

Indigenous Student Success

Prepared for the University of Alaska Anchorage

August 2014



In the following report, Hanover Research discusses practices in indigenous student success and benchmarks the University of Alaska Anchorage's success rates against a select group of institutions.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In the following report, Hanover Research discusses practices to maximize indigenous student success and benchmarks the University of Alaska Anchorage's (UAA) success metrics against a select group of institutions with substantial indigenous student populations. Accordingly, this report comprises the following sections:

- **Section I: Best Practices in Indigenous Student Success** discusses the distinct learning characteristics of indigenous students, identifies evidence-based student retention practices, and examines university support services for indigenous students.
- **Section II: Institutional Profiles** discusses indigenous student success and support services at six institutions. For each institution, the profile includes indigenous enrollment data, staffing data, graduation rates, degree conferrals, internal success metrics, and support services. The institutions profiled comprise:
 - Northern Arizona University
 - University of North Carolina at Pembroke
 - University of Central Oklahoma
 - University of New Mexico
 - New Mexico Highlands University
 - Southwestern Oklahoma State University

KEY FINDINGS

BEST PRACTICES

- **Institutions must consider the distinct social factors that affect indigenous student success, in addition to academic and financial factors.** Research indicates that, when considering persistence, higher education personnel focus on indigenous students' academic preparation and financial resources, but tend to overlook on-campus social support, single parenthood, and their commitment to tribal affiliation.
- **One prominent model for indigenous student retention is the Family Education Model (FEM), which seeks to involve students' families in campus activities.** The FEM emphasizes the importance of family-based education in postsecondary education. It demands robust collaboration between students, families, and institutional personnel, and prescribes family case workers for all indigenous students.
- **Institutional support offices should actively recruit indigenous students in order to maximize participation in academic and social support services.** Partly due to feelings of isolation and alienation, many indigenous students do not seek out support services that are intended to promote their academic success and

persistence. As such, support offices should actively encourage students to participate, and in some cases, recruit students by using peer outreach.

INSTITUTIONAL METRICS AND PRACTICES

- **Hanover Research found limited evidence that institutions extensively monitor indigenous student success data, apart from high-level institutional data disaggregated by ethnicity.** Institutions typically track admissions, enrollment, graduation, and retention statistics by ethnicity. However, little evidence suggests that institutions use these data extensively to compare the success of indigenous students to that of the overall student population.
- **Among the 13 institutions identified by UAA, the leading universities report indigenous student graduation rates near or above 30 percent.** Indigenous student graduation rates at these institutions are within six percentage points of overall graduation rates. In fact, the University of North Carolina at Pembroke graduates indigenous students at a higher rate than the overall student population.
- **Many profiled institutions provide support services specifically designed for indigenous students.** For instance, Northern Arizona University (NAU), University of New Mexico, and New Mexico Highlands University operate indigenous student service offices that offer outreach activities, advising and counseling, special events, and other services. Additionally, Northern Arizona University and Black Hills State University offer bridge programs for indigenous students, which include early move-ins and expanded orientation programs.

SECTION I: BEST PRACTICES IN INDIGENOUS STUDENT SUCCESS

This section identifies best practices in indigenous student success. We examine the distinct learning characteristics of indigenous students, evidence-based student retention practices, and university support services for indigenous students.

LEARNING CHARACTERISTICS

As a subpopulation, indigenous students are often less prepared than their peers when entering college. Indigenous students graduate high school at a much lower rate than non-indigenous students. A report by the National Clearinghouse for English Language Acquisition (NCELA) indicates that less than 50 percent of indigenous students graduate high school in states with large proportions of indigenous students, such as Alaska.¹ Data also indicate that indigenous students lag behind their peers in terms of academic achievement during elementary and secondary school.²

Indigenous students exhibit distinct learning characteristics that may be poorly suited for the college learning environment. Research suggests that indigenous students are more likely to be reflective learners rather than impulsive. That is, indigenous students base responses and approaches on “careful thought and search.”³ As such, experts advise that:

...educators working with these students need to keep in mind they are reflective thinkers. This means these individuals need the time to put thought and search into their responses. However, when instructional sessions are organized around the idea of trying to cover as much material as possible for the given time period, this learning characteristic of reflectivity is negated.⁴

Additionally, indigenous students tend to prefer teacher-structured environments over student-structured environments.⁵ This environment “is characterized as one in which the teacher serves as the source of structure and support for various learning activities.”⁶ Experts suggest that educators employ an active learning environment and seek to involve indigenous students in as much course activity as possible.

¹ “Postsecondary Success for Native American Students: A Brief Summary of Research, Programs, and Practices.” National Clearinghouse for English Language Acquisition, September 28, 2011, p. 2. http://ncela.us/files/uploads/7/Post_Secondary_Success_NAm.pdf

² Ibid., p. 3.

³ Aragon, S. R. “Learning and Study Practices of Postsecondary American Indian/Alaskan Native Students.” *Journal of American Indian Research*, 43:2, 2004, p. 13. http://jaie.asu.edu/v43/43_2_%202004%201%20Aragon.pdf

⁴ Ibid., p. 15.

⁵ Aragon, S. R. “An Investigation of Factors Influencing Classroom Motivation for Postsecondary American Indian/Alaska Native Students.” *Journal of American Indian Education*, 41:4, 2002, p. 12. <http://jaie.asu.edu/v41/V41I1A1.pdf>

⁶ Ibid.

A research study that compared indigenous college students to non-indigenous peers found that indigenous students demonstrated weaknesses with attitude, anxiety, concentration, and motivation. Data from the study suggest that indigenous students:

- Have negative attitudes about their abilities to succeed in college;
- Have high levels of anxiety and worry when approaching academic tasks;
- Have low levels of concentration and attention to college and college related tasks; and
- Accept little responsibility for performing tasks leading to school success.⁷

To counteract these tendencies, **educators should provide as much feedback as possible to indigenous students.**⁸ Experts advise educators to “provide consistent and thorough feedback,” including “support for the grades received as well as direction for improvement.”⁹ Instructors should provide feedback throughout the duration of a long-term project, rather than only at the conclusion.

STUDENT RETENTION

Scholarly literature generally agrees that “[positive] interactions with individuals, structures, and members of the college or university community lead to involvement and integration and result in student retention.”¹⁰ However, the primary models that seek to explain retention do not take into account the “cultural clash” that indigenous students often experience at universities. Indeed, research indicates that retention rates among indigenous students are considerably lower than other ethnic groups.¹¹

Further regarding the cultural difficulties experienced by college-level indigenous students, some research shows that different stakeholders have varying opinions regarding the barriers to indigenous student persistence. A study conducted by Guillory and Wolverton (2008) discovered that indigenous students emphasized social elements as main causes for college success and failure, while higher education personnel emphasized financial resources and academic programs. When indigenous students were asked to name the primary factors related to college persistence, they cited family, giving back to the tribal community, and on-campus social support. Conversely, administrators indicated that adequate financial support and strong academic programs were most important to indigenous student success (Figure 1.1).

⁷ Adapted from: Aragon, “Learning and Study Practices,” Op. cit., p. 13.

⁸ Ibid., pp. 13-15.

⁹ Aragon, “An Investigation of Factors,” Op. cit., p. 13.

¹⁰ “Postsecondary Success for Native American Students,” Op. cit., p. 10.

¹¹ Ibid., p. 9.

Figure 1.1: Persistence Factors and Barriers Related to Indigenous Student Retention

	INSTITUTIONS	STUDENTS
Persistence Factors	<ul style="list-style-type: none"> ▪ Adequate Financial Support ▪ Academic Programs 	<ul style="list-style-type: none"> ▪ Family ▪ Giving Back to Tribal Community ▪ On-Campus Social Support
Barriers	<ul style="list-style-type: none"> ▪ Inadequate Financial Resources ▪ Lack of Academic Preparation 	<ul style="list-style-type: none"> ▪ Family ▪ Single Parenthood ▪ Inadequate Financial Support ▪ Lack of Academic Preparation

Source: Guillory and Wolverton (2008)¹²

As such, institutions should seek to leverage social support in order to promote indigenous student success. Indeed, studies regarding indigenous student retention typically emphasize the need for strong social support networks on campus. A wide body of research suggests that the following factors can significantly contribute to indigenous students' ability to persist in college:

- Family support in embracing the value of education
- Students' hope of giving back to their tribal communities
- On-campus social support
 - retention of a strong cultural identity
 - opportunities to maintain active connections to home communities and participate in cultural ceremonies (e.g., at American Indian student centers)
 - supportive and involved faculty
 - institutional commitment, including:
 - financial support and knowledge regarding how to obtain and manage financial aid
 - resources for child and family care and retention programs designed specifically for Native Americans
 - academic programs specifically tailored to meet the needs of Native American students
- Pre-college academic preparation, including access to information technology necessary for successful transition to college¹³

Perhaps the most prominent model that addresses indigenous student retention is the Family Education Model (FEM). Introduced in 1997 by a group of five higher education institutions, the FEM emphasizes a "need for family-based education in postsecondary education."¹⁴ The model was primarily developed to be implemented at tribal colleges, but

¹² Guillory, R. M. and Wolverton, M. "It's About Family: Native American Student Persistence in Higher Education." *The Journal of Higher Education*, 79:1, January/February 2008, pp. 69-80.

https://www.sanjuancollege.edu/Documents/launch/Models_ItsAboutFamily_kml.pdf

¹³ Adapted from: "Postsecondary Success for Native American Students," Op. cit., p. 11.

¹⁴ HeavyRunner, I. and DeCelles, R. "Family Education Model: Meeting the Student Retention Challenge." *Journal of American Indian Education*, 41:2, 2002, p. 1. <http://jaie.asu.edu/v41/V41I2A4.pdf>

experts suggest that non-tribal colleges may incorporate elements from the model to boost indigenous student success. Researchers indicate that “retention factors for [indigenous] students reveals that replicating the extended family structure within the college culture enhances the student’s sense of belonging and leads to higher retention rates.”¹⁵

Institutions using FEM seek to maintain a sense of family at college by supporting “any family that needs and deserves help, support, and access to resources.” The family-support approach “focuses on helping families identify and develop their strengths,” and adheres to the following principles:

- Tribal college staff and students’ families must work together in relationships based on equality and respect;
- Tribal college staff enhance families’ capacity to support the growth and development of all family members—adults, youths, children, and extended family;
- Tribal college students’ families are resources to their own members, to other families, to programs, and to tribal communities;
- Retention programs must affirm and strengthen families’ cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society;
- Retention programs are embedded in their communities and contribute to the community-building process;
- Retention programs advocate for services and systems that are fair, responsive, and accountable to the families that are served,
- Student service practitioners work with families to mobilize formal and informal resources to support family development;
- Student retention programs are flexible and responsive to emerging family and community issues; and
- Principles of family support are modeled in all program activities, including planning, governance, and administration.¹⁶

FEM prescribes caseworkers that “serve as a resource specialist to help [indigenous students’] families make the right decisions.” To implement a family-support strategy, institutions must assess students’ attributes, demonstrate commitment from all stakeholders, communicate efficiently with students and institutional entities, and evaluate programming to measure effectiveness.¹⁷

SUPPORT SERVICES

An evaluation of Washington State higher education found that, while most institutions have multicultural offices, services specifically directed at indigenous students are typically

¹⁵ Ibid., p. 1.

¹⁶ Ibid., p. 4.

¹⁷ Ibid., p. 7.

limited to large, four-year universities and colleges.¹⁸ Multicultural centers may provide programming such as “cultural activities, diversity training, pow wows, and a variety of other activities.”¹⁹ Experts also suggest that institutions offer freshman seminar courses for indigenous students.²⁰ Some institutions also offer summer bridge programs that include multi-week orientation and academic preparation in the months leading to freshman year.²¹ Topics of these programs may include:

- The value of education;
- Study, note taking, and test taking strategies;
- Motivation, decision-making, and goal setting;
- Self-assessment and goal setting;
- Career exploration;
- Career, academic, and life planning;
- Time management;
- Establishing rewarding relationships; and
- Stress management for a healthy lifestyle.²²

One study discovered that certain subgroups of indigenous students are less likely to take advantage of institutional support services. Institutions may take a unique approach to ensure that these students realize the benefits of a student support office. For instance, many indigenous students feel alienated and self-exiled once they arrive on campus. However, despite this initial alienation, evidence shows that these students may benefit from direct outreach from the student support office, as “Actively recruiting [these students] could be more appropriate than waiting to respond to a request for help; the request might not come.”²³ Additionally, students that feel adrift from their origins may be more receptive to student-to-student outreach, rather than office-to-student outreach.

¹⁸ Akweks, K., et al. “Pathways for Native American Students: A Report on Colleges and Universities in Washington State.” The Evergreen State College, 2010, p. 22. <http://www.goia.wa.gov/Links-Resources/PathwaysReport.pdf>

¹⁹ Ibid.

²⁰ Aragon, “Learning and Study Practices,” Op. cit., p. 14.

²¹ [1] “American Indian Summer Bridge (AISB) Program.” University of New Mexico. <http://aisb.unm.edu/>

[2] “Bridge Program.” Black Hills State University.

<http://www.bhsu.edu/Research/Centers/AmericanIndianStudies/BridgeProgram/tabid/11840/Default.aspx>

²² Aragon, “Learning and Study Practices,” Op. cit., p. 14.

²³ Yang, R. K., et al. “American Indian/Alaska Native Students’ Use of a University Student Support Office.” *Journal of American Indian Education*, 2006, 45:1, p. 46.

http://jaie.asu.edu/v45/45_1_%202006%203%20Yang%20et%20al.pdf

SECTION II: INSTITUTIONAL PROFILES

This section provides detailed descriptions of indigenous student success data and support initiatives at six institutions: Northern Arizona University, University of North Carolina at Pembroke, University of Central Oklahoma, University of New Mexico, New Mexico Highlands University, and Southwestern Oklahoma State University. For each institution, we provide data on indigenous student enrollment, staffing, graduation rates, and degree conferrals. Additionally, we examine other success metrics used by institutions and campus initiatives focused on indigenous students.

SUMMARY TABLE OF INSTITUTIONS

Figure 2.1: Summary of Indigenous Data at Institutions

INSTITUTION	CARNEGIE CLASSIFICATION	ENROLLMENT		STAFF		GRADUATION		CONFERRALS	
		TOTAL	INDIGENOUS	TOTAL	INDIGENOUS	TOTAL	INDIGENOUS	TOTAL	INDIGENOUS
University of Alaska Anchorage	Master's (large)	17,541	7.4%	2,771	3.4%	25.4%	10.6%	2,158	6.1%
Northern Arizona University	Research (high activity)	24,529	4.8%	3,749	5.0%	50.6%	23.2%	5,695	4.2%
Lake Superior State University	Baccalaureate (diverse)	2,644	8.1%	431	3.4%	35.8%	17.6%	564	5.3%
Montana State University Billings	Master's (medium)	4,278	5.4%	674	2.0%	38.0%	18.8%	764	3.1%
New Mexico Highlands University	Master's (large)	3,705	6.3%	666	1.3%	19.2%	9.6%	696	6.1%
University of New Mexico	Research (very high activity)	27,939	5.8%	9,244	3.0%	44.4%	23.8%	4,851	4.9%
University of North Carolina Pembroke	Master's (medium)	6,486	16.5%	936	32.3%	34.6%	39.0%	1,006	17.2%
Cameron University	Master's (small)	6,097	7.1%	692	2.5%	17.8%	9.4%	831	6.2%
University of Central Oklahoma	Master's (large)	16,673	4.5%	1,875	3.0%	35.2%	29.2%	2,820	4.7%
East Central University	Master's (large)	4,710	18.9%	568	6.6%	32.8%	31.4%	959	19.8%
Northeastern State University	Master's (large)	9,121	27.1%	1,197	13.3%	28.8%	25.0%	1,785	22.4%
Southeastern Oklahoma State University	Master's (medium)	4,102	27.2%	546	8.1%	29.4%	27.6%	755	25.8%
Southwestern Oklahoma State University	Master's (medium)	5,098	6.2%	574	3.9%	35.8%	21.0%	968	5.6%
Black Hills State University	Master's (small)	4,327	3.8%	482	1.9%	31.4%	8.8%	543	2.3%

Source: IPEDS

UNIVERSITY OF ALASKA ANCHORAGE

Key indicators (five-year averages):

- **Indigenous enrollment:** 7.4%
- **Indigenous employees:** 3.4%
- **Indigenous graduation rate:** 10.6%

ENROLLMENT COMPOSITION

Figure 2.2.A: UAA Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	16,649	17,276	18,154	18,128	17,497	17,541	1.2%
Indigenous	1,570	1,269	1,305	1,239	1,106	1,298	-8.4%
Percent Indigenous	9.4%	7.3%	7.2%	6.8%	6.3%	7.4%	--

Source: IPEDS

EMPLOYEE COMPOSITION

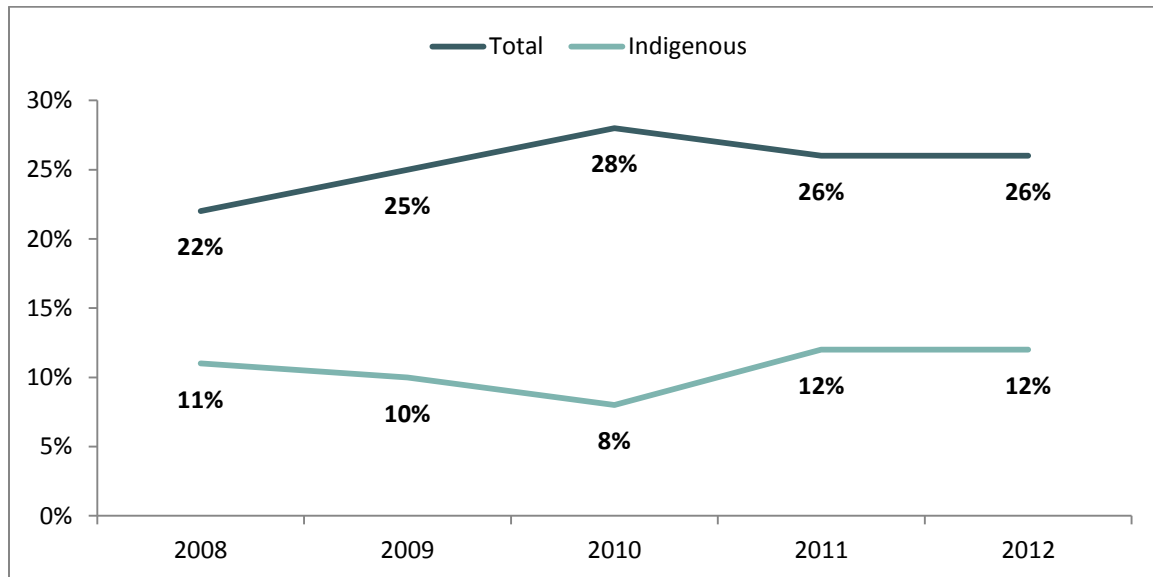
Figure 2.2.B: UAA Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	2,518	2,580	2,612	2,686	3,460	2,771	8.3%
Indigenous	105	88	82	81	119	95	3.2%
Percent Indigenous	4.2%	3.4%	3.1%	3.0%	3.4%	3.4%	--
Instructional Staff							
Total	1,221	1,240	1,257	1,340	2,077	1,427	14.2%
Indigenous	29	28	26	29	70	36	24.6%
Percent Indigenous	2.4%	2.3%	2.1%	2.2%	3.4%	2.6%	--

Source: IPEDS

GRADUATION RATES

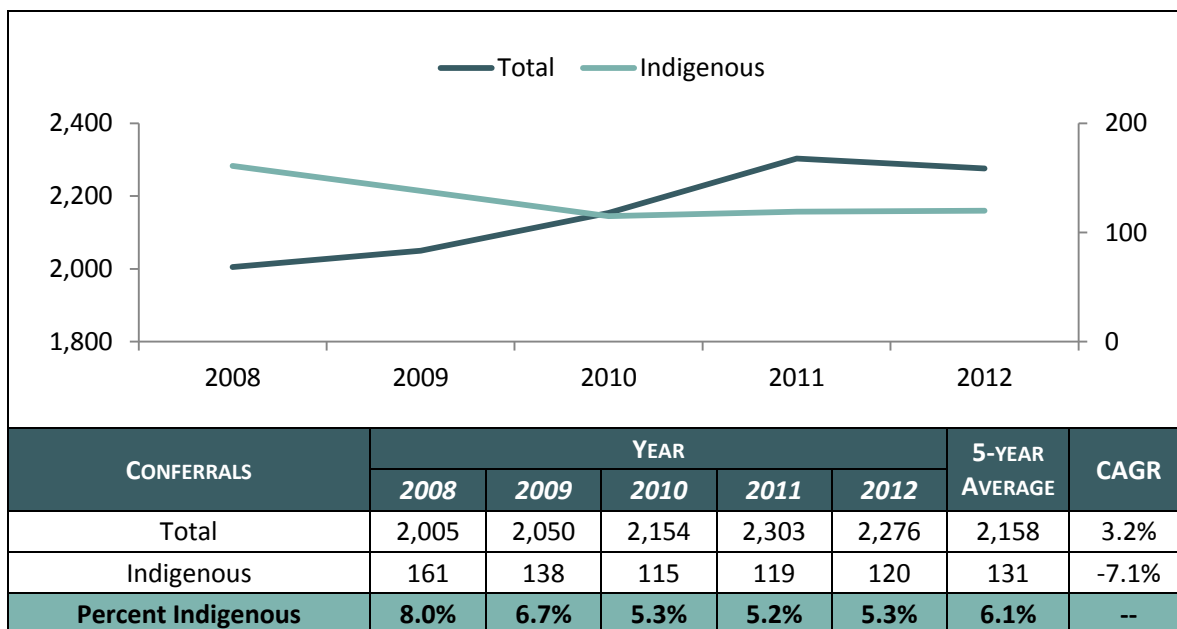
Figure 2.2.C: UAA Indigenous Graduation Rate, 2008-2012



Source: IPEDS

DEGREE CONFERRALS

Figure 2.2.D: UAA Indigenous Degree Conferrals, 2008-2012



Source: IPEDS

NORTHERN ARIZONA UNIVERSITY

Northern Arizona University (NAU) is a public institution located in Flagstaff, Arizona. The Carnegie Classification of Institutions of Higher Education classifies NAU as a research university with high research activity.

Key indicators (five-year averages):

- **Indigenous enrollment:** 4.8%
- **Indigenous employees:** 5.0%
- **Indigenous graduation rate:** 23.2%

ENROLLMENT COMPOSITION

Figure 2.3.A: Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	22,502	23,597	25,197	25,359	25,991	24,529	3.7%
Indigenous	1,302	1,281	1,213	1,077	984	1,171	-6.8%
Percent Indigenous	5.8%	5.4%	4.8%	4.2%	3.8%	4.8%	--

Source: IPEDS

EMPLOYEE COMPOSITION

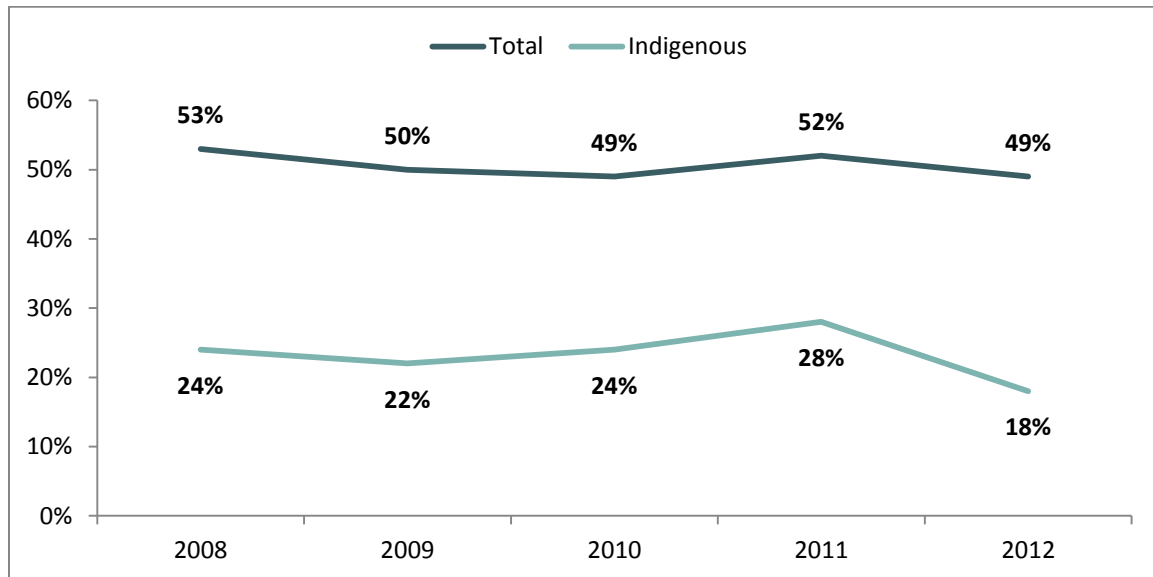
Figure 2.3.B: Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	3,899	3,695	3,836	3,863	3,452	3,749	-3.0%
Indigenous	215	179	184	184	173	187	-5.3%
Percent Indigenous	5.5%	4.8%	4.8%	4.8%	5.0%	5.0%	--
Instructional Staff							
Total	1,515	1,414	1,501	1,496	1,539	1,493	0.4%
Indigenous	32	33	31	33	26	31	-5.1%
Percent Indigenous	2.1%	2.3%	2.1%	2.2%	1.7%	2.1%	--

Source: IPEDS

GRADUATION RATES

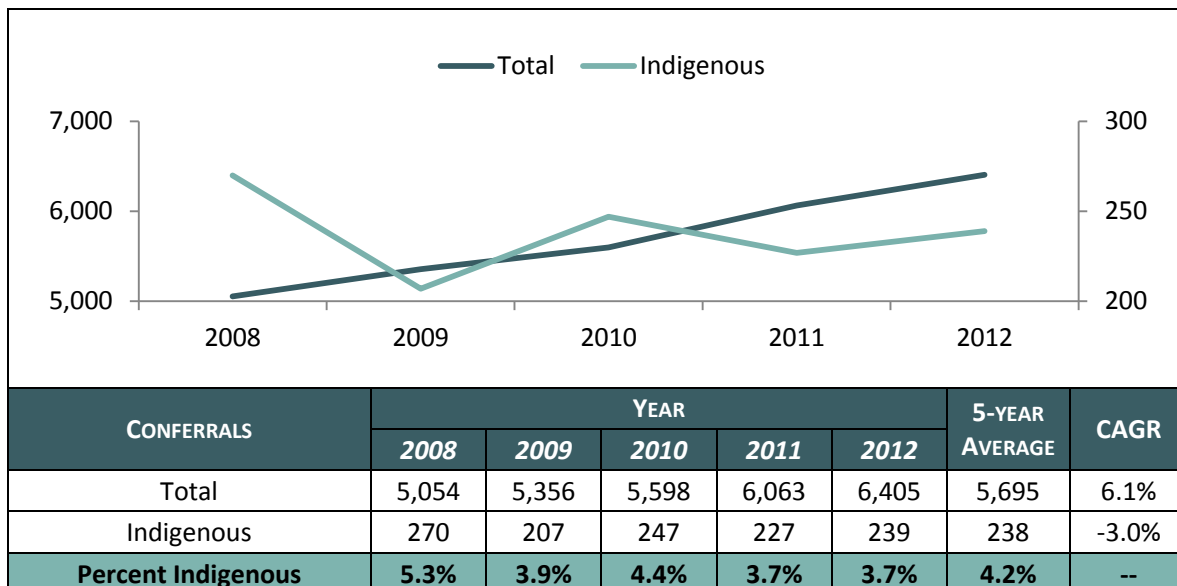
Figure 2.3.C: Indigenous Graduation Rate, 2008-2012



Source: IPEDS

DEGREE CONFERRALS

Figure 2.3.D: Indigenous Degree Conferrals, 2008-2012

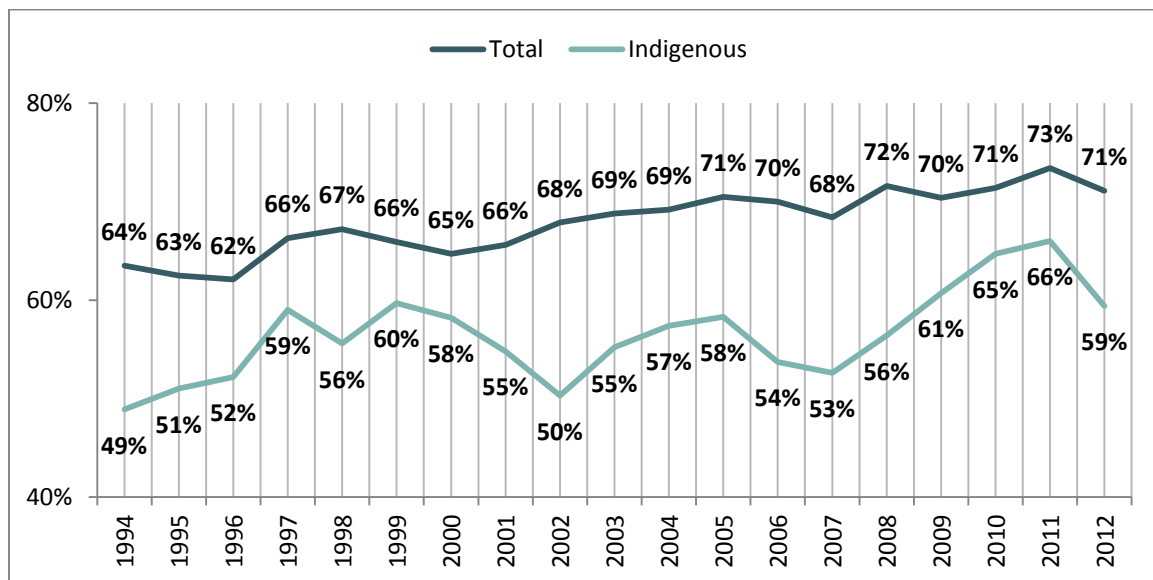


Source: IPEDS

ADDITIONAL SUCCESS METRICS

In addition to the IPEDS data outlined above, NAU reports detailed retention statistics by ethnicity. The NAU Office of Planning and Institutional Research publishes retention rates of first-time students at semester intervals up to 10 years. Figure 2.3E presents one-year retention rates for indigenous students compared to all students.

Figure 2.3.E: Indigenous Student Retention Rate, 1994-2012



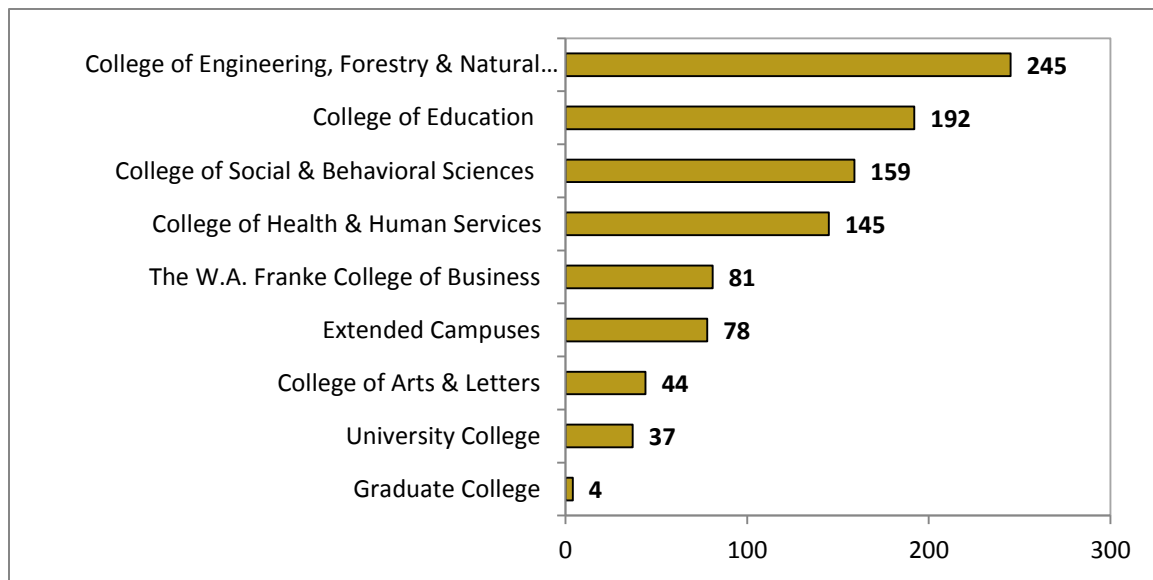
Source: NAU²⁴

NAU tracks the tribe affiliation of indigenous students. The top five tribes are: Navajo Tribe (47 percent), Cherokee Nation Oklahoma (5 percent), Hopi Tribe (4 percent), Pascua Yaqui Tribe (2 percent), and Cherokee - Eastern Band of North Carolina (2 percent).²⁵

NAU reports indigenous enrollment by college. The highest proportion of indigenous students attend the College of Engineering, Forestry & Natural Resources (245 students), followed by the College of Education (192), College of Social & Behavioral Sciences (159), and the College of Health & Human Services (145).

²⁴ Retrieved from: "Undergraduate Cohort Retention and Graduation Analysis." Northern Arizona University.
<http://www4.nau.edu/pair/RetentionAndGraduation/CohortRetention.asp>

²⁵ "Fact Book 2012-2013." Northern Arizona University, p. C7.
http://www4.nau.edu/pair/Factbook/2012_2013FactBook.pdf

Figure 2.3.F: Indigenous Enrollment by College, 2012-2013

Source: NAU²⁶

INITIATIVES

NAU indicates “Commitment to Native Americans” as one of six main priorities in its 2014 Strategic Plan. NAU aims to “[become] one of the nation’s leading universities serving Native Americans” by:

- [Increasing] the enrollment and [improving] the progress and success of Native American students by nurturing a university climate and culture that enhances their academic experiences;
- [Developing] collaborative service and outreach programs with Native American communities; and
- [Promoting] engagement with and appreciation and understanding of Native American cultures and tribal nations within the university and in the broader community.²⁷

To support this strategic priority, NAU operates an office of Native American Student Services.²⁸ The office runs several programs to support indigenous students, including a first-year seminar Scholars Program, an Academic and Personal Development workshop series, and peer mentoring program titled P.E.E.R.S (Providing Encouragement to Empower and Retain Students).²⁹ The office offers several services to promote academic success and encourage campus engagement:

²⁶ Ibid., p. D5.

²⁷ Adapted from: “Strategic Plan.” Northern Arizona University, March 2014, p. 5.

<http://www4.nau.edu/pair/UniversityPlanning/UniversityPlanning.asp>

²⁸ “Native American Student Services.” Northern Arizona University. <http://nau.edu/NASS/>

²⁹ “Native American Student Services: Programs.” Northern Arizona University. <http://nau.edu/NASS/Programs/>

- A gathering place and a home away from home
- One-on-one academic, financial aid, personal, and cultural guidance
- Peer mentor support
- Connections to resources for tutoring, child care, and health care/social services
- Cultural events and activities
- Computer lab and study lounge
- Free faxing and printing
- A variety of complimentary beverages³⁰

NAU also maintains a Native American Cultural Center that is designed to help indigenous students “stay connected to [their] identity and traditions.”³¹ In addition to providing a place to study, free tutors, and computer access, the Center welcomes:

- Visiting elders, tribal representatives, and scholars
- Outdoor events and activities (along with indigenous landscaping and a beautiful sunrise view)
- Concerts
- Meetings
- Social gatherings
- Story telling³²

The Native American Cultural Center also hosts several indigenous student associations, including the American Indian Science and Engineering Society (AISES), the Native American Business Organization (NABO), and Native Americans United.³³

Lastly, the NAU College of Health and Human Services (CHHS) offers specialized services to indigenous students through the Native Journey to Academic Success (NJAcS) program.³⁴ Funded by a grant from the John and Sophie Ottens Foundation, this program promotes recruitment of indigenous students, provides academic support services, and offers cultural activities. The stated goals of the program are:

³⁰ “Native American Student Services,” Op. cit.

³¹ “Native American Cultural Center.” Northern Arizona University. <http://nau.edu/NA-Cultural-Center/>

³² Ibid.

³³ “Native American Cultural Center: Clubs-Organizations.” Northern Arizona University. <http://nau.edu/NA-Cultural-Center/Clubs-Organizations/>

³⁴ “College of Health and Human Services: Native American Support.” Northern Arizona University. <http://nau.edu/CHHS/Native-American-Support/>

- Attract Native American students to CHHS health professions programs by encouraging Native American alumni and current students to visit middle and high schools.
- Retain Native American students enrolled in CHHS programs by creating an environment that supports the cultural, social, and academic needs of Native American students.
- Provide cultural awareness training for NAU faculty, staff, and students.³⁵

³⁵ Taken verbatim from: Ibid.

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

The University of North Carolina at Pembroke (UNCP) is a public, four-year master's institution that is part of the University of North Carolina System. The institution was established in 1887 to train American Indian teachers and boasts the highest indigenous student graduation rate among institutions examined in this report.³⁶

Key indicators (five-year averages):

- **Indigenous enrollment:** 16.5%
- **Indigenous employees:** 32.3%
- **Indigenous graduation rate:** 39.0%

ENROLLMENT COMPOSITION

Figure 2.4.A: Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	6,303	6,661	6,944	6,251	6,269	6,486	-0.1%
Indigenous	1,124	1,100	1,134	986	1,017	1,072	-2.5%
Percent Indigenous	17.8%	16.5%	16.3%	15.8%	16.2%	16.5%	--

Source: IPEDS

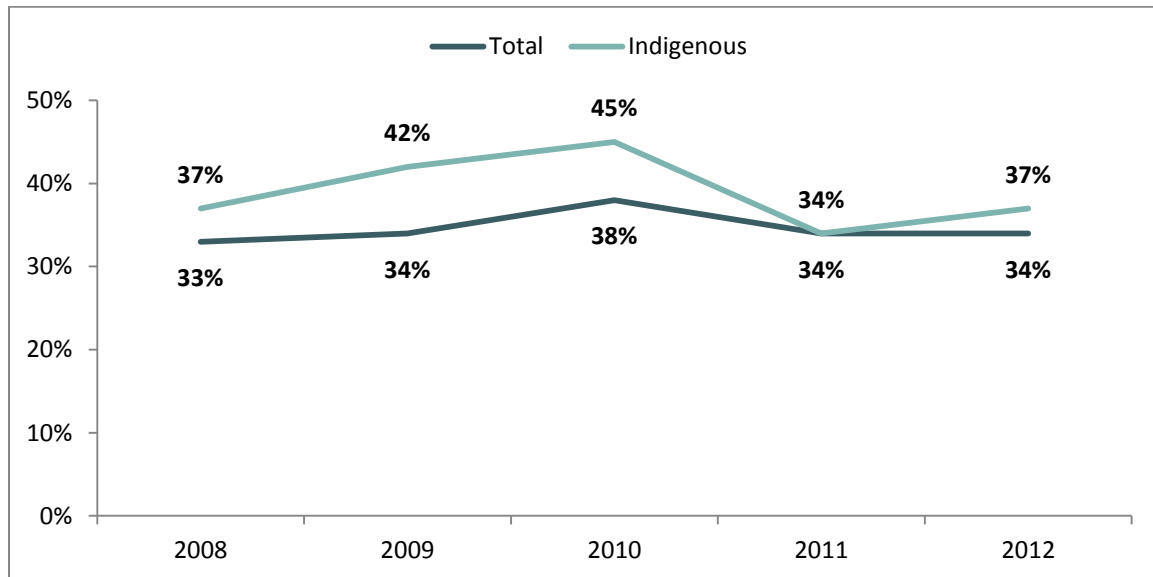
EMPLOYEE COMPOSITION

Figure 2.4.B: Indigenous Employees, 2008-2012

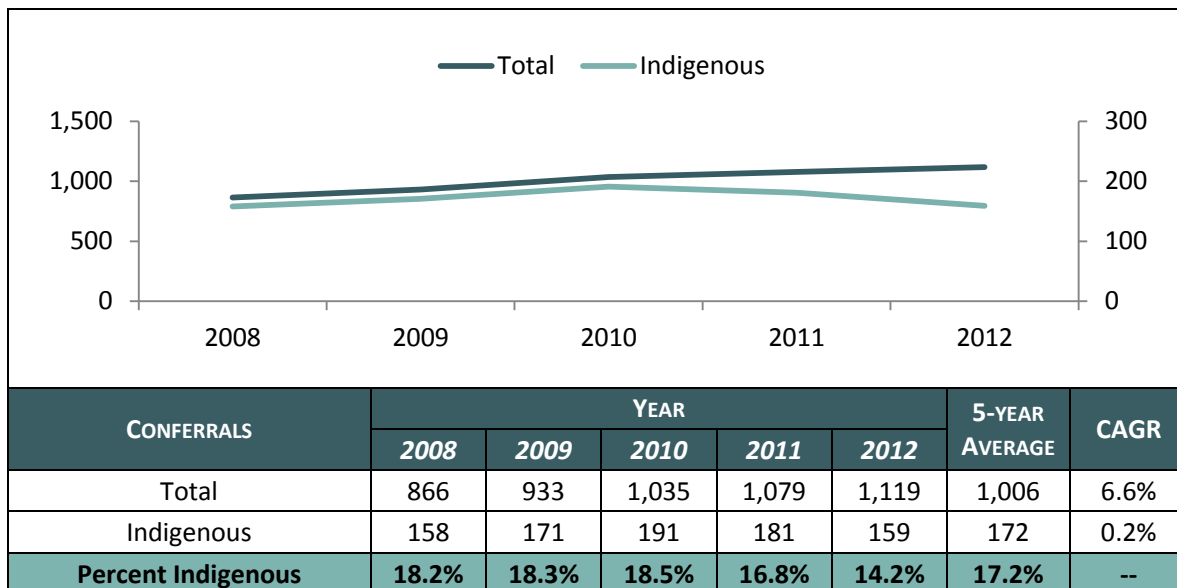
EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	874	983	962	938	922	936	1.3%
Indigenous	301	301	298	307	300	301	-0.1%
Percent Indigenous	34.4%	30.6%	31.0%	32.7%	32.5%	32.3%	--
Instructional Staff							
Total	297	405	418	386	403	382	7.9%
Indigenous	15	25	25	23	24	22	12.5%
Percent Indigenous	5.1%	6.2%	6.0%	6.0%	6.0%	5.8%	--

Source: IPEDS

³⁶ "History of UNC Pembroke." University of North Carolina at Pembroke. <http://www.uncp.edu/about-uncp/history>

*GRADUATION RATES***Figure 2.4.C: Indigenous Graduation Rate, 2008-2012**

Source: IPEDS

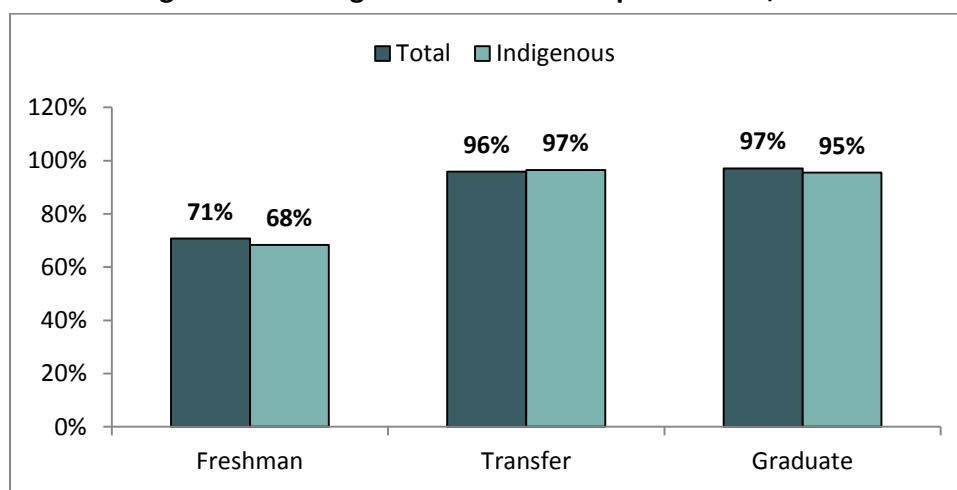
*DEGREE CONFERRALS***Figure 2.4.D: Indigenous Degree Conferrals, 2008-2012**

Source: IPEDS

ADDITIONAL SUCCESS METRICS

UNCP monitors admissions statistics by ethnicity through the Office of Institutional Effectiveness.³⁷ The Office reports the number of freshman, transfer, and graduate students that applied, were accepted, and enrolled. Data indicate that UNC Pembroke accepted approximately the same proportion of indigenous applicants as overall students (Figure 2.4.E). However, data suggest that indigenous applicants are more likely to enroll as freshman than other students. Once admitted, 61 percent of indigenous students enrolled at UNCP, while just 40 percent of all students enrolled. This tendency is only observed at the freshman level, as indigenous transfer applicants and graduate applicants enrolled at roughly the same rate as the total applicant pool (Figure 2.4.F).

Figure 2.4.E: Indigenous Student Acceptance Rate, 2013



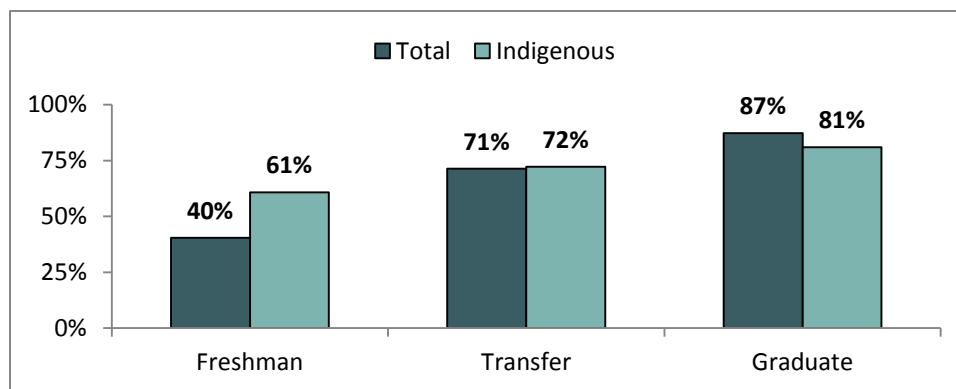
Source: UNCP³⁸

³⁷ "2013-14 Fact Book." University of North Carolina at Pembroke. <https://www.uncp.edu/about-uncp/administration/departments/institutional-effectiveness/fact-book/2013-14-fact-book>

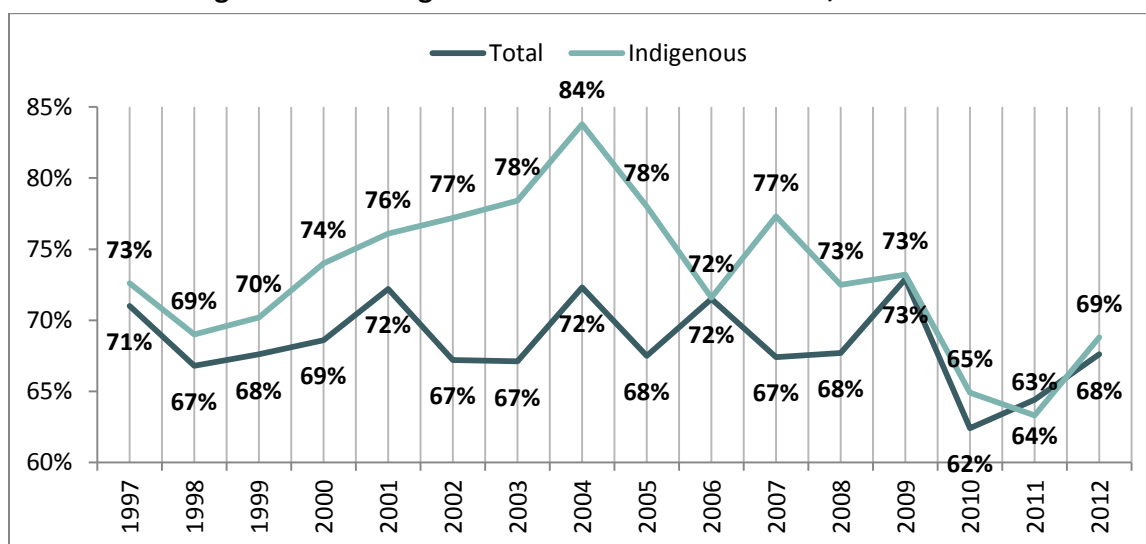
³⁸ [1] "New Freshmen Applied, Accepted, Enrolled by Status: 2013." University of North Carolina at Pembroke. https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Institutional_Effectiveness/Factbooks/Select_Year/2013-14/NF_AppliedI_Accepted_Enrolled_by_Status.pdf

[2] "New Transfer/Unclassified Students Applied, Accepted, Enrolled by Status: Fall 2013." University of North Carolina at Pembroke. https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Institutional_Effectiveness/Factbooks/Select_Year/2013-14/NT_Applied%2CAccepted%2CEnrolledbyStatus.pdf

[3] "New Graduate/Unclassified Students Applied, Accepted, Enrolled by Status: Fall 2013." University of North Carolina at Pembroke. https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Institutional_Effectiveness/Factbooks/Select_Year/2013-14/Grad_Applied_Accepted_Enrolled_by_Status.pdf

Figure 2.4.F: Indigenous Student Yield Rate, 2013Source: UNCP³⁹

UNCP notes that “[unlike] at other Minority Serving Institutions (MSIs) within the UNC system, African American and American Indian male students are more successful at UNCP in terms of retention and graduation rates than are Euro-American male students.”⁴⁰ UNC System reports retention rates at each institution by ethnicity. With the exception of 2011, the indigenous student retention rate exceeded the overall rate every year since 1997 (Figure 2.4.G).

Figure: 2.4.G: Indigenous Student Retention Rates, 1997-2012Source: University of North Carolina System⁴¹

In 2012, UNCP conducted a study of the three largest groups of students in terms of race: Euro-American, African American, and American Indian. Funded by a grant from the Lumina

³⁹ Ibid.⁴⁰ “UNCP Assessment Results.” University of North Carolina at Pembroke. <http://www.uncp.edu/about-uncp/administration/departments/institutional-effectiveness/assessment/uncp-assessment-results>⁴¹ “Retention, Graduation, and Persistence Rates.” University of North Carolina. <http://old.northcarolina.edu/ira/ir/analytics/retgrper.htm>

Foundation for Education, the study aimed to better understand “the factors which aid or hinder male student success.”⁴² While the research was mainly intended to identify gender differences, it also provided useful insight into indigenous student characteristics and beliefs. For instance, data suggest that American Indian students tend to believe that the most important factors associated with college success are personal goals, family support, academic factors, and cultural factors, while students of other races demonstrated different priorities.⁴³ The study used online surveys and focus groups to gather data.

INITIATIVES

UNCP operates a Native American Resource Center, which aims to:

- Educate the public about the prehistory, history, culture, art, and contemporary issues of American Indians, with special emphasis on the Robeson County Native American community;
- Conduct scholarly research;
- Collect and preserve the material culture of Native America;
- Encourage Native American artists and craftspeople; and
- Cooperate on a wide range of projects with other agencies concerned with Native America.⁴⁴

The Native American Resource Center “conducts and cooperates with other agencies on various types of research,” including topics such as Native American health and contemporary issues. The Center also hosts speakers and maintains a museum with exhibits of indigenous artifacts from throughout the United States.⁴⁵

UNCP offers a Native American Student Organization, which aims to “promote pride in our Native American Heritage, explore economic, political and educational opportunities of Native Americans and to promote the unification of Native students on our campus.”⁴⁶ Additional organizations intended for indigenous students include the American Indian Science and Engineering Society and Native American sororities and fraternities.⁴⁷

⁴² Ibid.

⁴³ “Lumina Study of Male Student Success.” University of North Carolina at Pembroke, November 9, 2012, p. 2.
http://www.uncp.edu/sites/default/files/Images_Docs/Departments/Institutional_Effectiveness/Assessment/Results/Lumina%20study%20report.pdf

⁴⁴ Adapted from: “Native American Resource Center: About Us.” University of North Carolina at Pembroke.
<http://www.uncp.edu/academics/opportunities-programs-resources/opportunities-programs/native-american-resource-center/about-us>

⁴⁵ Ibid.

⁴⁶ “Native American Student Organization.” University of North Carolina at Pembroke.
<http://www.uncp.edu/academics/opportunities-programs-resources/opportunities-programs/native-american-resource-center/native-organization>

⁴⁷ “Other Native American Organizations at UNCP.” University of North Carolina at Pembroke.
<http://www.uncp.edu/student-life/diversity/native-american-resource-center/native-american-student-organization/other-native-american-organizations-uncp>

UNIVERSITY OF CENTRAL OKLAHOMA

University of Central Oklahoma (UCO) is a public master's university located in Edmond, Oklahoma, which is part of the Oklahoma City metropolitan area.

Key indicators (five-year averages):

- **Indigenous enrollment:** 4.5%
- **Indigenous employees:** 3.0%
- **Indigenous graduation rate:** 29.2%

ENROLLMENT COMPOSITION

Figure 2.5.A: Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	15,724	16,092	17,101	17,239	17,211	16,673	2.3%
Indigenous	803	803	786	696	666	751	-4.6%
Percent Indigenous	5.1%	5.0%	4.6%	4.0%	3.9%	4.5%	--

Source: IPEDS

EMPLOYEE COMPOSITION

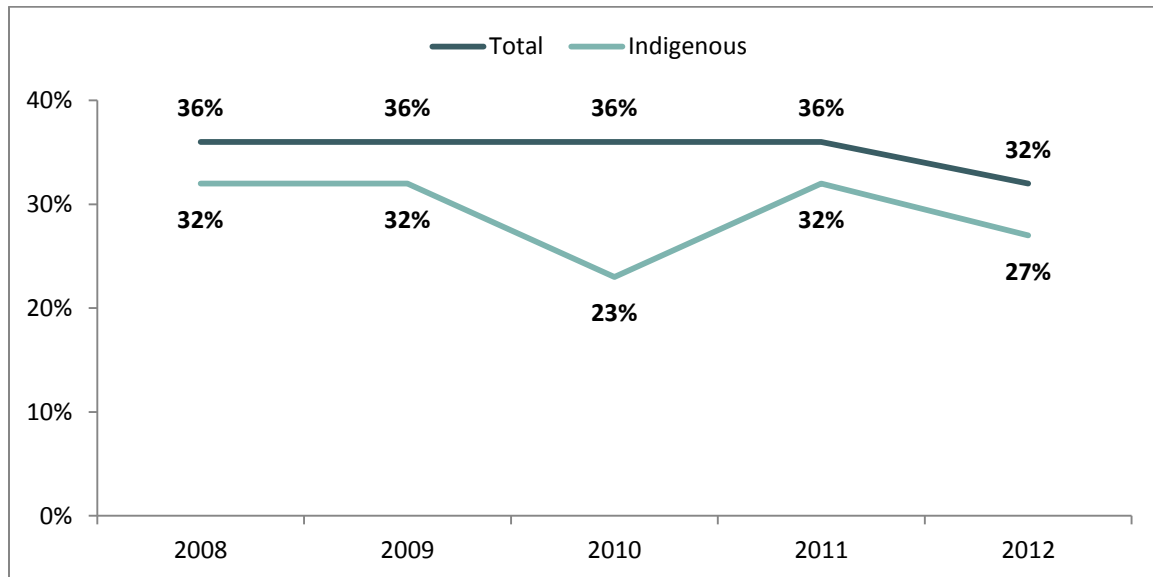
Figure 2.5.B: Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	1,759	1,823	1,958	1,973	1,861	1,875	1.4%
Indigenous	56	53	61	60	49	56	-3.3%
Percent Indigenous	3.2%	2.9%	3.1%	3.0%	2.6%	3.0%	--
Instructional Staff							
Total	807	856	912	905	937	883	3.8%
Indigenous	28	27	26	25	31	27	2.6%
Percent Indigenous	3.5%	3.2%	2.9%	2.8%	3.3%	3.1%	--

Source: IPEDS

GRADUATION RATES

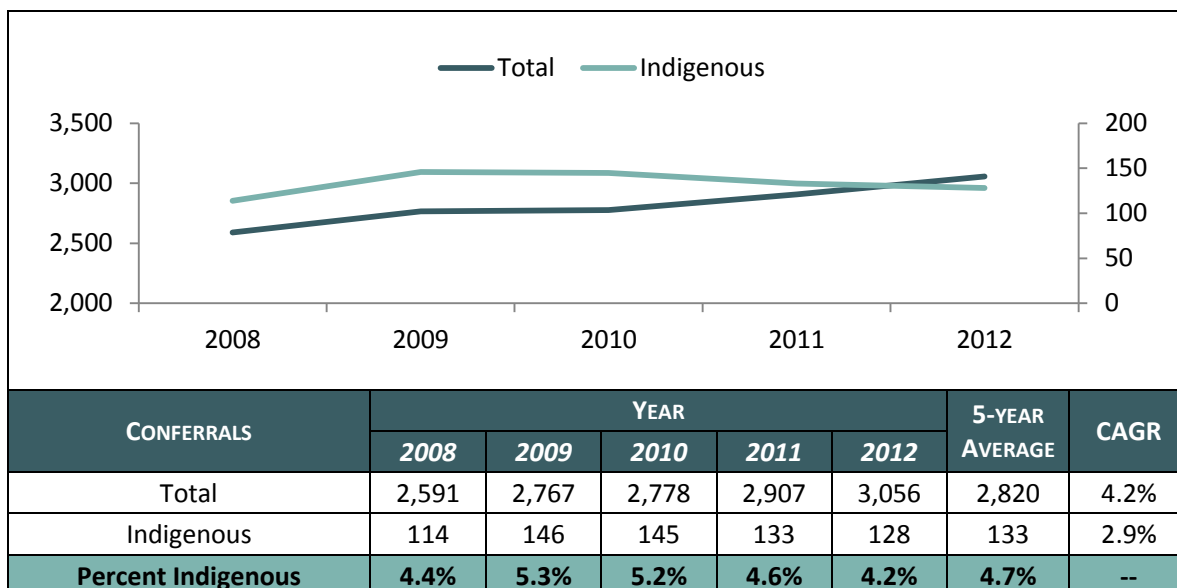
Figure 2.5.C: Indigenous Graduation Rate, 2008-2012



Source: IPEDS

DEGREE CONFERRALS

Figure 2.5.D: Indigenous Degree Conferrals, 2008-2012

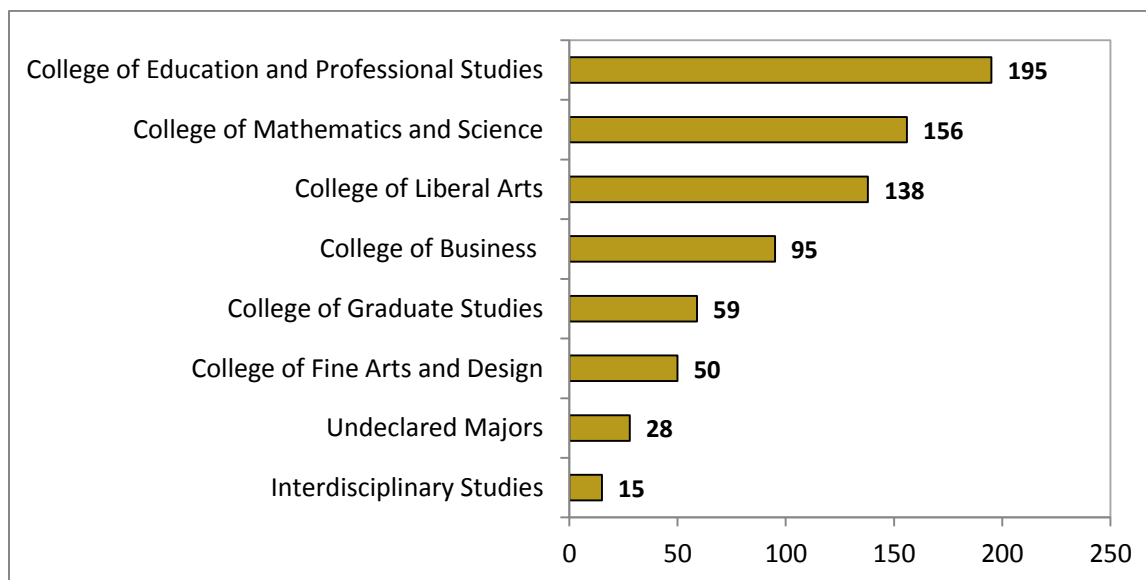


Source: IPEDS

ADDITIONAL SUCCESS METRICS

Each term, the UCO Office of Institutional Research produces a Demographics Book that provides enrollment statistics by ethnicity.⁴⁸ Data indicate that the highest proportion of indigenous students was enrolled in the College of Education and Professional Studies, followed by the College of Mathematics and Science and the College of Liberal Arts (Figure 2.5.E).

Figure: 2.5.E: Indigenous Enrollment by School, 2013



Source: UCO⁴⁹

INITIATIVES

UCO operates an Office of Diversity and Inclusion, which “promotes an educational environment that recognizes and celebrates the diverse culture of the [institution].” The Office focuses on “researching, designing, and implementing unique programs that promote the pursuit of academic success, encourage retention and enhance graduation rates of students.”⁵⁰ For instance, the Office hosts a Multicultural Student Orientation that “assists multicultural students in making a successful transition to UCO.”⁵¹ The Office also offers programs specifically intended for indigenous students, including Native American Heritage Month, an annual powwow, and a Native American Student Association.⁵²

⁴⁸ “Demographics Books.” University of Central Oklahoma. http://www.uco.edu/academic-affairs/ir/demo_book.asp

⁴⁹ “Enrollment Statistics & Demographics.” University of Central Oklahoma, Fall 2013, pp. 1-151. <http://www.uco.edu/academic-affairs/ir/files/2013%20Fall%20Demo%20Book.pdf>

⁵⁰ “Office of Diversity & Inclusion.” University of Central Oklahoma. <http://www.uco.edu/student-life/diversity/index.asp>

⁵¹ “Multicultural Student Orientation.” University of Central Oklahoma. <http://www.uco.edu/student-life/diversity/programsandevents/orientation.asp>

⁵² “Office of Diversity & Inclusion: Programs and Events.” University of Central Oklahoma. <http://www.uco.edu/student-life/diversity/programsandevents/index.asp>

UNIVERSITY OF NEW MEXICO

The University of New Mexico (UNM) is a public research university with very “high research activity,” according to Carnegie Classification of Institutions. The main campus is located in Albuquerque, New Mexico and is that largest postsecondary institution in the state.

Key indicators (five-year averages):

- **Indigenous enrollment:** 5.8%
- **Indigenous employees:** 3.0%
- **Indigenous graduation rate:** 23.8%

ENROLLMENT COMPOSITION

Figure 2.6.A: Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	25,754	27,241	28,688	28,977	29,033	27,939	3.0%
Indigenous	1,594	1,683	1,599	1,598	1,661	1,627	1.0%
Percent Indigenous	6.2%	6.2%	5.6%	5.5%	5.7%	5.8%	--

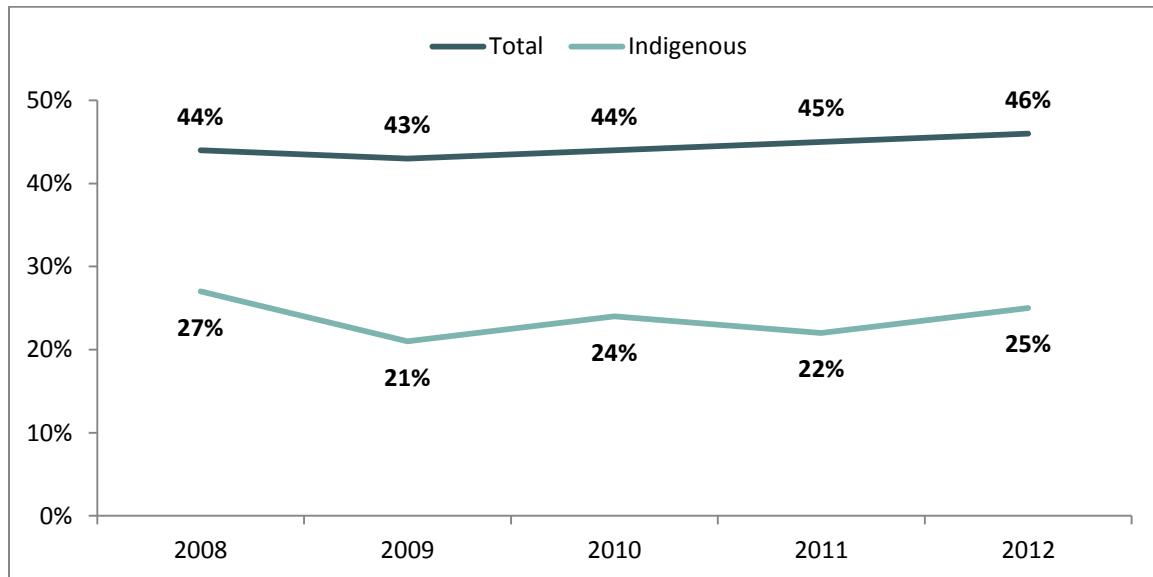
Source: IPEDS

EMPLOYEE COMPOSITION

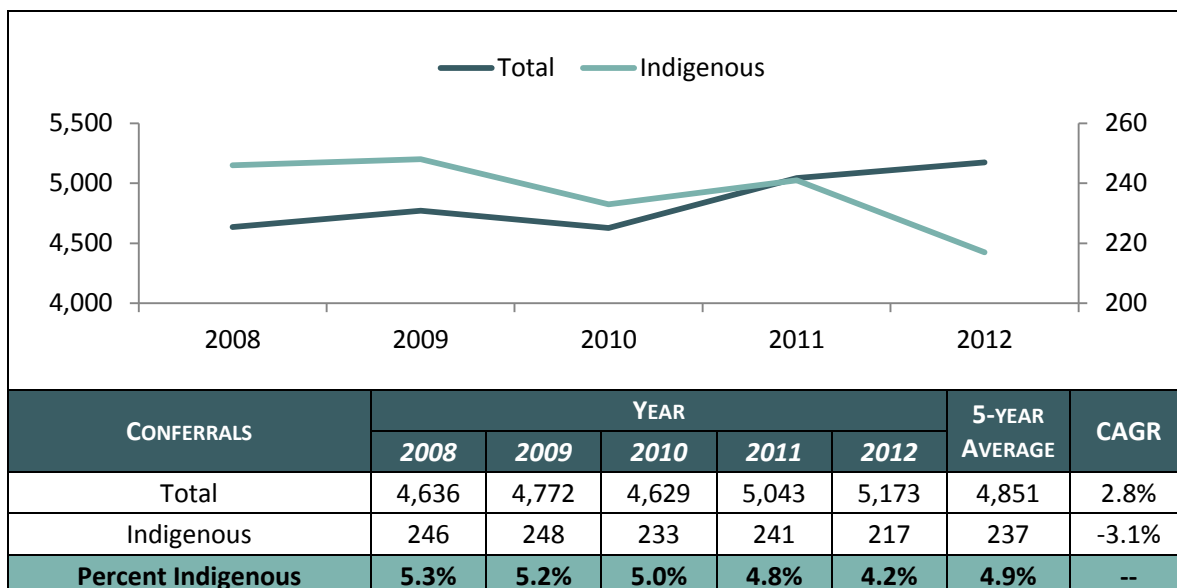
Figure 2.6.B: Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	--	10,282	--	10,156	7,294	9,244	--
Indigenous	--	298	--	292	240	277	--
Percent Indigenous	--	2.9%	--	2.9%	3.3%	3.0%	--
Instructional Staff							
Total	--	3,009	--	3,027	2,623	2,886	--
Indigenous	--	52	--	56	58	55	--
Percent Indigenous	--	1.7%	--	1.9%	2.2%	1.9%	--

Source: IPEDS

*GRADUATION RATES***Figure 2.6.C: Indigenous Graduation Rate, 2008-2012**

Source: IPEDS

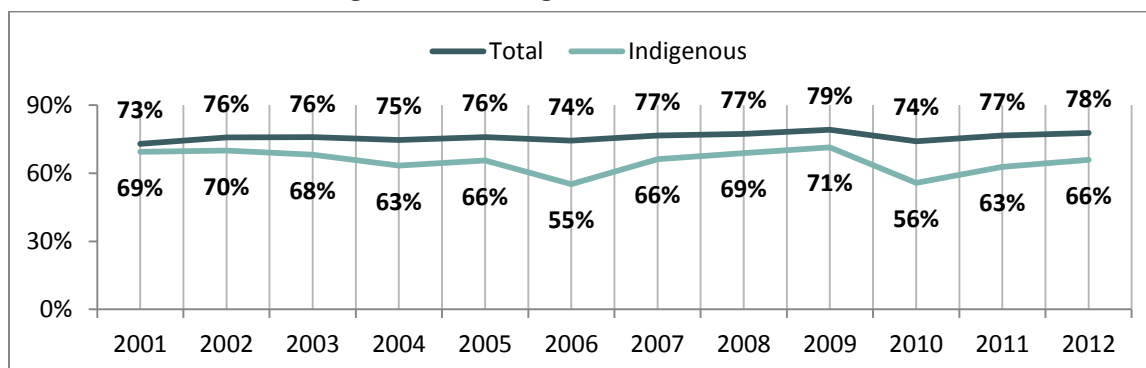
*DEGREE CONFERRALS***Figure 2.6.D: Indigenous Degree Conferrals, 2008-2012**

Source: IPEDS

ADDITIONAL SUCCESS METRICS

The UNM Office of Institutional Analytics (OIA) monitors annual retention rates by ethnicity. Indigenous and overall retention rates are relatively high compared to other institutions examined in this report. However, since 2001, indigenous retention slightly decreased while overall retention slightly increased (Figure 2.6.E).

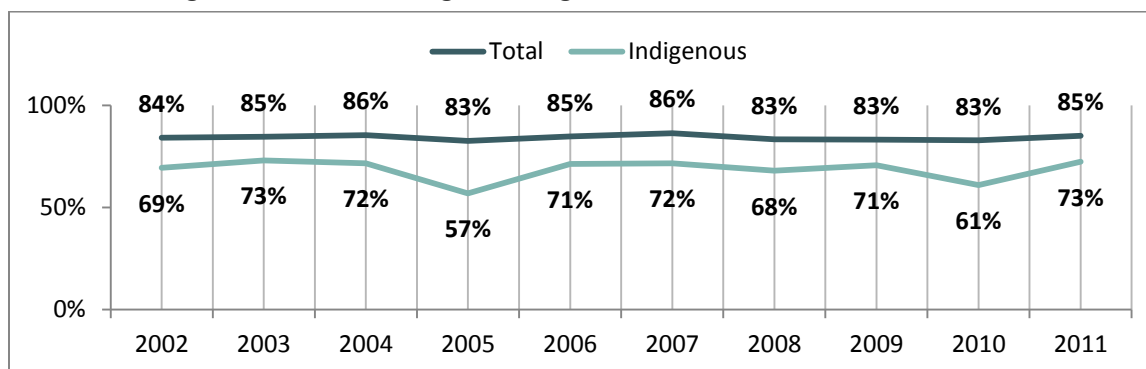
Figure 2.6.E: Indigenous Retention Rates



Source: UNM⁵³

OIA also produces Freshman Cohort Tracking Reports, which tracks entering students for 20 semesters as a cohort through graduation. The data are segmented by ethnicity and include “high school information relevant to college admission, demographic statistics, UNM GPAs, and retention and graduation rates pertaining to these cohorts of students.”⁵⁴ Data suggest that indigenous students earn considerably lower GPAs than the overall student population. Consistently from 2002 through 2011, about 84 percent of freshman students earn a GPA over 2.0 in their second semester. Conversely, about 70 percent of indigenous students earn a GPA over 2.0 (Figure 2.6.F).

Figure 2.6.F: Percentage of Indigenous Students with GPA over 2.0



Source: UNM⁵⁵

⁵³ Retrieved from: “Official Enrollment Reports.” University of New Mexico. <http://oia.unm.edu/facts-and-figures/official-enrollment-reports.html>

⁵⁴ “OIA Freshman Cohort Tracking Reports.” University of New Mexico. <http://oia.unm.edu/facts-and-figures/freshman-cohort-tracking.html>

⁵⁵ Retrieved from: Ibid.

OIA also tracks the percentage of students that receive financial aid by ethnicity. In 2012, 81.9 percent of indigenous students received financial aid, while 75.8 percent of students overall received aid.⁵⁶

INITIATIVES

In 1980, UNM established the American Indian Student Services (AISS) office, which “provides cultural and academic programming for American Indian students... in an effort to ensure their academic achievement and assist in the development of personal, cultural, and social success.” AISS is also a “liaison for Native students attending local high schools and schools located on or near tribal reservations; tribal and community colleges; tribal governments; and tribal higher education programs and organizations that directly impact the recruitment and retention of American Indian students.”⁵⁷ AISS services include:

- Academic Advisement
- Copy & Fax Services
- Computer Pod
- Study Area
- Mentorship
- Social Events
- Financial Aid Advisement
- Tutoring
- Cultural Programs
- Job Posting
- Volunteer Opportunities
- Tribal, Private, and Institutional Scholarship Information

AISS also offers the American Indian Summer Bridge (AISB) Program, which “is designed to immerse incoming freshmen students into the rigors of academic life and prepare them academically and socially for the first-year experience at UNM.”⁵⁸ Through this program, indigenous students may earn eight credit hours by participating in a four-week intensive program on-campus during the summer prior to freshman year. Students attend mathematics, English, and Native American studies sessions, in addition to seminars on study skills, time management, and leadership. The program is offered at no cost and is valued at \$4,000.⁵⁹

Students may also participate in a variety of student organizations intended for American Indians:

- Alpha Pi Omega Sorority, Inc. (APiO)
- American Indian Business Association (AIBA)
- American Indian Business Leaders (AIBL)
- American Indian Council of Architects & Engineers (AICAE)

⁵⁶ “Fact Book – 2012-2013.” University of New Mexico, September 2013, p. 118.

http://oia.unm.edu/documents/factbook_docs/2012fb_updated.pdf

⁵⁷ “What is AISS?” University of New Mexico. https://aiss.unm.edu/pages/what_is.html

⁵⁸ “American Indian Summer Bridge (AISB) Program,” Op. cit.

⁵⁹ “Why AISB?” University of New Mexico. http://aisb.unm.edu/current_events/why_aisb.html

- American Indian Science & Engineering Society (AISES)
- Beta Sigma Epsilon (BSE)
- Diné of UNM
- KIVA Club
- Native American Law Student Association (NALSA)
- Native American Studies Indigenous Research Group (NASIRG)
- Native Health Initiative (NHI)
- Society of Native American Graduate Students (SNAGS)
- Society of Native American Health Professional Students (SNAHPS) ⁶⁰

⁶⁰ "AISS Student Organizations." University of New Mexico. https://aiss.unm.edu/pages/student_orgs.html

NEW MEXICO HIGHLANDS UNIVERSITY

New Mexico Highlands University (NMHU) is a public, four-year master's university located in Las Vegas, New Mexico.

Key indicators (five-year averages):

- **Indigenous enrollment:** 6.3%
- **Indigenous employees:** 1.3%
- **Indigenous graduation rate:** 9.6%

ENROLLMENT COMPOSITION

Figure 2.7.A: NMHU Indigenous Enrollment, 2008-2012

METRIC	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total Enrollment	3,524	3,739	3,750	3,781	3,729	3,705	1.4%
Indigenous Enrollment	223	255	239	224	229	234	0.7%
Percent Indigenous	6.3%	6.8%	6.4%	5.9%	6.1%	6.3%	--

Source: IPEDS

EMPLOYEE COMPOSITION

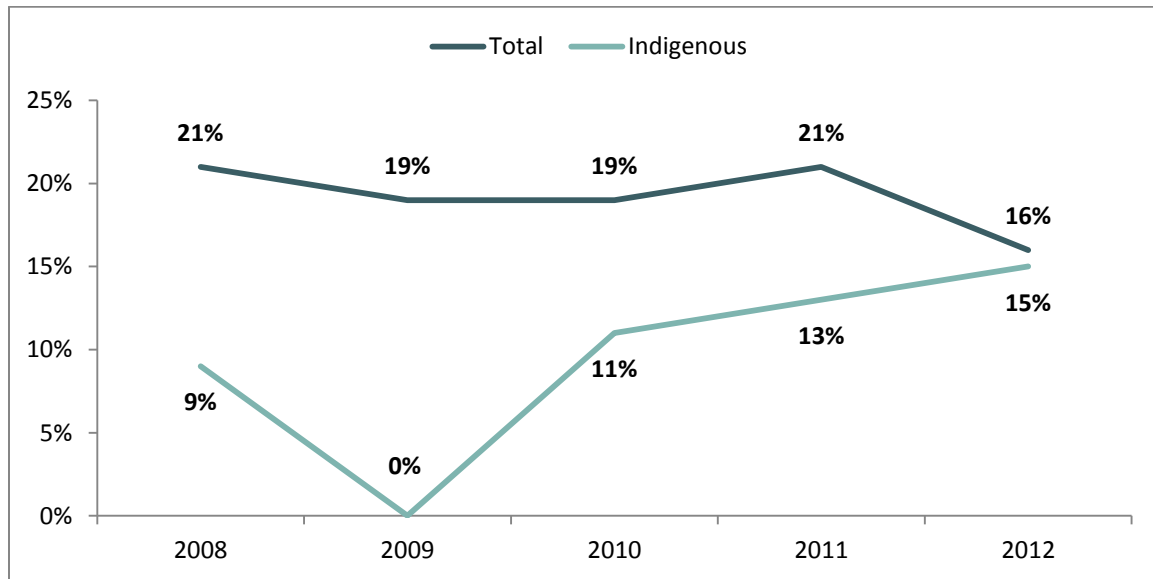
Figure 2.7.B: Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	--	678	--	654	--	666	--
Indigenous	--	8	--	9	--	9	--
Percent Indigenous	--	1.2%	--	1.4%	--	1.3%	--
Instructional Staff							
Total	--	153	--	152	--	153	--
Indigenous	--	3	--	0	--	2	--
Percent Indigenous	--	2.0%	--	0.0%	--	1.0%	--

Source: IPEDS

GRADUATION RATES

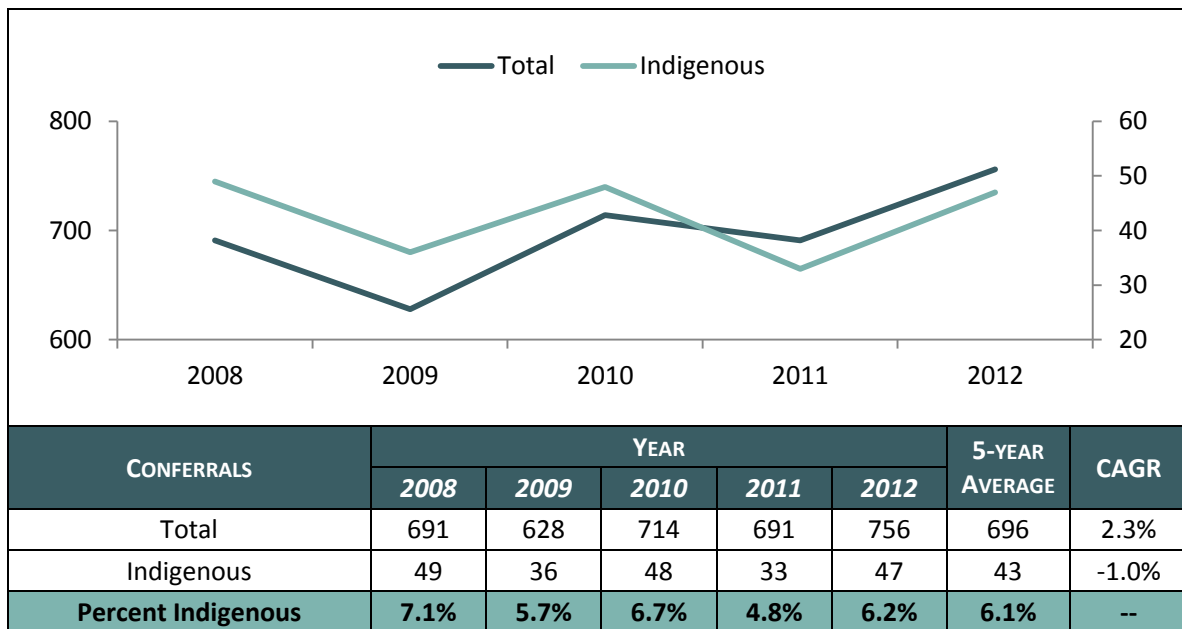
Figure 2.7.C: NMHU Indigenous Graduation Rate, 2008-2012



Source: IPEDS

DEGREE CONFERRALS

Figure 2.7.D: Indigenous Degree Conferrals, 2008-2012

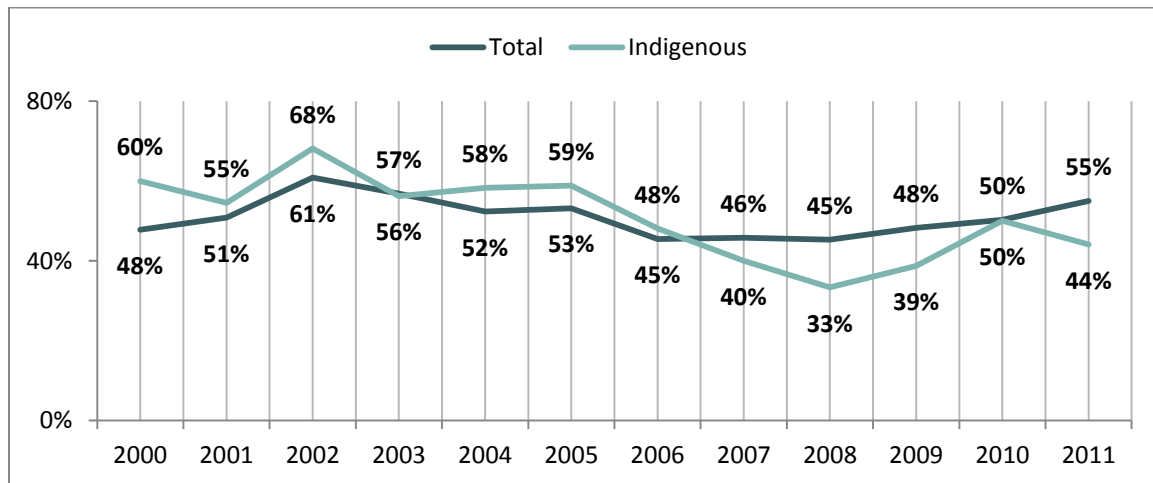


Source: IPEDS

ADDITIONAL SUCCESS METRICS

The NMHU Office of Institutional Research tracks retention rates by ethnicity. IPEDS data indicate that indigenous student graduation rates have lagged behind the overall graduation rate since 2008. However, from 2000 to 2011, the average annual retention rate of indigenous students since is identical to the overall rate of 51 percent (Figure 2.7.E).

Figure 2.7.E: NMHU Indigenous Student Retention Rates, 2000-2011



Source: NMHU⁶¹

Figure 2.7.F: NMHU Detailed Retention Rates, 2000-2011

YEAR	INDIGENOUS						TOTAL					
	RETAINED		NOT RETAINED		PERCENT RETAINED		RETAINED		NOT RETAINED		PERCENT RETAINED	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2000	4	2	3	1	57.1%	66.7%	59	69	68	72	46.5%	48.9%
2001	8	4	3	7	72.7%	36.4%	52	67	52	63	50.0%	51.5%
2002	11	4	7	0	61.1%	100.0%	65	64	34	49	65.7%	56.6%
2003	7	2	3	4	70.0%	33.3%	59	66	42	53	58.4%	55.5%
2004	8	13	9	6	47.1%	68.4%	66	67	56	65	54.1%	50.8%
2005	6	4	4	3	60.0%	57.1%	63	62	41	69	60.6%	47.3%
2006	11	2	9	5	55.0%	28.6%	105	75	96	120	52.2%	38.5%
2007	6	2	7	5	46.2%	28.6%	84	75	68	120	55.3%	38.5%
2008	5	2	11	3	31.3%	40.0%	92	106	89	150	50.8%	41.4%
2009	8	4	11	8	42.1%	33.3%	102	81	81	115	55.7%	41.3%
2010	10	5	9	6	52.6%	45.5%	88	72	67	91	56.8%	44.2%
2011	7	8	12	7	36.8%	53.3%	122	104	98	87	55.5%	54.5%

Source: NMHU⁶²

⁶¹ "First-time, Full-time Degree-seeking Freshmen Fall to Fall Retention Rates." New Mexico Highlands University, pp. 1-4. <http://its.nmhu.edu/IntranetUploads/002227-First-timeF-1027201035145.pdf>

⁶² Ibid.

INITIATIVES

NMHU operates a Native American Student Service Office that “helps all students make the most of their education, offering assistance with everything from academic opportunities to social interaction with clubs and organizations.”⁶³ The Office offers one-to-one academic advising and assistance with financial aid and scholarships. Moreover, the Office conducts community outreach by “visiting communities and schools to participate in career and college fairs and workshops.”⁶⁴

NMHU supports two student organizations intended for indigenous students. The Native American Club provides “support, activities, cultural learning for Native American students and also for other ethnicities who would like to participate.”⁶⁵ NMHU also supports a chapter of the American Indian Science and Engineering Society. The two clubs jointly host a Native American Week celebration as a “way of preserving and continuing [Native American] culture and language.”⁶⁶

⁶³ “Native American Student Services.” New Mexico Highlands University.
http://www.nmhu.edu/Native_American_Student_Services/Native_American_Student_Services.aspx

⁶⁴ Ibid.

⁶⁵ “Chartered Clubs and Organizations.” New Mexico Highlands University.
http://www.nmhu.edu/Campus_Life/clubs/clubs.aspx

⁶⁶ “Highlands Celebrates Native American Week.” *New Mexico Highlands University News*, November 15, 2013.
<http://www.nmhu.edu/newsroom/hotnews.aspx?recid=982>

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Southwestern Oklahoma State University (SWOSU) is a public master's university in Weatherford, Oklahoma. It is one of six Regional University System of Oklahoma institutions.⁶⁷ SWOSU hosts the Cheyenne and Arapaho Tribal College (CATC), which currently functions as a "college within a college" as it seeks to gain fully autonomy.⁶⁸

Key indicators (five-year averages):

- **Indigenous enrollment:** 6.2%
- **Indigenous employees:** 4.0%
- **Indigenous graduation rate:** 21%

ENROLLMENT COMPOSITION

Figure 2.8.A: Indigenous Enrollment, 2008-2012

ENROLLMENT	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
Total	4,850	5,010	5,259	5,263	5,106	5,098	1.3%
Indigenous	348	325	340	314	262	318	-6.9%
Percent Indigenous	7.2%	6.5%	6.5%	6.0%	5.1%	6.2%	--

Source: IPEDS

EMPLOYEE COMPOSITION

Figure 2.8.B: Indigenous Employees, 2008-2012

EMPLOYEES	YEAR					5-YEAR AVERAGE	CAGR
	2008	2009	2010	2011	2012		
All Employees							
Total	552	566	581	596	--	574	--
Indigenous	18	21	23	29	--	23	--
Percent Indigenous	3.3%	3.7%	4.0%	4.9%	--	4.0%	--
Instructional Staff							
Total	251	262	271	270	--	264	--
Indigenous	7	11	15	17	--	13	--
Percent Indigenous	2.8%	4.2%	5.5%	6.3%	--	4.7%	--

Source: IPEDS

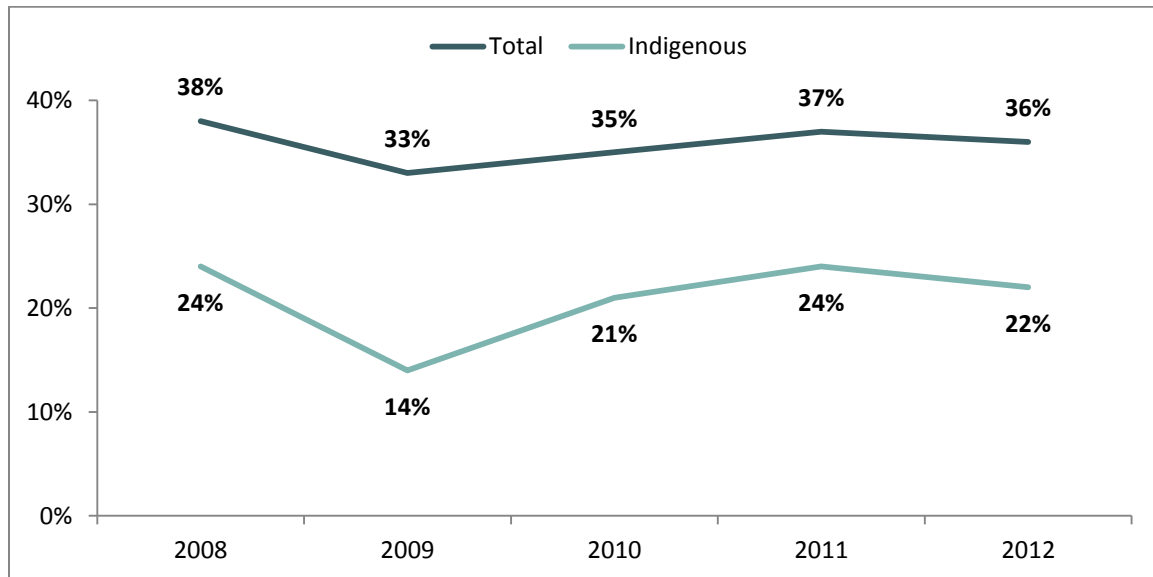
⁶⁷ Regional University System of Oklahoma. <http://www.ruso.edu/Home.aspx>

⁶⁸ [1] "Cheyenne and Arapaho Tribal College: General Information." Southwestern Oklahoma State University. <http://www.swosu.edu/academics/catc/gen-info.aspx>

[2] Wilcox, Gail. Administrative and Admission Officer, Cheyenne and Arapaho Tribal College. Telephone interview, July 28, 2014.

GRADUATION RATES

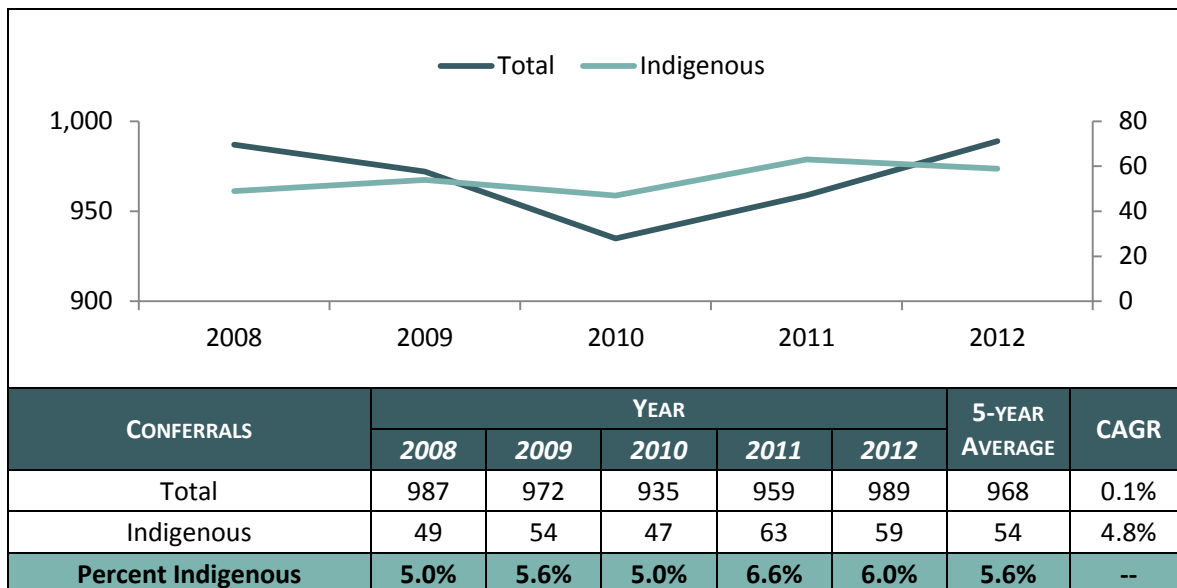
Figure 2.8.C: Indigenous Graduation Rate, 2008-2012



Source: IPEDS

DEGREE CONFERRALS

Figure 2.8.D: Indigenous Degree Conferrals, 2008-2012



Source: IPEDS

ADDITIONAL SUCCESS METRICS

Although CATC has not gained full autonomy from SWOSU, it has begun tracking student data independently. CATC monitors enrollment, retention, and demographic data, including tribe affiliation, marital status, and dependent children. Gail Wilcox, a CATC Administrative and Admissions Officer, indicated that her office has used these statistics to compare CATC students to the overall SWOSU student population. However, CATC is not strongly concerned about indigenous students' competition with other students on campus.⁶⁹

INITIATIVES

Once CATC becomes a fully operable institution, it will apply for membership with the American Indian Higher Education Consortium and eventually seek accreditation from the Higher Learning Commission.⁷⁰ Currently, CATC offers cultural courses and four standalone associate's degree programs in:

- Tribal Administration
- American Indian Studies
- Children's Teacher
- General Studies⁷¹

CATC faculty members teach most culturally-related courses, while SWOSU faculty members teach most general education courses. Enrollment is open to all SWOSU students.

CATC provides academic support services specifically intended for indigenous students, such as math and English tutoring. SWOSU also supports the Native American H.O.P.E. Club (Honoring Our People's Existence). This student association hosts weekly meetings and offers cultural events.⁷²

⁶⁹ Wilcox, Op. cit.

⁷⁰ "Cheyenne and Arapaho Tribal College: General Information," Op. cit.

⁷¹ Wilcox, Op. cit.

⁷² "Event Schedule (Native American H.O.P.E. Club Meetings)." Southwestern Oklahoma State University.
<http://www.swosu.edu/calendar/eventcustomscheduleview.aspx?viewfrom=database&Eid=54666&linknames=linknames>

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