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

2017 Center for Indian Country Development
Minneapolis, MN
September 27, 2017
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

Student Support
- College Readiness/Going
  - High School Graduate
  - GED, TASC, HiSET
  - College-going culture
  - College Choice
- College Attendance
  - Bridge Programs
  - Developmental Education
  - First-Year Experience
- Completion
  - TCU programs
  - Workforce Education
  - Research
  - Faculty Development
  - Transfer Pathways
  - Data capacity

Institutional Worth
- Return on Investment
- Employment
- Economic Impact
- Graduation Rates

College Fund Organizational Research
- Data-Mining, develop scholarship grad rates and program impact
### What data are available?

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

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<tr>
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<th>AI/AN</th>
<th>White</th>
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<tbody>
<tr>
<td>Graduated in 4 years</td>
<td>23%</td>
<td>43%</td>
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<tr>
<td>Graduated in 5 years</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Graduated in 6 years</td>
<td>4%</td>
<td>4%</td>
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</tbody>
</table>

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

- Return on Investment
  - Penn Center for Minority Serving Institutions

- National Student Clearinghouse
  - Transfer and Reverse Transfer studies

- Gallup-Purdue Index
  - Gallup-Purdue Index
  - 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**
  - 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 piece-meal 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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