**OVERVIEW OF MSIs**

**(Informal Document Prepared Solely for Participants in Minority-Serving Institutions Course)**

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**PART ONE** (pp. 2-3)

**OPPORTUNITIES AND CHALLENGES: EDUCATING A DIVERSE NATION**

**PART TWO** (pp. 4-6)

**OVERVIEW OF MINORITY-SERVING INSTITUTIONS**

**PART THREE** (pp. 7-24)

**PORTRAITS OF FOUR MSIs: HBCUs, HSIs, TCUs, and AAPIs**

**PART FOUR** (pp. 25-51)

**STUDY OF MINORITY-SERVING INSTITUTIONS (Conrad and Gasman)**

(Part Four, “Clif Notes,” has been adapted from Conrad & Gasman’s Educating a Diverse Nation: Lessons from MSIs)

Note:This is a “working document” prepared primarily for our MSI class. There may be errors and

problematic interpretations/word usage (please contact Professor Clif if errors/misinterpretations

are identified).

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**PART ONE**

**OPPORTUNITIES AND CHALLENGES: EDUCATING A DIVERSE NATION**

“Minority-Serving Institutions of higher learning exist at the intersection of where the American Dream of unbridled

possibilities meets the American Nightmare of persistent racial-ethnic subordination. . . . Colleges and universities

with significant numbers of students from racial-ethnic minority backgrounds have not received sufficient attention

from scholars and policy makers.”

--Walter Allen (Introduction to Understanding Minority-Serving Institutions)

**UNITED STATES: A DIVERSE NATION**

\*From 1980-2010 the population of the United States grew by nearly 40 percent, with significant increases for Asian

and Pacific Islanders (**335%**), Hispanics (**246%**), American Indians/Native Alaskans (**106%**), and Blacks (**50%**)

while the White population grew by only **29%**.

\*Over the past 30 years, the rapidly increasing “demographic diversity” in this country—including dramatic increases

in Asians and Latinos—has led many observers to move beyond a dichotomous racial (Black/White) paradigm to a

multidimensional rainbow shaped not only by skin color but by ethnicity, nationality, religion, and social class.

\*By 2020 minority students (Blacks, Hispanics, Asian American Pacific Islanders) will account for about **45 percent**

**of public high school graduates**, up from 38 percent in 2009. Non-White students now make up the majority of

public high school graduates in California, Texas, New Mexico, Hawaii, and Mississippi.

\*According to the 2010 U.S. Census, by 2050 the United States will be a **plurality nation**.

Two Driving Forces: 1) Immigration and 2) Birth Rates

**RAPIDLY CHANGING DEMOGRAPHICS IN OUR COLLEGES AND UNIVERSITIES**

\*Echoing the growing diversity of our nation, the demographics of our colleges and universities has dramatically

changed. While White enrollment declined by 26% between 1980 and 2011, total undergraduate fall enrollment

increased by 73% over this period of time—an increase driven largely by a 300% increase in minority student

enrollment at the undergraduate level as **Hispanic enrollment increased by over 500%,** **Asian and Pacific**

**Islander enrollment increased by 336%**, **Black student enrollment increased by 165%**, and **American**

**Indian/Alaska Natives enrollment increased by 118%**.

***Minority Student Undergraduate Enrollment in Higher Education in 2015***

**Hispanics**: 15% (9% at Grad Level)

**African-Americans**: 15% (10% at Grad Level)

**Asian American Pacific Islander**: 6% (7% at Grad Level)

**American Indian**: 1%

According to the Georgetown “Separate and Unequal” report, most White students go to the more-selective public and private four-year colleges (where 20% of college students are enrolled), most African-American and Hispanic students are going to open-access two-year and four-year institutions. **African American and Hispanic students make up 33 percent of the college-age population but only 14 percent of the students at more selective colleges**. [The more-selective institutions spend **three to five times as much per student** on instruction than do open-access colleges, have higher graduation rates, and send more students to graduate school.] Source: Goldie, pp. 28-29.

\*Institutional Type and Graduation Rates: While graduation rates at the top 50 institutions of higher education

approach **90 percent, graduation rates for four-year colleges** are about **55 percent for four-year institutions** and

**29% for two-year colleges**. (At community colleges, which serve disproportionately large numbers of minority

students, about 60 percent of students enroll in remedial courses.) At **private, not-for-profit colleges and**

**universities** which enroll 20 percent of students in higher education, minority students are disproportionately

represented. (Source: Craig)

**THE STATE OF CALIFORNIA: MSIs Changing Higher Education in California (Penn Center for MSIs)**

California’s Population: 38 million Residents

39% White 38% Hispanic/Latino 15% AAPI 7% Black 2% American Indian/Alaskan Native

\*Almost 80% of California’s community colleges are MSIs.

\*Tuition at two-year colleges is only a couple of thousand dollars, while tuition is about $7,000 a year in four-year

public (CSU) and nearly $14,000 in four year public (UC).

**CHALLENGES FACING MANY TRADITIONALLY UNDERSERVED STUDENTS**

\*Non-Native Speakers of English (English as Second Language)

\*Not Academically Prepared for College (Human Capital)

\*From Poor and Low-Income Families with Uncertain and Limited Financial Resources

\*Employed Part-Time or Full-Time

\*Part-Time Student

\*Major Family Obligations/Responsibilities (Financial and Otherwise)

\*First-Generation Student

\*Uncertain about the Purpose/Relevance of College

\*Fearful as to Whether They Can Succeed in College (“Math Shame”)

\*Limited Mainstream Cultural, Social, and Political Capital

\*Poor Study Environments

\*Often Cannot Enroll in More than One Course at a Time

\*Lack Study Skills

\*Lack of a Positive Self-Identity

\*Immigrants

**PART TWO**

**OVERVIEW OF MINORITY-SERVING INSTITUTIONS**

**Origins**

\*MSIs have been established and continue to be established in response to a longstanding history of unequal

opportunity in higher education for minority and low-income students in this country—including lack of

access to majority institutions. Especially in the past 30 years, the rapidly increasing “demographic

diversity” in this country—including dramatic increases in Asians and Latinos—has led to the

establishment of large numbers of Hispanic-Serving Institutions (HSIs) and Asian American and Native

American Pacific Islander-Serving (AANAPIs).

**Four Types of MSIs**

105 Historically Black Colleges and Universities (HBCUs): Cheney University (1837)

34 Tribal Colleges and Universities (TCUs): Navaho Community College (1969)

311 Hispanic-Serving Institutions (HSIs): 1992

116 Asian American and Native American Pacific Islander-Serving Institutions (AAPIs) (AANAPIs): 2009

**Institutional Characteristics of MSIs**

\*MSIs represent less than 8% of all postsecondary institutions in the U.S but enroll one-fourth of

undergraduate students—about five million undergraduate students.

\*Tuition at MSIs is on average 50% lower than at majority institutions.

\*MSIs are mostly two-year public institutions, with the exception of HBCUs (4-year and public/private)

and high-enrollment HSIs which offer bachelor’s, master’s, and doctoral degrees.

\*\*How Most MSIs Define the Challenge of Educating Their Students: Student Underperformance

Represents **Not a Lack of *Capability* but a Lack of *Opportunity***.

**Student Characteristics at MSIs**

\*\*Educating a Diverse Nation: Racially and Ethnically Diverse and Low-Income Students

\*Over one-half of students at MSIs receive Pell Grants. Nearly one-half of MSI students are first in family to

attend college.

\*Of the five million undergraduate students at MSIs, about 3.5 million students of color.

\*MSIs serve an extremely significant proportion of Men of Color: 36% men of color enrolled in college are

full-time students at MSIs and about one-fourth of the bachelor’s degrees awarded to men of color are at

MSIs.

**Differences Across MSIs**

Identities of MSIs

\***HBCUs and TCUs: Founded for a Specific Population**  \*HSIs and AAPIs: Not Founded for a

With a History of Being Oppressed Specific Population

\***HBCUs and TCUs: Identity as MSIs**  \*HSIs and AAPIs: Often Not Self-Identified as

(Identify with one Minority Group) HSIs or AAPIs/AANAPIs

Financial Situation

\***HBCUs and TCUs: More Financially Challenged** \*HSIs and AAPIs: More Financially Stable

**HSIs (300+) AANAPISIs (100+) HBCUs (104 & PBIs) TCUs (34)**

*6% of colleges/****50% Latinos*** *1% of colleges/****27 AAPIs*** *3% of colleges/11%* ***AA***  *1% colleges/10%* ***Indian***

California (62) California (27) Georgia (27) Montana (7)

San Diego State U. Cal State-Sacramento Spelman College Chief Dull Knife College

Cal State-Los Angeles U. of CA-Irvine Morehouse College Salish Kootenai College

Cal State-Monterey Bay U. of Pacific Albany State Blackfeet Community College

Cal State-Channel Islands U. of San Francisco Savannah State

Fresno Pacific U. U. of Southern CA

Texas (51) Texas (6) Alabama (20) North Dakota (5)

U. of Houston-Downtown U. of Houston Alabama A&M Turtle Mountain CC

U. of Texas- El Paso U. of Texas-Arlington Alabama State U. Sitting Bull College

U. of Texas-San Antonio Richland College Tuskegee U. Turtle Mountain CC

El Paso Community College Stillman College Fort Berthhold CC

Texas A& M-Corpus Christi Washington (8) Candeska Cikana CC

St. Mary’s University Seattle CC-Central South Carolina (19)

& South & North South Carolina State U.

New Mexico (23) Campuses Benedictine College Minnesota (3)

Luna CC Bellevue College Claflin University Leech Lake Tribal College

U. of New Mexico Fond du Lac Tribal and CC

New Mexico State U. New York (10) Mississipi **(**15) White Earth Tribal and CC

Santa Fe Community C CUNY-Brooklyn C Alcorn State

CUNY-Hunter Jackson State Wisconsin (2)

Florida (14) Mississippi Valley College of Menominee Na

Miami Dade College Lac Courte Oreilles Objibwa CC

Florida International U Illinois (4) Louisiana (9)

U. of Illinois-Chicago Southern U (Baton Rouge)

SUNO

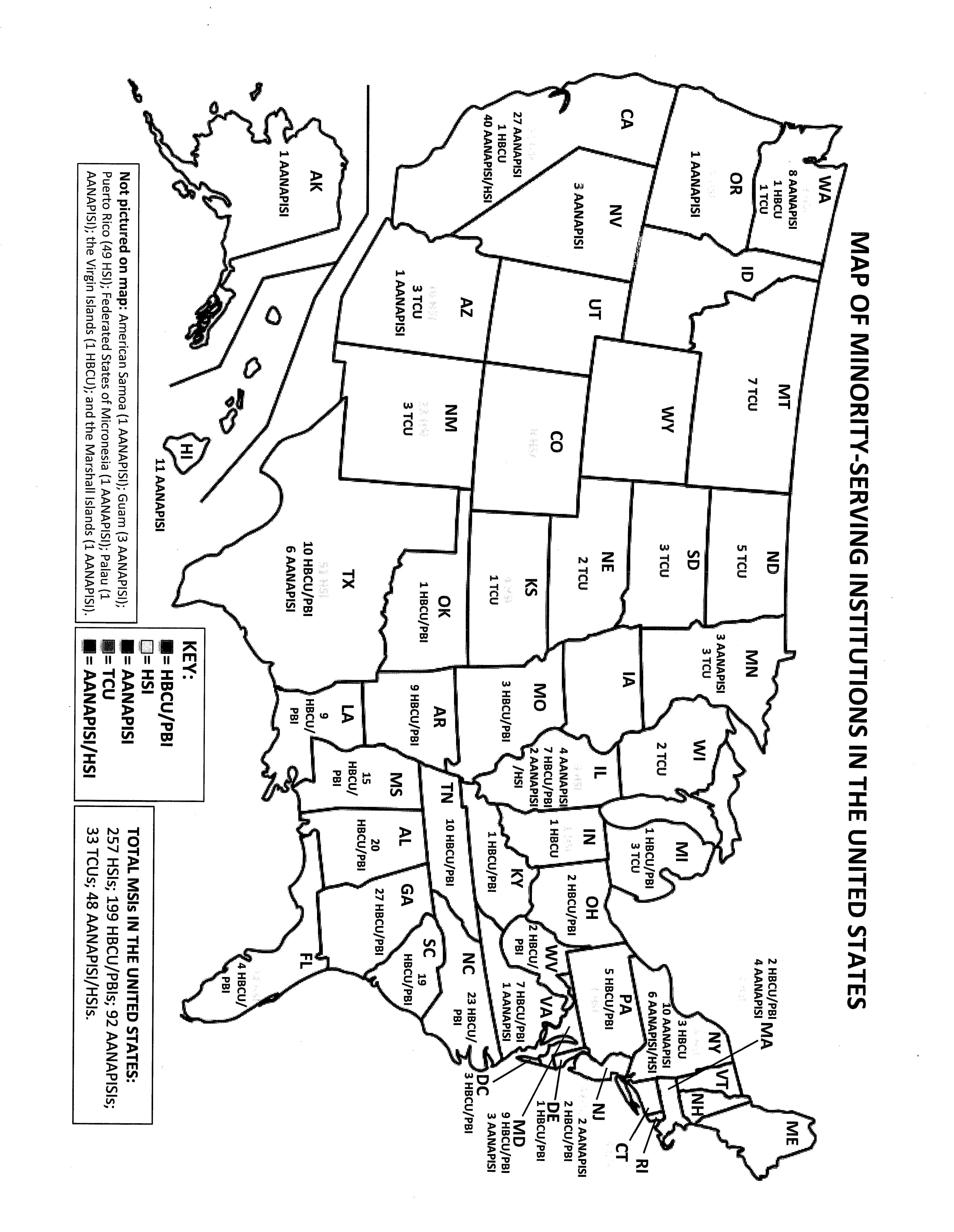
New York (9) Hawaii (11) Dillard

CUNY Bronx CC

**HSIs and AANAPISIs in California (40)**

U. of California-Riverside

California State U.-Long Beach

Los Angeles City College & Cal State-Fresno 

**PART THREE**

**PORTRAITS OF FOUR MSIs: HBCUs, HSIs, TCUs, and AAPIs**

For each of the MSIs I provide:

A. Portrait of MSI

B. History of MSI

C. MSI Structure: Organization, Governance, Administration

D. MSI Structure: Finance

E. Experiencing MSIs: Culture, Leadership, Teaching and Learning, and Student Success

**HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs)**

**Contemporary Portrait of HBCUs**

\*The Higher Education Act of 1965, as amended, defines an HBCU as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.” [Title III of the Higher Eduction Act (HEA) of 1965 provided direct support for “Developing Institutions” such as HBCUs.]

\*Approximately 104 HBCUs in the U.S. (20 states), District of Columbia, and the U.S. Virgin Islands. Most HBCUs are located in the South.

\*HBCUs comprise roughly 3 percent of the two-year and four-year colleges and universities in the United States.

\*HBCUs produce about 28% of all bachelor’s degrees, 15% of all master’s degrees and 17% of all first professional degrees earned by African Americans (Schnittger, 2001).

\*HBCUs are roughly evenly split between public and private institutions. Whereas some HBCUs are highly selective, other HBCUs are open access/open enrollment. Financial stability and accreditation are challenges facing some HBCUs.

\*Challenges facing some public HBCUs: low graduation rates, low salaries, unstable funding.

\*HBCUs enroll about 350,000 students, including 11 percent of all Black undergraduates in the US and nearly 4 percent of all minority undergraduate students in the U.S.

\*Over 75 percent of the undergraduate students in HBCUs are Black. Some HBCUs are becoming more White and

Hispanic/Latino. For example, Paul Quinn College in Texas is now drawing significant numbers of Hispanic students.

Examples of a range of HBCUs are provided below:

**St. Paul’s College**

Location: Lawrenceville, Virginia

Tuition: $13,000

Enrollment: About 600 students

This private HBCU opened in 1888 but often battled ongoing debt and accreditation. St. Paul’s College offered undergraduate degrees and a distant learning program. The school also offered adult/non-traditional student education to assist in degree attainment and had a Single Parent Support System Program to help with young single parents in college. In 2012 the college attempted to merge with another institution but was officially shut down in 2013.

**Howard University**

Location: Washington, DC

Tuition: $24,000

Enrollment: About 7,000 students

This private research institution has one of the most visible concentrations of black scholars anywhere in the world. About 93% of students are African-American. Introductory Afro-American studies courses are required in the undergraduate curriculum.

**Morehouse College**

Location: Atlanta, GA

Tuition: $26,000

Enrollment: 2,019

A private liberal arts institution founded in 1867. Morehouse often graduates more black men than any other institution. Morehouse promotes leadership and service through three primary program areas: business administration and economics; humanities and social sciences; and science and mathematics. Visionaries Martin Luther King Jr. and Spike Lee are among the many notable Morehouse alumni. Students at Morehouse represent more than 40 states and 14 countries

Other prestigious HBCUs include:

Spelman College, Atlanta, GA

Hampton University, Hampton, VA

Tuskegee University, Tuskegee, AL

Fisk University, Nashville, TN

**History of HBCUs**

\*Founded by Abolitionist missionaries who established the first HBCUs for free Blacks: Cheyney University (1837),

followed by Lincoln University (1854) in Pennsylvania and Wilberforce University (1856) in Ohio.

\*Following the Civil War in 1865, the federal government through the Freedman’s Bureau—with the support of northern

church missionaries—began establishing HBCUs to educate newly freed Blacks. A majority of HBCUs were established

by northern denominations (Baptists and Congregationalists) whose White missionaries attempted to bring Christianity to

the Freedmen and instill Northeastern Victorian values. Other HBCUs were founded by Black denominations—such as the

African Methodist Episcopal (AME) Church— and included Morris Brown College in Atlanta and Paul Quinn College in

Dallas. Many of these institutions continue to rely on the AME Church for funding.

\*In 1862 the First Morrill (Land-Grant) Act provided grants of land to each state for agriculture and the

mechanical arts. (Alcorn College in Mississippi was the first black land-grant college.) While several

HBCUs resulted from the 1862 Morrill Act (such as Prairie View A&M), the passage of the Second Morrill

Act in 1890 led the federal government to establish 17 public HBCUs. The Second Morrill Act explicitly

sanctioned the practice in the border and southern states of establishing separate land-grant colleges for

White and Black students.

\*In the late nineteenth and early 20th century financially challenged private HBCUs began to receive

philanthropy from White northern industrialists—notably including Andrew Carnegie and John D.

Rockefeller—who, more often than not, had a vested interest in supporting Black education for purposes of

producing graduates with industrial skills. Tuskegee (Booker T. Washington) and Hampton were showcases

of industrial education. In contrast to the Hampton/Tuskegee model, Fisk and Dillard and Howard were far

more focused on the liberal arts as emphasized by W.E.B Dubois.

\*In 1944 the presidents of 29 private HBCUs created the United Negro College Fund.

\*In overturning Plessy v. Ferguson, Brown v. Board of Education (1954) eventually led to the desegregation

of K-12 education, but the Brown case had no impact on segregation in higher education. The higher education equivalent

of Brown—Ayers v. Fordice—was not decided upon by the U.S. Supreme Court until 1992.

**Structure of HBCUs: Organization, Governance, Administration**

\*The Southern Association of Colleges and Schools (SACS) accredits most HBCUs.

\*HBCUS make up 13% of SACS membership.

\*Since 1989, 50% of the institutions which lost accreditation (SACS) were HBCUs.

\*Accreditation is linked to state and federal funding, and lack of accreditation undermines financial stability of HBCUs.

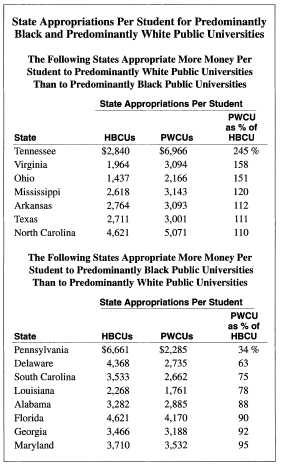
**Structure of HBCUs: Finance**

\*Title III of Higher Education Act (HEA) of 1965 provided direct support for “Developing Institutions,”

including HBCUs.

\*States provided—two decades ago--about 40 percent of institutional revenues, the largest single revenue source. (Sav, 1997)

\*Federal grants, contracts, and appropriations (such as Pell Grants)—two decades ago--provided an average of 22 percent of revenues at HBCUs. (Sav, 1997)



\*The total amount of federal funding awarded to HBCUs in 2013 was 2.8% of the overall funding given to all institutions of higher education. A majority of this went to direct student financial assistance. Since 2007, HBCUs have received 2.7%-3.1% of overall federal funding awarded to colleges and universities in the U.S. Key federal agencies contributing to HBCU funding include the Department of Education, the Department of Health and Human Services, the Department of Agriculture, and the National Science Foundation.

\*Direct institutional subsidies awarded to HBCUs in 2013 was $194,059,907--34.8% of total direct subsidies that went toward all institutions of higher education.

\*Competitive grants and contracts are available at the federal level to all institutions including HBCUs through the National Science Foundation, US Department of Education, US Department of Justice, US Department of Health and Human Services and the National Aeronautics and Space Administration.

**Experiencing HBCUs: Culture, Leadership, Teaching and Learning, and Student Success**

\*Provide higher education and upward social mobility for many incoming students, including students with

low GPAs and ACT scores who might not otherwise get into four-year colleges.

\*Undergraduate programs emphasize leadership, community service/community development, social justice,

Black history, emphasis on fields of study such as STEM (e.g., Howard, Morehouse)

**HISPANIC-SERVING INSTITUTIONS (HSIs)**

**Contemporary Portrait of HSIs**

\*HSIs were not distinguished as a postsecondary type until 1992 through the reauthorization of the Higher Education

As amended in 1998, an HSI designation (no official list) refers to institutions that meet the federal institutional and

enrollment criterion for eligibility to receive funds under Title V of the Higher Education Act: *25% or more*

*undergraduate Hispanic full-time equivalent student enrollment. (HSIs are officially defined by Hispanic enrollment.)*

*(*The federal definition of HSI was streamlined in 1998 to eliminate “first-generation” and the low-income requirements.)

\*HSI Designation**:** The U.S. Department of Education and the HSI Division do not officially grant an

institution an HSI designation. Institutions are considered HSIs based on their grant award status for the

duration of their grant award, which is five years. The Department defines an HSI as an institution of higher

education that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent

Hispanic

\*There are approximately 372 formally identified HSIs in the U.S., District of Columbia, and Puerto Rico (about

6 percent of all postsecondary institutions in the US. This number varies depending on whether institutions have 25%

or more FTE student enrollment. (Note: OCR and HACU identify more HSIs than the formal government list.)

(More than 275 institutions are “emerging HSIs” with full-time equivalent Hispanic enrollments of 15 to 24 percent.)

\*HSIs are the fastest-growing MSIs.

\*PLACE: Most HSIs located near major Hispanic populations. (Urban).

\*HSIs include 10 research universities (such as (UC-Riverside, U. of Texas-El Paso, Florida Atlantic University,

U. of New Mexico) and more than 50 master’s-level institutions (such as California State U.-Los Angeles).

\*Point of Entry to College: More than 50% of HSIs are two-year institutions (such as Miami Dade CC,

El Paso CC, Pima CC) (More than 70% of HSIs are public or non-profit institutions.)

\*HSIs are located in 15 states (California, Texas, Puerto Rico, New Mexico, Arizona, Florida, New York).

(U. of Puerto Rico).

**\***MostHSIs were not founded as Hispanic-Serving Institutions.

**\***Some HSIsself-identify at HSIs, many other HSIs do not. A majority of HSIs do NOT include the

designation “Hispanic-Serving Institution” in their mission statement. (Some scholars distinguish Hispanic-

Serving and Hispanic-enrolling institutions.)

\*10 HSIs are among the top 20 institutions awarding science and engineering degrees to Hispanics/Latinos.

\*HSIs enroll more than 4 million undergraduate students (50% of all Hispanic undergraduate students—a vast

majority live close to an HSI—and about 25% of all Minority undergraduate students)

\*Many HSIs have a diverse (heterogeneous) Latina/o population

(Mexican Americans, Puerto Ricans, Cuban Americans, immigrants from Central and South America)

\*A growing number of HSIs not only have a diverse Latina/o population but a DIVERSE student body

across race and ethnicity (for example, St. Phillips College in San Antonio, TX is both an HSI and an

HBCU).

\*21% of faculty at HSIs are Hispanic (4% nationally)

**HSIs (300+)** *6% of colleges/****50% Latino Students in Colleges/Universities in the U.S.***

California (62) \*Arizona State U. and U. of Arizona have about 20% Hispanic students.

San Diego State U.

Cal State-Los Angeles

Cal State-Monterey Bay

Cal State-Channel Islands

Fresno Pacific U.

Texas (51)

U. of Houston-Downtown

U. of Texas- El Paso

U. of Texas-San Antonio

El Paso Community College

Texas A& M-Corpus Christi

St. Mary’s University

New Mexico (23)

Luna CC

U. of New Mexico

New Mexico State U.

Santa Fe Community C

Florida (14)

Miami Dade College

City College Miami

Florida International U.

Barry University

Hawaii (11)

U. of Hawaii

New York (9)

CUNY Bronx CC

Mercy College

HSIs and AANAPISIs Located Mostly in California (40): U. of California-Riverside; California State U.-Long Beach; Los Angeles City College; Merced College; Cal State-Fresno

**History of HSIs**

\*In the 1960s, 1970s, and early 1980s Latino/a student and community activists founded grassroots Hispanic

colleges with the explicit purpose of educating Latinos. Boricua College (1968), Hostos Community College

(1969), and the National Hispanic University (1981) are the only institutions with the explicit mission to

serve Latino students.

\*In contrast to HBCUs and TCUs, less than a handful of HSIs were founded with the purpose of primarily

serving a specific demographic group.

\*In 1986 leaders of *de facto* Hispanic-serving institutions founded the Hispanic Association of Colleges and

Universities (HACU) and coined the phrase “Hispanic-serving institution”—which became official federal

policy in 1992.

**Structure of HSIs: Organization, Governance, Administration**

\*HSIs are two year and four year institutions that meet the requisites for HSI funding or HSI status.

**Structure of HSIs: Finance**

\*Under the Title V program, the U.S. Department of Education awards grants to HSIs to help them expand

their capacity to serve Hispanic and low-income students. Grant funding is very flexible, e.g., from faculty

development to the curriculum. Institutions must be designated as an eligible institution of higher education

in order to apply for the Title V program and must meet the program-specific requirements to be defined an

HSI.

\*Funds may be used for activities such as: scientific or laboratory equipment for teaching; construction or

renovation of instructional facilities; faculty development; purchase of educational materials; academic

tutoring or counseling programs; administrative management; joint use of facilities; endowment

funds; distance learning instruction; teacher education; and student support services.

**Experiencing HSIs: Culture, Leadership, Teaching and Learning, and Student Success**

\*Latinos are currently the nation’s largest minority population and rapidly growing.

\*The experiences of Latinos (immigrants, non-immigrant, documented, and undocumented) are anchored—to a

large extent—in a shared language, widely-shared cultural practices and common challenges such as navigating

documentation, workers’ rights, housing discrimination, language barriers, etc.

\*In some/many instances (such is the case with TCUs and HBCUs), the core constituency is not always publicized

in the public domain. But at the same time the Latino cultural core or essence is often a vibrant component at HSIs,

as expressed not least through Latino students and faculty and staff. The diversity of Latino cultures and people

(e.g., Puerto Ricans and Mexicans) often adds to the complexity of developing a shared understanding of what

Latino culture and identity should look like.

\*Programs like Cultivamos Excelencia, among others, are often driven by and led by Latino professionals in highly

populated areas across the nation and focus on cultural identity empowerment and upward social mobility

through education (such as STEM) and transfer programs between 2 and 4 year institutions.

**TRIBAL COLLEGES AND UNIVERSITIES (TCUs)**

**Contemporary Portrait of TCUs**

\*34 TCUs (American Indian Higher Education Consortium) are chartered by tribal governments, with more than

75 campuses in 16 states, and serving students from over 230 tribes (AIHEC)

\*All TCUs are accredited

\*All TCUs confer associates degrees or two year degree programs

\*Four TCUs offer Bachelor’s Degree

\*Two TCUs offer Master’s Degrees

\*Only 8 TCUs provide housing

\*TCUs are similar to two year institutions in many ways but hold a two-fold mission according to

William Tierney (1992):

1. To rebuild, reinforce, and explore traditional tribal cultures, using uniquely designed curricula

and institutional settings.

1. To address Western models of learning by providing traditional disciplinary courses that are

transferrable to four year institutions.

\*Most TCUs are less than 25 years old; most began as two year institutions; most have open admissions; most

are located on reservations; and most serve a small student body, primarily comprised of American Indians

(AIHEC)

\*TCUs vary in enrollment (size), focus (liberal arts, sciences, workforce development/training), and location

(woodlands, desert, tundra, rural reservation, urban), but share a common core tribal identity at the core of

their mission and embrace tribal self-determination and service to their respective communities (AIHEC).

\*TCUs partner with organizations such as the US Department of the Interior, US Department of Agriculture, US

Department of Housing and Urban Development, the National Science Foundation, National Aeronautics and

Space Administration, and universities to collaborate on issues of climate change, sustainable agriculture,

water quality, wildlife population, and diabetes prevention.

\*TCUs include 13 four-year and 21 two-year colleges, with few offering bachelor’s or master’s degrees.

\*TCUs located in 13 states (7 TCUs in Montana, 5 in North Dakota, and 4 in Minnesota).

TCU Map: http://www.aihec.org/who-we-serve/map.html

\*Most TCUs were chartered by one or more tribes but sometimes maintain distance from tribal governments.

\*TCUs are mostly public institutions serving geographically isolated populations.

\*Reservation life: Most TCUs located on remote reservations with high unemployment rates.

The suicide rate for American Indians is more than twice that of other racial/ethnic minority groups, and the death

rate from alcohol related causes is high.

\*In three states (Montana, North Dakota, and South Dakota), the majority of American Indian college students

are enrolled in TCUs.

\*Connected to tribal communities—through housing social services, functioning as business incubators, hosting

cultural events, providing service, community-building, and cultural-relevance. For example, Elders often

play a key role in shaping the cultural ethos of TCUs as at Lac Courte Oreilles Objibwa College in Wisconsin

where students are involved with Elders in “Talking Circles.”

\*TCUs enroll about 30,000 students (institutional enrollments vary from under 100 to nearly 3,000 students)

\*Roughly 10 percent of all American Indian and Alaska Native undergraduates attend TCUs

\*American Indians make up roughly 1 percent of all students in HE, with the majority attending two-year

institutions

\*Native Indians have the lowest HE graduation rates among all major ethnic minority groups.

\*About 40% of faculty are American Indian or Alaska Native

\*With respect to racial characteristics of TCU faculty: about 61% White, 37% American Indian or Alaskan Native,

2% African-American, and 1% Native Hawaiian or Other Pacific Islanders.

\*Recruiting and retaining faculty is a challenge, in part due to the geographic isolation of the colleges.

Average faculty salaries are very low.

\*[*Tribal College Journal of American Indian Higher Education*](https://en.wikipedia.org/wiki/Tribal_College_Journal_of_American_Indian_Higher_Education) is a culture-based publication addressing issues

in American Indian and Alaska higher education. It provides a forum for tribal students, staff, faculty, and

[college administrators](https://en.wikipedia.org/wiki/College_administrator) to discuss their needs, successes, and missions.

\*TCUs were created in response to the higher education needs of American Indians and generally serve geographically

isolated populations that have no other means accessing education beyond the high school level. TCUs have become

increasingly important to educational opportunity for Native American students and are unique institutions that combine

personal attention with cultural relevance to encourage American Indians—especially those living on reservations—to

overcome the barriers they face to higher education. –aihec.org

**History of TCUs**

\*Since the colonial period there has been a legal relationship between the United States as a sovereign nation

and the American Indian tribes as sovereign entities. Over the last four centuries the relationship between the

United States writ large and American Indian tribes has been variously characterized as “forced assimilation,”

“neglect,” “majority dominance, paternalism, religious evangelism and neglect.”

(Carnegie Foundation for the Advancement of Teaching, 1989, p. 39).

\*In 1654 Harvard College created an “Indian College” with 20 students. Only two received a bachelor’s

degree.

\*In 1775 the Continental Congress allocated funds for Dartmouth College for the purpose of educating Native

people. But Dartmouth—and Harvard and the College of William and Mary—did little. As noted by Justin

Guillory and Kelly Ward: “The initial motives of the colonists for educating Native Americans were not

about the empowerment of Indian People, but rather about cloning Indian versions of themselves.”

\*Many Native American children were taken from their families beginning around 1880 and placed in off-

reservation boarding schools that provided both primary and secondary education that focused on manual

labor and practical skills—and in so doing, de-emphasized higher learning and reinforced their inferior status

in society. Established by the federal government, these schools stripped Native American youth of their

culture—most schools forbid these youth even to speak their indigenous language—and indoctrinated them

in Western ways in order to assimilate them into the dominant culture.

\*In 1887 the General Allotment Act (Dawes Act) was adopted by Congress. The Act divided tribal land and

allotted it for individual people with the guarantee of U.S. citizenship.

\*In 1928 the highly-visible Meriam Report was severely critical of the government’s boarding school

education—and the lack of input from Indians. The Commissioner of the Bureau of Indian Affairs under

President Franklin Roosevelt introduced legislation in Congress which became the Indian Reorganization Act

of 1934. While the Act enabled tribal communities to reorganize their tribal governments and ended the

allotment of Indian land, tribal communities had few resources.

\*In 1961 only 66 Native Americans graduated from four-year colleges.

\*Fueled by their rejection of several hundred years of compulsory Western methods of learning and ongoing

efforts to eradicate tribal culture, American Indian leaders built on Native American movements for self-

determination in the 1960s and sought to strengthen reservations and tribal culture without assimilation

through establishing TCUs. The Indian Civil Rights Act of 1968 gave more power to tribal communities.

\*The first tribal college (now called Dine College) was founded in 1968 in Arizona by the Dine organization and called

Navajo Community College. The Dine organization was a group of Native American political and education leaders

who recognized the need for a tribal college to be located on a Native American reservation.

\*TCUs were established to provide educational opportunities for a local tribe(s) where students find

the support and social capital they need to get degrees that lead to careers and the college contributes to the

development of socially and economically marginalized communities. As noted by Justin Guillory and Kelly

Ward, “the first tribal colleges were set up in abandoned houses, trailers, old storefronts, condemned

buildings, barracks, and warehouses, or any structure where students and teachers could gather for class.”

\*In 1970 under the leadership of President Richard Nixon “Indian self-determination” became official U.S.

policy. The President stated: “Both as a matter of Justice and as a matter of enlightened social policy, we

must begin to act on the basis of what the Indians themselves have been telling us. The time has come to

break decisively with the past and to create the conditions for a new era in which the Indian future is

determined by Indian acts and Indian decisions.”

\***AIHEC (American Indian Higher Education Consortium)** was founded in 1972 by the presidents of the

nation’s first six Tribal Colleges. The mission of AIHEC is to support TCUs and the national movement for

tribal self-determination. It is through AIHEC that most colleges receive federal support: only colleges that

are members of AIHEC and satisfy the legal definition of a tribal college get funding through the *Tribally*

*Controlled Community College Assistance Act of 1978*. (A specific amount of funding is provided for each

full-time equivalent American Indian student for general operating support.)

\*AIHEC was instrumental in getting Congress to pass the **Tribally Controlled Community College**

**Assistance Act of 1978**—which helped stabilize existing and build additional tribal colleges.

\*In 1989 Native Americans, following the lead of the United Negro College Fund, established the American

Indian College Fund—representing over 250 tribal communities.

\*In 1994 the U.S. Congress designated Tribal Colleges as land-grant institutions, which increased the amount

of federal funds institutions designated as TCUs would be eligible to receive from the government.

**Structure of TCUs: Organization, Governance, Administration**

\*TCUs are governed much like mainstream institutions, generally governed by a board of trustees, and must go through a regional accrediting agency like other institutions as well as through the American Indian Higher Education Consortium.

**Structure of TCUs: Finance**

\*TCU students receive the majority of their financial aid through the federal Pell Grant program.

\*Students who enroll part-time are not eligible for aid. And many TCU students do not apply for aid at all.

\*TCUs receive little or no funding from state governments as states have no obligation to fund them. The status

of reservations as federal trust territories prevents the levying of local property taxes to support higher education.

TCUs rely heavily on federal funds.

\*Since tribal colleges are located on reservations, they are not eligible for state and local funds. The

bulk of their funding comes from federal appropriations and grants.

\*Tribally controlled community colleges receive core funding through the Department of Interior

under the Tribally Controlled College or University Assistance Act of 1978. The American Indian Higher Education

Consortium AIHEC was responsible for writing and lobbying for passage of this act, providing permanent funding for

Tribal Colleges.

\*Title I: initial authorization was 6,000 USD per Indian student with a maximum of 40 million USD.

In 1990, this appropriation changed to 2,300 USD per student and in 1999 to 2,948 USD per student.

Title I Funding is based off a formula on the number of Indian students enrolled (the “Indian Student Count”).

No funds are distributed for non-Indian students. Title I TCUs operate with significantly less

funding per student than other HE institutions

\*Title III: provides matching funds for endowment grants and is authorized at $10 million, but

appropriations have never surpassed $1 million (Tribal colleges get less than 1% of revenues from

endowments, similar to two year institutions).

\*1994 AIHEC lobbied to add TCUs as land-grant institutions, receiving equity grants of $50,000

per institution.

\*Students are charged more for tuition than the average two year institution even though more than 80 percent

of native students live in poverty

\*5 TCUs receive revenues from gaming.

**Scholarships**

\*The [American Indian College Fund](https://en.wikipedia.org/wiki/American_Indian_College_Fund), originally located in [New York City](https://en.wikipedia.org/wiki/New_York_City) but now based in [Denver, Colorado](https://en.wikipedia.org/wiki/Denver,_Colorado),

provides scholarships for US tribal colleges and universities. Foundation and private sector donations are crucial

to its success. Its mission is to transform Indian higher education through funding and awareness of the community-

based, accredited tribal colleges and universities, while offering student access to knowledge, skills, and cultural values

in order to enhance both the communities they serve and the country as a whole.

\*Other scholarship programs abound, including many that are unique to a specific program, geographic area or tribe.

Examples are the Tribal Training Grant, Tribal Higher Education Scholarship program, and Alyeska Match Scholarship

and Intertribal Higher Education Program.

\*The [Native American Journalists Association](https://en.wikipedia.org/wiki/Native_American_Journalists_Association) (NAJA), founded by journalist and publisher [Tim Giago](https://en.wikipedia.org/wiki/Tim_Giago) ([Oglala Lakota](https://en.wikipedia.org/wiki/Oglala_Lakota)),

has a foundation offering scholarships and internships to American Indian students in journalism. It sponsors three

seminars annually for working American Indian journalists and those in the business end.

**Experiencing TCUs: Culture, Leadership, Teaching and Learning, and Student Success**

\*TCUs combine personal attention with cultural relevance to bolster HE participation by American Indians,

particularly those living on reservations.

\*A study by Zaglauer (1993) found that American Indian students who first attended a TCU and then transferred to

a 4 year institution performed better (GPA & graduation rates) than those who went directly to a 4 year

institution.

\*TCUs offer a family-like atmosphere and strong personal relationships (Tierney, 1992).

\*TCU faculty often serve as counselors and mentors in addition to teaching and administrative roles.

\*TCUs strive to help students stay in school and complete their studies through personal and career

counseling, mentoring, tutoring, wellness programs, child care, lending of resources, and transportation and

housing assistance.

\*Attending a TCU with the intent to transfer is not uncommon. TCUs offer a language and cultural

based curriculum (tribal literature, economic history of the reservation, language, tribal history and culture

along with core general education courses in math, science, literature, etc.)

\*Libraries often function as tribal archives (Boyer, 1997).

\*TCUs provide the tribal community(ties) with access to TCU resources, such as computer labs and interactive

televisions.

**ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS (AANAPIs)**

**Asian American and Pacific Islander Institutions** **(AAPI)**

**Contemporary Portrait of AAPIs**

\*AAPIs are a heterogenous group of almost 12 million members and constitute 4.2 percent of the total

population in the US (Lanan & Starobin, 2004).

\*AAPIs are citizens of Chinese, Filipino, Asian Indian, Korean, Vietnamese, Japanese, Cambodian, Pakistani,

Laotian, Hmong, Thai, Taiwanese, Indonesian, Bangladeshi, Malaysian, Guamanian, Samoan, and other

Asian or pacific Islander heritage (US census Bureau, 2001).

\*Nearly 70 percent of AAPIs are born outside of the US (Teranishi, 2010).

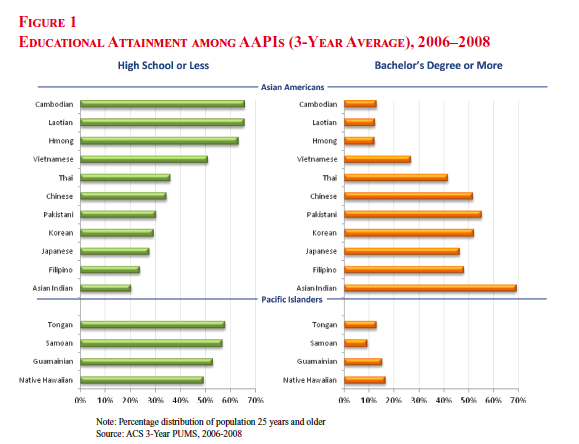
\*51 percent of AAPIs live in the western region of the US.

\*19 percent live in the South.

\*19 percent live in the Northeast.

\*12 percent live in the Midwest.

\*About one-half of Asian Americans live in three states: California, New York, and Hawaii .



\*55-65 percent of SE Asian and PI (Pacific Islander) adults have never enrolled in postsecondary education of

any kind (Teranishi, 2012).

\*40 percent of SE Asians do not complete high school (Teranishi, 2012).

\*About one-half of SE Asians and PIs leave college without earning a degree, whereas East Asians and South

Asians are more likely to earn a graduate college degree (Teranishi, 2012).

\*Public K-12 enrollment of AAPIs grew from 600,000 to 2.5 million from 1979 to 2009 and is expected to

grow through 2019 (Teranishi, 2012).

\*In 2009 the Congressional Research Service determined that 116 institutions met the requirements of the

Federal designation and funding program: 10% of undergraduate students are low-income Asian Americans

or Pacific Islanders.

\*In 2009, the first 15 AANAPISI campuses enrolled nearly 89,000 AAPI undergraduates and awarded nearly

9,500 associates and bachelor’s degrees (NCES, 2009).

\*In 2007 institutions that met the criteria for AANAPISI funding enrolled 75 percent of the low-income AAPI

students in US higher education (Congressional Research Service, 2009).

\*Especially in light of immigration patterns, the number of AAPIs is growing rapidly. In 2014 there were 145

institutions eligible for federal designation.

\*AAPIs are located primarily on West Coast (notably California) and the Pacific (e.g., Hawaii and the

Marshall Islands) but they are increasingly located in urban areas such as New York (e.g., CUNY Bernard M.

Baruch).

\*A vast majority of AAPIs are two-year institutions (community colleges).

\*Compared to students in four year institutions, AAPI community college students are more likely to delay

enrollment, enroll part-time, have dependents, be single parents, and work full time while enrolled (Teranishi,

2012). Also most likely first generation college students.

\*13.2% of the total US undergraduates are enrolled at AANAPISIs.

\*47.3% of the total AAPI undergraduate enrollment is at community colleges.

\*AANAPISIs represent 3.4% of all IHEs.

\*AANAPISIs confer about 9% of all bachelor’s degrees nationally.

\*Diverse AAPI students: 48 ethnicities (Vietnamese, Laotian, Cambodian, Hmong, Chinese, Filipino, Asian

Indian, Korean, Japanese, Taiwanese, Thai, Indonesian, Malaysian, Pacific Islanders) and represent

ethnicities in which 300 different languages are spoken.

\*In contrast to the “myth of the model minority,” about one-third of AAPI students speak English less

than “very well” and the poverty rate of AAPI families (about 10%) is higher than that of White families

(about 8%).

\*In 2008, 36.8 percent of foreign-born AAPIs and 44.7 percent of US born AAPIs reported English as their

primary language, compared to 56.3 percent of Latinos, 91.3 percent of blacks, and 91.1 percent of Native

Americans (CARE, 2010).

\*One in five students needed remediation in English (Chang, Park, Lin, Poon, & Nakaanishi, 2007).

\*In AAPIs from California to Illinois to New York and New Jersey, over 50% of first-time, first-year, full-time

AAPI students are receiving federal financial aid.

\*AAPI students from impoverish backgrounds include Hmong students (38% below poverty line) and

Samoans (20%).

\*AAPI students are sometimes viewed as “perpetual foreigners” who cannot or will not assimilate into

mainstream culture.

\*Some AAPI students are viewed as “immigrants.”

\*AAPIACU (Asian American & Pacific islander Association of Colleges and Universities) supports AANAPISIs similar

to that which the American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities,

and the National Association for Equal Opportunity in Higher Education serve TCUs, HSIs, and HBCUs, respectively.

Members include 34 institutions from 12 states/territories comprised of funded, designated, eligible, and non-eligible

AANAPISI institutions.

**History of AAPIs**

\*In 1966 William Peterson published an article in the New York Times identifying Asian Americans as “the Model

Minority.”

\*2002: Proposed amendment to Title III Grant introduced by Congressman Robert Underwood of Guam.

\*May 2005: H.R. 2616 was introduced by Congressman David Wu (OR). The legislation provides the U.S. Department

of Education with the authority to issue grants of assistance to higher education institutions that have at least 10%

AAPI students and a significant percentage of those AAPI students are low-income.

\*December 2005: The Asian American and Pacific Islander (AAPI) Serving Institutions Act (S. 2160) was introduced to

the U.S. Senate by Senators Barbara Boxer (CA) and Daniel Akaka (HI).

\*2007: Bills were reintroduced and revamped under College Cost Reduction Act (CCRA).

\*AANAPISI Program enacted into law by Congress (2007).

\*May 2008: Notice of invitation to apply for AANAPISI designation and funding appears in Federal Register.

\*Fall 2008: Six institutions were awarded the inaugural AANAPISI Grant.

**Structure of AAPIs: Organization, Governance, Administration**

\*ANNAPISIs operate in many ways like many other two year and four year institutions, except they qualify

for additional funds meant to support the advancement of AAPIs.

**Structure of AAPIs: Finance**

\*An institution needs to demonstrate an enrollment of needy students and low average educational and general

expenditures per FTE (full-time equivalent) undergraduate student. An institution must have an enrollment of

undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander students.

\*An institution of higher education (IHE) may have a Title V, Part A, Hispanic Serving Institution (HSI) grant and

a Title III, Part F, AANAPISI grant simultaneously.

\*AANAPISI grants best serve:

Academic support services: tutoring, study groups, culturally responsive curriculum

Non-academic student support: counseling, advising, mentoring, co-curricular support

Professional development: retreats, faculty and staff engagement, and curricular reform

\*Examples of possible activities include:

\*Increasing student retention and progression through college level courses by re-engineering student support

services and supplemental instruction and providing enhanced faculty professional development.

\*Development of a Summer Bridge program to bridge the gap between two-year and four-year colleges and

Universities.

\*Strengthening assessment and integrating academic advising, academic support and academic enrichment under a

new center.

\*Developing faculty development, including workshops in high-impact pedagogies, technology, and instructional

methods for teaching under-prepared students.

\*Developing an endowment fund to meet ongoing costs for maintenance and upgrades to technology.

\*Development of smart classrooms and improvement and technological enhancements to classrooms.

\*Number of Eligible, Designated, and Funded AANAPISIs (2012)

1. Institutions Eligible to be AANAPISIs

78 Institutions Designated as AANAPISIs

21 Institutions Funded AANAPISIs

**Experiencing AAPIs: Culture, Leadership, Teaching and Learning, and Student Success**

\*”Studies have found that many AAPI students face a variety of challenges on college campuses in terms of engagement, including a reluctance to use support services such as academic tutoring centers, career services, and counseling; difficulty finding supportive classroom environments; a lack of culturally relevant curricular and extracurricular activities; a perception of pervasive discrimination on campus; and the challenges of resisting insidioius stereotypes of AAPI students” (Kiang, 1992; Kotori & Malaney, 2003; Osakima, 1995; Teranishi, 2010).

\*More research needs to be conducted to provide a portrait of the institutions that qualify as AAPISIs (Lanan & Starobin, 2002).

\*AAPISIs in the US Pacific Island Jurisdiction add another layer of complication due to their geographical location.

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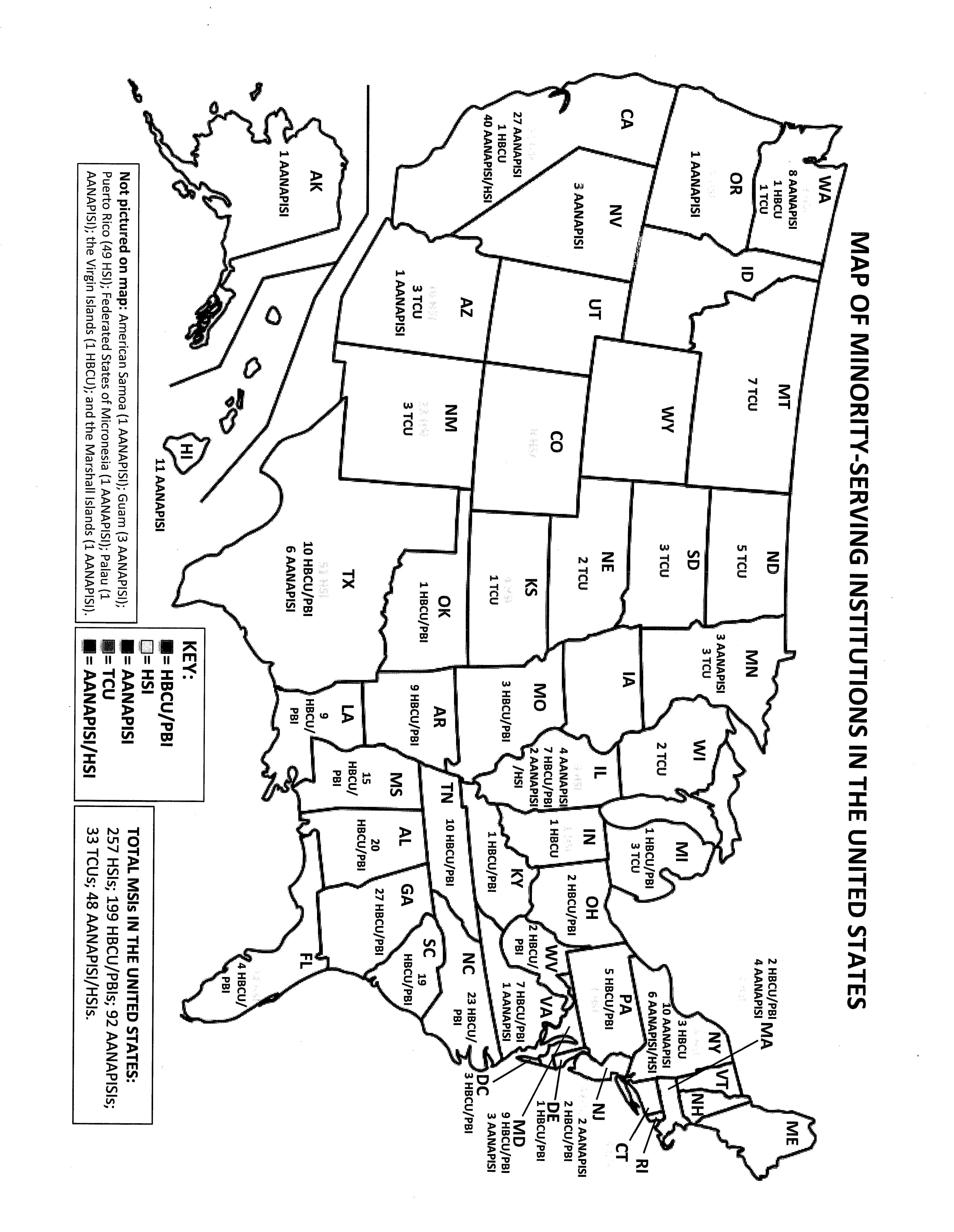
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**PART FOUR**

**STUDY OF MINORITY-SERVING INSTITUTIONS (Clif and Marybeth)**

*Tribal Colleges and Universities*

**CHIEF DULL KNIFE COLLEGE** **SALISH KOOTENAI COLLEGE** **COLLEGE OF MENOMINEE NATION**

Hybridized Math Emporium Department of Academic Success STEM Scholars/STEM Leaders

**Entry/Persistence** **Entry/Persistence Learning**

Native American STEM Education Center

**Learning**

*Hispanic-Serving Institutions*

**LA SIERRA UNIVERSITY EL PASO COMMUNITY COLLEGE SAN DIEGO CITY COLLEGE**

First-Year Experience (FYE) College Readiness First-Year Experience (FYE)

**Entry/First-Year** **Entry/First-Year Entry/First-Year**

Early College High School

**Entry/Learning**

*Historically Black Colleges and Universities*

**MOREHOUSE COLLEGE NORFOLK STATE UNIVERSITY PAUL QUINN COLLEGE**

Peer-Led Team **Learning (PLTL)** Student Success Hub  “We Over ME”

MBRS-RISE **Learning** Cohort of First-Year Students **Persistence/Learning**

**Entry/Learning**

*Asian American and Native American Pacific Islander-Serving Institutions (AAPI)*

**COLLEGE OF MARSHALL ISLANDS** **SACRAMENTO STATE** **NORTH SEATTLE COMMUNITY COLLEGE**

First-Year Residential Learning Community Full-Circle Program OCE & E and NSCC Peer Navigators

**Entry Learning Entry**

Nursing Cohort Program (Gateway to Nursing)

**Learning**

TCUs HSIs HBCUs AAPIs

Two-Year Colleges: CDKC, SKC EPCC, SDCC CMI, NSCC

Four-Year Colleges: CMN La Sierra M, NSU, PQ

Universities: Sacramento State U.

**I. CHIEF DULL KNIFE COLLEGE(CDKC): Math (1975) I. MOREHOUSE COLLEGE: College of Brotherly Love (1867)**

Challenge: Math as “Choke Point” Challenge: Empower Students to Invest Self & Others in Biology

Response: **Hybridized Math Emporium** Response: **Peer-Led Team Learning (PLTL)**

\*Create Safe Spaces: Blend Self-Paced & Computer-Assisted (Computer- Challenge: Develop Science Identity and Pursue Career in Sciences

Based Tutors) with Collaborative Learning (Students as Math Tutors in Response: **MBRS-RISE** (Summer Internships, Research Seminars, Tour

Learning Center) with Feedback from Instructors in Class Graduate Schools, Peer Mentoring. Students Referred to as “Scholars”

\*Engage Students in Real-World Problem-Solving (No. Theory w Artifacts) \*Peer-Led Team Learning (PLTL): Student-led with Peer Leader working with

6-8 students Given Packet with Science Problems. MBRS: Minority

**II. SALISH KOOTENAI COLLEGE (SKC): Self & Community (1977)** Biological Research Support-Research Initiative for Scientific Enhance..

Challenge: Help Students Gain a Foothold in College

Response: **Department of Academic Success (DAS)**

\*Point of Entry: Adult Basic Ed (ABE) and General Ed Degree (GED) Prep Faculty **II. NORFOLK STATE UNIVERSITY: “Ride or Die” (1935)**

\*A HUB (PLACE) Networking People (Staff, Faculty, Student Developmental, Challenge: Support New Students and Believe in Them

Retention Experts) with Courses/Services (Tutoring, Skills Workshops, Cultural Events) Response: “**Student Success Hub**” (Links Student Affairs and

Challenge: Educate STEM Professionals Academic Affairs): Tutoring, Peer Mentors, Academic Advisors,

Response: **Native American STEM Education Center** Math Learning Lab

\*Cluster of STEM Programs (including B.S. degrees): Forestry, Env. Science, Challenge: Empower Students to Embrace and Begin College

Computer Engineering, Hydrology) Response: **COHORT OF FIRST-YEAR STUDENTS**

\*Culturally-Relevant Courses/Problem-Solving (Indian Health, Indigenous Science) \*Summer Bridge Program (4 week non-residential) to boost academic

\*Networking and Pursuing/Shadowing Research Projects with STEM Professionals skills along with self-discipline. Teachers/Mentors/Advisors (Models)

(Apprenticeships, Professional Meetings, *Internships (*e.g., Goddard Space Center) \*Breakfast Club (during year) and Peer Mentoring during S. Bridge

**III. COLLEGE OF MENOMINEE NATION (CMN): STEM Scholars/Leaders (1993) III. PAUL QUINN COLLEGE (1872)**

Challenge: Underprepared Native Americans in **STEM** (“Western Science Tendencies”) Challenge: Student Retention

Response: **STEM Scholars Program** (10-20 Students per Year) Response: “**WE Over ME”**

\*Structured Pathway through College with a **COHORT** (includes remedial courses) \*Create and Nourish a Family (Community Closet for Clothes)

\*Single Faculty Mentor Teaches Two First Semester Courses and Collaborates \*Institutional Ethos (“GIVE”)

with Faculty Who Teach Other Courses (Coordinate Assignments and Feedback) \*Presidential Embodiment (We Over Me) Prez.Sorrell

\*Scholars have Faculty Mentor, Tutor (one class), Peers in Math Center and STEM Lab \*We Over Me Farm” (From Football Field to Organic Farm

Challenge: Educate Native Students to Pursue Careers in STEM that Feeds Community and Students

Response: **STEM Leaders Program** \*Michael Sorrell teaches course on Servant-Leadership

\*Establish a Cohort to Connect Students to Resources: Scholarship, Mentors, Internships \*Four L’s of Quinnite Leadership: (Leave Better, Lead, Live

\*Opportunities for Student Pathways Between Worlds (Conferences w Brown Eggheads) Life that Matters, Love Something Greater than Yourself)

**Common Ground Across TCUs Common Ground Across HBCUs**

\*Helping Students Gain a Foothold in College \*Empowering Students to Pursue Careers in STEM Re-Designing Pathways into/Thru College)

\*Linking College to Students’ Lives/Their Communities thru Culturally-Relevant Problem-Solving

\*Educating Students to Embrace and Obligation to Contribute to Their Communities

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**I. LA SIERRA UNIVERSITY (LSU): Trailblazing Individual Pathways (1922/1990) I.** **COLLEGE OF MARSHALL ISLANDS: FYRE** (1993)

Challenge: Guide/Support Very Diverse Students into College through First Year of College Challenge: Severely Underprepared (Arrak Campus/Majuro A)

Response: **First-Year Experience (FYE**)(*Trail*) (Academically & Self-Discipline & ESL) (*Marshallese Culture*)

\*Personal & Academic Coaching Each Student (Self-Directed by Third Quarter) (T Love Response**: First-Year Residential Community (FYRE)**

\*First-Year Seminars (Include Team Teaching with Faculty and Coaches) \*Collaboration at the Core (Share Food/Games/Love/Fishing) \*College Prep Community \*College Prep (Math/Computer/English) Faculty Tutor O-Class

\*Very Demanding (Physical/Workshops) with Fallout Club

**II. EL PASO COMMUNITY COLLEGE (EPCC): Region Ready for College (1969)**

Challenge: Guide/Support Very Diverse Students into College through 1st (2nd) Year **II. CALIFORNIA STATE (SAC STATE): ACTIVIST**

1st Response: **College Readiness**: Reingineered Pathway to College (6 STEPS, 2 in HS) Challenge: EMPOWER AAPI Students to Explore & AFFIRM

\*High-Tech Assessment and Learning (Computer: Plato, Math Learning System**)**, Tutor  their Racial & Ethnic Identity & Thrive **(COHORT:75 Students)**

\*PREP (Pretesting Retesting Ed Program) (Math/Reading/Writing) & ACCUPLACER Response: **Full Circle Program (FCP)**

2nd Response: **Early College High School (ECHS)** \*Ethnic Studies (3 courses)with Capstone (Service/Activism)

College Readiness and College Credits (First and Often Second Year of College) \*Leadership Initiative (LI): Professional skills in Portfolio

(Dual Credit Classes in HS and College Credit Classes at EPCC) (Often Associate Degree) \*Civic/Activism: 65th Street Corridor Project

\*Get Students College-Ready (Courses/Field Trips/Providing a College Environment) \*Leadership Initiative (LI)

\*Provide “Space” to Practice Being a College Student (EPCC Profs on HS Campuses) \*Civic Service/Activism: 65th Street Corridor Project (Partner

& Providing a Physical/Cultural Space at High School and EPCC Campus (Hybrid Spaces) with 7th-12th grade diverse, L-income schools: Tutor/Mentor

**III. SAN DIEGO CITY COLLEGE (SDCC): First-Year Experience (1914) III. NORTH SEATTLE COMMUNITY COLLEGE (1970)**

Challenge: Need to Guide/Support Students Entry & First Year of College Challenge: Empower Diverse/Underprepared Students

Response: **First-Year Experience (FYE):** Redesigning C Entry for StudentsResponse: **OCE & E and NSCC Peer** **Navigators**  ($/Jobs/Credit)

1. Suite of Services: Orientation/Placement Assessments/Advising/Tutoring/Counseling Challenge: Ed **Working** Adults in Nursing

2. Network of Staff & Peers who Take Students “By Hand”/Create Spaces for Talking Response: **Non-Traditional Cohort Program** Gateway to B.S Nursing 3. Data-Driven Systems to Inform Student Persistence and Learning \*Net Ties Together College Staff, Employers, Workers, Social Service4. A Personal Educational Plan: A Map Common Ground: Pathways into/through C Common Ground across AAPIs: Cohort Programs

**Lessons from MSIs: Equal Educational Opportunity for All** (Entry, Persistence, and Learning)

Lesson 1: Design Pathways for Students to Gain a Foothold in College

--STEM Scholars Program (**College of Menominee Nation**)

--Cohort of First-Year Students (**Norfolk State University**)

--First-Year Experience (FYE) (**San Diego City College**)

--Early College High School (**El Paso Community College**)

Lessons 2: Use High-Tech Along with High-Touch Relationships (Safe Spaces)

--Hybrid Math Emporium (**Chief Dull Knife College**)

--College Readiness (**El Paso Community College**)

Lesson 3: Guide Students in Navigating College and Charting a Path to their Future

--Personal and Academic Coaching (**La Sierra University**)

--MBRS-RISE (**Morehouse College**)

Lesson 4: Blur Traditional Roles of Students, Faculty, Staff, and Leaders (Upend Top-Down Hierarchies)

(Along with blurring the roles of teacher and learner, set up opportunities for faculty and

staff and students to supplemental instructors and tutors and academic coaches to take

responsibility for the learning and progress of students)

--Department of Academic Success (**Salish Kootenai College**)

--Team-Teaching (**La Sierra University**)

Lessons 5: Engage Students in Culturally-Relevant Problem-Solving

--Indigenous Problem-Solving (STEM) (**Salish Kootenai College**)

--Math (CDKC)

Lesson 6: Encourage Students to Explore, Seize, and Affirm their Identity

--Full Circle Program (**Sacramento State University**)

--MBRS-RISE (**Morehouse College**)

Lesson 7: Build Authentic and Far-Reaching Networks (Local to National)

--First Year Residential Learning Community (**College of Marshall Islands**)

--STEM Program (**Salish Kootenai College**)

Lessons 8: Gather Information on the Progress and Learning of Each Student

--Nursing Cohort (**North Seattle Community College**)

Lesson 9: Embrace Collaboration (Learn “with” and “from” Others)

--“We Over Me” (**Paul Quinn College**)

--First-Year Residential Learning Community (**College of Marshall Islands**)

--PLTL (**Morehouse College**)

--“Ride or Die” (**Norfolk State University**)

Lesson 10: Incorporate an Obligation to “Give Back” into the Fabric of the Institution

--65th Street Corridor Project (**Sacramento State University**)

--“We Over Me” Farm (**Paul Quinn**)

**THREE TRIBAL COLLEGES: CDKC, SKC, CMN**

**Chief Dull Knife College (CDKC): Link Math to Students’ Lives**

Challenge: Math as a “Choke Point”

Response: **Hybridized Math Emporium**

1. Create Safe Spaces: Blend Self-Paced Computer-Assisted Learning (Computer-Based Tutors) with Collaborative

Learning (Students as Math Tutors in the Learning Center) with Feedback from Instructors in Class and Personal

Relationships with Faculty

1. Engage Students in Real-World Problem-Solving

**Salish Kootenai College (SKC): For Self and for Community**

Challenge: Help Students Gain a Foothold in College

Response: **Department of Academic Success (DAS)**

1. A Point of Entry to College (A Suite of Services)
2. A Department—a HUB (PLACE)—Networking People (Staff, Faculty, and Students), Teaching, and Resources/Services

Challenge: Educate STEM Professionals

Response: **Native American STEM Education Center**

1. Offer a Cluster of STEM Programs (including B.S. degrees): Forestry, Environmental Science, Computer Engineering,

Hydrology, Life Science)

1. Culturally-Relevant Course and Problem-Solving (To Sustain Communities)
2. Networking and Pursuing/Shadowing Research Projects with STEM Professionals through Apprenticeships and

Internships (On and Off-Campus) and Attending Professional Meetings

**College of Menominee Nation (CMN): STEM Scholars and STEM Leaders**

Challenge: Educate Underprepared Native American Students in **STEM** in “Western Science Tendencies” and How to

Frame and Solve Real-World Problems

Response: **STEM Scholars Program**

1. A Structured Pathway Through College with a Cohort
2. Single Faculty Mentor Who Teaches Two of Their First Semester Courses and Collaborates with Faculty Who

Teach Other Courses to Coordinate Assignments and Feedback

Challenge: Educate Academically Well-Prepared Native STEM Students to Pursue Careers in STEM

Response: **STEM Leaders Program**

1. Establish a Cohort and Connect Students with Resources: Stipend or Scholarship, Faculty Mentors, Summer Internships
2. Provide Opportunities for Students to Establish Pathways Between Worlds: Connect Students with Professional Conferences, Visiting Universities, Interning at Biomedical Start-Up

**CHIEF DULL KNIFE COLLEGE (CDKC): Making Math Relevant to the Lives of Students**

Public Two-Year College (1975)

Setting

\*Economy: Ranching and coal-mining

\*CDKC named after chief of the Northern Cheyenne: Morning Star (Dull Knife) who, in the 1870s, led his people from

confinement in Indian Territory in Oklahoma back to Montana.

\*Cheyenne culture: courses in Cheyenne Studies and Native American Studies, indigenous cultural holidays, and local cultural events—such as a local clown dance, a modified powwow in which people wear costumes and dance.

**THE CHALLENGE: REMEDIAL MATH (“CHOKE POINT”)**

(More than 3/4ths of entering students were being placed in remedial math.)

Addressing the Challenge (Experimenting):

In 2005 CDKC introduced a sequence of three three-credit courses where, instead of attending lecture-based courses, students worked mostly on an individual basis with the computer, sometimes receiving feedback from a “tutor” on the computer. Progress notwithstanding, many students struggled to completing three credit hours of mathematics in a single semester. In 2008 the faculty began breaking three-credit courses into one-credit courses. And they developed a ‘hybrid course” that blended self-paced work on the computer with teacher-led instruction. Today, students in the developmental math sequence are advised either to start with a one-credit class or a math skills seminar.

**RESPONSE TO THE CHALLENGE: “HYBRIDIZED MATH EMPORIUM”**

1. **CREATE SAFE SPACES: BLEND SELF-PACED COMPUTER-ASSISTED LEARNING (COMPUTER-BASED TUTORS) WITH COLLABORATIVE LEARNING (STUDENTS AS MATH TUTORS IN THE LEARNING CENTER) WITH FEEDBACK FROM INSTRUCTORS IN CLASS AND PERSONAL RELATIONSHIPS WITH FACULTY**

Faculty often “blend”/integrate computer-assisted learning into classes, e.g., by beginning class with a mini-lesson followed by students practicing a skill via online computer and faculty working with students on a one-to-one basis while other students are on the computer. The computer, in and out of class, relieves anxiety and gives students the freedom to miss class if needed.

A teacher in Cheyenne culture is an authority figure and students are reluctant to question an authority figure. Faculty encourage students to ask questions of the instructor and other students and create an “atmosphere of collaboration.”

One-on-one relationships: “We’ve become kinder, gentler, more encouraging, more mentoring, more aware of how they are actually progressing through.” (Faculty member).

1. **ENGAGE STUDENTS IN REAL-WORLD PROBLEM-SOLVING (Why Do I Have to Know This?:)**

Example from Professor about Teaching Number Theory Using Cultural Artifacts from Native American cultures:

“What I would do is I would start out by actually giving them this cow bone I found in a field somewhere. I found a diagram of a wolf bone from I think it was 40,000 years ago that had carvings on it. I duplicated the carvings on the bone and used that as a way of introducing the idea that the numbers that they have known and hated ever since

kindergarten started out as an invented idea essentially, and work up from there.”

Faculty encourage “organically forming cohorts” to address “real-world problems.”

**SALISH KOOTENAI COLLEGE (SKC): For Self and For Community (Montana)**

Public Two-Year College (1977)

Setting

\*Poverty, “Meth Sucks,” Flathead Indian Reservation, Three Tribes (Bitterroot Salish, Upper Pend d’Oreille, Kootenai),

\*Began as Flathead Valley Community College, Introduced first bachelor’s Degree Program in 1998,

\*More than 60 Tribes

\*Student Enrollment: 1,438 Students

\*Most students wish to pursue careers at teachers, scientists, health care professionals, and the “skilled trades.”

\*Many students begin their journey “haunted by uncertainty.”

**FIRST CHALLENGE: HELP STUDENTS GAIN A FOOTHOLD IN COLLEGE**

In light of their findings that over three quarters of SKC students started college underprepared (remedial education)

and that less than one-half of these remedial students ever enrolled in a college course, in 2009 conversations by staff

and faculty in the Adult Education Center were joined in a developmental task force that included faculty from 10 academic departments, student services, developmental education, and institutional research. DAS was established to give expression to an institution-wide investment in developmental education.

In brief, DAS is staffed by Adult Basic Education (ABE) and General Education Degree (GED) prep faculty and

retention coordinators and GUIDES students into college. While DAS mostly streamlines academic support for at-risk students, DAS faculty members also design and teach modular, credit bearing academic success class that students take

in a summer boot camp or during the semester in a series of mini-courses or a three-credit course.

DAS is a “department” that has raised the challenge of cultivating the academic success of all students to the departmental level and, in so doing, has **brought together—in a department—student developmental professionals with expertise in working with developmental learners AND disciplinary experts who are faculty members.**

**RESPONSE TO THE FIRST CHALLENGE: DAS (*DEPARTMENT* OF ACADEMIC SUCCESS)**

**I. A POINT OF ENTRY TO COLLEGE (A SUITE OF SERVICES)**

Historically, SKC provided underprepared students with disparate services (advising, counseling, ABE services that were separated from academic programs of the college. DAS “centralized” services—career counseling, advising, workshops, academic skills workshops and courses, consultations, developmental studies courses—as a first step and, over time, aligned these services with curriculum and instruction in SKC academic programs.

1. **A DEPARTMENT—A HUB (PLACE)--NETWORKING PEOPLE (STAFF, FACULTY, AND STUDENTS), TEACHING, AND RESOURCES AND SERVICES : Facilitating Students Entry to and Through College**

This HUB challenges and supports students to take on the identities, habits, and skills of college students. Along with opportunities to connect with faculty and staff, DAS streamlines student access to many resources: tutoring and academic

skills workshops, social services, student groups, books to rent, cultural events. And interestingly, this network of support encourages students to become dedicated—obligated—to the success of other students as part of their education.

**SECOND CHALLENGE: EDUCATE STEM (SCIENCE, TECH., ENGR., AND MATH) PROFESSIONALS**

**RESPONSE TO THE SECOND CHALLENGE: A NATIVE AMERICAN STEM EDUCATION CENTER**

1. **OFFER A CLUSTER OF STEM PROGRAMS (INCLUDING B.S. DEGREES): FORESTRY, ENV. SCIENCE, COMPUTER ENGINEERING, HYDROLOGY, LIFE SCIENCE.**
2. **CULTURALLY-RELEVANT COURSES AND PROBLEM-SOLVING (TO SUSTAIN COMMUNITIES)**

Faculty introduce math and science that is relevant to Natives in the Northwest and Central Rockies—teaching topics such as energy development and health and teaching culturally-relevant courses such as Indigenous Science and issues in American Indian Health. Moreover, they engage in research projects in small classes and frequently by say of year-round, credit-bearing paid internships. To illustrate, a student in the life science department collaborated on a study of mercury in the water with a faculty member and co-authored a paper on the study in the journal Science.

1. **NETWORKING and PURSUING/SHADOWING RESEARCH PROJECTS WITH STEM PROFESSIONALS (FACULTY)THROUGH APPRENTICESHIPS AND INTERNSHIPS (ON-CAMPUS AND OFF-CAMPUS) AND ATTENDING PROFESSIONAL MEETINGS**

Internships, often a part of students’ sophomore or senior year, advances student participation in the network of campus STEM professionals or off-campus internships/apprenticeships--challenging them to be ready to move into a STEM career off-campus. For example, one student told us about an internship he took at the Goddard Space Center and how it had led him to pursue a professional career in STEM—it made school exciting and purposeful for him.

**COLLEGE OF MENOMINEE NATION: STEM Scholars and STEM Leaders (Wisconsin)**

Public Two-Year College (1993)

Setting

\*Located in Keshena, on southern edge of Menominee Indian Reservation

\*Branch campus located near Oneida Reservation in Green Bay

\*“At the core are respect for land, water, and air; partnership with other creatures of the earth; and a way of living and

working that achieves a balance between use and replenishment of all resources.”

Sustainable Development: Every degree-seeking student studies sustainable development—and either American Indian

history or language. The CMN SUSTAINABILITY INSTITUTE houses the Center for First Americans Forestlands.

In collaboration with the tribe, the college brings together Elders whose first language is Menominee and CMN students

to learn the Menominee language—and they have developed instructional DVDs that have distributed to households

across the reservation.

\*True to its founding mission, CMN is a 21st century expression of the Menominee tradition—the people of the wild rice (mahnomin)—of nourishing its members, its culture, and its region.

\*3 bachelor’s degree programs and about 14 associate degrees.

\*Student Enrollment: 1,438 Students (from over 24 tribes and many non-Native students).

**FIRST CHALLENGE: EDUCATE UNDERPREPARED NATIVE AMERICAN STUDENTS IN STEM**

**IN “WESTERN SCIENCE TENDENCIES” AND HOW TO FRAME/SOLVE REAL-WORLD PROBLEMS**

**“Contribute to Sustainability”**

(Few Native students in STEM)

**RESPONSE TO THE FIRST CHALLLENGE: STEM SCHOLARS PROGRAM**

Began developing a novel STEM Scholars Program to draw underprepared students into STEM careers. With NSF funding, in 2006 CMN began recruiting students in its STEM Scholars program. For 10 to 20 students selected each year, STEM provides incentives in the form of a stipend they can earn through class attendance and acceptable GPA. Placement data and student interviews were used to identify and recruit students who, while often placed in remedial courses in mathematics and English, were prepared to make a commitment to STEM. A committee of faculty and tribal elders chooses the students for the program—as is in the case in the STEM Leaders program.

1. **STRUCTURED PATHWAY THROUGH COLLEGE WITH A COHORT**

Students enroll in 17 credits each semester and complete their remedial course work and introductory general education courses in one year. Highly structured as students do not have any electives. The first semester is composed of eight-week courses, with students taking only three courses at a time. Scholars interact with a faculty mentor, have a tutor in one of their classes, and interact with one another as peers in the Math Center and STEM lab.

\*To illustrate, a faculty mentor facilitates a **required lab session** during both semesters in which STEM Scholars work as a cohort to ensure that assignments are completed and students support one another.

**II. SINGLE FACULTY MENTOR WHO TEACHES TWO OF THEIR FIRST SEMESTER COURSES AND COLLABORATES WITH FACULTY WHO TEACH THEIR OTHER COURSES FOR PURPOSES OF COORDINATING ASSIGNMENTS AND FEEDBACK.**

**SECOND CHALLENGE: EDUCATE ACADEMICALLY WELL-PREPARED NATIVE STEM STUDENTS TO PURSUE CAREERS IN STEM**

As STEM Scholars got underway, the college received funding from the Nuclear Regulatory Commission funding to develop a separate STEM programs for high-achieving Native students. Why? Some native students with high grades and ACT scores were heading off to research universities but ended up returning to the Reservation without a degree. They were often only among a few Native students at these universities.

**RESPONSE TO THE SECOND CHALLENGE: STEM LEADERS PROGRAM**

STEM Leaders program was designed to recruit academically well-prepared students to pursue four-year degree programs and STEM careers—all while infusing STEM courses with American Indian culture.

1. **ESTABLISH A COHORT AND CONNECT STUDENTS WITH RESOURCES: STIPEND OR SCHOLARSHIP, FACULTY MENTORS, SUMMMER INTERNSHIPS**
2. **PROVIDE OPPORTUNITIES FOR STUDENTS TO ESTABLISH PATHWAYS BETWEEN WORLDS: CONNECT STUDENTS WITH PROFESSIONAL CONFERENCES, VISITING UNIVERSITIES, INTERNING AT A BIOMEDICAL START-UP IN MADISON.**

A staff member told us the value of interacting with “brown eggheads” at a national conference, which including “talking circle” and social networking.

**STEM SCHOLARS AND STEM LEADERS: AN OBLIGATION TO “GIVE BACK”**

STEM Scholars, and Leaders, and all programs at CMN provide preparation so that students are EDUCATED for their COMMUNITY even if that means “they have to go out and get their master’s or their Ph.D. someplace else to come back and serve the community.”

**THREE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES:**

**Morehouse College, Norfolk State University, and Paul Quinn College**

**Morehouse College: College of Brotherly Love**

Challenge: Empower Students to Invest in Their learning and the Learning of Others in the Sciences

Beginning Early in College

Response: **Peer-Led Team Learning**

Challenge: Encourage and Support Students to Develop a Scientific Identity and Pursue Careers in Biology/Sciences

Response: **MBRS-RISE**

1. Training in Research and Research Opportunities
2. Peer-Led Team learning

**Norfolk State University: “Ride or Die”**

Challenge: Educate the Whole Student

Response: **Student Success Hub**

Challenge: Empower Students to Embrace College and Begin Their Pathway Through College

Response: **Cohort of First-Year Students**

1. Summer Bridge Program

2. Breakfast Club

3. Peer Mentors

**Paul Quinn College**

Challenge: Student Retention

Response: “**We Over Me”**

1.Create and Nourish a Family

2. Institutional Ethos (“GIVE”)

3. Presidential Embodiment of “We Over Me” (Presidential Sorrell)

**MOREHOUSE COLLEGE: The College of *Brotherly* Love**

Setting

\*Private Four-Year College (1867)

\*Undergraduate Liberal Arts College

\*Part of Atlanta University Center: Spelman, Morris Brown, Clark Atlanta University

\*Morehouse Mystique (Brotherhood)

\*No. of Students: 2,574

\*Males, often from middle-class and upper-class homes

**THE CHALLENGE: EMPOWER STUDENTS TO INVEST IN THEIR LEARNING AND THE LEARNING**

**OF OTHERS IN THE SCIENCES BEGINNING EARLY IN COLLEGE**

**RESPONSE TO THE CHALLENGE: PEER-LED TEAM LEARNING (PLTL) [NOT TUTORING]**

(PLTL is used in gatekeeper courses in chemistry, physics, biology, psychology, computer science, math)

\*Peer-Led Team Learning: Individual faculty members develop and provide content and problems that are tied to course

content for peer-led workshops to address. PLTL sessions are student-led with a peer leader assigned to work with a

group of six to eight students. In short, students work on a packet that contains science-related problems. A typical

group works on from one to two hours. The peer leader facilitates discussion, asks questions, but doesn’t directly

answer questions. (According to one source: Not “your Mother’s” tutoring.) (Peer-led leaders go through intensive

training.)

**THE CHALLENGE: ENCOURAGE AND SUPPORT STUDENTS TO DEVELOP A SCIENTIFIC IDENTITY AND PURSUE CAREERS IN BIOLOGY**

**RESPONSE TO THE CHALLENGE: MINORITY BIOLOGICAL RESEARCH SUPPORT-RESEARCH INITIATIVE FOR SCIENTIFIC ENHANCEMENT PROGRAM (MBRS-RISE)**

1. **TRAINING IN RESEARCH AND RESEARCH OPPORTUNITIES**

**\***Students are admitted in the fall of their first year. They receive academic advising, peer mentoring, training in research,

and research opportunities. They also participate in a research seminar series and graduate school tours. In their junior

year students some students are writing papers for publication and are given coaching on graduate and medical school

applications. They also promote summer internships. Over one-half of students go on to graduate school.

\*In classes students work in labs and developing research questions and designing experiments. Faculty refer to students

as “scholars.”

**II. PLTL** \*Although PLTL and MBRS-RISE are separate, PLTL has penetrated every department in Science and Math.

**NORFOLK STATE UNIVERSITY: “Ride or Die”**

Public Four-Year College (1935)

Setting

Public Four-Year College

No. of Students: 8,318 Students

**THE FIRST CHALLENGE: EDUCATE THE WHOLE PERSON**

**RESPONSE TO THE CHALLENGE: LINK STUDENT AFFAIRS AND ACADEMIC AFFAIRS**

1. **A “STUDENT SUCCESS HUB”**

**\***Brings together personal support with academic support. Large hub offers tutoring services, peer mentors, academic

advisors, and a math learning lab.

**THE SECOND CHALLENGE: EMPOWER STUDENTS TO EMBRACE COLLEGE AND BEGIN THEIR PATHWAYRESPONSE TO THE CHALLENGE: COHORT OF FIRST-YEAR STUDENTS (SUMMER)**

1. **SUMMER BRIDGE PROGRAM (Straight Talk)**

**\***Four-week non-residential academic success program. Invited into the program, students are offered six or seven

credits, which jump starts their college education. The purpose is to boost academic skills of students. Positive Peer

Pressure: no excuses. If one of the members start to slip: members of the cohort intervene. “It ain’t one of us, it’s all of

us.” Program instills self-discipline. Teachers and mentors participate in the program—and students see their teachers,

advisors, and mentors, as “role models.”

1. **BREAKFAST CLUB**

**\***Summer Bridge students participate in a program called the Breakfast Club, which meets once a month at seven a.m. It

**c**ontinues throughout the year. Members of the Club are assigned mentors according to gender. And the groups that

develop have “straight talk conversations.”

1. **PEER MENTORS**

**\***Peer Mentoring is one of the key aspects of the Summer Bridge Program.

**PAUL QUINN COLLEGE**

Private Four-Year College (1872)

Setting

Located in South Dallas, Texas

Founded in 1872 by the African Methodist Episcopal (AME) Church—the oldest HBCU west of the Mississipppi.

Although PQC had over 1,200 students, by the early years of the twenty-first century enrollments declined rapidly-and fell to roughly 250 students. While the college has continues to struggle, under Michael Sorrell since 2007 the college has been a model of innovation.

No. of Students: 250

Many students with few resources.

Latino students attend PQC

**THE CHALLENGE: RETENTION**

**RESPONSE TO THE CHALLENGE: ‘WE OVER ME”**

**I. CREATE AND NOURISH A FAMILY (Family Environment)**

**\***Faculty members give students money to help pay their bills.

**\***To make sure all students had professional clothing, PQC started a “community closet” which began by asking for donations from President Sorrell’s professional contacts.

**\***Tough-Love

**II. INSTITUTIONAL ETHOS: GIVE (Widely-known as Servant Leadership)**

\*Four L’s of Quinnite Leadership: 1) Leave places better than you found them. 2) Lead from wherever you are.

3) Live a life that matters. 4) Love something greater than yourself.

\*”We over Me Farm: From football field to organic farm that feeds the community and students.

\* Real-Talk/Straight Talk (like in a “family

**III. PRESIDENTIAL EMBODIMENT OF ‘WE OVER ME” (President Sorrell)**

\*President Sorrell teaches a class on servant leadership.

\*Examples: A student told us: “One time I wasn’t having a good time, and my freshman year I was thinking about leaving school. He came to Houston and had dinner with me and my mom to convince me to stay. Another time, when my grandma died, he came to Houston to attend the funeral. He is my mentor.”

**THREE HISPANIC-SERVING INSTITUTIONS: LSU, EPCC, AND SDCC**

**La Sierra University (LSU): Trailblazing Individual Pathways**

Challenge: Need to Guide and Support Very Diverse Students Entry into College and Along the Pathway Through the

First Year of College

Response: **First-Year Experience (FYE)**

1. Personal and Academic Coaching (A Coach for Each Student)

2. First-Year Seminars (Include Team Teaching with Faculty and Coaches)

**El Paso Community College (EPCC): Getting a Region Ready for College**

Challenge: Need to Guide and Support Very Diverse Students Entry into College and Along the Pathway Through the

First (and Second Year for some) Year of College

#1 Response: **College Readiness**: Reingineered Pathway to College

1. High-Tech Assessment and Needed Learning Resources: (Computer: Plato, Math Learning System)

2. High-Touch Networks of Support

#2 Response: **Early College High School (ECHS)**

College Readiness and College Credits (First and Often Second Year of College)

(Dual Credit Classes in HS and College Credit Classes at EPCC) (Often an Associate Degree)

1. Getting Students College-Ready (Courses/Field Trips/Providing a College Environment)

2. Provide “Space” to Practice Being a College Student (Getting EPCC Profs on High School Campus)

And Providing a Physical and Cultural Space Both at High School and on EPCC Campus (Hybrid Spaces)

**San Diego City College (SDCC): First-Year Experience**

Challenge: Need to Guide and Support Very Diverse Students Entry into College and Along the Pathway Through the

First Year of College

Response: HIGHLY STRUCTURED **First-Year Experience (FYE):** Redesigning College Entry for Students

1. Suite of First-Year Services: Comprehensive Orientation, Placement Assessments, Advising, Tutoring and Counseling

2. Reciprocal Network of Staff and Peers who Guide Students to and through College by Taking Them “By the Hand”

and “Creating Spaces for Talking.”

3. Data-Driven Systems to Inform Student Persistance and Learning

4. A Personal Educational Plan: A Map

**LA SIERRA UNIVERSITY (LSU): Trailblazing Individual Pathways**

Public Two-Year College (1922) and University in 1990

Setting

\*Seventh-day Adventist (Social Justice)

\*No. of Students: 2,936

\*RACIALLY AND ETHNICALLY DIVERSE STUDENTS:

Hispanic (34%) [one-half Adventist, one-half Catholic]

Caucasian (non-Hispanic) (18%)

Asians (16%)

African American (7 percent)

Native Hawaiian/Pacific Islander (3%)

\*Cherish Diversity. As a student told us: “I’ve encountered quite a few people who are non-Adventists and I think it’s pretty cool because in a couple of the religion classes I have taken we’ve had some people who are like Muslims or just Protestant or even we’ve had a couple of atheists, which I think it’s cool because you get different opinions.”

\*Undergraduate Liberal Arts College with a few graduate programs.

\*No. of Students: 2,936

**THE CHALLENGE: NEED TO GUIDE AND SUPPORT VERY DIVERSE STUDENTS ENTRY INTO COLLEGE AND ALONG THE PATHWAY THROUGH THE FIRST YEAR OF COLLEGE**

[DIVERSE STUDENTS: STUDENTS WHO NOT ONLY ARE DIFFERENTIALLY PREPARED FOR COLLEGE BUT HAVE A WIDE RANGE OF LIFE EXPERIENCES AND EXPECTATIONS]

**RESPONSE TO THE CHALLENGE: FIRST YEAR EXPERIENCE (FYE)**

In 2005-2006 there was growing concern among faculty and administrators regarding the first year retention rate and graduation rate in particular, especially students who placed into developmental math and English courses. (Some students were very well-prepared for college, including with Advanced Placement Credits.) A pilot program was established in 2006-2007 that included a course entitled Strategies for Academic Success, tutoring for students in remedial math, an early alert system for faculty to request intervention for students at risk for failing remedial English and mathematics.

Since it was established, the FYE has come to include a number of key components: summer orientation, academic and personal coaching, mandatory first-year year seminar, Writing Center, math labs, Early Alert and required workshops on such topics as time management and test-taking strategies.

1. **PERSONAL AND ACADEMIC COACHING (A COACH FOR EACH STUDENT)**

\*Each first-year student has a coach. A coach, not a peer, is a full-time staff member with a bachelor’s degree who has had training as a coach. Along with team teaching mandatory mandatory first-year seminars with faculty, each coach works with about 40 students on a weekly basis, conducts educational workshops, and participates in summer orientations.

A. Coach—***Guide/Mentor***--**Individual Students to Become College Students (IDENTITY)** by spending one-half hour

per week with each student—who is also enrolled in first-year seminar that the coach is team teaching. Help students

with challenges such as time management and study strategies. Concurrently, the coach provides academic coaching as

an academic advisor, including working with students in choosing a major and a pathway. In the words of one student,

my coach provided “borderline therapy/borderline advising.” One of the coaches referred to “touch love.”

B. Coaching Students to Become Self-Directed by the Third Quarter of First Year.

**II. FIRST-YEAR SEMINARS (INCLUDE TEAM TEACHING BY FACULTY AND COACHES)**

Beginning in the fall of their freshman year, each student takes two quarters of a freshman seminar (University Studies 100 and 101). The course is co-taught by a faculty member and an academic coach. Subjects of recent seminars include critical thinking skills, the law in American society, becoming a biologist. Courses engage students in problem solving and, in addition, connect students to university resources. Coaches play a variety of roles, depending the instructor. They sometimes teach for ten or fifteen minutes of class—and often give feedback on student papers. And faculty member and coach often interact in myriad ways, such as playing different roles as prosecutor and defense attorney in a legal course.

FYE according to one student: “When you get here you get this big help of how to choose your classes, how to stay on the right track, what works with you, what you have to take and all that. *It just gives you a trail*. It’s kind of like they’re just holding your hand the first two quarters and after that you should be ready to just walk by yourself.”

**EL PASO COMMUNITY COLLEGE (EPCC): Getting a Region Ready for College**

Public Two-Year College (1969)

Setting

\*Established in 1969 to serve a borderland community that is more than 3/4ths Hispanic. (Juarez)

\*Students: 30,000 (approximately)

\*About 80% of students are Hispanic.

\*One of the top community college producers in the nation of associate degrees for minority students/Hispanics.

\*About 1,500 students enrolled in the five Early College High Schools (ECHSs) in El Paso.

**THE OVERARCHING CHALLENGE: GUIDE AND SUPPORT STUDENTS ENTRY INTO COLLEGE AND ALONG THE PATHWAY THROUGH THE FIRST (and Second Year for some) YEAR OF COLLEGE**

**Regional Dialogue**: El Paso Collaborative for Academic Excellence. Several decades ago, a regional dialogue began among EPCC, UTEP, all local school districts, and various civic organizations to address this challenge: only one-third of high school students in the region were college-bound.

**Specific Challenge:** In 2004 EPCexamined placement and retention data and found that few EPCC students were beginning college ready to take courses: a small percentage of students were making the transition from developmental education to college-level courses. Placement data showed this.

**RESPONSE TO THE CHALLENGE: COLLEGE READINESS & EARLY COLLEGE HIGH SCHOOL (ECHS)**

**COLLEGE READINESS:**

**REINGINEERED TRADITIONAL PATHWAYS FOR STUDENTS ADDRESSING THE CHALLENGE of GUIDING AND SUPPORTING STUDENTS ENTRY TO COLLEGE**

**\***Placement, developmental education (if needed) and college level credits enriches and accelerates the traditional pathway

to becoming college-ready.

**\***College Readiness is a six-step pathway, beginning with two steps (for students in high school or those who arrive at

EPCC with diploma or GED) to learn about placement, admissions, and financial aid and then take a college placement

exam. In so doing, students begin interacting with staff in **PREP (Pretesting Retesting Educational Program**)—a case

management approach in which students develop an individualized preparation program and use computer-assisted

modules to enhance their ACADEMIC skills. Students then meet with a counselor who helps interpret their placement

scores which then often leads students to access a campus lab or web interface to work with tutors and intelligent

software to variously refresh their math, reading, and writing skills. After a fifth step—taking a placement test—they

place out of one or more levels of developmental education or test into college-level classes. Some students take a sixth

step and enroll in a five week intensive Summer Bridge program that helps them with college-going skills as well as the

academic skills they need. **A VERY SYSTEMATIC APPROACH**

1. **HIGH-TECH ASSESSMENT and NEEDED LEARNING RESOURCES (Computer: Plato, Math learning system)**

**\***EPCC adopted a computerized math learning system that provides detailed feedback on what students need to learn.

PREP **i**nterventions help students refresh the math, reading, and writing skills assessed by the placement test

(ACCUPLACER).

\*Students use PREP labs—spaces where new students have access to tutors and technology—to get college-ready.

1. **HIGH-TOUCH NETWORKS OF SUPPORT**

**\***For example, visiting local schools. PREP staff.

**EARLY COLLEGE HIGH SCHOOL (ECHS):**

**COLLEGE READINESS AND COLLEGE CREDITS (FIRST AND OFTEN SECOND YEAR OF COLLEGE)**

**(Dual Credit Classes in HS and College Credit Classes at EPCC)**

**[Cohort ECHS students graduate from high school with an associate degree and even accepted at a 4-year college]**

**\***This expands the traditional dual credit program, which is used in Texas but only when college-credentialed high school

faculty are available. EACH ECHS is linked with an EPCC campus and staffed by college-credentialed teachers. Once

they have shown they are college-ready, ECHS students gain access to dual credit classes on their own campuses AND

college classes at an EPCC campus.

\*ECHS do not go into districts to recruit students based on their GPAs as much recruiting students who have the “will” to

pursue college.

1. **GETTING STUDENTS COLLEGE READY (COURSES/FIELD TRIPS/PROVIDING A COLLEGE ENVIRONMENT)**

**\***ECHSs find qualified high school teachers who are prepared to interact regularly with college faculty and teach dual

credit courses; they act informally and formally as tutors, counselors, and curriculum designers. Teachers and staff

together serve as students’ mentors and advisors.

1. **PROVIDE “SPACE” TO PRACTICE BEING A COLLEGE STUDENT (GETTING EPCC PROFS ON HIGH SCHOOL CAMPUS) AND PROVIDNG A PHYSICAL AND CULTURAL SPACE BOTH AT HIGH SCHOOL AND ON EPCC CAMPUS (HYBRID SPACES)**

**Note:**

An extraordinary amount of collaboration across institutional groups with respect to aligning policies and practices across levels—across a region.

**SAN DIEGO CITY COLLEGE: A First-Year Experience**

Public Two-Year College (1914)

Setting

Diverse Students: 2/3 Student of Color (Hispanic)

Students: 18,000

**THE CHALLENGE: GUIDE AND SUPPORT STUDENTS ENTRY INTO COLLEGE AND ALONG THE PATHWAY THROUGH THE FIRST YEAR OF COLLEGE**

**RESPONSE TO THE CHALLENGE: HIGHLY STRUCTURED FIRST-YEAR EXPERIENCE (FYE)**

**I. SUITE OF FIRST-YEAR SERVICES: COMPREHENSIVE ORIENTATION, PLACEMENT ASSESSMENTS,**

**ADVISING, TUTORING, AND COUNSELING**

**II. RECIPROCAL NETWORK OF STAFF AND PEERS WHO GUIDE STUDENTS TO AND THROUGH**

**COLLEGE BY TAKING THEM “BY THE HAND” and “CREATING SPACES FOR TALKING.”**

**\***At the center of the FYE, relationships with staff and peers. First year students have five formal appointments, monthly meetings with a peer mentor, and four events over the course of the year—all designed to invite students to voice their interests and needs. SUPPLEMENTAL INSTRUCTORS included on the FYE team.

\*Faculty listen to students’ stories and “take them by the hand.” Faculty often use a “case management” approach in their interacting with students and even in their teaching in classes.

**III. DATA-DRIVEN SYSTEMS TO INFORM STUDENT PERSISTANCE AND LEARNING**

**\***Data on progress reports, FYE attendance, early alert system.

**IV. A PERSONAL EDUCATIONAL PLAN: A MAP**

\*Plan due by end of second semester.

**THREE AAPI COLLEGES: CMI, SDCC, NSCC**

**College of Marshall Islands: First-Year Residential Learning Community (FYRE)**

Challenge: Prepare Severely Underprepared Students for College (Academically and Self-Discipline)

Response: **First-Year Residential Learning Community (FYRE)**

1. A Community in Which “Collaboration” is at the Core

2. Residential Community

3. College Prep Community

4. A Demanding and Nurturing Community

**California State University (Sacramento State): An Activist Education**

Challenge: Empowering AAPI Students to Explore and Affirm Their Racial and Ethnic Identity and

Thrive in College

Response: **Full-Circle Program (FCP)**

1. An Ethnic Studies Education (Three Courses)

2. Leadership Initiative (LI)

3. Civic and Community Service/Activism: 65th Street Corridor Project

**North Seattle Community College:**

Challenge: Empower Diverse—and often Academically Underprepared Students--to Navigate College and Become Self-Sufficient

Response: OCE & E and NSCC Peer Navigators Who Provide Individualized Support

Challenge: Educate More Working Adults for the High-Demand Field of Nursing

Response to Challenge: Non-Traditional Nursing Cohort Program as a Gateway to the B.S. in Nursing

1. A Net that Ties Together College Staff, Employers, Workers, and Social Service Agencies and is Aligned with

the Skills that the Region Needs

1. A Professional Learning Community
2. Educational Data that Make a Difference

**COLLEGE OF MARSHALL ISLANDS: FYRE**

Public Two-Year College (1993)

Setting

\*Located on the eastern edge of Micronesia and compromising 20 coral atolls and 1,200 islands, the Marshall

Islands have long been viewed as a “paradise” that is home for a people known for their navigation and

women crafts.

\*The Marshall Islands have been colonized by Spanish, British, Russians, Germans, and Japanese. At the end

of World War II the Marshall Islands became part of the United Nations Trust Territory of the Pacific Islands.

(The way was cleared for the dissolution of the trust in 1990.)

\*CMI was originally established as an American community college, but was chartered as an independent

institution in 1993.

\*CMI is located on the Majuro Atoll, the capital of the Marshall Islands. It is a breathtakingly beautiful strip of

land punctuated by coconut trees (and coconuts) surrounded by the majestic landscape of the Pacific Ocean.

\*The main campus is located in Uliga and the Arrak campus—which was originally established to support

aquaculture and agriculture research—is located about 20 miles from Uliga.

\*CMI enrolls about 1,300 students. If offers associate degrees in the liberal arts, elementary education, business

administration, and nursing.

**THE CHALLENGE: STUDENTS SEVERELY UNDERPREPARED FOR COLLEGE and NEED AN “AWAKENING” WITH RESPECT TO WHAT COLLEGE IS AND HOW TO BE PREPARED FOR IT**

(Academically and Lacking Self-Discipline)

\*Academically Unprepared: Only 6 percent of first year students were persisting to a degree within a traditional

timetable.

\*English is the second language for most students who are lacking basic academic skills in reading and mathematics.

\*Often living in poverty, many students have poor nutrition and live in inadequate housing and are working.

**RESPONSE TO THE CHALLENGE: FYRE (COHORT)**

(FIRST-YEAR RESIDENTIAL LEARNING COMMUNITY)

\*In 2009 CMI established a residential English-language immersion program on the Arrak campus designed for at-risk,

out-of-school youth to improve employability through vocational training and/or college entry. This 10-week ABC

(Accelerated Boot Camp) Toolbox program was a “boot camp-like environment” with a curriculum that emphasized

basic academic skills and an extracurriculum that used a “military” approach.

\*Modeled on ABC Toolbox, FYRE was established on the Arrak campus. In the first year it was one semester but a

second semester was later added.

\*FYRE is a two-semester program in which students live on the Arrak campus.

**I. A COMMUNITY IN WHICH “COLLABORATION” IS AT THE CORE**

**\***With minimal resources, the Marshallese have long depended on relationships, oral and participatory learning traditions, and the willingness to place collaboration over individual success. This community orientation provides the foundation for the FYRE program: the program was designed to capitalize on the emphasis on community in Marshallese culture.

\*FYRE students have this ethos. As one student put it: “We share food” and “we share mostly our love for each other . . like the way we talk, we treat someone like they are your brother or sister.”

\*For example, in the fall Academic Week—a recent theme was “celebrating a learning community”—students join with

faculty and staff in a wide range of activities from PowerPoint-making contests and math quizzes to essay writing and cultural games.

\*To illustrate further, the math instructor and computer instructor support each other’s students. The computer teacher provides math support (“tutor support”) to students enrolled in math courses. At this computer teacher put it:

“We support the math faculty and they support me, so it’s interdisciplinary support for the student.”

**II. RESIDENTIAL COMMUNITY**

**\***The residential aspect of FYRE is closely tethered to the affinity for community that is all-encompassing:

the FYRE community includes not only students but faculty and staff as well—and most of the faculty and their

families live on campus.

\*Faculty and staff are often available seven days a week and into the evening.

\*Faculty and staff routinely engage with students in a wide range of activities that include everything from cooking and

eating healthy food to exercising and “fishing together on weekends” to community service.

**III**. **COLLEGE-PREP COMMUNITY**

**\***During the fall term students take a math courses that meets daily and combines lectures with in-class tutoring and

computer—assisted instruction. In the fall students also take a computer courses and two English courses. And in the

spring they take two more English courses plus another mathematics courses. By the end of the year they are well on

their way toward completing the foundation of an associate degree.

\*Faculty members who teach the academic core—math, English, computer courses—also tutor students several hours a

day outside of class.

**IV. A DEMANDING as well as NURTURING COMMUNITY**

\*To cultivate self-discipline FYRE not only requires a first-year seminar in which students learn effective study habits

but FYRE students must meet a demanding set of daily expectations—such as beginning the day with 45-60 minutes

of exercise at six pm. And their schedule is rigorous during the day, from classes and study time to reading time to

skill-building workshops, tutoring—lights out at ten p.m.

\*Faculty and staff regularly “push-and-pull” students on an individual basis.

\*Not only are faculty nurturing, but so are students. For example, students in the FYRE program established a Fallout

Club in which the driving purposes is for students to get together and help one another with everything from peer

teaching to group learning.

C**ALIFORNIA STATE UNIVERSITY (SACRAMENTO STATE): An Activist Education**

Public Four-Year College (1947) [now a University]

Setting

\*58 undergraduate majors, 41 master’s programs, 2 doctoral programs

\*Enrollment: 30,000 students

**THE CHALLENGE: EMPOWERING AAPI STUDENTS TO EXPLORE AND AFFIRM THEIR RACIAL AND ETHNIC IDENTITY AND THRIVE IN COLLEGE**

\*Breathtakingly Diverse Minority and First-Generation Students: 1/5th AAPI, 1/5th Latino, significant Black, some are

immigrants. Many of these students lack a positive self-identity and have some fear and there was not a single campus-

wide program for AAPI students—no “sense of community.”

\*Affirmation of an AAPI Identity: As one student told us with some surprise: “I didn’t know what a Hmong person was. I

thought that all of them came from China.

**RESPONSE TO THE CHALLENGE: FULL CIRCLE PROGRAM (FCP) (COHORT GROUP)**

The Full Circle Program is a campus-wide program modeled on support programs for first-generation and low-income and students of color that is also driven by a vision of an “ethnic studies” education in which students connect their education to the broader Asian American movement. It pushes the traditional first-year program a bit.

The FCP is a cohort of 75 AAPI students.

1. **AN ETHNIC STUDIES EDUCATION (THREE COURSES)**

In addition enrolling in a three-credit ethnic studies course (*Introduction to Ethnic Studies or Introduction to Asian American Studies*) each semester of their first year, FCP students take a three-credit *ethnic studies first-year seminar* *(ETHN 21)* in the fall and a one-credit *ethnic studies cocurricular course (ETHN 98*) in the spring. By way of elaboration, the coalition project in ETHN 98 in the spring is often a capstone in which they engage in service/activism.

\*Beyond the classroom, students participate in numerous events and hear speakers. For example, the producer and director of the first Asian American film, The Curse of Quon Gwon, was brought to FCP. And another speaker was the first AAPI Supreme Court justice in Californa—who talked about her growing up as a Filipino American whose family were Filipino farm workers.

This “reinforces who students are” from a cultural perspective—affirms their identity—by talking as a cohort which reads, reflects on, and talks about the experiences of AAPI students in the U.S. Moreover, it leads many students to take “agency” for their identifies. This “ethnic identity” piece is a hallmark of the program and it begins by students taking these ethnic studies courses.

1. **LEADERSHIP INITIATIVE: Sacramento State Leadership Initiative (LI)**

Ethnic studies is reinforced in the Leadership Initiative. The LI is a certificate program designed to develop students’ leadership and professional skills and to serve as a foundation for participation in campus life. As part of the initiative, students set up an electronic portfolio and meet with a career counselor and start preparing for their professional life after college.

1. **CIVIC AND COMMUNITY SERVICE/ACTIVISM: 65TH STREET CORRIDOR PROJECT**

Through the LI and their ethnic studies courses, students engage in campus and community-based formal and informal service learning activities—such as the 65th Street Corridor Community Collaboration. In their ETHN 98 course, all FCP students work in coalitions to develop and present workshops or events in the community.

The 65th Corridor Project is a partnership with seventh through twelfth grade schools in a low-income and diverse Sacramento community. The “tutoring and mentoring program” is now central to the project as students spend a lot of time in the poor, ethnically diverse urban neighborhood tutoring, mentoring, being “role models.”

**NORTH SEATTLE COMMUNITY COLLEGE: Navigating College and Personal Lives**

Public-Two-Year College (1970)

Setting

\*Enrollment: 11,000 Students

\*One-third of degree-seeking students are people of color.

\*AAPI students make up just over 10 percent of the student body (qualified as AAPI in 2010).

\*In the first decade of 20th century, over 70 percent of the new residents in the neighborhood within five miles were

persons of color.

**FIRST CHALLENGE: EMPOWER DIVERSE—AND OFTEN ACADEMICALLY UNDERPREPARED-- STUDENTS TO NAVIGATE COLLEGE AND BECOME SELF-SUFFICIENT**

**RESPONSE TO THE FIRST CHALLENGE: OCE & E and NSCC PEER NAVIGATORS WHO PROVIDE INDIVIDUALIZED SUPPORT**

\*OCE & E is a stand-alone center within NSCC. They provide all these services: credit unions, financial guidance.

In a bit of understatement, there is quite a blurring of the lines between OCE & E navigators and NSCC navigators—

with respect to educational services, social services, and employment services.

Navigators: 1) know students well enough to guide them to information and resources; 2) support and challenge students both academically and personally as they enter and move through college programs that lead to jobs (such as providing advice on how to repay a debt or escape a destructive relationship; and 3) feed information back to home departments of students that enable the program to make improvements to better serve students.

Students are introduced to NSCC Peer Navigators through departments, classes, or referrals, navigators interact with students between programs, in the cafeteria, student lounge.

**SECOND CHALLENGE: EDUCATE MORE WORKING ADULTS FOR THE HIGH-DEMAND FIELD OF NURSING**

There has continued to be a gap between existing college programs and the needs of students and local labor markets. Local nursing programs have been unable to keep up with regional demand for nurses and provide only limited access to adults working in entry-level health-care jobs who are seeking to upgrade their skills. .

**RESPONSE TO THE SECOND CHALLENGE: NON-TRADITIONAL NURSING COHORT PROGRAM AS A GATEWAY TO THE B.S. IN NURSING**

**[WORKFORCE DEVELOPMENT COUNCIL (WDC) AND NSCC]**

\*This program was developed based on partnership between NSCC and the Workforce Development Council (WDC) of

King County and is one of several WDC college cohort programs. The WDC model provides highly motivated students

seeking high-demand professions with an innovative pathway to certification and skills. It was developed in response to

the gap between existing college programs and the needs of students and local labor markets.

\*The WDC Nursing Cohort Program has designed a pathway for working students likely to struggle in traditional

academic programs.

\*Cohort of 32 Entry-Level Health-Care Employees who are **completing the prerequisites for a nursing degree**. All of

these students work, one-half are first-generation college students, and 60 percent are students of color.

1. **A NET THAT TIES TOGETHER COLLEGE STAFF, EMPLOYERS, WORKERS, AND SOCIAL SERVICE AGENCIES AND IS ALIGNED WITH THE SKILLS THAT THE REGION NEEDS**

\*Employers adjust work schedules so that employees can attend class two days a week plus Saturday. There are weekly

and monthly meetings at which employers, the WDC, and the college talk about student performance.

1. **A PROFESSIONAL LEARNING COMMUNITY**

There is an Instructional Lead and the navigators, instructors, and Trac Associates Coordinator who meet weekly and review information about student performance. They construct norms for working students and the navigators meet weekly with students—and instructors and staff—often joined by funders and employers--and “come together as a team.

1. **EDUCATIONAL DATA THAT MAKE A DIFFERENCE**

Along with extensive formative feedback to students and formative feedback within the professional learning community, this program is data-driven where student competencies are assessed on a regular basis. Significantly, much of the formative data informs instruction and program planning.