



ABSTRACT

Seminole State College (SSC or Seminole), located in Seminole, OK, is a two-year, public, state-supported Native American-Serving Nontribal Institution serving a vast five-county service area (3,819 sq. miles, pop. 156,626) in the heart of central Oklahoma's Seminole Nation. One in five service area residents (20.0%) live in poverty, and only 14.9% of adults hold at least a bachelor's degree. In an area characterized by socioeconomic challenge, Native American residents are the most disadvantaged (28.0% poverty, 10.0% adult baccalaureate attainment). Our students are a reflection of the area: 59% are first generation in college, with 70% of Native American students first generation; 81.9% are Pell eligible (86.6% Native American Pell eligibility). More than one in four students (25.6%) are Native American.

Seminole is committed to empowering the Native American, high-need residents of our region through access to postsecondary options leading to baccalaureate transfer and socio-economic stability. Unfortunately, academic success eludes far too many SSC students. From Fall 2012 to Fall 2015, success (grades of "C" or above) across key developmental and college-level curricula fell as low as 41.9%, with Native American success below 50% in nearly a third of identified high-risk courses. Since 2010, SSC's fall-to-fall persistence has averaged just 42% for first-time students (39% Native American student persistence), dropping below national and state rates for public two-year colleges. Graduation and transfer are similarly low (22% three-year graduation overall, 16% Native American graduation; overall graduation + transfer 17%).

Factors contributing to these statistics include poor academic preparation and a dearth of postsecondary role models for students – the vast majority of whom are from our educationally-poor region. Despite their dedication to student success, Seminole's faculty acknowledge reliance on primarily passive instructional strategies that fail to engage students with interactive strategies associated with academic success. Outdated, inflexible instructional facilities fail to reinforce interactive instruction, and inadequate individualized support services exacerbate the challenges faced by our profoundly disadvantaged student population.

SSC proposes *Engaging with Success*, a comprehensive activity including the following:

- (1) Revision of 19 high-risk courses to infuse active, learner-centered, culturally-relevant activities, using strategies such as project-based and collaborative learning. Revised curricula will be supported with appropriately-resourced, flexible instructional spaces (three classrooms, four collaborative learning labs) and tutoring for pilot courses.
- (2) Comprehensive professional development, to include training for full-time and adjunct faculty in targeted curricula as well as cross-disciplinary faculty development in strategies and tools for successfully engaging high-need learners.
- (3) New engagement services, including aligned success coaching and mentoring services supported by evidence of effectiveness that meets the USDE's definition of moderate evidence of effectiveness (*Comp. Pref. Priority 2*). Engagement services also include new Success Workshops, Cultural Symposia/activities to engage students with Native American culture and traditions (*includes activities meeting Invitational Priority*), and liaisons with area tribes, with on-campus resources connecting students to tribal services and assistance.

A new Engagement Center will support new services with flexible, collaborative spaces. Five-year outcomes include increased fall-to-fall persistence (+8 percentage pts.), increased 3-year associate degree completion and increased associate degree completion plus transfer (both degree completion/transfer outcomes +5 perc. pts., +8 perc. pts. for Native American students)

Our proposal responds to the Absolute Priority, Competitive Preference Priority 2, and the Invitational Priority for this competition.

Year 1 Budget Request: \$349,997

Project Abstract
Connors State College - Warren, Oklahoma
Institutional Purpose: Public, two-year community college

Connors State College (CSC or Connors) located in the heart of eastern Oklahoma's Native American region has grown from a secondary school of agriculture with an enrollment of 15 students and 4 faculty members in 1909 to an accredited community college serving more than 3,100 students annually, more than one third of whom are Native American (37%). CSC maintains a main campus in Warner (pop. 1,323) and second campus in Muskogee (pop. 39,052), located 18 miles north of Warner which houses CSC's popular Nursing program.

CSC's seven-county service area (pop. 317,186) is predominantly rural, 36.6% of area families are low-income, 19.7% of residents live in poverty, and median household income is just \$42,251. Also within the area, only 18.1% of adults have a bachelor's degree and almost one out of every six adults has not completed high school. **The service region encompasses two Native American Nations (Cherokee and Creek)**, with some counties showing more than 38% Native American residents. Disadvantaged characteristics are accentuated among this population with 22.8% living in poverty, only 15% having a college degree, and 16.1% without a high school diploma. Native American per capita income is just \$16,042. (*ACS 2014*)

Among CSC's Fall enrollment of 2,303 students, 862 (37.4%) are Native American, 68% of all (69% of Nat. Am.) are low-income and 86% of all (88% of Nat. Am.) are first-generation in college. One of CSC's most popular programs, Nursing, enrolls almost 200 students each semester of which approximately 25% are Native American. The Nursing profession offers great opportunity for our students and directly responds to the area's medically underserved counties. Documented shortages in health care professionals are at a critical stage, particularly in health facilities operated by tribal organizations. In response to regional demand, an increasing number of students apply to CSC's Nursing program every semester. Yet, despite increasing demand for health care workers and a corresponding increased level of student interest, CSC has been unable to expand its Nursing program capacity due to severe limitations in clinical instruction personnel and technology. And, analysis of cohort persistence rates reveals a very low rate of program completion. In our most recent cohort class, just 44% (all students) and 18% (Native American students) completed our four-semester Nursing program within two years of program acceptance.

CSC submits this Native American Serving Non-Tribal Institution (NASNTI) grant application as a means to expand capacity in its high-demand Nursing program as well as increase the program completion rate of enrolled students. To accomplish this, we request **\$1,749,990** over five years to 1) equip a Patient Simulation Laboratory to improve the quality and quantity of instructional experience, 2) revise courses for effective implementation and use of simulation technology as well as incorporation of culturally-sensitive instructional strategies, 3) expand tutoring for foundational pre-nursing and nursing courses, 4) expand academic support services inclusive of academic advising, counseling, outreach, and career placement services, 5) add nursing clinical instruction personnel, and 6) develop new elective courses focused on health issues particularly prevalent among the Native American population.

This proposed project directly addresses the NASNTI purpose of assisting institutions to "*plan, develop, undertake, and carry out activities to improve and expand such institutions' capacity to serve Native American and low-income individuals*" as well as the Absolute Priority to support high need students and Competitive Preference Priority #2 with inclusion of an intervention strategy and services supported by evidence of effectiveness that meets the conditions set out in the definition of "*moderate evidence of effectiveness.*"

Abstract
St. Gregory's University
Native American Serving Non-Tribal Institutions (NASNTI) Project

St. Gregory's University is a selective admission, four-year Roman Catholic institute of higher education, offering Associate, Bachelors and Masters Degrees. Located in Shawnee, Oklahoma, the University serves a largely rural area steeped in poverty. The connection of the University with the Native American nations in the region began in 1876 when the Citizen Potawatomi Nation granted a portion of their allotted land to form the Sacred Heart Mission and School that is now St. Gregory's University. The University's NASNTI project is designed to address our need for *new, revised and improved curriculum, distance learning opportunities, instructional technology and a comprehensive, centrally located Student Success Center*. The project focuses on one activity, *Achieving Student Success*. Three closely related components comprise the activity: *Curriculum Enhancement, Distance Learning and a Student Success Center*. The project will result in an in-depth revision of the University's Institutional Core, developing new learning objectives and outcomes while also initiating a new *Native American Studies Core*. The new core will include nine-credit hours of classes designed to introduce culture, language and civics of Native American tribes in our area. The project will also develop the University's *first distance learning classes* and our first *technology-integrated* on-campus classes. A new *Student Success Center* will be developed throughout the five-year project, providing a central site for advising, tutoring, academic intervention and student engagement. The project management will be administered on campus by a half-time project director over the five years at a cost of \$ \$146,000 over the five years (10% of the total budget) and external evaluation will be a total of \$35,000 over five years.

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ABSTRACT
Native American Serving Non-Tribal Institutions Program

Murray State College (MSC): Located in Tishomingo, Oklahoma in the south central section of the state of Oklahoma, established in 1908, a public, open enrollment community college, Fall 2015 Full-Time Equivalent enrollment equaled 1549 students, current (2015-2016) operating budget, \$14,588,695; Ms. Joy McDaniel, President; Phone: 580-387-7101; FAX 580-371-9844; email: jmmcdaniel@mscok.edu.

Activity: “*Murray State College Accelerated Graduation Project*”

Purpose: To improve the college’s capacity to increase the participation, academic success, and graduation of Native American and low-income students by improving strategies for teaching, learning, and academic support for developmental math. In order to assist the college in its transition to corequisite math and English courses, a new student success center will be established through sharing facilities with the library, giving students access to software, hardware, supplemental instruction, social-belonging activities, and tutoring. The college will develop new advising strategies leading to Individualized Pathways to Graduation for high need students in order accelerate remediation, success in college level courses, and graduation. Faculty development opportunities will focus on culturally appropriate teaching strategies for underprepared students and improving delivery methods for teaching and learning. This proposal addresses Competitive Preference Priority Two.

Project Management: \$1,703,475 over five years. Administrative costs of the grant comprise 37% of the total budget (Grant Director and Grant Assistant). External evaluation: \$14,000 per year of the five-year project.



Abstract

Northern Oklahoma College (NOC) is a two-year, public Native American-Serving Nontribal Institution located in north central Oklahoma, with a main campus in Tonkawa (pop. 3,216) and other campus sites in Enid (pop. 49,379) and Stillwater (pop. 46,560). NOC also offers online and interactive television courses to reach time- and place-bound students.

NOC serves a vast, predominantly rural area (13,500 sq. miles), including the following 14 counties: Alfalfa, Grant, Kay, Osage, Major, Garfield, Noble, Pawnee, Payne, Blaine, Lincoln, Kingfisher, Logan, and Creek (total pop. 458,726; 14.2% Native American). NOC's service area is home to six tribal jurisdictions: Tonkawa Tribe, Osage Nation, Kaw Nation, Ponca Tribe, Otoe-Missouria Tribe, and Pawnee Nation. Most service area residents struggle with high levels of poverty and low educational attainment. One in six (16%) NOC service area residents live in poverty; poverty among Native American residents is more severe with rates soaring as high as 43% in some service area counties. Only 21% of area adults (14% for Native American adults) have earned a bachelor's degree or higher compared to 24% for the state and 29% for the U.S.

NOC's mission to provide "*high quality, accessible, and affordable educational opportunities and services...*" is critical to the region's residents, and the College serves as the educational access point for thousands of disadvantaged area residents. In Fall 2015, NOC served 4,642 students, 12% (548) of whom were Native American. More than half (55%) of NOC's students are enrolled part-time; 81% are first generation in college; 59% are low income; a fifth of students (20%) are age 25 or older. Based on Spring 2016 survey results, most NOC students work (61%); almost a third are parents (30%); and 62% commute, many traveling 30 miles or more to campus.

NOC is particularly interested in better serving its growing Native American student population. Native American enrollment at NOC has grown by 42% over the past ten years. Now one in every eight NOC students is Native American. NOC's capacity to serve its Native American students in culturally-responsive ways has not kept pace with this enrollment growth. Moreover, NOC has seen a significant increase in online enrollment among its Native American students, and area tribes are poised to work with NOC to promote Native American postsecondary success. However, gaps and weaknesses in NOC's academic offerings and support services threaten this opportunity for reaching more Native American students.

To address the institution's identified gaps/weaknesses, NOC proposes a project entitled, **Merging Tradition and Technology: Engaging Native American and Low Income Students to Complete College**. The proposed project includes three related initiatives:

Initiative 1: Expand Access to High Demand, High Quality Courses. Through this initiative, NOC will redesign 30 of its online courses to meet Quality Matters certification standards. NOC will also add ITV classroom/computer lab access sites at six area tribal centers to promote Native American enrollment through ITV and online courses.

Initiative 2: Develop and Improve Online Services. Through this initiative, NOC will update its static online services to be interactive and data-driven to promote student success.

Initiative 3: Develop Support for Native American Student Success. Through this initiative, NOC will develop culturally-aligned tutoring and mentoring (online and on-campus), cultural/language preservation activities (on-campus), and professional development for faculty/staff on strategies to support Native American student success (on-campus). NOC will establish a new Cultural Engagement Center to house new support services and resources.

NOC is addressing the Absolute Priority, Competitive Preference Priority #2, and Invitational Priority for the NASNTI FY2016 competition. NOC's five-year budget request is \$1,749,975.



Abstract

Expanding STEM Opportunities for AI/AN and Low Income Students through High Impact Educational Practices

Fort Lewis College (FLC), in Durango, Colorado, is an undergraduate, public, four-year Liberal Arts College with an historic commitment to educate Native American students “free of tuition and on an equality with white students.” Accredited by the Higher Learning Commission of the North Central Association and governed by a nine-member Board of Trustees, FLC is located in the Four Corners region of the southwestern U.S., *home of Colorado’s two tribal reservations.*

FLC’s commitment to Native American education is a sacred trust. FLC’s 1,166 (32% of enrollment) American Indian/Alaskan Native (AI/AN) students represent 163 federally recognized tribes across 48 states, with almost half of our students from the Navajo Nation, located 84 miles from campus, and 11% from Native Alaskan tribes. *FLC awards more degrees and STEM degrees to Native American/Alaskan Native students than any other baccalaureate institution in the nation.* Fall 2015 minority enrollment was 46%, including 11% Hispanic students.

The project design will address the needs of Native American students who are retaining and graduating at much lower rates than any other minority population in the United States. Overall. The proposed project is designed to address the absolute priority of supporting high-need students to improve academic outcomes and learning environments for high-need students and students who are members of federally recognized Indian tribes. The proposed project uses strategies, such as Undergraduate Research that meets Competitive Preference Priority 2. The project is designed to support AI/AN and low income students in attaining baccalaureate degrees, particularly in high-demand high tech fields, building culturally relevant pathways back to their home communities, graduate school, and to the State and local workforce as follows:

- Develop an Undergraduate Research Component to retain and graduate underserved students in high demand STEM disciplines to diversify the workforce.
- Create a Bachelor of Science in Computer Engineering curriculum to meet national, tribal, and local workforce demand issues through a high wage dynamic major and appropriate academic tutoring support for majors.
- Equip Computer Engineering laboratories and courses with up-to-date scientific equipment and instrumentation needed to ensure that graduates are adequately prepared for the workplace and/or graduate school;
- Develop learning support programming that will support AI/AN students in academic and culturally relevant ways at FLC’s Native American Center through Native STEM Speakers Series, instructional technology, STEM textbook library, late night tutoring, and professional development of staff at the Center.

Project Abstract

Increasing Overall Completion and Time-to-Completion Rates for Native American Students through Guided Pathways to Success

Applicant Institution: San Juan College, 4601 College Blvd., Farmington, New Mexico 87402

San Juan College (SJC) is located in the largely rural, sparsely-populated, isolated corner of northwest New Mexico. SJC is a public, two-year, degree-granting institution offering 77 programs leading to the Associate of Arts, Associate of Applied Science and Associate of Science degrees and 44 professional-technical programs that award vocational/technical certificates. Its district is San Juan County, New Mexico, but it draws students from throughout the Four Corners, which extends into Utah, Colorado, and Arizona. The vast Navajo Nation comprises one-third of the College's district.

Serving Native American students is central to the mission of SJC and to its long-term fiscal stability. Almost a third of the student population is Native American. Close tracking of Native American student cohorts through the current NASNTI grants has helped inform understanding of the issues surrounding college completion. A review of the current literature offers recommendations and models to address identified issues. A review of SJC data for the 2010 Cohort of first-time, full-time, degree-seeking students indicates a number of time-to-completion issues: (1) Many of our Native American students accumulate more credits, often many more credits, than are needed to graduate without completing their degree, (2) A disproportionately low number of our Native American students complete their degree, (3) The number of students who meet time-to-completion expectations is also low—even when graduation data is tracked for 150 and 200 percent of projected graduation time, and (4) Almost half of the Native American students in the 2010 Cohort were no longer enrolled at the end of two years.

Implementation of a Guided Pathways model and targeted support services will address concerns for our Native American students: eliminate excessive accumulation of credits, reduce their time-to-completion, and increase their overall success and degree completion rates. Based on Complete College America, the AACC Pathways Project, and Completion by Design recommendations, SJC will address and measure variables contributing to the (1) improvement in the number of annual Certificate, AAS, and Associate degrees completed and (2) improvement in time-to-completion for annual Certificate, AAS, and Associate degrees.

The proposed career component will help students clarify their career goals and enter a career path early in their college experience. Research by the Community College Research Center at Teachers College, Columbia University found that students who enter a program of study in their first year are much more likely to complete a credential or transfer successfully than are students who do not enter a program until the second year or later. Clear career focus combined with the academic and student support services needed to overcome barriers to their goals will positively impact student retention, and ultimately, degree completion. Contextualized student support services—including career and transfer counseling, a college success course, supplemental instruction, tutoring, and individual Student Achievement Plans will be integrated into their programs of study. Students will be monitored for their accomplishment of all proposed milestones on their pathway. This will help coaches assess student progress and allow students to gauge their likely success in their chosen field in time to explore alternative options if needed.

The proposal addresses the Absolute priority and Competitive Priority 2.

**Native American-Serving Nontribal Institutions (NASNTI) Program
Northeastern State University's (NSU) Native American Support Center (NASC)
Abstract**

Name and City:

Northeastern State University
Tahlequah, Oklahoma

Purpose:

NSU proposes the Native American Support Center in response to the Native American-Serving Nontribal Institutions (NASNTI) Program. NSU's project seeks to increase Native American students' retention and completion of higher education by providing early alert and intervention/referral services to at-risk Native students as well as a supportive community where they can receive academic advising, personal and academic coaching, tutoring, and mentoring. The three primary objectives of the project are to: 1) Increase Native American student retention and completion through enhanced services and intervention strategies; 2) Develop a peer-to-peer college persistence mentoring program; and 3) Provide a source of culture, connection, and care for Native American students on all three NSU campuses.

The design of this project meets the requirements of the Absolute Priority by providing services that will improve the academic outcomes and learning environments of high-need students. The proposal also meets the second competitive preference priority by providing the necessary evidence, data, and research to demonstrate the project's "moderate evidence of effectiveness." Specifically, by using two research studies approved by the What Works Clearinghouse to support the full range of services outlined in the proposal. In addition, NSU's project meets the invitational priority through strengthening the current Cherokee language degree program and expanding the Native American language program by adding Creek language classes.

The project will be placed under the authority of the Division of Academic Affairs while based in the Center for Tribal Studies, with branches located at the John Vaughan Library in Tahlequah, the Broken Arrow campus, and the Muskogee campus. The project director will oversee three coordinators who will focus on providing a wide variety of preventive services and real time interventions to qualifying students. The coordinators will assist the project director in managing peer tutors/mentors and three part-time graduate assistant coaches.

The successful implementation of this project, in combination with other ongoing NSU initiatives and programs, will result in creating a campus that comprehensively welcomes and nurtures Native American students while giving them the necessary tools to be successful in their academic and personal/professional pursuits.

Abstract

East Central University, located in Ada, Oklahoma, is proposing to expand its Center for Undergraduate Research and Learning (which was funded in part by a NASNTI grant) by establishing a Humanities Education and Research Center and Digital Humanities Lab.

East Central University's HERITAGE (*Humanities Education and Research: Innovation and Technology in Advancing Guided Engagement*) project will enhance the culture of student research on ECU's campus and update STEM (Science, Technology, Engineering, and Mathematics) education to the innovative and more effective STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach to enhanced learning and research.

ECU's HERITAGE project is designed to:

- Improve academic outcomes and learning environments for high-need and/or Native American students here at ECU.
- Employ a Department of Education approved methodology of moderate evidence of effectiveness to support high-need and Native American students by improving academic outcomes.
- Support the strengthening of Native American language preservation and revitalization.

Ultimately, through its innovative design and targeted student services, this project will significantly increase the retention and graduation rates of Native American and high-need students attending East Central University.

PROJECT ABSTRACT

Institution: University of Alaska Fairbanks Bristol Bay Campus

Address: Seward Street 527, Dillingham, AK 99576

Project Title: **Fostering Success through Education and Cultural Connections**

The mission of the University of Alaska Fairbanks Bristol Bay Campus (UAF BBC) is to provide education opportunities through which Alaskans, particularly Alaska Native and rural residents, are empowered to effect social and economic changes in their communities as well as to protect and enrich the quality of their lives and culture.

UAF BBC is proposing a project *Fostering Success through Education and Cultural Connections* that will:

GOAL 1: Develop culturally responsive curriculum that connects people to each other, their culture, and their natural environment.

Objective 1.1: Strengthen Native language preservation and revitalization by offering 2 Alaska Native language courses each year.

Objective 1.2 Increase cultural awareness and ground student learning in local environment through 3 STEM immersive camp experiences each year.

Objective 1.3 Every two years plan a regional Youth Leadership Symposium to build positive identity and leadership skills of Alaska Native youth.

GOAL 2: Enhance learning environments through increased support services to address diverse student needs.

Objective 2.1 Pilot a comprehensive framework for enhanced faculty and staff professional development and cultural competence training.

Objective 2.2 Improve access to college by providing 2 high-need student transitional college coaching events per year.

Objective 2.3 Expand student support in the Aleutian-Pribilof region by offering 2 advising outreach activities per year.

GOAL 3: Implement strategies to aid student navigation to postsecondary education and workforce.

Objective 3.1 Increase effective transitions into postsecondary education by piloting 1 early college program.

Objective 3.2 Increase Bristol Bay and Aleutian-Pribilof workforce readiness by offering 10 vocational training courses each year.

Overall, this Title III project will increase UAF BBC capacity to serve Alaska Native and low income individuals and will enhance our institution's ability to be responsive to the unique educational and workforce development needs of the Bristol Bay and Aleutian-Pribilof regions.

Abstract

Native American Serving Non-Tribal Institutions (NASNTI) Project

Redlands Community College, El Reno, Oklahoma is a 2-year comprehensive community college located in the south central region of the United States. Redlands Community College (Redlands) Native American Serving Non-Tribal Institutions (NASNTI) project purpose is to *improve the learning environment and academic outcomes for high-need students* by improving academic programs. Two components comprise the one-activity project: 1) enhancing academic programs by designing developmental education courses that provide Native American and low-income individuals the opportunity to advance through those courses more efficiently and effectively, potentially eliminating at least one semester in the course sequence; and 2) enhancing the Athletic Trainer Associate of Science (AS) Degree and the Personal Trainer AS Degree programs by developing distance learning options, adding internships and establishing 2+2 degree programs with four-year Oklahoma institutions for each of the two delivery modalities. The project management will be administered on campus by a half-time project director for a total salary over five years of \$174,119 (9.9% of the total budget), and external evaluation will be a total of \$31,500 over five years.

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ABSTRACT

NASNTI Strengthening Minority-Serving Institutions

Catalog of Federal Domestic Assistance (CFDA) Number: 84.382

Applicant Institution: University of Science and Arts of Oklahoma

The University of Science and Arts of Oklahoma (USAO) is a public, four-year, Liberal Arts University. USAO is located in Chickasha, Oklahoma.

USAO requests funding for *Increasing student achievement through the use of technology-enhanced instruction*. The purpose of the NASNTI project is to expand our capacity to serve Native American and low-income students by enhancing classroom instruction through the use of technology. Our goal is 1) to update technology-assisted learning environments in target spaces 2) to educate and support faculty in the use of technology to enhance instruction and 3) to affect student academic success through lecture capture, recorded demonstrations, and student-centered active-learning pedagogies such as the flipped classroom and self-paced learning. An important component in the first phase of this project is the immediate use of technology in USAO's Kiowa Clemente classrooms that will not only improve student outcomes but will serve the course goal of aiding in the preservation and revival of the Native Kiowa language and spoken language traditions.

The accomplishment of our goal will be achieved in five integrated phases 1) key personnel hires, 2) installation of instructional technologies in academic spaces, 3) training of faculty in the advantage and use of technology to enhance instruction 4) implementation of lecture capture and closed captioning, and 5) the creation of a technology fund to support and provide incentive for faculty to incorporate technology-enhanced instruction in their classes.

Through analysis of institutional data and relevant research, we have identified educational technology pedagogy that addresses the obstacles facing high-needs student success. In our project design, we have also responded to recommendations from studies that demonstrate that the instructional technology alone is not as effective without a clear professional development plan. Our project design includes the hire of an expert, to lead professional development and design teaching tools, and an incentive program that will encourage faculty to invest in creative, ongoing use of the technology. USAO has designed the project evaluation process and management plan to emphasize efficient use of staff time and the well-organized flow of information. Our reporting will collect data from a cohort of students whose performance will be compared with our base. We are confident that our project will demonstrate success in these terms: improved academic success (grades of "C" or better) in target core courses, corresponding increased retention rate, persistence rate, and graduation rate of high-need students.

Funds requested for the USAO project total \$1,725,561.77 over the five-year period.

Contact:

Dr. John Feaver, President, (405) 574-1201, jfeaver@usao.edu

Project Title: SOCIAL BELONGING FOR STUDENT SUCCESS

Applicant Organization Name: The University of North Carolina

Address: The University Of North Carolina at Pembroke

Project Director: ELIZABETH NORMANDY, PHD

Email: elizabeth.normandy@uncp.edu

The historical foundation of the University of North Carolina at Pembroke as the Croatan Norman School provides the University with a strong legacy of supporting Native American education. Even with that foundation, many Native American students struggle with “belonging”. The proposed project is based on a single, comprehensive goal that addresses the need of currently enrolled UNCP students: to increase persistence and graduation rates by focusing on student’s social belonging needs.

We will address this goal through the following objectives:

- 1) DESIGN, IMPLEMENT AND EVALUATE NEW COURSES/ PROGRAMS THAT WILL IMPROVE SOCIAL BELONGING THEREBY INCREASING ACADEMIC OUTCOMES FOR NATIVE AMERICAN AND LOW-INCOME STUDENTS
- 2) FACULTY DEVELOPMENT TO INCREASE STUDENT SUCCESS IN ACADEMIC PROGRAMS AND COURSES
- 3) FACULTY/STUDENT MENTORSHIP IN RESEARCH AND SERVICE TO INCREASE SOCIAL BELONGING AND STUDENT SUCCESS.

All student retention and persistence depends on engagement (Habley, Bloom, and Robbins, 2012), but a wealth of research shows that a sense of connection to campus is particularly important in retaining Native American students. Through the activities in this project, we hope to have a better understanding of the needs of our students and ways to increase that sense of connection. It is hoped that faculty will learn to question their epistemology and to move toward what Belczewski (2009) describes as “becoming decolonized in our thinking and teaching practices” (p. 1).