

### [Native America's twenty-first-century right to know](#)

- **Creator:** Krebs, Allison
- **Is Part Of:** Archival Science, 2012, Vol.12(2), pp.173-190
- **Subject:** Archives ; Indigenous ; Human rights ; Museums ; American Indian ; Information policy
- **Description:** More than 30 years ago, in October of 1978, Standing Rock Sioux scholar Vine Deloria Jr. prepared a paper for The White House Pre-conference on Indian Library and Information Services On or Near Reservations titled “The Right to Know.” In his paper, Deloria establishes the United States Federal government’s treaty responsibility for Indian Country’s: ...need to know; to know the past, to know the traditional alternatives advocated by their ancestors, to know the specific experiences of their communities, and to know about the world that surrounds them (Deloria 1978, p. 13). Deloria called for “direct funding from the federal government to tribes for library, information and archival services... [specifying that] every effort should be made in joint planning to transmit the major bulk of records dealing with tribal histories to modern and adequate facilities on reservations” (p. 13). Deloria warned us that “Authorizing the development of libraries, archives, and information centers and dividing existing federal records among these groups will require sophisticated and intelligent planning by the persons concerned” (p. 15). One decade into the twenty-first century, this paper analyzes two catalytic initiatives relating to this Indigenous “right to know” funded—at least partially—by the US Federal government: It places these initiatives within the broader Indigenous knowledge ecology.
- **Source:**

### [The Role of First-Semester GPA in Predicting Graduation Rates of Underrepresented Students](#)

- **Creator:** Gershenfeld, Susan ; Ward Hood, Denice ; Zhan, Min
- **Is Part Of:** Journal of College Student Retention: Research, Theory & Practice, February 2016, Vol.17(4), pp.469-488
- **Subject:** First-Semester GPA ; College Graduation ; Underrepresented Undergraduate Students ; Education
- **Description:** Academic performance is a primary predictor of college graduation, yet few studies have examined one of the earliest indicators of academic performance—first-semester grade point average (GPA). Given the considerable public and private investment in ensuring access for underrepresented students, a focus on the role of first-semester GPA for these students is particularly important. This is a study of 1,947 students at a public, flagship university in the Midwest who were enrolled between 2005 and 2006 in targeted access program(s) that offered scholarship and support services. A set of logistic regression models indicate low first-semester GPA is a statistically significant factor in explaining why underrepresented students do not graduate within the 6-year time frame. In addition to students on academic probation (GPA below 2.0 on a 4.0 scale), this includes students with a GPA between 2.0 and 2.33. Independent effects of race and scholarship/support programs are also assessed. Policy and practice implications are discussed.
- **Source:**

### [Perceptions of campus climate, academic efficacy and academic success among community college students: an ethnic comparison](#)

- **Creator:** Edman, Jeanne ; Brazil, Brad
- **Is Part Of:** Social Psychology of Education : An International Journal, Sep 2009, Vol.12(3), pp.371-383
- **Subject:** United States–Us ; Community Colleges ; College Students ; Cultural Differences ; Perceptions ; Social Support ; Academic Achievement ; Studies

- **Description:** The present study examined whether there are ethnic differences in perceptions of campus climate, social support, and academic efficacy among community college students, and whether student perceptions were associated with academic success. A total of 475 community college students completed a questionnaire that measured students' perceptions of cultural congruity, college environment, mentoring, peer social life and academic self efficacy. Ethnic differences were observed, as African American and Caucasian students reported higher levels of cultural congruity than Asian students and higher academic self efficacy than Asian and Latino students. There were also ethnic differences in the relationship between the students' perceptions and GPA. Cultural congruity and efficacy correlated with GPA among Latino students, academic efficacy correlated with GPA among Asian students, peer social support and college environment correlated with GPA among Caucasians, however, none of the perceptions scales correlated with GPA among African American students. The lack of relationship between academic efficacy and GPA among African American and Caucasians students is discussed. (PUBLICATION )
- **Source:**

### [Native American Youth and Culturally Sensitive Interventions: A Systematic Review](#)

- **Creator:** Jackson, Kelly F ; Hodge, David R
- **Is Part Of:** Research on Social Work Practice, May 2010, Vol.20(3), pp.260-270
- **Subject:** Native Americans ; American Indians ; Culturally Sensitive Interventions ; Culturally Tailored Interventions ; Cultural Competency ; Social Welfare & Social Work ; Psychology
- **Description:** Objective: A systematic evaluation of the effectiveness of culturally sensitive interventions (CSIs) with Native American youth was conducted. Method: Electronic bibliographic databases, Web sites, and manual searches were used to identify 11 outcome studies that examined CSI effectiveness with Native American youth. Results: This review found general improvement in the employment of rigorous evaluative methods in CSI research with Native American youth. Conclusion: Despite recent progress, CSI research remains in its infancy and more rigorous outcome studies are needed in order to determine if CSIs are more effective than standard treatments with Native American youth. Such research is necessary for professional competent practice with Native American youth and families.
- **Source:**

### [Small Peer-Led Collaborative Learning Groups in Developmental Math Classes at a Tribal Community College](#)

- **Creator:** Hooker, Dianna
- **Is Part Of:** Multicultural Perspectives, 01 October 2011, Vol.13(4), p.220-226
- **Subject:** Mathematics ; Colleges, Junior ; Multiculturalism ; Educational Policy ; Students ; Success ; Article ; Science and Technology Policy - Mathematics ; Education and Education Policy - Colleges and Universities ; Education and Education Policy - Education Personnel and Population ; Social Conditions and Policy - Social Values ; Social Conditions and Policy - Social Movements ; Education and Education Policy - Education;
- **Description:** In this study the author examines the use of small peer-led collaborative learning groups to change students' perceptions of mathematics and their success in developmental mathematics classes at a small tribal community college. The quasi-experimental study involved both quantitative and qualitative data. Rationale for, methods of, and outcomes from the implementation of the collaborative learning groups are discussed.
- **Publisher:** Taylor & Francis Group
- **Source:**

### ["This is the way we were raised": Alcohol beliefs and acculturation in relation to alcohol consumption among Native Americans](#)

- **Creator:** Fish, Jillian ; Osberg, Timothy M. ; Syed, Moin
- **Is Part Of:** Journal of Ethnicity in Substance Abuse, 03 April 2017, Vol.16(2), p.219-245
- **Subject:** Article ; Acculturation ; Alcohol Beliefs ; Alcohol Use ; Exploratory Factor Analysis ; Native Americans
- **Description:** Native Americans have the highest rates of alcohol use in comparison to other ethnic groups, placing them at risk for experiencing alcohol-related problems. The present study examined the beliefs that some Native Americans may have related to alcohol use; specifically, the belief that alcohol is a key component in Native American cultures. To assess these beliefs, we developed the Stereotypical Alcohol Beliefs Scale for Native Americans (SABSNA). The new 20-item measure was administered to 144 individuals who identified as Native American along with a measure of acculturation and other drinking-related measures, including perceived norms, alcohol expectancies, and drinking motives. An exploratory factor analysis revealed that the measure is unidimensional in structure and has excellent internal consistency. SABSNA scores were found to be positively associated with typical week drinking, alcohol expectancies, and drinking motives (social, coping, enhancement, and conformity). Hierarchical regression analyses revealed that level of acculturation moderated the association between alcohol beliefs and weekly drinking. Native Americans who identified less with mainstream culture demonstrated a positive association between their cultural alcohol beliefs and their weekly drinking. The findings suggest that alcohol beliefs would be an appropriate additional target for interventions for individuals who are not oriented to the mainstream culture.
- **Publisher:** Taylor & Francis
- **Source:**

[American Indian/Alaskan Native Undergraduate Retention at Predominantly White Institutions: An Elaboration of Tinto's Theory of College Student Departure](#)

- **Creator:** Lee, Junghee ; Donlan, William ; Brown, Eddie
- **Is Part Of:** Journal of College Student Retention, 2010/2011, Vol.12(3), pp.257-276
- **Description:** This article reports findings from a major public university sponsored study undertaken with the intention of (a) improving university understanding of factors affecting American Indian/Alaskan Native (AI/AN) undergraduates' persistence at this institution, and (b) identifying in what areas, and in what manner, this institution could improve campus-based services to better support AI/AN undergraduates. Tinto's integration-commitment model of attrition was utilized as a conceptual frame, and data was collected using four different methodologies. This study found that financial difficulties and family obligations, and how these two themes interact in the context of AI/AN cultural self-identity are critical issues affecting AI/AN undergraduate persistence. Findings are used to elaborate and more fully develop Tinto's model in its application to AI/AN undergraduate persistence in predominantly White institutions.
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Education Journals; Research Library China; ProQuest Research Library; ProQuest Discovery; ProQuest Central; ProQuest Social Sciences Premium Collection; Education Collection; ProQuest Central (new); ProQuest Central K-12; ProQuest Central Korea; Research Library Prep; Social Science Premium Collection; ProQuest Central Essentials; ProQuest Central China

[Multilevel and Community-Level Interventions with Native Americans: Challenges and Opportunities](#)

- **Creator:** Duran, Bonnie ; Buchwald, Dedra
- **Is Part Of:** Prevention Science, Jun 2018, pp.1-9
- **Subject:** American Indians ; Socioeconomic Factors ; Diabetes ; Development Policy ; Quality of Health Care ; Health Care Services Policy ; Hypertension ; Health Disparities ; Obesity ; Poverty ; Data Quality ; Institutes ; Educational Attainment ; Health Insurance ; Intervention ; Multilevel, Community-Level

Interventions ; Indigenous ; Native American ; Health Disparities ; Community-Based Participatory Research

- **Description:** Multilevel and community-level interventions that target the social determinants of health and ultimately health disparities are seldom conducted in Native American communities. To contextualize the importance of multilevel and community-level interventions, major contributors to and causes of health disparities in Native communities are highlighted. Among the many documented socioeconomic factors influencing health are poverty, low educational attainment, and lack of insurance. Well-recognized health disparities include obesity, diabetes, and hypertension. Selected challenges of implementing community-level and multilevel interventions in Native communities are summarized such as the shortage of high-quality population health data and validated measurement tools. To address the lack of multilevel and community-level interventions, the National Institutes of Health created the Intervention Research to Improve Native American Health (IRINAH) program which solicits proposals that develop, adapt, and test strategies to address these challenges and create interventions appropriate for Native populations. A discussion of the strategies that four of the IRINAH grantees are implementing underscores the importance of community-based participatory policy work, the development of new partnerships, and reconnection with cultural traditions. Based on the work of the nearly 20 IRINAH grantees, ameliorating the complex social determinants of health disparities among Native people will require (1) support for community-level and multilevel interventions that examine contemporary and historical factors that shape current conditions; (2) sustainability plans; (3) forefronting the most challenging issues; (4) financial resources and time to collaborate with tribal leaders; and (5) a solid evidence base.
- **Source:**

#### [Student Retention Through The Lens Of Campus Climate, Racial Stereotypes, And Faculty Relationships](#)

- **Creator:** Love, Derrick
- **Is Part Of:** Journal of Diversity Management, Third Quarter 2009, Vol.4(3), pp.21-26
- **Subject:** United States–Us ; Studies ; Higher Education ; Student Retention ; African Americans ; Multiculturalism & Pluralism ; Academic Achievement ; Schools and Educational Services ; Experiment/Theoretical Treatment ; United States
- **Description:** Higher Education Institutions are seeing increased retention rates among African-American college students at predominantly white institutions (PWIs). Institutional barriers such as unwelcoming campus climates, racial stereotypes, and faculty relationships have raised concerns as viable factors as to why the attrition rate for African-American students at PWIs is still on the rise. Ninety African-American college students participated in the Culture Attitude and Climate (CACS) survey. This study revealed a direct relationship between campus climate, racial stereotypes, and faculty relationships and student retention in African-American students attending a predominantly white institution. There was a statistically positive correlation between the perceptions of African-American students pertaining to student retention and campus climate, racial stereotypes, and faculty relationships at a predominantly white institution. African-American students want to be a part of an inclusive academic body that promotes diversity and student success. [PUBLICATION ]
- **Source:**

#### [Factors Associated with the Personal Assessment of College among American Indian Students at a Rural University](#)

- **Creator:** Huffman, Terry
- **Is Part Of:** The Rural Educator, Spring 2008, Vol.29(3), pp.18-29
- **Subject:** American Indians ; Traditionalism ; Rural Schools ; American Indian Reservations ; American Indian Culture ; Student Attitudes ; College Students ; Age Differences ; Gender Differences ; Surveys ; Ethics ; Correlation ; Educational Attitudes ; Higher Education ; Higher Education;

- **Description:** This study examines the relationship between four independent variables (gender, age, reservation background, and cultural traditionalism) with three dependent variables (assessment of college, transition to college, and impact of college on an appreciation of Native heritage) among a sample of American Indian students attending a small, rural university. Findings include no significant relationships between any of the independent variables and the assessment of college. However, the transition to college is associated with age, reservation background, and cultural traditionalism while the impact of college on an appreciation of Native heritage is related to cultural traditionalism. (Contains 6 tables.)
- **Source:**

### [Native American Students in U.S. Higher Education: A Look from Attachment Theory](#)

- **Creator:** Simi, Demi ; Matusitz, Jonathan
- **Is Part Of:** Interchange, Feb 2016, Vol.47(1), pp.91-108
- **Subject:** Higher Education ; Native North Americans ; Native Students ; College Students ; Student Behavior ; Attachment Theory ; Higher Education ; Native Americans ; Professors ; Students ; United States
- **Description:** This paper examines the behavioral patterns of Native American college students in U.S. higher education. Attachment theory is the theoretical framework used in this analysis. Developed by Bowlby (Attachment and loss: Separation, anxiety and anger, 1973 ), attachment theory postulates that behaviors can be predicted based on one's personality, character qualities, and early life experiences. Overall, we found that attachment to Native American culture has made a positive difference in reversing academic struggles among Native Americans. Indeed, while it is difficult for Native Americans to change their attachment style, slight modifications have proved to help them become more secure. Even though various themes could have been explored, we investigated discrimination, academics, obedience to tribal culture, and alcoholism. Another important conclusion is that academic competence tends to be linked to certain indigenous beliefs.
- **Source:**

### [THE NATIVIZATION OF THE TRIBAL WORKFORCE: A Vision for the Future](#)

- **Creator:** Al-Asfour, Ahmed
- **Is Part Of:** Tribal College, Spring 2018, Vol.29(3), p.28
- **Subject:** United States–Us ; Saudi Arabia ; Qatar ; Colleges & Universities ; Business Education ; Employment ; Native North Americans ; Oglala Lakota College
- **Description:** Just like other minority groups in the United States, such as the Chinese or Vietnamese, work within their respective established communities to build a local economy, Native Americans can do the same, if not better, should they work collectively towards established goals to reduce the unemployment rate. Five main themes emerged from their experiences: \* Education: Some participants explained that they needed additional education to find jobs or some training and development for promotion. \* Pregnancy: A few of the participants explained that being pregnant can be challenging, especially when living off the reservation without the support of family members or friends. \* Transportation: Public transportation or an unreliable car was an issue for some participants in regards to their employment. \* Culture: This theme was brought up by the participants, some in a negative way, but others said that culture can be an added value to employment as some employers valued their employees' cultures. \* Family obligations/expectations: According to Thite (2011), some of these workforce localization strategies include: 1) access to quality education for all people, including the disadvantaged; 2) education and career pathways for people of all ages for lifelong learning; and 3) improving technical infrastructure, such as broadband and video conferencing, for remote areas. [...]unemployment was, is, and, for the foreseen future, will be a challenge for many Native nations.

- **Source:**

[Victimization and Substance Use Among Native American College Students](#)

- **Creator:** Fish, Jillian ; Livingston, Jennifer ; Vanzile-Tamsen, Carol ; Wolf, David
- **Is Part Of:** Journal of College Student Development, Apr 2017, Vol.58(3), pp.413-431
- **Subject:** United States–Us ; Studies ; Native North Americans ; College Students ; Victimization ; Drug Use
- **Description:** According to Tribal Critical Race Theory, Native American students have low retention rates due to the structural barriers and racism inherent in colleges and universities. Similarly, structural barriers and racism could put Native American students at risk for victimization and substance use, thus influencing their academic success. The purposes of this study were to examine rates of victimization and substance use among Native American students in comparison to other students and to assess the perceived impact of these experiences on academics. Results suggest that Native American college students experience disproportionate rates of victimization, which in turn affects their academic functioning. Implications for college retention are discussed.
- **Source:**

[First Nations People: Addressing the Relationships between Under-Enrollment in Medical Education, STEM Education, and Health in the United States](#)

- **Creator:** Persaud-Sharma, Dharam ; Burns, Joseph
- **Is Part Of:** Societies, Vol.8(1), p.9
- **Subject:** United States–Us ; Qualitative Analysis ; Higher Education ; Minority & Ethnic Groups ; Literature Reviews ; Health Education ; Demographics ; Education ; Stratification ; Literature Reviews ; Stem Education ; American Indians ; Technical Education ; Statistical Analysis ; Qualitative Research ; Ethnic Groups ; Education ; Stratification ; Literature Reviews
- **Description:** In the United States of America, an analysis of enrollment statistics to institutions of higher education, those pursuing Science, Technology, Engineering, and Mathematics (STEM) fields, as well as those pursuing medical education show a paralleled ethnic stratification. Based upon such stratification, Native Americans consistently rank amongst the lowest demographic groups to enroll in and pursue higher education, STEM or medical education. A perturbed history of the First Nations people in the establishment of the United States of America laid the foundation for a multitude of factors contributing to current trends in health, living, and academic pursuits amongst First Nation's people. This paper aims to explore the factors underlying the lack of Native American enrollment in higher education, careers in STEM and medicine. An investigation was conducted following a broad literature review relevant to the topic, and articles were critically appraised using the Search, Appraisal, Synthesis of Analysis (SALSA) framework as well as the Standards for Reporting Qualitative Research (SRQR). Findings from such studies indicate that the Native American communities face a unique set of social circumstances rooted in a historical context, with several unmet basic needs of living required for integration, access, and pursuit of higher education.
- **Publisher:** MDPI AG
- **Creation Date:** 2018
- **Source:**

[The Appropriateness of Using Three Measures of Self-Beliefs with European American, Latino/a, and Native American College Freshmen](#)

- **Creator:** Kurpius, Sharon E Robinson ; Payakkakom, Anusorn ; Rayle, Andrea Dixon ; Arredondo, Patricia ; Chee, Christine
- **Is Part Of:** Journal of Multicultural Counseling and Development, January 2008, Vol.36(1), pp.2-14
- **Subject:** College Students ; Minority & Ethnic Groups ; Psychological Tests ; United States ; Psychology
- **Description:** The authors investigated the psychometric appropriateness of the Valuing/ Commitment to Education scale (A. M. Gloria, 1993), the Rosenberg Self-Esteem Scale (M. Rosenberg, 1965), and the Educational Self-Efficacy Scale (A. M. Gloria, 1993) for use with European American, Latina/o, and Native American college freshmen. Strong to moderate reliabilities were found, as was initial evidence of validity across groups. [PUBLICATION ABSTRACT]
- **Source:**

[Native American racial identity development and college adjustment at two-year institutions.\(Research\)\(Report\)](#)

- **Creator:** Watson, Joshua C.
- **Is Part Of:** Journal of College Counseling, Fall, 2009, Vol.12(2), p.125(12)
- **Subject:** Community Colleges -- Social Aspects ; Community Colleges -- Demographic Aspects ; Community Colleges -- Psychological Aspects ; Native Americans -- Social Aspects ; Native Americans - - Psychological Aspects ; Student Adjustment -- Research
- **Description:** In this study, a series of simultaneous multiple regression analyses were conducted to examine the relationship between racial identity development and college adjustment for a sample of 76 Choctaw community college students in the South. Results indicated that 3 of the 4 racial identity statuses (dissonance, immersion-emersion, and internalization) were significantly related to college adjustment, whereas the 4th status, conformity, was not. Implications for research and practice are provided. (Contains 2 tables.)
- **Source:**

[Strengthening the Bridge to Higher Education for Academically Promising Underrepresented Students](#)

- **Creator:** Contreras, Frances
- **Is Part Of:** Journal of Advanced Academics, Spring 2011, Vol.22(3), pp.500-526,546
- **Subject:** Colleges & Universities ; Higher Education ; Minority Students ; Peers ; Critical Thinking ; Community Colleges ; Access to Education
- **Description:** Several approaches to raising the academic success of minority high achievers exist in the form of school, community, nonprofit, and university programmatic efforts. This article represents a review of K-12 intervention programs in multiple organizational contexts that serve to strengthen the bridge to higher education for academically promising underrepresented students. The article begins with a framework and context for promoting academic success and college readiness through the educational pipeline, as well as an overview of access issues that impede high-achieving underrepresented students from realizing their full potential, followed by a discussion of specific intervention programs that are designed to remedy this situation. [PUBLICATION ]
- **Source:**

[A Data-Based Model to Predict Postsecondary Educational Attainment of Low-Socioeconomic-Status Students](#)

- **Creator:** Lee, Sang ; Daniels, M ; Puig, Ana ; Newgent, Rebecca ; Nam, Suk
- **Is Part Of:** Professional School Counseling, Jun 2008, Vol.11(5), pp.306-316
- **Subject:** Studies ; Academic Achievement ; Education ; Secondary School Students
- **Description:** The National Educational Longitudinal Study database was used to examine the educational development of students of low socioeconomic status (SES). A path analysis was conducted to determine

the effects of student background, psychological, and behavioral variables on postsecondary educational attainment of low-SES students. The results show that high school math scores were the most powerful predictor of postsecondary educational attainment, followed by effects of academic expectations, locus of control, reading scores, problem behavior, and classroom behavior. Implications for school counselors are discussed. [PUBLICATION ]

- **Source:**

[Integration and institutional commitment as predictors of college student transition: are third week indicators significant?](#)

- **Creator:** Woosley, Sherry A. ; Miller, Angie L.
- **Is Part Of:** College Student Journal, Dec, 2009, Vol.43(4), p.1260(12)
- **Subject:** Grade Point Average ; Social Integration ; Academic Persistence ; College Students ; Student Experience ; Outcomes of Education ; Predictor Variables ; Academic Achievement ; Student Behavior ; Higher Education;
- **Description:** This study sought to determine if very early college experiences impact academic outcomes. Specifically, this study used regression models to investigate whether academic integration, social integration, and institutional commitment measured during the third week of the first semester could predict retention to the following year as well as academic performance one semester and two semesters out. The results suggest that academic integration, social integration, and institutional commitment positively impact retention. In addition, academic integration and institutional commitment positively impact grade point average. These findings are discussed in relation to the potential for interventions, with suggestions for further explorations of the predictive models. (Contains 3 tables.)
- **Source:**

[It's about Family: Native American Student Persistence in Higher Education](#)

- **Creator:** Guillory, Raphael M. ; Wolverton, Mimi
- **Is Part Of:** The Journal of Higher Education, 01 January 2008, Vol.79(1), p.58-87
- **Subject:** Article
- **Description:** This article presents findings from a study examining the similarities and differences between Native American student perceptions and the perceptions of state representatives, university presidents, and faculty about persistence factors and barriers to degree completion specific to Native American students at three land-grant universities in Washington, Idaho, and Montana. (Contains 1 table and 2 notes.)
- **Publisher:** Taylor & Francis
- **Source:**

[An Emergent Phenomenon of American Indian Postsecondary Transition and Retention](#)

- **Creator:** Flynn, Stephen ; Duncan, Kelly ; Jorgensen, Maribeth
- **Is Part Of:** Journal of Counseling and Development : JCD, Oct 2012, Vol.90(4), pp.437-449
- **Subject:** Alaska ; United States–Us ; Native North Americans ; Colleges & Universities ; Social Support ; Native Culture ; Minority & Ethnic Groups ; School Dropouts ; Academic Achievement ; Secondary School Students ; National Center for Education Statistics
- **Description:** This study examined 21 American Indian students' postsecondary transition and retention experiences through a phenomenological methodology. Postsecondary transition is the process of leaving home and adjusting to postsecondary education. Postsecondary retention is achieving success and remaining at a university for at least 6 months. Data sources included individual interviews, journal

analysis, and document analysis. The 10 emergent themes described an interconnected phenomenon centered on institutional, social, and interpersonal dimensions. [PUBLICATION ]

- **Source:**

[Recruiting Native American college students: “Why don't they just show up from their high schools like other students do?”](#)

- **Creator:** Carmen, Az
- **Contributor:** Dunlap, Diane (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** School Administration ; Adult Education ; Continuing Education ; Bilingual Education ; Multicultural Education ; Native Americans ; Native Studies ; School Administration ; Adult Education ; Continuing Education ; Bilingual Education ; Multicultural Education ; Native Americans ; Native Studies ; Social Sciences ; Education ; College Students ; Native American ; Recruiting
- **Description:** There is a college graduation gap between majority population students, and African-American, Hispanic, or Native American students. One of the core reasons for a low graduation rate is an initial low recruitment rate. If students cannot be recruited to colleges, they can't be retained, and they can't graduate. In this study, I looked at current recruitment models and how they are used in the state of Oregon to recruit Native Americans. The purpose of this study was to document and analyze the experiences and perceptions of Native American students and Native American recruiters about existing recruitment methods used in US higher education. Most institutions of higher education currently use some version of the enrollment "funnel" model, combined with some variation of Kotler's marketing model (Kotler, 1999, Ihlenfeldt, 1980; Dolence, 1998; Kramer, 2003). Unfortunately, this process does not work well with minority populations. There is little extant research on what does work well. The research design was an interview study of Native American students and Native American recruiters in Oregon. Sixteen students and recruiters were selected through a purposive sampling procedure. The shortest interview was an hour and forty five minutes; the longest interview was four and one half hours. Interviews were transcribed and grounded theory was used in coding. There were several key findings. Native American students have a bias against the majority culture, and they prefer an institution with a Native American recruiter. Both recruiters and students saw their relationship as lasting longer than the traditional recruiting timeframe. Recruiters ended up working in retention regardless of whether their job description includes retention as a responsibility. Native American recruiters are expected to use a majority model overlay for recruiting Native American students, yet every recruiter stated firmly that this model does not work for Native Americans. A reflexive relational model of recruitment for Native American students was developed. If an institution of higher education is serious about recruiting Native American students, it has to use a different model than the "one size fits all" model of recruitment. Success is possible, but not using the old methods.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 2006
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

[Perceived social supports in relationship to college success and retention of Native Americans: Development of a measurement instrument](#)

- **Creator:** Charlton, Melody
- **Is Part Of:** ProQuest Dissertations and Theses

- **Subject:** Educational Psychology ; Psychotherapy ; Native Americans ; Native Studies ; Educational Psychology ; Psychotherapy ; Native Americans ; Native Studies ; Social Sciences ; Education ; Psychology
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 1998
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Global: The Sciences and Engineering Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Sciences and Engineering Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [Factors that influence the retention of Native Americans in higher education](#)

- **Creator:** Ginsberg, Margery
- **Contributor:** Haas, John D. (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Higher Education ; Bilingual Education ; Multicultural Education ; Higher Education ; Bilingual Education ; Multicultural Education ; Education
- **Description:** Native Americans are severely underrepresented in higher education. This is evidenced by the number of Native Americans who enter college and high post-secondary attrition rates. The Science and Self-Determination Upward Bound (SSD-UB) program at CU-Boulder provides academic and personal support to Native American high school students from seventeen rural reservations. Its primary goal is to enable students to graduate from high school, enter college, and persist through graduation. Although evidence suggests that SSD-UB serves as a catalyst for educational parity at the high school level, little is known about the post-secondary experiences of former SSD-UB students. This study, therefore, assesses the degree to which former SSD-UB students persist in higher education, as well as pre-entry and post-secondary variables which may relate to persistence. The following methods were employed in this study: (1) interviews with SSD-UB staff, (2) mail questionnaires to 156 former SSD-UB students, (3) examination of student records, and (4) interviews with selected students. The following variables were found to be significant at a probability level of .05: (1) high school GPA, (2) year of graduation from high school, (3) number of years in SSD-UB, (4) over-all post-secondary GPA, (5) GPA from the last enrolled semester, (6) availability of academic support services, (7) use of academic support services, (8) study hours per day, (9) class attendance, and (10) level of emotional support from family.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 1989
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [\\*Policies and programs of the University of New Mexico on Native American student persistence](#)

- **Creator:** Sawyer, Stephen
- **Contributor:** Kline, William A. (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Language Arts ; Bilingual Education ; Multicultural Education ; Academic Guidance Counseling ; Language Arts ; Bilingual Education ; Multicultural Education ; Academic Guidance Counseling ; Education ; Native American ; New Mexico ; Persistence ; Policies ; University of New Mexico

- **Description:** New Mexico has one of the highest concentrations of Native American residents of any state. Native Americans have the highest college dropout rate of any racial or ethnic group in the United States, with some sources estimating that Native American college dropout rates may be as high as 93 percent. What the University of New Mexico does to boost Native American retention and graduation rates is thus an important public policy issue in New Mexico. This study describes public policy statements and policies and programs intended to boost Native American retention and graduation rates at the University of New Mexico. This information is augmented by a discussion of the literature on Native American retention and persistence in higher education.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 2001
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

[Ji -aanjichigeyang 'to change the way we do things': Retention of American Indian students in teacher education](#)

- **Creator:** Bergstrom, Amy
- **Contributor:** Guldbrandsen, Frank (advisor) ; Hyman, Randy (committee member) ; Mongan-Rallis, Helen (committee member) ; Shannon, Terrie (committee member) ; Strand, Joyce (committee member)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Teacher Education ; Native American Studies ; Higher Education ; Teacher Education ; Native American Studies ; Higher Education ; Social Sciences ; Education ; American Indian ; Higher Education ; Native Americans ; Retention ; Teacher Training
- **Description:** American Indian students have the lowest retention rate of any other group in higher education. The purpose of this study was to understand factors that influence retention of American Indian students and to understand the participants' perspectives of these factors. The study was conducted using interviewing as the method of inquiry. The study aimed to uncover multiple perspectives on the topic, interviewing a Dean, Program Director, and two students from a teacher education program. All interviews were conducted in person, lasting sixty to one hundred twenty minutes. All participants were asked the same ten questions. Analysis of the data indicated the need for change in working with American Indian students. Through the use of story, vignettes, and narrative of the research participants' perspectives, the study presents ways in which to work more effectively with American Indian students. The study indicates it is not just identifying the issues many American Indian students bring with to their higher education experience but more importantly how we work with and respond to these issues. The results of the study offer specifically teacher education programs but more broadly, higher education institutions strategies to work more effectively with American Indian students.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 2009
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

[Strategizing success: Narratives of Native American students in higher education](#)

- **Creator:** Oosahwe, E.
- **Contributor:** Tan, David (advisor) ; Cintron, Rosa (advisor) ; Barker, Becky (committee member) ; Hobson, Barbara (committee member) ; Pasque, Penny (committee member) ; Weber, Jerome (committee member)

- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Bilingual Education ; Native American Studies ; Higher Education ; Students ; Bilingual Education ; Native American Studies ; Higher Education ; Social Sciences ; Education ; American Indian ; Higher Education ; Indian ; Indigenous ; Narratives ; Native ; Native American
- **Description:** Without college-educated Native Americans, tribal communities will continue to have less income, high poverty, and have poorer health care. In order to retain and graduate Native American students, universities and colleges must first listen to their stories and begin to understand the strategies they use to overcome obstacles in order to succeed academically. Researchers have explored success factors, drop-out rates and reasons, and retention issues for Native students and have even provided ways to improve student services to Native students for better retention and graduation rates. However, higher education institutions cannot begin to assist Native students until they learn how these students cope with a whole gamut of barriers they encounter while in college. This study took a phenomenological approach in identifying, describing and understanding the narratives of academic success by Native American students, focusing on the strategies used to overcome obstacles. Focus groups, one-on-one interviews, and journaling were conducted with 13 undergraduate Native American students at a Midwestern university. The major themes that emerged from the data were: motivation factors related to Native American students staying in college and succeeding; coping skills with personal and academic obstacles; how Native American students define college success; and strategies used to enhance their academic success. Colleges and universities across the country have the chance to implement change for the Native American students on their campuses. There are a wide range of options on ways they can begin to work on improving the success of their Native students. Institutions of higher education who can offer Native students the vision and the opportunity to use their education to serve their communities have the potential to increase the success or graduation rate.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 2008
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Education Journals; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Central; ProQuest Dissertations & Theses A&I; ProQuest Social Sciences Premium Collection; ProQuest Dissertations & Theses: Global; Education Collection; ProQuest Central (new); ProQuest Central K-12; ProQuest Central Korea; Social Science Premium Collection; ProQuest Central Essentials

[Acting to learn: The place of performance in university retention for African Americans, Native Americans and Latinos](#)

- **Creator:** Piper Price, Linda
- **Contributor:** Cajete, Gregory A. (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Higher Education ; Bilingual Education ; Multicultural Education ; Theater ; Higher Education ; Bilingual Education ; Multicultural Education ; Theater ; Communication and the Arts ; Education ; Acting ; African-American ; Latinos ; Native Americans ; Performance ; Retention ; University
- **Description:** The purpose of this research is to examine how performance in the arts effects college admission, success, and retention for African Americans, Native Americans and Latino students. For the purposes of the study, the arts are defined as a performative act of culture. The fields of inquiry investigated are: culture and performance, acting and learning, aesthetics and artistic production. This study also examines the cultural indicator used to identify at-risk students; the nature of institutional education; the social and emotional lives of the students while attending school; choice, freedom, and identity in academic study; motivation and self-regulated learning and the empowering and transforming aspect of the arts. The study was conducted primarily during the Fall 2003 and Spring 2004 school terms. A survey in the Spring of 2003 was given to a random sampling of fifty students from the target groups. Seven students were selected from those completed surveys for the study---three African-Americans, two

Native Americans and two Latinos. Another group of six students in the target cultures were interviewed once for the purpose of triangulation. I completed the group as researcher-participant bringing the total number of actors in the study to fourteen. All participants currently attend or have attended Southwestern University in New Mexico. This research follows an arts-based qualitative methodology called "portraiture." This methodology captures the reflective nature of the arts to magnify human understanding and focuses the study on participant expertise. Acting to Learn explores the roles the arts play in the successful education of people from these three cultures and as a means of self-advocacy at university.

- **Publisher:** ProQuest Dissertations Publishing
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- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [Factors affecting the retention of Native American students at a southwestern community college](#)

- **Creator:** Engs, Michael
- **Contributor:** Fallows, Robert J. (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Community Colleges ; Higher Education ; Bilingual Education ; Multicultural Education ; Minority & Ethnic Groups ; Sociology ; Community Colleges ; Higher Education ; Bilingual Education ; Multicultural Education ; Minority & Ethnic Groups ; Sociology ; Social Sciences ; Education
- **Description:** Several studies confirm the premise that the retention of Native American students in higher education is well below that of other populations. The high dropout rate for Native Americans is related both to personal characteristics and academic skills developed prior to college entry and their adjustment to the higher education environment after enrollment. Colleges have limited ability and resources to impact the lives of students prior to their enrollment, but they do have the power to manipulate the campus environment for the betterment of students. Research studies of individual/environment interaction indicate that institutions can establish policies, procedures, and programs that enhance the cultural adjustment and academic success of Native Americans. This peripheral manipulation of the institutional environment increases the overall retention of Native Americans and other student populations. One community college, referred to as Southwestern Community College in this study, has attempted to institute programs and services that would create a more harmonious educational environment for Native Americans and as a consequence increase their retention. No attempt has been made to evaluate the success of these efforts. This study is an attempt to measure the effects, if any, of selected interventions and determine if they are statistically significant. The study outlines the programs and services of the college, measures their impact on students over time, and suggests implications for future practice.
- **Publisher:** ProQuest Dissertations Publishing
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- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [Barriers and Strategies for Success for American Indian College Students: A Review](#)

- **Creator:** Keith, Jill ; Stastny, Sherri ; Brunt, Ardith
- **Is Part Of:** Journal of College Student Development, Sep 2016, Vol.57(6), pp.698-714
- **Subject:** Alaska ; United States—Us ; Colleges & Universities ; Native North Americans ; Minority & Ethnic Groups ; School Environment ; Enrollments ; Student Retention ; School Dropouts ; Secondary

School Students ; Department of Education

- **Description:** American Indian and Alaska Native students have a significantly lower college graduation rate than that of other ethnic groups in the United States. These students often face a variety of barriers to the completion of their education. Overcoming barriers for the achievement of an advanced education takes commitment, hard work, and dedication on behalf of the educational institution as well as the student. Identified and tested strategies that address barriers and assist American Indian and Alaska Native students with positive academic experiences can contribute to academic success.
- **Source:**

### [UMPI to showcase retention program for Native Americans](#)

- **Creator:** Jen Lynds
- **Is Part Of:** Bangor Daily News (Bangor, ME), Sept 26, 2009
- **Subject:** Universities And Colleges ; Education Grants ; Native Americans
- **Source:** Cengage Learning, Inc.

### [Retention of Native Americans in higher education](#)

- **Creator:** Soroosh, Wilma
- **Contributor:** Clark, Donald (advisor)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Bilingual Education ; Multicultural Education ; Community Colleges ; Higher Education ; Bilingual Education ; Multicultural Education ; Community Colleges ; Higher Education ; Education
- **Description:** This dissertation was written with the intent to determine the effectiveness of a community college program for Native American students. The procedure consisted of the following steps: (1) design of a survey instrument, (2) collect and collate the survey, (3) review literature with specific emphasis in programs designed for minorities and programs designed for Native American students in higher education, and (4) summarize the findings, and make recommendation to integrate into a reconstructed program that will improve and revitalize Native American students' recruiting, retention and graduation rates at the community college level, and prepare Native American students for university transfer. The major findings in this study are: (1) 95% of all the students enrolled at this particular college had a clear vision of their educational goals, (2) 80.2% of all the students enrolled in college were planning to prepare for a career, (3) most Native American students depend on financial assistance from several sources, (4) approximately half of all Native American students were underprepared for college, (5) less than 50% of the students surveyed actually got involved in special programs to aid them in college, and (6) the demographics of these students were quite similar to the non-Native American counterpart. Recommendations for these students include: (1) strengthen the educational foundation of these students while they are in K-12th grades, (2) in addition to providing financial assistance to these students, colleges need to set up a better support system in terms of transportation, work-study/jobs and housing, (3) when recruiting students, the student should be able to prove through assessment scores that they are able to benefit from a college education, and (4) transfer strategies must be part of the Native American program.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 1995
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [ON CAMPUS; RETENTION PROGRAM ADDRESSES SERIOUS ISSUES](#)

- **Is Part Of:** Tribal College, Jun 30, 2003, Vol.14(4), p.33
- **Subject:** Colleges & Universities ; Culture ; Education ; Higher Education ; Indigenous People ; Minority & Ethnic Groups ; Native Americans
- **Description:** The weekly dinner is part of a Native Circle Retention Program funded by a five-year, \$1.9 million grant from the U.S. Department of Education (Title 3). IAIA serves young artists and scholars, many of whom are first-generation college students facing many challenges. At present, the drop-out rate for Native American college students nationwide is almost twice that of non-Indians. IAIA wants to prepare its students for the demands and rewards of college life and college-level academic work.
- **Source:** © ProQuest LLC All rights reserved ; Ethnic NewsWatch [Current]; ProQuest Education Journals; Ethnic NewsWatch; ProQuest Central; ProQuest Social Sciences Premium Collection; Education Collection; ProQuest Central (new); ProQuest Central K-12; ProQuest Central Korea; Social Science Premium Collection; ProQuest Central Essentials; ProQuest Central China

### [Cultural taboos as a factor in the participation rate of Native Americans in STEM](#)

- **Creator:** Williams, Deborah H. ; Shipley, Gerhard P.
- **Is Part Of:** International Journal of STEM Education, 12/2018, Vol.5(1)
- **Source:** CrossRef

### [Improving retention among Native Americans through enhanced understanding of critical academic pathways: Exploring the relationships among GPA, acculturation status, campus climate, age, gender and urbanicity](#)

- **Creator:** May, Dan
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** School Administration ; Higher Education ; Minority & Ethnic Groups ; Sociology ; School Administration ; Higher Education ; Minority & Ethnic Groups ; Sociology ; Social Sciences ; Education
- **Description:** This study surveyed Native American students at Fort Lewis College in Colorado during the Spring semester of 1997. Of the 335 questionnaire packets (Included demographic profile, Acculturation Scale, and a campus climate rating scale) mailed to subject-pool members, 151 completed questionnaires (45% response rate) were returned and utilized in data analysis. To assess empirical support for a hypothesized critical pathway of Native American academic success, an examination of relationships among a select group of variables was carried out. The proposed pathway postulated the following factor linkages: Acculturation status impacts student-institution fit. Fit influences integration within the campus community which mediates academic success. Acculturation status, campus climate perceptions, and GPA were empirically measured variables. Student-institution fit and integration within the campus community were inferential variables assessed from ratings of campus climate. Toward establishing an empirical basis for the proposed pathway, relationships among GPA, campus climate ratings, and acculturation status were explored. Secondly, connections between gender, age, urbanicity (rural or urban), along with the primary factors, were also considered to further delineate crucial pathway elements. Mean campus climate scores were found to vary as a function of GPA, acculturation status, and gender. However, the observed statistically significant mean score differences, as they relate to interpretation and generalization of campus climate findings, must be analyzed within the context of low correlation indices along with several methodological issues concerning group sample sizes, power of the test, and considerations of practical significance. The criterion variable GPA varied only as a function of campus climate scores. As before, the implications of statistical significance must be evaluated against outstanding methodological and correlational issues. There were no significant findings that related GPA to acculturation status, gender, age, or urbanicity. Consequently, the validity of the proposed Native American academic pathway remains in question. Finally, regression of the criterion variable GPA against the predictor variables

acculturation status, campus climate scores, gender, age, and urbanicity yielded a non-significant  $R^2$  value. This finding, in conjunction with the study's other results, challenges conventional minority retention literature and the importance ascribed to certain variables as moderators of Native American academic success.

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- **Creation Date:** 1997
- **Source:** © ProQuest LLC All rights reserved ; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global A&I: The Humanities and Social Sciences Collection; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses: Global

### [Cultural taboos as a factor in the participation rate of Native Americans in STEM](#)

- **Creator:** Williams, Deborah ; Shipley, Gerhard
- **Is Part Of:** International Journal of STEM Education, 2018, Vol.5(1), pp.1-8
- **Subject:** Taboo ; Sacred ; Native American ; Indian ; STEM
- **Description:** Abstract Background Native Americans are underrepresented in science, technology, engineering, and mathematics (STEM). We investigated whether having to violate cultural taboos might be a factor in the decisions of some Native Americans not to pursue STEM degrees. Many STEM faculty likely know very little about Native Americans' historical experiences with an education system that has been used to forcibly acculturate them and so may not be aware of the threat many Native Americans perceive from curricula that claim cultural neutrality yet require Native Americans to violate strongly held cultural beliefs. Results We reviewed the relevant literature, surveyed 96 students from 42 different tribes, and interviewed two STEM and two non-STEM faculty at Haskell Indian Nations University. We found that 50% of survey respondents generally observe tribal taboos, 38% would choose not to pursue a science major if they knew or suspected that doing so would require them to violate an important tribal taboo, and 67% would be more likely to take science classes if the science curriculum was more respectful of tribal taboos. The most problematic activities and animals encountered in laboratory classes include, in order of discomfort level, human dissection, human bodies, animal dissection, snakes, spiders, and lizards. Conclusions Increasing Native American participation in STEM requires that their cultural concerns regarding STEM curricula be acknowledged and addressed. This is important for several reasons. First, Native Americans have the highest poverty rate of all racial/ethnic groups, while STEM graduates have higher employment rates and salaries than non-STEM graduates. Second, increasing diversity in STEM supports cognitive growth and critical thinking, benefits problem solving, and contributes to increasing productivity, creativity, and global competitiveness. Third, there is a long history of exploitation of Native Americans and their lands by scientists and engineers, so it is particularly important to increase Native American participation so that their interests are represented in these professions. Many Native Americans' concerns can be proactively and reasonably accommodated to provide a more respectful and welcoming learning and working environment and increase their participation in STEM, to everyone's benefit.
- **Source:**

### [Perceived factors influencing the retention rate of Native American college students: A case study](#)

- **Creator:** Bergstrom, Tamara
- **Contributor:** Black, Ellen L. Lowrie (advisor) ; Alexson, Andrew (committee member) ; Towles, Matthew (committee member)
- **Is Part Of:** ProQuest Dissertations and Theses
- **Subject:** Educational Leadership ; Native American Studies ; Higher Education ; Educational Leadership ; Native American Studies ; Higher Education ; Social Sciences ; Education ; College Students ; Degree

Completion ; Native American ; Persistence ; Retention

- **Description:** The number of Native Americans entering college is higher now than it has been over the past 40 years; however, the degree completion rate has been less than half that of White students. This research study was a bounded case study of Native American students enrolled in the teacher education program. The purpose of this qualitative case study was to identify the perceived factors influencing the retention rate of Native American college students. Some of the theoretical models that explain why students stay or leave an institution before earning a college degree look more toward explaining this phenomenon in a quantitative analysis, although some of the methods can be applied to a qualitative case study. Some traditional theories on student retention emphasize the importance of students' backgrounds and positive encounters with other ideas and people (Guillory, 2008). The data collection procedures included interviewing participants, taking field notes, and reviewing documents and federal initiatives. From the data analysis, major themes and topics emerged, which included (a) cultural identity, (b) the institution, (c) factors for success, and (d) barriers to success. The findings of this study signify the need for higher education to incorporate Native American cultural aspects into their programs. The needs of Native American students are complex and require administrators, faculty members, and students in higher education to get involved. The retention rate of Native American students will remain low unless more attention is given to the financial, academic counseling, mentoring, spiritual, and relational aspects of college life.
- **Publisher:** ProQuest Dissertations Publishing
- **Creation Date:** 2012
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