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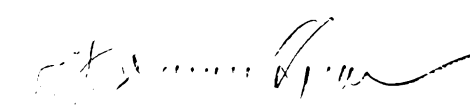
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Suzanne Lynn Cross

has been accepted towards fulfillment
of the requirements for

Doctorate degree in Philosophy

Department of Education



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A CROSS-SECTIONAL STUDY OF SELECTED FOUR-YEAR PUBLIC AND
PRIVATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH
AMERICAN INDIAN (NATIVE AMERICAN) STUDENT SUPPORT PROGRAMS

By

Suzanne Lynn Cross

A DISSERTATION

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Department of Education Administration

November 1993

ABSTRACT

A CROSS-SECTIONAL STUDY OF SELECTED FOUR-YEAR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH AMERICAN INDIAN (NATIVE AMERICAN) STUDENT SUPPORT PROGRAMS

By

Suzanne Lynn Cross

Purpose of the Study

The purpose of this study was to determine the effectiveness of American Indian Support Programs at four-year public and private institutions of higher education in the United States as perceived by the program administrators/directors. Secondly, the study was designed to assist in defining the most frequently offered programming components, student needs and evaluation criteria. Also, the professionals who directly administer these programs will be profiled and discussed in the findings of this study.

Procedures of the Study

The sample for this study totaled 56 respondents. Each respondent represents a program administrator/director. The study was conducted by mailing an instrument to each program administrator/director. The instrument was a survey questionnaire that included three major sections. The first section was on general information regarding the institution. The second section was designed to obtain information on the specific program components, needs of American Indian college students, and eligibility

requirements. The third section was designed to create a profile of the program administrators/directors. The survey is a single time descriptive study. The data analysis is reported in totals, percentages, and represented in narrative form.

Major Findings of the Study

The findings of this study indicate the American Indian Support Programs are having an impact on student rates of enrollment, retention and graduation. The programs are providing assistance to the American Indian college students in attaining their educational goals. Fifty percent of the American Indian Support Programs are "stand alone" programs and the remaining fifty percent are housed in a Multi-Cultural or Minority Affairs Program. The respondents indicated 32 of the institutions had American Indian Studies Programs on campus, and 31 had Cooperative Extension Programs that provide assistance to the American Indian population. More support is needed in the area of personal counseling and cultural values. Forty-seven of these programs are receiving financial support from the host institution as a line item in the institutional budget. The respondents indicated a need for an increase in financial support and philosophical support from top administration. Also, the study provides a profile of the administrators/directors of these program.

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November 1993



Dedicated to the Loving Memory

of my Parents

William Bartlett Cross and Violet Jackson Cross



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A special thank you is extended to Carmen Gear and Marlene Curry. Carmen, for her assistance in facilitating the mailing of the questionnaire for this study at the Michigan State University Counseling Center. Also, for her unwavering support during the dissertation process. And Marlene, for typing this dissertation, her willingness to assist, and her unrelenting humor she shared daily.

I would like to recognize my family, brothers Edward J. Cross, and William T. Cross, son Jason B. Cross, nephew William J. Cross, grand niece Kaelin Cross, and cousin George Russell, for their love and support.



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Megwitch

Suzanne Lynn Cross

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CHAPTER 1

Introduction

The focus of this study is on American Indian (Native American) Support Programs at four-year public and private institutions in the United States. Regardless of the location, these programs share one aspect of their mission, to assist American Indian college students in successfully attaining their educational goals. This study was designed to assess from the prospective of the program administrators/directors' viewpoint the effectiveness of the programs offered at their respective institutions. Also, it was hoped that this study would provide information on the current needs of American Indian college students, and a brief profile of the professionals who administer/direct these programs.

The Statement of the Problem

The two major concerns motivating this study are the significant increase in the American Indian population in the United States, and the crucial educational needs of American Indians at the secondary and post secondary level. The population demographics of the United States are changing as reported by the 1990 United States census data, thus resulting in an increasing racial/ethnic diversity within the United States. Currently, fifty percent of the American Indian population is under the age of eighteen (Astone 1990). The researcher views the youthfulness of the American Indian population as being a positive situation from the perspective that it allows the opportunity for a greater impact to be made on their lives by the educational system, including post secondary education. However, if the post secondary educational needs of American Indians are to be addressed



and their participation to increase, it is of the utmost importance that research be conducted to discern the effectiveness of the various supportive services programming efforts offered by colleges and universities. Therefore, the focus of this study is on the programming efforts of the American Indian Support Programs currently in place at colleges and universities throughout the United States.

The need for participation and retention of American Indians in secondary and post secondary education is crucial to the future of the American Indian population from an individual to a global perspective. The U. S. Department of Education (1992) reports "there is a need to increase the participation of the American Indian population in the higher educational system. Education is critical to the American Indian population. Education can increase their ability to compete in the job market on an equal basis and be able to improve their overall social, health, and economic levels." Astone (1991) found the present median income for American Indians is comparable to that of African Americans and most Hispanics, which is about forty percent less than the median income for whites. Compared to Americans in general more than twice as many American Indians lived below the poverty level in 1980 (Astone 1991). This information exemplifies the need for an increase in the American Indian population's participation in education.

In the discussion of the current needs of the American Indian population in the area of education, a major issue to be addressed is the high dropout rate at the secondary



education level. Of those who do graduate from high school, few go on to college. Therefore, the researcher will briefly discuss the major issues that relate to the dropout rate of American Indians at the secondary level of education. These issues make a significant impact on the rationale for the American Indian Support Programs at colleges and universities in the area of program design. For example, many of the issues that are problematic for the American Indian students at the secondary level of education remain the same or may become exacerbated at the post secondary level of education. These issues include financial difficulties, low academic achievements, family issues and culture shock. Also, these issues have a direct impact on the limited number of American Indians who are eligible to enroll at a four-year college or university.

In a report published by the Center for Indian Education at Arizona State University, entitled American Indian/Alaskan Native Dropout Study 1991, the following is presented:

The Nature of the Problem of School Dropouts as presented in the findings of several major studies on the correlates of dropping out identified the following list:

Being two or more years behind grade level

Being pregnant

Coming from a household where the mother or father were not in the home when
the youth was age fourteen

Having relatively little knowledge of the labor market



Low classroom grades

Negative school attitudes

Delinquent behavior in junior high school

Until these issues are adequately addressed at the secondary level, there will be a limited number of American Indians participating in post secondary education. The participants at the White House Conference on Indian Education in the form of a final report, made recommendations on the issues listed above , as well as other concerns (May 1992). One of the goals set by the conference participants for high school graduation is stated in the report as follows:

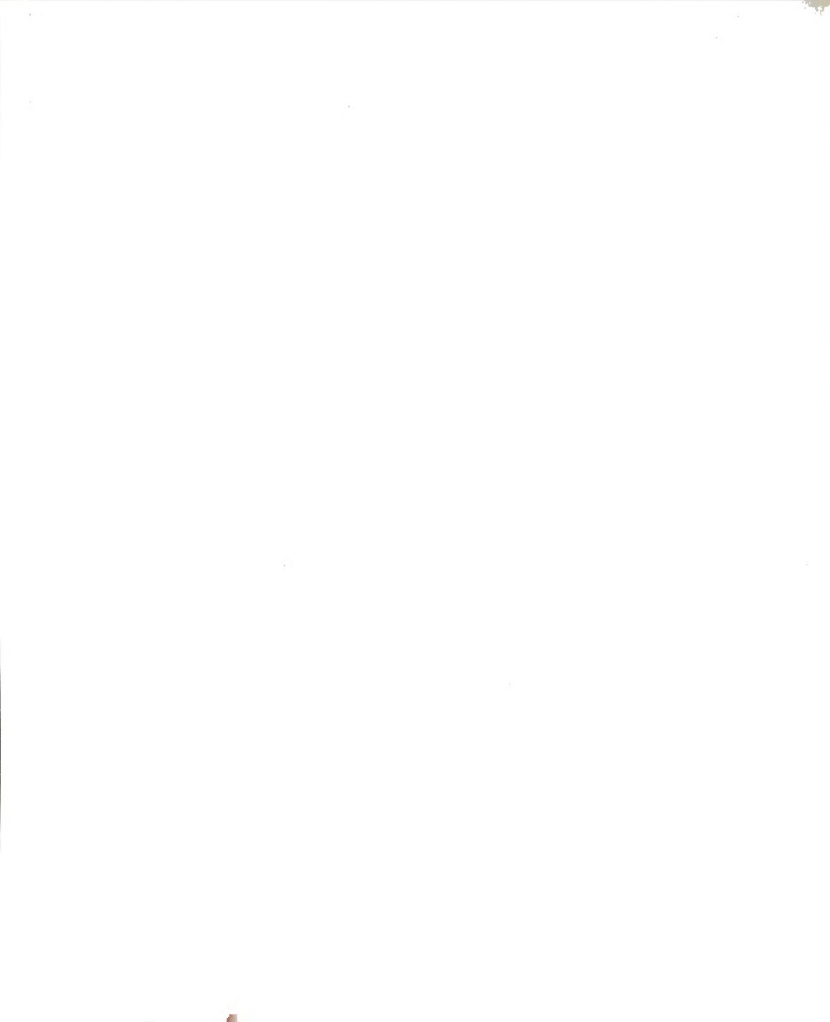
"By the year 2000 all Native students capable of completing high school will graduate. They will demonstrate civic, social, creative, and critical thinking skills necessary for ethical, moral, and responsible citizenship and important in modern tribal, national and world societies". The Final Report of the White House Conference on Indian Education Vol. Two (1992).

If a significant impact can be made on the current needs of American Indian youth at the secondary education level and more of their needs met, the result may be more successful completion of high school. Thus, allowing an opportunity for more American Indian high school graduates to enter the post secondary educational system.



Although there are serious and long term problems and issues that need to be resolved at the secondary education level, this should not exempt the institutions at the post secondary education level from striving to meet the needs of the present and future American Indian college students. As the American Indian high school students have difficulty remaining in the formal education system at the secondary level, the American Indian college students also experience challenges and barriers at the post secondary level. If they are to complete a degree program at a college or university in a timely and successful manner, their needs must receive acknowledgement, and be effectively addressed by the institution. The low enrollment and matriculation of American Indians in post secondary education may be a serious indication of not only the high drop out rate at the secondary level, but the adversities students experience once they get to a college or university.

In 1990, the U. S. Department of Education found the American Indian college enrollment was 0.8% of the total college enrollment. Over the past ten years there has been a small increase of 0.1% from the 1980 figures. The 1990 data indicate there are 48,000 American Indians enrolled at public and private four-year institutions as undergraduates, 6,000 graduate students, and 1,000 enrolled in the professional schools (Almanac 1992). Wright and Tierney (1991) report the enrollment of the 26 tribal colleges is approximately 10,000. Small numbers of American Indian students continue to enroll in colleges and universities, however attrition is of grave concern. Unless interventions are offered for the issues and concerns unique to American Indian college students, and their needs are



sufficiently met, the enrollments will remain low and attrition rates high.

The current needs of American Indian college students include: inadequate academic preparation, financial difficulties, culture shock, racism on campus, lack of knowledge of how to access the college or university system, health, personal and family issues. The American Council on Education (1989) found the American Indians students who come to college are ill prepared to do college work. They began their college career with a disadvantage. The American Council on Education (1989) reported, "many of the American Indian college dropouts and flunk outs are bright enough to do good college work, but have never learned how to study effectively, nor how to take tests, and do good written work." This situation becomes even more problematic when coupled with the recent decline in financial aid. In addition, the lack of the relationship of college degrees to obtaining good jobs may impact on the motivation to seek a college degree (Hodgkinson 1985) and (Sudarkasa 1988). Colleges and Universities can make a positive impact on the unique and current needs of American Indian college students. Thus, increasing the number of American Indian students who are successful in meeting their own personal educational goals.

Several colleges and universities have made attempts to meet the needs of all minority college students, including American Indians, by developing Minority and Multi-cultural Support Programs. In addition, some institutions offer American Indian Student Support Programs. The level of commitment, philosophical and financial support for these



programs, and the quality of these programs vary from institution to institution. Tierney (1991) indicates "some programs are started by an interested individual who is able to obtain a grant to fund the program. However, if the interested individual leaves the institution or at the time funding runs out, the university lets the program die." This is unfortunate for the minority students and the institution, and may be reflected by an increase in student dissatisfaction, increase in transfers of minority students to other institutions and high attrition rates. Colleges and universities can demonstrate more commitment by creating a permanent line item in the institutions' budget for these programs. Trujillo (1987) reports "if the student support program has the full institutional support and is adequately funded and staffed, the program will be able to enhance the educational success of the minority students that are recruited to the college or university.

In addition to adequate commitment and funding, the support programs are most beneficial when they are comprehensive. These programs need to address the academic, personal, social, and cultural needs of the minority students. Astone, Nunez-Workmack, (1990) found institutions that have had the most success with support services programs find they assist the student in both their academic and social adaptation to the institution. Maynard (1980), appears to be in agreement with Astone and Nunez-Workmack, with her statement, "consideration must be given not only to these students academic needs but also to their socio-cultural adaptability to the system".

The literature review revealed the importance of the American Indian Studies programs,

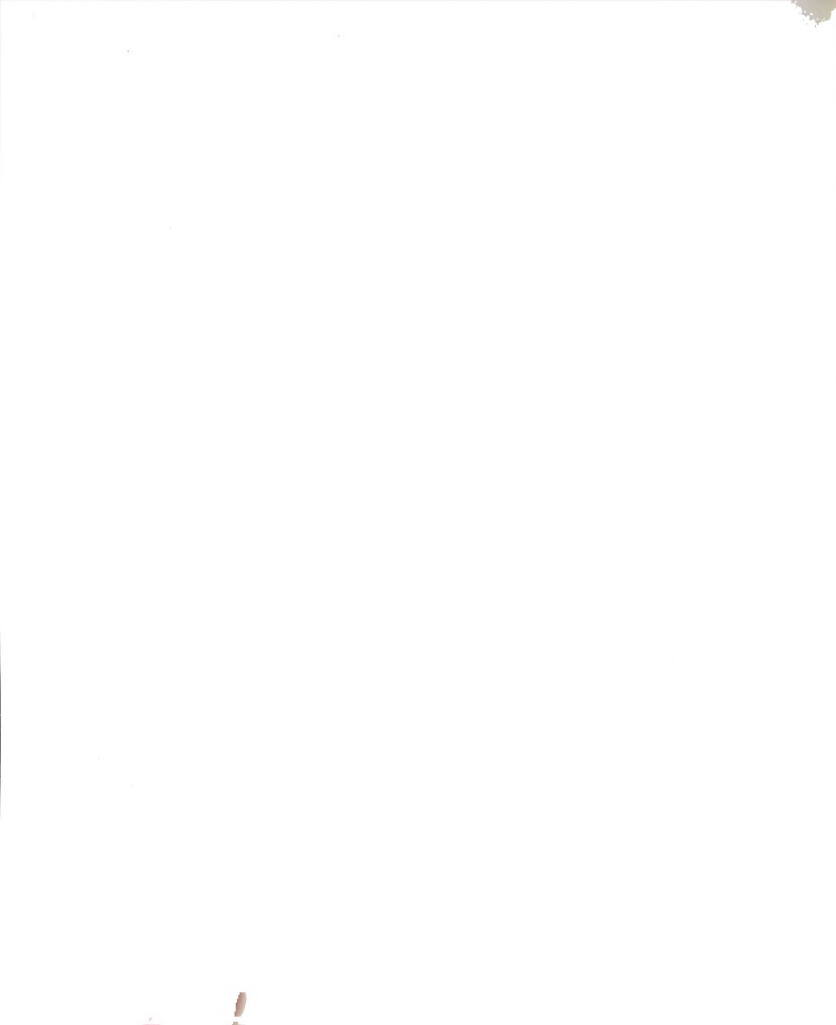


in addition to the American Indian Support Services Programs. The American Indian students may be more successful at an institution which offers an Indian Studies Program on campus. Kidwell (1991) indicates a positive impact of the American Indian Studies Programs on the American Indian college student. She has interviewed American Indian college students and they attest to the importance of these programs as being crucial to their success. "They can become involved in colloquia on American Indian issues and participate on committees that serve to raise important ethical and cultural issues" (Kidwell 1991). The researcher will discuss this aspect in the findings of this study.

The need for increasing American Indian student participation in the post secondary educational system is apparent. There needs to be more in place than a strong recruitment program at colleges and universities. Upon the review of the literature several authors indicate a need for some type of supportive programming effort to provide services that will assist the American Indian students with academic, social and cultural issues in adapting to the academic environment. This study will focus on the current needs of American Indian college students, the components of various support programs, and the effectiveness of these programs as perceived by the program administrators/directors.

Significance of the Study

This study may make a relevant contribution to the literature in the areas of program design, program development, and program implementation of support services for American Indian college students. In this study administrators/directors of these programs



were queried to gain useful information regarding the most frequently offered program components, program eligibility requirements for participation in receiving services, current student needs, and program funding sources. In addition, the results of this study will provide a brief profile of the professionals currently administering/directing these programs.

The findings of this study may contribute to an understanding of the importance of meeting the needs of American Indian college students by higher educational institutions. The researcher is hopeful the results of this study will provide evidence to justify the need for the full philosophical and financial support of programs designed to met the unique needs of American Indian college students.

Basic Assumptions of the Study

This study of American Indian Support Programs is based on the following assumptions.

1. The American Indian Support Programs exist throughout the United States at public and private higher educational institutions.
2. American Indian students are accessing the American Indian Support Programs and receiving a variety of services to assist them in their academic pursuit.
3. The administrators/directors of the American Indian Support Programs have an awareness of the needs American Indian college students experience during their academic careers and the programs are designed to address these needs.

4. The American Indian Support Programs are experiencing some degree of effectiveness with the mission of assisting American Indian students in accomplishing their educational goals.

The Following Research Questions Constitute the Focus of this Study

- A. As perceived by the program administrators/directors, are the American Indian Support Programs impacting on the rates of retention and matriculation of American Indian college students?
- B. Are the American Indian college students accessing and receiving assistance from these programs as perceived by the administrators/directors of these programs?
- C. How are the American Indian Support Programs funded as reported by the program administrators/directors?
- D. Where are the programs located and how many exist as represented by the population of this study?
- E. What are the most frequently offered components of the American Indian Support Programs as reported by the program administrators/directors?
- F. What is the profile of those professionals who administer/direct the programs as reported by the survey respondents in this study?

The methodology used in this study consist of a cross-sectional design with a survey questionnaire used as the research instrument to obtain perceptive information from the Administrators/Directors of the American Indian Support Programs at four-year colleges and universities throughout the United States. The data will be reported in narrative form and in percentages and totals.

Limitations and Delimitations

The method used to establish the survey population of the American Indian Support Programs at public and private colleges and universities in the United States may limit the researcher's knowledge and awareness of programs that may exist elsewhere which will not be included in the study.

The narrowing of the study of American Indian Support Programs to four-year public and private institutions may exclude valuable information from the United States community college systems.

The narrowing of the study to American Indian Support Programs to four-year public and private institutions may exclude valuable information from the tribal college systems (27 community colleges).

The limitation to program administrators/directors as survey subjects does not permit direct input from the American Indian college students who may or may not use the services and participate in the activities offered by the American Indian Support Programs.

Limitations inherent in the survey design include subjects not taking the time to complete the survey questionnaire, several mailings are required, the researcher does not have an opportunity to clarify the written answers of subjects, and there is no

feedback from those who chose not to complete the survey questionnaire which may indicate a possible bias.

The survey instrument was sent to only those administrators with immediate responsibility of directing the American Indian Support Program at each institution.

The mailings of the questionnaire was sent simultaneously to all of the recipients.

The survey questionnaire was sent to all four-year institutions in the U.S. with an American Indian Support Program that the researcher was aware of at that time of this study.

Definition of Terms

American Indian -

Although academe has accepted the use of the term Native American as a more accurate description of this population, many individuals from this population prefer the use of their tribal or Indian Nation name. Also, many individuals from this population continue to use the terms American Indian or Indian to refer to themselves. These terms are supported by the Federal and State governments which continue to have

American Indian programs, ie the Bureau of Indian Affairs, State Commission on Indian Affairs. Therefore, the researcher thought it important to recognize this preference and use the term "American Indian" throughout this study in an attempt to avoid offending any of the subjects which may result in a low response rate.

American Indian student -

Individuals who are enrolled as students at a four-year college or university and who have self-identified as having an affiliation with an American Indian tribe.

American Indian

administrator/director -

Individuals who self-identify as having an affiliation with an American Indian tribe and hired by a college or university to administer/direct the American Indian Support Program and are directly responsible for the programming design, implementation and evaluation.



American Indian

Support Program -

Program created to serve American Indian college students in the areas of counseling, peer support, academic advising, tutorial services, and cultural/tribal enrichment through social and/or psycho-educational programming efforts. These programs include both the Multi-cultural and Minority programs with an American Indian programming component or a program which provides services to only American Indian college students.

Program participants -

American Indian college students who seek and receive services, attend and interact in the planned activities, and take part in social and/or cultural events, and psycho-educational programming efforts.

College or University -

A four-year public or private degree granting institution of higher education.



University budget -

Funding allocated to the university each year by the federal and state governments.

Grants -

Funding allocated to the programming unit by federal or state governments on a time limited basis for a specific project which requires a written proposal, or monies granted to the programming unit by a proposal being submitted to a foundation or corporation on a time limited bases with a submitted proposal required to renew funds for a continuation of the funding.



Summary

This study has been conducted to develop perceptions of the effectiveness of American Indian Support Programs as perceived by those professionals that administer/direct these programs. In addition, the various program designs and components will be discussed in the finding of this study as to the frequency of use, eligibility requirements, and the present needs of the American Indian college student as defined by the program administrators/ directors. The third focus of this study is an attempt to establish a brief profile of the professionals who administer/direct these programs by using the self reported data from the last section of the survey questionnaire.

An extensive literature review indicated this research may be beneficial in the future for the design, development, and implementation of programming efforts established at colleges and universities to address the needs of American Indian college students by providing appropriate supportive services.



CHAPTER 2

LITERATURE REVIEW

Introduction

An extensive review of the literature indicates education at all levels is critical to the American Indian population (Wright 1991). There is evidence of concern by the U.S. Department of Education, American Indian tribal leaders, and colleges and universities regarding the importance of education to the American Indian population. A final report completed in 1991 by the U.S. Department of Education entitled Indian Nations At Risk Task Force which indicates "native students have the highest high school dropout rate in the nation. Without education they are disempowered and disenfranchised from the U.S. dominant society."

Hill (1991) reports "American Indian people encounter greater levels of unemployment and economic disadvantage than any other group in American society. One key to changing these conditions is education." Wells (1991) surveyed tribal leaders who indicated, "education is without a doubt the key to Indian self-determination and cultural survival. Without knowledgeable tribal members, Indian tribes will continue to be dependent upon others for expertise and advice in several areas of tribal responsibility." The researcher views this evidence of shared concern from these various sources as positive in building an alliance to confront the many problems, obstacles and challenges experienced by American Indians in education at all levels. However, in particular, there

are more difficulties at the secondary and post secondary levels which will be briefly discussed in this chapter.

Problems at Secondary Level of Education

At the secondary level, the dropout rate is high for the American Indian high school population, which results in few going on to college. Therefore, it is important to briefly review the literature regarding this issue. Special programming efforts have been designed, developed and implemented for American Indian students at the secondary level. Many of these programming efforts have been put into place and have proven to be effective. Some of these programs have become institutionalized with the assistance from the American Indian tribes and communities, as well as the federal and state governments. The literature review provided examples of programs which have been particularly successful for high school students. Two of these programming efforts are 1) a study by Kleinfeld, Gade, and McLaughlin (1989), entitled Teaching Attitudes and Study Attitudes of Indian Education Students and a study by Hurlburt, Kroeker, Gade (1991), entitled Student Orientation, Persistence and Retention of Native Students: Implications for Confluent Education. Kleinfeld et. al. (1989) study examined the shift of Alaskan native students attending local high schools rather than boarding schools. This policy shift was a result of a lawsuit the Alaska Legal Services filed on behalf of 126 rural communities. Kleinfeld et. al. found "when Alaskan native students were permitted to attend high school in their remote villages rather than a boarding school a long distance from home, the numbers of rural high school graduates substantially increased from 300



in 1976 to 950 in 1984. Hurlburt et. al. (1991) found as a result of their survey study that the use of peer group mentoring, symbolic allegorical teaching tales, and cooperative group exercises revolving around real life issues contributed to a context where high school students are empowered and challenged according to their own individual developmental stage and learning style." These two examples of programming efforts at the secondary level emphasize the importance of field research and the value of change in policy. Also, these examples emphasize the beneficial aspects when consideration is given to the American Indian culture and value differences in the design, development and implementation of support programs.

The progress and effectiveness achieved in recognizing and meeting the needs of American Indian high school students by federal and state governments, tribal leaders and communities, and the colleges and universities are of importance. However, it is essential these programming efforts be evaluated and documented for future reference. This information may prove to be beneficial to educators and administrators concerned with making a valuable contribution at the secondary level of education. Also, they may gain insight into a more comprehensive resolution of the problematic issues of American Indian high school students. Additionally, the information may prove to be advantageous for college and university administrators. Post secondary institutions seeking to recruit and retain American Indian college students may find the documentation and evaluation of these programming efforts beneficial. The information may be helpful in discerning relevant and effective components that may be applicable, with adjustment and

modification, to programming efforts geared toward serving the American Indian college student population.

Post Secondary Level of Education

At the post secondary level of education, many colleges and universities have established American Indian Support Programs in an effort to meet the needs of American Indian students. These programming efforts vary with location of the program within the institution and the administrative structure, program design and implementation, number of staff, student eligibility requirements for participation, and the number of program components and services offered to the students.

The literature review supports the success of one program design that has proven effective, is the bridge program. An example of this program design is the American Indian Science and Engineering Society (AISES). The AISES programming efforts have experienced success for several years in preparing high school students who are entering colleges and universities to study in the area of science and engineering. Hill (1991) attributes the programs' success in three points; 1) value is placed on American Indian culture, 2) high expectations are emphasized, and 3) tribal needs and college achievement are stressed to the participants. A second type of bridge program design is discussed by Tierney (1991). He indicates "the components to successful support programs included a bridge program with a focus on assisting students in transferring from a two-year institution to a four-year institution." His point of view is relevant, since 50% of



American Indians attend two-year institutions.

Clark (1974), in his article entitled Higher Education Programs for American Indians, describes the characteristics of higher education programs for American Indian students at four universities in the United States. Although, the universities' size, structures and missions vary, all four institutions experienced success. Clark states, within 2-4 years after the inception of these four programs, the attrition rate among American Indian college students dropped to a level which was comparable or below the attrition rate of non-Indians. The major components of these four universities' programming efforts include; compensatory courses, flexible admission requirements, pre-college orientation, on reservation extension courses, financial support, option for an American Indian Studies minor, and support for Inter Cultural Programs. It is apparent that at these four institutions, the aforementioned programming efforts met some of the needs of the American Indian college students who were enrolled at these institutions during the time the study was conducted. The researcher has incorporated several questions regarding these particular programming efforts into this study. The results will be reviewed and discussed in Chapter Four.

Faculty Influence

In considering the significant influences regarding student retention and the college experience of American Indians, the faculty should not be overlooked. Hornett (1989) in his article entitled The Role of Faculty in Cultural Awareness and Retention of



American Indian College Students, indicates:

"the importance faculty can play in retaining students. For faculty, this means striving to provide for students' success by creating the best possible academic atmosphere. Most of the literature on the topic of retention has concentrated on support services, minority affairs programs or pre-college counseling. While, admittedly, those are important elements in the retention of minority students, the invaluable impact of classroom faculty deserves to be examined in a new light. They are the persons who can most directly affect the motivation and desire of American Indian students to remain in school. Faculty can set the standard for student success by creating an appropriate, positive academic environment. American Indian students need the recognition of a special faculty person who has sensitivity and awareness of cultural differences".

Current Needs of American Indian College Students

In the process of American Indian support programming design, development and implementation, consideration of the current needs of American Indian students is critical to the success of the program. Researchers indicate the American Indian college students have unique problems that need to be addressed by colleges and universities to increase retention and matriculation. For example, McMillin (1991) found many students are the first members of their families to go to college and often must travel great distances to attend. Secondly, Wright (1985) indicates American Indian students have particular needs of support services which can address their unique academic, social, cultural and psychological needs. In working to establish the relevant components of support programs for American Indian college students their cultural identity needs to be a major consideration. Hoffman, Sill, and Brokenleg (1986) found:

"many American Indian students have a strong sense of their cultural identity and are generally, although not always, oriented toward a set of values and goals which are different from those institutionalized in a college or university. The more successful students had a strong sense of



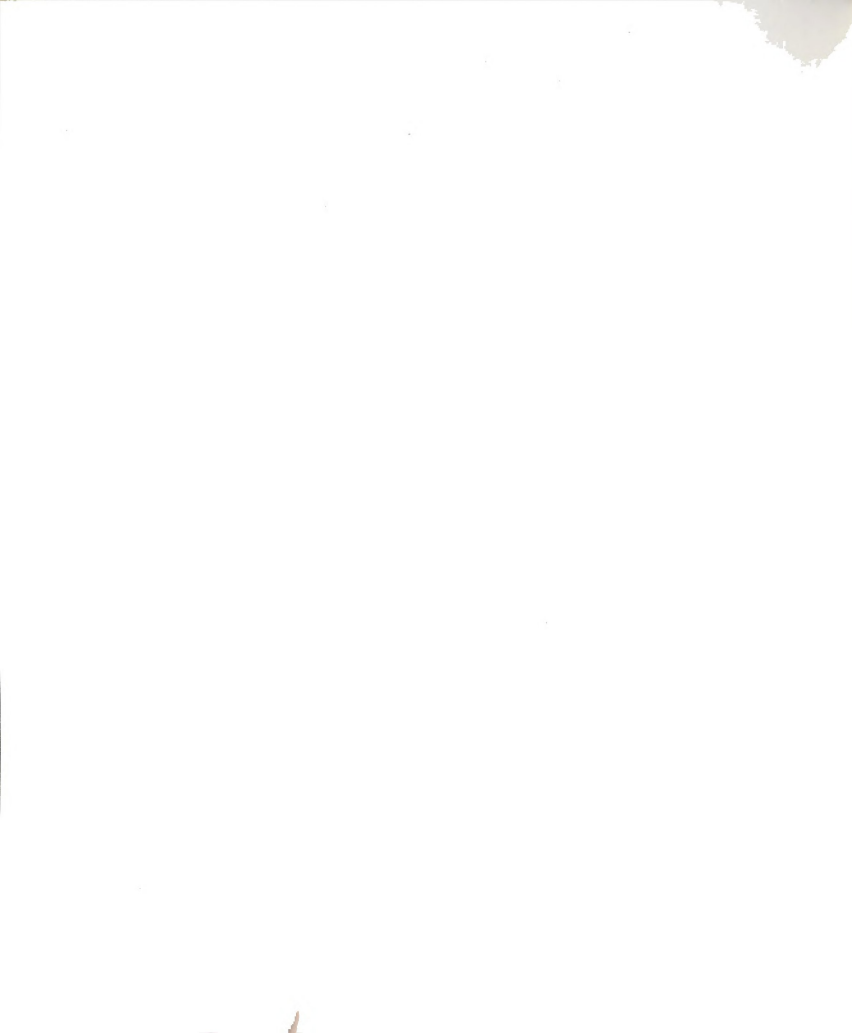
personal self-identity and confidence. Thus, traditional students seem to have a better chance for achievement in college than their non-traditional counterparts".

In addition to personal hardships and cultural differences, American Indian students experience racism. Huffman (1991) indicates the American Indian students share a perception of general campus hostility and thus an uneasiness with college. Encounters with racism serve to exacerbate this problem. Campus racism is as great an obstacle as any other hinderance." There are many challenges for the American Indian student to overcome at the post secondary level, if they are to achieve their educational goals. Some colleges and universities are responding by addressing the American Indian students' needs and experiencing some success with various programming efforts. The researcher will attempt to examine both the current needs of American Indian students and the programming efforts already in place from the prospective of the respondents of the survey conducted for this study.

White House Conference on Indian Education

In a collaborative effort, American Indian representatives concerned with the educational needs of the American Indian population in the U.S. and the U.S. Department of Education held the Fifth White House Conference on Indian Education in May of 1992.

The following recommendations were made to colleges and universities in the Final Report of the White House Conference on Indian Education (Volumes One and Two, 1992):



expand student aid to non-tuition areas

summer and post graduation placement

single parent support

more outreach for American Indian and Alaskan native student recruitment

new entities established, i.e. heritage centers

counseling and advising

mentoring programs

peer counseling

tutoring programs

address needs of older students

placement opportunities

develop the preservation values and beliefs that contributed to American Indian survival as a people

The American Indian Support Programs currently in place at colleges and universities throughout the United States have made attempts to incorporate some of the above recommendations into their programming efforts. However, there appears to be considerably more that could be accomplished, if these programs received the full support of the institution.

It is apparent by the review of the literature that an increase in participation in education at all levels is crucial for the future of the American Indian population. Especially at the secondary and post secondary levels. There is an awareness of the educational needs of



American Indians by tribal leaders, American Indian communities, federal and state governments and educational institutions. Attempts are being made to address the unique needs of the American Indian high school and college students. One approach is with support services programming efforts that are currently in place. The researcher chose to conduct a study of these support programs at the post secondary level of education may provide relevant information in the area of American Indian Support Program design.

Chapter 3 will provide a description of the methodology implemented for this study of American Indian Support Programs at Public and Private Colleges and Universities in the United States.



METHODOLOGY

This chapter describes the methodology used in this study. Included is a description of the sample, pretest procedures, the survey instrument used in data gathering, and the collection procedures.

Description of Sample

The population surveyed was selected by reviewing various Public and Private college and university catalogues to gain information on institutions offering American Indian Support Programs on various campuses. In addition, a Racial and Ethnic Enrollment Table indicating the 1991-92 enrollment was reviewed to locate institutions that have American Indian populations, and therefore, may have some type of American Indian Support Program on their campuses. This information was presented in The Chronicle of Higher Education, March 18, 1992. A list of colleges and universities in the United States was presented by state, name, and the number of minority students enrolled in each institution. Then the researcher located the address and telephone number from a directory of colleges and universities and a list was compiled for future contact. These institutions' information telephone numbers were used by the researcher to inquire as to whether the institution had an American Indian Support Program on the campus. If the response was positive, a contact person, correct address, and telephone number was requested and received from each institution. The population for this study of American Indian Support Programs on



campuses in the United States consisted of one hundred and twenty-five programs. The administrators/directors of these programs were sent a survey questionnaire by first class mail on three scheduled mailing dates. The number of completed survey questionnaires returned for this study total 56 respondents.

Instrument

The survey instrument designed to collect the data was an 11 page questionnaire which was mailed to each program administrator/director. The questionnaire had three major sections, the first section was aimed at obtaining general information regarding the college or university, the second section was designed to obtain information on specific aspects of the program, and the third section was designed to profile the administrators/directors of these programs.

The questions for each section reflects an extensive literature review on American Indian college students and their needs, a review of program descriptive materials from existing American Indian Support Programs at Northern Arizona University, the University of California, Dartmouth College, and Bemiji State College, and the researcher's professional experience in working with American Indian college students. In addition to these sources of information regarding the needs of American Indian students and the need for American Indian Support Programs, the researcher facilitated an informal round table discussion on July 20, 1992, with five American Indian professionals who are currently or have been employed by Michigan State University. Each of these professionals has

an expertise in working with American Indian college students. One member is currently employed by the Lansing School District as a coordinator of activities and supportive services for American Indian high school students. The information gathered at this three-hour session was integrated into the developmental process of formulating the questions to be included in the questionnaire (See Appendix A).

American Indian Design on the Questionnaire

The rationale for using an American Indian artistic design (by Violet C. Cross) at the top of the questionnaire is in response to the fact that many American Indian organizations and programs have an American Indian design on their stationery as a way to identify with their culture and organization. Therefore, the researcher thought it would be appropriate to use a design to convey an identity with the American Indian community and to draw the respondents' attention to the instrument from other documents they received by mail.

Pretest Procedures

The pretest was conducted by hand delivering the survey questionnaire to twelve individuals after they were contacted by the researcher either in person or by telephone and informed as to what their participation was to be and the rationale for the study. In addition to an envelope with the questionnaire enclosed, the following statement was attached to the questionnaire (See Appendix B).



The twelve subjects who participated in completing the survey instrument were professionals at a four-year public university in the student services division. Five were males and seven were females. All have master's degrees and two have PhD's. Six were Caucasian who had previously worked in American Indian programs. The pretest population would have been a population of only American Indian professionals working in the area of higher education at four-year public or private colleges or universities. A population exclusively of American Indian subjects may have provided more input from individuals who are more like the subjects in the population surveyed in this study.

All twelve subjects completed and returned the survey questionnaire. They indicated the questionnaire took between 15 to 25 minutes to complete, the average time being 20 minutes. Upon receiving this information, the researcher decided to leave the stated time for completion of 25 minutes on the directions of the instrument. Ten subjects indicated typographical errors on pages 7 and 8, which were corrected. One individual indicated a lack of a category for "all American Indians enrolled." This category was not added because the respondent could check both self identified and tribal affiliation which would then be inclusive of "all American Indian students." One individual indicated he liked the layout of the questionnaire and thought the booklet format made it appear professional. There were no complaints of items being unclear, with the exception of the questions that had the typographical errors which made the question read unclear.



Method of Data Collection

The instrument was mailed first class in an 8 1/2 x 11 envelope to each subject in the survey population. The envelope included a letter of transmittal and a return self-addressed, postage paid envelop. The return date was stated on both the questionnaire and the letter of transmittal. Within five days a reminder letter was sent to each subject. The reminder letter served to encourage those who did not complete and return the survey questionnaire to do so. The second mailing was sent two weeks after the first mailing. The second mailing was sent first class, with a change in the wording of the letter of transmittal. A week after the second mailing, long distance telephone calls were made to inquire if the subject received the mailing(s) and to encourage he/she to complete and return the questionnaire. When the telephone contacts were made, if the subjects indicated they had not received or had misplaced the questionnaire a duplicate copy of the survey questionnaire was immediately sent to them. A third mailing was sent with a third letter of transmittal by certified mail. After the third mailing, if there was no response the subject was not approached again.

Data Analysis

The data analysis for this study was reported both in percentages and narrative form. Conclusions regarding program development and student participation were drawn from the responses the subjects indicated on the survey instruments regarding the programs they currently administer.



DATA ANALYSIS

This Cross-Sectional Study of Selected Four Year Public and Private Colleges and Universities in the United States with American Indian Support Programs was conducted to obtain data from the perspective of the program administrators/directors. This study is a one time study. A survey questionnaire was designed as the research instrument used to query the respondents to gather general information. The information that was shared by the respondents included general information about the host institutions, the location of the institution where the programs were located, methods use to determine student eligibility for services, program components, student needs, program effectiveness and methods of evaluating the American Indian Support Programs. The survey questionnaire was also designed to collect relevant background data to create a profile of these professionals.

In the development of this study six research questions were compiled and constitute the focus of this study. These questions are lettered A through F, and are addressed in alphabetical order. The analysis of the data the respondents provided are presented in this chapter.



American Indian Support Programs Effect Retention and Matriculation

Question A.

As perceived by the program administrators/directors, are the American Indian Support Programs impacting on the rates of retention and matriculation of American Indian college students?

In response to this question, the administrators/directors indicated the American Indian Support Programs were succeeding at increasing the retention and matriculation of American Indian college students. The data collected supports this assertion. The data also indicates for the 1991-92 academic year, a total of 5,735 American Indian college students were served by these American Indian Support Programs. Although this number may appear low, in consideration of the total number of American Indians enrolled at public and private universities 48,000, the number served by these American Indian Support Programs was significant.

When the respondents were asked to rate the effectiveness of their programs on a scale of 1-10, 1 being the lowest selection and 10 being the highest selection of rating, the average response was 7.22. With a means of 5.0, the results indicate the respondents have a belief that their programs are experienced an above average rate of effectiveness in regard to providing support services to American Indian college students.



In the survey questionnaire, each respondent was asked to respond to a series of four questions in relation to the change, increase or decrease in the number of full time employees (FTE's) in their programs, the American Indian students enrollment rate, the retention rate, and the graduation rate. The subjects responses are indicated in the Table 1.

Table 1

Respondents Perception of Change in Factors Since the Inception of the American Indian Support Program

Factors	Increased	Decreased	Remained Unchanged	Total
# of FTE's	(23) 41%	(11) 20%	(22) 39%	(56) 100%
A.I. Student Enrollment Rate	(40) 71%	(5) 10%	(11) 19%	(56) 100%
A.I. Student Retention Rate	(39) 70%	(6) 11%	(11) 19%	(56) 100%
A.I. Student Graduation Rate	(34) 61%	(6) 11%	(16) 28%	(56) 100%

The data in Table 1 represents the perception of the respondents. The data indicates, since the inception of the American Indian Support Programs, the number of Full Time Employees (FTE's) increased by 41%, decreased by 20% and remained unchanged by 39%. This may be evidence of the wave of decrease in funding for many student support programs at colleges and universities throughout the United States. The decrease in funding for this type of programming may be the result of the overall economic difficulties in the country. However, despite the lack of significant increases in the area



of staffing, the American Indian Support Programs have experienced some evidence of effectiveness per the responses to the following three questions in this series.

Since the inception of the American Indian Support Programs 40 respondents indicated that the American Indian college students enrollment increased, at their respective institutions. In addition to the respondents indicating an increase in American Indian student enrollment since the inception of the program, 5 respondents indicated a decrease and 11 respondents indicated the enrollment had remained the unchanged for their institutions.

The third question in this series of four, focused on the rate of retention of American Indian college students. Each respondent was asked to indicate whether their institution reported an increased, decreased or no change in the retention rate since the inception of the American Indian Support Program. Thirty-nine respondents indicated that the retention had increased at their respective institutions since the inception of the American Indian Support Program. This increase may be due to some of the programming efforts that focus on the current needs of American Indian college students in the areas of personal, cultural, social and financial concerns. Six respondents indicated a decrease and 11 of the respondents reported their institution retention rate has remained unchanged. One can only speculate as to the rationale for the decrease in retention for these institutions. Again funding and staffing may be the primary issues.



The fourth question in this series, asked, "has the number of American Indian college students graduation rate at your institution increased, decreased or remained unchanged since the inception of the American Indian Support Program? Thirty-four respondents indicated an increase in the graduation rate of American Indian college students at their institutions. Six respondents indicated a decrease and 16 respondents indicated the graduation rates remained unchanged for American Indian college students at their institutions.

There is an indication of improvement in the graduation rate at the host institutions since the inception of the American Indian Support Programs, which may be the result of effective programming efforts to develop support for the students in the areas of financial aid advising, peer counseling, work study opportunities, internship opportunities, etc.

It is difficult to provide a rationale as to the numbers representing a decrease or the numbers representing remained unchanged in the series of four questions. However, the most significant decrease and lack of increase was in the number of full time employees (FTE's) within the American Indian Support Programs. Therefore, a direct link may be made to the American Indian students' enrollment rate, retention rate and graduation rate. If there is not adequate staffing to provide the needed programming efforts to address the needs of the American Indian students, the result may be the overall program may remain unchanged or perhaps decline over time.



The American Indian Support Programs effectiveness is dependent on the administrators/directors of these programs being aware of various aspects that effect the quality of their programs. The respondents, when asked what they felt the three most important factors for the effectiveness of their programs, they most frequently selected the following three responses in rank order.

	# of Respondents	% of Total
1. Institutional support - philosophical and financial	(12)	21%
2. Adequate and qualified American Indian staff	(11)	20%
3. Community connection (American Indian reservations, tribal officials, and students in the campus communities)	(7)	13%

Institutional support in both the areas of philosophical and financial was ranked number one in the factors for effective programming. The respondents felt the support should come from "the top down" meaning the Office of the President of the host institution. They indicated without the support coming from the top, the administration of these institutions were mainly providing "lip service" in regard to providing services to address the needs and issues of American Indian college students. When the respondents were asked to rate the institutional support on a scale of 1 - 10, with 1 being the least amount of support and 10 the most, the average response was 6.37. With a means of 5.0, the response indicates the administrators/directors of the programs believe they have, an above average level of support from the administration of the host institution. The institutional support is crucial to the success of the American Indian Support Programs. As previously stated in the literature review, by Trujillo (1987), "if the student support program has the



full institutional support and is adequately funded and staffed, the program will be able to enhance the educational success of the minority students that are recruited to the college or university."

The second most frequent response to the question of important factors for the effectiveness of the American Indian Support Program is adequate and qualified American Indian staff. The staff needs to be qualified and creative to be able to meet the unique needs of the American Indian students. Additionally, the number of full time employees (FTE's) for these programs need to be adequate. Minimal progress can be made if there is not adequate staff to develop programming efforts to address the needs of the American Indian students at the host institution.

The third response to the question of important factors for the effectiveness of American Indian Support Programs was community connection (American Indian reservations, tribal officials, and students in the campus communities). This is an indication of the importance the American Indian culture and communities contribute to the lives of American Indian college students. The administrators /directors are aware of the importance of being able to network within the American Indian communities to create a supportive and culturally relevant environment for the American Indian college students.

These three responses indicate the awareness the administrators/directors have regarding the importance of institutional support from the top administration, the value in



networking with the American Indian communities, and having adequate and qualified staff to be able to carry forward the mission of the program in assisting American Indian college students in attaining their educational goals.

The researcher thought it important to ask the respondents a question that went beyond their own programming efforts and to speculate as to what changes may be beneficial in the area of American Indian Support Programs. Therefore, the following question was presented to the administrators/directors. "In general, if you could make changes in American Indian Support Programming, what would you do?" The following responses were most frequently given in rank order to this question.

	# of Respondents	% of Total
1. Increase American Indian Staff	(14)	25%
2. Help American Indian youth prepare for college at an earlier age	(12)	21%
3. Provide additional support services for American Indian college students	(8)	14%

Again, the first response for the administrators/directors of these American Indian Support Programs was to increase the American Indian staff. It is difficult to create programming efforts that will benefit American Indian college students, if there is not adequate staff to provide the follow through and evaluation of the programming efforts. Many of the institutions expect the current American Indian Support Program staff to continue to meet the needs of American Indian college students without consideration to the increase in the numbers being served or the diverse number of services needed to assist the current



American Indian student population.

The second most frequent response to the question of making changes in the American Indian Support Programming efforts was to assist the American Indian youth in preparing for college at an earlier age. The American Indian Support Programs could best address this issue by providing input for the programming efforts that are administered at the secondary level of education. If more impact is made at the secondary level, the number of programming components needed at the post secondary level may be less. Also, the American Indian Support Program staff may assist in this area by becoming role models for the American Indian youth.

The third most frequent response to the question of making changes in the American Indian Support Programming efforts was to provide additional support services for American Indian college students. The administrators/directors are aware that the needs of the American Indian college student population are varied by the diversity within this population. The American Indian students may vary significantly in age, level of acculturation, tribal differences, background origins such as urban, rural, and reservation life, etc. Therefore, the services offered to the American Indian college student population needs to address several factors.

The responses were positive in answering the question, "Are American Indian Support Programs succeeding at increasing the retention and matriculation rates of American



Indian college students as perceived by the program administrators/ directors?". There is an increase in American Indian student rates of enrollment, retention and graduation. The administrators/directors are aware of what is necessary to create an effective program and are providing supportive services to assist the American Indian college students in their academic careers.

American Indian Students Receiving Services

Question B.

Are the American Indian college students accessing and receiving assistance from these programs as perceived by the administrators/directors of these programs?

The focus of the data collected in this section of the study was in the area of student awareness of the American Indian Support Program, the eligibility requirements used to select American Indian college students to receive services, and how programs were evaluated for effectiveness from the perspective of the administrators/directors. Table 2 provides data on the methods used to develop American Indian student awareness of the American Indian Support Programs on the various campuses.

Table 2

Awareness of American Indian Support Programs# of Respondents
Indicating Method
Used

American Indian Support Program is described in the general college catalog	(42) 79%
Students are informed by letter during admission process after they have self-identified on their application for admission	(42) 79%
Letters sent to all American Indian students enrolled at the College or University regarding the American Indian Support Program	(38) 72%
Students are sent an informational brochure after they have enrolled informing them of the services	(34) 64%
Other-campus newspaper, newsletters, orientations, tribal schools/officials, phone calls, student indian club/organizations, TV, alumni, trips to reservations, recruitment campaigns, info. booths at pow wows.	(36) 67%

Note: 3 respondents did not provide an answer to this question

The respondents indicated the American Indian Support Programs are described in the general college or university catalog to provide incoming students with an awareness of the existence of the programs. In addition, an equal number of these programs use an informational letter sent to those students who are admitted to the college or university and who have self identified as being American Indian. The third response to this question of program awareness was the mailing of an informational brochure to the American Indian colleges students after they were enrolled at the institution. The brochures provided information as to the programs existence and services available to students. The fourth response to the question of creating an awareness of the American

Indian Support Programs included a variety of methods which are listed in Table 2 in the "other" category.

The question of the methods of creating an awareness of the American Indian Support Programs is important in addressing Question B. It is apparent that the American Indian college students must first be aware of the American Indian Support Programs before they can consider accessing the programs for assistance and services.

The second factor to be considered in response to question B, "are American Indian students accessing and receiving assistance from these programs as perceived by the administrators/directors?", is the method of how the determination is made as to the eligibility requirements of the students who receiving services. Table 3 provides information on the methods used to determine the eligibility requirements of the American Indian students who are accessing and receiving services from the American Indian Support Programs.



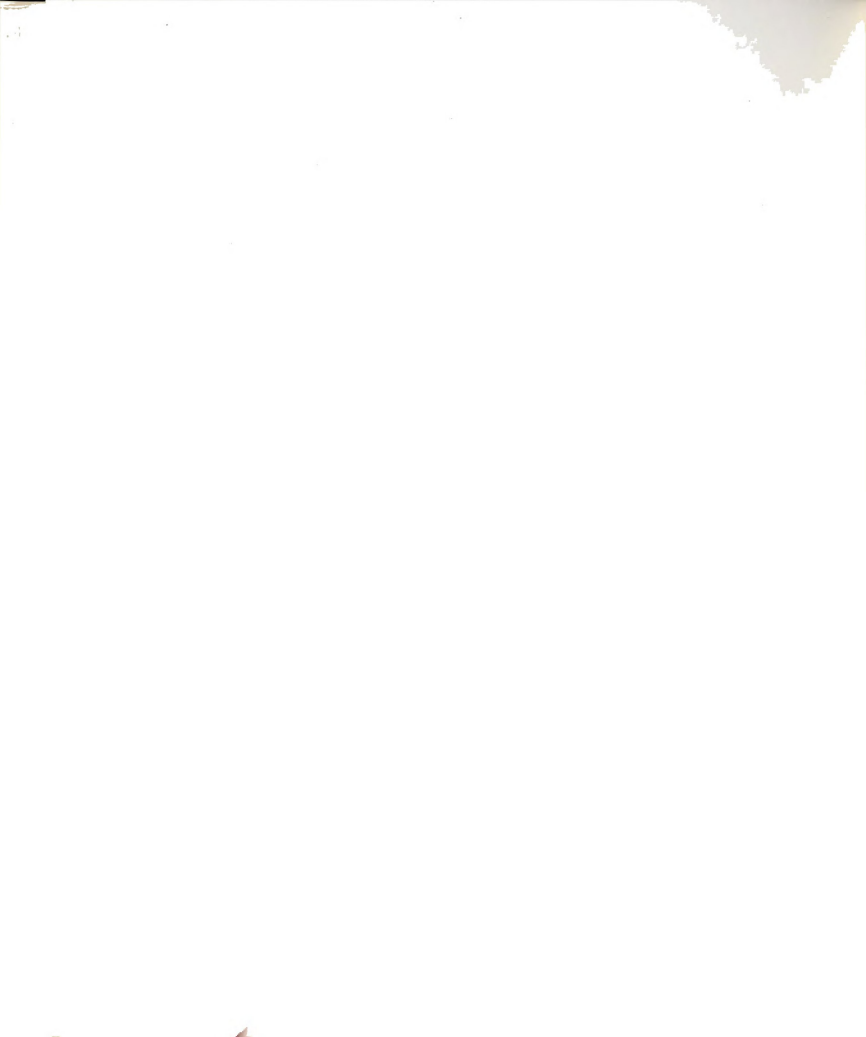
Table 3

Program Eligibility Requirements# of Respondents
Indicating Factors
as a Requirement
for Eligibility

All American Indians enrolled at college or university	37
American Indian tribal affiliations (self-identified)	28
Students are undergraduates	24
High school grade point average (GPA)	17
Graduate students	16
American Indian tribal affiliation (documented)	14
First generation college students	9
SAT or ACT scores	8
Students who are bi-lingual (tribal language)	8
Requirement of a Special Admissions Program	7
Type of high school academic program (general academic/trades vs college preparatory)	4
Academic probation	4
Student/family financial status	4
Enrolled in remedial courses	3
Number of credits carried	3
OTHER - open door policy, enrolled in voc ed program, referrals by H.S. counselors, degree in health program, any Native or Rural student, self-select, career in teaching or social work, Counselors	12

Note: 4 respondents did not provide an answer to this question

The first, second, and sixth response to the question of program eligibility requirements focused on the students being American Indian. And the third response as to the students



being undergraduates, which make these factors appear positive in the attempt to be inclusive for the American Indian college students. However, some of the other factors that are given consideration, such as the students' high school GPA, SAT or ACT scores, bi-lingual, etc., tends to limit the number of eligible students. The students who are American Indian but don't fit other criteria for eligibility may not be able to receive services even though they may present themselves at the door of the American Indian Support Program. Therefore, it is difficult to assess whether the majority of American Indian students who seeking services are, in fact eligible to receive services from the American Indian Support Programs even though they may be accessing the programs.

A third aspect to consider in the response to the question of American Indian college students accessing and receiving assistance from these programs is to consider how the program administrators /directors evaluate the effectiveness of the program and the criteria used to conduct the evaluation. The respondents were asked how their programs were evaluated for effectiveness. They indicated several methods were used to determine the effectiveness of the American Indian Support Program. These methods are indicated in Table 4.



Table 4

Program Evaluation of Effectiveness Based on the Following Factors # of Respondents
Indicating Factors
Used to Evaluate
Programs

Number of participants who graduate	(38) 76%
Number of students retained at the institution	(38) 76%
Student Grade Point Average (GPA)	(35) 70%
Number of times students have participated in activities/services offered by program	(20) 40%
Participants' involvement in the American Indian student Organization on campus	(19) 38%
Participants seek and perform in leadership roles	(14) 28%
Other-courses enrolled in must be required for general education, employment referral & follow up, none, not yet decided	(11) 22%

Note: 6 respondents did not provide an answer to this question

Thirty-eight of the respondents indicated they evaluated their programming efforts on the number of participants who graduate and the number of students who are retained at the institution. The third method used to evaluate the program effectiveness is the students grade point average. The remainder of the methods of evaluation include student participation in program activities and services, and participation in student organizations. There were additional methods of evaluation considered in the "other" category.

In response to Question B, the administrators/directors of the American Indian Support Programs were positive in their response to this question. They have developed methods to create an awareness of the American Indian Support Programs for the American Indian



college students, they have established criteria for eligibility for the participation in the services offered by the programs, and they have developed a standard methods of evaluation to determine the effectiveness of their programs.

American Indian Support Programs - Financial Resources

Question C.

How are the American Indian Support Programs funded as represented by the population of this study?

Researchers indicate the importance of the American Indian Support Program being funded by the institution as a line item in the annual College or University budget to reflect a strong commitment to the program by the institution. The respondents to the survey indicated the following sources of funding for their American Indian Support Programs.



Table 5

Source(s) of Funding for American Indian Support Programs

Line item in the University budget - only source	(23) 43%
Line item in the University Budget - other source(s)	(24) 44%
Are not Line item in University Budget	(7) 13%
Federal grants	(12) 22%
State grants	(9) 16%
Corporate grants	(4) 7%
Foundation Grants	(9) 16%
Combination of Sources	(27) 50%
OTHER - local grants, Indian Nation contribution, target grants, University grants, special request to President's office	(6) 11%

Note: 2 respondents did not provide an answer to this question

The number of American Indian Support Programs with line item budgets from the college or university is significant. Also, 50% of the respondents indicated a combination of funding sources for their American Indian Support Programs.

Location and Number of American Indian Support Programs

Question D.

Where are the programs located and how many exist as represented by the population of this study?

The 56 respondents to the survey are represented by the following states and the number of American Indian Support Programs per state are listed in Table 6.

Table 6

<u>States with an American Indian Support Program at a College or University</u>	<u>Number of Programs per State</u>
Arizona	8
New Mexico	5
Oklahoma	5
South Dakota	5
Minnesota	4
California	4
Michigan	3
Montana	3
Colorado	2
North Dakota	2
Utah	2
Washington	2
New York	2
Texas	1
Nebraska	1
Massachusetts	1
Hew Hampshire	1
Idaho	1
Oregon	1
Arkansas	1
Wisconsin	1
Washington	1



The awareness of the location and number of American Indian Support Programs may be beneficial to educators and to the American Indian students in assessing the various institutions commitment to programming efforts for American Indian college students.

Therefore, this information was included in this study and reported in Table 6.

American Indian Support Programs - Components

Question E.

What are the most frequently offered components of the American Indian Support Programs as reported by the program administrators/directors?

The frequency of program components are listed in Table 7, which represents the respondents answers to question E.

Table 7

<u>American Indian Support Program Components</u>	Number Selecting Response
Introduction to library services	(16) 29%
American Indian alumni involvement	(15) 27%
Summer Visitation Programs for high school students	(14) 25%
Student study groups	(13) 23%
Peer Counseling	(12) 21%
Internship opportunities	(11) 20%
Tutorial services	(10) 18%
Work study opportunities	(9) 16%
Mentoring	(8) 14%



Career resource information	(7) 13%
Study skills and time management training	(6) 11%
Academic advising	(5) 9%
Ability to monitor grades and student progress	(4) 7%
Social activities (feasts, parties, dances, etc.)	(3) 5%
Financial aid advising/financial management	(2) 4%
Personal and social counseling	(1) 2%
OTHER - Which included the following responses: Student group Pre college summer math camp Liaison to resources Work with home communities Tribal outreach-community development Short term loans Small classes Advising the student organization Computer resource lab Eagle feather ceremony, pow wow Scheduling and meeting with tribal higher education officials on campus Employment referral and follow up Scholarship information Lecture series/conferences Cultural empowerment	(15) 27%

The responses to the question of the frequency of program components indicates the variety of services offered to American Indian college students by the American Indian Support Programs at colleges and universities. As stated in the literature review the American Indian Support Programs need to be adequately funded and to be most beneficial the programs need to be comprehensive. These programs need to address the academic, personal, social, and cultural needs of the students. The responses to this

question demonstrate an attempt for programming that is comprehensive, however, the most frequently used components address only the academic area.

In addition to the respondents indicating the frequency of programs offered, the administrators/directors were then asked to rank order the three components of their programs which received the most participation. The following three responses were given as the most frequently used programs by American Indian college students.

	# of Respondents	% of Total
1. Academic Advising	(9)	16%
2. Tutorial Services	(7)	13%
3. Financial Aid Advisement	(5)	9%

The responses to the question of the components that receive the most participation are clearly not the components that are most frequently offered by the American Indian Support Programs. The most frequently used program components are academic advising, the tutorial services and the financial aid advisement, which rank 12th, 7th, and 15th respectively, in the listing of program components most frequently offered by the American Indian Support Programs.

In addition to the question of what were the most frequently used program components, the respondents were asked, in their opinion, "what are the three most important components, in rank order, of a successful American Indian Support Program?" The

following components were indicated as most important by the respondents.

	# of Respondents	% of Total
1. Institutional Support - Financial and Philosophical	(15)	27%
2. Qualified and Culturally Sensitive Staff	(7)	13%
3. Student Participation	(5)	9%

It is obvious that the three items listed are not program components, but factors that would definitely affect the programming efforts for the American Indian Support Programs.

Factors 1 and 2 are reflective of the responses given to the question previously asked regarding "the three most important factors for the effectiveness of their programs." The third response differing in regard to community involvement as oppose to student participation. It is obvious the three responses are concerns for the administrators/directors and that is perhaps why the responses are repeated as the answers for this question.

In addition to the importance of program components that currently exist, those that received the most frequent participation, and those the respondents indicated as most important, the researcher thought it relevant to consider the factors that contribute to the high attrition rate of American Indian college students. These factors are listed in rank order in Table 8.



Table 8

Attrition Factor	# of Responses
Financial difficulties	39
Culture shock, value differences	30
Family issues	24
Lack of high school preparation	19
Academic issues	17
Lack of knowledge of how to access the college or university system	15
Family health issues	5
Hours students work	4
Personal health issues	2
Number of credits carried per term/semester	0
OTHER -Not taking advantage of the cultural community on campus, very poor advice from host school as a system and many of the Indian Ed. Programs. Lack of competitive skills in the classroom (research, technical writing, participation). Lack of commitment to getting a degree, reservation high schools do not do a good job of educating or encouraging youth for college.	5

The number one response to the factors that relates to American Indian college students' attrition rate is financial difficulties. This would then support the response to the question regarding the most frequently used program component being financial aid advisement. The second factor indicated as needing to be addressed to reduce the attrition rate is that of culture shock and value differences. Most of the American Indian Support Programs are currently addressing the academic needs of the American Indian college students, with the cultural issues and value differences being addressed much less. The academic



advising that is being offered as a program component by many of the American Indian Support Programs is appropriate to address the factors ranked fourth, fifth and sixth. The remaining factors may well be address by those program components already in place.

American Indian Support Program - Administrator/Director Profile

Question F.

What is the profile of those professionals who administer/direct the programs as reported by the survey respondents in this study?

The third section of the survey questionnaire was designed to provide a brief profile of the professionals who currently administer/direct the American Indian Support Programs from the data obtained from the respondents. Of the total respondents (N-56), there were 29 (52%) males and 27 (48%) females.

Forty-seven respondents are employed 12 months of the academic year, four respondents for 10 months, and three respondents for 9 months of the academic year. Tables 9 through 15 will provide a brief summary of the responses of the administrators/directors that reflect their answers to the questions in the third section of the survey questionnaire.



Table 9

Tribal Affiliation of Respondents# of
Respondents

Cherokee	1
Chippewa and Cree (Rocky Boys Reservation)	1
Chippewa (Turtle Mountain)	2
Chippewa (Minnesota)	2
Chippewa	3
Comanche	2
Comanche and Cherokee	1
Comanche and Creek	1
Coeur d' Alene	1
Dakota	1
Flathead	1
Hopi	1
Karuk	1
Kiowa and Cherokee	1
Mohawk	1
Muscogee Cree	1
Navajo	2
Northern Cheyenne	1
Ottawa	1
Penebscot	1
Pueblo	1
Quapaw-Cherokee	1
Salish and Kooteraí, Flathead Indian Reservation	1
San Carlos Apache	1
Seminole	1



Shoshone	1
Sioux Yates	1
Taos Pueblo	1
Tlingit	1
Tlingit and Nicola	1
Wailaki	1
Winnebago Ho Chunga NE	1
Wyandotte	1
Yurok	1

Note: 7 respondents did not answer this question, 6 indicated none and 3 indicated n/a.

In response to the question regarding tribal affiliation, there are thirty-three tribes represented by the respondents in this the survey. Although, there are tribes in the United States with many more members than others, no one tribe dominates in the tribal affiliation of the administrators/directors of the American Indian Support Programs represented in this study.

Some of the respondents that did not indicate a tribal affiliation provided information indicating they were from a different racial/ethnic group. Perhaps, that is why there were 7 respondents that did not answer the question, because there was no category provided for other racial/ethnic groups.

The next question was designed to reflect the number of administrators/directors that were in positions that offered tenure status. Table 10 provides an overview of the various types



of tenure status by gender and in total. It is obvious that the male respondents have more tenured positions as administrators/directors of the American Indian Support Programs than their female counterparts.

Table 10

Tenure Status of Respondents

Tenure Status	Male	Female	Total
Tenure	(8) 16%	(2) 4%	(10) 20%
Non-Tenure	(5) 11%	(1) 2%	(6) 13%
Not in Tenure Track	(12) 25%	(20) 41%	(32) 66%
Endowed Chair	(0) 0%	(1) 1%	(1) 1%
Totals	(25) 52%	(24) 48%	(49) 100%

Note: 7 respondents did not answer this question.

The respondents were asked their employment status in terms of full time or part time. The literature reviewed for this study indicated that many of these programs were being administered and directed by individuals on a part-time employment basis. However, it is apparent from the responses received in this survey, the majority of the administrators/directors are employed on a full time bases as shown in Table 11.



Table 11

Employment Status of Respondents

Employment Status	Male	Female	Totals
Full-Time	(28) 53%	(23) 43%	(51) 96%
Part-Time	(0) 0%	(2) 4%	(2) 4%

Note: 3 respondents did not answer this question.

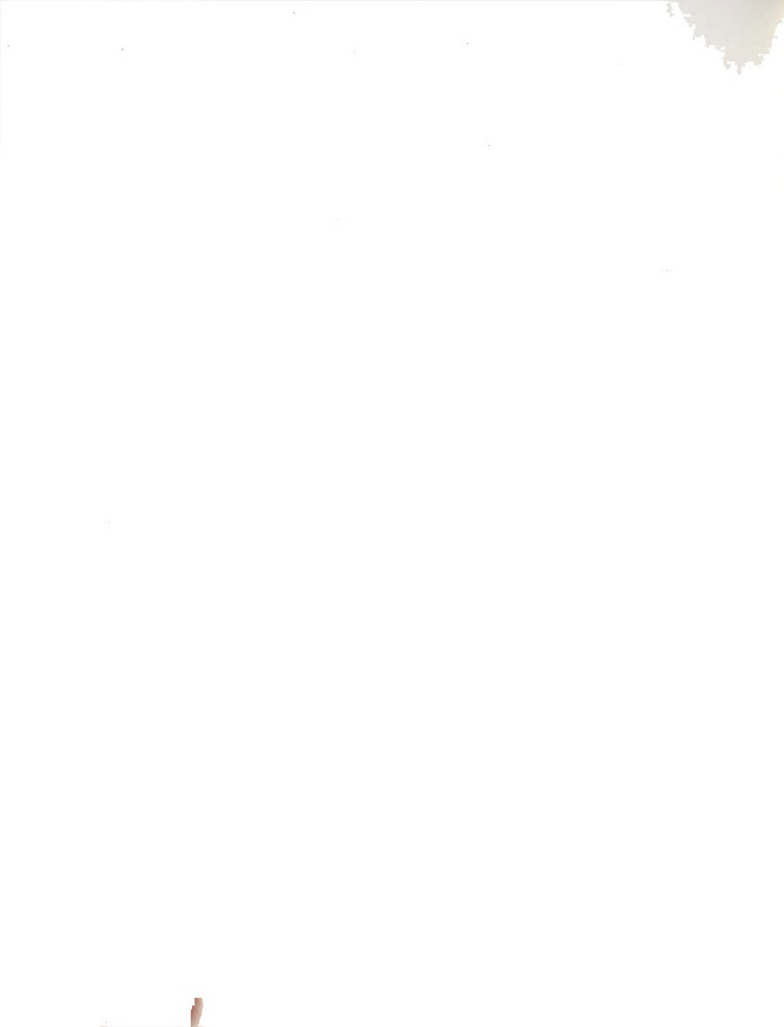
The administrators/directors were asked to indicate their highest degree attained at the time of the survey. Upon reviewing Table 12, it become apparent that the male respondents have considerably higher numbers for the Ph.D.'s than their female respondents. It then become evident why there are more males with tenure status and in a tenure track than the number of females.

Table 12

Highest Degree Attained by Respondents

Highest Degree Attained	Male	Female	Total
Associate	(0) 0%	(2) 4%	(2) 4%
Bachelor	(6) 11%	(5) 9%	(11) 21%
Master	(11) 21%	(14) 26%	(25) 45%
Ph.D.	(11) 21%	(3) 6%	(14) 26%
Law	(0) 0%	(1) 1%	(1) 1%

Note: 3 respondents did not answer this question.



The literature review indicated that many of the American Indian Support Programs were administered/directed by professionals who were just beginning their careers with no work experience in the area of American Indian Education at the elementary, secondary or post secondary level. However, the responses to the question of previous work experience(s) as represented in Table 13, indicate that only 18 (32%) of the respondents had no previous work experience in the area of American Indian Education.

Table 13

Type of Previous Work Experience in American Indian Education

Previous Work Experience	Male	Female	Total
Academic	(5) 71%	(2) 29%	(7) 100%
Support Services	(4) 29%	(10) 71%	(14) 100%
Administrative	(5) 71%	(2) 29%	(7) 100%
Academic & Supportive Services	(2) 67%	(1) 33%	(3) 100%
Academic & Administrative	(1) 50%	(1) 50%	(2) 100%
Support Services & Administrative	(2) 40%	(3) 60%	(5) 100%
No previous work experience in American Indian Education	(8) 44%	(10) 56%	(18) 100%
Total	(27) 48%	(29) 52%	(56) 100%

As previously noted many of the administrators/directors indicated the importance of institutional commitment from the top administration, and therefore the researcher thought it important to ask the respondents who they directly reported to in their current positions.



Table 14 indicates only 7% are reporting directly to the office of the college or university president. This may be an indication as to why the respondents have indicated the need for support from the top administration not only financially, but philosophically.

Table 14

Respondents Report Directly to Administrator

Position/Title	Number Reporting To the Position/ Title
Office of the College or University President	(4) 7%
Vice Chancellor/Provost	(5) 9%
Vice President of Student Services	(6) 11%
Vice President of Academic Affairs	(3) 5%
Dean of Students	(10) 18%
Academic Dean	(10) 18%
Director of Multi-Cultural/Minority Affairs	(6) 11%
Director of Counseling Center	(3) 5%
Director of Student Support Services	(5) 9%
Assistant to Director of Education	(2) 4%
Undergraduate Administration Director	(1) 2%

Note: 1 respondent did not answer this question.

The question of the number of years the administrator/director has been employed in their current position was asked to compare the number of years professionals are in the role of administrator/director of an American Indian Support Program. Table 15 reflects the years of service by gender and in total.



Table 15

Number of Years Employed in Current Position as American Indian Support Program Administrator/Director

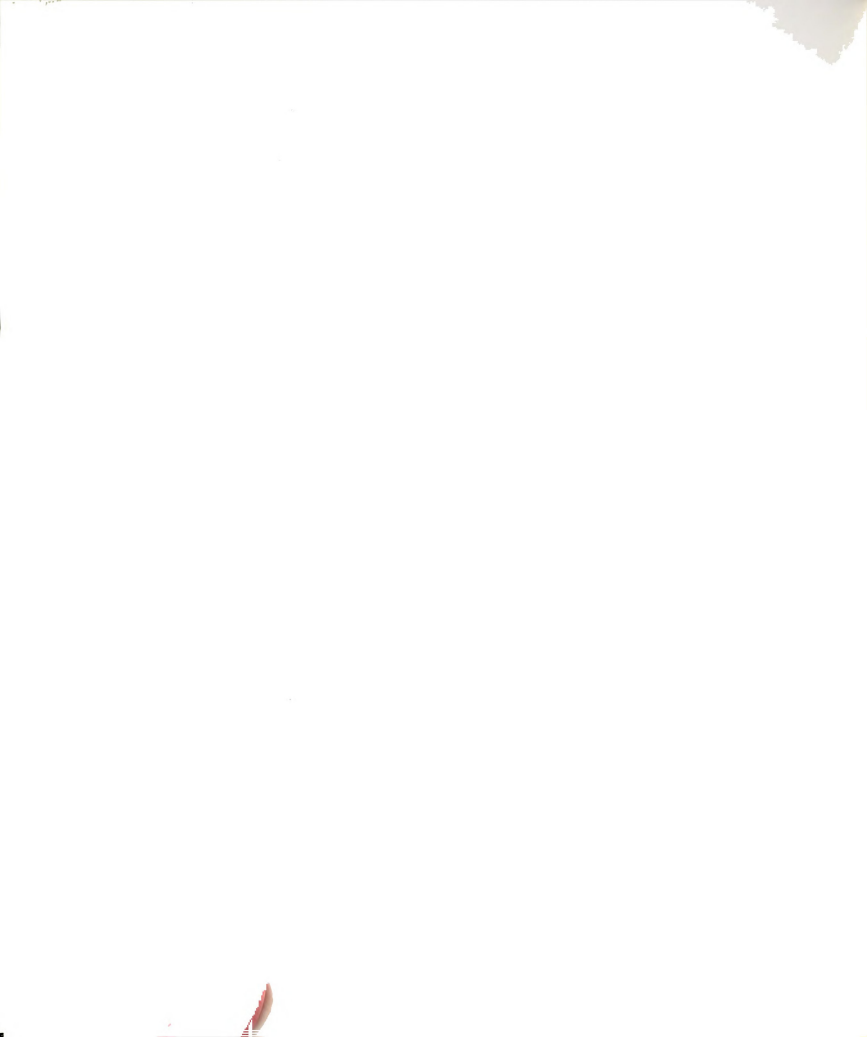
Number of years	Male	Female	Total
Less than one year	5	2	7
1 year	2	1	3
2 years	1	8	9
3 years	2	6	8
4 years	4	1	5
5 years	1	1	2
6 years	3	0	3
7 years	0	0	0
8 years	4	3	7
9 years	2	0	2
10 years	0	0	0
11 years	1	0	1
12 years	2	0	2
13 years	0	0	0
14 years	0	0	0
15 years	0	1	1
16 years	0	0	0
17 years	0	0	0
18 years	0	1	1
19 years	0	0	0
20 years	0	0	0
21 years	1	0	1
22 years	1	0	1

Note: Three female subjects did not respond to this question.



It is apparent by reviewing Table 15 that there are 7 administrators/directors with 10 years or more of experience. However, there are 34 professionals with 0.5 to 5 years of experience which supports the fact that many of these professionals are new to the profession of administrators/directors of American Indian Support Programs.

The findings in this chapter support some of the findings in other studies of American Indian Support Programs. For example, many of the respondents indicate the importance and the need for support both financial and philosophical from the host institution, and that the support should come for the top administration of the institution. Also, the importance of developing an awareness for the American Indian students of the American Indian Support Program efforts being made to provide services for their needs to assist them in meeting their educational goals. However, the respondents to this study did not agree with the literature review in the areas of the professionals being employed on a part time bases, that cultural aspects are given equal consideration in the programming efforts, and that the most frequently offered program components are not the most frequently used programming components. In the profile of the professionals, there were some gender differences represented in this study. There were fewer females with Ph.D.s' and therefore, fewer females with tenure status or in tenure track positions. The female population had less time in service than their male counterparts which is similar the gender differences within the U. S. dominant society.



The major findings, recommendations for future study, and reflection for further study will be discussed in Chapter 5.



**MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, REFLECTIONS
AND SUMMARY**

This Cross-Sectional Study of Selected Four-Year Public and Private Colleges and Universities in the United States with American Indian Support Programs was conducted to obtain data from the administrators/directors of these programs. It is a study of the perception of these professionals in regard to program location and number, program components, services offered to American Indian college students, current needs of these students, and a profile of the administrators/directors of these programs. The data for this study was provided by the respondents who completed a survey questionnaire which was the research instrument for this study.

The institutions represented by this survey varied in size from a total student body of 108 to 45,000 students for the 1991-92 academic year. The American Indian college student enrollment ranged from 20 students at one institution to 1,652 students at another institution for the 1991-92 academic year. Most of these programs were founded in the early to mid 1970's in response to student activism. The inception and mission of these programs varied from religious doctrine to academic majors. However, all had a focus on assisting American Indian college students in attaining their educational goals. Ten of the respondents indicated that they were employed at private colleges or universities. The remaining forty-six respondents were administrators/directors at public colleges or universities. The programming efforts between public and private institution varied only



in size, with the private institutions having smaller programs and the mission of the American Indian Support Programs being directed by a religious mission or part of the overall institutional mission that indicating the institution was established to, in part, educate American Indians.

Major Findings

The majority of the American Indian Support Programs in this study are classified as support services programs, with approximately 50% being housed within a Multi-cultural or Minority Affairs Program. The remaining 50% are stand alone programs created to serve specifically American Indian college students. Researchers indicate there is more recognition by the American Indian college students of the programs that are stand alone American Indian Support Programs. There was an impressive number of respondents indicating that thirty-two of the host institutions have an American Indian Studies Program on campus. As indicated in the literature review by Kidwell (1991), "the American Indian Studies Programs can have a positive impact on the American Indian college student by allowing the students to become involved in colloquia on American Indian issues and participation on committees that serve to raise important ethical and cultural issues." Also, thirty-one of the host institutions have a Cooperative Extension Program on campus that provides services to American Indian populations within the State. In addition the American Indian Studies Programs, the Cooperative Extension Programs on campus that provide services to American Indian population can have a positive impact on American Indian college students. The Cooperative Extension

Programs demonstrates a commitment to assisting the American Indian population with health, social and economic issues that are of grave concern.

In this study, the number of American Indian college students who received assistance from these American Indian Support Programs totaled 5,735. In relation to the total number of American Indian students enrolled in colleges and universities, which is 48,000, the number served by these programs is significant. Since the inception of the programs represented by this study, the data indicates an increase in American Indian college student rates of enrollment, retention, and graduation. There was a significantly smaller increase in the number of full time employees (FTE's).

The majority of the respondents reported some financial support from the host institution. Forty-seven of the American Indian Support Programs indicated their programs were funded, in part, by a line item in the institutional budget. Additionally, several received funding from federal, state, corporate and foundation grants. Other funding sources included funding from an Indian Nation, local grants, target grants, and special requests to the Presidents' office. Although many of the programs received funding as a line item in the college or university budget, the respondents indicate the need for further funding from the host institution. In addition, the respondents indicated a need for philosophical support from the institution. Several indicated that the support should come from the top administration down, meaning the Office of the President of the institution.

The requirements for services from the American Indian Support Programs varied, but the most frequent requirements for eligibility of services included; 1) all American Indian students enrolled at the institutions, 2) those who are affiliated with a tribe (self-identified), 3) those who are undergraduates, and 4) the entering high school GPA. These were the most frequently selected items as to the eligibility requirements for services. The top three eligibility requirements are inclusive, however the remainder of the list of eligibility requirements represented in this study tend to rule out students by GPA, field of study, test scores, etc. This may result in limiting the number of American Indian students who are eligible for services.

The respondents selected the three most important factors of attrition, in rank order as 1) financial difficulties, 2) culture shock and value differences, and 3) family issues. These were the most important factors in the respondents' opinions, however, these are not the areas that receive the greater frequency of services offered to the American Indian college students. The areas of service that were most frequently offered were 1) Introduction to library services, 2) American Indian alumni involvement, and 3) summer visitation programs for high school students.

The respondents indicated the most important factors for effective programming as follows; 1) institutional support - philosophical and financial, 2) help American Indian youth prepare for college at an earlier age, 3) provide additional support services for American Indian college students. As previously stated, Most of the American Indian



Support Programs are receiving financial support by the host institution through a line item in the budget. However, the number one response was a need for financial support from the host institutions. In regard to the institutional support philosophically, respondents indicated that the programs need the support of the institution from the top of the administration. The top being defined as the Office of the President. The respondents indicated the American Indian Support Programs receive a lot of lip service, but the solid commitment of the host institution was not forthcoming. The second factor, an interest in helping American Indian youth prepare for college at an earlier age is supported by the data gathered from the literature review and the programming efforts that are currently in place at the secondary level of education. Many attempts are being made to bridge the gap between high school and college with programming efforts. One of the examples given in the literature review is that of the American Indian Science and Engineering Society (AISES) which provides an opportunity for high school students to attend orientation programs at colleges and universities to develop skills to become more successful in fields of Science and Engineering. This program has experienced much success. The third response to the most important factor of effective programming was to provide additional support services to American Indian college students. With limited funding and staff, it is difficult to meet all the needs of the diverse American Indian population.

The section of the survey questionnaire was designed to profile the administrators/directors of the programs. The following were the major findings in this



section of the study. There were 29 males and 27 females who were in the position of administrator/director of the American Indian Support Programs. The majority are full-time employees of the institution with twelve month appointments. The tribal affiliations vary for the respondents in this study with 33 tribes represented, and no one dominating in the tribal affiliation. There were more males who held doctoral degrees and tenure status than their female counterparts which is representative of the gender differences in the U.S. dominant society.

The respondents indicated their most previous type of work in American Indian education was in the area of support services. There were no gender differences in regard to this factor. The average number of years in their present position was 8.4 years for males and 4.8 years for female. In their current positions as administrator/director they most often report to the Dean of Students or an Academic Dean with only 4 respondents indicating they report to a university or college president.

Conclusions

The basic assumptions of this study have been met with the exception of the administrators/directors of the American Indian Support Programs having an awareness of the needs of the American Indian college students during their academic careers and the programs being designed to address these needs. The respondents of the study indicate that the administrators/directors are aware of the student needs. However, the responses to the survey indicate that the most frequently offered program components are

not the most needed program components. It is of the utmost importance an adjustment in this area needs to be made to adequately meet the needs of the American Indian college student. The respondents indicated, in rank order, the current needs of the American Indian college students which included; 1) financial difficulties, 2) culture shock and value differences, and 3) family issues. Also, the respondents indicated; 1) academic advising, 2) tutorial services and 3) financial aid advisement as the components that receive the most participation from the current programs. Therefore, one may conclude there needs to be more emphasis on the American Indian college students' needs in the area of culture shock and value differences and family issues resulting in a more positive impact on the students needs and the rate of attrition.

The American Indian Support Programs represented in this study are providing American Indian college students with a variety of support services. These services are offered to assist them in their academic pursuit. The number of American Indian college students served, as reported by the respondents in this study were 5,735 for the academic year of 1991-92. Despite the discrepancy on the issue of a need to more adequately address the students needs, the American Indian Support Programs appear to be positively impacting on the American Indian college students rate of enrollment, retention, and graduation.

Of the respondents, thirty-two indicated there is an American Indian Studies Program on their campus and thirty-one respondents reported the presence of a Cooperative Extension Program on the campus which engages in providing services to American Indian



communities within the State. One may conclude the effectiveness of the American Indian Support Program may be in relation to these two units on campus which have a focus on providing assistance to the American Indian population.

The respondents answers to the questions in the section relating to the profile of the administrator/director of the program indicates that gender is not an important factor in entering the profession of administrator/director of an American Indian Support Program. However, gender becomes a factor in the level of degree obtained, number of years in the position and the status in regard to tenure.

Regardless of the institutional mission, size of the institution or the number of American Indian college students enrolled, an attempt to provide support services to American Indian college students is being made by those institutions represented in this study. These programs are experiencing some degree of effectiveness with the mission of assisting American Indian college students in accomplishing their educational goals.

The information provided by the respondents indicate there is a need for an increase in competent, qualified and culturally sensitive professional staff. More staff is needed to both administer/direct these programs, and to provide the daily ongoing support services to the American Indian college students.

In regard to the funding sources of the American Indian Support Programs, the researcher



prior to this study, would have projected much less financial support being provided by the host institution. This conclusion was drawn from the information provided in the review of the literature. The authors indicated many of these support service programs were funded by a federal or a corporate grant on a time limited bases. However, the findings of this study do not support this contention. Forty-seven of the respondents indicated that their host institution included the American Indian Support Program as a line item in the budget. Then the conclusion may be drawn that these programs are becoming more institutionalized, and are now being included as a viable entity of the institution.

The respondents' perceptions of an increase in the enrollment rates may be an indication that the American Indian Support Programs are having an impact on American Indian college students through the use of programming components ie the bridge programs, summer visitations, and summer orientation programs.

It is hopeful the findings of this study of American Indian Support Programs may be beneficial to those educators and the administrators of institutions who are committed to establishing support services for American Indian College students.

Recommendations for Future Study

A comparative study of the Support Programs at the 27 tribal operated community colleges and the American Indian Support Programs of this study may provide additional



information in developing and implementing programming efforts that can contribute to the success of the American Indian college students in the United States.

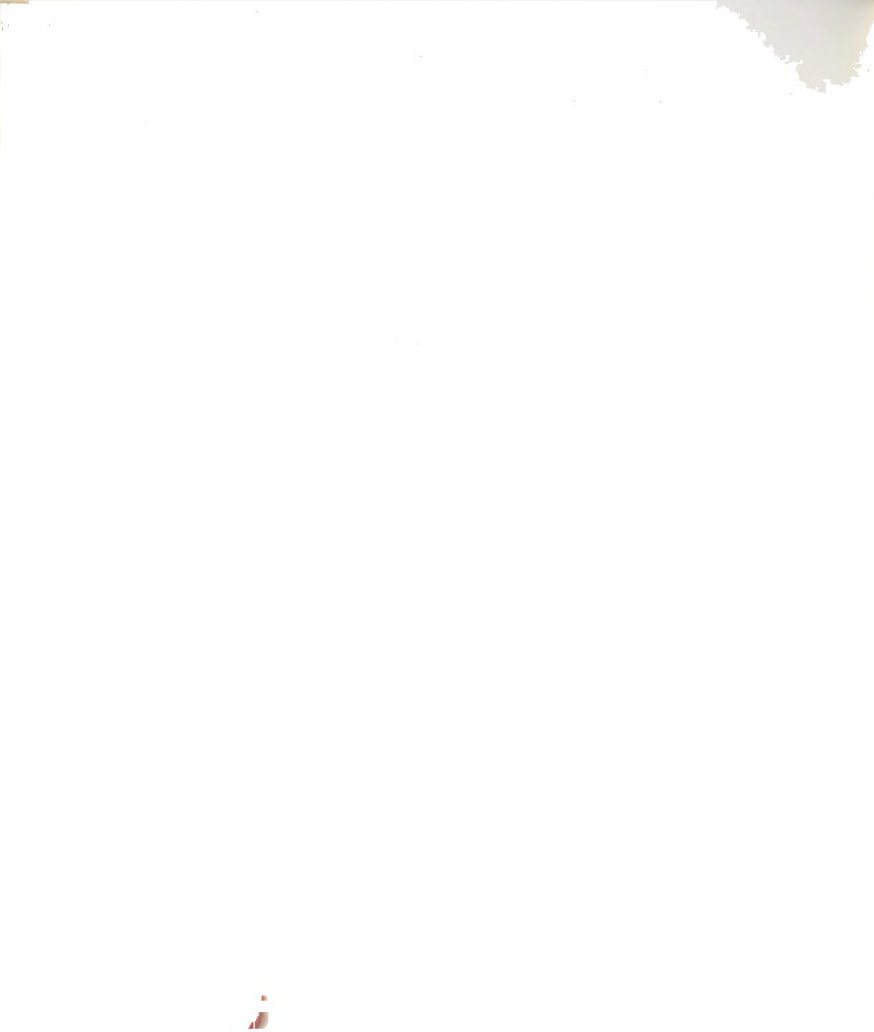
A comparative study of the matriculation of American Indian college students attending colleges or universities without American Indian Support Programs and those with American Indian Support Programs to discern the need and effectiveness for these programs.

A comparative study of the effectiveness of American Indian Support Programs that are integrated in a multi-cultural or minority program with those programs that are "stand alone" programs designed to services the unique needs of American Indian college students.

A comparative study of the retention and graduation rates of American Indian college students who were participants and those who were non participants in the programming efforts of the American Indian Support Programs.

A study of other minority college student who received support services to determine their needs, participation, program component most frequently used, and the effectiveness of the support program.

A comparative study of American Indian students who are identified as culturally



traditional and those American Indians students who are identified as acculturated. An American Indian college student cultural identity scale would be designed and implemented to assist the in defining the acculturation level of these students.

Recommendations for Practice

The bridge program design needs to be given serious consideration by those four year colleges and universities committed to the recruitment and retention of American Indian college students.

The information provided by the authors in the literature review, indicate these programs are being met with a level of effectiveness and provide a path for American Indian students to move from secondary to post secondary education.

The researcher agrees with Hornett's contention regarding faculty. Hornett (1989) reports "faculty interactions with students may have a definite impact on whether students remain enrolled at the institution." The faculty can provide the environment for the students to experience the joy of learning and acquiring knowledge to improve their personal and professional lives.

The researcher hopes there will be attempts made by the American Indian Support Programs to increase the cultural program components to more fully address the needs of the American Indian college students. The more comprehensive the programming efforts,



the more impact that can be made in addressing the issues of attrition for these students. More needs to be offered to assist them with the culture shock experience and the differences in value systems. In addition, it appears there is a need for personal counseling in response to family issues being ranked third as an attrition factor in this study.

The perceptions of the respondents indicate the American Indian Support Programs are providing services to American Indian college students with some effectiveness. Given this is true, the limited number of professionals administering/directing the programs and the limitation of funding sources, perhaps the host institutions need to become more cognizant of the progress that is being made by these programs. If this awareness were to occur, the host institution may be willing to provide more financial support, as well as, philosophical support to the programs. With an increase in financial and philosophical support, the potential exists to increase the level of program effectiveness.

Although, there is almost an equal number of women in the position of administrator/director of these programs represented in this study, the women continue to have lower levels of education in regard to the doctoral degree which results in lower levels of opportunities to be eligible for and able to achieve tenure status. Also, the women had significantly lower time in employment service. American Indian women need to be encouraged by academe, their communities, scholarship sources, and mentoring programs to continue to pursue higher levels of education. Unless change occurs the



American Indian population will continue to reflect the U.S. dominant population, in that the women will attain lower levels of education and receive low status as a result. Thus, they are more likely to earn lower income levels than their male counterparts.

In the literature review, the researchers report the Cooperative Extension Programs and the American Indian Studies Programs encourage American Indian college students to seek and remain enrolled in courses at the host institution until graduation. Therefore, the host institutions of these programs may want to advance and increase their services to bolster the participation of American Indian college students to positively impact on their retention and graduation rates. In addition, the American Indian Support Programs can network with these programs to increase the students involvement in the programming efforts and develop possible training and work study opportunities.

The administrators/directors who participated in this survey have an understanding of the current needs of American Indian college students. The sharing of this knowledge with the White House Committee on American Indian Education, or at the National Indian Education conference may prove beneficial for the overall American Indian population. Secondly, a nationwide organization with the mission of networking and sharing of information relevant to the design, development, implementation and evaluation of American Indian Support Programs may assist in establishing a base for a more comprehensive system to meet the needs to the American Indian college students.



Reflections of Study

The researcher was impressed by the number of American Indian Support Program administrators/directors who participated in this study. Upon review of the data, it is apparent these professionals are in demanding roles. However, their obvious concern for the issues of American Indian college students and their support for this study motivated them to complete and return the survey questionnaire providing a wealth of information for the researcher to be used on this study.

During the time the researcher conducted the literature review there was a level of frustration experienced because of the limited number of authors focusing their research on issues of American Indian Support Programs at the post secondary level. At the time, the situation seemed somewhat discouraging, however in retrospect, the researcher is pleased she decided to conduct the study on this topic.

The topic of American Indian Support Programs was selected by the researcher as the result of past experiences in working with American Indian college students. The researcher feels it was beneficial to have had some work experience in this area, for it provided additional insight into the development of the study and the analysis of the data.

Summary

The findings of this study may assist in promoting the development of similar programs at public and private colleges and universities within the United States. It is hoped that

the study has emphasized the importance of the American Indian Support Programs which are designed to assist American Indian college students in successfully meeting the challenges they are likely to experience during their academic careers. The need for increasing the American Indian college students' participation in the post secondary educational system is apparent. There needs to be more in place at the post secondary level than a strong recruitment program. This study was an attempt to explore the current needs of the American Indian college students, the current programming efforts available and to briefly profile of the professionals that administer/direct the American Indian Support Programs.



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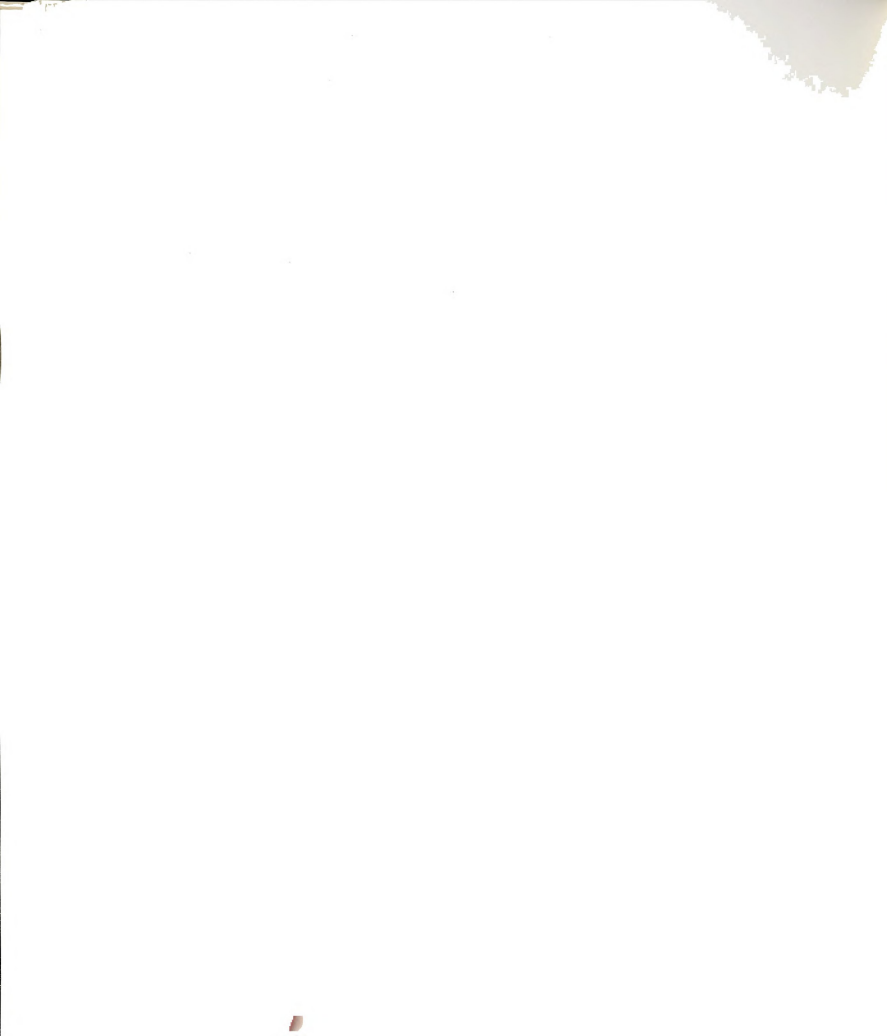
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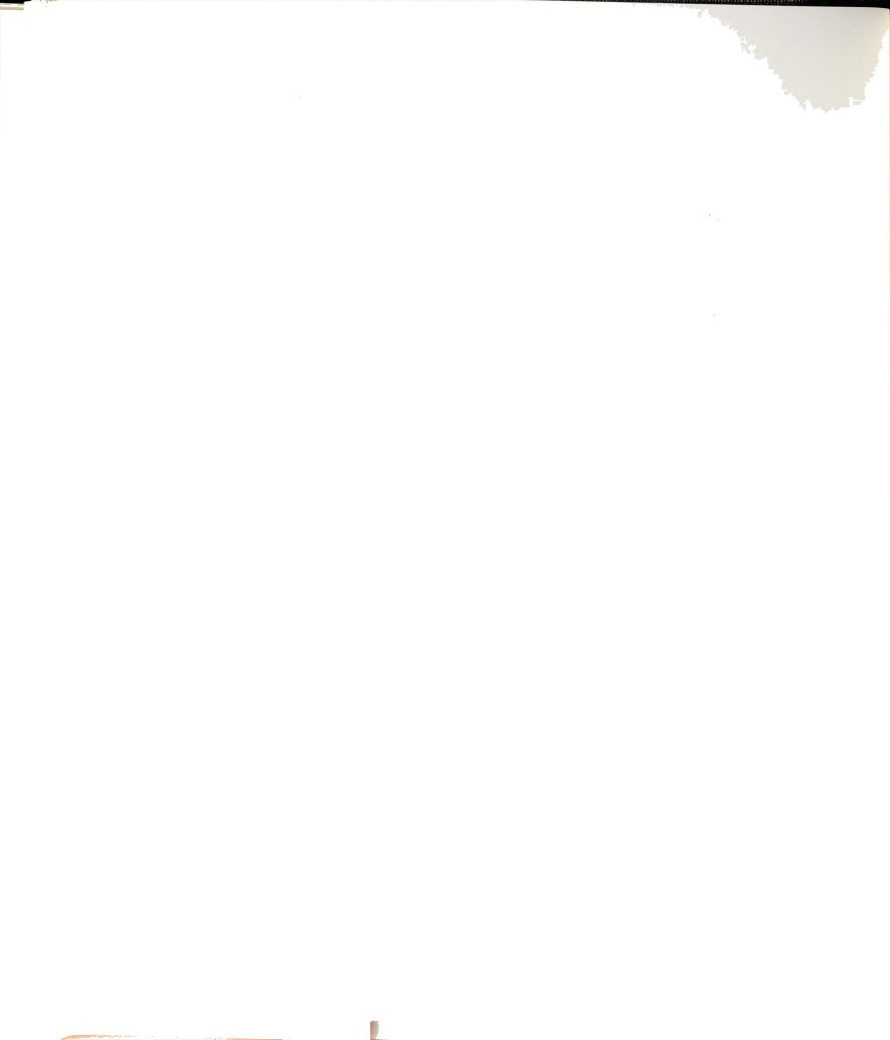
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APPENDIX A



SURVEY QUESTIONNAIRE

"A CROSS-SECTIONAL STUDY OF SELECTED FOUR-YEAR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH AMERICAN INDIAN (NATIVE AMERICAN) SUPPORT PROGRAMS. "

The purpose of this study is to discern the most important components of an effective American Indian (Native American) Support Program; to briefly examine the administrative structure and to gain input for future program design.

Please complete and return this form by (date) to the address below:

Suzanne Cross-Perez, ACSW
Native American Counselor
Michigan State University
Multi-Ethnic Counseling Center Alliance
207 Student Services Building
East Lansing, MI 48824

Directions - It will take you approximately 25 minutes to complete this form. Please give a brief written response, check or circle the appropriate response for each question. (Note: For clarity, the term American Indian will be synonymous with the term Native American throughout this form.)

"Your time and cooperation is greatly appreciated."



GENERAL PROGRAM IDENTIFICATION

Please complete the following information.

Name _____

Official Title _____

College or University _____

Title of Program _____

Year Program was founded _____

The Program is located in _____ Dept./Division

PROGRAM DESCRIPTION

Please take a moment to briefly describe the mission of your American Indian

Support Program. (Attach Program brochure, if appropriate)

PROGRAM INCEPTION

Please indicate the rationale of how the American Indian Support Program began at your institution (if information is available).

COLLEGE OR UNIVERSITY DATA

We ask that you complete this brief section on your college or university which will assist in the interpretation of the results of this survey.

1. Please indicate below the total number of students enrolled for the academic year 1991-92, at your institution.

_____ total student enrollment for 1991-92

2. Please indicate below the total number of American Indian students enrolled for the academic year of 1991-92, at your institution.

_____ total American Indian student enrollment for 1991-92

3. Of the total number of American Indian students enrolled for the 1991-92 academic year at your institution, what percentage were male/female?

_____ % male _____ % female

4. _____ Total number of American Indian Students who graduated from your institution in 1991-92

5. Does your College or University have an American Indian Studies Program on campus? _____ Yes If Yes, _____ year founded

_____ No (If you checked No, please go to question #7)

6. If Yes, how many faculty members are currently employed in the American Indian Studies Program. _____

7. Does your College or University have a Cooperative Extension Program which provides services to American Indians in the State?

_____ Yes _____ No



PROGRAM DATA

The next several questions will focus on various aspects of your Program. We would like you to respond to each question by checking the item which appropriately describes your Program. Also, you may be asked to briefly describe or specify your answer.

8. Is your Program integrated with a multi-cultural or minority program?
☐ Yes ☐ No
9. Is your Program classified as the following (please check one)
☐ an academic unit
☐ an administrative unit
☐ a support services unit
10. Indicate your Program's major source(s) of funding (Please check all which apply)
☐ annual university budget line item
☐ federal grant
☐ state grant
☐ corporate grant
☐ foundation grant
☐ combination of sources
☐ other (please specify) _____
11. How many professional full time employees (FTE's) are working for your Program at the present time.

(Program Data will continue on page 5)

PROGRAM DATA CONTINUED

12. How many months does your program operate annually? (please check one) _____
_____ 9 mo. _____ 10 mo. _____ 12 mo.
13. What was the total number of American Indian students who participated in your American Indian Support Program for the 1991-92, academic year.
_____ total
14. Of the total American Indian students who participated in the program activities , what percentage were male/female?
_____ % male _____ % female
15. Since the inception of the program, has the number of professional FTE's increased, decreased or remained the same? (please check one)
_____ increased _____ decreased _____ remained unchanged
16. Since the inception of the program, has the enrollment rates increased, decreased or remained the same?
_____ increased _____ decreased _____ remained the same
17. Since the inception of the program, has the retention rates increased, decreased or remained the same?
_____ increased _____ decreased _____ remained the same
18. Since the inception of the program, has the graduation rates increased, decreased, or remained the same?
_____ increased _____ decreased _____ remained the same



19. Please rate the effectiveness of your program on the 1-10 scale below.

LOW

HIGH

1 2 3 4 5 6 7 8 9 10

20. Please indicate the institutions support of your program on the 1-10 scale below.

LOW

HIGH

1 2 3 4 5 6 7 8 9 10

21. What three factors are most important for your program's effectiveness?

(please rank #1,2,3)

1. _____

2. _____

3. _____

22. In general, how effective do you think the American Indian Support Programs are at four-year colleges and universities? (Briefly explain)

23. In general, if you could make changes in American Indian support programming, what would you do? (Briefly explain)



PROGRAM ELIGIBILITY REQUIREMENTS

24. What are the eligibility requirements of the American Indian students who are served by your program. (Please check all that apply)

☐ high school grade point average (GPA)

☐ American Indian tribal affiliation (self-identified)

☐ American Indian tribal affiliation (documented)

☐ All American Indians enrolled at your college or university

☐ SAT or ACT scores

☐ type of high school academic program (general academic/trades vs college preparatory)

☐ a requirement of a Special Admissions Program

☐ enrolled in remedial courses

☐ # of credits carried

☐ academic probation

☐ student/family financial status

☐ undergraduates

☐ graduate students

☐ first generation college students

☐ students who are bi-lingual (tribal language)

☐ other (please specify) _____

PROGRAM AWARENESS

25. There are different ways in which students can become aware of your American Indian Support Program. Listed below are some of the ways. (Please check all that apply)
- _____ Your American Indian Support Program is described in the general college or university catalog.
- _____ Students are informed by a letter from the Program during the admissions process after they have self-identified on their application form as being an American Indian.
- _____ Letters are sent to all American Indian students who are enrolled in your institution or university each academic year.
- _____ American Indian students are sent an informational brochure regarding the services available to them after they have enrolled.
- _____ other (please specify) _____

PROGRAM COMPONENTS

26. Which of the following components does your Program offer: (Please check all that apply)
- _____ tutorial services
- _____ ability to monitor grades and student progress
- _____ academic advising
- _____ personal and social counseling

(Program Components continued on page 8)

PROGRAM COMPONENTS CONTINUED

- _____ mentoring
- _____ social activities (feasts, parties, dances, picnics)
- _____ financial aid advising/financial management
- _____ student study groups
- _____ Summer Visitation Program for high school students
- _____ peer counseling
- _____ study skills and time management training
- _____ work study opportunities
- _____ internship opportunities
- _____ American Indian alumni involvement
- _____ introduction to library services
- _____ career resource information
- _____ other (please describe) _____

27. Of the above components your Program offers, please indicate below (in rank order #1,2,3) the three components which receive the most participation.

1. _____ 2. _____ 3. _____

PARTICIPANT EVALUATION FACTORS

28. Does your Program evaluate participants on the following (Please check all that apply):

_____ grade point average (GPA)

_____ number of times students have participated in activities offered by your

Program

(Program Evaluation Factors will continue on page 10)

PARTICIPANT EVALUATION FACTORS CONTINUED

_____ participants' involvement in the American Indian Student Organization

_____ on campus

_____ participants seek and perform in leadership roles

_____ number of participants who graduate

_____ number of students retained at the institution

_____ other (please specify) _____

ATTRITION FACTORS

29. Please check the three most important factors (in rank order # 1,2,3) which make it difficult for American Indian students to remain in your college or university.

_____ family issues (divorce, concern for siblings, abuse)

_____ number of hours students have to work

_____ personal health issues

_____ family health issues

_____ lack of high school preparatory courses

_____ financial difficulties

_____ academic issues (probation, recess)

_____ number of credits carried per term/semester

_____ experiencing "culture shock", value differences

_____ lack of knowledge of how to access the college or university system

_____ other (please specify) _____



PROGRAM ADMINISTRATOR/DIRECTOR PROFILE

Finally, we would like to ask you to complete the following questions about yourself.

30. Please circle the appropriate response:

Gender: Male Female

Employment Status: Full-time Part-time

Tenure Status: Tenure Non-Tenure Not in Tenure Track

31. Do you currently have a professional as a mentor?

___ Yes ___ No, If Yes, is the mentor American Indian? ___ Yes ___ No

32. Did you have a professional mentor in the past during your academic career/employment?

___ Yes ___ No, If yes, was the mentor American Indian? ___ Yes ___ No

33. Please indicate your tribal affiliation _____

34. Most recent degree ___ Discipline _____ Institution _____

35. Highest degree attained ___ Discipline _____ Institution _____

36. Currently in a degree program ___ Yes ___ No

If Yes, what discipline _____ Institution _____

37. Have you previously worked in the area of American Indian Education?

___ Yes ___ No, If yes, please describe _____

38. Is this experience considered: Academic Support Services Administration
(Please circle)

39. How many years have you been employed in your present position? # _____



40. Who do you report directly to, position/title (Please do not give individual's name)

41. In your opinion, what are the three most important components (in rank order #1,2,3) of a successful American Indian Support Program.

1. _____

2. _____

3. _____

If there is anything else you would like to share with us regarding your Program, please use the space below. Also, if your college or university has additional programming efforts in place to address the needs of American Indian students on your campus, we encourage you to take a moment to comment on these efforts.

"Your contribution is greatly appreciated"

THE END



APPENDIX B



APPENDIX B

Statement-Pilot Study

I am requesting that you complete the enclosed form as part of a pilot project for the dissertation. I would like your feedback. Please make a note of the amount of time it takes for you to complete the form. Also, please comment on the appearance of the form, any difficulty in understanding the directions or the questions being asked, the length of the form, and whether any of the questions felt inappropriate.

Your input will be very helpful.

Thank you for taking time from your busy schedule to participate in the pretest of this instrument.

Suzanne



APPENDIX C



APPENDIX C

Cover Letters

Date

American Indian (Native American) Program
University or College
Hall/Building
Street Address
City, State Zip

Dear Administrator or Program Director (actual name of person will be used here):

As an Administrator of an American Indian (Native American) Support Program, you have been randomly selected to participate in the following study: "A Cross-Section Study of Selected Four-Year Public Colleges and Universities in the United States with American Indian (Native American) Support Programs on their Campuses to Ascertain the Various Programs' Inception, Development, Components, and Methods Employed to Define and Determine Success."

The purpose of the study is to contact administrators of a select number of existing American Indian (Native American) Support Programs to gain knowledge of various program designs. In addition, the implementation, development, funding sources, administrative structure, and methods employed to determine student's participation and success will be examined. The findings of the study may assist in promoting the development of similar programs at public academic institutions in the U.S. with a commitment to creating programs geared to the American Indian (Native American) student population.

In your professional role, working with American Indian (Native American) students, the sharing of your expertise will be an invaluable contribution to the findings of the study. With the American Indian (Native American) population being a very "young" population (50% under the age of 18 years), the emphasis on education at all levels is critical. Colleges and universities willing to commit to the implementation of a program to serve American Indian (Native American) students at the post-secondary level can benefit from the findings of this study. The study will emphasize the importance of this type of programming to assist American Indian (Native American) students in successfully meeting the challenges they are likely to experience during their academic careers.

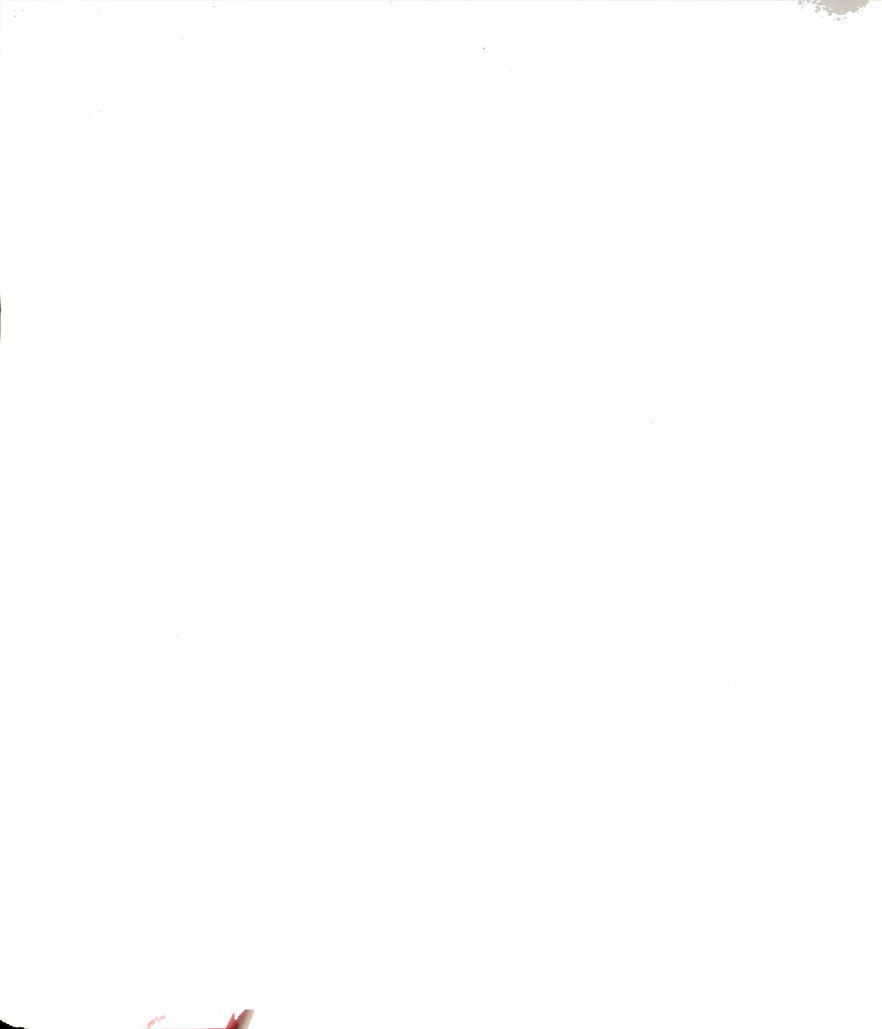
We encourage you to complete the enclosed form which will take approximately 25 minutes of your time, and return it in the enclosed postage paid envelope by June 18, 1992. Please be assured the information you share will be treated in a confidential manner.

If you have any questions, please contact our office (517/355-8270). We send our appreciation to you for taking the time to participate in the study. A copy of the findings of the study will be sent to you upon your request.

Sincerely,

Carmen Gear, MA
Assistant Director for Minority Programs
Multi-Ethnic Counseling Center Alliance

Suzanne Cross-Perez, ACSW
Native American Counselor



Date

American Indian (Native American) Program
University or College
Hall/Building
Street Address
City/State Zip

Dear :

About two weeks ago we wrote to you, informing you of a study being conducted regarding the American Indian Support Programs in public four year colleges and universities across the United States. In our letter, we requested your participation in the study by asking you to complete and return an enclosed survey form. Regretfully, as of today's date, our records indicate we have not received a completed survey form from you.

Since the representative sample is small your participation is extremely important to the findings of the study. We believe the expertise you have gained in your role as an American Indian administrator will be a valuable contribution to the results of this study.

We are hopeful you will agree to complete the replacement survey form enclosed and that you will quickly return it to our office by February 22, 1993. If you have any questions, please contact our office at 517- 355-8270.

Your participation and cooperation in this study is greatly appreciated.

Sincerely,

Carmen Gear, MA
Assistant Director for Multicultural Counseling
Multi-Ethnic Counseling Center Alliance

Suzanne Cross-Perez, ACSW, ABD
Native American Counselor

Date

American Indian (Native American) Program
University or College
Hall/Building
Street Address
City, State Zip

Dear Administrator or Program Director (actual name of person will be used here):

You will recall that you were randomly chosen to participate in a study and a survey form was sent to your office. We are concerned that you may not have received the previous mailings regarding this study, therefore, the decision was made to contact you by certified mail to insure delivery.

We are pleased at the number of completed survey forms we have received thus far, but to attain a more complete understanding of the American Indian Support Programs, we need participation from individuals like you. We believe your valuable experience and knowledge in this area can contribute to the findings of the study. We value your opinion and input and request your participation. A survey form is enclosed with this letter. We would like for you to complete and return the form by March 8, 1993.

If you have any questions regarding the study, please contact our office (517/355-8270). We will be glad to speak with you and answer any questions or concerns you may have at this time.

We look forward to receiving your completed survey form and greatly appreciate your taking the time to participate in this study.

Sincerely,

Carmen Gear, MA
Assistant Director of Multicultural Counseling
Multi-Ethnic Counseling Center Alliance

Suzanne Cross-Perez, ACSW, ABD
Native American Counselor



APPENDIX D

APPENDIX D

HUMAN SUBJECTS COMMITTEE STATEMENT OF APPROVAL

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL
January 22, 1993

EAST LANSING • MICHIGAN • 48824-1046

TO: Suzanne Cross-Perez
207 Student Services

RE: IRB #: 92-643
TITLE: A CROSS-SECTIONAL STUDY OF SELECTED FOUR YEAR PUBLIC AND
PRIVATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH
SUPPORT PROGRAMS FOR AMERICAN INDIAN (NATIVE AMERICAN)
STUDENTS
CATEGORY: 1-A, 1-C
REVISION REQUESTED: N/A
APPROVAL DATE: January 22, 1993

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project including any revision listed above.

UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must seek updated certification. Request for renewed approval must be accompanied by all four of the following mandatory assurances.

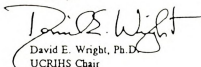
1. The human subjects protocol is the same as in previous studies.
2. There have been no ill effects suffered by the subjects due to their participation in the study.
3. There have been no complaints by the subjects or their representatives related to their participation in the study.
4. There has not been a change in the research environment nor new information which would indicate greater risk to human subjects than that assumed when the protocol was initially reviewed and approved.

There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. Investigators must notify UCRIHS promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

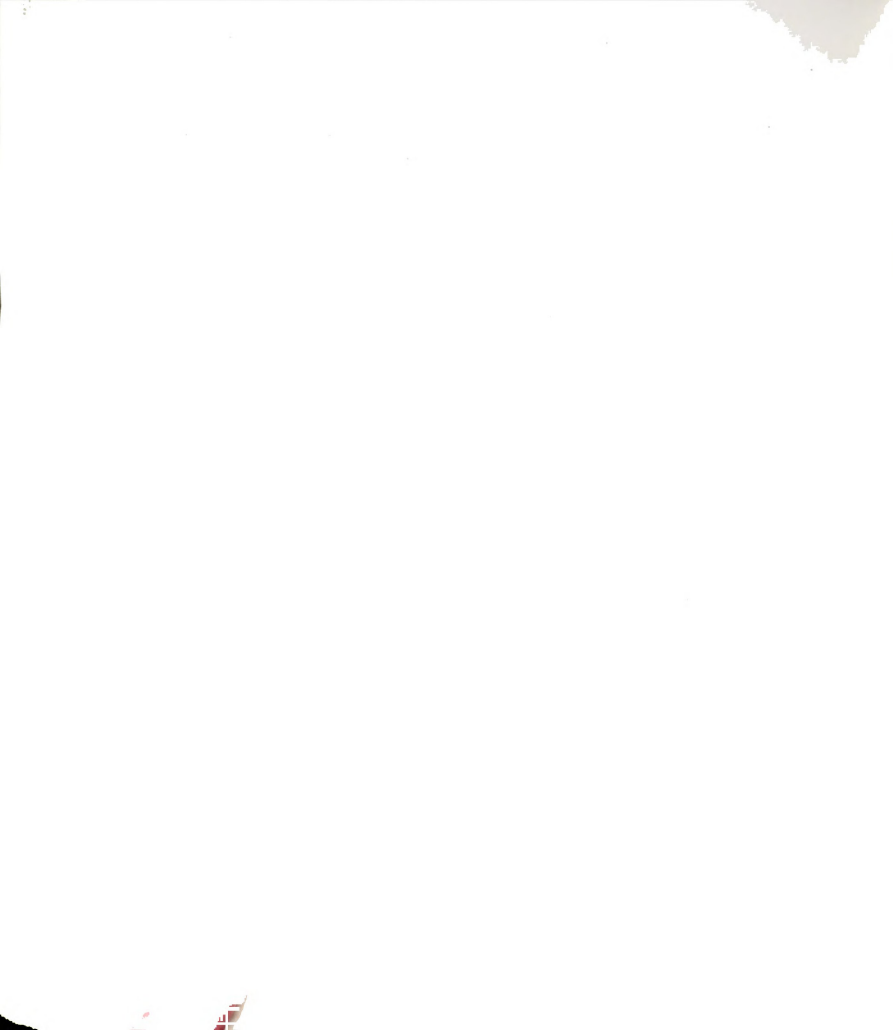
If we can be of any future help, please do not hesitate to contact us at (517) 355-2180 or FAX (517) 336-1171.

Sincerely,


David E. Wright, Ph.D.
UCRIHS Chair

DEW:pjm

cc: Dr. Eldon Nonnemaker



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