

**Title III Part A**  
**Native American-Serving Nontribal**  
**Institutions (NASNTI) Program**  
**Fiscal Year 2008 Project Abstracts**

## **P382C080010 – San Juan College**

Promoting Native American Achievement through San Juan College (SJC) Health Care Programs, San Juan College, Farmington, New Mexico - San Juan College is located in the largely rural, sparsely populated, isolated corner of northwest New Mexico. San Juan College 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 certificate. 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, the largest Native American reservation in the United States, comprises one-third of the college's district. San Juan College serves an annual headcount of 15,541 credit (4,272 Full-Time Equivalent) and non-credit students. In 2006-2007, the college provided financial aid to 84 percent of eligible students. Since 89 percent of SJC students come from the service region, it is not surprising that students reflect the ethnic diversity and the economic and educational disadvantages of the service area. Ethnicity is 28 percent Native American, 12 percent Hispanic and 62 percent other races. Fifty-five percent of students are female and 45 percent are male. San Juan College employs 358 faculty and teaching professionals of which 104 are full-time and 254 are adjuncts. The student-to-faculty ratio is 19:1.

**Significant Problem:** Native Americans continue to be the most underrepresented of minority groups in medicine. Research indicates that greater health professions diversity will likely lead to improved public health by increasing access to care for underserved populations. San Juan College has not addressed the issue of supporting Native American students succeed in Health Care Pathway courses in math and science in any significant fashion. For example, in fall 2007, 40 percent of Native American students successfully completed Pre-Algebra (Math 050), 47 percent completed Introductory Algebra (Math 096), 25 percent successfully completed Introduction to Nutrition (HLTH 118), 47 percent successfully completed Medical Terminology (HITP 110), and 46 percent successfully completed Human Anatomy and Physiology 2 (BIOL 253). The consequence of leaving these issues unsolved is "more of the same." Native American students will continue to struggle in Health Care Pathway courses as student preparedness continues to decline. Students who wish to enter the health field may become discouraged and drop out. Ultimately, Native Americans will continue to be underrepresented in health professions.

Increasing the supply of qualified Native American health workers is an important strategy for underserved communities to access quality, culturally competent health services. Successful implementation of this proposal will result in: (1) Pre-health Science Academic Advising designed specifically to increase the number of students who apply to and are accepted in health care programs; (2) Summer Health Care Pathways Bridge Program to prepare Native American students for health care programs; (3) Cultural Immersion Program to introduce health science and pathway course instructors to health care and culture on the reservation; (4) Mentorship Program to enhance academic support in order to achieve educational goals; and (5) Redesigned Student Success Center and Smart Lab to provide superior academic support. Objectives for Health Care Pathways Courses By 2010: (1) increase Native American enrollee success rates in Health Care Pathways courses by 20 percent; (2) increase the number of students who successfully complete their first year health care course by 20 percent; and (3) increase the number of students who apply to and are accepted into health care programs by 25 percent.

**P382C080011 – Heritage University**

Heritage University, a private, postsecondary institution located on the Yakama Nation reservation in Toppenish, Washington, was founded, as our mission says, to provide quality, accessible education to multicultural populations, which have been educationally isolated. The 54 full-time faculty consist of nine Native Americans, four Asians and three Hispanics; 11 of these 16 faculty are women. Two-thirds (66 percent) of our undergraduates are minority; 83 of our 797 undergraduates or 10.4 percent are Native Americans; 76 percent are female and our average age is 28. Reflecting area disadvantage, 97 percent receive financial aid and 90 percent are first-generation college students. Located in a Washington State county, which the Seattle Times (10/29/06) describes as one of the poorest and least-educated parts of Washington State, the Yakama Nation residents contend with low socio-economic conditions of the area. Families and children struggle to maintain their cultural identity and values in the face of these conditions:

Poverty	21%	12%	13%	<b>Yakamas</b>
Median Household Income	\$38,909	\$52,583	\$48,451	24%
Per Capita Income	\$17,319	\$27,346	\$25,267	\$17,005
Unemployment	12%	5%	6%	\$10,618
High School Diploma	70%	89%	84%	60%
Bachelor’s Degree +	16%	31%	27%	27%
Census American Community Survey 2006				9%
				2000 Census

The Goal of the Heritage University NASNTI project is to increase the number of Native American students completing two-year Associate and four-year Bachelors degrees through culturally responsive programs and services that prepare Native students for employment and community contributions. The project consists of five components:

- Develop student services activities designed specifically to meet the needs of Native American students (e.g., retreats, Native speakers’ programs, mentors, outreach to families, counseling services including crisis intervention, career-planning);
- Provide academic services that support Native American learners (e.g., tutoring by their peers, online tutoring, computer training, Native American library resources);
- Develop a faculty development program and curriculum offerings designed to improve the writing and learning skills of Native American students by integrating research and writing assignments about their Native culture, history and/or tribal structure;
- Equip Native American classrooms with technology supportive of visual learning and with video taping capability so students can have internet access to course sessions they miss or need to review;
- Provide a culturally relevant space for Native Americans to interact, build community and study.

With funding for our project's activities from NASNTI, we are confident that we can increase student success and graduation and build a pipeline of Native American professionals who will serve the needs of Native Americans and other low-income Yakima County residents for years to come.

### **P382C080019 – East Central University**

**THE UNIVERSITY:** East Central University (ECU) in Ada, Oklahoma, is a four-year, state-supported institution that has served an eleven-county region in rural, southeast Oklahoma since 1909. The university had an enrollment of 4,479 students in the fall of 2007. These students generated an FTE enrollment of 3,539. East Central University, like the community it serves, is racially diverse with a 29 percent underrepresented student population. Native Americans represent the largest minority group accounting for 20.7 percent of total enrollment. Students are 62 percent female, 23 percent part-time, and nontraditional students over the age of 22 total 59 percent. The university is served by 167 full-time faculty and about 90 adjunct faculty. Of the full-time faculty, 68 percent hold doctoral degrees. East Central University's full-time faculty to student ratio is 1:26.8.

**THE ACTIVITY:** Improving Native American Student Success; \$2,424,920 over two-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 population. As a result, Native American students who attend ECU are often unprepared or under-prepared. The economic, geographic and educational factors exasperated by the identified service and infrastructure gaps contribute to a Native American student population that experiences significantly lower first-year retention and five-year graduation rates. To address this need, ECU will implement the Native American Voices Inspiring Student Success Project – The Voices Project. This project will enable ECU to further improve and expand its capacity to service Native American students through the development, implementation and sustainment of a targeted student success program. Student success will improve because of increased access to targeted, culturally integrated student support services and increased access to learner-centered instructional environments.

**P382C080003 – Fort Lewis College**

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.

Fort Lewis College ranks first in percentage of bachelor degrees and second in percentage of STEM (science, technology, engineering, and math) degrees awards to Native Americans nationally (NSF, NCES, 2006). Today, we have the opportunity to build upon our success through new programming in Environmental Health and Safety (EHS), a field with a particular need for Native American professionals. But Native American success in Biology is unacceptably low (46 percent); institutional gaps prevent adequate equipping of new science labs with instrumentation for EHS courses and prerequisites; and current Native American Center space and services cannot adequately address student support needs.

We propose to equip renovated science lab space with current instrumentation; to develop a bachelor of science degree in EHS; to develop articulation with regional Native American-serving two-year institutions for transfer into the new major; and to renovate space to expand and improve the Native American Center, allowing development of flexible Native American student support.

Student Profile, Fall 2007		
	Total	Native American
Enrollment	3,935	753 (19%)
Full-time	90%	90%
Hispanic	233 (6%)	--
Other minority	171 (4%)	--
Average Age	22	23
Degree-Seeking	96%	98%
Female	48%	56%
Under prepared	12-32%	30-52%
Pell Eligible	24%	46%
* 12% Reading, 24% Writing, 32% Math		
** 30% Reading, 42% Writing, 52% Math		

Faculty Profile, Fall 2007		
	Total	NA
Full-time	176	6
Part-time	63	--
Minority	10%	--
Doctoral level	79%	5
Faculty: student	1:17	--
<i>Source: FLC Inst. Res. 2007</i>		

## **P382C080013 – Seminole State College**

Activity: “Success Strategies for Under-prepared Students,” \$1,032,500 (83.4 percent of total project budget). To improve the college’s capacity to increase the academic success and retention rates of Native American and other students at SSC. A new virtual learning lab will be established through instructional technology, giving students access to academic support and retention assistance from any place on campus, in the community and from their homes. The college will develop new curricula for developmental education classes. Retention Strategies will include early alert, cultural sensitivity, advising and other strategies that help students remain in college. Instructional technology will help provide services to students at a wide variety of places and times, diminishing if not eliminating the place bound approach to helping students. Faculty development opportunities will focus on teaching strategies for under prepared students and helping faculty gain understanding of the strengths that Native American cultures can bring to helping students succeed.

Project Management: \$206,045 (16.6 percent of the total budget) will be applied to the salary and fringe benefits of a full-time director and a full-time secretary. An external evaluation will cost \$30,000 per year for the two-year project.

## **P382C080006 – The University of North Carolina at Pembroke**

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 the predominantly rural southeastern region of the state, UNCP is a public Master's Level institution enrolling 5,237 undergraduates (62.8 percent female; 37.2 percent male; mean age = 25), and 700 graduate students (68.9 percent female; 31.1 percent male; mean age=35). The racial/ethnic composition of students (18.3 percent Native American, 27.5 percent African American, 44.1 percent Caucasian, and 10.1 percent Other) makes UNCP the most diverse of the 16 campuses in the University of North Carolina (UNC) system and one of the most diverse non-Historically Black College and University institutions in the Southeast. University of North Carolina at Pembroke has 292 full-time and 143 part-time faculty, and a student-faculty ratio of 17 to 1. Organized into a College of Arts and Sciences, School of Business, School of Education, and Graduate Studies, the instructional programs at UNCP offer 44 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, and also has fewer full-time faculty who hold terminal degrees relative to both national four-year and UNC peer institutions.

To address these critical needs, this project has two goals:

- (1) increase institutional capacity to serve students by --
  - (a) improving advising through hiring and training professional and faculty area advisors,
  - (b) strengthening academic support by expanding tutoring services, and
  - (c) enhancing connectivity by fostering students' identity, autonomy, and competence, especially for second-year students who have specific academic/developmental risk factors; and
  
- (2) increase the number of full-time faculty who complete or pursue a terminal degree by providing course releases, non-salary financial support, and symposia on research topics. Formative and summative evaluation will guide our progress.

###