

The State of
**AMERICAN
INDIAN &
ALASKA
NATIVE**

Education in California
2014

Dr. Joely Proudfit with Dr. Theresa Gregor

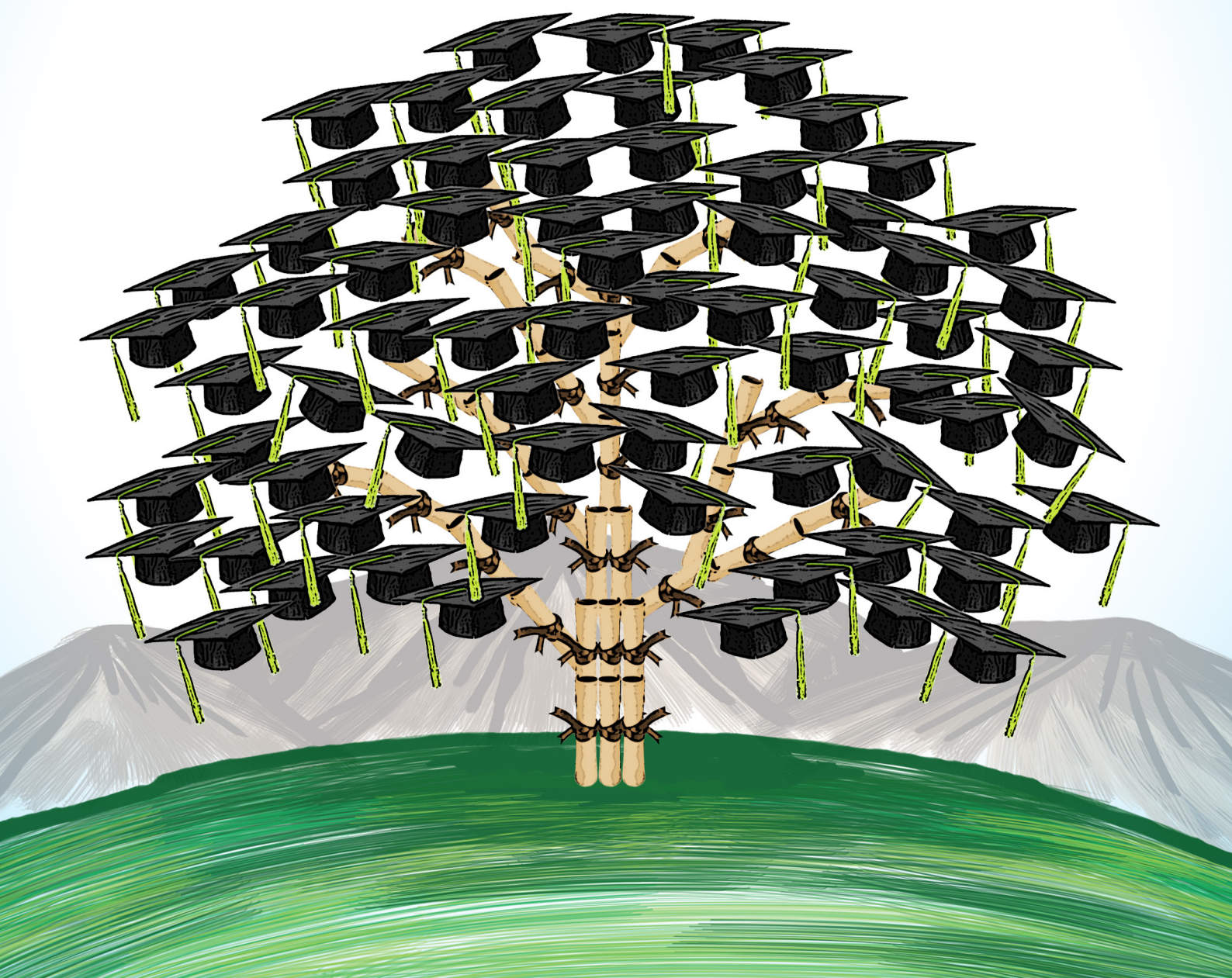




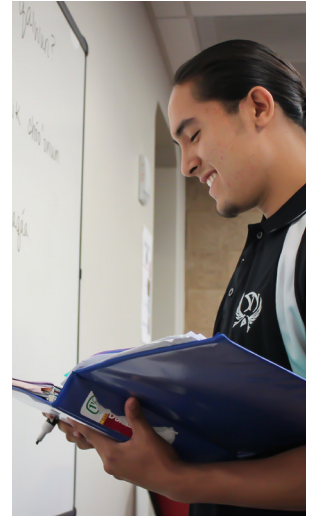
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CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

The California Department of Education in 2012 received the first in a series of reports assessing the educational enrollment, retention, and graduation rates of American Indian and Alaska Natives (AI/AN) in California's public educational system.

That report, *The State of the American Indian and Alaska Native Education in California*, revealed alarming gaps in AI/AN matriculation and graduation compared to other ethnic groups in the state. In particular, the decline in overall college readiness for AI/AN students to meet the "A-G" college entry requirements points to the specific work that must be done to improve college-readiness for California's AI/AN population.

The second year report shines a brighter light on where and when the decline in AI/AN enrollment is occurring, specifically within the California State University and University of California systems.

In the following pages you will find updated data about the AI/AN enrollment, retention, and graduation rates and workforce breakdowns across the three-tier system. You will also find institutional profiles highlighting the community outreach, student support, and academic resources available to assist AI/AN students achieve their goals in postsecondary education.

The California Indian Culture and Sovereignty Center at California State University San Marcos, under the direction of Dr. Joely Proudfit, is breaking new ground and leading the way in providing valuable research. These findings should help innovate institutional approaches to recruiting, enrolling, retaining, and graduating from college AI/AN students.

The State of American Indian and Alaska Native Education in California 2014 report is a resource for tribal leaders, educators, and the community. Please join me in putting to work the information contained in this report to help ensure our American Indian/Alaska Native students—and all California students—learn the skills they will need to be successful in the 21st century.

Best regards,

A handwritten signature in blue ink that reads "Tom Torlakson".

Tom Torlakson
State Superintendent of Public Instruction

Thank You



SAN MANUEL BAND OF MISSION INDIANS

The report on the *State of American Indian and Alaska Native (AI/AN) Education in California 2014* is the second publication in a three-part series made possible by financial support from the San Manuel Band of Mission Indians.

The San Manuel Band of Mission Indians is an invaluable tribal partner and has made an “investment change”¹ in public policy reporting about the educational attainments, roadblocks, gaps, and achievements of American Indians and Alaska Natives in the State. Without their progressive investment this work would not be possible.

INTRODUCTION

The findings from the California Indian Culture and Sovereignty Center's 2012 report confirmed the need for greater efforts to prepare, to recruit, to retain, and to graduate Native youth from institutions of higher education. In particular, the realization that AI/AN enrollment rates are declining across the CSUs was alarming. These results provided the basis to delve deeper into the program, outreach, and support of postsecondary institutions in the 2014 report to determine where enrollment and transfer numbers are decreasing or increasing; to determine what the best practices at state colleges and universities to attract, retain, and graduate AI/ANs are; and correspondingly to determine where we, as educators of AI/AN students in the state of California, need to improve.

2012 FINDINGS

AI/AN high school students have a disproportionately high dropout rate compared to the state average

AI/AN are severely underrepresented in California's three-tier higher education system

AI/AN graduation rates at CSU are lower than the state average for other ethnic groups in 2004 cohort

AI/AN personnel at all levels in public education and postsecondary institutions are lacking, in particular at schools and colleges with high rates of AI/AN enrollment due to the close proximity and concentration of AI/ANs in an urban or reservation location

2012 RECOMENDATIONS

A call to centralize the data about AI/AN educational enrollment and attainment in a coherent and accessible form and location

Development of a Tribal Workgroup to discuss and determine the type of data and research that would be most effective, beneficial, and informative for tribal communities to further their educational goals

Create a procedure to evaluate where educational funding is being spent, who it is given to, and what results they are achieving with the funding

Increase teacher training and resources at all levels of AI/AN education to include AI/AN culture competency and community-based methodologies to support AIAN learning

The second report of the *State of American Indian and Alaska Native Education in California* presents its results from a cross-sectional examination of the programs and services offered to AI/AN students and communities in the state at our postsecondary institutions of higher education and includes updated data for high school achievement rates, dropout rates, and K-12 education in the state, as well as information regarding AI/AN personnel at all levels of education at public institutions.

The underlying problem the 2014 report addresses is where the numbers of AI/AN at community colleges and California State Universities are declining and where the enrollments at University of California are increasing. The ten-year enrollment and transfer numbers presented in the 2014 report show us precisely where our AI/AN students are enrolling and in what quantity at CSU and UC campuses. The institutional profiles in the report detail the

work being done across the state; we highlight the work as models of “promising practices;” and evaluate across a 10-year period where the rates of enrollment and transfer admissions are increasing or decreasing at these schools. The research staff at the CICSC utilized a quantitative and a qualitative process to provide a more comprehensive understanding about the state of AI/AN education at participating schools in this report. Despite our best efforts to include the widest sample of institutional profiles, our requests for participation did not result in a complete portfolio of all the schools offering programs and services to recruit, retain, and graduate AI/AN students.

CICSC researchers sent out a statewide survey to community colleges, state universities, and UCs with high concentrations of AI/AN populations and/or reservations in the school’s service area based on the 2010 census. The result from this effort is presented here with 4 CCCs, 4 CSUs, and 3 UCs profiles.² Although our response pool is smaller than we initially planned for, the CICSC is encouraged by the geographic range of responses from northern, central and southern California postsecondary institutions; and we hope, that with support from the CSU and UC’s Chancellor’s respective offices, to include all 23 CSU and 10 UC campuses in future reports.

The model the CICSC used to develop its approach and methodology in the 2014 report is the *Pathways for Native American Students: A Report on Colleges and Universities in Washington State* (2009). While the Washington state report represents what is possible when public, private, and tribal stakeholders fund and support, at a high institutional level, research to inform educational policy pertaining to American Indians and Alaska Natives, the CICSC has a lone tribal investor funding this project and no other public, private, institutional, or departmental support. Nonetheless just as the *Pathways for Native American Students* report is the first of its kind and provides critical insights and analyses of the state’s obligations and outcomes in providing access and support of AI/AN education from preschool to graduate school for the state of Washington, so do the first and second year educational reports from the CICSC.

Our goal with each report is to gather relevant data, present it in a user-friendly format, and provide our tribal educators, business owners, leaders, and community members with the facts needed to make informed decisions about accessing higher education in California. While our resources are limited, we, like our ancestors before us, make do with the tools we have and hope that through our hard work and small but diligent contribution, we will help make our communities stronger.

At his visit to CSUSM in October 2013, Chancellor Timothy White reported that 1 out of every 10 employees in California’s workforce are products of the CSU system. In 2012 alone, the CSU system produced nearly 100,000 degrees; this is an institutional accomplishment that Chancellor White remarked, “nobody else in the state, the country or the world can say.” The total number of degrees awarded to AI/AN in the CSUs in 2011-2012 was 470 or 41% of the state.³ During the Campus Forum, I had the opportunity to address Chancellor White and compliment him on his track record working with tribes to establish regional Memorandums of Understanding for educational achievement in Idaho and in Riverside County, California. In response to my reference to the overall decline of AI/AN enrollment rates across the CSU and my desire to have his support in the CICSC’s research of this issue, Chancellor White said “you bet; I am on your side” to which the audience applauded. He then added that my “comments portend to the bigger, noble cause for California to succeed and for the nation to succeed in the bigger, global set of forces, we have to have every people succeed.”

No words could be more true or dire for American Indian and Alaska Native peoples in California. Higher education is vital for Tribal Nations to effectively build sustainable economies, preserve Native languages and cultural traditions, and advance in digital technology. Education is the great equalizer, and although AI/ANs are a fraction of the general population, our political and cultural futures depend on an educated workforce: both tribal and nontribal. In the end, we share the same threats from “global forces” and the same belief in the “noble cause” that Chancellor White alluded to in his remarks.

ACKNOWLEDGEMENTS

The work at the CICSC is not created in a vacuum. Several people collaborated, passionately discussed, and painstakingly sifted through hours of statistics to create this report. My vision from the moment I was hired to coordinate the Native American Studies program at CSUSM and direct the CICSC is one of community advocacy and participatory research with our tribal, non-tribal, and campus communities. At all levels of this project from inception to publication, my research team helped me chart a course of action for our still maiden voyage into groundbreaking waters.





SPECIAL THANKS

from
The California Indian
Culture and
Sovereignty Center

Mr. Seth San Juan (Yaqui) was the research associate for the 2012 report and he conducted the interviews for the institutional profiles featured in the 2014 reports. He recently joined the faculty ranks at Palomar College in the American Indian Studies department; a special thanks goes out to him for his contributions to the report. Dr. Theresa Gregor, a Kumeyaay descendant from Santa Ysabel, joined the CICSC in the fall semester 2013 to replace Mr. San Juan. She is an active tribal community presence, voice, and representative at the CICSC. Dr. Gregor sifted through the data to answer my questions, streamlined the findings, then analyzed and prepared the report for publication. Megan Doughty is responsible for the layout, photos, and final format of the report. Gratitude is also extended to CSUSM's Office of the Tribal Liaison, Ms. Tishmall Turner (Luiseño), whose work to bridge cultural divides and promote the institutional changes in American Indian education at CSUSM on and off campus is exemplary and unparalleled in the state; finally, a special note of appreciation must be acknowledged to all the CICSC student workers, who assisted in drafting the appendices. They are our future leaders and their presence and work at CSUSM speaks for itself.

Finally the financial support from the San Manuel Band of Indians, the commitment from the tribal leadership locally in San Diego County, and throughout California is acknowledged. Credit goes to those members who show up, speak out, and demand the fulfillment of treaty obligations to AI/ANs in education; this report is good fuel for your "Council Fires" and it is knowledge to be shared and used for future tribal-institutional collaborations.

A handwritten signature in black ink that reads "Joely Proudfit". The signature is fluid and cursive.

Joely Proudfit, Ph.D.
Director of the California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies
Associate Professor of Sociology and Native Studies

EXECUTIVE SUMMARY

AI/AN students in 9th-12th-grade continue to fall disproportionately below state achievement levels for graduation and completion of UC/CSU requirements for college entry.

- *Statewide Totals for Graduation:*
 - » Total Graduation Rate: 78.7%
 - » AI/AN Graduation Rate: 72.3%
 - » Graduation Rate Difference for AI/AN: 6.4% lower

The AI/AN high school dropout rate for 2011-2012 remains higher than all other ethnic/racial groups in the state except for Hispanic/Latinos despite the fact that AI/ANs comprise 1.9% of state demographics and Hispanic/Latinos comprise 37.6% of the state population.

- *Statewide Totals for Dropout Rates:*
 - » Total Dropouts for State: 13.1%
 - » AI/AN Dropout Rate: 18.5%
 - » Dropout Rate Difference for AIAN: 5.4% higher

75% of AI/AN high school graduates do not complete UC/CSU requirements for college admittance:

- » Total for State: 38.3%
- » AI/AN Total: 24.9%
- » Rate Difference for AIAN: 13.4% lower

The AI/AN enrollment rate at postsecondary institutions in the state is declining in the community college and CSU system, while there is a slight increase of enrollment of AI/AN students in the UC system.

- » *The enrollment rates from Fall 2011 to Fall 2012 for AI/AN at Community Colleges shows a decline of 16% (or a loss of 1,386 students)*
- » *The enrollment rates from Fall 2011 to Fall 2012 for AI/AN students at California State Universities shows a 61% reduction (or a loss of about 1,100 students)*
- » *The University of California system shows an increase of 67% in enrollment of AI/AN students from Fall 2011 to Fall 2012*

Enrollment at California Community Colleges and transfer rates to both CSU and UC are declining:

- *AI/AN enrollment at CCC shows declined by 0.05% from 2011-2012*
- *Transfer admits to CSU from 2010-2012 decline by 74% (from 272 in 2010-2011 to 156 in 2011-2012)*
- *Transfer admits to UC declined from 2010-2011 by 26% (from 241 students to 170) and although the numbers increased by 36 students in 2011-2012, the overall rate is still a 4% reduction from the 2010 rates (actual students increased from 2011-2012 from 170 students to 206)*

K-12 AI/AN Personnel and Faculty Updates

- *The number of AI/AN students enrolled in K-12 for the 2012-2013 academic school year was 40,414 (0.65%).*
- *AI/AN teachers, administrators, and staff for K-12 comprise 3,417 personnel (1.58%).*

Postsecondary Institutions AI/AN Personnel and Faculty Updates

- *We reported that the AI/AN employment rate at California Community Colleges in 2010 was 0.8%, in 2011 and 2012 the employment rate decreased to 0.7% and 0.73% respectively.*
 - » According to the 2012 Annual Fall Reports on staffing AI/ANs make up 0.93% of the total workforce at the California Community Colleges totaling about 793 employees across 112 campuses.
 - » Compared to the rates reported in our 2012 publication, the data shows an increase in AI/AN workforce by 115 personnel, which includes one more tenure(d) track appointment for an AI/AN.
- *AI/AN Faculty and Personnel Updates, California State University*
 - » 29% of 11,348 faculty and ethnic minority
 - » 12% of minority women (894) are tenured compared to 28% of men (2,883)
 - » 17% of tenured minority men (1,249) versus 40% of tenured white men (2,883)
- *AI/AN Faculty and Personnel Updates, University of California*
 - » 218 personnel classified as Academic
 - » 692 personnel classified as Non-Academic
 - » 52 Senior Management (SMG) & Management and Senior Professionals (MSP)
 - » 640 Professional & Support Staff (PSS)

AI/AN First-Time Full-Time Freshman (FTF) at CSUs (2002-2012)

- *Highest number of FTF AI/AN enrolled at CSUs in 10-year period:*
 - » San Luis Obispo with 37 students (2007)
- *Lowest number of FTF AI/AN enrolled at CSUs in 10-year period:*
 - » Dominguez Hills with 0 students (2003, 2005, & 2008)
 - » Maritime Academy with 0 students (2009 & 2010)
 - » Channel Islands with 0 students (2002)
 - » Stanislaus with 0 students (2009)
- *High/Low number of FTF AI/AN enrolled at CSUs in 10-year period:*
 - » Chico with 28 student (2007) and 9 students (2010)
 - » Humboldt with 25 students (2007) and 6 students (2009)
 - » SDSU with 27 students (2007-2008) and 3 students (2012)
 - » CSUSM with 14 students (2008) and 4 students (2002,2004 and 2011)

Transfer Admissions of AI/AN at CSUs (2002-2012)

- *Highest number of AI/AN transfer students at CSUs in 10-Year Period:*
 - » Sacramento with 35 students (2007)
 - » San Diego with 31 students (2004)
 - » Fresno with 25 students (2006)
- *Lowest number of AI/AN transfer students at CSUs in 10-year Period:*
 - » Maritime Academy with 0 students (2003-4 & 2006-08, & 2010-2012)
 - » Monterey Bay with 1 student (2011)
 - » San Luis Obispo with 1 student (2011-12)
- *High/Low number of AI/AN transfer students at CSUs in 10-year period:*
 - » Chico with 30 student (2002) and 11 students (2010-2011)
 - » Humboldt with 27 students (2003) and 7 students (2010)
 - » SDSU with 31 students (2005) and 6 students (2010)
 - » CSUSM with 12 students (2006) and 2 students (2011)

AI/AN First-Time Full-Time Freshman (FTF) at UCs (2002-2012)

- *Highest number of AI/AN FTF enrolled at UCs in 10-year period:*
 - » Santa Barbara with 53 students (2012)
- *Lowest number of AI/AN FTF enrolled at UCs in 10-year period:*
 - » Merced with 2 students (2006)
 - » San Diego with 5 students (2011)
- *High/Low numbers of AI/AN FTF enrolled at UCs profiled in 2014 Report:*
 - » Davis with 45 students (2010) and 18 students (2005)
 - » Santa Cruz with 39 students (2010) and 24 students (2005 & 2007)
 - » Los Angeles with 27 students (2011) and 10 students (2004 & 2008)

Transfer Admissions of AI/AN at UCs (2002-2012)

- *Highest number of AI/AN transfer students at UCs in 10-year period*
 - » Davis with 32 students (2013)
- *Lowest number of AI/AN transfer students at UCs in 10-year period*
 - » Merced with 0 students (2013)
- *High/Low number of AI/AN transfer students at UCs profiled in 2014 report*
 - » Davis with 32 students (2010) and 10 (2005)
 - » Santa Cruz with 25 students (2010) and 8 students (2002 & 2005)
 - » Los Angeles with 24 students (2007) and 12 students (2002)

STRUCTURE & METHODOLOGY

Part I of the *State of AI/AN Education in California 2014* provides an overall review of AI/AN demographics in California and the enrollment rates for AI/AN in postsecondary institutions (PSI). Part II reviews and assesses the growth and decline in AI/AN 10-year enrollment from Fall 2002-2012 at CSU and UC campuses. The data used in Part II was gathered from the California Community Colleges Data Mart, California Department of Education DataQuest, Integrated Postsecondary Education Data System, and California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE), the University of California Information Center, and the 2010 Census. The quantitative analysis is provided to create an analytical framework to contextualize the presentation of institutional profiles in Part III. The institutional profiles in Part III have two principle objectives: 1.) To identify models for AI/AN student success throughout institutions of higher education in California and 2.) To share models across institutions. Part IV provides quantitative analysis of data reports for AI/AN PSI enrollment and achievement rates for 2012, including a 10-year overview of CSU and UC AI/AN first-time full-time freshman and transfer student admissions to each system. Part V provides an overview of the AI/AN PSE workforce in the state; Part VI updates data for K-12 achievement, college readiness, and staffing. Part VII outlines promising practices, next steps, and conclusions drawn from the report's findings.

PART I DEMOGRAPHIC & ENROLLMENT OF AI/AN IN PSE

Figure 1 California Three-Tier Postsecondary Education System

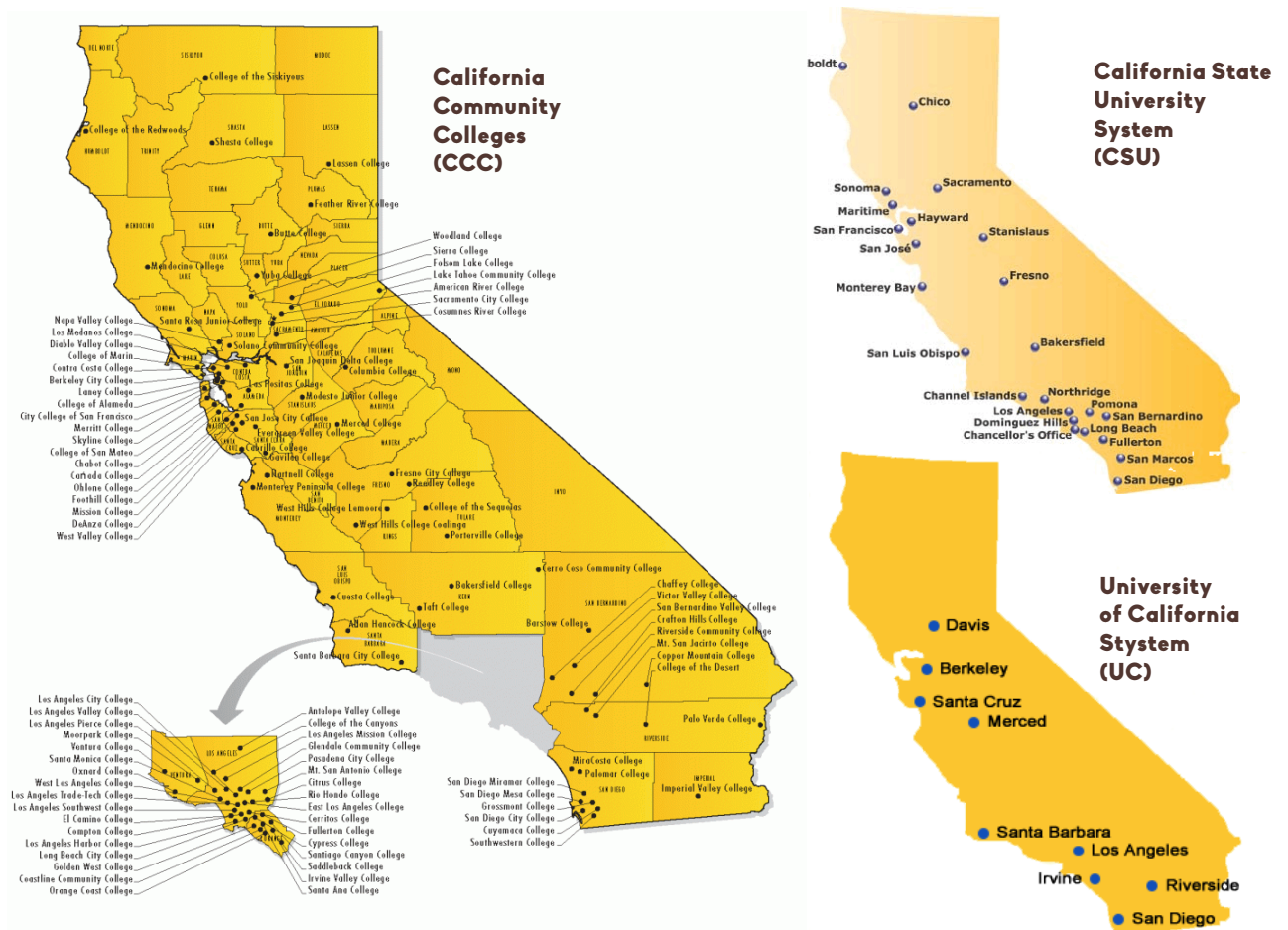
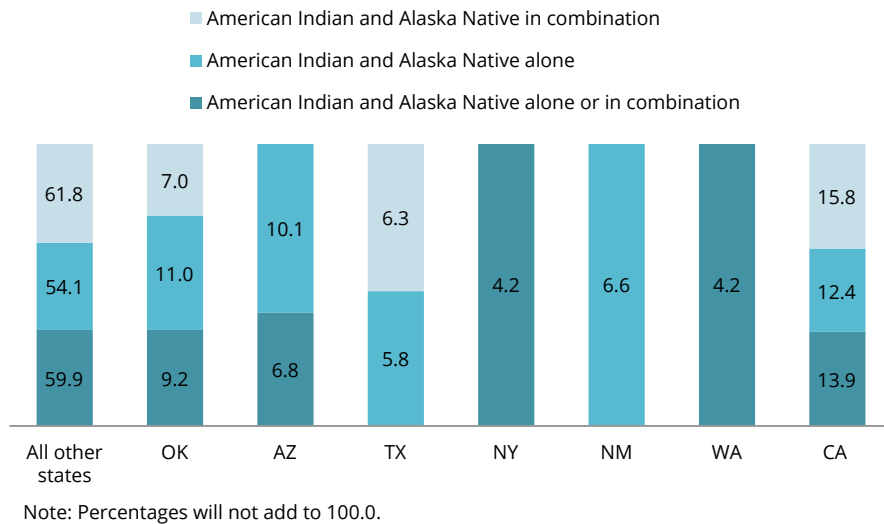


Table 1 2010 Census AI/AN Populations in US



The 2010 Census reported the total population of American Indian/Alaska Native in California as 723, 225. Table 1 above shows a breakout comparison of the AI/AN populations in the US reported alone or in combination with another race. California is second only to Oklahoma as having the highest number of people identifying as American Indian and Alaska Native. Furthermore, California ranks highest for all census respondents who identified as American Indian or Alaska Native alone or in combination with another race with 14%.⁴

California's public four-year university system is a two-part system that includes the California State University (CSU) system and the University of California (UC) system. The CSU system has 23 campuses and the UC system has 10. In 2012 these

33 campuses enrolled 3,354 AI/AN students at both the undergraduate and graduate level (see Figure 2). The CSU system is the largest university system in the nation and considers itself the "gateway institution for the great majority of students seeking a baccalaureate education in California, and for those who seek professional training as teachers, nurses, social workers, and engineers." The University of California is also a publically funded state university system with an emphasis on research. Added to the accessibility and abundance of community colleges in the state, the three-tier system in California ensures that higher education is available and attainable for everybody.

The enrollment rates for Fall 2011 to Fall 2012 of AI/AN in postsecondary institutions in Cal-

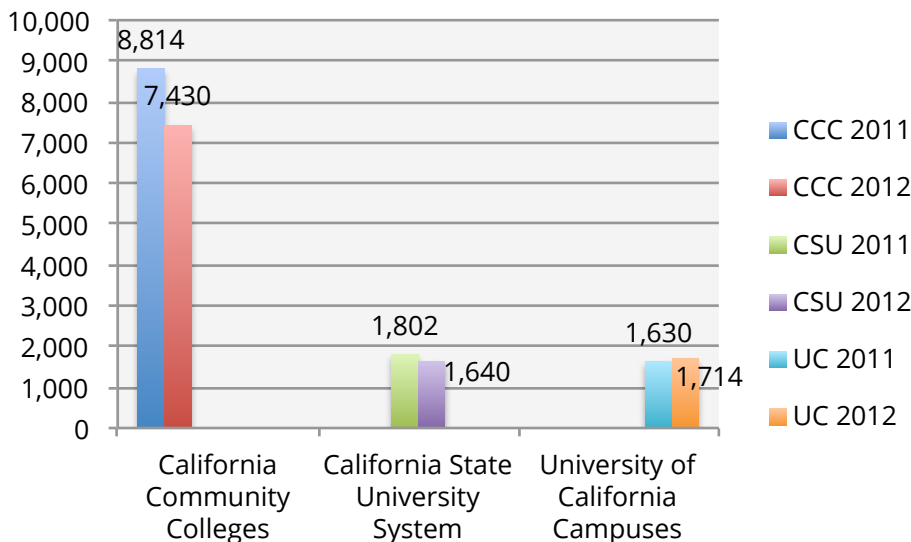


Figure 2 AI/AN Enrollment in Postsecondary Institutions Fall 2011-2012

ifornia declined consistently at the CSUs between 2011 and 2012. The CCCs also experience a drop in enrollment from 2011-2012; while the UCs continue to chart an overall increase in enrollment each year from Fall 2011 to Fall 2012. The data used to determine overall AI/AN enrollment at the CSUs and UCs includes all AI/AN students from lower, upper, and post-baccalaureate and graduate levels.

The total student population in California Community Colleges for the annual term 2011-2012 was 2,425,290 students and in the annual term 2012-2013 the enrollment dropped to 2,292,158, which is a decrease of 133,132 students from Fall 2011 to Fall 2012 or a 5% reduction rate in total statewide enrollments. Figures 3 and 4 capture the total student count by race/ethnicity and also provides the percent each group represents across the community college statewide system.

In 2013, the CCCs continue to report a decrease in AI/AN enrollment with 6,715 students attending community colleges in the state; and the total number of AI/AN in the CSU further declined in 2013 with a reported overall enrollment of 1,481 students. However, out of the 1,481 total AI/AN students in the CSU's 1,258 are undergraduates with 217 admitted as first-time full-time freshman. We were unable to determine the total number of new AI/AN enrollment at the UCs for 2013 at the time this report was published because the total enrollment (undergraduate, graduate and post-bac-

calaureate) numbers for fall/winter were not released in time. The UCs reported the following data for California Resident Freshman for Fall 2013: 709 applications, 388 admissions, and 176 AI/AN enrollments.

California's Community College system (CCC) is the largest education system in the nation consisting of about 2.6 million students at 112 colleges throughout the state. The CCC was established in 1967 as part of California's three-tier system of public education along with the California State University system and the University of California system. The Community Colleges in California have the highest enrollment of self-identified American Indian/Alaska Native (AI/AN) of any of the institutions of public higher education in California. High AI/AN enrollment at the community college level is due in large part to the fact that AI/AN high school students qualify to attend the CSU or the UC at a lower rate than any other ethnic group in California.⁵ The California Community Colleges offer a broad range of academic programs for the general student population but there are also programs at various community colleges throughout the state designed to specifically serve the unique educational and cultural needs of AI/AN students and communities.

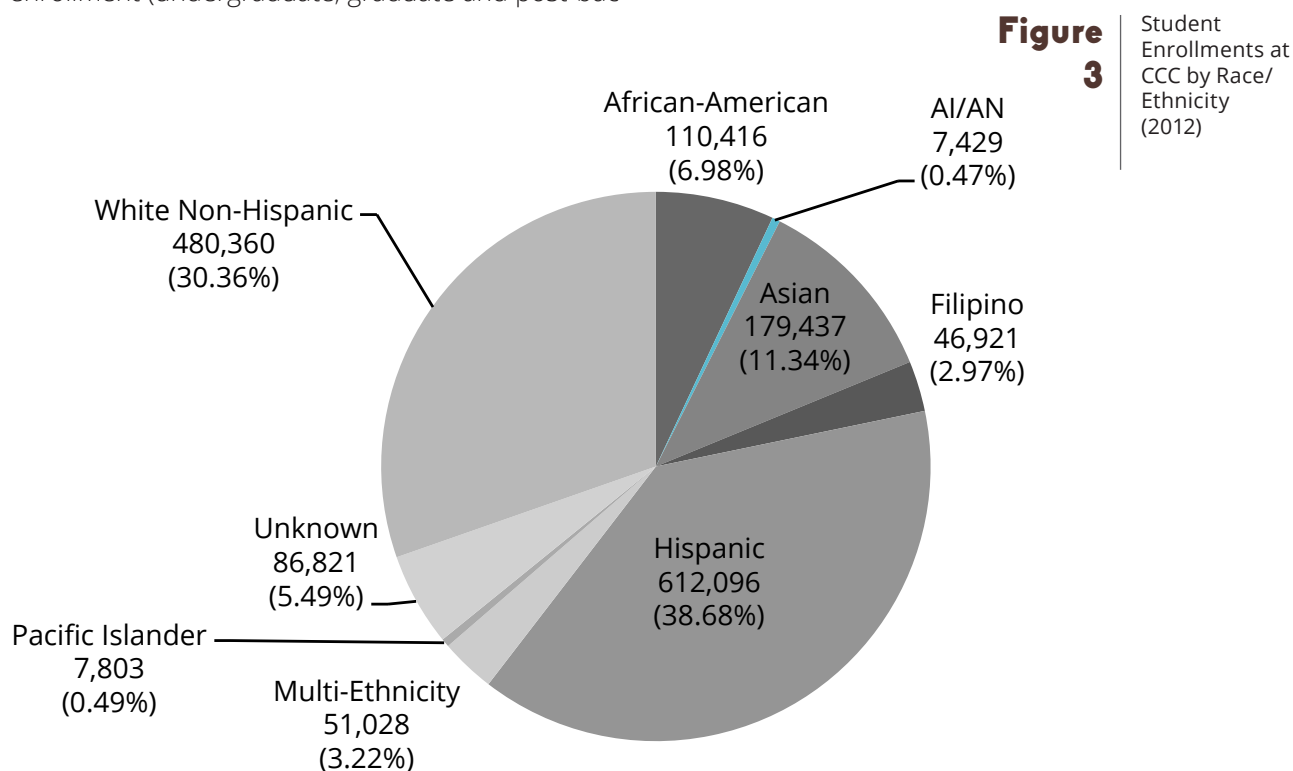
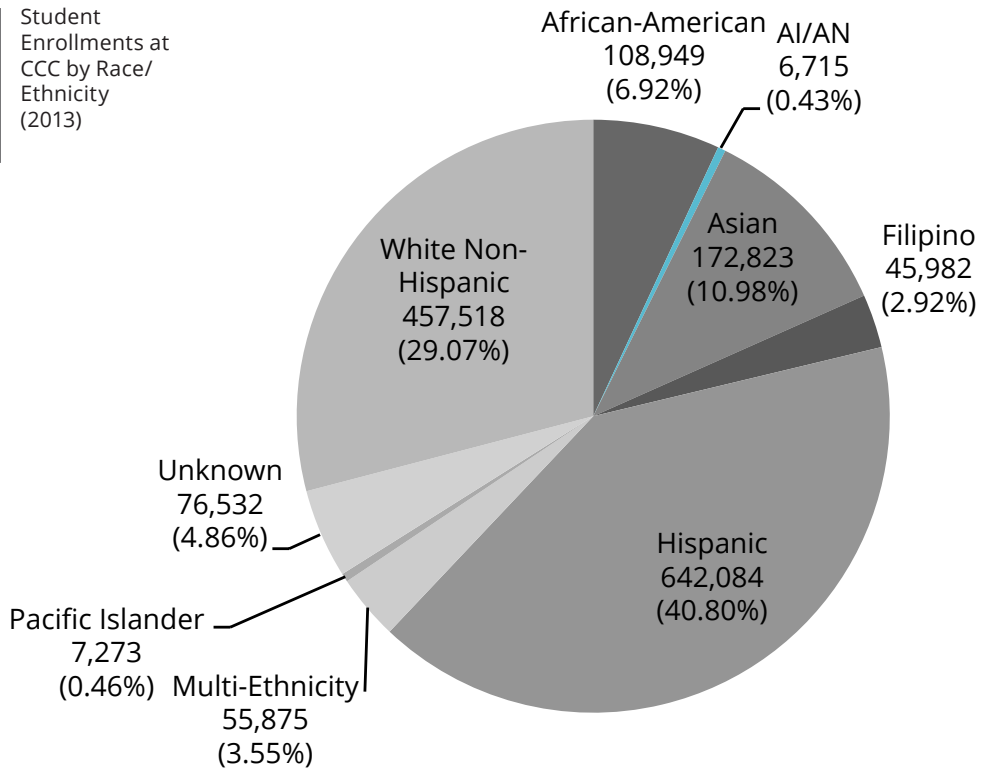


Figure 4

Student Enrollments at CCC by Race/Ethnicity (2013)



The first section of institutional profiles highlights the work being done by three Community Colleges in California. Each of the schools voluntarily participated in interviews to discuss their program development and course offerings for American Indian Students. The approach to American Indian education depends on the campus location and the availability of resources at the school and in the community to create and implement its program. The trend in higher education over the past ten years is to create a community-involved, culturally relevant, and interdisciplinary approach to American Indian education.

The AI/AN enrollment for the 2012-2013 academic-year at the four participating California Community Colleges included in this report document a slight increase in enrollment for American River College and decreases in enrollment at Mendocino College, Palomar College and at College of the Redwoods. Despite the decrease in AI/AN enrollment from 2011 to 2012, College of the Redwoods maintains the highest enrollment of AI/AN students with a steady 7.00% of the total student headcount. Table 2 provides a specific look at student enrollments profiled in this report.

Profiled CCC	2011-2012	2012-2013
American River	368	373
Mendocino	224	217
Palomar	300	268
Redwoods	589	510

Table 2

AI/AN Enrollment at Profiled CCCs (2011-2013)

PART II

CSU & UC 10-YEAR ENROLLMENT & TRANSFER TRENDS

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NORTHERN											
CHICO	20	24	25	24	20	28	25	22	9	16	22
EAST BAY	8	4	2	6	2	2	8	3	1	3	25
HUMBOLDT	22	21	11	12	21	25	22	6	16	7	16
MARITIME ACADEMY	1	2	4	1	1	2	1	0	0	1	1
SAN FRANCISCO	19	16	22	14	16	23	19	6	6	9	13
SAN JOSE	15	8	10	9	14	18	17	3	1	4	7
SONOMA	9	12	6	7	15	7	21	6	15	5	8
STANISLAUS	7	7	4	7	5	7	7	0	5	1	10
CENTRAL											
SACRAMENTO	21	17	22	23	34	18	27	12	11	8	13
BAKERSFIELD	8	11	9	8	6	7	11	3	4	4	9
FRESNO	12	16	10	16	23	20	16	13	6	6	15
MONTEREY BAY	4	3	7	6	6	9	6	5	2	3	4
SAN LUIS OBISPO	20	19	15	30	25	37	26	13	14	8	7
SOUTHERN											
CHANNEL ISLANDS	0	3	2	7	3	8	5	3	4	2	4
DOMINGUEZ HILLS	5	0	1	0	2	2	0	3	1	2	4
FULLERTON	16	19	15	15	24	27	27	6	7	10	4
LONG BEACH	21	22	27	27	35	19	26	4	9	4	12
LOS ANGELES	5	3	5	9	7	5	7	2	4	2	4
NORTHRIDGE	23	17	9	13	13	20	14	8	7	7	9
POMONA	12	7	10	7	12	24	15	0	2	7	8
SAN BERNARDINO	4	5	10	11	16	13	14	5	3	5	5
SAN DIEGO	25	20	18	20	25	27	27	8	7	10	3
SAN MARCOS	4	9	4	7	7	10	14	6	6	4	7
SYSTEM TOTAL	281	265	248	279	332	358	355	137	140	128	210

Table 3 | AI/AN First-Time Full-Time Freshman at CSU Campuses (2002-2012)

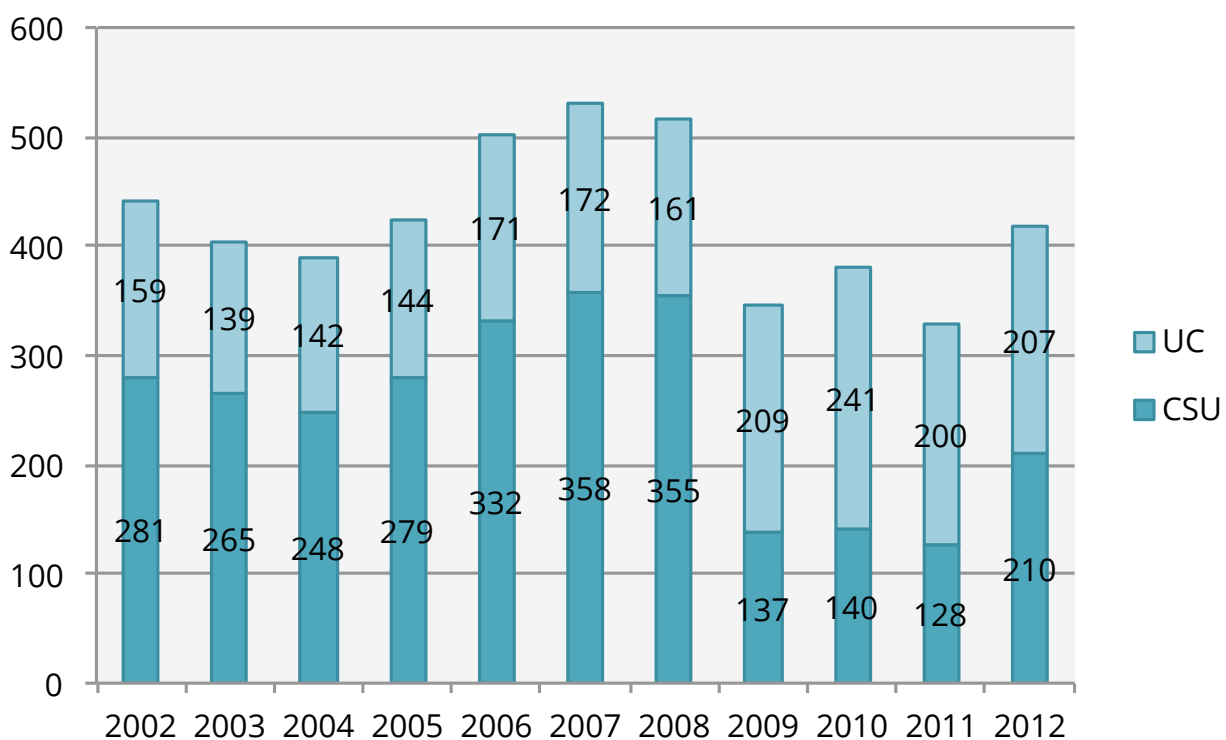
The CSU campuses highlighted in blue are profiled in this report. At each profiled institution in the ten-year period the highest and lowest number of full-time freshman are in bold type. Notice that after 2008 there is a general decline in enrollment rates at all institutions. The data used to create this table was collected from the California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE).

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NORTHERN											
DAVIS	32	21	30	18	24	41	21	35	45	33	34
BERKELEY	11	14	16	11	17	18	19	19	23	28	25
SANTA CRUZ	28	27	25	24	25	24	31	37	39	32	36
SAN FRANCISCO	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
MERCED	NA	NA	NA	6	2	4	4	11	9	8	9
CENTRAL											
SANTA BARBARA	28	24	24	22	38	35	23	46	35	36	53
SOUTHERN											
LOS ANGELES	17	13	10	17	13	14	10	23	26	27	21
IRVINE	14	15	11	20	22	9	20	15	22	21	11
RIVERSIDE	10	11	11	8	8	18	19	13	20	10	10
SAN DIEGO	19	14	15	18	22	9	14	10	22	5	8
SYSTEM TOTAL	159	139	142	144	171	172	161	209	241	200	207

Table 4 AI/AN First-Time Full-Time Freshman at UC Campuses (2002-2012)

When looking at the enrollment data side-by-side of first-time full-time freshman, the CSUs enrolled more AI/AN FTF than the UCs 7 out of the last 10 years. We see a decline in the FTF enrollment at the CSUs from 2008-2011 there is also a large dip in enrollment at the UC between 2010-2012.

Figure 5 AI/AN First-Time Full-Time Freshman Enrollment Comparison at CSU & UC (2002-2012)



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NORTHERN											
CHICO	30	20	22	20	13	21	20	13	11	11	17
EAST BAY	6	3	6	13	15	5	10	7	5	4	3
HUMBOLDT	11	27	19	18	21	14	24	8	7	20	21
MARITIME	1	0	0	1	0	0	0	1	0	0	0
SACRAMENTO	30	25	25	25	35	21	32	11	23	20	25
SAN FRANCISCO	25	57	30	21	13	9	13	14	12	9	8
SAN JOSE	12	7	10	8	17	15	17	8	7	4	9
SONOMA	8	7	7	7	11	10	6	1	5	4	6
STANISLAUS	6	9	9	6	14	11	7	6	5	3	7
CENTRAL											
BAKERSFIELD	7	14	7	5	9	14	8	7	9	8	9
FRESNO	16	19	18	17	11	25	23	10	14	8	7
MONTEREY BAY	8	2	3	3	3	4	8	2	4	1	3
SAN LUIS OBISPO	8	8	4	12	4	11	7	4	2	1	1
SOUTHERN											
CHANNEL ISLANDS	4	4	2	8	1	7	4	3	4	3	1
DOMINGUEZ HILLS	6	7	9	9	2	2	6	8	6	8	4
FULLERTON	20	20	18	19	18	26	17	17	9	13	10
LONG BEACH	21	22	23	17	21	21	17	7	4	12	12
LOS ANGELES	4	5	10	13	6	9	4	3	9	6	3
NORTHRIDGE	22	10	15	18	18	14	15	6	7	8	5
POMONA	4	5	5	5	5	3	3	4	3	3	6
SAN BERNARDINO	14	15	11	16	11	10	12	7	10	4	3
SAN DIEGO	21	19	31	29	27	21	10	12	6	7	13
SAN MARCOS	7	4	9	9	12	11	8	8	7	2	4
TOTAL	291	309	293	299	287	284	271	167	169	159	177

Again, the blue highlights signal profiled institutions. The highest and lowest number of transfer admissions at each campus are in bold. Notice that after 2006 there is a general decline in transfer rates at all institutions. The data used to create these tables was collected from the California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE) and data pulled from University of California Information Center on Admissions and Enrollments data tables.

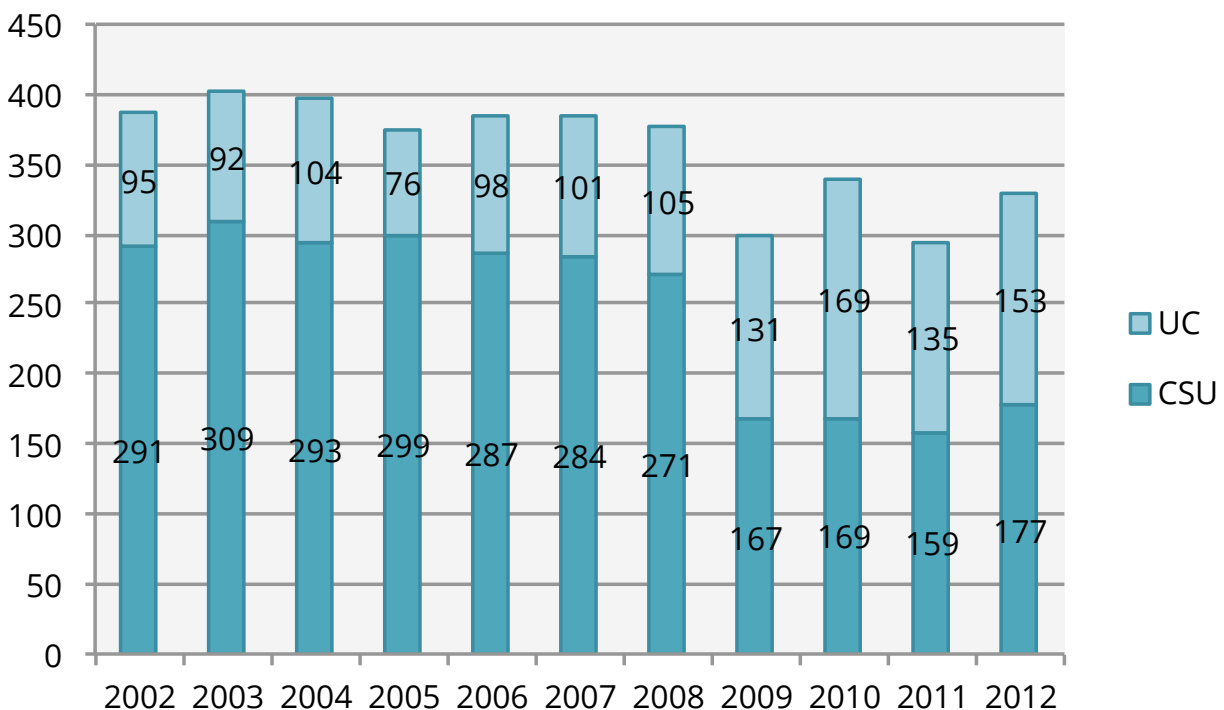
Table 5 AI/AN Transfer Admissions at CSU Campuses (2002-2012)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NORTHERN											
DAVIS	18	13	19	10	16	25	18	22	28	24	26
BERKELEY	19	9	16	12	13	14	15	14	19	17	23
SANTA CRUZ	8	18	9	8	11	11	12	13	25	15	19
SAN FRANCISCO	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
MERCED	NA	NA	NA	0	2	2	2	1	2	2	4
CENTRAL											
SANTA BARBARA	13	7	16	8	9	10	14	28	21	15	14
SOUTHERN											
LOS ANGELES	12	19	20	19	18	24	17	22	23	20	19
IRVINE	8	10	11	5	10	4	14	12	17	16	23
RIVERSIDE	9	6	8	5	8	5	6	6	8	8	11
SAN DIEGO	8	10	5	9	11	6	7	13	26	18	14
ALL CAMPUS TOTAL	95	92	104	76	98	101	105	131	169	135	153

Table 6 AI/AN Transfer Admissions at UC Campuses (2002-2012)

The CSU transfer enrollment rate was greater 9 of the 10-year period surveyed and, in 2010, both CSU and UC systems enrolled the same number of transfer students.

Figure 6 AI/AN Transfer Enrollment Comparison at CSU & UC (2002-2012)



PART III

INSTITUTIONAL PROFILES OF AMERICAN INDIAN PROGRAMS & RESOURCES IN CALIFORNIA

College of the Redwoods

Developing Programs For Success



The College of the Redwoods (CR) was formed in January of 1964 and began offering instruction in 1965 at Eureka High School. Located in the North Coast of California the CR serves the counties of Del Norte and Humboldt along with the western portion of Trinity County and the Coastal region of Mendocino County. Relatively isolated from large metropolitan areas, the district serves almost 10,000 squares miles, which is one of the largest service areas of any Community College in California. Due to its large service area the CR has multiple sites that offer instruction which includes the main campus in Eureka, the Eureka Downtown Campus and the Mendocino Coast Education Center in Fort Bragg, the Del Norte Education in Crescent City, the Arcata Instructional Site in Arcata, and the Klamath-Trinity Instructional Site on the Hoopa Valley Indian Reservation.

The College of the Redwoods has a long tradition of working closely with the local tribal communities. The CR the Klamath-Trinity

Instructional Site (KTIS) located on the Hoopa Valley Indian Reservation is emblematic of the partnership between the CR and the tribal communities in its service area. With the support of the CR the KTIS was established through an MOU that specifically outlined that the Hoopa could run the stand-alone site. The MOU also set out the guidelines for the site, making sure the college acted responsibly while also recognizing that the site was important to the local tribal community. Jolene Gates is the site manager for the KTIS and explains the importance of the MOU. "The MOU put us in charge of our destiny as far as our student population goes."⁶ Often the KTIS is the only option for tribal members who are looking to pursue education because the reservation is very remote and isolated. Important to the KTIS success was the recognition that they needed to hire on site staff. The office has a hired a large number of native staff who interact with the students on a regular basis.

The KTIS operates two federal grants that recruit and specifically serve native students. The Hoopa Career Technical Program (HCTP) focuses on two-year certificates to increase job opportunities and the Hoopa Career Fast Track Program (HCFTP) also offers a certificate but emphasizes transferring to a four year institution. Before writing the grants it became clear that they needed to provide advising and other services on site. The MOU recognized this and gave the KTIS access to the data systems. The data systems are state systems but because of the MOU, and the fact that the positions are partially funded by the state, access was granted. This allows KTIS to access data, enroll students, and fix issues quickly when there are challenges. Prior to this system they had a three to six week turnaround. "It's incredibly important for our students, for retention. This allows our students to be successful. We are creating an environment for success," says Kerry Venegas.⁷

The Hoopa Career and Technical Program offers support services for students that are taking college courses. The HCTP has several smaller programs within the program such as paying for textbooks, retention services, and a stipend program that pays students to go to school. Students can be enrolled in degree programs, certificate programs, or state certification programs. The program itself focuses heavily on retaining students so that they can receive a degree or certificate that will help them to become employable. In order to retain their students, staff work to establish a strong rapport and to learn each student's strengths and weaknesses. Jolene Gates runs the HCTP and explains that they try and create, "...a real family environment, when they are not feeling motivated and struggling we make sure to try and talk through it."⁸

Creating an environment that allows students to be successful is important to the KTIS retention efforts. The advisors for the HCTP develop individual student education plans for each student. Part of each student's education plan is matching the student's strengths with particular classes. Every semester they schedule a student's classes to include classes they may have difficulties with and classes that they may be strong in. The advisors have found that this balance in course work increases a student's self-esteem and self-confidence and also encourages learning.

Another important aspect of the HCTP is creating an environment that allows both the students and the advisors to get to know the instructors at the site. Instructors are very open to communicating with students whether it's talking before class, through email, or even over the phone. The advisors and staff at the KTIS have developed a strong rapport with the faculty to the point where the faculty feels very comfortable talking with them about academic progress, attendance and participation, how dynamic a student is, or even how they developed as a leader in the classroom. Having this relationship between the instructors and the KTIS staff and advisors is critical because sometimes the student's perspective of their academics is not the same as an instructor's perspective. Interestingly, Jolene Gates says, "They have found that a lot of time students have difficulty recognizing their own strengths. Many feel they are struggling and putting in a lot of extra effort and time and actually lose track at how they have grown as a student."⁹ Understanding this dynamic would be very difficult without communicating with faculty.

Typically KTIS offers 15 to 23 courses a semester. KTIS faculty members are native and non-native. The Hoopa Valley Tribes Education Director, Kerry Venegas, sums it up best by saying, "It is very easy to identify the faculty who are very attached to the community. Despite the long commute student success is at the forefront of what they do. Instructors either buy in or they don't. To some it is important to be a faculty person out here."¹⁰

In addition to developing a strong relationship with the students and the instructors, the KTIS creates a family atmosphere with GPA ceremonies, hosts a mid-semester celebration where instructors will nominate a student who is doing well, give out prizes and food, and it is a very public acknowledgement of the hard work and persistence of the continuing student, and they have an honoring ceremony for graduates the night before graduation. At the graduation ceremony there is a dinner for families and graduates to celebrate together. The GPA and graduation ceremonies are part of the KTIS' effort to build solid relationships.

The Hoopa Career Fast Track Program (HCFTP) has a different type of support service than the HCTEP but retention is also heavily emphasized.

The HCFTP has a staff of two. One position is an academic advisor/retention specialist who is responsible for working closely with the students. The academic advisor/retention specialist does a lot of one-on-one advising, assessing career interests, looking at transferable schools, and also monitoring academic progress on a regular basis. The HCFTP also has a job placement specialist who provides ongoing workshops in resume writing, drafting cover letters, job interviewing, and how to complete a job application.

Contact between advisors and students is important to the success of the HCFTP. Each student has a contact file that has eight tabs divided into specific sections. This allows the advisor to see at any given moment a profile of a student across many different areas. When a student comes in for a contact visit the advisor may focus on support services or notice that there is gap in financial aid or maybe that the student needs a book, or perhaps they need to do screening for disability services. The contacts are a way for the advisors to continue to check academic progress from a variety of perspectives. Students enrolled in the HCFTP are required to meet with their advisor every week. Frequent meetings are important to rapport building and creating a family environment.

The focus of the HCFTP is to address non-traditional students. Most of the students are non-traditional aged, have had limited academic success and issues with high school graduation, and are generally unprepared to go to college. A lot of work is put into coordinating with Temporary Aid for Needy Families (TANF) Program and the tribal rehabilitation program along with the local high school. Whether they are enrolled in either of the programs, high school students can take a three-unit course and get 3 plus 1/3 the amount of credit from their high school. There are two limitations to high school student enrollment: students cannot enroll in any remedial classes or the 300 level courses. If a high school student chooses to enroll in courses at the KTIS, the assessment of the student begins when they enroll.

Matching the student with the appropriate instructor is very important. Limitation to repeatability of a class has made it more difficult because if a student takes a class three times and is not successful they have to find a different college

COLLEGE OF THE REDWOODS

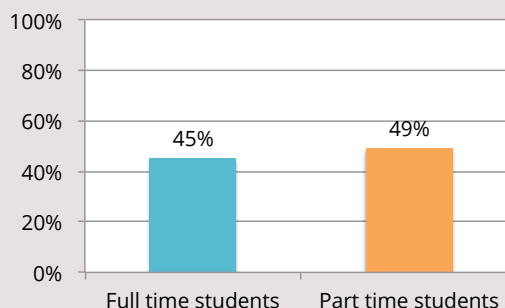
7351 Tompkins Hill Rd.
Eureka, CA 95501-9300
(760) 476-4100
www.redwoods.edu

Student Population: 4,827
Student to Faculty Ratio: 17 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

7%	AMERICAN INDIAN/ ALASKA NATIVE
3%	Asian
2%	Black/African American
13%	Hispanic/Latino
1%	Native Hawaiian/Pacific Islander
61%	White
6%	Two or More Races
7%	Race/Ethnicity Unknown
0%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

4%	AMERICAN INDIAN/ ALASKAN NATIVE
0%	Asian
0%	Black/ African American
0%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
9%	White
5%	Two or More Races
11%	Race/Ethnicity Unknown
0%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

to re-take the class. Re-taking a class is almost impossible because KTIS is isolated. The advisors and the student's need to get it right the first time in order to ensure success. Kerry Venegas explains, "The advisors reevaluate what they are doing if they do not get it right the first time. Communication is really [the] key to this whole process. We do not allow the students to manipulate us, we hold the students accountable for the outcome."¹¹ In order to ensure student accountability the students have to sign an extensive contract to be a participant. By signing the contract, the student agrees to attendance requirements and extensive advising. "A lot of it is about role modeling and creating and leaving a network of resources for them use."¹²

Kerry Venegas, sums it up best by saying "It is very easy to identify the faculty who are very attached to the community. Despite the long commute student success is at the forefront of what they do. Instructors either buy in or they don't. To some it is important to be a faculty person out here."

American River College

Creating a Community Space



American River College (ARC) opened its doors for instruction in 1955 and became part of the Los Rios Community College District in Sacramento County in 1965. The campus is located in the City of Sacramento and has one of the largest student populations of any Community College in California with 32,715 students reported in 2012. ARC has a Native American Resource Center (NARC) that “Provides a variety of support services for students who identify themselves as Native American or American Indian.”¹³

The Native American Resource Center is seven years old and started out as a small faculty space that was established with grants. The NARC came into being when English Professor Jesus Valle moved his office to the classroom level away from the faculty offices and hung a sign on his door that read Native American Resource Center. Professor Valle hired an assistant to be in his office when he was occupied by other campus responsibilities; together they began to see students and other clients. Soon the NARC wrote and received a grant to take out a wall to annex a room located next door. Over the years as the demand for space increased the NARC slowly expanded to nine

hundred square feet. Professor Valle’s office is located in the center and he hires students through the financial aid work-study program.

Due to its location in a big city like Sacramento, students from the local American Indian Communities and from reservation communities from Central and Northern California and Western Nevada utilize the NARC. Professor Valle explained, “We have students from Hoopa, Yurok, Karuk, and the rural Paiute population from Nevada. The center is here for students to see other people like them, to socialize, and to get away from the non-Indian environment. On a good day we get thirty to forty students coming through the center.”¹⁴

The NARC offers a wide variety of support services for AI/AN students. They have tutors to assist students with their schoolwork and any academic difficulties they may be experiencing. The NARC also hosts cultural events such as water drumming lessons, jingle dress workshops, beading workshops, community potlucks, and local Rancheria youth events. The NARC students serve as ambassadors working alongside local tribal members during these events. Students also

actively participate in tepee meetings, sweats, and powwow dancing. The NARC also offers referrals to support students recovering from substance abuse. Overall the NARC is a space where students can study and socialize. It has a coffee maker, microwave, fridge, a community calendar, a small lending library and other things the students may need. The NARC has created strong networks and partnerships with other institutions of higher education including Sacramento State and UC Davis. The students from the NARC relate on a peer-to-peer basis with the students from Sacramento State and UC Davis. Much of this work is done by two clubs: the Native American Student Alliance, which is about ten years old; and the Native American Brothers and Sisters which has been around for about 6 years.

The NARC also partners with the local American Indian communities. They have a joint scholarship program with the United Auburn Indian Community. Professor Valle approached them years ago asking for support and the United Auburn Indian Community created a scholarship program of about \$2,500 to award to students that apply. The scholarships are then given out to students at a banquet. The NARC also hosts meetings for the California Rural Indian Health Board, Native TANF, and the Native American Health Center in downtown.

The ARC does not currently have courses in Native American Studies but has a blueprint for a curriculum in place. What remains to be done is to actually write the curriculum and then have the faculty to offer the courses. In early stages of development, they conducted a pilot project that was curricular focused. Through the pilot project they found that switching to a center of support was a better approach. Professor Valle explained that through, "The curricular route people tended to drop in and drop out and if they dropped out we had a hard time tracking them down and keeping them looped into something."¹⁵

"American River College provides a variety of support services for students who identify themselves as Native American or American Indian."

AMERICAN RIVER COLLEGE

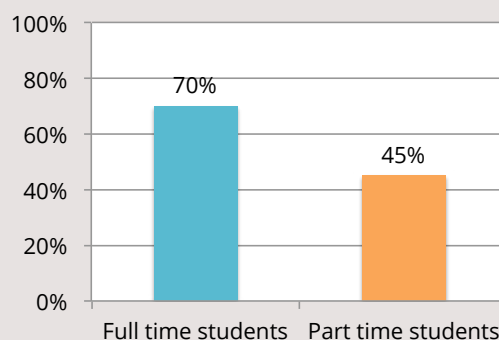
4700 College Oak Drive
Sacramento, CA 95841-4286
(916) 484-8011
www.arc.losrios.edu

Student Population: 31,088
Student to Faculty Ratio: 28 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

1%	AMERICAN INDIAN/ ALASKA NATIVE
11%	Asian
10%	Black/African American
18%	Hispanic/Latino
1%	Native Hawaiian/Pacific Islander
47%	White
6%	Two or More Races
6%	Race/Ethnicity Unknown
1%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

0%	AMERICAN INDIAN/ ALASKAN NATIVE
43%	Asian
12%	Black/ African American
22%	Hispanic/Latino
20%	Native Hawaiian/Pacific Islander
28%	White
31%	Two or More Races
23%	Race/Ethnicity Unknown
21%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

Mendocino College

Collaborating and Working with Native Youth



Mendocino College (MC) was founded in 1973 and serves both Mendocino and Lake Counties. The main campus is located in Ukiah, California and there are two satellite centers in Lakeport and Willits. MC is one of the smaller Community Colleges in California with a Fall 2012 student enrollment of 3,790. MC also partners with Sonoma State University to offer courses at the Ukiah campus for the postsecondary educational needs off the local communities.

Within the Mendocino College service region there are 17 tribes. The furthest tribal community is about a two-hour drive north of campus with the closest being located across the street. MC has a history of working with the local Native communities. One such example is the Native Advisory Committee, which was established in the early 1990's to address concerns and questions regarding the quality and service of education for Native students. The Committee also works to help the college plan Native American events on campus. Committee members are both native and non-native with many members being from the reservation education centers. Darletta Fulwider, a local tribal member, works in

the counseling department at MC and is also the American Indian Alliance Advisor. She says that, "The Native Advisory Committee works to better serve the tribal communities. We are currently working on a child development course that will be taught at one of the tribal communities because child development courses are needed and wanted."¹⁶ When a course from MC is brought out to a reservation they are usually taught at a reservation education center.

A significant part of MC efforts to work with and for the Native communities was hiring a counselor who along with general counseling responsibilities is also responsible for doing outreach work with tribal communities. A major function of the outreach work is to have an active presence in the community. The outreach counselor often visits local tribes and local high schools to tell them about the importance of school and college. These presentations are broken up by grade level. The 9th and 10th grade presentation tends to focus more on trying to motivate the students and engrain the value of education. The 11th and 12th grade presentation is more in depth with discussions about financial

aid and encouragement for all the students to sign up for the community college in case the four-year institution does not work out. They also discuss with the high school students what it takes to be a community college student and also what it takes to be a university student because there is a difference.

Another important component of student success is the early alert program for students who may be struggling in a class. This program encourages communication between professors and the Native Outreach coordinator when a native student may be struggling in a class. After a struggling student is identified the professor and the Native outreach coordinator meet to discuss possible solutions to ensure that the student gets back on track. Mendocino College offers a summer bridge program for local Native students. In the past the summer bridge program has had a remedial English component along with a college success course.

The campus also holds a Native American motivation day that focuses on 6th to 12th grade students. On Native American Motivation day they bring the Native students to an open house and have a ceremony. They also bring in representatives from local universities, they have break out panels where native leaders lead topical discussions, career information and financial aid information. To sum up Mendocino College's outreach efforts for AI/AN students, the outreach counselor, Guillermo Garcia explains, "The programs at Mendocino College focus heavily on two components, getting Native youth interested in college and getting them transferred to a 4-year university."¹⁷

"The programs at Mendocino College focus heavily on two components, getting Native youth interested in college and getting them transferred to a 4-year university."

MENDOCINO COLLEGE

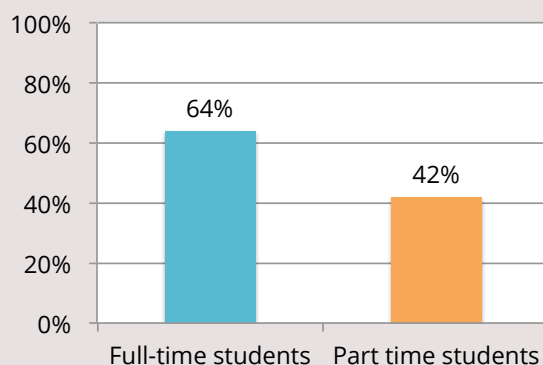
1000 Hensley Creek Road
Ukiah, CA 95842
(707) 468-3235
www.mendocino.edu

Student Population: 3,788
Student to Faculty Ratio: 17 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

4%	AMERICAN INDIAN/ ALASKA NATIVE
3%	Asian
2%	Black/African American
25%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
62%	White
3%	Two or More Races
1%	Race/Ethnicity Unknown
0%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

25%	AMERICAN INDIAN/ ALASKAN NATIVE
0%	Asian
10%	Black/ African American
28%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
20%	White
9%	Two or More Races
14%	Race/Ethnicity Unknown

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

Palomar College

Community Advocate and Partner Then and Now



Formed in the late 1960s as a result of local American Indian demands for an academic program that supported tribal needs, the American Indian Studies program at Palomar College has been in existence for over 40 years. Palomar has responded to and filled the needs of the local American Indians in its service area from its inception. Community partnerships and programs range from offering satellite courses at the Pauma Indian Education Center on the Pauma Indian Reservation to more recently implementing and offering cultural monitoring courses and certificates used for land development and planning on or near Indian reservations.

Palomar offers 36 courses that incorporate various disciplines such as American Indian Studies, history, art, music, language, anthropology, science, literature, political science, archaeology, sociology, and interdisciplinary studies. Many of these courses are cross-listed with other programs and disciplines at Palomar. The majority of these classes fulfill the college's diversity requirement.

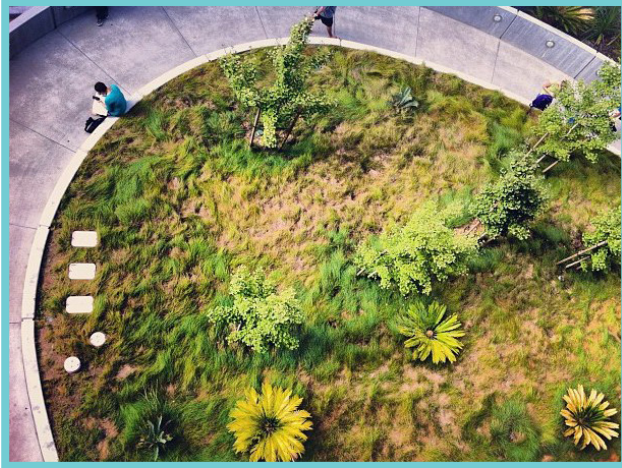
Palomar offers a 21-unit certificate in American Indian Studies to help make transferring to a four-year institution a seamless pathway; however, these relationships are not formalized.

Because Palomar is a two-year community college and a commuter-school, student interaction on an ongoing and consistent basis is minimized. In spite of this fact, the American Indian Studies (AIS) department has a designated meeting room for students to gather and hold social gatherings, and the college regularly offers up larger meeting facilities as needed.

AIS classes have been offered through distance learning for the past ten years. Professor Patti Dixon, Chair of AIS, explains: "it is extensively integrated into the class schedule, college homepage, and student experience. Some courses only succeed through distance learning. We have discovered most of the American Indian students prefer face-to-face classes, but enjoy [the] use of technology as well."

Palomar has a long tradition of adapting its curriculum to fit the needs of its AI/AN students and communities. Much of its success is due to the fact that the program originated from student activism, its practice in hiring local California Indian educators, and its commitment to forging pathways to education both from the tribal community and across the campus.

Palomar College has responded to and filled the needs of the local American Indians in its service area from its inception.



PALOMAR COLLEGE

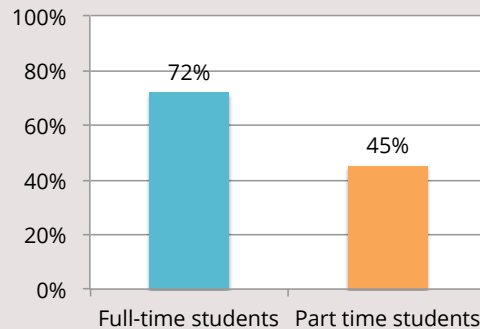
1140 W. Mission
 San Marcos, CA 92069-1487
 (760) 744-1150
 www.palomar.edu

Student Population: 24,626
 Student to Faculty Ratio: 28 to 1

**STUDENT ENROLLMENT BY ETHNICITY
 FALL 2012**

- 1%** AMERICAN INDIAN/
ALASKA NATIVE
- 7% Asian
- 3% Black/African American
- 35% Hispanic/Latino
- 1% Native Hawaiian/Pacific Islander
- 46% White
- 4% Two or More Races
- 3% Race/Ethnicity Unknown
- 1% Non-Resident Alien

**RETENTION RATES FOR FIRST-TIME
 STUDENTS, FALL 2011-FALL 2012**



**OVERALL GRADUATION
 RATES BY ETHNICITY***

- 38%** AMERICAN INDIAN/
ALASKAN NATIVE
- 43% Asian
- 15% Black/ African American
- 19% Hispanic/Latino
- 25% Native Hawaiian/Pacific Islander
- 27% White
- 27% Two or More Races
- 18% Race/Ethnicity Unknown
- 64% Non-Resident Alien

**Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program*

Source: <http://nces.ed.gov/collegenavigator/>

San Diego State University

American Indian Studies Major with Interdisciplinary Focus



San Diego State University was founded in 1897 as the San Diego Normal School with the purpose of training elementary school teachers. In 1921 the school changed its name to the San Diego Teachers College becoming a four-year public institution controlled by California's Board of Education. As the campus continued to grow, SDSU became part of the California State College system in 1960. San Diego State University became the official name in 1970.

SDSU has had an American Indian Studies Department for over 35 years. Currently the AIS Program has four full-time and three part-time faculty members. The university offers a substantial and diverse amount of coursework that covers the scope of American Indian Studies. The Department offers eighteen courses, three of which are lower division courses and the remaining fifteen are upper division courses. Two of the lower division courses, U.S. History from an American Indian Perspective to 1870 and U.S History from an American Indian Perspective Since 1870 fulfill the state's American Institutions requirement if the student passes both courses.¹⁸ These two courses usually have large enrollments and offer all students

the opportunity to engage with material outside of traditional disciplines such as work in history and political science.¹⁹

About four years ago the department became one of only two CSU's to offer students the opportunity to major in American Indian Studies. In order to major in American Indian Studies students must complete 30 units within the discipline. American Indian Studies at SDSU is interdisciplinary with faculty from history, linguistics and anthropology to name a few. The breadth of faculty expertise and the interdisciplinary approach is a strength and value to AIS students.

Professor of American Indian Studies, Margret Field states, "students get to know all of the different ways and different perspectives to view the various issues in Indian Country."²⁰ Since they started the major in American Indian Studies the department has seen about 10 to 15 students over the last couple of years major in American Indian Studies. Because the coursework is extensive, SDSU prides itself as a research university.

SDSU is home to the Sycuan Institute on Tribal Gaming (SITG).²¹ The SITG is run by the

Hospitality and Tourism Management Program at SDSU and was established in 2005. The program is supported by an endowment from the Sycuan Band of Kumeyaay Indians. The SITG research wing works to produce reports on tribal gaming that are relevant and timely. Research topics of interest include regulatory and legal issues, policy and political issues, economic development, tribal culture, and economic factors in surrounding communities. The course offerings at the SITG cover a wide range of topics that relate to the rapidly growing and ever-changing field of tribal gaming. While most of the courses are taught through the Hospitality and Tourism Management Program, one course, Tribal Gaming: Cultural and Political Context is cross-listed with American Indian Studies.

Professor of American Indian Studies, Margret Field states, "Students get to know all of the different ways and different perspectives to view the various issues in Indian Country."



SAN DIEGO STATE UNIVERSITY

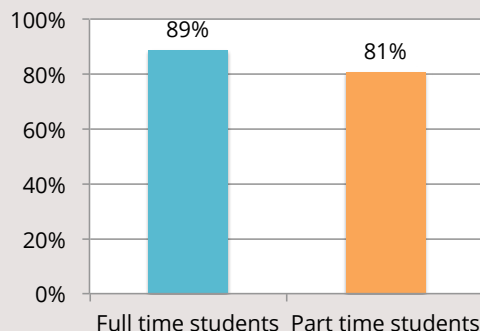
5500 Campanile Drive
San Diego, CA 92182
(619) 594-5200
www.sdsu.edu

Student Population: 34,000
Student to Faculty Ratio: 20 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

0.5%	AMERICAN INDIAN/ ALASKA NATIVE
14%	Asian
4%	Black/African American
29%	Hispanic/Latino
0.3%	Native Hawaiian/Pacific Islander
38%	White
5%	Two or More Races
5%	Race/Ethnicity Unknown
4%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

70%	AMERICAN INDIAN/ ALASKAN NATIVE
67%	Asian
63%	Black/ African American
60%	Hispanic/Latino
59%	Native Hawaiian/Pacific Islander
68%	White
71%	Race/Ethnicity Unknown
54%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

Humboldt State University

Creating Tribal Networks Through Teaching & Social Work



Humboldt State Normal School opened its doors for instruction on April 6, 1914 in Arcata, California with an enrollment of 78 teachers in training. The mission of the school was to train qualified teachers in accordance with a California education statute.²² In the 1920's the school broadened its curriculum offerings to include foreign languages, natural sciences, mathematics, and social sciences. The campus also began offering a Bachelor of Science degree in Education. In 1974, the school officially changed its name to Humboldt State University.

Humboldt State University (HSU) currently offers AI/AN students a wide range of programs and resources.²³ The university offers two major Native Student support programs: the Indian Natural Resource, Science & Engineering Program (INRSEP) and The Indian Tribal & Educational Program (ITEPP). Beyond the two major support programs are related programs and initiatives that Native students can explore that include the Native American Studies Major, the Center for Indian Community Development Program, a Graduate Program in Social Work, and the Library Collections on North American Indians.²⁴

In 1969 the Indian Teacher Education Program (ITEP) was formed and funded through grants. The goal of ITEP was to recruit, enroll, and retain 18 American Indian students through baccalaureate and credential programs so they could transition American Indian teachers into the classroom. Over the years, the program evolved and expanded, prompting a name change to the Indian Teacher and Personnel Program (ITEPP). The new program name reflected the areas of study that students were actively pursuing in the fields of social work, school psychology, and school counseling. Although ITEPP focus and function transformed, it remained an important part of HSU's Native American outreach. Laura Lee George the interim director of ITEPP describes the current program as, "an academic and cultural support program for American Indian and Alaska Native students."²⁵

ITEPP is housed in its own building on campus when two advisors conduct academic advising across disciplines and work very closely with advisors from the various departments on campus in order to better serve students. At this time, both ITEPP advisors are Native graduates

from ITEPP and are very familiar with the local tribal communities. The advisors receive an intensive student retention and support training on campus using PeopleSoft and Dashboard effectively. Every year the advisors get a list of HSU applicants identifying as American Indian or Alaska Native. From this list the advisors then send out information about the programs that HSU offers students. Humboldt has found that this process effectively works as a recruiting tool.

Once students commit to HSU, the advisors keep close contact with the students as a way to retain them. Before the fall semester begins, advisors keep incoming students informed about important dates and deadlines on such things as Native dorm applications. Once the semester begins, ITEPP holds an event that allows the students a chance to meet one another. ITEPP requires all incoming students to sign participation agreements that outline what is expected of them. One of the major requirements is that students must meet with an ITEPP advisor at least once a week. The advisors send out mid-semester evaluations to all the professors of ITEPP students. When the evaluations are returned the advisors contact the student and schedule a meeting and work through whatever issues the student may be experiencing in a class. Weekly meetings between the advisor and students, in addition to mid-semester communication between advisors and professors, are conducted to ensure that students are on the right track and making progress towards completing the program. Laura Lee George contextualizes the importance of ITEPP: "The beauty of this program being around for so long is that our alumni are serving in various Indian Education programs and colleges throughout the state and beyond. We keep a network of them. We send a newsletter out. We keep in touch with our graduates. They also in turn donate time to the program, set up scholarships for our students and generally give back to the program."²⁶

"The beauty of this program being around for so long is that our alumni are serving in various Indian Education programs and colleges throughout the state and beyond."— Laura Lee George

HUMBOLDT STATE UNIVERSITY

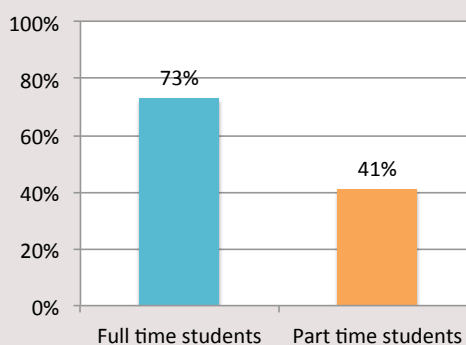
1 Harp St.
Arcata, CA 95521
(707) 826-3011
www.humboldt.edu

Student Population: 8,116
Student to Faculty Ratio: 22 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

1%	AMERICAN INDIAN/ ALASKA NATIVE
3%	Asian
4%	Black/African American
23%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
52%	White
6%	Two or More Race/Ethnicity
9%	Race/Ethnicity Unknown
1%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

24%	AMERICAN INDIAN/ ALASKAN NATIVE
42%	Asian
40%	Black/ African American
35%	Hispanic/Latino
22%	Native Hawaiian/Pacific Islander
42%	White
41%	Race/Ethnicity Unknown
0%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

Chico State University

Paying it Forward Through Collaboration and Educational Service



Chico State is located in Chico, California in the county of Butte. Chico was originally founded in 1887 as the Northern Branch of the State Normal School in order to train and educate teachers. The Chico Normal School opened its doors in 1889 with a student enrollment of 90. In 1972 the school became known as California State University, Chico, or Chico State.

Chico State's School of Education has recently developed a program, the North Eastern California Preparation and Retention of Indian Educators (Nor CAL PRIE) to train and prepare 20 American Indian students to become educators. The grant is run in partnership with a tribal consortium made up of the Mooretown Rancheria of Maidu Indians, Tyme Maidu Tribe-Berry Creek Rancheria, Enterprise Rancheria Estom Yumeka Maidu Tribe, Mechoopda Indian Tribe of Chico Rancheria, and Four Winds of Indian Education Inc. This partnership between Chico State and the Tribal Consortium is important to strengthening the educational opportunities for American Indian students in higher education.²⁷

The Nor CAL PRIE is a three-year program that seeks to specifically fill the shortages of

American Indian personnel in education in Northeastern California. While the goal is to train future teachers there is also a component to train at least four educational administrators. This is an important aspect of the program because administrators often time become the future leaders and decision makers in education.

Students enrolled in the Nor CAL PRIE receive money for tuition and books and a small living stipend. In order for a student to receive the funding, the program requires that students agree to a "payback" component. Lynn Bercaw the Co-Director of the program explains that "for every year a student is in the program they have to give back a year working in a school that has at least a 5% American Indian enrollment."²⁸ There are challenges with this requirement particularly for those students who are rooted in a community without a school that has a large enough American Indian enrollment. However, Bercaw explains that "they have learned along the way that there are different ways that graduating program participants can serve in an educational capacity beyond teaching and administrating."²⁹

“Paying it Forward Through Collaboration and Educational Service”



CHICO STATE UNIVERSITY

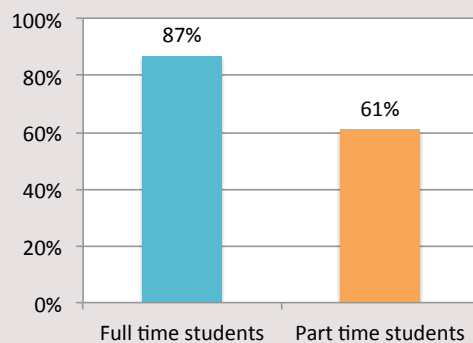
400 West First Street
Chico, CA 95929
(530) 898-4636
www.csuchico.edu

Student Population: 34,000
Student to Faculty Ratio: 20 to 1

**STUDENT ENROLLMENT BY ETHNICITY
FALL 2012**

- 1% **AMERICAN INDIAN/
ALASKA NATIVE**
- 6% Asian
- 2% Black/African American
- 20% Hispanic/Latino
- 0.2% Native Hawaiian/Pacific Islander
- 55% White
- 4% Two or More Race/Ethnicities
- 8% Race/Ethnicity Unknown
- 4% Non-Resident Alien

**RETENTION RATES FOR FIRST-TIME
STUDENTS, FALL 2011-FALL 2012**



**OVERALL GRADUATION
RATES BY ETHNICITY***

- 43% **AMERICAN INDIAN/
ALASKAN NATIVE**
- 47% Asian
- 41% Black/ African American
- 45% Hispanic/Latino
- 53% Native Hawaiian/Pacific Islander
- 61% White
- 58% Race/Ethnicity Unknown
- 36% Non-Resident Alien

**Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of “Normal Time” to Completion for Their Program*

Source: <http://nces.ed.gov/collegenavigator/>

California State University San Marcos

Innovating American Indian Education for the 21st Century



California State University San Marcos is located in San Marcos, California in northern San Diego County. The need for the development of a university in the northern part of San Diego was evident to business, civic leaders, and community members as early as 1968; however, funds were not allocated to support course offerings in the region until 1979 at which time SDSU authorized financial support for a satellite campus in Vista to provide courses for 148 students. Ten years later the California Senate approved legislation to officially make CSUSM the 20th university in the CSU system. In its two decades of existence, CSUSM has established itself as “a progressive 21st century campus” committed to providing the region with “broad access to quality instruction” through partnerships created to serve the needs of its regional community, including the needs of tribes.

CSUSM has an institutionalized commitment to American Indian education. Its record of tribal community engagement includes the implementation of a Tribal Initiative through which the university is exponentially increasing its recruitment, retention, and graduation of American Indian students. CSUSM has worked with tribal

nations in the region from the beginning. The University’s commitment to tribal education is evident in its long-standing Native Advisory Council (NAC), in granting an honorary doctorate to Dr. Henry Rodriguez (Luiseño) in 2001, in creating the state’s first Office of Tribal Liaison, in signing a groundbreaking MOU with a local tribal nation in 2008, and in providing annual tribal-university events like the Tribal Education Summit and the President’s Report to Tribal Nations.

In the fall 2008 CSUSM hired Dr. Joely Proudfit (Luiseño) to spearhead the creation of the California Indian Culture and Sovereignty Center, to develop the American Indian Studies curriculum, and to teach. Since her arrival, Dr. Proudfit has advanced American Indian higher education at CSUSM in leaps and bounds. The CICSC opened its doors in 2011, the Office of the Tribal Liaison moved in to “share” the space in 2012, and in 2012, CSUSM witnessed the graduation of over 24 American Indian students with bachelors and masters degrees. Dr. Proudfit remains one of the only California Indian PhDs to lead a university-affiliated tribal center in the state. Her academic, professional, and tribal connections are a rare

but vital combination contributing to the success of CSUSM's mission to advance American Indian higher education in the state.

In 2011, the CICSC opened its doors, and according to Dr. Proudfit, the Center's focus is to "serve California Indian communities throughout the state and enrich the campus community by increasing the visibility of Native American culture and programs."³⁰ CICSC provides office space, workstations, a lounge and meeting room for tribal and university communities. The Center conducts and supports research and analysis of tribally identified concerns and questions; supports the recruitment and retention of Native American students, faculty and staff; creates a sense of community and belonging among the Indian population on and off campus; and, above all, prepares graduates who can serve Indian communities to support the multiple and complex tribal government and business needs.

The administration, faculty, and staff at CSUSM are committed to supporting AI/AN educational success at all levels through the institutionalization of innovative practices to serve the community's diverse needs. The CICSC and the Office of the Tribal Liaison work together with the NAC to provide an annual "Welcome Luncheon" for new and continuing AI/AN students each year where campus partners provide mini-tutorials about the services available to students; 2013 marked the 3rd annual Tribal Education Summit in which regional educational partners and tribal leaders attend a day-long summit with the university President to share their concerns and suggestions to improve the educational achievement of AI/AN students. Then, each spring semester, the University President visits one of the local Indian reservations to provide a "Report to Tribal Nations." At the "Report to Tribal Nations," the President outlines the recommendations gleaned by the NAC from the Tribal Education Summit to deepen the dialogue and relationship between tribal leaders and to implement actionable solutions to the community's higher education needs. Finally, each academic year ends with an honoring ceremony to celebrate the graduation of AI/AN students. Family and community members join the faculty, the staff, and the University President at the CICSC to individually recognize the graduate's accomplishment. Although early in its institutional development, CSUSM stands

CICSC Core Values

Responsibility: *To support political and economic development, education, health and wellness, media and film, language preservation, and natural resource management*

Reciprocity: *To reinforce collaborative research fostering indigenous research methods*

Respect: *To champion sovereignty and cultural preservation*

Relationships: *To create and sustain communication between tribes and scholars*



out for its innovation and promising institutional practices in American Indian education.

The CICSC annual calendar is packed with academic and cultural events that bring together the tribal and university communities. Some of the Center's recent achievements in the area of language preservation include designing the first College Readiness Poster in a California Indian language and creating a Nintendo DS Luiseño Language application with support from the Pauma Tribe. In the Fall 2013 the CICSC hosted the Inaugural American Indian Film Festival held on campus and at the Pechanga Resort and Casino on the Pechanga Indian Reservation. The film festival offered the community a rare opportunity to view current films from American Indian filmmakers, producers, directors and actors working in cinema across the United States. The Festival committee made up of CICSC faculty, staff, students, and tribal community members selected venues at the crossroads of the largest number of Indian reservations in the region to reach an unprecedented number of tribal people who previously were not offered the opportunity to view American Indian films at this caliber.

Extending its effort to bridge campus and tribal community projects, the CICSC is piloting its Peer-Shadowing Mentor program with local tribal youth, CSUSM American Indian college students, and American Indian Professionals in the region. The purpose of the Peer-Shadowing Mentoring program is to "pay it back and pay it forward" with college students mentoring high school students regional professionals mentoring college youth to build a bridge to and from the university. Participants are responding positively to the model, which incorporates an intergenerational approach to learning, networking, educational and professional development.

CICSC works with the Native American Studies Curriculum Committee to develop new courses for the recently revamped American Indian Studies Minor and to offer new certificate courses designed to fit tribal economic, cultural, and social needs in the area of environmental protection and health. The AIS minor at CSUSM consists of 21 units designed around seven core interdisciplinary areas from introduction to AIS to American Indian Activism and Nation Building. The courses are

CALIFORNIA STATE UNIVERSITY SAN MARCOS

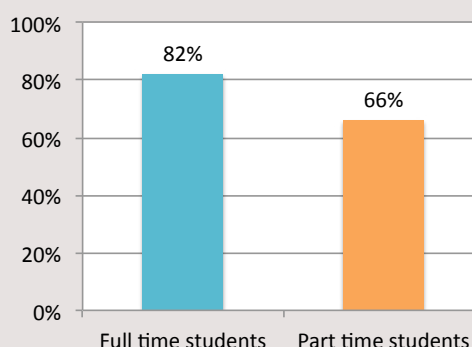
333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-3500
www.csusm.edu

Student Population: 10,610
Student to Faculty Ratio: 25 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

1%	AMERICAN INDIAN/ ALASKA NATIVE
6%	Asian
2%	Black/African American
20%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
50%	White
4%	Two or More Race/Ethnicities
8%	Race/Ethnicity Unknown
4%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

43%	AMERICAN INDIAN/ ALASKAN NATIVE
47%	Asian
41%	Black/ African American
45%	Hispanic/Latino
53%	Native Hawaiian/Pacific Islander
61%	White
58%	Race/Ethnicity Unknown
36%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

offered on a rotational basis each semester. In addition, the CICSC provides specialized certificate classes at tribal sites in Southern California as part of the CICSC's AIS curriculum delivery. The most recent certificate course offering was held at the Morongo Indian Reservation for continuing educational credits in cultural site monitoring. All of these efforts are a part of the university's tribal initiative to institutionalize American Indian promising practices at CSUSM.

The CICSC is one of the main resources for AI/AN students at CSUSM. The university support and work of Tribal Liaison Tishmall Turner and Dr. Joely Proudfit is a formula for success in recruiting, retaining, and graduating AI/AN students at CSUSM and it is a model program for other CSUs. The graduating class of 2012 from CSUSM included 24 American Indian students with bachelors and master's degrees. The promising practices institutionalized at CSUSM and through the research, outreach, and programming at the CICSC are ensuring that these numbers will continue to grow.



University of California Davis

Maintaining American Indian Pathways in Higher Education



The University of California, Davis (UCD) was established in 1905 as a state agricultural school with the approval of the California legislature. In fall of 1908 the University Farm School at Davis began to offer short courses to local farmers. By January 1909 the University Farm School began offering regular classes and had a student body of 18. At this time the school's mission was to teach students the most recent methods and technologies in agriculture. In 1922 the school became a four-year institution. In 1925 graduate level instruction began with the first Ph.D. conferred in 1950.

UCD has a long track record of collaborative research and engagement with Native American communities. The Native American Studies Program was created in 1969 utilizing a hemispheric approach that addresses the transnational elements of Native American Studies. By 1975 UCD was offering a major in Native American Studies; a minor would soon follow. In 1993, the Native American Studies Program received departmental status becoming the first Native American Studies Department. Five years later, in 1998 a graduate program in Native American Studies

was approved by UCD becoming only the second university in the country to offer a PhD in Native American Studies.³¹

While much of what UCD does is predicated on the vibrant Native American Studies Department, there are a lot of different services located throughout campus for Native students.

Navigating the administrative process in higher education can often be an overwhelming task for students; UCD has worked to address this issue by appointing a student affairs officer for Native students. For direct support, Native students work closely with the student affairs officer who is housed under the Department of Native American Studies but is also part of student affairs. The Native Student Affairs Officer is the primary contact for Native students and is responsible for directing students to the appropriate resources on campus to ensure the students' success at UCD.

Another resource for Native students at UCD is the Cross Cultural Center's Native wing, which houses a Native community coordinator along with two student coordinators. The Native community coordinator provides support for

student programs by assisting and planning various cultural programs such as workshop seminars that focus on cultural awareness or social justice as it relates to Native American cultural issues. The student coordinators work part time and are responsible for assisting the organization of Native American Cultural events. The culminating event on campus for Native students is the Powwow.

The students also play a valuable role in recruiting and retaining students through the many events and outreach programs they hold throughout the area. Native students organize a Native Youth and Transfer Conference that brings together local tribal community members and faculty to host sessions on community and leadership building. High school students from all the local tribes come to campus for a day and spend time with the current students at UCD. This conference is set up to act as a prep-introduction to the University. The conference is a student-initiated event that came about because Native students wanted to see a larger Native presence on campus.

An important component to Native student's success is the work of the admission recruiter who is essentially responsible for the recruitment and retention of Native students. The admissions recruiter works exclusively with students in the pipeline along with transfer students to ensure that they know what to expect when they apply and are possibly admitted. Once the students are admitted they hold a welcoming reception that walks them through the administrative process at the University. The admissions recruiter also hosts the Native American working group for faculty and staff to get everybody on campus on the same page. The working group meets once quarterly to discuss upcoming programs and projects to support one another and the best interests of the AI/AN students. Jinann Bitar, the Native student affairs officer, explains, "Right now the main focus of campus is to form informal communication methods so that everybody can support each other the best way they can because the services for American Indian students are not centralized."³²

UNIVERSITY OF CALIFORNIA DAVIS

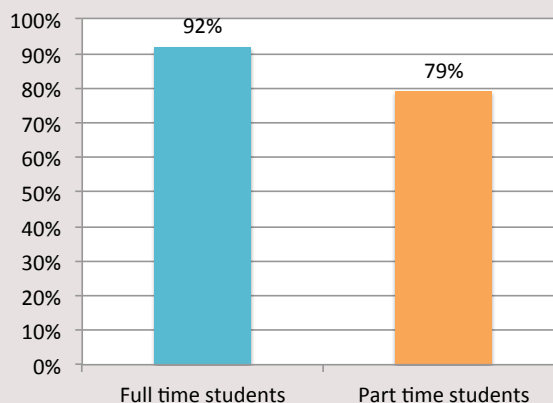
One Shields Avenue
Davis, CA 95616
(530) 752-1011
www.ucdavis.edu

Student Population: 32,354
Student to Faculty Ratio: 17 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

1%	AMERICAN INDIAN/ ALASKA NATIVE
37%	Asian
2%	Black/African American
16%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
32%	White
4%	Two or More Race/Ethnicities
3%	Race/Ethnicity Unknown
4%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

73%	AMERICAN INDIAN/ ALASKAN NATIVE
83%	Asian
70%	Black/ African American
72%	Hispanic/Latino
85%	White
85%	Race/Ethnicity Unknown
70%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

University of California, Los Angeles

Striking a Balance Between Research and Community



The University of California, Los Angeles dates back to 1882 and was originally a California State Normal School located in downtown Los Angeles. The goal of this early incarnation of UCLA was to train new teachers in the rapidly growing Southern California region. In 1919, with the passage of Assembly Bill 626, UCLA became the second University of California campus, which at the time was named the Southern Branch of the University of California offering two-year undergraduate teaching programs. In 1927 the name was officially changed to the University of California at Los Angeles. In 1934, UCLA began offering a masters of arts degree followed two years later by a doctorate.

The American Indian Studies Program at UCLA developed in 1969. The program initially emerged after students began calling for a curriculum and research center that focused on American Indian culture and history. In 1970 the American Indian Center secured five years of funding through a Ford Foundation grant that supported research and curriculum development. By 1975 UCLA assumed financial support for the American Indian Center and also endowed five faculty members who became responsible for recruiting and developing Native scholars. In 1982,

a Master's degree was created, followed in 1995 by the creation of a minor, and the Bachelor of Arts degree program in 2002.³³

Much of the support at UCLA for American Indian students is coordinated through the American Indian Center. The center essentially exists to support the faculty doing American Indian based research, teaching, and mentoring. The Center has co-directors who serve as liaisons between the university and the community. Since the co-directors are both faculty members the model works well because their time is spread thin and they can share the work instead of getting pulled in too many individual directions. One co-director focuses on the academic research component of the center while the other co-director emphasizes tribal community relations and faculty collaborative research. The Center also provides academic programming that includes hosting conferences, offering symposiums and supporting a speakers-series that brings in scholars, journalists, and tribal leaders from all over the U.S. The presentations offered by the Center are an important part of its mission because they bring awareness about American Indian issues to the campus.³⁴

The Center also has a full time librarian who is responsible for the largest single subject collection of American Indian topical books in California. The center's library is non-circulating, which allows students and researchers from UCLA or anywhere else to access the materials at any time. The Center also houses a publication unit that produces the American Indian Culture and Research Journal. The publishing unit has a full time senior editor, a full time editor and several part-time staff.

While the American Indian Center is an important asset at UCLA, the American Indian Studies Program, outside of coursework, also offers students many resources. One such example is the academic coordinator who is responsible for advising students and also assisting faculty. The Academic Coordinator does not just work with AIS major, minor and graduate students but also works with Native students. Academic Coordinator, Clementine Bordeaux explains that, "about one-third of the AIS minor and major students are Native with the rest being in other fields."³⁵ While the Academic Coordinator does help non-native students most of the work is with Native students, making sure they are on the right track and doing well in their courses.

The Academic Coordinator also works closely with the American Indian Student Alliance as an unofficial advisor. Boudreaux says, "One thing that is really unique is that the undergraduate students have projects that are run by student leaders. Although there is staff that make sure the projects run smoothly, the students have final say."³⁶ Student-led events create a unique set of challenges. One such challenge faced by the Academic Coordinator is making sure that the students understand that they are students first. Showing up to the weekly AISA meetings to remind the students that they are students first is one way to keep students on track. Periodical check-ins with faculty also allows the Academic Coordinator to monitor students who may be slipping academically. Finally, collaborating with other organizations on campus that serve Native and AIS students such as the American Indian Center is an important part of the Academic Coordinators' responsibilities. Although they are separate entities on campus they collaborate to ensure student success.

UNIVERSITY OF CALIFORNIA LOS ANGELES

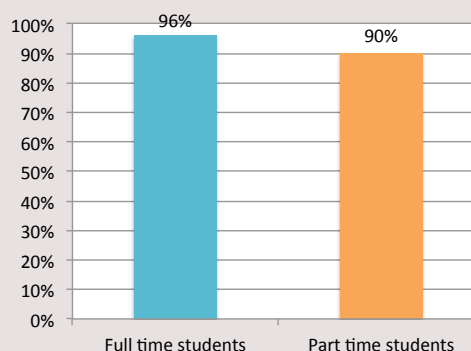
405 Hilgard Avenue
Los Angeles, CA 90095-4105
(310) 825-4321
www.ucla.edu

Student Population: 39,945
Student to Faculty Ratio: 16 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

0.56%	AMERICAN INDIAN/ ALASKA NATIVE
32%	Asian
3%	Black/African American
18%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
30%	White
4%	Two or More Race/Ethnicities
3%	Race/Ethnicity Unknown
10%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

86%	AMERICAN INDIAN/ ALASKAN NATIVE
93%	Asian
85%	Black/ African American
85%	Hispanic/Latino
93%	Native Hawaiian/Pacific Islander
91%	White
93%	Race/Ethnicity Unknown
85%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

University of California, Santa Cruz

Strengthening Intellectual Leadership and Community



Founded in 1965 the University of California, Santa Cruz was the eighth UC created in California and immediately began offering undergraduate degrees. One year later graduate study began with programs in astronomy, biology and history of consciousness.

Much of what UCSC does in terms of American Indian programming and outreach is coordinated through the American Indian Resource Center (AIRC), which is one of four ethnic resource centers on the UCSC campus. The AIRC offers students support services such as advising, counseling and leadership opportunities. Furthermore, the AIRC strives to work in partnership with the indigenous people of the central coast of California as well as other Native communities.³⁷ The AIRC is developing a vibrant and welcoming environment for Native students. Dr. Carolyn Dunn (Cherokee/Choctaw) is the director of the AIRC and believes that UCSC needs to develop an educational cohort for incoming Native students.³⁸ In order to build the cohort Dr. Dunn requests from admissions a list of new Native students to outreach. These students are contacted and given information about the services the AIRC and other

campus entities offer. Dr. Dunn is unique in that she is also an academic advisor, which allows her access to better monitor student grades and progress. The access to grades is important because the AIRC can provide resources to students both on and off campus based on the information.

One program that Native students can take advantage of at UCSC is the internship program at the AIRC. Internships last for one school year and after the students complete the year they are then eligible to be hired by the AIRC as student-staff. As part of the internship students are required to go through three quarters of training. During the fall quarter they cover topics such as the historical legacies of community building and development paying particular attention to the relationship between American Indian urban centers, community development, and college campuses. Students also learn about the historical legacies of race and identity for American Indians and other groups in order to examine how these histories often shape students' experiences at the university. The training allows students to work on developing strategies to deal with the stress and demands of the University. During the winter and

spring quarters, students begin work on project development and outreach programs.

As part of the AIRC's effort to build Native American resources on campus they are starting an Indigenous Floor at Merrill College, which opened for the 2013-14 academic year. The Indigenous Floor houses the students and also allow them to work on developing projects and programs for students and allies. The Indigenous Floor developed through collaboration between the AIRC, other resource centers, EOP and housing. Dunn explains that, "Having access to a space such as the Indigenous Floor is important to recruiting, retaining and developing a cohort of Native students while also addressing the academic, culture, and social needs of the students."³⁹



UNIVERSITY OF SANTA CRUZ

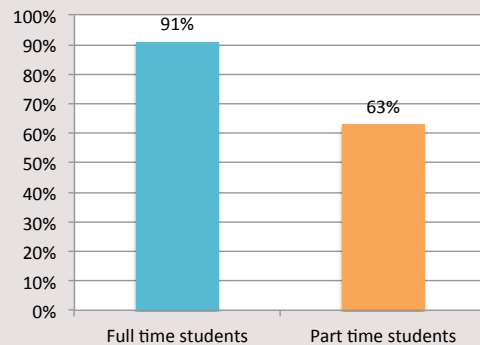
1156 High Street
 Santa Cruz, CA 95064-1011
 (831) 459-0111
 www.ucsc.edu

Student Population: 17,404
 Student to Faculty Ratio: 18 to 1

STUDENT ENROLLMENT BY ETHNICITY FALL 2012

0.5%	AMERICAN INDIAN/ ALASKA NATIVE
21%	Asian
2%	Black/African American
28%	Hispanic/Latino
0%	Native Hawaiian/Pacific Islander
39%	White
6%	Two or More Race/Ethnicities
4%	Race/Ethnicity Unknown
0%	Non-Resident Alien

RETENTION RATES FOR FIRST-TIME STUDENTS, FALL 2011-FALL 2012



OVERALL GRADUATION RATES BY ETHNICITY*

83%	AMERICAN INDIAN/ ALASKAN NATIVE
76%	Asian
66%	Black/ African American
68%	Hispanic/Latino
73%	White
73%	Race/Ethnicity Unknown
62%	Non-Resident Alien

*Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

Source: <http://nces.ed.gov/collegenavigator/>

PART IV

POSTSECONDARY EDUCATION AI/AN DATA REPORTS

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013
	Student Count	(%)	Student Count	(%)	Student Count	(%)
State of California Total	1,655,081	100.00%	1,582,311	100.00%	1,578,160	100.00%
African-American	118,759	7.18%	110,416	6.98%	109,580	6.94%
AI/AN	8,814	0.53%	7,430	0.47%	6,735	0.43%
Asian	188,695	11.40%	179,437	11.34%	173,247	10.98%
Filipino	50,235	3.04%	46,921	2.97%	46,086	2.92%
Hispanic	598,623	36.17%	612,096	38.68%	644,109	40.81%
Multi-Ethnicity	44,935	2.71%	51,028	3.22%	55,938	3.54%
Pacific Islander	8,809	0.53%	7,803	0.49%	7,290	0.46%
Unknown	116,770	7.06%	86,821	5.49%	76,789	4.87%
White Non-Hispanic	519,441	31.38%	480,360	30.36%	458,386	29.05%

CALIFORNIA COMMUNITY COLLEGES

Table 7 compares the enrollment rates for all racial/ethnic groups, side-by-side from Fall 2011 to Fall 2013 at California Community Colleges.⁴⁰ The rate of change over the past three fall semesters shows a decrease of 2,079 AI/AN students enrolled in California community colleges. This is a 0.10% loss of AI/AN students in the state's community college population.

Course classifications at CCCs are described below and affect a student's rate of transfer if the student is not enrolling in the appropriate course in order to transfer to a university.

Table 7 Rates of Change in Racial/Ethnic Enrollment at CCC Fall 2011 to Fall 2013

Basic Skills:

Courses are remedial and are often prerequisites for students who do not meet appropriate standards on the entrance exam.

Credit:

These courses meet the requirements to transfer, for AA degree, and/or occupational requirements.

Degree Acceptable:

These courses are approved and required for the fulfillment of a degree; students with a specific major in mind take these courses to fulfill the degree requirement.

Transferable:

These course fulfill both the CSU/UC requirements for enrollment

Vocational:

Courses provide students with job training and skill development directly related to their career/employment.

Figure 7 Course Classifications at CCCs

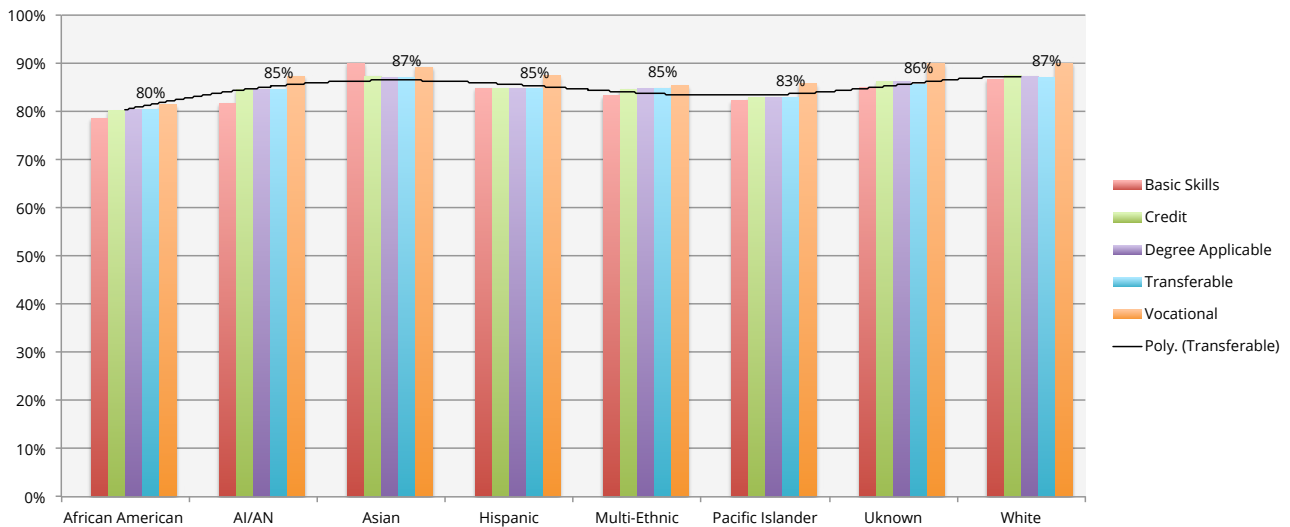


Figure 8 Retention Rates Non-Distance Education by Race/Ethnicity Fall 2011

Figure 8 compares racial/ethnic group retention rates (percent) in enrollment in the five types of courses offered through California Community College system through traditional educational instruction in Fall 2011 and Fall 2012 respectively.⁴¹ The trendline charts the differential rates of retention and success of student enrollment in transferable courses in Figures 8 and 9.

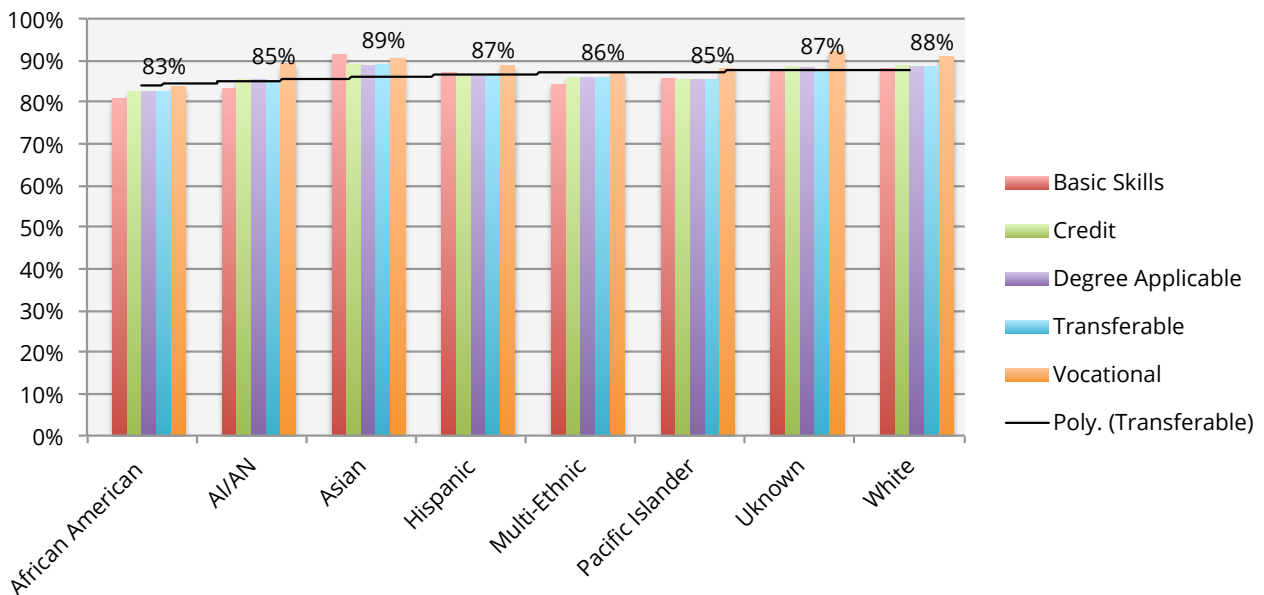


Figure 9 Retention Rates Non-Distance Education by Race/Ethnicity Fall 2012

Approximately 85% of AI/AN students attending Community Colleges in California are enrolled in courses that meet the UC/CSU transfer requirement (this reflects an increase from 2010 rates).⁴² The overall rate of enrollment, however, is similar for all racial/ethnic groups' enrollment and retention rates in the five types of courses. Figures 10 and 11 provide a contrasting overview of the Success Rates for Non-Distance Education by Racial/Ethnic cluster for Fall 2011 and Fall 2012.

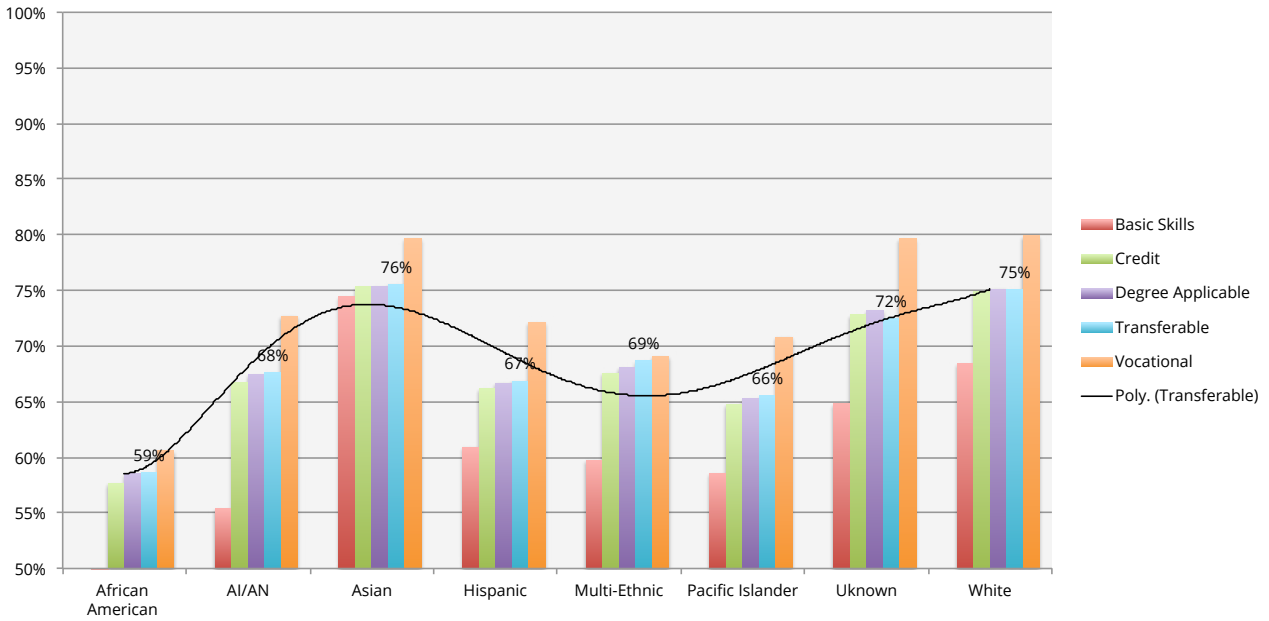


Figure 10 Success Rates by Race/Ethnicity at CCC Fall 2011

Once again a trendline is provided to track the success rate of transferable courses across racial/ethnic groups for the Fall 2011 and Fall 2012 semesters in Figures 10 and 11. The success rate of transferable courses remains the highest for Asians and the lowest for African Americans with AI/AN and Pacific islanders following in a close second and third to lowest rates, which again reflects a serious issue in achievement for these groups in because their overall enrollment rates are already low and underrepresented.

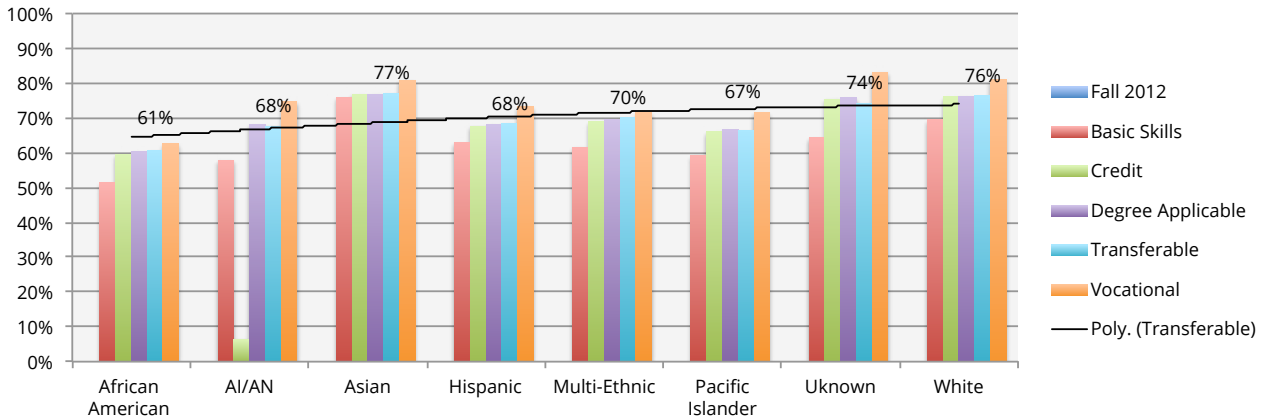


Figure 11 Success Rates by Race/Ethnicity at CCC Fall 2012

AI/AN Transfer/Enrollment by CSU Destination Academic Year 2011-2012	
American River College	6
Transfer to CSU Sacramento	6
College of the Redwoods	13
Transfer to Chico State	2
Transfer to Humboldt State	10
Transfer to CSU Sacramento	1
Mendocino Community College	1
Transfer to Humboldt State	1
Palomar College	2
Transfer to Chico State	1
Transfer to CSU San Marcos	1
Grand Total	22

There were 156 AI/AN student transfers from CCCs to CSUs during academic year 2011-2012. Table 8 shows the specific number of AI/AN students that transferred from the community colleges profiled in this report.

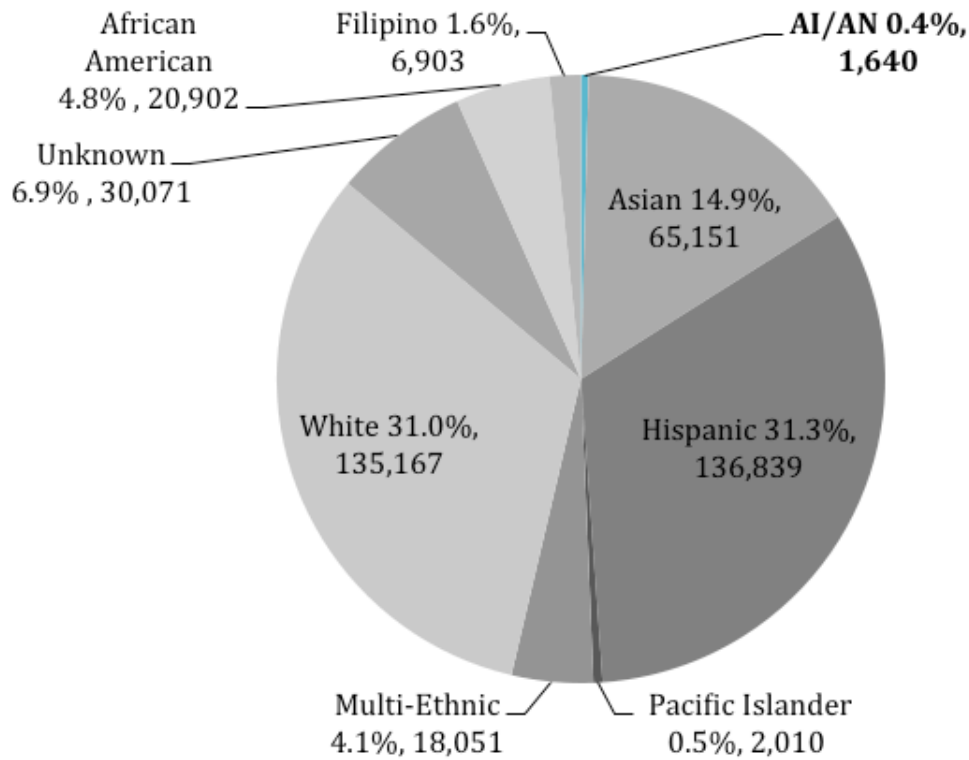
College of the Redwoods has the highest rate of AI/AN transfers to CSUs with 13 transfer students; American River has the second highest rate with 6 transfer students; and Palomar with 2 student transfers for AI/AN students. We want to also note that San Diego State University reported the enrollment of 7 AI/AN transfer students and enrollments for the 2011-2012 academic year from California Community Colleges. However, the CCCs that students transferred from were not part of our profiled institutions at the time this publication went to press. SDSU's students transferred from the College of the Sequoias (1), Reedley College (1), Grossmont College (3), San Diego Mira Costa College (1), and San Diego City College (1).

Table 8 | Transfer and Enrollments from Profiled CCCs to Profiled CSUs

CALIFORNIA STATE UNIVERSITY SYSTEM

	Undergraduate Degrees		Graduate Degrees	
	2011-2012	2012-2013	2011-2012	2012-2013
Bakersfield	7	8	4	3
Channel Islands	8	5	2	0
Chico	34	35	3	3
Dominguez Hills	13	15	0	1
East Bay	10	12	1	0
Fresno	29	24	7	2
Fullerton	30	21	1	3
Humboldt	22	21	1	2
Long Beach	111	92	7	5
Los Angeles	5	5	1	2
Maritime Academy	0	1	0	0
Monterey Bay	5	3	1	1
Northridge	15	10	5	10
Pomona	13	12	1	1
Sacramento	26	17	3	8
San Bernardino	16	15	3	4
San Diego	28	33	8	10
San Francisco	28	22	9	4
San Jose	13	13	7	4
San Luis Obispo	24	21	0	2
San Marcos	10	13	2	2
Sonoma	15	5	1	2
Stanislaus	8	11	4	2
All Campuses	470	414	71	71

Table 9 | AI/AN Degrees Conferred Undergraduate and Graduate (2011-2013)



Please reference the State of AI/AN Education in California Report 2012 to review data about the 2004 cohort's graduation rates at four, five, and six years. As noted elsewhere in our report, the steady decline of AI/AN enrollment at CSUs since 2008 leads the CICSC to conclude that the graduation rates for AI/ANs in the 2008 cohort will correspond to the decreased rate of enrollment.⁴⁴

Figure 12 CSU Enrollment by Race/Ethnicity⁴³
Fall 2012
436,560 Students

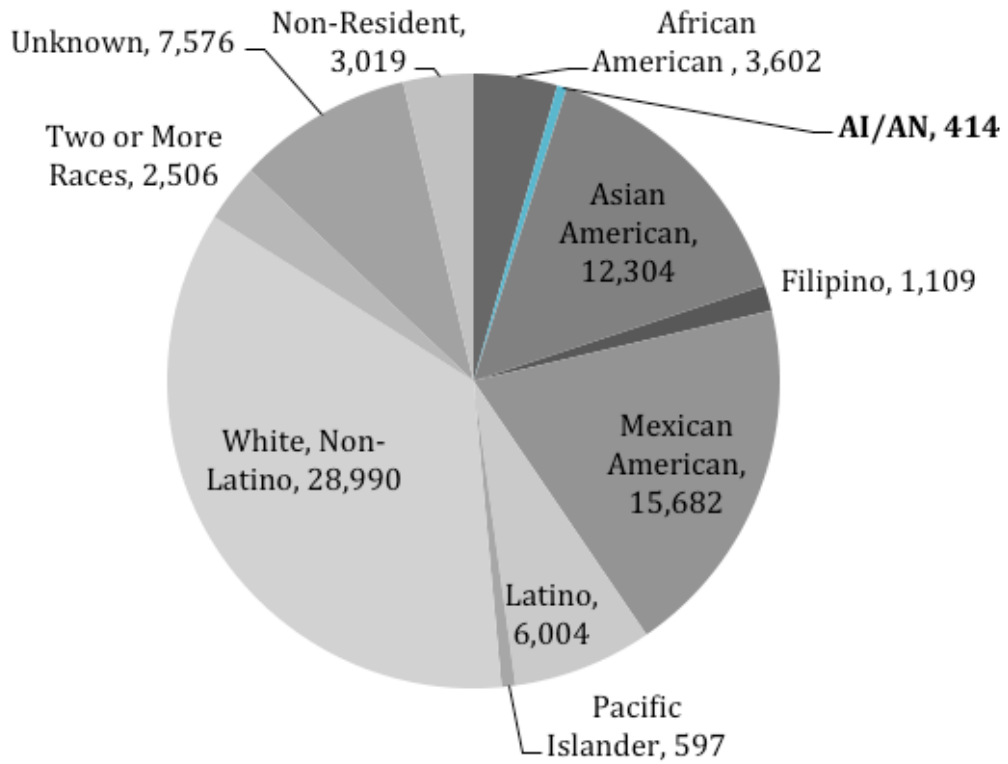


Figure 13

Bachelor Degrees Awarded by CSU by Race (2012-2013)

In 2012-2013, 414 AI/AN, received Bachelor degrees from 23 campuses in the state, which again decreased from 2011-2012 by 12%. CSU Long Beach conferred the highest number of bachelor's degrees to AI/ANs totaling 92; with Chico State and SDSU in distance second and third each awarding 35 and 33 degrees respectively. The CSU reports 71 Graduate degrees awarded for 2012-2013 which remains consistent with 2011-2012 figures.⁴⁵

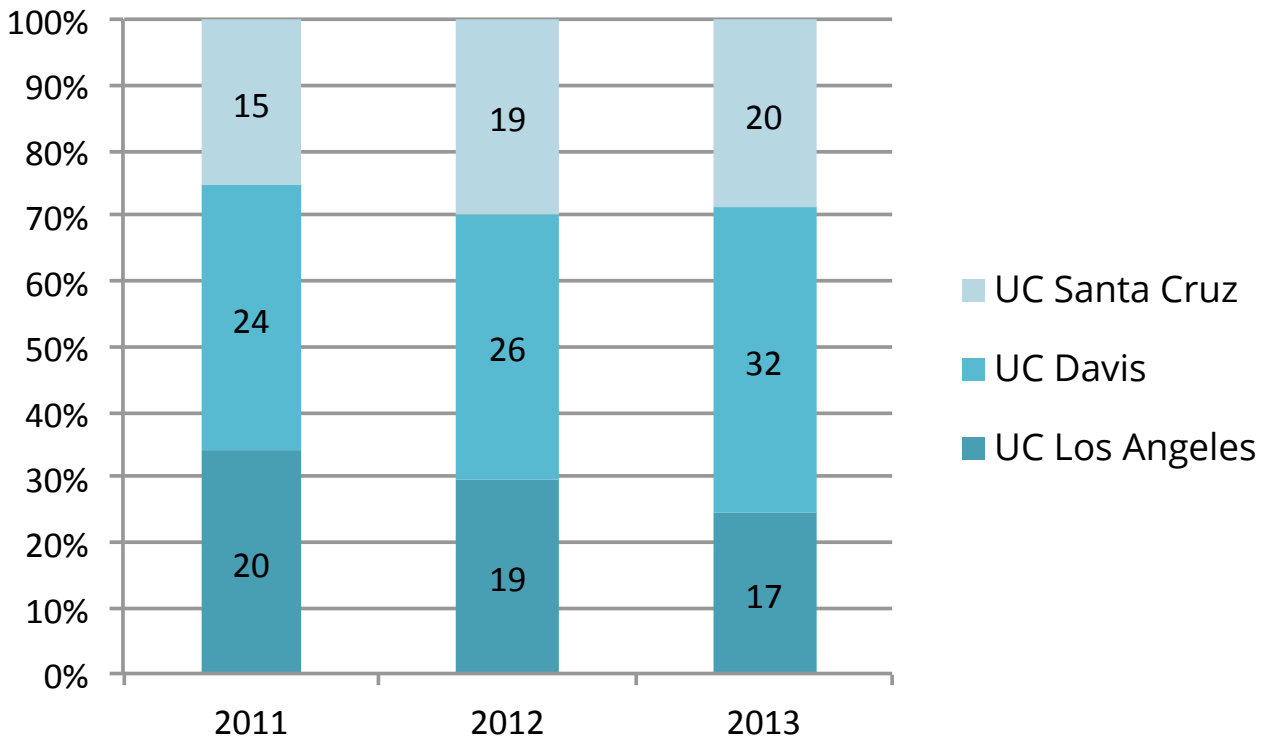
UNIVERSITY OF CALIFORNIA SYSTEM

The number and percent of American Indian and Alaska Native students obtaining a degree by gender for 1996-2010 in the UC System is provided below. The table represents the most recent data available by ethnic breakout for total degrees conferred between the academic years 1996-2010.⁴⁶

Year	Total	Men		Women		Ethnicity Total	
		Number	Percent	Number	Percent	Number	Percent
1996	29721	115	0.39%	190	0.64%	305	1.03%
1997	29772	133	0.45%	110	0.37%	243	0.82%
1998	29608	120	0.41%	155	0.52%	275	0.93%
1999	31166	128	0.41%	177	0.57%	305	0.98%
2000	32741	118	0.36%	183	0.56%	301	0.92%
2001	33067	98	0.30%	158	0.48%	256	0.77%
2002	34716	94	0.27%	147	0.42%	241	0.69%
2003	37125	98	0.26%	168	0.45%	266	0.72%
2004	38579	76	0.20%	158	0.41%	234	0.61%
2005	40862	100	0.24%	131	0.32%	231	0.57%
2006	41640	102	0.24%	163	0.39%	265	0.64%
2007	41587	107	0.26%	130	0.31%	237	0.57%
2008	42416	101	0.24%	121	0.29%	222	0.52%
2009	42666	86	0.20%	141	0.33%	227	0.53%
2010	44856	99	0.22%	145	0.32%	244	0.54%
2011	46935					252	0.54%

Four-fifths of UC freshman graduate within six years according to the UC Accountability Report 2013. The UC also reports a 30% improvement in four-year completion rates from 1992 to 2006 cohorts and a 76% success rate for the same cohort completing their degrees in a six year period. The UC Accountability Report 2013 notes, however, that graduation rates for students from socioeconomically disadvantaged groups tend to be lower.⁴⁷

Table 10 UC Bachelor Degrees Conferred for AI/AN (1996-2010)



The 3-Year Change in Transfer Admissions from 2011 to 2013 in Figure 14 shows the trend in the enrollment for AI/AN transfer students from community colleges from the three-profiled UCs. Between 2011 and 2013, UC Santa Cruz increased enrollment by 5 students, UC Los Angeles remained relatively steady in its number of transfer enrollment each year decreasing by only a couple of students in the 3-year period; whereas UC Davis saw an increase overall in the same period by 8 students.⁴⁸

Figure 14 | Transfer Enrollments to Profiled UCs (2011-2013)

The total AI/AN enrollment at UCs for Fall 2011 and Fall 2012 shows an overall increase at all UCs except for Riverside (-5), San Diego (-11), San Francisco (-3), and Santa Cruz (-2).

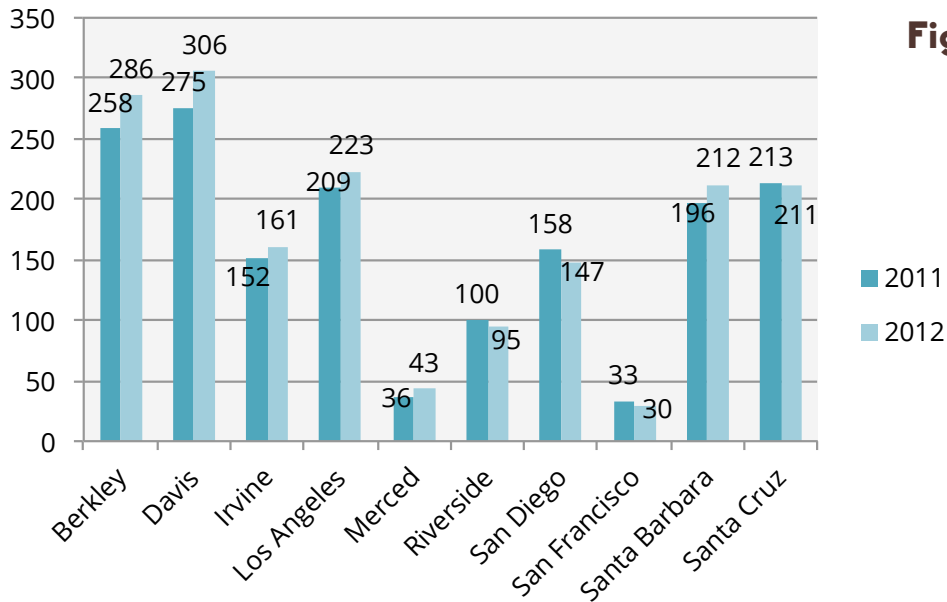
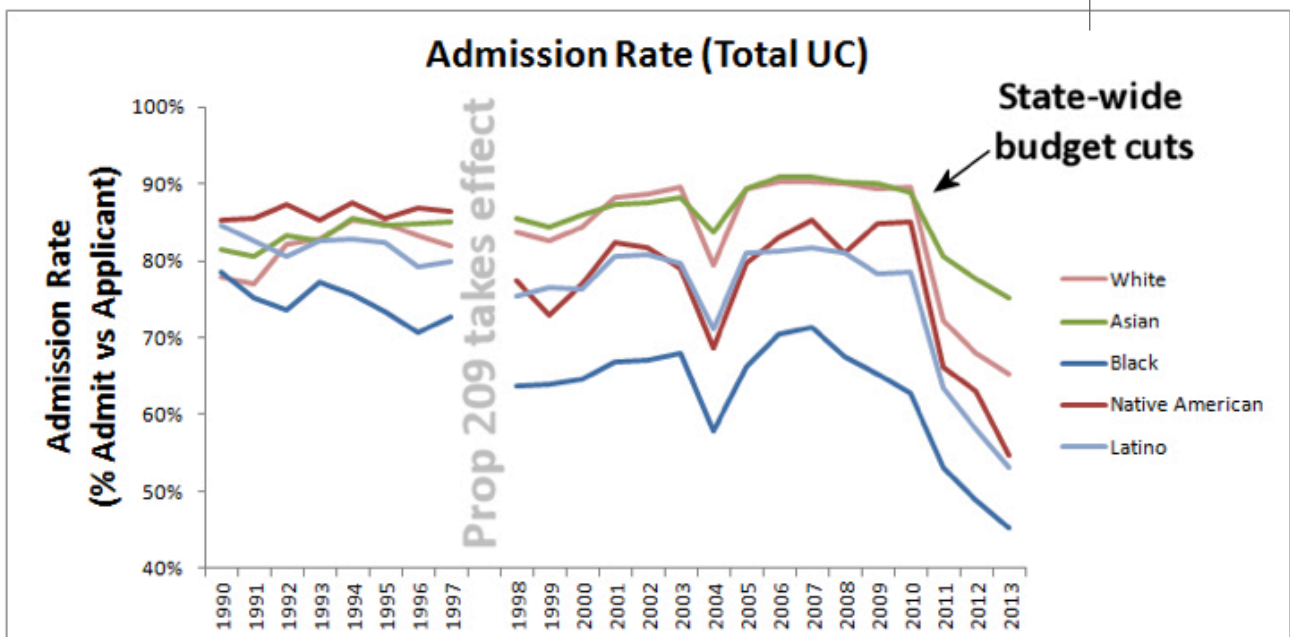


Figure 15 Total Enrollment for AI/AN in Fall 2011 and Fall 2012 at UCs

Figures 16 and 17 created by Dr. Jenn Fang, a researcher at Yale and the author of the Asian-American feminist/activist blog Reappropriate.co analyzed the impact of California's proposed Senate Constitutional Amendment 5 that would have repealed the controversial Prop 209 legislation. Fang's articles responded to the overwhelming opposition by many Asian American groups' fear that SCA 5 would somehow diminish Asian American representation in the UCs.⁴⁹

Figure 16 Total Admissions at UCs by Race/Ethnicity (1990-2013)



Her analysis provides us with a longitudinal snapshot of the admission trends at the UC before and after the passage of Prop 209 and its impact on admissions by race/ethnicity. Fang points out “Asian and White admission rates remain largely where they were prior to Prop 209 — and more importantly not significantly increasing — there is a precipitous drop in admission rate for Black, Latino and Native American students that persists for the subsequent 15 years.”

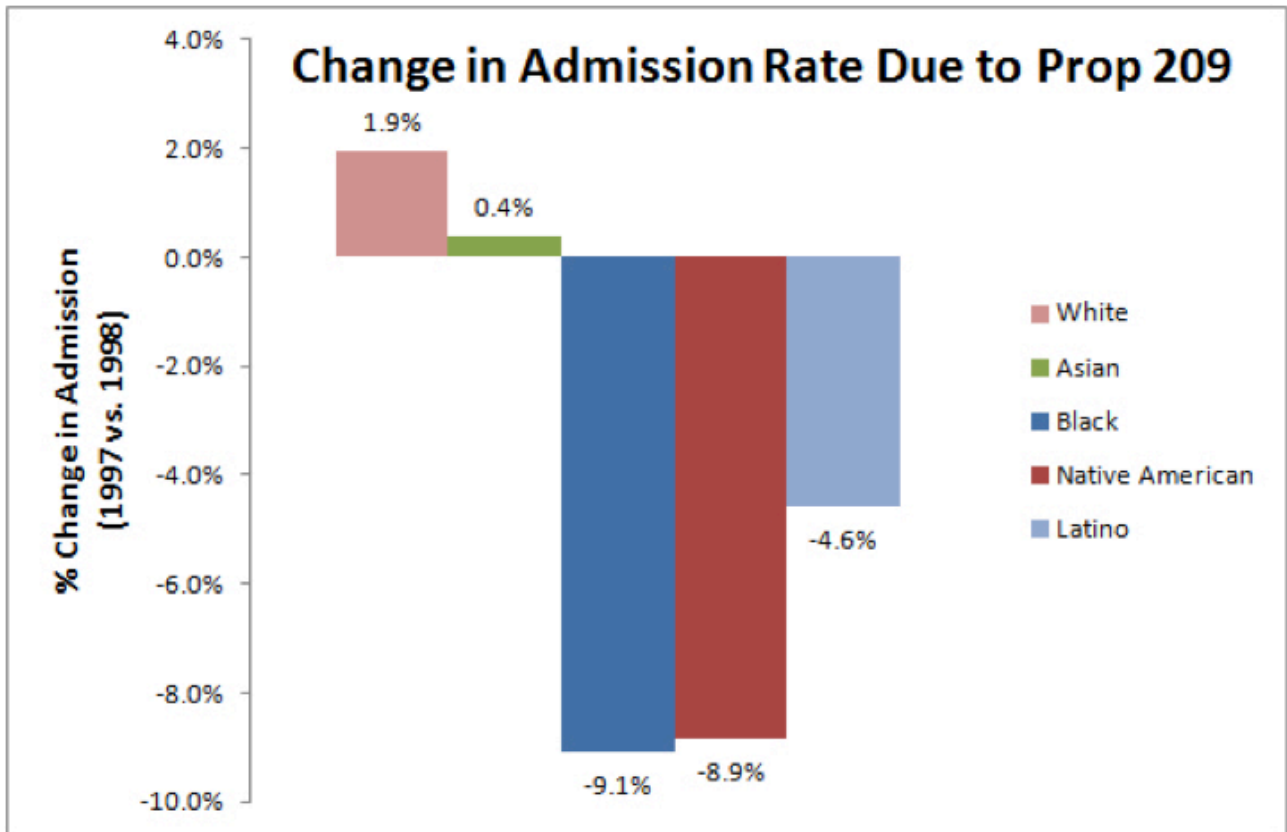


Figure 17 Change in UC Admissions Due to Prop 209

Transfer Enrollments	2011	% of Total	2012	% of Total	2013	% of Total
African American	563	0.04%	530	0.04%	603	0.04%
AI/AN	135	0.01%	153	0.01%	137	0.01%
Asian American	3,709	0.24%	3,676	0.25%	3,455	0.24%
Chicano	2,277	0.15%	2,311	0.16%	2,611	0.18%
E.Ind/Pak	579	0.04%	252	0.02%	531	0.04%
Filipino Am	540	0.04%	572	0.04%	536	0.04%
Latino	851	0.06%	792	0.05%	886	0.06%
White	5,999	0.39%	5,398	0.37%	5,386	0.37%
Unknown/Other	570	0.04%	571	0.04%	472	0.03%
Total	15,223	100%	14,528	100%	14,617	100%

Source: <http://www.ucop.edu/news/factsheets/2013/flow-trans-ca-13.pdf>

Table 11 UC System Wide Transfer Enrollments by Race (2011-2013)

From 2011-2013 the rates of transfer enrollments for AI/AN students remained steady at 0.01% of total UC transfer enrollees. Table 11 captures the transfer enrollment numbers at profiled UCs. A side-by-side comparison reveals that the transfer enrollments of AI/AN students from California Community Colleges to CSU and UC campuses are relatively the same. The CSU report a systemwide transfer rate of 156 AI/AN students for Fall 2012 as compared to the UC report of 153 transfer enrollments across its ten campuses for the same year. Data for UC transfer enrollments found at the University of California office of the President Statistical Summary and Data on Students, Faculty, and Staff.



WHY ARE ENROLLMENT RATES AT CCCs AND CSUs DECLINING?

The CICSC research team asked why the educational professionals and administrators from the profiled institutions featured in this report think the rates of enrollment at CCCs/CSUs are decreasing for AI/AN students while they seem to be increasing at the UCs. Rebecca Rossier, Assistant Director of the UCLA American Indian Studies Center, cites several factors that primarily point to funding and financial support. From San Diego State University's American Indian Studies program, Dr. Margaret Field also cites funding, especially for outreach, as a primary factor contributing to the discrepancy in enrollments for AI/AN students at CSUs/CCCs and UCs in addition to more stringent admission requirements to SDSU and budget cuts

for tribal programming and outreach. Despite the waning institutional funding for these activities, the AIS Department at SDSU hosts an "annual high school conference" to bring Native student organizations to campus for recruitment opportunities. Finally, Professor Patricia Dixon from Palomar College provided a holistic analysis of the question by taking into account the individual AI/AN student's upbringing and connection to his/her tribal community as a factor contributing to the student's motives for pursuing higher education alongside financial, familial, and institutional causes. She states:



"If I look at the Indian students at my campus they fall into several categories: rez kids, out of state Indians with a rez orientation, urban Indians whose primary community is the tribally mixed urban community, and students who know they are American Indian but have not been raised as such or simply have an ancestral interest.

For us we have fewer rez kids and to a certain degree I think per cap is an issue, but not all reservations have a casino or another viable source of income. Drugs and alcohol with minimal parental support is an issue whether there is a per cap or not. Fear or discomfort with a large campus and being made fun of at home can hold some back. To a much lesser degree the tribe itself always does not make it clear how the youth can support and carry on tribal government and its businesses. Of course, ultimately the youth, him or herself [sic], must have the inner craving to learn."

— Professor Patricia Dixon (Luiseño), Palomar College



The responses point to a host of reasons that might be contributing to the trend in enrollments, however, they do not discuss the UCs “Plus Factor” for AI/AN students that are members of federally recognized tribes nor do they discuss the fact that the UCs also employ (some through collateral duty) counselors and recruiters whose job is to specifically conduct community outreach and recruitment.

The UC American Indian Counselors and Recruiters Association (UCAICRA) formalized its organization in 1976 with a goal, according to its mission statement, to “act as a system wide work group designed to provide informational outreach services to the American Indian communities throughout the state targeting students, families, counselors and the community at large.” UCAICRA hosts its own website (www.ucaicra.org), holds regular meetings, and an annual professional development conferences. The reporting on this data and the factors contributing to the trend in enrollment rates in California postsecondary educational institutions are still too new to assess fully, but the efforts by the UC system as a whole to implement formal processes to recruit AI/AN students cannot be ignored and merits further study.

Finally, after analyzing the data on first-time full-time freshman and transfer enrollments side-by-side the numbers reveal that the CSU as a system is enrolling more AI/AN students than UC campuses overall in the past ten years. Therefore, the 2014 data suggests that the decline in AI/AN at CSUs may not lie with issues of recruitment, but instead point to issues with college readiness and student retention as areas in need of further investigation and research. If only 25% of our high school graduates meet the CSU/UC requirements for college admittance and we are enrolling these first-time freshman and those AI/AN transferring from community colleges, then the decrease in overall enrollment suggests that retention may be the problem.

AI/AN POSTSECONDARY EDUCATION WORK FORCE IN CALIFORNIA

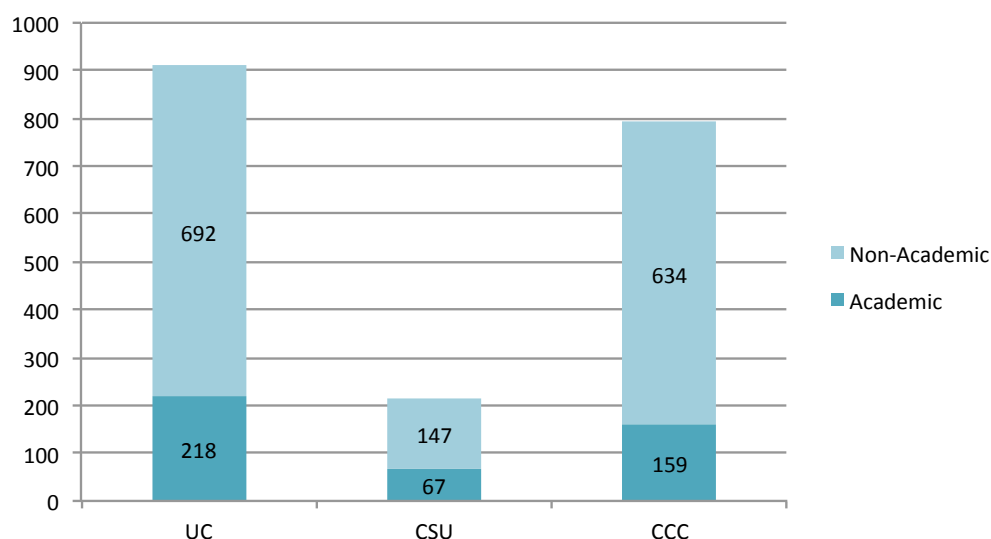


Figure 18 AI/AN Postsecondary Education Work Force Personnel Fall 2012

Academic appointments in the University of California system include the following classifications for personnel: “academic administrators, regular teaching faculty, lecturers, and other teaching faculty, student assistants, researchers, librarians, Cooperative Extension researchers, University Extension faculty, and other academic personnel.”⁵⁰ The UC reporting on workforce analysis by race and ethnicity combines several workforce classifications as “academic” personnel, which makes it difficult to accurately assess the actual numbers of AI/AN tenure-track faculty in the UC system.

The workforce at CSU campuses is broken out slightly more with distinctions made on reporting for various types of faculty members such as full-time or part-time status, probationary, or tenure-track, and temporary or tenured statuses. In addition CSU designations are delineated by race/ethnicity in only two categories: white or minority. These rates are then coupled with reporting on the workforce that breakdown along gender lines.

The most useful and transparent workforce report for racial/ethnic classifications of employees is at the community college level. The CCC unlike the UC and CSU systems distinguishes between academic appointments that are temporary and those that are tenure-track. A more consistent and transparent format for reporting on AI/AN workforce in postsecondary education is needed to generate a stronger analysis of the gaps in student support services, community engagement, mentoring, and administration that are necessary to develop institutional commitments to the recruitment, retention, and graduation of AI/AN students.

At the community college level there were small changes in the racial/ethnic composition of California Community College staffing statewide. In 2010 we reported that the AI/AN employment rate at CCCs was 0.8%, in 2011 and 2012 the employment rate decreased to 0.7% and 0.73% respectively.

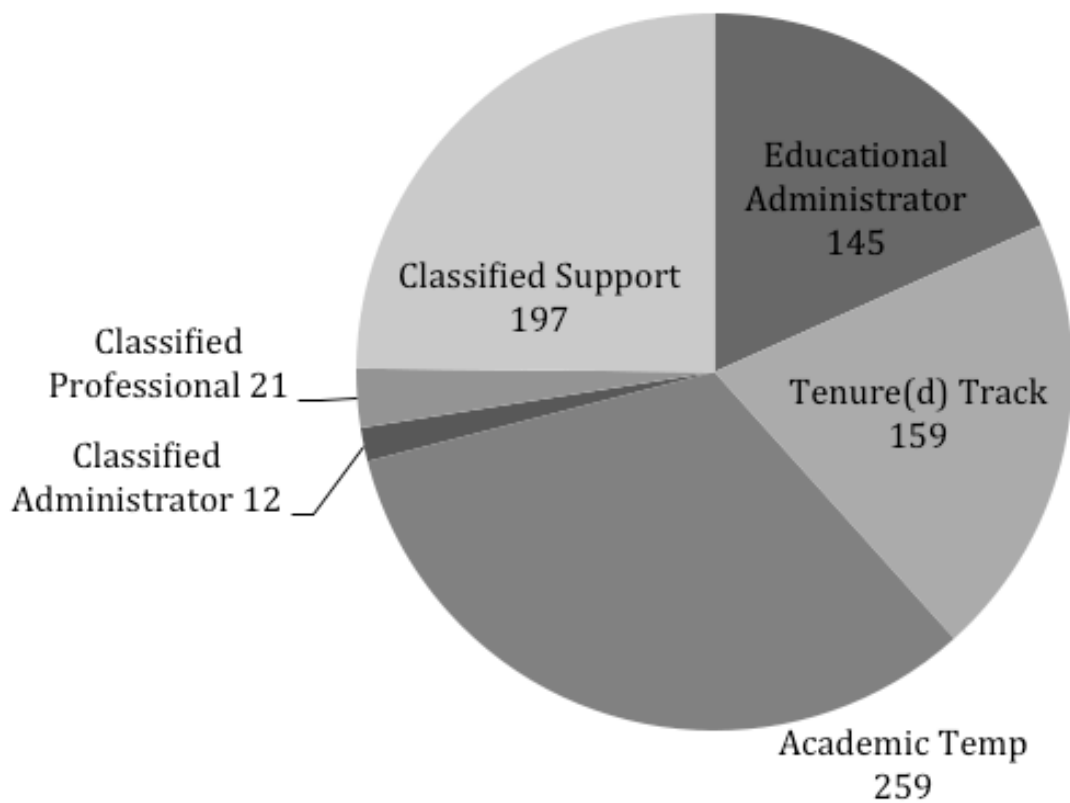


Figure 19

AI/AN Workforce Personnel by Job Description (2012, CCC)

According to the 2012 Annual Fall Reports on staffing AI/ANs make up 0.93% of the total workforce at the California Community Colleges totaling about 793 employees across 112 campuses. The figure above shows the breakout of employment by job type. Compared to the rates reported in our 2012 publication, the data shows an increase in AI/AN workforce by 115 personnel, which included one more Tenure(d) Track appointment for an AI/AN.

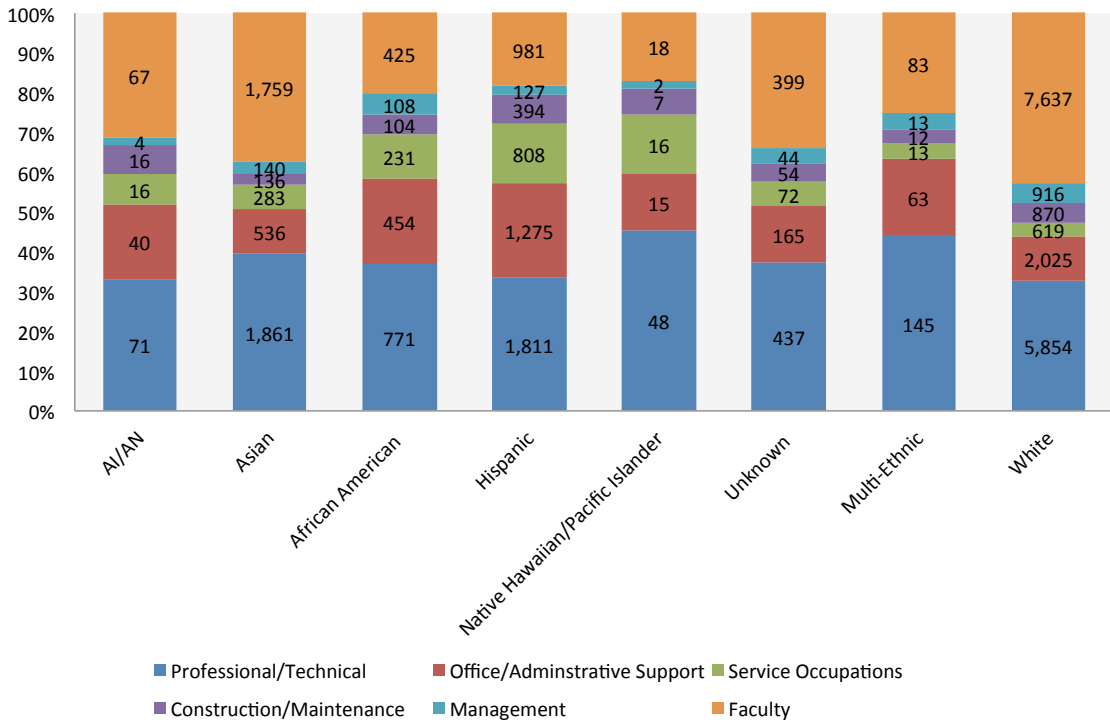
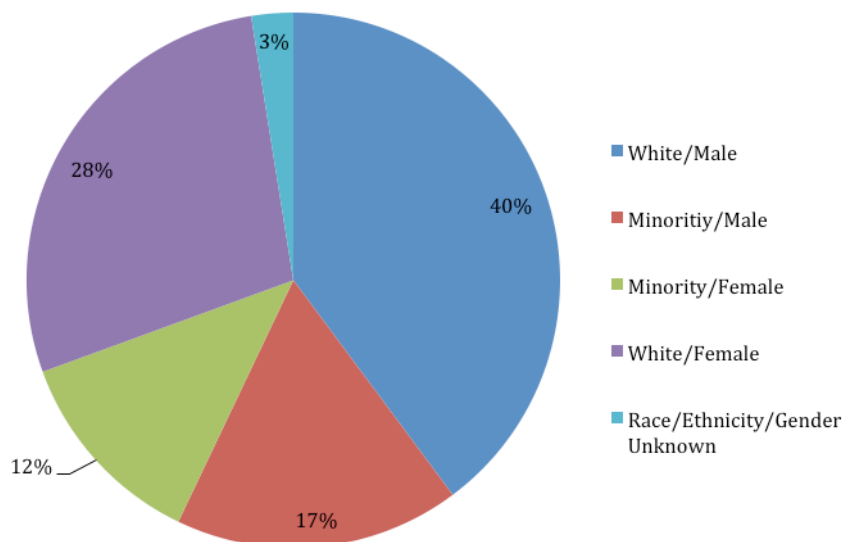


Figure 20 CSU 2012-2013 Personnel by Occupation & Race/Ethnicity

According to the most recent employee profile reports released by the CSU, 29% of all full-time faculty are ethnic minorities and 44% are women employed throughout the 23 statewide campuses. Figure 20 reveals a breakdown of faculty/staff by job type along racial/ethnic groups. AI/ANs comprise a total of 67 full-time faculty members with tenure or tenure-track status.

There are 67 AI/AN faculty members, 16 AI/AN construction/maintenance employees, 40 AI/AN office/administrative support, 16 AI/AN service jobs, 71 AI/AN professional/technical positions, and 4 AI/AN in management. The chart below further breaks down faculty and part-time faculty rates within the CSU system. Minority males and females comprise 29% of total full-time faculty with tenure status as of Fall 2012.

Figure 21 Full Time Faculty by Tenure Status, Gender, Ethnicity, CSU Fall 2012



	2011	2012	% Change
AI/AN	922	912	-1%
Asian	47,256	49,190	4%
African America	10,709	10,934	2%
Hispanic	27,675	29,578	7%
White	87,271	88,231	1%
Unknown	13,368	12,087	-10%
University Wide Total	187,201	190,932	2%

Table 12 UC Personnel by Race/Ethnicity (2011-2012)

Source: <http://legacy-its.ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf>

The personnel rates at UC schools for AI/AN show a slight decrease from 2011 and 2012 as shown in Table 12.

Figure 22 shows the precise breakdown of all UC personnel by race/ethnicity for Fall 2012. AI/AN make up 910 of UC personnel system wide compared to 49,042 for Asian personnel, 10,911 for African Americans, and 29,544 for Hispanic Latinos, and 88,075 of White personnel. Figure 23 represents the Academic Personnel breakout by race/ethnicity at the UCs.

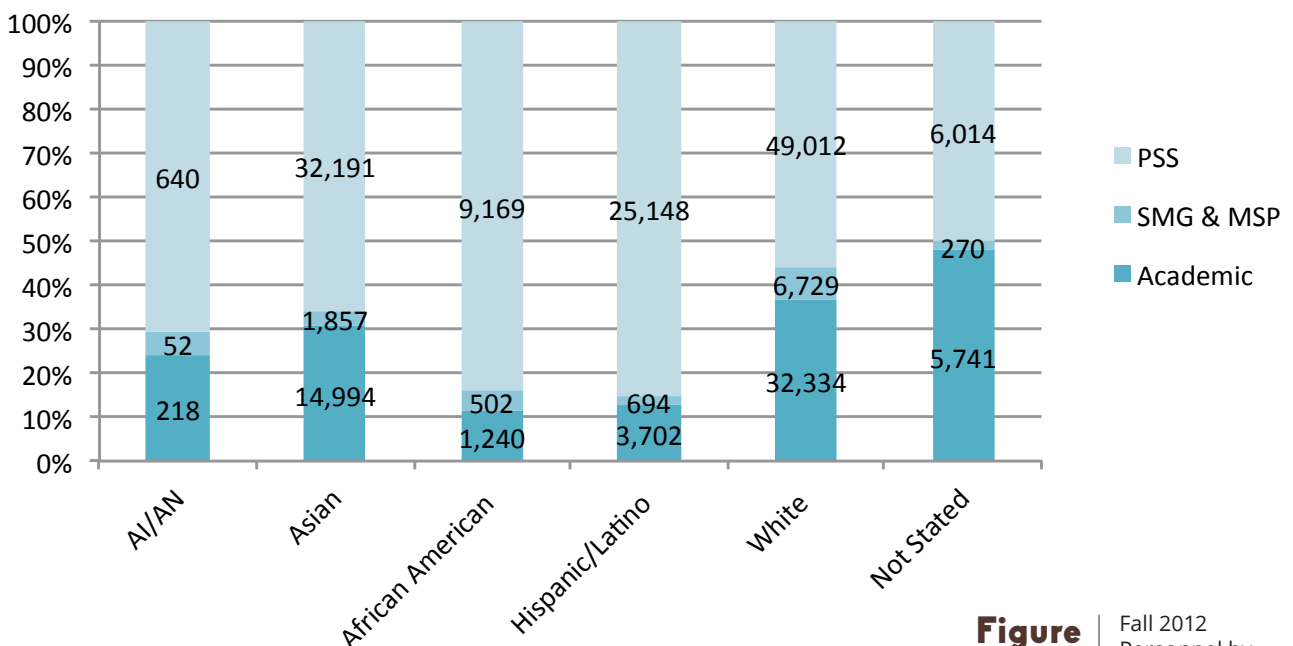


Figure 22 Fall 2012 Personnel by Race/Ethnicity & Workforce Job Description (UC)

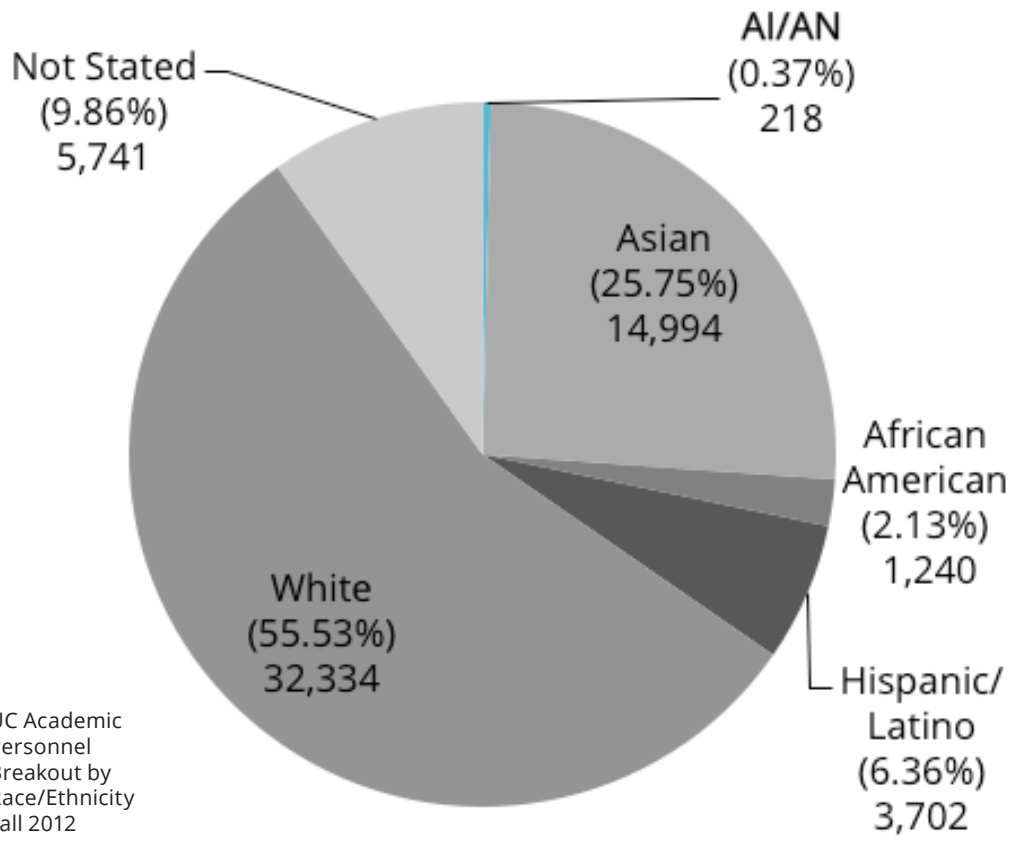


Figure 23 UC Academic Personnel Breakout by Race/Ethnicity Fall 2012

PART V

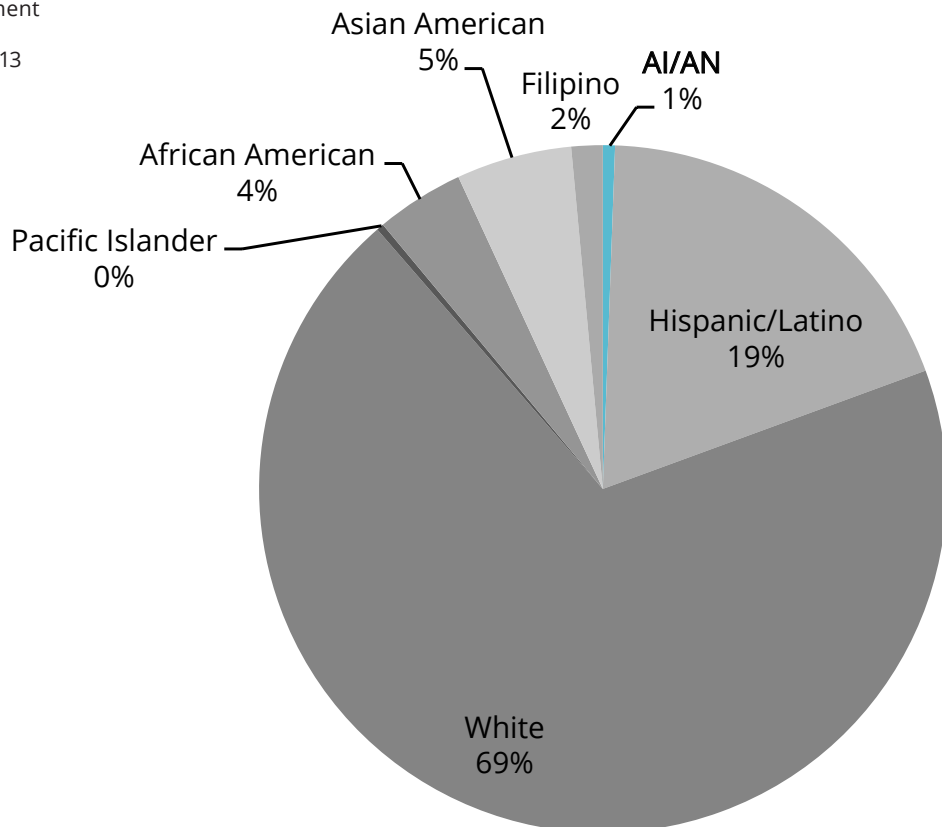
K-12 UPDATES

CALIFORNIA DEPARTMENT OF EDUCATION, EDUCATIONAL DEMOGRAPHICS UNIT⁵¹

Ethnicity	Number of Students	Percent of Total Enrollment
Hispanic or Latino of Any Race	3,282,105	52.71%
AI/AN, Not Hispanic	40,414	0.65%
Asian, Not Hispanic	536,970	8.62%
Pacific Islander, Not Hispanic	33,958	0.55%
Filipino, Not Hispanic	154,891	2.49%
African American, Not Hispanic	394,695	6.34%
White, Not Hispanic	1,589,393	25.52%
Two or More Races	149,806	2.41%
None Reported	44,757	0.72%
Total	6,226,989	100%

Table 13 Educational Demographics by Ethnicity (2012-2013)

Figure 24 K-12 Enrollment by Ethnicity Fall 2012-2013



K-12 DATA	AI/AN	STATE	CHANGES (+/-)
DROPOUT RATES	18.50%	13.10%	5.4% HIGHER
GRADUATION RATES	72.30%	78.70%	6.4% LOWER
COMPLETION OF UC/CSU REQUIREMENTS	24.90%	38.30%	13.4% LOWER

- Statewide Totals for AI/AN Dropout Rate for 2011-2012:
 - » AI/AN Dropout Rate: 18.5%
 - » Total Dropouts for State: 13.1%
 - » Dropout Rate Difference for AI/AN: 5.4% higher
- Statewide Totals for AI/AN Graduation Rate for 2011-2012
 - » AI/AN Graduation Rate: 72.3%
 - » Total Graduation Rate: 78.7%
 - » Graduation Rate Difference for AI/AN: 6.4% lower
- Completion of UC/CSU Requirements:
 - » AI/AN Total: 24.9%
 - » Total for State: 38.3%
 - » Rate Difference for AI/AN: 13.4% lower

Table 14 K-12 Achievement Summary

Table 15 AI/AN Staff at California K-12 Public Schools

PERSONNEL	NUMBER	PERCENT
TEACHERS	1,546	0.53%
ALL CERTIFIED STAFF	1,753	0.54%
ADMINISTRATORS	118	0.51%

- » Hispanic teachers and staff: 17.68% and 17.87% respectively
- » Asian teachers and staff: 5.03% and 4.93%
- » African American teachers and staff: 4% and 4.33%
- » White teachers and staff: 66.85% and 66.33%
- » Combined all ethnicities comprise less than 30% of the state's teachers and roughly the same percentage also make up the state's certificated staff for the same racial/ethnic groups
- » The state's student enrollment for AI/AN, Hispanic, African-American, and Asian is: 62.62%
- » White students comprise 25.62% of the state's student K-12 enrollment

PART VI

PROMISING PRACTICES

Our *State of American Indian and Alaska Native Education in California 2014* report revealed five promising practices gleaned from an analysis of the resources offered at the colleges profiled in our state's three-tier postsecondary systems. The institutional profiles demonstrate the range of services in place currently to support AI/AN college retention and educational success, and they point to areas in need of further improvement. Below is a summary of the work and resources being implemented throughout the state in support of AI/AN educational achievement.

Formalize educational relationships that support tribal sovereignty and self-determination through Tribal-University Memorandums of Understanding or other means

- » The Hoopa Valley Tribe signed a MOU with College of the Redwoods to establish the Klamath-Trinity Instructional Site on the Hoopa Valley Indian Reservation where the Hoopa Valley Tribe runs the stand-alone site. "The MOU put us in charge of our own destiny as far as our student population goes," Jolene Gates of Hoopa (pg. 21).
- » CSUSM signed a MOU with the Santa Ysabel Band of Diegueno Indians (aka, Lipay Nation of Santa Ysabel) for a "Guaranteed Admission Agreement" in 2007. "Upon the completion of required coursework" the MOU guarantees admission to CSUSM – "and to any CSU" (www.csusm.edu/community/tribal/) for Santa Ysabel tribal members (pg. 37).
- » The Native American Resource Center [at American River College] has a joint scholarship program with United Auburn Indian Community (pg. 26).
- » Mendocino College established a Native Advisory Committee in the 1990s and CSUSM created its Native Advisory Council in 2006. Both groups focus on addressing the quality and service of education for American Indian and Alaska Native students (pgs. 27 and 37).

Tailor coursework for AI/AN students based on the student's specific educational strengths and areas in need of assistance.

- » Enroll students in courses early on to match their academic strengths to set a record of positive achievement that focuses on a student's intellectual assets (pg. 22).
- » Provide strategic advising for non-traditional AI/AN students to establish a career path through higher education via a contract that holds them accountable to their educational plan (pg. 24).
- » Mendocino College created an "early alert program" that notifies the professor and the Native Outreach Coordinator about any students who may be struggling with a class so that they can jointly resolve the student's issues and get him/her back on track (pg. 28).

Create a sense of “kinship” to strengthen communication between faculty, staff (advisors), and students.

- » Establish a through-line of communication between the stakeholders involved in the student’s educational achievement (pgs. 23 and 28).
- » Faculty and staff need to show up at student-events to honor achievements, check in at mid-semester meetings, and other milestones in the student’s academic career (pgs. 22, 34, and 44).
- » Create specific staff positions to outreach in the tribal community in order to show tribes that you are actively working on their educational needs and issues (pgs. 21, 33, 39, and 43) .

Build specific AI/AN “gathering grounds” for students, the community on and off campus, to meet, study, and network.

- » Support and develop a model that takes into account the tribal needs in the institution’s geographical service area, urban/rural/ concentration of Indian reservations (pgs. 21, 25, 29, 33, 38, 41, 44, and 46).
- » “We have students from Hoopa, Yurok, Karuk, and the rural Paiute population from Nevada. The center is here for students to see other people like them, to socialize, and to get away from the non-Indian environment. On a good day we get thirty to forty students coming through the center,” Professor Valle (pg. 25).
- » The CICSC at CSUSM hosts community events to bring in prospective students and to allow current students to share their experiences with the community (pgs. 38-39).

Design, offer, and deliver courses to directly serve the needs of the AI/AN community at tribal sites.

- » Darletta Fulwider, a tribal advisor and counselor at Mendocino College states, “We are currently working on a child development course that will be taught at one of the tribal communities because child development courses are needed and wanted,” (pg. 27).
- » Palomar College created community partnerships and programs to offer satellite courses at the Pauma Indian Education Center on the Pauma Indian Reservation. More recently Palomar offers cultural monitoring courses and certificates used for land development and planning on or near Indian reservations (pg. 29).
- » The CICSC at CSUSM offers new certificate programs designed to fit tribal economic, cultural and social needs. These courses are offered at tribal sites (pgs. 39-40).



NEXT STEPS

- Collaborate between institutions to create long-term studies, comparative analysis of promising and innovative practices, enrollment, retention, and graduation trends, and the impact of economic/cultural variables on the AI/AN achievement rates in postsecondary education
- Allocate resources for funding research, outreach opportunities, and continued reporting for tribes and educational partners
- Institutionalize accountability because public institutions are mandated to service their regional population and that service needs to be measured and evaluated annually
- Advocate for mandatory reporting about AI/AN educational data at public institutions in the state
- Intervene at a local, state, and national legislative levels to institutionalize reporting about AI/AN educational achievement and develop policies to address the gaps and inequities

PART VII

CONCLUSION

According to the Institution of Education Sciences, an affiliate organization of the National Center for Education Statistics, postsecondary degree-granting institutions are forecasted to increase enrollment by 15% in the next eight years. The projection was based on the Fall 2010 actual enrollment data and corollary projections of college-age populations, disposable income, and unemployment rates. Other factors such as the cost of college education, the economic value of an education, and the impact of distance learning due to technological advances were excluded from the projections.⁵²

Table 16 shows the actual (green) versus “anticipated” enrollment rates of AI/ANs in postsecondary schools over the twenty-five year period. What we must consider in light of the *State of American Indian and Alaska Native Education in California 2014* report is the overall steady increase of all other racial/ethnic groups in the prediction model while AI/AN rates from 2009 never recover or improve but remain at a static level from 2010 forward.

The interpretation of the stasis is a cause for concern and should become a rallying point for tribal leaders, educators, and community advocates responsible for forecasting and distributing funding for AI/AN education. We must demand more for the future of AI/AN students in California and not settle for less.

Table 16: Actual and projected numbers for enrollment of U.S. residents in all postsecondary degree-granting institutions, by race/ethnicity: Fall 1996 through fall 2021

[In thousands]

Year	Total	Race/ethnicity					
		White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	
Actual							
1996	13,901	10,264	1,506	1,166	828	138	
1997	14,037	10,266	1,551	1,218	859	142	
1998	14,063	10,179	1,583	1,257	900	144	
1999	14,362	10,329	1,649	1,324	914	146	
2000	14,784	10,462	1,730	1,462	978	151	
2001	15,363	10,775	1,850	1,561	1,019	158	
2002	16,021	11,140	1,979	1,662	1,074	166	
2003	16,314	11,281	2,068	1,716	1,076	173	
2004	16,682	11,423	2,165	1,810	1,109	176	
2005	16,903	11,495	2,215	1,882	1,134	176	
2006	17,163	11,572	2,280	1,964	1,165	181	
2007	17,624	11,756	2,383	2,076	1,218	190	
2008	18,442	12,089	2,584	2,273	1,303	193	
2009	19,743	12,731	2,920	2,547	1,338	208	
2010	20,307	12,930	3,088	2,785	1,303	200	
Projected							
2011	20,551	12,996	3,144	2,871	1,338	201	
2012	20,782	13,042	3,216	2,959	1,364	201	
2013	20,987	13,060	3,288	3,051	1,386	201	
2014	21,209	13,073	3,372	3,159	1,405	201	
2015	21,390	13,053	3,448	3,267	1,422	200	
2016	21,613	13,066	3,527	3,379	1,442	200	
2017	21,910	13,136	3,610	3,498	1,466	200	
2018	22,248	13,236	3,694	3,626	1,492	201	
2019	22,561	13,328	3,764	3,750	1,517	202	
2020	22,822	13,388	3,824	3,868	1,540	202	
2021	23,010	13,407	3,873	3,967	1,560	202	

NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. Enrollment data in the “race/ethnicity unknown” (all years) and “two or more races” (2008, 2009, and 2010 only) categories of the IPEDS “Enrollment component” have been prorated to the other racial/ethnic categories at the institutional level. Detail may not sum to totals because of rounding. Mean absolute percentage errors of selected education statistics can be found in table A-2, appendix A. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:96–99); IPEDS Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions by Race/Ethnicity Model, 1980–2010. (This table was prepared February 2012.); http://nces.ed.gov/programs/projections/projections2021/tables/table_29.asp

‘Caption: Projections of Education Statistics 2021

Table 16 | Actual and Projected Enrollment Rates by Race/Ethnicity (1996-2021)

APPENDIX A

Interview Question Set

Developed by Mr. Seth San Juan (2013) for Institutional Profiles

- What types of course do you offer in AIS/NAS?
- Are the courses specialized courses created for AIS/NAS or are they cross curricular course? (offered through history, anthro. etc.)
- Do you offer cultural resource management courses?
- If yes have you collaborated with tribal cultural officer?
- Do you offer AIS/NAS specific certificates?
- Do the courses fulfill the state diversity requirements for transfer?
- Do you partner with any local Universities to make transferring a seamless pathway for AI/AN students?
- What kind of programs or activities do you run as a college/university to actively to retain America Indian students? (Examples, Counseling, Grade Checks, mentor person, or center.)
- Do you gather data on AI/AN graduation rates?
- Do you monitor AI/AN students?
- Do you gather data on your AI students? As far as grades, tribes, majors etc.
- Do you collaborate or partner with tribes?
- How do you collaborate or partner with tribes?
- How do you determine what tribes you work with? Is it local tribes or any tribes?
- Do you have a center for AI/AN students? What role does the center play for the students? Is it academic or recreational?
- Do you offer service learning based courses?
- Do you have distance learning, and if so is there an education initiative to inform tribes about the availability of distance learning?
- Do you offer an adult GE program?
- Do you hold AI/AN cultural events? (Pow Wows, workshops, American Indian Month)

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- California Department of Education DataQuest, <http://data1.cde.ca.gov/dataquest/>
- California State University Graduation Rates Consortium for Student Retention Data Exchange, <http://csrde.ou.edu/web/index.html>
- Census 2010, <http://www.census.gov/2010census/>
- Integrated Postsecondary Education Data System, <http://nces.ed.gov/ipeds/>
- UC Information:
- <http://legacy-ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf>
- <http://data.universityofcalifornia.edu/student/stu-admissions-enrollment.html>
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NOTES

¹Jorgensen, Miriam (Ed). Rebuilding Native Nation: Strategies for Governance and Development (2007); pg. 219.

²The 2014 cohort of profiled institutions in this report voluntarily participated in a series of phone and email interviews with Mr. Seth San Juan between April-August 2013.

³ Source: CSU Chancellor's Office, National Center for Educational Statistics (NCES) <http://www.calstate.edu/value/systemwide/> (Oct 2013)

⁴ <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>; page 6

⁵ "The State of American Indian and Alaska Native Education in California" (California Indian Culture & Sovereignty Center, CSUSM, 2012): VI and 17.

⁶ Gates, Jolene. Personal interview with Mr. Seth San Juan, 19 April 2013.

⁷ Venegas, Kerry. Personal interview with Mr. Seth San Juan, 19 April 2013.

⁸ Gates, Jolene. Personal interview with Mr. Seth San Juan, 19 April 2013.

⁹ Gates, Jolene. Personal interview with Mr. Seth San Juan, 19 April 2013.

¹⁰ Venegas, Kerry. Personal interview with Mr. Seth San Juan, 19 April 2013.

¹¹ Venegas, Kerry. Personal interview with Mr. Seth San Juan. 19 April 2013

¹² Ibid.

¹³ http://www.arc.losrios.edu/Support_Services/Academic_Support_Services.htm

¹⁴ Valle, Jesus. Personal interview with Mr. Seth San Juan, 23 April 2013.

¹⁵ Valle, Jesus. Personal interview with Mr. Seth San Juan.,23 April 2013

¹⁶ Fulwider, Darletta. Personal interview with Mr. Seth San Juan, 25 April 2013.

¹⁷ Garcia, Guillermo. Personal interview with Mr. Seth San Juan, 25 April 2013.

¹⁸ The American Institution Requirement mandates that all students demonstrate an understanding of American History, the U.S Constitution and California State and local governments as outlined in Title 5, California Code of Regulations, Article 5, Section 40404.

¹⁹ Information on SDSU's American Indian Studies Program can be found at <http://www-rohan.sdsu.edu/~aminweb/>

²⁰ Fields, Margret. Personal interview with Mr. Seth San Juan, 21 May 2013.

²¹ Information on the Sycuan Institute on Tribal Gaming can be found at <http://htm.sdsu.edu/web/index.php/centers/sycuan>

²² Act of the Legislature during the session of 1913.

²³ Information about Humboldt States Native American programs can be found at <http://www.humboldt.edu/nasp/>

²⁴ At the time of this publication, the Native programs at HSU are being reconfigured and are at risk of being cut by the current administration and president of HSU.

²⁵ George, Laura Lee. Personal interview with Mr. Seth San Juan. 1 May 2013.

²⁶ George, Laura Lee. Personal interview with Mr. Seth San Juan. 1 May 2013

²⁷ For more information see <http://www.csuchico.edu/news/archived-news/2012-fall/10-8-12-csuchico-receives-more-than-1.2mil-to-improve-indian-education-and-prof-devel.shtml>

²⁸ Bercaw, Lynn. Personal interview with Mr. Seth San Juan. 24 May 2013.

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²⁹ Ibid.

³⁰ <http://www.csusm.edu/news/topstories/articles/2011/11/tsCICSC.html>

³¹ Information about the UC Davis Native American Program can be found at <http://nas.ucdavis.edu>

³² Bitar, Jinann. Personal interview with Mr. San Juan. 24 May 2013.

³³ Information about the UCLA American Indian Programs can be found at <http://www.americanindianstudies.ucla.edu/resources.htm>

³⁴ Rosser Rebecca. Personal interview with Mr. Seth San Juan, 7 May 2013.

³⁵ Bordeaux, Clementine. Personal interview with Mr. Seth San Juan, 10 May 2013.

³⁶ Ibid.

³⁷ Information about the American Indian Resource Center at UC Santa Cruz can be found at <http://airc.ucsc.edu>

³⁸ Dunn, Carolyn. Personal interview with Mr. Seth San Juan, 3 May 2013.

³⁹ Dunn, Carolyn. Personal interview with Mr. Seth San Juan. 3 May 2013.

⁴⁰ http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

⁴¹ California Community Colleges Chancellor's Office: http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

⁴³ See State of AIAN Education in California Report, page 24 shows an enrollment/retention rate for AIAN students in transferable courses as roughly 82%.

⁴³ Non-Resident Alien Category is not shown in the figure and is reported here at 19,826 (4.5%); http://www.calstate.edu/as/stat_reports/2012-2013/feth03.htm

⁴⁴ Source: <http://www.asd.calstate.edu/csrde/ftf/2011htm/sys.htm>

⁴⁵ Data for bachelor degrees awarded by CSU by race: http://www.calstate.edu/as/stat_reports/2012-2013/deg10.htm and data for undergraduate and graduate degrees awarded by CSU by race and campus found here: http://www.calstate.edu/as/stat_reports/2012-2013/deg12.htm & http://www.calstate.edu/as/stat_reports/2012-2013/deg13.htm

⁴⁶ http://www.cpec.ca.gov/StudentData/EthSnapshotGraph.asp?Eth=5&Rpt=Deg_UC

⁴⁷ <http://accountability.universityofcalifornia.edu/documents/accountabilityreport13.pdf>

⁴⁸ Source: http://www.ucop.edu/news/factsheets/2013/cccsirs_table1.pdf

⁴⁹ Fang, Jenn, "The Effect of Prop 209 on UC Admissions and Campus Diversity," Reappropriate.co; 15 March 2014

⁵⁰ Source: <http://legacy-its.ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf> (page 52).

⁵¹ <http://dq.cde.ca.gov/dataquest/EnrollEthState.asp?Level=State&TheYear=2012-13&cChoice=EnrollEth1&p=2 {V}>; 30 May 2013

⁵² Furthermore, the "mean absolute percentage errors, MAPEs, for lead times of 1, 2, 5, and 10 years out were 1.7, 2.6, 5.3, and 13.1 percent, respectively. For the 1-year out prediction, this means that one would expect the projection to be within 1.7% of the actual value, on average." <http://nces.ed.gov/programs/projections/projections2021/sec5a.asp>; (28 August 2013)



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