

General College Data: Indian Country Students and the Institutions that Serve them

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General College Data Sources

- **American Community Survey (ACS)** and **Current Population Survey (CPS)** provide information about education levels
- **Common Core of Data (CCD)** provides information on dropout rates. *Data does not include BIE schools.*
- The **Integrated Postsecondary Education Data System (IPEDS)** collects data on institutions (enrollment, degrees). *Data from two-year institutions and smaller institutions is not always complete.*
- The **National Postsecondary Student Aid Study (NPSAS)** is a nationally representative survey of students enrolled in higher ed. ~1000 students in 2012 wave. *Not representative at state or community level.*
- *These data sources do not always agree.*

Native Students and Higher Education

1. What are overall levels of college attainment?

How has this changed over time?

2. How do Native students differ from other groups?

- How do demographic situations affect college access?
- What kinds of institutions do Native students attend?
- How do students currently fund their education?

3. What factors promote access to higher education for Native students?

What are overall levels of college attainment? How has this changed over time?

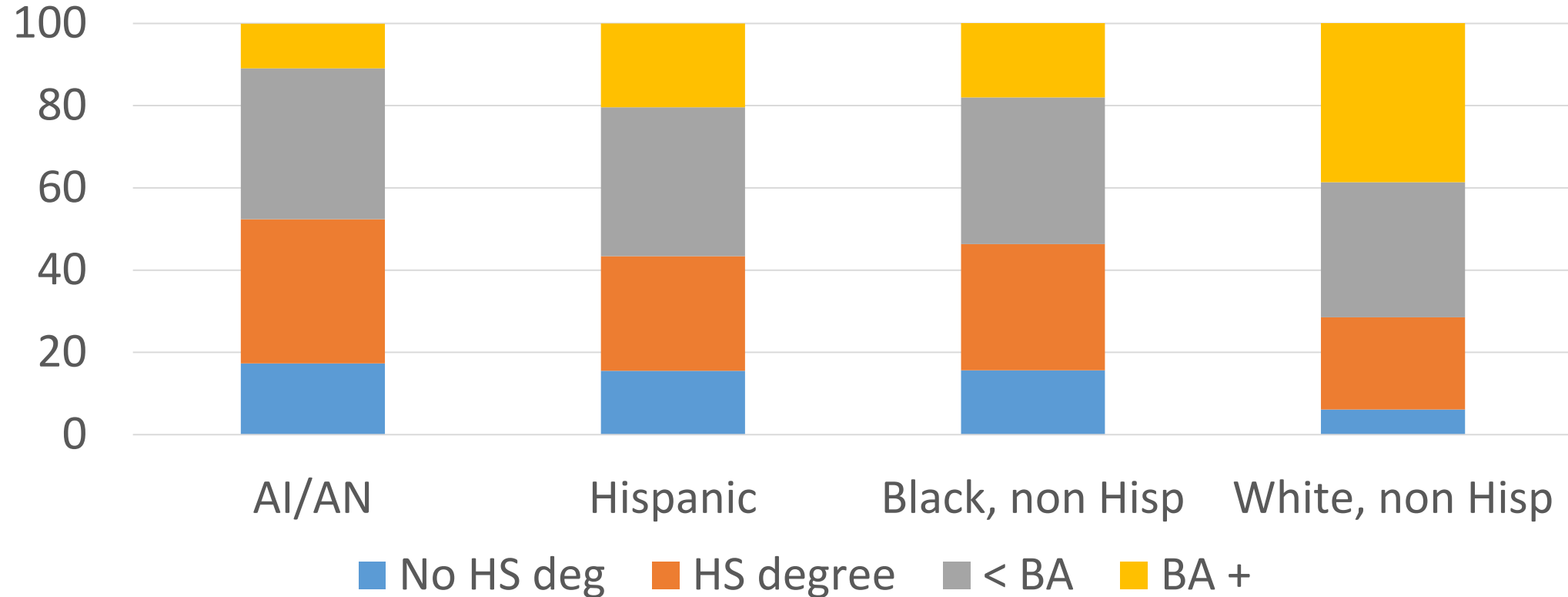
- By ages 25-35, about half of AI/AN have some college training, lower than for other racial/ethnic groups.
- Among HS graduates, 58% of AI/AN have some college training.
- The percentage of American Indian and Alaska Native (AI/AN) enrolled in college has risen steadily over the past several decades.
- The rate for Native students increased faster than in the US as a whole and at a rate similar to Hispanic students.
- However, trends in HS graduation rates suggest future concerns.

Education levels of US Born Citizens, Ages 25-35

	No HS deg	Trad. HS	GED	Some coll.	AA	BA +	N in 1000s
Only AI/AN	17.3	27.4	7.7	28.8	7.9	10.8	22
Hispanic	15.5	22.3	5.6	27.4	8.8	20.4	179
Black	15.6	23.4	7.3	28.3	7.4	18.1	195
White	6.1	17.6	4.8	22.7	10.2	38.7	1,171

Source: American Community Survey, 2015

Educational Attainment of US Born Citizens, ages 25-35



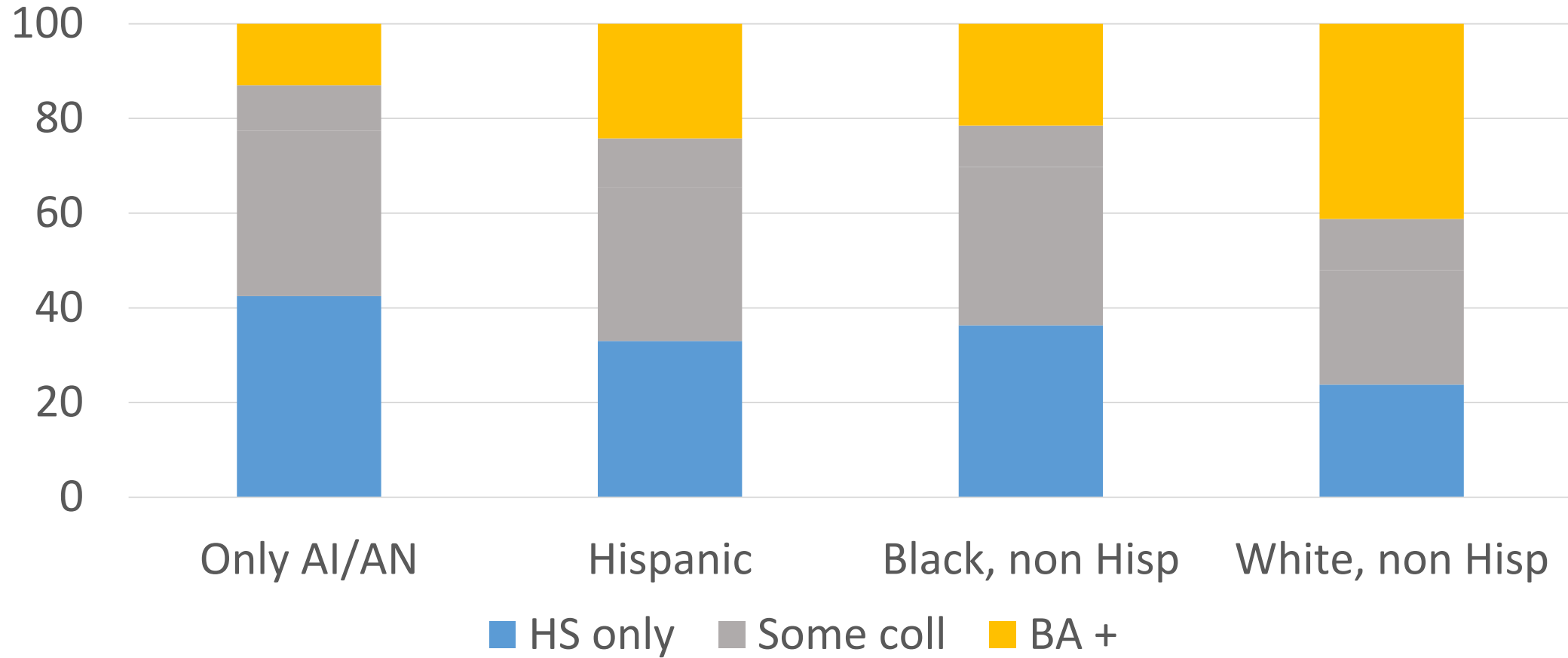
Source: American Community Survey, 2015

**US Born Citizens, High School graduates (traditional or GED)
Ages 25-35**

	HS only	Some coll	AA	BA +
Only AI/AN	43	35	10	13
Hispanic	33	32	10	24
Black, non Hisp	36	34	9	22
White, non Hisp	24	24	11	41

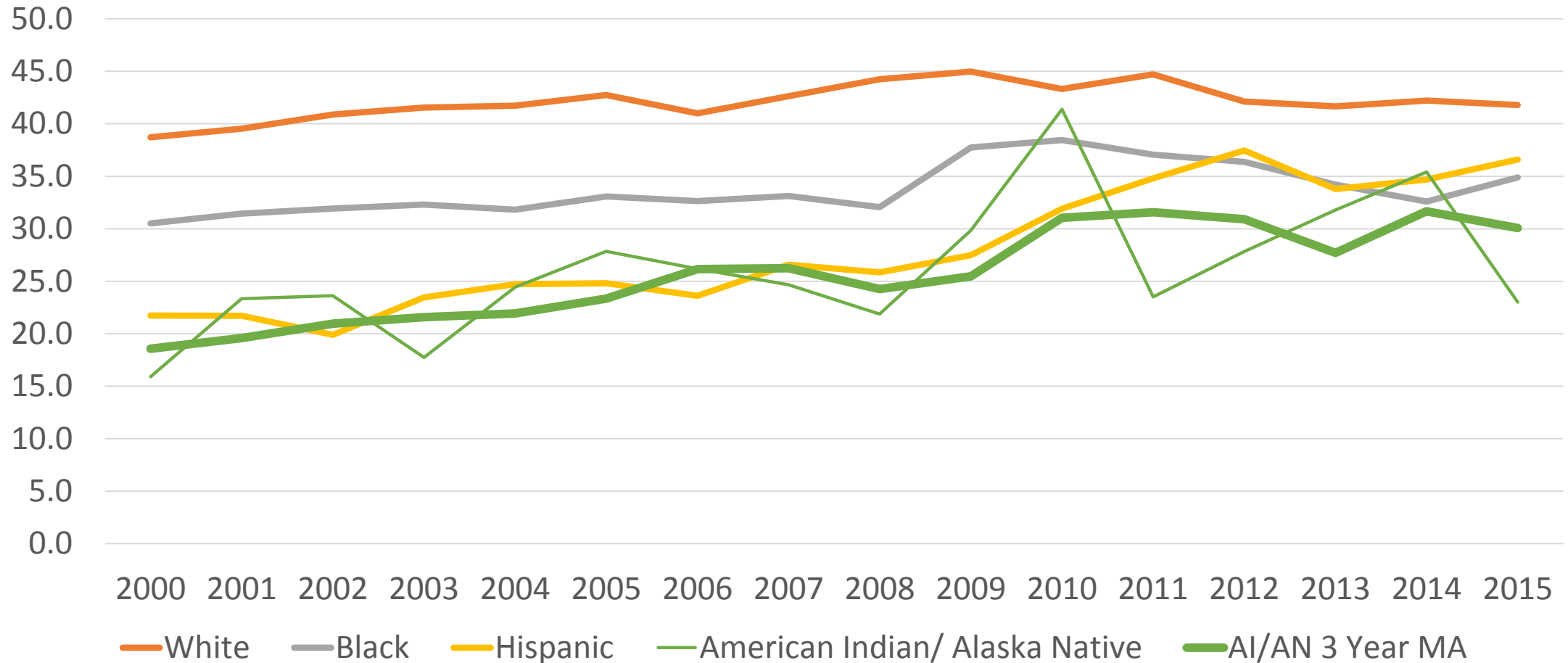
Source: American Community Survey, 2015

Educational Attainment of US High School Graduates (GED or Traditional), 25-35



Source: American Community Survey, 2015

Percent 18-24 year olds enrolled in Degree Granting Institution

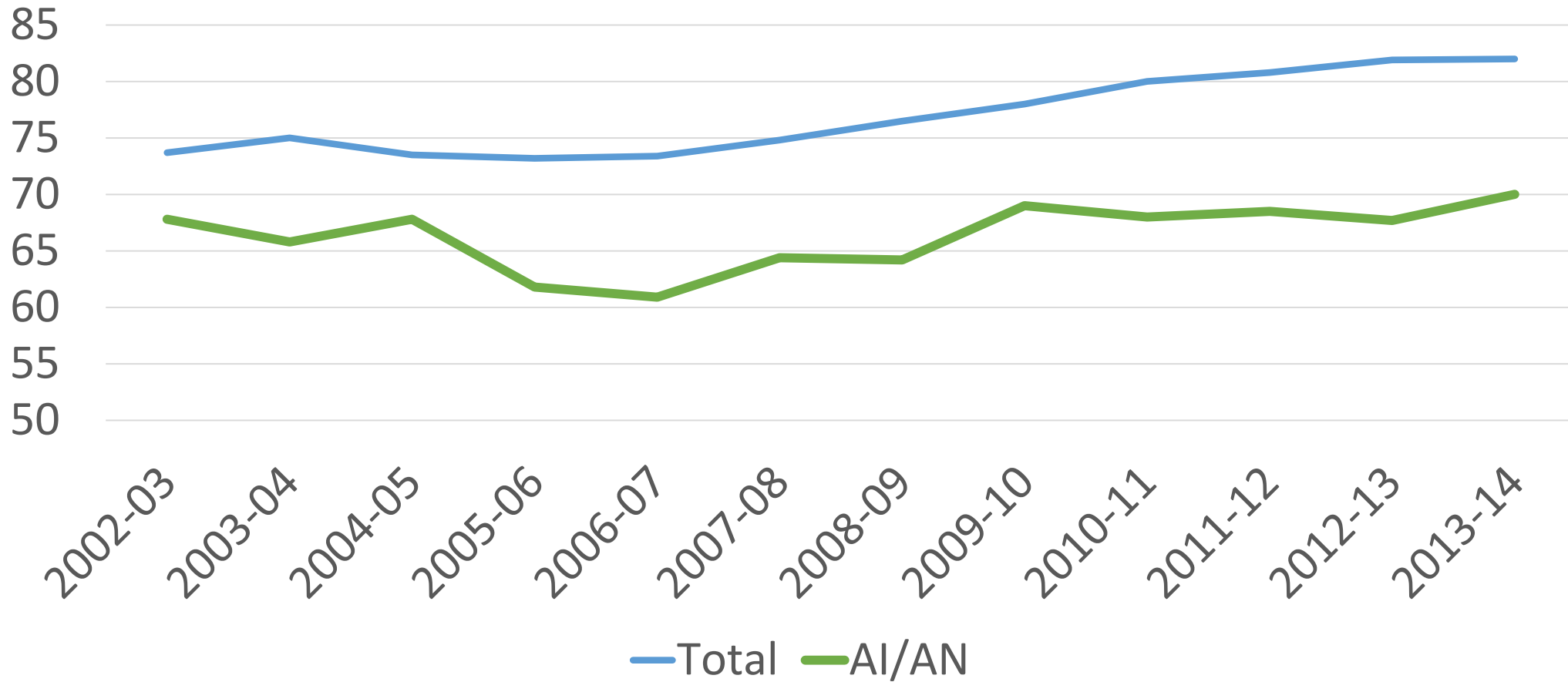


SOURCE: U.S. Department of Commerce, Census Bureau, October Current Population Survey (CPS)

Future concern based on HS dropout trends

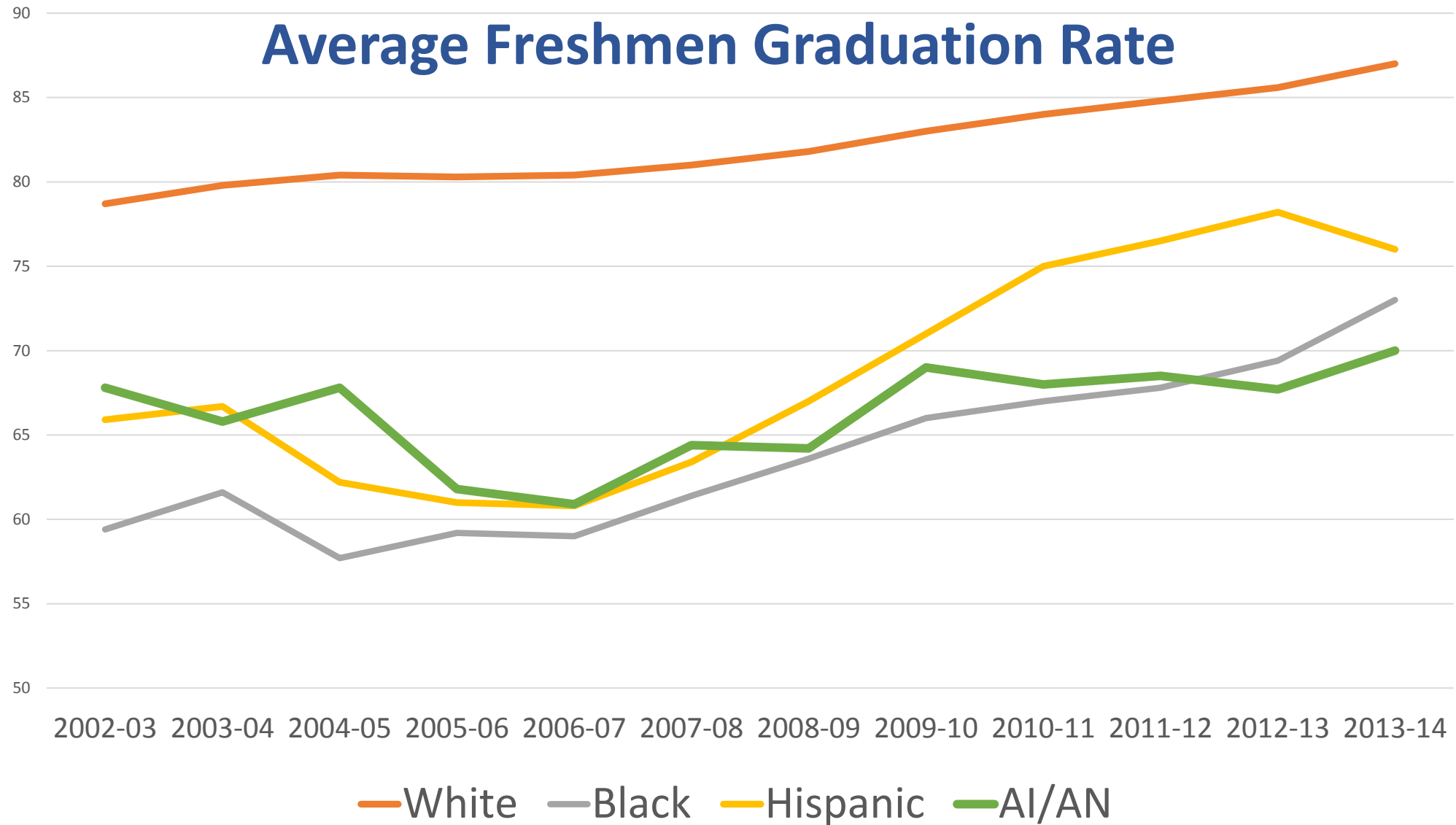
- HS graduation rates have risen since 2000
- In the early 2000s, the high school graduation rate for AI/AN was slightly higher than for Hispanic or black students.
- Since 2009, graduation rates flattened for AI/AN students.
- In contrast, graduation rates for black and Hispanic students have continued to rise more steeply.

Average High School Graduation Rate (for incoming freshmen)



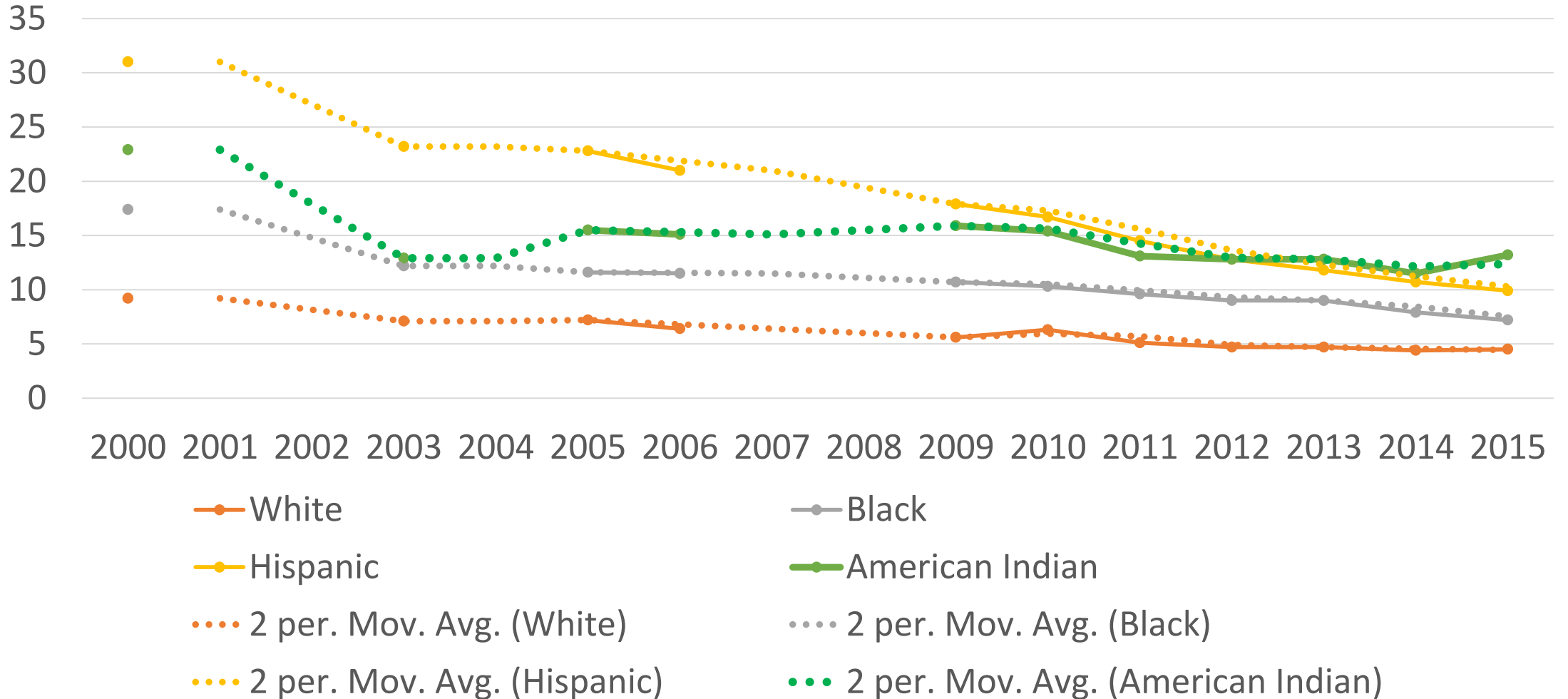
Source: Common Core of Data, State Dropout and Completion Files. Excludes BIE schools.

Average Freshmen Graduation Rate



Source: Common Core of Data, State Dropout and Completion Files. Excludes BIE schools.

High School Dropout Status of 16-24 year olds



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Student Characteristics

	Age started	Female	Is a dependent	Has Dependents
AI/AN	23	60%	48%	37%
Hispanic	21	58%	50%	28%
Black	23	63%	35%	42%
White	21	55%	51%	24%

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

Student Characteristics

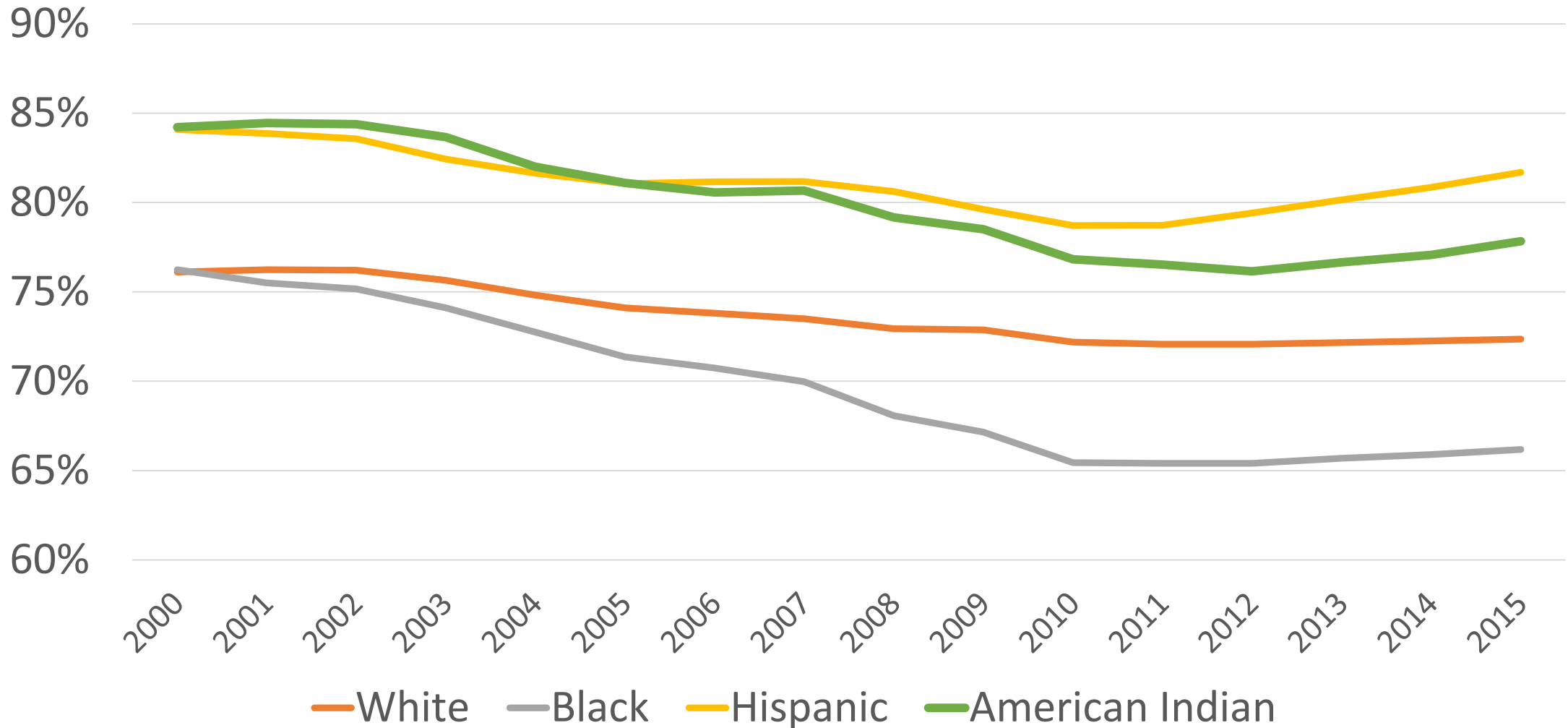
	First gen college	AGI
AI/AN	67%	\$33,208
Hispanic	72%	\$38,452
Black	64%	\$30,219
White	58%	\$59,292

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

What Kinds of Institutions do Native Students Attend?

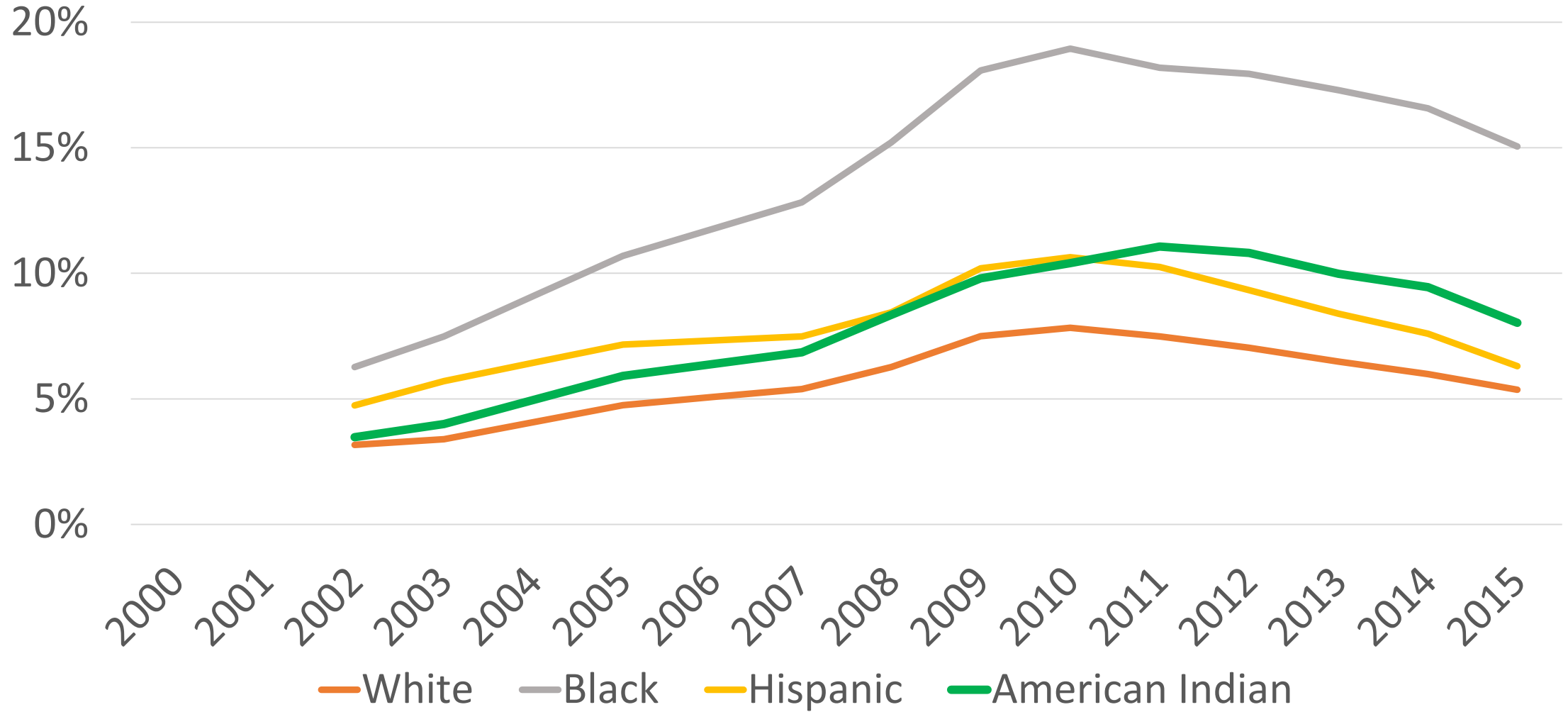
- More than three fourths of AI/AN students attend public institutions.
- A non-trivial proportion attend for-profit institutions (~8%)
- About 12% attend tribal institutions

Percent Enrolled in Public Institutions



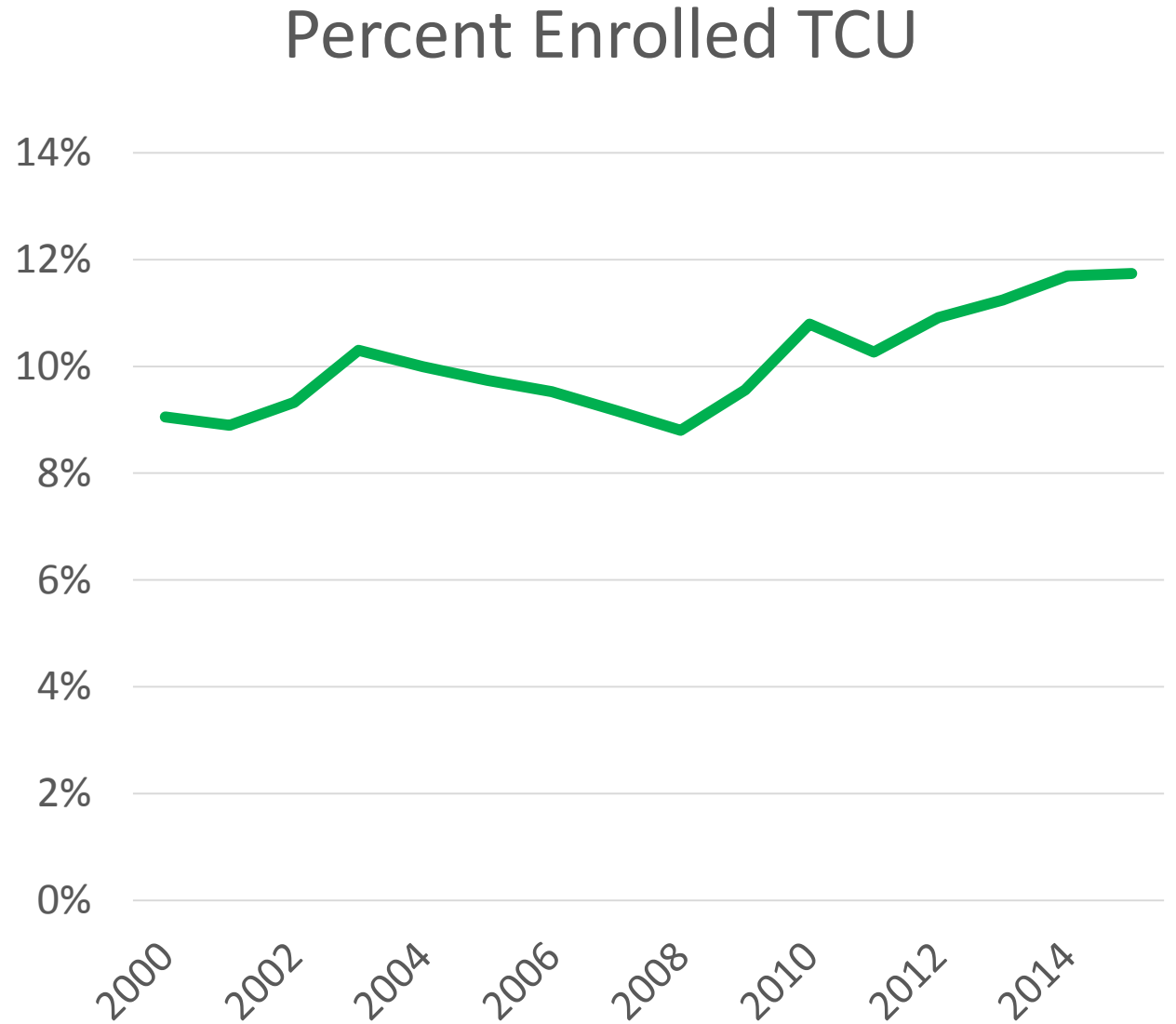
Source: Integrated Postsecondary Education Data System (IPEDS).

Percent Enrolled in For-profit Institution



Source: Integrated Postsecondary Education Data System (IPEDS).

	TCU enrollment	% total AI/AN enrolled
2000	13,680	9%
2001	14,075	9%
2002	15,468	9%
2003	17,776	10%
2004	17,605	10%
2005	17,167	10%
2006	17,255	10%
2007	17,418	9%
2008	17,014	9%
2009	19,686	10%
2010	21,179	11%
2011	19,126	10%
2012	18,881	11%
2013	18,274	11%
2014	17,879	12%
2015	17161	12%

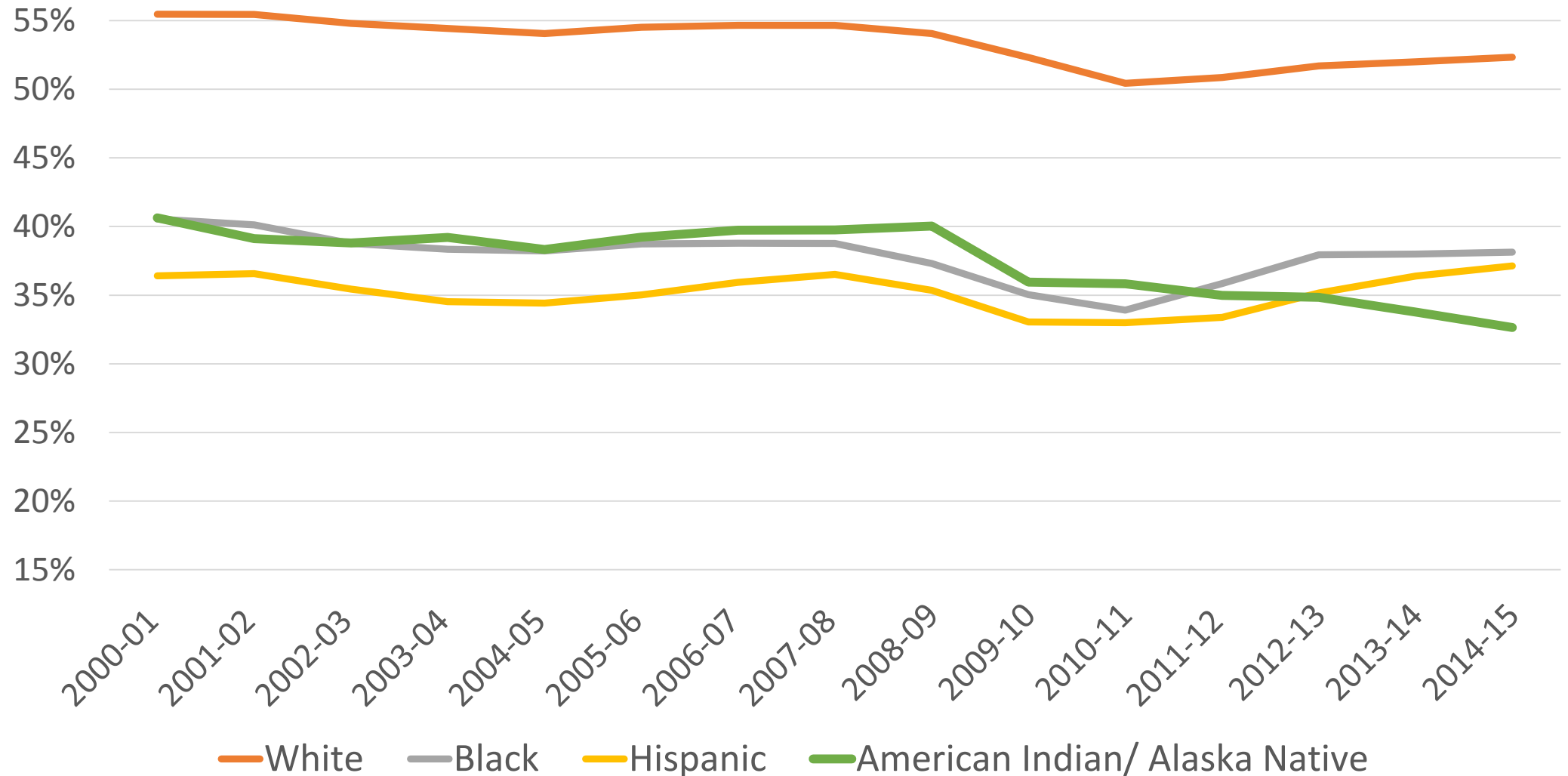


Source: Integrated Postsecondary Education Data System (IPEDS).

What Kinds of Institutions do Native Students Attend?

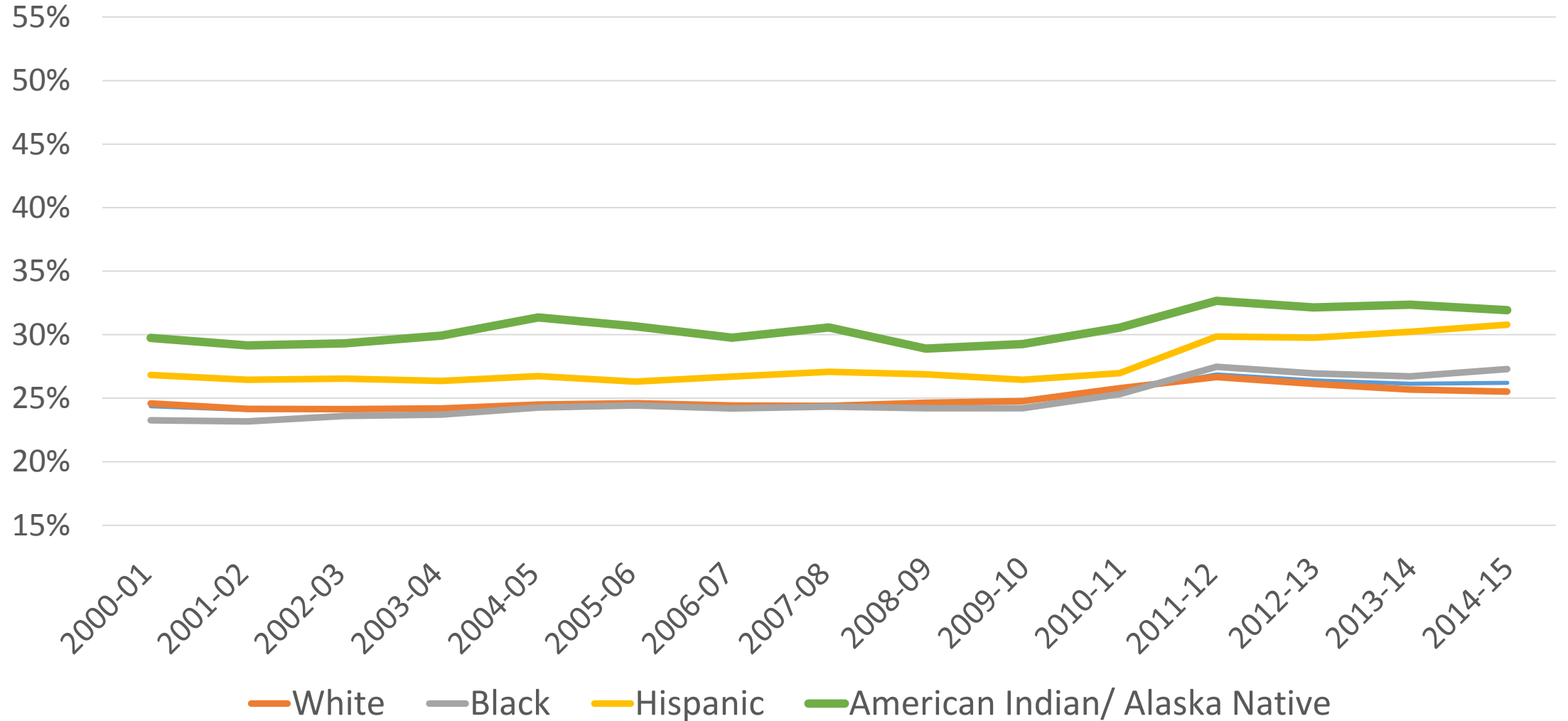
- 43% are enrolled in a two year institution
- Degrees are evenly divided among BAs, Associates, and Certificates
- This makes certificates more relevant for Native students than most other groups.

Bachelor's as percent degrees awarded



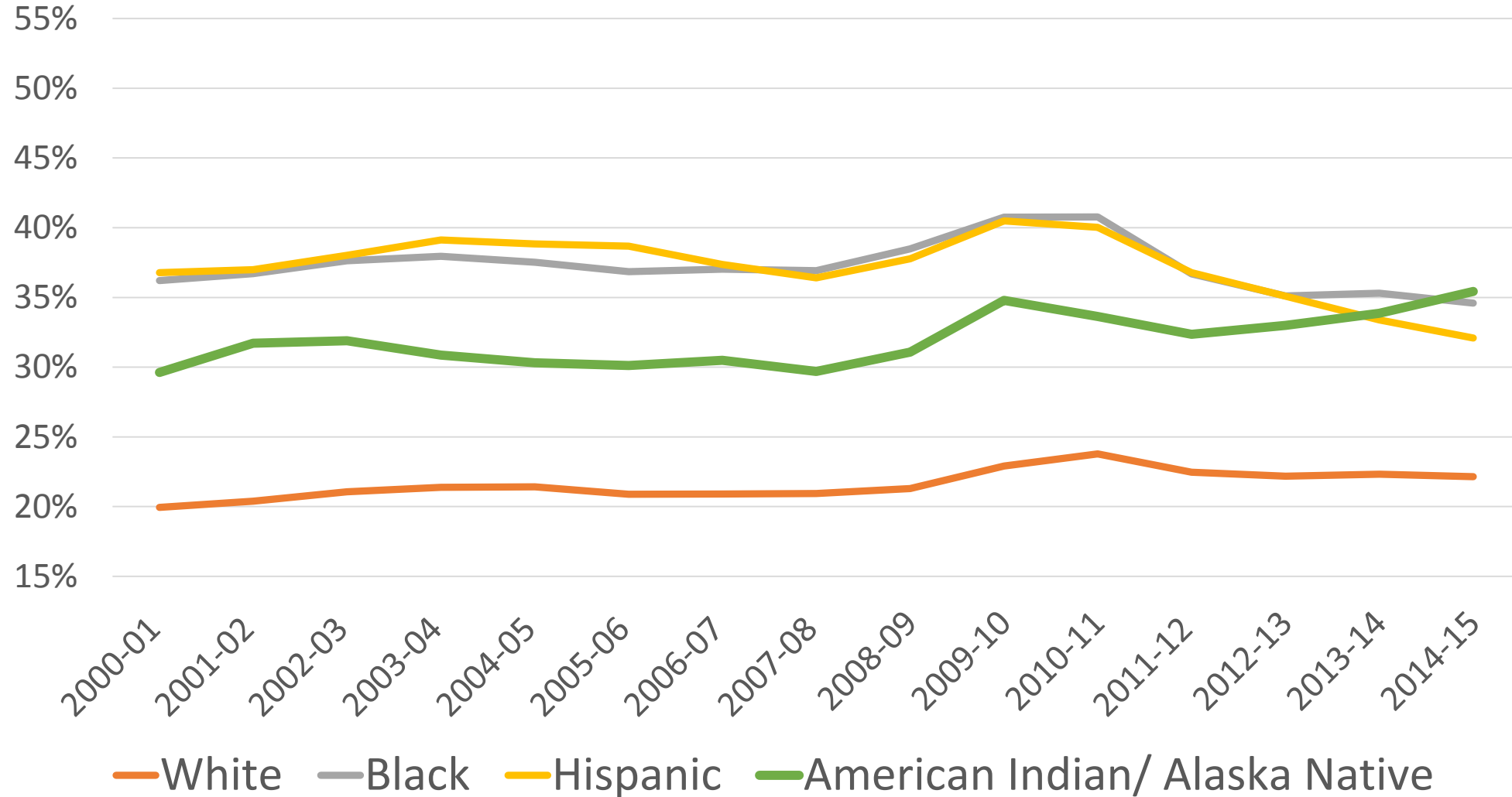
Source: Integrated Postsecondary Education Data System (IPEDS).

Associate's as percent degrees awarded



Source: Integrated Postsecondary Education Data System (IPEDS).

Certificates as percent degrees awarded



Source: Integrated Postsecondary Education Data System (IPEDS).

Other Institutional Characteristics

	Average Institutional Enrollment	Distance from home	Tuition
AI/AN	19,185	156 miles	\$5,229
Hispanic	31,645	99 miles	\$5,729
Black	36,919	161 miles	\$6,082
White	28,919	136 miles	\$7,300

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

How do Native Students currently fund their education?

Rising tuition levels throughout the country have led to concerns about access to financial aid and the transparency of the financial aid system

How well does the financial aid system serve Native students? How well are students able to access and use credit and federal aid?

	Applied for aid	Have Pell	Have Stafford Loans	No aid	Have credit card
AI/AN	87%	54%	41%	24%	43%
Hispanic	84%	51%	35%	27%	49%
Black	91%	63%	51%	18%	41%
White	78%	34%	40%	32%	50%

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

	Tuition and fees	Tuition and fees after grants	Tuition and fees as % income	Tuition and fees after grants as % income
AI/AN	\$5,229	\$2,570	37%	24%
Hispanic	\$5,729	\$3,058	29%	19%
Black	\$6,082	\$3,246	39%	26%
White	\$7,300	\$4,535	24%	16%

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

	Work while in school	Attend fulltime
AI/AN	55%	44%
Hispanic	62%	48%
Black	60%	46%
White	65%	52%

Source: National Post-Secondary Aid Study, 2012. Only includes Title IV institutions. There were 1008 AI/AN students in this survey in 2012.

Native Students and Higher Education

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How do their demographic situations compare?
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How do students currently fund their education?
3. **What factors promote access to higher education for Native students?**

Research and data suggest several factors to promote Higher Education Access

1. K-12 Academic preparation
2. Flexible access for remote areas and nontraditional students, degrees that are responsive to local labor markets
3. Financial support, including simplification of the student aid process
4. Advising, coaching support in the high school to college transition and during the college experience

1. K-12 preparation

- Plateau in HS graduation rates raises some concerns
- Limited AP course availability in rural areas where can only access online, lower computer/internet access (Marcel 2003)

2. Flexible access

- Jepsen and Montgomery (2009): **non-traditional aged community college students** (age 25+) are significantly affected by distance: three additional miles reduced enrollment by up to 14 percent.
- Lapid (2016): four-year college openings in California led to an 8 percent increase in enrollment of recent high school graduates in area. Particularly strong effects for **underrepresented minority students**.

2. Flexible access

- For-profit colleges target **non-traditional students** (older, working full time, veterans, with dependents). Online access particularly helpful for these populations.
- For-profits appear to be more responsive to **local labor market conditions** (Gilpin, Saunders and Stoddard 2015)
- Changes in funding for for-profits led to falls in enrollment. (Cellini 2010)

3. Funding Issues: Public Institutions

- About three fourths of AI/AN students attend public institutions.
- Non-top 50 public institutions have experienced **declining state funding** over the past few decades.
- This has led to lower completion rates and higher time to degree at these institutions for all students (Bound, Loveheim and Turner 2010).
- Because Native students are more reliant on Non-top 50 public institutions, they are particularly vulnerable to the erosion in public funding.

3. Funding issues: TCUs

- Federal funding based on the Tribally Controlled College or University Assistance Act of 1978.
- TCUs are heavily dependent on federal funds as opposed to tuition.
- Federal and state funds make up about 71 percent of funding, while tuition is only 9 percent. (Nelson and Frye 2016)
- At other public two-year institutions, federal and state funds make up 57 percent of revenue and tuition is 27 percent.
- According to Nelson and Frye (2016), few TCUs participate in the federal student loan program.

3. Funding Issues: TCUs

- Funding is linked to enrollment in a federally recognized tribe
- Other students do not get funds even if self-identify as Native.
- In 2015, *authorized* funding per student was \$8,000, but \$6,355 was *allocated*.
- Since 1999, this funding gap has never fallen below \$1500. (Nelson and Frye 2016, Cunningham, et al. 2007)

3. Funding issues: Students

- Many student aid mistakes—not applying or missing deadlines (McKinney and Novak 2015, Callahan 2016)
- **Assistance with aid application** raises college enrollment (Bettinger, et al 2009)
- **Providing information about loans** can affect academic outcomes (Schmeiser, Stoddard and Urban 2017)
- **Financial education in high school** can improve choice of loan packages (Stoddard and Urban 2017)

3. Funding issues: Students

- Relatively high percentage of Native students do not receive aid (given tuition is relative to income)
13% don't apply, 24% don't receive aid
- This may be particularly true for Native students.
Many the first to attend college.
Complex array of funding opportunities and alternatives for Native students.

Dynarski and Deming (2009): “Simple and transparent programs appear to be most effective.”

4. Information and Coaching Support

- Academic support services for the high school to college transition increase college enrollment and college prep behaviors, especially for disadvantaged students (Deming and Dynarski 2009, Page and Scott-Clayton 2016, Horng et al 2013).
- Some have found coaching to improve student matches in terms of cost (Castleman and Goodman 2014) and selectivity (Sherwin 2012, Hoxby and Avery 2013)
- Intensive coaching during college is showing promising outcomes for low-income or non-traditional college students (Bettinger and Baker 2014, Scrivener et al 2015)

4. Information and Coaching Support

- Two-year programs can be either stepping stones or diversions to BA completion.
- AI/AN students 2x as likely to earn a certificate or associate's degree than a BA
 - This has increased relative to past and to other demographic groups.
- Dadgar and Trimble (2015) and Jepsen, Troske and Coomes (2014) find that associate's degrees result in higher earnings, especially for women. Most of the variation in returns comes from the **specific field of study**.
- Research raises concerns about returns to for-profit degrees (Deming, Goldin and Katz 2012, Cellini and Chaudhary 2014)

4. Information and Coaching Support

- What kinds of coaching/advising might help Native students chose an institution if they are no longer in High School?
- How do the individual returns to the institutions increasingly chosen by AI/AN students compare?
- How do the fields of study for Native students relate to local employment opportunities?
- How can the pathway to more advanced levels of higher education be strengthened?