



AMERICAN
INDIAN
COLLEGE
FUND

EDUCATION IS THE ANSWER

What Tribal College and Other More Specialized Data Sources Can Tell Us

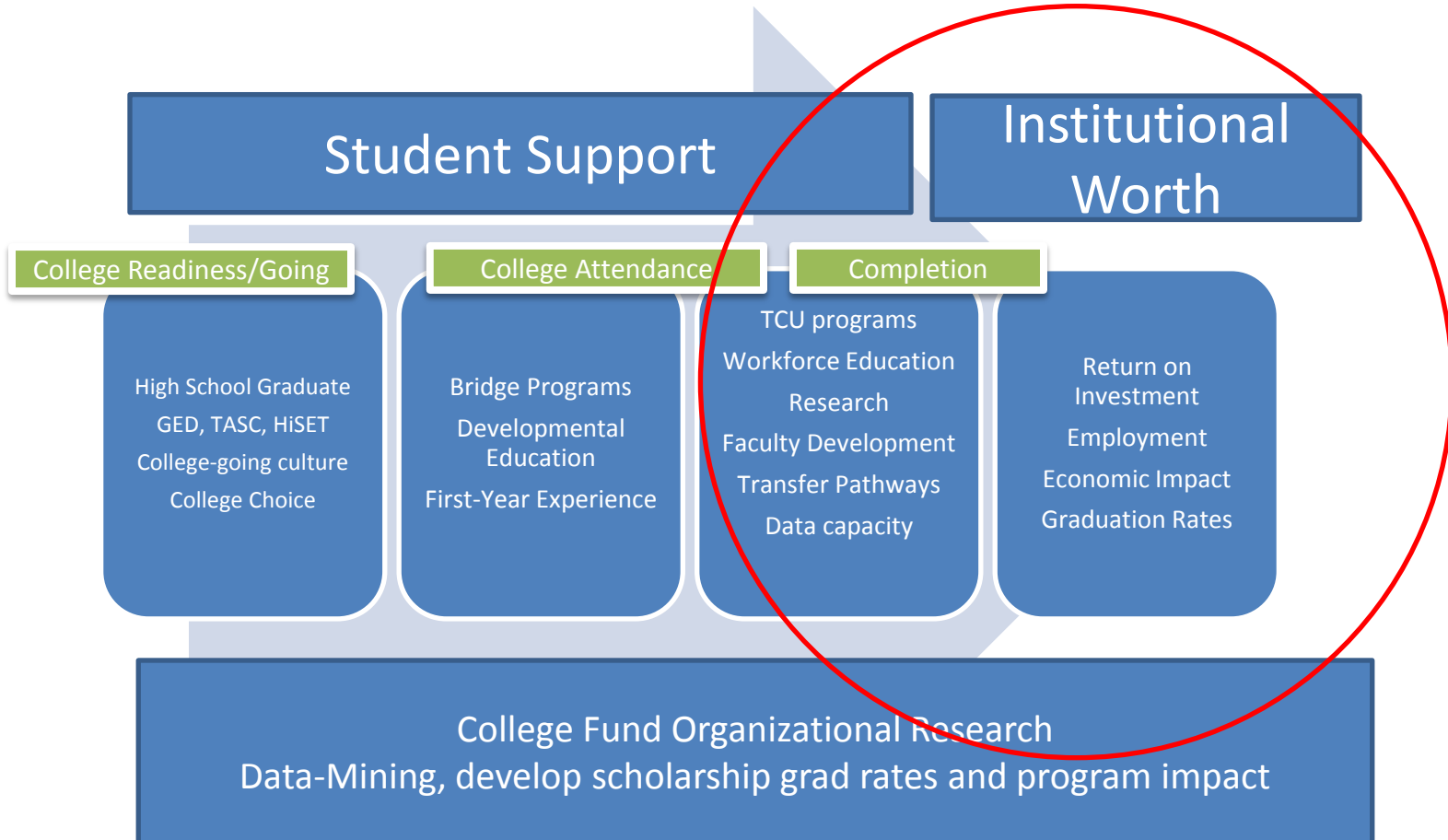
2017 Center for Indian Country Development
Minneapolis, MN
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The American Indian College Fund

- The American Indian College Fund was founded in 1989 by the American Indian Higher Education Consortium to be the fundraising arm for students attending tribal colleges.
- We serve 35 accredited Tribal Colleges and University across 13 states
- **Scholarships**
 - Since 1989 the College Fund has provided more than 119,000 scholarships and almost \$170 million to support AI/AN students
 - \$7.78 Million was awarded to 6,578 students in AY 2016-17
- **More than scholarships.**
 - The College Fund created the Office of Research and Sponsored Programs (ORSP) in 2013.
- **The College Fund has eight major initiatives housed in ORSP:**
 - Early Childhood Education
 - TCU Research/Capacity Building
 - TCU Infrastructure
 - Native Arts and Culture
 - Sustainability
 - Faculty Development
 - Student Pathways
 - Student Success



Telling the TCU Story – Programming 4 Impact



What data are available?

- CiviCore Scholarship Database
 - College Fund scholarship application data
 - Demographic data
 - Enrollment and graduation data
- National Student Clearinghouse
 - Student tracking system = Student Pathways
 - Semester enrollment verification
 - Major field of study/
 - Graduation data (Date, degree earned)
 - Transfer
 - Time to Completion
 - NSC Research Center
 - Transfer and Mobility
 - Attainment rates
 - Contribution of 2-year to 4-year degrees
- AIHEC AKIS AIMS
 - TCU Institutional and student data
 - Program and Institutional Enrollment
 - Institutional Programs
- IPEDS/NCES
 - TCU Institutional Data
 - Retention/Graduation/transfer-out rates
 - Graduation Rates
 - Cost of Attendance
 - Percent receiving Pell grant
 - H.S. Graduation Rates
 - College Going Rates
 - National AI/AN higher education statistics
 - Enrollment (4 yr/2yr)
 - Graduation/Retention rates by race
- Penn Center for Minority Serving Institutions/Gallup
 - TCU Worth
 - Benefits of Attending a TCU
 - AIHEC

AIAN College Readiness and College-Going

- **Public High School graduation rates (NCES, 2017)**
 - Adjusted cohort graduation rates for public high school students school year 2014-2015
 - AI/AN – 72%
 - White – 88%
 - Total – 83%
- **Immediate College Enrollment Rates (NCES, 2017)**
 - Percentage of recent high school completers who were enrolled in 2- or 4-year colleges by October immediately following high school completion in 2015
 - AI/AN – Not available
 - Total – 69.2%
 - White – 71.3%
- **College Readiness (ACT, 2016)**
 - Percent of 2015 ACT-Tested AI High School Graduates meeting ACT College Readiness Benchmarks (AI/AN N= 16,183)
 - English.....AIAN – 37% All – 61%
 - Math.....AIAN – 18% All - 41%



AIAN College Enrollment

College Participation Rates (NCES, 2017)

- Enrollment rates of 18- to 24-year olds in postsecondary degree granting institutions (2015)
 - AI/AN – 23%
 - White – 41.8%
 - All – 40.5%

AI/AN Post-secondary enrollment (NCES, 2017)

There are approximately 132,300 AI/AN enrolled undergraduate students enrolled across the nation – 2015.

Tribal Colleges and Universities (TCUs)

Approximately 10% of overall AI/AN enrolled at the undergraduate level nationally attend TCUs.



College Completion

AI/AN Post-secondary Graduation Rates

For first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions graduated (NCES, 2016).

	<u>AI/AN</u>	<u>White</u>
Graduated in 4 years.....	23%	43%
Graduated in 5 years (additional).....	13%	16%
Graduated in 6 years (additional).....	4%	4%

Percentage of Full-time, First-Time Students Who Graduated Within 150% of "Normal Time" to Completion for Their Program (NCES,2016)

Average graduation rates for 2-year TCU Institutions (begin Fall, 2008): 20.6%

Average graduation rates for 4-year TCU Institutions (begin Fall, 2011): 24.7%

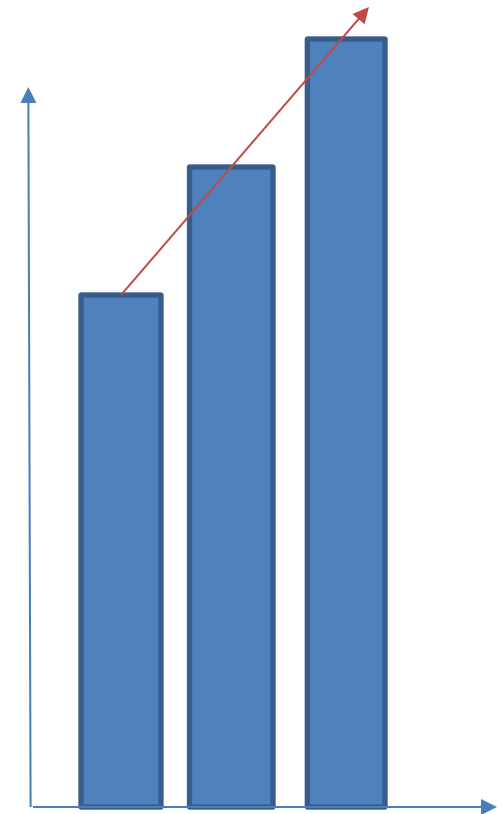
Educational Attainment levels

13.8% of AI/AN 25 years and over have a bachelor's degree or higher compared to 29.7% of the overall population. (2011-2015 ACS 5-Year Estimates)

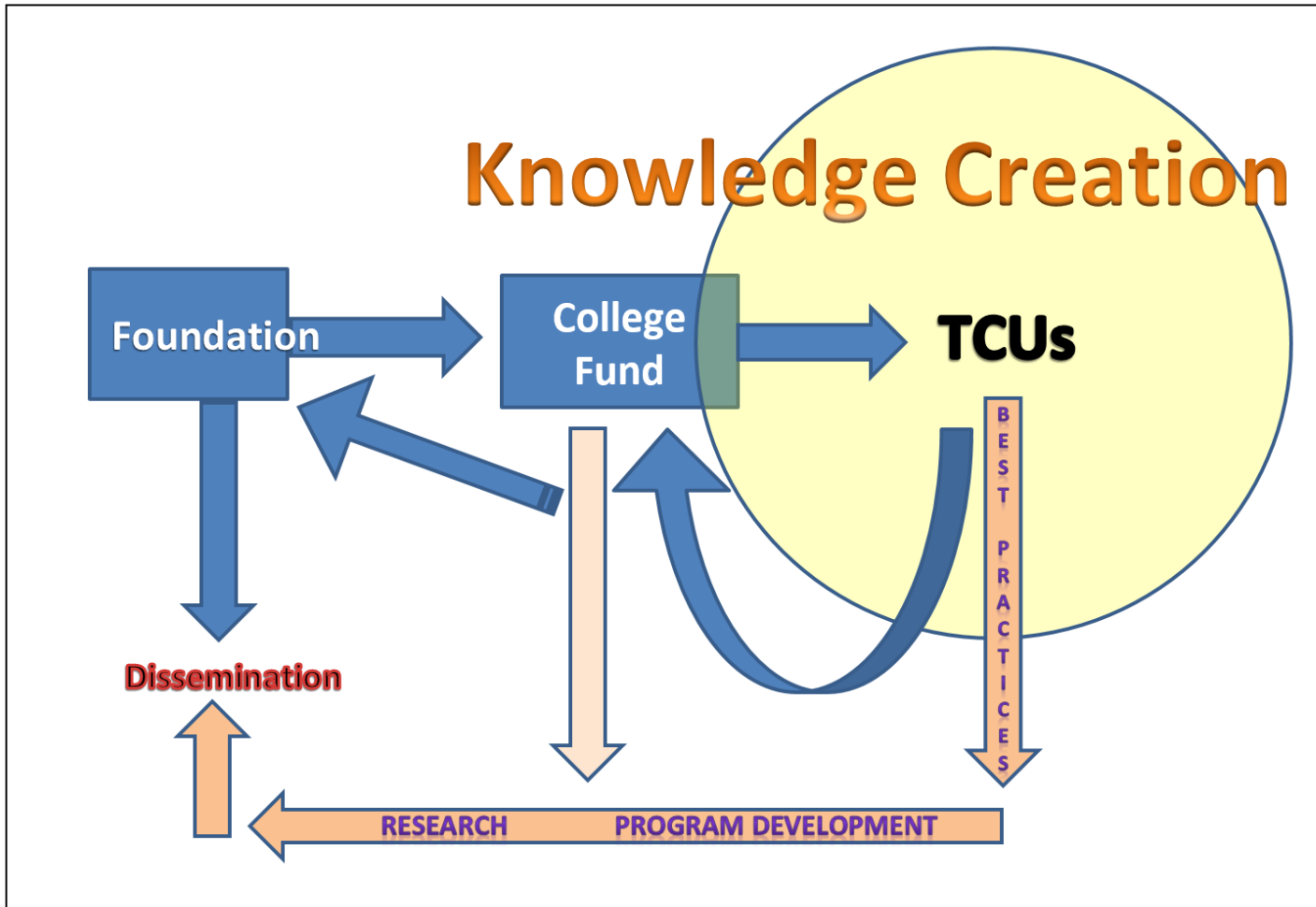


Demonstrating Institutional Worth

- Economic Impact Studies
 - TCU Wide
 - Return on Investment/Economic Impact Study (AIHEC, 2015)
 - State impact
 - ND (2012, 2017), WI (2011), SD (2015)
 - Economic Growth: AIHEC (2000)
- Return on Investment
 - Penn Center for Minority Serving Institutions
 - Rainie, S. C., & Stull, G.C. (2015). Reframing Return on Investments for Tribal Colleges and Universities
 - Stull et. Al. (2015). Redefining Success: How Tribal Colleges and Universities Build Nations, Strengthen Sovereignty and Persevere Through Challenges.
 - Janecek Hartman, J.L. (2007). Tribal College and Universities Return on Investment Conceptual Model.
 - National Student Clearinghouse
 - Transfer and Reverse Transfer studies
 - Gallup-Purdue Index
 - Gallup-Purdue Index
 - Gallup-USA Funds Minority College Graduates Report (2015).
 - Gallup Associate Degree Holder Study



Our Role in Programming – Knowledge Creators



Our Role to foster the Development of Research and Data.

- Dissertations
 - Mellon Career Enhancement Fellows (27 completed dissertations, 11 in progress)
- Published Journal Articles
 - Mellon Tribal College Research Journal(2013 & 2015)
 - Tribal College & University Research Journal
- Development of surveys
 - current scholarship recipients
 - post-graduation
- Annual TCU Faculty Research Convening
- Research Repository
- Literature Reviews



What do these data tell us?

They tell us

- AI/AN TCU students are/aren't represented in the data
- We don't have a complete picture of TCU student pathways
 - Enrollment patterns, transfer patterns, time to completion, post-graduation employment, wage earnings, tribal impact.
- That comparison of TCU student outcomes with national AI/AN students is still approximate
- We are situating the TCU story in national data both of which are piecemeal at best
- We don't have the complete story of TCU institutional impact – ROI studies – employment and wage earnings.
- The College Fund should take the lead to develop processes to produce data and disseminate research to tell a more complete story of TCU impact.

There is a growing trend whereby national Native organizations like AIHEC, AISES, NCAI and IEI have created and are creating a culture of research and data.

Thank you!

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