Archived Information

Bibliography

Topic Area: College Preparation

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College Readiness / Success

ACT (2006). *Reading Between the Lines: What the ACT Reveals About College Readiness and Reading.* Iowa City, IA: ACT. Retrieved July 24, 2006 from http://www.act.org/path/policy/pdf/reading_report.pdf.

The ACT report concludes that too many American high school students are graduating without the reading skills they'll need to succeed in college and in workforce training programs. Their findings suggest the ability to read complex texts is the clearest differentiator between students who are more likely to be ready for college-level reading and those who are less likely to be ready. In addition, the report finds that even where reading is included in the high school curriculum, low teacher expectations can hamper students' ability to master complex reading skills. The report defines the types of materials that need to be included in all high school courses in English, math, social studies, and science and provides a number of sample reading passages that illustrate the six essential features of complex texts.

Chavers, D. (2002). *Indian Students and College Preparation*. Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED464770).

A study examined the extent to which high schools are preparing American Indian students for college. Counselors were surveyed at 47 on- and off-reservation high schools serving Indian students in 16 states. Only 17 percent of Indian students in the schools were enrolling in college. Under 10 percent of Indian students were taking 4 years of college prep math, and 30 percent were taking no math at all. Almost a third of Indian students were not enrolled in a science course. Over half the high schools did not have a science lab. Only 1 percent of Indian students were enrolled in advanced placement classes. Most Indian students were not applying for any scholarships for college study. Only 2.4 percent of Indian students had access to a full set of scholarship directories in their high schools. Anglo teachers dominated in 29 schools, Native teachers dominated in only 7. Fourteen schools had no Indian teachers. There were huge gaps in support

services. Many opportunities for college preparation were closed to Indian students, who were often marked for remediation programs instead of mainstream or advanced classes. Recommendations to principals, parents, and counselors are included. Data are presented on the schools' Indian enrollment, dropout rate, attendance rate, accreditation status, enrollments in specific courses, college enrollment, teacher characteristics, extracurricular activities, and counselor training needs.

College Board (1999). *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. New York, NY. Patricia Gandara. Retrieved March 6, 2005 from http://www.collegeboard.com/research/pdf/primingthep_3949.pdf.

This report identifies higher education programs and strategies that have the capacity to help many more minority students distinguish themselves academically in the undergraduate level than is now the case. Identifying such strategies is important for two reasons. First the number of African American, Latino, and Native American college-bound high school seniors is still relatively small. Second, there is extensive evidence that underrepresented minority students – including many academically well-prepared individuals – tend to earn lower grades on average at historically White colleges and universities than do majority students with similar academic backgrounds, such as similar college admission test scores.

Educational Testing Services (2004). *Characteristics of Minority Students Who Excel on the SAT and in the Classroom*. Retrieved December 13, 2005 from http://www.ets.org/Media/Research/pdf/PICMINSAT.pdf.

This report attempts to better understand the characteristics and ambitions of academic superstars from diverse racial/ethnic backgrounds by examining characteristics of these students in terms of high school courses taken, participation in school activities, leadership experiences, academic success, and parental education.

Gilbert, W. (2000). Bridging the Gap Between High School and College. *Journal of American Indian Education 39*(3), 36-58.

The purpose of this study was to determine the effects of culturally appropriate English, mathematics, and career development curriculum on American Indian sophomore and junior high school students' academic achievement in a five-week summer program called Nizhoni Academy. The sample for this study consisted of 135 high school students; 39 males and 96 females. The sample included 103 Navajos, 24 Hopis, and 8 students who represented other American Indian Nations. The purpose of the Nizhoni Academy was to provide academic support services and direct instruction to educationally disadvantaged secondary students attending rural high schools on or near the Navajo and Hopi reservations in

northeastern Arizona and New Mexico. The goals of the program were threefold: (a) to acquaint the American Indian sophomore and junior students to the rigors of college/university life, (b) to prepare students for continued academic success in high school, and (c) to provide an academic "bridge" that would better prepare Native secondary students in becoming academically successful in either the college or university.

González, R., & Levine R. (2006). *Are Participating Students in The Rural Alaska Honors Institute (RAHI) Achieving Better College Outcomes than a Comparison Group of Students?* American Institutes for Research, Washington, DC.

The authors compare students who participated in the Rural Alaska Honors Institute and attended the University of Alaska (UA) system with a comparable group of students who have not participated in the program and attended UA. Using data on students who attended the University of Alaska, we sought to determine if the Rural Alaska Honors Institute had positively affected the outcomes of students who have participated in the program.

Greene, J., & Forester, J. (2003). *Public High School Graduation and College Readiness Rates in the United States*. New York, NY: Center for Civic Innovation, Manhattan Institute. Retrieved October 25, 2006 from http://www.manhattan-institute.org/html/ewp_03.htm.

In this study, the authors estimate the percentage of students in the public high school class of 2001 who actually possess the minimum qualifications for applying to four-year colleges. The study finds that, nationally, only 32% of students in the Class of 2001 were college ready, with significantly lower rates for black and Hispanic students. This suggests that the main reason these groups are underrepresented in college admissions is that they are not acquiring college-ready skills in the K-12 system, rather than inadequate financial aid or affirmative action policies.

Jackson, A., & Smith, S. (2001). Postsecondary Transitions among Navajo Indians. *Journal of American Indian Education 40*(2), 28-47.

This study used interviews to examine the postsecondary transition experiences of 22 Navajo Indians. The interviews were transcribed and the interview texts analyzed using a synthesis of qualitative methods. The analysis showed that (1) family connections, (2) discrepancy between high school and college learning environments, (3) focus on faculty relationships, (4) vague educational and vocational constructs, and (5) connection to homeland and culture were prominent themes. Implications for interventions with Navajo Indians and suggestions for future research are discussed. In particular, the results of the study indicate a need for stable mentoring relationships with other American Indians who are involved and successful in college and related postsecondary experiences.

Knapp, L.G., Kelly-Reid, J.E., Whitmore, R.W., & Miller, E. (2007). *Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999and 2002 Cohorts; and Financial Statistics, Fiscal Year 2005* (NCES 2007-154). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 18, 2007 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007154.

This First Look presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2006 data collection, which included four components: Student Financial Aid for full-time, first-time, degree/certificate-seeking undergraduate students for the 2004-05 academic year; Enrollment for fall 2005 and 12-month counts for 2004-05; Graduation Rates for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 1999 at 4-year institutions or in 2002 at less-than-4-year institutions; and Finance for fiscal year 2005. These data were collected through the IPEDS web-based data collection system. Major findings: * Title IV institutions in the United States enrolled 18 million students in fall 2005; 61 percent were enrolled in 4-year institutions, 37 percent were enrolled in 2-year institutions, and 2 percent were enrolled in less-than-2-year institutions. * Overall graduation rates at 4-year institutions were higher than at 2-year institutions (56 percent and 33 percent, respectively). * During 2004-05, nearly 75 percent of the 2.6 million full-time, first-time degree/certificate-seeking undergraduates attending Title IV institutions located in the United States received financial aid. Among full-time, first time undergraduates, the proportion of students receiving financial aid varied by sector of institution: 76 percent of those attending public 4-year institutions; 80 percent of those attending private for-profit 4-year institutions; and 85 percent of those attending private not-for-profit 4-year institutions.

Lundberg, C., & Schreiner, L. (2004). Quality and Frequency of Faculty-Student Interaction as Predictors of Learning: An Analysis of Student/Race Ethnicity. *Journal of College Student Development 45*(5), pp. 549-565. Retrieved June 12, 2007 from http://findarticles.com/p/articles/mi_qa3752/is_200409/ai_n9455910.

Student engagement with faculty members and its relationship to learning was investigated for students of seven different racial/ethnic groups (N=4,501), yielding small differences by student race/ethnicity. Relationships with faculty were stronger predictors of learning than student background characteristics of all groups, but strongest for students of color.

Martinez, M., & Klopott, S. (2005). *The Link between High School Reform and College Access and Success for Low-Income and Minority Youth.* Washington, DC: American Youth Policy Forum and Pathways to College Network. Retrieved October 25, 2006 from http://www.aypf.org/publications/HSReformCollegeAccessandSuccess.pdf.

This paper, an updated version of a work originally written in 2002, identifies and analyzes school reforms that present evidence of college preparation for all

students. It examines school reform models through the lens of how well they address known predictors of college-going behavior. Models reviewed in the study include: America's Choice, AVID, Coalition of Essential Schools, First Things First, High Schools That Work, Talent Development High Schools, GE Foundation College Bound, Advanced Placement, International Baccalaureate, Project GRAD, early college high schools, and small learning environments.

Pavel M. (1999). American Indian and Alaska Natives in Higher Education: Promoting Access and Achievement. In K. Swisher & J. Tippeconnic (Eds.), *Next Steps: Research and Practice to Advance Indian Education* (pp. 239 – 258). Charleston, WV: Education Resources Information Center.

This chapter draws on an extensive literature review to examine factors that influence the access and achievement of American Indians and Alaska Natives in higher education. American Indians are less likely to attend college than other U.S. ethnic groups. This underrepresentation is partly due to precollege attributes: low scores on college admissions tests, relatively low completion of high school core curriculum requirements, and failure to meet other college admissions criteria. Other, perhaps more important, influences on American Indian postsecondary access are school and environmental attributes: lack of qualified Native educators, lack of culturally relevant curriculum, poverty, and family problems. Once in college, American Indians are more likely than other students to attend a 2-year college and are underrepresented among those who have completed a bachelor's degree. Native graduation and persistence rates are also consistently lower than those of the general student population. To promote satisfactory transition from high school to college, governments and colleges must promote K-16 partnerships with tribal communities to elevate the overall level of precollege academic preparation and postsecondary aspirations of American Indian students. Culturally-specific academic and student support services, mentoring programs, and sufficient financial aid are needed once the student gets into college. Tribal colleges are exemplary in developing recruitment, retention, and supportive campus environments, and many non-Indian institutions have also strived to meet the needs of Native students and communities.

Tierney, W., & Jun, A. (2001). A University Helps Prepare Low Income Youth for College: Tracking School Success. *Journal of Higher Education 72*(2), 205-225.

Part of a special issue on the social role of higher education. A study investigated the effectiveness of the Neighborhood Academic Initiative (NAI) and other college preparation programs for low-income minority youths in urban areas of California. Findings revealed that more than 60 percent of those students who began participating in NAI in grade 7 graduated from high school. Of those, more than 90 percent progressed to some type of postsecondary institution and more than 60 percent attended a four-year research college. Findings demonstrated that minority urban youths were fully capable of academic excellence. Moreover, such accomplishment was based on schooling structures and the nature of the

relationship between postsecondary institutions and schools, rather than on individual genius.

Woodcock, D., & Alawiye, O. (2001). The Antecedents of Failure and Emerging Hope: American Indians & Public Higher Education. *Education 121*(4), 810-820.

American Indian education is a microcosm of the American Indian world. This paper provides a contextual overview for understanding the major issues which lead to the antecedents of failure of the America Indian in public education and ultimately to under representation at public institutions of higher education. Highlighting major federal studies over the past 40 years and more recent initiatives emanating from Indian Country, it provides evidence for emerging hope. This hope is predicated on a willingness of public universities and colleges to provide a much needed climate and academic environment that is culturally responsive to American Indian and Alaska Native students and the communities they represent.

Government Reports

Congress of the U.S., Washington, DC: Senate Committee on Indian Affairs. (2001). *Native American Program Initiatives at the College and University Level. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Seventh Congress, First Session on Addressing the Needs in Indian Country Pertaining to Native American Program Initiatives at the College and University Level.* (Report No. Senate-Hrg-107-83). U. S. Government Printing Office, Washington, DC. (Eric Document Reproduction Service No. ED 463130). Retrieved May 29, 2007 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED463130&ERICExtSearch_SearchType_0=eric_accno&accno=ED463130.

A Senate committee hearing received testimony to showcase Native American program initiatives at the college and university level. Program representatives presented information on the characteristics and accomplishments of their programs. The Institute of Tribal Government at Portland State University (Oregon) provides intensive 3-day training programs designed specifically for elected tribal officials and is planning a Tribal Leadership Archive of tribal leaders' oral histories. The Harvard University Native American Program includes a predoctoral scholars program focused on Native issues, financial and social support for Native students, numerous Native Studies courses, research on real-world problems submitted by tribes, outreach to tribes, and nation building through inservice education for tribal leaders and professionals. The Harvard Project on American Indian Economic Development entails the comparative study of social and economic development on American Indian reservations and application of findings in service to tribes and tribal organizations. The Native Nations Institute for Leadership, Management, and Policy at the University of

Arizona provides comprehensive professional training and development for tribal policymakers and managers. The University of Arizona also offers a Master of Laws program in Indigenous Peoples Law and Policy; faculty, courses, setting, and admissions criteria are described. The Northwest Indian Applied Research Institute at Evergreen State College (Washington) addresses Native community concerns.

Horn, L. (2006). *Placing College Graduation Rates in Context: How 4-Year College Graduation Rates Vary with Selectivity and the Size of Low-Income Enrollment* (NCES 2007-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved December 13, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007161.

This report uses data primarily from the 2004 Graduation Rate Survey (GRS), a component of the Integrated Postsecondary Education Data System (IPEDS), to provide a systemwide overview of how graduation rates of comparable 4-year institutions vary with institution selectivity and the size of the low-income population enrolled. The report clearly shows that graduation rates dropped systematically as the proportion of low-income students increased, even within the same Carnegie classification and selectivity levels. Variations by gender and race/ethnicity also were evident. Women graduated at higher rates than men, and in general, as the proportion of low-income students increased, so did the gap between female and male graduation rates. The gap in graduation rates between White and Black students and between White and Hispanic students, on the other hand, typically narrowed as the as the proportion of low-income students increased.

Horn, L., & Nevill, S. (2006). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003-04: With a Special Analysis of Community College Students.* U.S. Department of Education Washington, DC: National Center for Education Statistics. Retrieved July 24, 2006 from http://nces.ed.gov/pubs2006/2006184.pdf.

This report focuses on the relationship between a measure of degree commitment and student persistence among community college students. This study is based on survey data collected in the 2003-04 National Postsecondary Student Aid Study.

Knapp, L.G., Kelly-Reid, J.E., Whitmore, R.W., & Miller, E. (2007). *Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999and 2002 Cohorts; and Financial Statistics, Fiscal Year 2005* (NCES 2007-154). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 18, 2007 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007154.

This First Look presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2006 data collection, which included four

components: Student Financial Aid for full-time, first-time, degree/certificate-seeking undergraduate students for the 2004-05 academic year; Enrollment for fall 2005 and 12-month counts for 2004-05; Graduation Rates for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 1999 at 4-year institutions or in 2002 at less-than-4-year institutions; and Finance for fiscal year 2005. These data were collected through the IPEDS web-based data collection system. Major findings: * Title IV institutions in the United States enrolled 18 million students in fall 2005; 61 percent were enrolled in 4-year institutions, 37 percent were enrolled in 2-year institutions, and 2 percent were enrolled in less-than-2-year institutions. * Overall graduation rates at 4-year institutions were higher than at 2-year institutions (56 percent and 33 percent, respectively). * During 2004-05, nearly 75 percent of the 2.6 million full-time, first-time degree/certificate-seeking undergraduates attending Title IV institutions located in the United States received financial aid. Among full-time, first time undergraduates, the proportion of students receiving financial aid varied by sector of institution: 76 percent of those attending public 4-year institutions; 80 percent of those attending private for-profit 4-year institutions; and 85 percent of those attending private not-for-profit 4-year institutions.

National Center for Education Statistics (1998). *American Indians and Alaska Natives in Postsecondary Education*. Retrieved August 24, 2005 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98291.

This report provides meaningful information and a new awareness of the many ways American Indians and Alaska Natives participate in postsecondary education. It highlights the difficulties involved in obtaining data on Native Americans, particularly through the use of sample surveys. And, it forms the foundation for additional studies of Native Americans in postsecondary education as new and better data become available.

National Center for Education Statistics (2005). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1999-2000*. Retrieved August 24, 2005 from http://nces.ed.gov/programs/quarterly/vol_4/4_3/4_1.asp.

Postsecondary education in the United States encompasses a wide array of educational opportunities and programs. U.S. undergraduates attend postsecondary institutions that range from 4-year colleges and universities offering programs leading to baccalaureate and higher degrees to private for-profit vocational institutions offering occupational training of less than 1 year. This report provides a detailed statistical overview of approximately 16.5 million undergraduates enrolled in all U.S. postsecondary institutions in 1999-2000. Preceding the detailed statistical tables is a discussion of the undergraduate population's diversity and the possible impact of this diversity on persistence in postsecondary education. This report is based on data from the 1999-2000 National Postsecondary Student Aid Study, a survey representing all students enrolled in postsecondary education in 1999-2000.

Office of Vocational and Adult Education (2006, February). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. Clifford Adelman. Washington, DC. U.S. Department of Education.

The Toolbox Revisited is a data essay that follows a national representative cohort of students from high school to post secondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those that attend a four-year college at any time, thus including students who started out at other types of institutions, particularly community colleges.

Persistence & Resiliency

American Indian Higher Education Consortium (2000, May). *Creating Role Models for Change: A Survey of Tribal College Graduates.* Retrieved December 6, 2005 from http://www.aihec.org/documents/Research/rolemodels.pdf.

This report, part of a series sponsored by the Tribal College Research and Database Initiative, presents the results from a survey administered by the Sallie Mae Education Institute to Tribal College graduates in the spring of 1999. Demographic and enrollment characteristics are discussed as well as the current activities of the students, including employment patterns, median salaries, and the percentage of students who continue their education at tribal and mainstream institutions.

Aragon, S. (2002). An Investigation of Factors Influencing Classroom Motivation for Postsecondary American Indian/Alaska Native Students. *Journal of American Indian Education 41*(1), 1-18.

In the first part of a three part series examining the learning styles of postsecondary American Indian/Alaska Native students, environmental and social factors that maintain student motivation for learning were investigated. A total of 206 American Indian students attending community colleges in the southwest participated in the study. The three instruments selected to measure maintenance of motivation included the Friedman and Stritter *Instructional Preference Questionnaire*, the Reichmann and Grasha *Student Learning Style Scales*, and the Rezler and Rezmovic *Learning Preference Inventory*. The major finding was that students preferred teacher structured environments consisting of feedback, active roles, and use of media. However, well-facilitated, student-structured environments are encouraged as well. Students also revealed the belief they must compete with one another for the rewards that are offered which contradicts cultural values and behaviors. Based on the results, recommendations for facilitating teacher- and student-structured environments that establish and maintain student motivation are provided.

González, R., & Levine R. (2006). *Are Participating Students in The Rural Alaska Honors Institute (RAHI) Achieving Better College Outcomes than a Comparison Group of Students?* American Institutes for Research, Washington, DC.

The authors compare students who participated in the Rural Alaska Honors Institute and attended the University of Alaska (UA) system with a comparable group of students who have not participated in the program and attended UA. Using data on students who attended the University of Alaska, we sought to determine if the Rural Alaska Honors Institute had positively affected the outcomes of students who have participated in the program.

Huffman, T. (2001). Resistance Theory and the Transculturation Hypothesis as Explanations of College Attrition and Persistence Among Culturally Traditional American Indian Students. *Journal of American Indian Education 40*(3) 1-23.

This paper reports the findings of a qualitative research investigation on the educational experiences of 69 American Indian college students. Specifically, the data involving two groups of culturally traditional students (estranged students and transculturated students) are considered. Estranged students are culturally traditional American Indian students who experienced intense alienation while in college and, subsequently, fared poorly academically. Conversely, transculturated students are also culturally traditional students. However, these students overcame acute alienation and generally experienced successful college careers. After an examination of the dominant theoretical perspectives on American Indian educational achievement and attrition, the findings of the research are extended to new theoretical considerations: resistance theory and the transculturation hypothesis.

Jackson, A., Smith, S., & Hill, C. (2003). Academic Persistence among Native American College Students. *Journal of College Student Development 44*(4) 548-565.

Qualitative interviews with 15 successful Native American college students who grew up on reservations identified the following themes related to their persistence in college: (a) family support, (b) structured social support, (c) faculty/staff warmth, (d) exposure to college and vocations, (e) developing independence and assertiveness, (f) reliance on spiritual resources, (g) dealing with racism, (h) nonlinear path, and (i) paradoxical cultural pressure. The results indicated a need for stable mentoring relationships and programmatic support.

Lundberg, C., & Schreiner, L. (2004). Quality and Frequency of Faculty-Student Interaction as Predictors of Learning: An Analysis of Student/Race Ethnicity. *Journal of College Student Development 45*(5), pp. 549-565. Retrieved June 12, 2007 from http://findarticles.com/p/articles/mi_qa3752/is_200409/ai_n9455910.

Student engagement with faculty members and its relationship to learning was investigated for students of seven different racial/ethnic groups (N=4,501),

yielding small differences by student race/ethnicity. Relationships with faculty were stronger predictors of learning than student background characteristics of all groups, but strongest for students of color.

McAfee, M. (2000). From Their Voices: American Indians in Higher Education and the Phenomenon of Stepping Out. *Making Strides 2*(2) 1-10. Retrieved October 25, 2006 from http://ehrweb.aaas.org/mge/Archives/5/Macafee.html.
Colleges, universities, government agencies, and foundations are striving to recruit and retain numbers of underrepresented minority baccalaureate and graduate degree recipients in natural and physical sciences, engineering, and mathematics (SEM). To do so successfully, institutions must understand and build on the experiences of American Indians in higher education. American Indians were queried about their experiences as SEM majors in a broad-based qualitative study (McAfee, 1997). The phenomenon of "stepping out" emerged as a conceptual framework to describe, explain, and predict the college-going patterns of American Indians in SEM majors. The model generates general and specific recommendations for improving retention rates of American Indians in undergraduate SEM programs.

Montgomery, D., Miville, M., Winterowd, C., Jeffries, B., & Baysden, M. (2000). American Indian College Students: An Exploration into Resiliency Factors Revealed through Personal Stories. *Cultural Diversity and Ethnic Minority Psychology 6*(4), 387-398.

Resilient factors affecting the retention and completion of American Indian people in higher education were explored using qualitative methods. Interviews were conducted with 14 American Indian students or graduates regarding personal, familial, and tribal experiences that influence their interests, persistence, and adjustment in higher education. Interviews were audiotaped, transcribed, and analyzed for common themes. Results indicate the importance of Indian traditions in the areas of internalized resiliency characteristics, ways of learning, developing an academic identity, and perceptions of social support systems. A description for Indian tradition in each of these factors is portrayed with the words of the students and graduates. Implications regarding the need for personal and institutional responses that are perceived as authentic by American Indian students are discussed.

Office of Vocational and Adult Education (2006, February). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. Clifford Adelman. Washington, DC. US Department of Education.

The Toolbox Revisited is a data essay that follows a national representative cohort of students from high school to post secondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those that attend a four-year

college at any time, thus including students who started out at other types of institutions, particularly community colleges.

Paulsen, M. & St. John, E. (2002). Social Class and College Costs: Examining the Financial Nexus between College Choice and Persistence. *Journal of Higher Education 73*(2), pp. 189-236. Retrieved June 12, 2007 from http://findarticles.com/p/articles/mi_hb172/is_200203/ai_n5914324.

Examined how students' enrollment responses to college costs--both in college choice and persistence decisions--vary by social class. Found substantial class-based patterns of enrollment behavior in response to prematriculation perceptions of college costs and actual postmatriculation costs, consistently restricting postsecondary opportunities for lower-income relative to higher-income students.

Retention

Congress of the U.S., Washington, DC: Senate Committee on Indian Affairs. (2001). *Native American Program Initiatives at the College and University Level. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Seventh Congress, First Session on Addressing the Needs in Indian Country Pertaining to Native American Program Initiatives at the College and University Level.* (Report No. Senate-Hrg-107-83). U. S. Government Printing Office, Washington, DC. (Eric Document Reproduction Service No. ED 463130). Retrieved May 29, 2007 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED463130&ERICExtSearch_SearchType_0=eric_accno&accno=ED463130.

A Senate committee hearing received testimony to showcase Native American program initiatives at the college and university level. Program representatives presented information on the characteristics and accomplishments of their programs. The Institute of Tribal Government at Portland State University (Oregon) provides intensive 3-day training programs designed specifically for elected tribal officials and is planning a Tribal Leadership Archive of tribal leaders' oral histories. The Harvard University Native American Program includes a predoctoral scholars program focused on Native issues, financial and social support for Native students, numerous Native Studies courses, research on real-world problems submitted by tribes, outreach to tribes, and nation building through inservice education for tribal leaders and professionals. The Harvard Project on American Indian Economic Development entails the comparative study of social and economic development on American Indian reservations and application of findings in service to tribes and tribal organizations. The Native Nations Institute for Leadership, Management, and Policy at the University of Arizona provides comprehensive professional training and development for tribal policymakers and managers. The University of Arizona also offers a Master of Laws program in Indigenous Peoples Law and Policy; faculty, courses, setting,

and admissions criteria are described. The Northwest Indian Applied Research Institute at Evergreen State College (Washington) addresses Native community concerns.

Fox, M.J., Lowe, S., McClellan, G. (Eds.) (2005). *New Directions in Student Services: Serving Native American Students*. San Francisco, CA: Jossey-Bass.

What are the trends in enrollment for Native American students? What do we know about their experiences on our campuses? What contributes to their success in pursuing their educational aspirations, and what inhibits them? How might greater awareness of contemporary issues in Indian country affect our ability to serve Native American students? How might knowledge of Native American epistemology, cultural traditions, and social structures help in our efforts to address challenges and opportunities on our campuses? In this volume of the *New Directions in Student Services* series, scholars and practitioners alike, most of them Native American, address these important questions.

Heavyrunner, I., & DeCelles, R. (2002). Family Education Model: Meeting the Student Retention Challenge. *Journal of American Indian Education 41*(2), 29-37.

The Fort Peck Family Education Service Model is a powerful family-centered, culturally appropriate program for marginal and disadvantaged students. At its beginning, the project included the participation of Blackfeet Community College, Salish Kootenai College, Stone Child College, and the University of Montana. The success of this family-centered model has been replicated in native/tribal communities as far away as Florida and Canada. (P.O. Box 348, Poplar, MT 59255, www.fpcc.cc.mt.us)

Ortiz, A. & Heavyrunner, I. (2003). Student Access, Retention, and Success: Models of Inclusion and Support. In M. Benham & W. Stein (Eds.), *The Renaissance of American Indian Higher Education* (pp. 215-240). Mahwah, NJ: Erlbaum.

With near exponential growth over the past 20 years, Tribal colleges and universities serve over a third of all native students in 2-year colleges. As is illustrated elsewhere in this book and this chapter, this growth has occurred in environments with significant challenges. Whereas the institutions confront problems with financing, governance, and tribal relations, the Native American students faces problems of equal complexity. Experiences in college often include difficulties of how to juggle academic, family, and community responsibilities as well as academic challenges that their precollege experiences have not prepared them for. These challenges, in addition to issues about cultural continuity, are explored in this chapter. The chapter concludes with examples of model programs that have been developed to specifically address the concerns of the Native American student.

Tribal Colleges & Universities

Pavel, M., Inglebret, E., & Banks, S. (2001). Tribal Colleges and Universities in an Era of Dynamic Development. *Peabody Journal of Education 76*(1), 50-72.

In this article, the authors discuss the development of a new higher education phenomena within the United States—tribal colleges and universities (TCUs). The article highlights how these institutions have dramatically changed the higher education realm for American Indians and Alaska Natives in just the short time span of 30 years. A historical overview of TCUs portrays the growth of the TCU movement from previous externally imposed Indian education efforts that failed to meet the needs of students. Selected institutions portraits demonstrate the intersections between culture and community as tribal communities create and control their own institutions of higher education. These intersections are further illuminated through examination of broad TCU curricular functions. Successes and challenges experienced by Native teacher preparation programs nationally, as well as a case study of curriculum development for a specific Native teacher preparation program, provide further insight into how community members identify their own educational needs and develop programs that are specifically tailored to meet those needs. The article concludes that TCUs are promoting a new mindset that is leading to renewed economic, social, political, cultural, and spiritual vitality through education. As a consequence, American Indian people are hopeful about regaining their greatness in America with TCUs leading the way.

Rousey, A., & Longie, E. (2001). The Tribal College as Family Support System. *American Behavioral Scientist 44*(9), 1492-1504.

This study asked a single question: What is it that tribal colleges are doing that might explain their success in retention of high-risk students? An ethnography of a typical tribal college identified three ways in which family support contributes to retention. These are provision of a coordinated system of social services, especially child care; incorporation of cultural-familial values, knowledge, and traditions throughout the institution's operations; and location on the reservation. The reservation history is one of forced separation of families to obtain even a secondary education. There is a dramatic drop in educational attainment rates of Native American students at the point at which relocation is required. Given these facts, it is recommended that the emphasis on transfer to mainstream institutions off reservation be balanced with provision of baccalaureate and graduate degrees on the reservation.

Other

Ancis, J., Sedlacek, W., & Mohr, J. (2000). Student Perceptions of Campus Cultural Climate by Race. *Journal of Counseling and Development 78* pp. 180-185.

Retrieved June 12, 2007 from http://williamsedlacek.info/publications/articles/student198.html.

Reports on questionnaire about perceptions and experiences distributed to African American, Asian American, Latino/a, and White undergraduates. African Americans reported more racial-ethnic conflict on campus, more pressure to conform to stereotypes, and less equitable treatment by faculty and teaching assistants. White students' responses reflected limited perceptions of racial-ethnic tensions, and a university climate characterized by respect for diversity.

Carney, C. (1999). *Native American Higher Education in the United States*. New Brunswick, NJ: Transaction Publishers.

Carney reviews the historical development of higher education for the Native American community from the age of discovery to the present. The author has constructed his book chronologically in three eras: the colonial period, featuring several efforts at Indian missions in the colonial colleges; the federal period, when Native American higher education was largely ignored except for sporadic tribal and private efforts; and the self-determination period, highlighted by the recent founding of the tribally controlled colleges. The concluding chapter discusses the current status of Native American higher education.

Cole, J., & Denzine, G. (2002). Comparing the Academic Engagement of American Indian and White College Students. *Journal of American Indian Education 41*(1), 19-34.

The purpose of the current study was to compare the dimensions of student academic engagement between American Indian and White college students. The conceptual framework underlying this research project were the Seven Principles for Good Practice in Undergraduate Education developed by Chickering and Gamson (1987). For the purpose of the present study, the authors limited their analyses to the items in the College Student Experience Questionnaire (Pace, 1998) that measure three of the seven principles related to student experiences and involvement in the college environment. These three principles include Active Learning Techniques, Student-Faculty Contact, and Cooperation Among Students. Overall there were no significant differences between American Indian and White students and their academic engagement. In addition, both American Indian and White students report relatively high levels of satisfaction with their collegiate experience.

Harvey, W., & Anderson, E. (2005). *Minorities in Higher Education 2003-2004: Twenty-first Annual States Report*. Washington, DC: American Council on Education.

The 21st edition of the Minorities in Higher Education Annual Status Report summarizes the major indicators of progress among racial and ethnic minorities in American higher education, and analyzes statistics on high school completion,

college participation and enrollment, degrees conferred, and higher education employment. The report provides data primarily from 1991 to 2001, as well as a focus on the most recent one-year period for which data are available, 2000 to 2001. This edition also is the first to include data for persons of unknown race/ethnicity.

Noel-Levitz (2007). *National Freshman Attitudes Report*. Iowa City, IA: Noel-Levitz, Inc. Retrieved March 22, 2007 from http://www.noellevitz.com/NR/rdonlyres/3934DA20-2C31-4336-962B-A1D1E7731D8B/0/07FRESHMANATTITUDES_report.pdf.

This report discusses the attitude's that today's first-year students brought when they arrived for the fall 2006 term. The report is based on survey responses from 97,626 entering students. Highlights include: Entering students strongly desire to complete their education, yet data show nearly half will not graduate; Only half of entering students enjoy reading, with females enjoying it much more than males; Most first-year students report that they would welcome assistance in areas such as preparing for college exams, career guidance, math tutoring, and assistance with getting a part-time job.

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