td>
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University of Arizona (UA)

- Land grant, Research University

- 334 fields of study at the bachelors, masters, doctoral and first professional level

- Most recent data = Fall 2010
  - Total enrollment is 39,086 students; 30,592 undergraduates
  - Overall ethnic minority: 32%
  - Top 5 Majors for Freshmen: Pre-Business, Pre-Physiology, Psychology, Pre-Nursing, Biology, and Undecided
## UA Native American trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>1st year retention rate</th>
<th>Degrees Conferred</th>
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<tbody>
<tr>
<td>2010-11</td>
<td>1,153</td>
<td></td>
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<tr>
<td>2009-10</td>
<td>1069</td>
<td>67.9%</td>
<td>153</td>
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<tr>
<td>2008-09</td>
<td>1006</td>
<td>70.9%</td>
<td>142</td>
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<tr>
<td>2007-08</td>
<td>940</td>
<td>63.9%</td>
<td>131</td>
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<tr>
<td>2006-07</td>
<td>812</td>
<td>58.1%</td>
<td>133</td>
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<tr>
<td>2005-06</td>
<td>777</td>
<td>63.6%</td>
<td>133</td>
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<tr>
<td>2000-01</td>
<td>747</td>
<td>60%</td>
<td>119</td>
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</table>
Critical Issues of Native American Students in Higher Education

- “One size fits all”
- Invisibility (students, staff and faculty)
- Racism
- Tokenism
- Stereotype
- Academic Preparation
- Interdependent vs. Independent
- Financial Resources and Planning
- Career Planning (relative to tribal needs and expectations)
Persistence factors

- Family support and encouragement
- Faculty and staff interaction
- Sense of self
- Student engagement
http://www.youtube.com/watch?v=Ps3vPHzV1jw