TITLE III, PART F
NATIVE AMERICAN-SERVING NONTRIBAL INSTITUTIONS PROGRAM (NASNTI)
FY 2011 GRANTEES

1) **Fort Lewis College**
2) **East Central University**
3) **University of Alaska Anchorage – Kodiak College**
4) **Northeastern Oklahoma A&M College**
5) **Northeastern State University**
6) **Robeson Community College**
7) **Murray State College**
8) **Southeastern Oklahoma State University**
9) **University of North Carolina at Pembroke**
10) **New Mexico State University - Grants**
11) **Seminole State College**
12) **Redlands Community College**
13) **San Juan College**

Fort Lewis College
P382C110018

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 United States, **home of Colorado's two tribal reservations.**

FLC's commitment to Native American education is a sacred trust. FLC's 786 Native American students represent 125 of the 561 federally-recognized tribes across 19 states, with almost half of our students from the Navajo Nation, located 84 miles from campus, and nine percent from Native Alaskan tribes. **FLC awards more degrees to Native American/Alaskan Native students than any other baccalaureate institution in the nation.** From 2004-2008, Fort Lewis College awarded 10 percent (517) of the total number of baccalaureate degrees earned by Native Americans nationally. For that same period, FLC awarded 11 percent (216) of the STEM (science, technology, engineering, and math) degrees earned by Native Americans.

The project design will address the needs of Native American students who are retaining and graduating at much lower rates than FLC students overall. The **proposed project addresses the two competitive priorities**: (I) Increasing postsecondary success; and (II) enabling more data-based decision making. Our project is designed to support this population in attaining baccalaureate degrees, particularly in high-demand fields, building culturally relevant pathways back to their home communities, graduate school, and to the state and local workforce as follows:

Equip Engineering/Physics, Anthropology/Archaeology, Native American Indigenous Studies (NAIS), the Delaney Library, Intertribal news, and Geosciences laboratories and courses with **modern scientific equipment and instrumentation** needed to ensure that graduates are adequately prepared for the workplace and/or graduate school;

Develop retention programming that will support Native American students in academic and culturally relevant ways through enhanced **alumni tracking**, advising and orientation programming at the Native American Center and via the **STEM Career Advisor** in the School of Natural and Behavioral Science;

Develop and pilot NAIS curriculum to expand on contemporary issues in **Indian Country** as well as encompassing **global indigenous concepts to offer a dynamic major**; and

Develop a multimedia-based video to train faculty and staff in FLC historic mission and training materials targeted **to enable better understanding and tolerance of all cultures and races on campus.**

East Central University
P382C110006

THE UNIVERSITY. East Central University (ECU), in Ada, Oklahoma, is a four-year, state-supported institution that has served an 11 county region in rural, southeast Oklahoma since 1909. For fall 2011, the university's enrollment was 4,627 students which generated an FTE (full-time equivalent) enrollment of 3,660. ECU, like the community it serves, is racially diverse with a 33 percent underrepresented student population. Native Americans, the largest minority group, account for 20.1 percent of total enrollment. Low-income students represent 65 percent of the student body. Students are 61 percent female, 29 percent part-time, and nontraditional students over the age of 22 total 59 percent. The university is served by 170 full-time faculty, of which 64 percent hold doctoral degrees, 44 percent are female, and 11.2 percent represent minorities. ECU's full-time faculty to student ratio is 1:26.

THE ACTIVITY. Student Academic Success for Native American and Low-Income Students; approximately $2,000,000 over five years.

East Central University is located in the heart of Indian Country. The area is economically, geographically and educationally isolated. This isolation is even more evident among the area's Native American and low-income populations. As a result, ECU students from these populations often come unprepared or underprepared. The economic, geographic and educational factors exasperated by the identified service and infrastructure gaps contribute to Native American and low-income students experiencing significantly lower first-year retention and five-year graduation rates. To address this need, ECU will implement Strengthening the Culture: *Student Success* that will enable ECU to further improve and expand its capacity to serve Native American and low-income students through the development, implementation and sustainment of a targeted, student academic success program and an undergraduate research center that will increase retention and graduation rates of high-need students.

University of Alaska Anchorage - Kodiak College
P382C110013

Kodiak College (KoC), located on Kodiak Island, Alaska, is a public, two-year community college affiliated with the University of Alaska, Anchorage, accredited by the Northwest Commission on Colleges and Universities. The annual enrollment is approximately 600 students, of which 13 percent are Alaska Native–a number that increases annually. Of all Kodiak College students, 89.8 percent are first-generation college students and 80 percent receive both financial assistance and are enrolled part-time; 40 percent work more than 20 hours a week.

Kodiak College's mandated service area encompasses the Kodiak Island Borough, a population of 13,592, 17.6 percent of whom are Alaska Native. The service area includes six remote, primarily Alutiiq villages, each with populations less than 200. Kodiak's economy is founded primarily on commercial fishing; one third of all jobs and half of the borough's earnings are related to commercial fishing and seafood processing. The majority of Alutiiq people supported themselves through commercial fishing and subsistence until recent shifts in the industry, including a 37 percent decrease in the commercial fishing fleet, led many Alutiiq families into dire economic straits. The Kodiak Alaska Native people now have a median household income 40 percent less than Kodiak's average; in Kodiak's rural villages, 75.1 percent of the children live in poverty.

Alaska Native students are now entering college in greater numbers to prepare for vocations other than family commercial fishing business and simultaneously seeking to preserve critical aspects of their culture, especially the Alutiiq language. With only 38 fluent Alutiiq speakers alive on Kodiak Island–all of whom are over the age of 75–students have limited access to Alutiiq language and cultural knowledge. Within a decade, the language will be lost unless significant revitalization efforts are made now (Alutiiq Museum, 2010). Alutiiq students struggle against historical educational oppression that still significantly impacts their success. Among Kodiak Alutiiq high school students, only 58.6 percent graduated in 2009, compared to 84.7 percent of Caucasian students, and they also tested consistently and significantly lower. These low success rates continue in college, with only 10.7 percent of Alaska Native students graduating with an AA degree in three years or less from Kodiak College. Improvements to Alaska Native student services network at KoC promise to address these issues.

Kodiak College's *Alutiiq Studies & Student Support Project* is structured to assist Alutiiq students through: (1) enhancing the Alaska Native student support network at Kodiak College, increasing KoC's capacity to serve Alutiiq students through new advocacy and mentorship services, learning communities, and faculty development in Alutiiq culture and learning styles; and (2) revitalizing and preserving the Alutiiq language and culture through creation of new Alutiiq Studies certificate and degree programs.

Anticipated project results will increase Alaska Native student retention rates to 50 percent, with improvements in student data collection and analysis (Priorities I and II), increase the number and fluency of Alutiiq language learners, and strengthen KoC's ability to serve Alaska Native students. With an annual average budget of $399,854, we will directly impact at least 225 students. Based on this number of students, our budget allocation is estimated at $1,777 per student.

Northeastern Oklahoma A&M College
P382C110010

Northeastern Oklahoma Agricultural and Mechanical College (NEO) is a comprehensive, two-year public, open-door community college, located in Miami, Oklahoma, (population 13,704). In fall 2010, **20 percent (466) of students were Native American, 91 percent of whom received Pell Grants**. Accredited by the Higher Learning Commission, North Central Association of Colleges and Schools, and governed by a nine-member Board of Regents, NEO offers Associate in Arts, Science, and Applied Science degrees and certificates in 47 transfer and occupational programs.

NEO's service area is home to 62 percent of the total populations of 11 distinct tribes of American Indians. In NEO's three-county service area (population 87,303), Ottawa County is home to more different tribes than any other county in the country; Delaware County lies completely within the boundaries of the Cherokee Nation; and 45 percent of public high school students within a 30-mile radius of the college are Native American. Disturbingly, within NEO service area counties (19 percent Native American) **poverty rates are 19.2-19.9 percent,** median income is $13-17,000 below the national average, **bachelor's degree attainment is only 10.5 - 13.3 percent,** Native American per capita income is 45 percent less than Caucasian, and Native American unemployment ranges from 17-80 percent, depending on the community (American Community Survey 2008, Integrated Postsecondary Education Data System 2009).

The Lumina Foundation's Educational Needs Index rates **Northeastern Oklahoma as an area in critical need of increased educational attainment**. However, NEO's Native American graduation rates of 22 percent and graduates' intent to transfer of only 25 percent indicate that we have not yet aligned our support of these students to their deepest needs. In light of these conditions, NEO has placed increasing our capacity to serve high-need Native American/low-income students as a top priority.

We propose to increase our institutional capacity to serve Native American/low-income students through **Merging Tradition and Technology to Create Access to High-Demand Careers.** Project design begins with three program areas to be developed for distance delivery to increase postsecondary completion rates (Competitive Preference Priority I), and thus the economic advancement of Native American and low-income students and communities: Hospitality Management, Early Childhood Education, and Criminal Justice. Development of the necessary curriculum and technology infrastructure for distance delivery will create much-needed **access** for our students who work while attending school (84 percent). New jobs are being created by service area Tribes in these fields, but they require degrees for career advancement, so proposed articulation to local and online four-year degrees will create real opportunities for students who need or want to stay in their homes while increasing their earnings capacity. New technologies, along with faculty development, will integrate the culturally-relevant support of Native Ways of Knowing into curricula and services supporting postsecondary success. New data collection and analysis capacities will enable data-based decision making related to improving postsecondary student outcomes (Competitive Preference Priority II).

Northeastern State University
P382C110005

Northeastern State University (NSU), located in northeast Oklahoma in the heart of the Cherokee Nation, proposes the Indigenous Scholar Development Center (ISDC) to serve as a comprehensive American Indian student success model with unique and truly significant value-added components in response to the Native American-Serving Nontribal Institutions (NASNTI) program solicitation (CFDA 84.382C). NSU has a rich heritage in American Indian history and culture. With American Indian student enrollment nearing 30 percent of the total population, NSU is the ideal setting for the proposed project. Value-added components include: a Library Special Collection; the Center for Tribal Studies; and the Indigenous Living Learning Community.

The primary objective of the ISDC is to improve the academic performance of American Indian students and their retention rates through extensive programming, intervention strategies, and services. The second objective relates the support of faculty and staff development to the overall success of American Indian students. Likewise, Objective Three focuses on the greater community to create an Indigenous community culture of collaboration, learning and discovery by facilitating working relationships among students, faculty/staff and community and tribal agencies. Together, these three objectives provide for a comprehensive approach to the delivery of services designed to enhance the overall postsecondary educational experience of students NSU, particularly the low-income, American Indian population.

The overall concept and design for the ISDC addresses both Competitive Preference Priorities announced in the grant solicitation. Priority I – Increasing Postsecondary Success is the primary objective of the project, focusing on improving the overall performance of American Indian students. Priority II – Enabling More Data-Based Decision Making is addressed through the quantitative and qualitative data collected and analyzed in the thorough project evaluation.

Murray State College
P382C110009

Murray State College (MSC) is a public open-access, two-year institution located in Tishomingo, Oklahoma, the Historic Capital of the Chickasaw Nation. The area served by the college is a rural area where families incomes are low, unemployment is high, educational attainment is low, and college-going rates are low. MSC offers three program degrees with 30 areas of study, technical programs and certification programs. The NASNTI project will be located at the main campus in Tishomingo.

Through an extensive analysis and planning process, MSC proposes to utilize NASNTI funding to address a major problem/weakness: unacceptably low success rates for underprepared, low-income and Native American students. MSC has designed one activity with three components. The activity, entitled **Improving STEM Related Programs,** will accomplish three major goals of increasing retention and graduation rates of underprepared students, increasing the number of courses and degree programs leading to high-demand and STEM (science, technology, engineering, and math) careers, and increasing the number of transfer credits for science majors. The primary components are: (1) **academic programs** that include an improved remedial science and math curriculum at appropriate levels and improved student knowledge and comprehension of science through the development of Inquiry Based Learning modules and re-designed science laboratories that will serve the vast needs of the underprepared, low-income and Native American student population; (2) **success and retention strategies** that will improve the capacity to implement early alert, student tracking, appropriate referrals to helping services, and academic advising strategies; and (3) **professional development** opportunities related to Inquiry-Based Learning, retention strategies and teaching strategies designed to help Native American and low-income students succeed in college.

In the fall 2010, Murray State College saw an increase in enrollment for the fourth year in a row. Steady increases in enrollment have been experienced for the past six years. Fall enrollment in 2003 was 1,899 students and increased to 2,841 students in fall 2010. Minority students are 34 percent of the total enrollment. Within the minority enrollment, Native Americans represent the largest number comprising 41 percent of all minority students: African Americans are 13 percent; Hispanics, 16 percent; Asians, two percent; multiple races, 25 percent; and three percent are Native Hawaiian, not reported or non-resident alien. Female students outnumber male students two to one. The average age of student enrolled at Murray State is 27. Over 50 percent of all students enrolled at the college are economically disadvantaged and 59.2 percent receive need-based financial aid.

NASNTI funding will pay for minor renovations needed desperately in all science laboratories and equipment to perform lab experiments safely. An Inquiry Based Learning Coordinator will be hired to develop Inquiry Based Learning modules across all science disciplines. The developmental science program, Transitional Science, and Inquiry Based modules will be piloted in a sequential progression that coincides with the transformation of lab facilities. Faculty members will participate in professional development activities as a result of the project, which will better enable them to teach underprepared, low-income and Native American students and integrate Inquiry Based modules into their content area long after the conclusion of the project. Better success rates of underprepared students will strengthen the institution's fiscal stability and academic programs with NASNTI funding.

Robeson Community College
P382C110012

Robeson Community College (RCC), located in Lumberton (Robeson County), North Carolina, was established as a technical institute in 1965, is a member of the internationally recognized North Carolina Community College System and is a Title IV Minority-Serving Institution with greater than 78 percent minorities of which 42 percent (346) are Native Americans and greater than 80 percent first-generation college students. Of part-time students enrolled, Native Americans account for 48 percent of the population.

The needs faced by Native American students attending RCC and by those who wish to enroll that will be addressed by this project are: Academic Preparation and Culturally Knowledgeable Faculty.
The Campus Alliance for Native American Student Achievement project will be directly supervised by the Vice President of Instruction and Support Services, Dr. Mark Kinlaw, in order to insure that activities adhere to strict academic standards. The project will greatly increase the capacity of Robeson Community College to provide academic and social support to Native American students and has as its primary goals: **Increase the number of Native American students enrolled by 10 percent; Increase retention of Native American students by 15 percent; and Increase the graduation/completion rate of Native American students by 15 percent.**

The project will offer an interconnected array of services that will be institutionalized via the Instructional and Support Services division of the college. A new student organization and resource center will meet the needs of more than 200 Native American students per year through a seamless continuum of services from enrollment to graduation.

Southeastern Oklahoma State University
P382C110003

Southeastern Oklahoma State University (SOSU), located in Durant, Oklahoma, is applying for the Native American Serving Nontribal Institutions (NASNTI) Program under Title III, Part F. Our project is the **Connect2Complete (C2C Project**). NASNTI requires the university to have a minimum **enrollment** of 10 percent Native American students; SOSU has 29 percent for the current year and an average **over 27 percent for the past 10 years**.

The C2C Project is approximately a $2,000,000 million proposal over five-years that will improve Native American student success by addressing: Priority I -- Increasing Postsecondary Success; and Priority II -- Enabling More Data-Based Decision-Making.

Priority I - The C2C Project at Southeastern Oklahoma State University will increase the number and proportion of high-need students who persist in and **complete** college education by: (a) providing college access information and opportunities to all Native students in our 12-county service area; (b) improving college **retention** and persistence rates through specific **research based** retention efforts; (c) devoting full-time staff to programming; and (d) and providing tutoring services to Native college students who have been identified through an Early Alert Reporting system (EARs).

Priority II - The C2C Project at Southeastern Oklahoma State University will make data driven decisions to improve postsecondary student **outcomes** related to enrollment, persistence, and **completion** leading to career success. Full-time staff will gather and **analyze** data provided by the university offices of Enrollment Management. Staff will evaluate persistence rates and make adjustments to programming based on data received.

The C2C Project will also contribute to retention and persistence by focusing on areas of Enrollment Management. With the idea that **retention begins with admissions and advising**, the program will renovate space for the Admissions and Financial Aid Center as well as space for the **Native American Center for Student Success** (NACSS), Academic Advising and Outreach Center (AAOC), and **The Learning Center**. Within each of the NACSS and the AAOC, freshmen and sophomore Native American students will be **advised** for enrollment each semester. Further renovations will include the Native American section of the university library. The space will be expanded to include primary documents and research materials for faculty, staff, and students.

Southeastern Oklahoma State University was established in Bryan County Oklahoma in 1909 as The Southeastern Normal School (Norris, 1976). The campus is situated on land inhabited by the **Choctaw Nation of Oklahoma** with a close **Chickasaw Nation** neighbor to the west. The university serves the 12-county region of: Atoka, Bryan, Carter, Choctaw, Latimer, LeFlore, Love, Marshall, McCurtain, McIntosh, Pittsburg, and Pushmataha. Of the counties, three are located within the Chickasaw Nation boundaries with the remaining nine counties being located within the boundaries of the Choctaw Nation of Oklahoma. There are **37,709** Native Americans making up 12.5 percent of the overall population (U.S. Census 2000) within these counties.

Over **100 years** have passed since Southeastern first opened its doors. The 20 acres and no buildings of 1909 have expanded to approximately 161 acres and 62 buildings. The 39 faculty members and 324 students have increased to approximately 140 full-time faculty and 100 adjunct professors (68 percent having terminal degrees) serving 4,229 students (fall 2009). Enrollment at SOSU is very **diverse**, of the 4,229 students, 2,304 are female. The ethnic makeup of the minority student population is predominately **Native American** at **29 percent** (current enrollment report).

The University of North Carolina at Pembroke
P382C110004

The University of North Carolina at Pembroke (UNCP), originally known as the Croatan Normal School, was created by the state legislature in 1887 for the purpose of training Native American public school teachers. Located in Pembroke, North Carolina, in the predominantly rural southeastern region of the state, UNCP is a public Master's Level institution with a racially and ethnically diverse fall 2010 enrollment of 6,166 undergraduate and 778 graduate students: 16.3 percent Native American; 30.7 percent African American; 40.9 percent Caucasian; and 12.1 percent Other. As such, UNCP is the most diverse of the 16 campuses in the UNC system and one of the most diverse non-HBCU (historically black colleges and universities) institutions in the Southeast.

The instructional programs at UNCP offer 41 baccalaureate and 17 graduate degrees in the liberal arts, business, education, social work, and counseling. Serving underrepresented and nontraditional students in a region with low educational attainment levels, UNCP lags behind its peer UNC institutions in student retention and graduation. The goal of the proposed project, Harnessing Opportunities through Proactive Education and Services (HOPES), which addresses the identified needs of UNCP's service region, currently enrolled students, and mid-career faculty, is to increase student retention and graduation rates by improving course quality and a variety of course offerings. This goal will be achieved through activities and services related to the following four objectives:

(1) Design, implement, and evaluate new courses that are innovative and relevant to regional economic development needs;
(2) Redesign existing courses to improve overall course quality;
(3) Enhance mid-career faculty engagement in scholarship; and
(4) Increase undergraduate research assistantship opportunities.

By offering robust, innovative degree programs relevant to local and regional demand and supporting mid-career level faculty in planning, conducting, and disseminating research that will inform their instruction, UNCP will enhance the quality of life of graduates, add to the productivity of the regional workforce, and continue to have a positive impact on the economy. Formative and summative evaluation will guide our progress.

New Mexico State University - Grants
P382C110014

New Mexico State University - Grants (NMSU Grants) – is a two-year public, rural, open admission community college located in the City of Grants; Cibola County, in northwest New Mexico. NMSU Grants is one of four community colleges operating under the New Mexico State University system (New Mexico's land grant university) and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; operating with its own independent funding. NMSU Grants offers transfer-oriented Associate of Arts and Science degrees, Associate in Applied Science degrees, and career technical certificates to the rural, at-risk residents of Cibola County, the majority-minority home of a 43 percent Native American, and 33 percent Hispanic population. Our region's breathtakingly beautiful blue skies and clean air make it a wonderful place to live and visit, but for the working poor who call Cibola County home, life is challenging. Only 12 percent service area adults hold bachelor degrees, and nearly one third of families (31 percent) live in poverty.

NMSU Grants proposes to expand postsecondary access to educational opportunities to the "STAYERS" in Cibola County via three strategies that can serve to improve their lives and of their families. "The view that education is key to individual economic security is supported by the recent unemployment numbers. While the average U.S. unemployment rate in April of 2010 was 9.9 percent; the unemployment rate was **4.9 percent for individuals with a bachelor's degree or higher, 8.3 percent for individuals with some college or an associate degree**, **10.6 percent for high school graduates with no college,** and **14.7 percent for those with less than a high school diploma**. (The Return on Investment (ROI) From Adult Education and Training' Report, May 2011, McGraw Hill Research Foundation). In this challenging economic climate all American workers need opportunities that offer myriad pathways to gain educational access to improve their lives.

New Mexico State University - Grants three program strategies include:

1. Develop two Adult Basic Education Outreach Centers at Laguna Pueblo and Acoma Pueblo. This project is proposed to increase the number of GED completers in Cibola County **(the 14.7 percent unemployment group).**

2. Expand dual enrollment opportunities for Cibola County students, to include Summer Dual Enrollment Career/Enrichment Academies (for credit) to provide high school students with information about career pathways, meetings with career professionals, learning about academic requirements of each career path, along with academic enrichment activities **(the 10.6 percent unemployment group).**

3. Improve academic and student services to support student success and retention of current NMSU Grants campus students **(the 8.3 percent unemployment group),** build institutional capacity to improve technology in our academic environments and increase the transfer rate of NMSU Grants students to advanced degrees **(the 4.9 percent unemployment group).**

Seminole State College
P382C110002

Seminole State College (SSC) is a public, open entry community college with an average semester headcount of approximately 2,345 students, and the full-time enrollment (FTE) per semester averages 1,650. The college is located in Seminole County, in east central Oklahoma. The college service area covers five counties - Lincoln, Hughes, Okfuskee, Pottawatomie, and Seminole counties. Twenty-five percent of students are Native American. Over ten Native American Tribes have headquarters or other affiliations in the SSC service area.

In addition to its large minority population (35 percent), SSC serves a large population of low-income, first-generation, and/or academically underprepared students. Retention and graduation rates are low for these high need students and for SSC students overall. To address this problem, the SSC NASNTI Project will focus on the two competitive priorities, Increasing Postsecondary Success and Enabling More Data-based Decision-Making. Project services and activities are designed to increase retention and graduation rates and the project management and evaluation plans include strategies for gathering and analyzing data that can be used to improve existing retention strategies and reveal problematic areas where new strategies must be implemented.

The proposed NASNTI Project will improve retention and graduation rates for high need students as well as the overall SSC student population by providing more student-centered services to entering academically underprepared students, redesigning the developmental curriculum to include more current, proven instructional approaches and infusing advanced technology into the curriculum design, and by providing faculty and staff with appropriate training and professional development so they can serve SSC students more effectively.

The project is designed to ensure systemic changes are made in the college developmental curriculum, student services, and faculty development. The design provides for changes that are sustainable after the grant funds end. The management and evaluation plans will provide the necessary methodology to continue evaluating and improving piloted academic and student-centered components of the project after the five-year grant cycle ends.

Seminole State College is requesting a total of $1,973,876 for the five-year grant period. Funds requested will provide adequate funds to hire and appropriate sized staff to manage and deliver project services and activities, acquire necessary equipment and supplies for implementing the proposed services and activities, and to provide professional development for the NASNTI Project staff and SSC Faculty and Student Services staff members who will be directly involved in the design and delivery of project services.

Redlands Community College
P382C110008

Redlands Community College, El Reno, Oklahoma: Located in west central Oklahoma in the south central region of the United States, established in 1938. A two-year comprehensive community college, 2,576 students fall 2010, current 2010-2011 operating budget $11,875,000.

Activity Components: (1) Develop All Nations Business Institute (ANBI), including summer bridge program, to attract, retain and graduate increased numbers of Native American and low-income students using two Associate of Arts (AA) degrees (Business and Accounting) designed to meet current industry standards and articulate with four-year colleges in Oklahoma. Increase enrollment, retention and graduation rates of underrepresented populations at Redlands Community College by 20 percent by fall 2015. (2) Implement the Estudias Enterprise software package from ZogoTech, Inc. as the foundation for improving the college's data-based decision making abilities. Consolidate a minimum of 85 percent of student-related data into a single system that is user-friendly and accessible to administrators, faculty and Student Services by fall 2015.

Program Summary: The two degrees developed in the new institute provide students the opportunity to transfer upon graduation to four-year institutions to complete a baccalaureate degree in the emphasis area. The project will provide tutoring specific to the content areas, computer labs, and will house a Student Development Specialist specifically focused on Native American, low-income and other students from populations typically underrepresented in higher education pursuing an AA in Business Management or Accounting. The project will coordinate and manage a new summer bridge program, The All Nations Summer Symposium, designed to assist early-entry Native American students preparing for college life.

Data-driven decision making is integral to fiscal management, enrollment management and institutional effectiveness. Redlands will purchase, install and utilize Estudias Enterprise software for this activity. Decision makers in every department – student services, advising, academics – will have the capacity to ask questions and proactively make decisions based on accurate data delivered in a timely fashion.

San Juan College
P382C110007

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 124 programs leading to degrees and certificates, including 24 associate of arts and associate of science degree programs. 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.

Significant Problem: In the fall of 2010 at San Juan College, 42 percent of degree-seeking students indicated they were seeking Associate of Arts (AA) and Associate of Science (AS) degrees designed to provide transfer to four-year institutions. However, in the spring of 2011, only 178 students graduated with these degrees, resulting in a ratio of one graduate to every 15.6 enrolled students. For non-AA/AS students, the ratio of graduates to enrolled students was much better, at 1:6.4. For Native American AA/AS students, this challenge is even more pronounced. In the fall of 2009, a total of 932 Native American degree-seeking students indicated they were working towards AA/AS degrees. However, in 2009-2010, only 15 Native American students completed these degrees, resulting in a ratio of one graduate to every 62 students. Native American students are taking far longer than expected to complete their degrees. Based on the fall 2007 cohort, only 4.4 percent of first-time, full-time, degree-seeking Native American students completed an AA or AS within three years, compared to 6.8 percent for non-Native students. When expanded to all degrees and certificates, the results are not much better. Again, based on the fall 2007 cohort, only 5.9 percent of Native American first-time, full-time, degree-seeking students completed any SJC degree or certificate within three years, compared to 9.1 percent for non-Native students. SJC students are also not transferring out as successfully as expected. Based on the fall 2007 cohort, only 13.1 percent of first-time, full-time, degree-seeking Native American students successfully transferred out to other colleges within three years, compared to 14.2 percent for non-Native students. Federal funds requested: $1,998,839.

Serving underprepared and Native American students is central to the SJC mission and long-term fiscal stability. Also, while addressing the essential need to improve the educational outcomes for our Native American students, SJC will have the opportunity to use recent research and exciting best practices literature in order to improve postsecondary success.

SJC is proposing a single NASNTI activity **Accelerating AA/AS Degree and Certificate Completion for Native American Students,** with two integrated components: (I) increasing postsecondary success; and (II) enabling more data-based decision making. In order of priority, Component One includes: (a) building partnerships with Native American serving four-year institutions; (b) enhancing interactive electronic student resources; (c) creating a technology readiness assessment and remediation program; (d) developing alternative delivery formats; and (e) strengthening professional development for faculty. In order of priority, Component Two includes: (a) empowering data-based decision making; (b) collecting extensive qualitative and quantitative data to improve Native American student success; and (c) conducting a pilot research project: retention assessment.

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11/08/2011