

Transculturation and the Intersection of Culture and Education: A Quantitative Inquiry Analyzing Educational and Cultural Outcomes for Native American College Students

(Year II Results)

FACT SHEET NCORE 2017

Craig Marroquin
(Apache Tribe of Oklahoma)
craigmarroquin@gmail.com

Student Demographics

INSTITUTION STUDENT BODY MAKEUP

641
PWIs

266
TCUs

159
NASNTIs

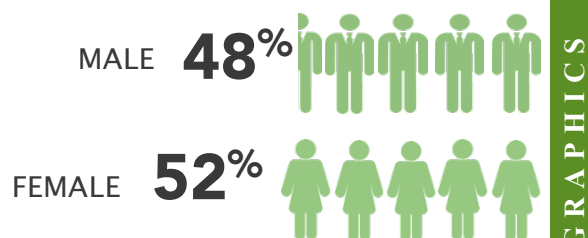
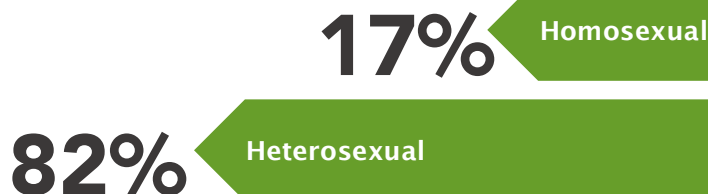
75 Institutions

55% First Generation Status



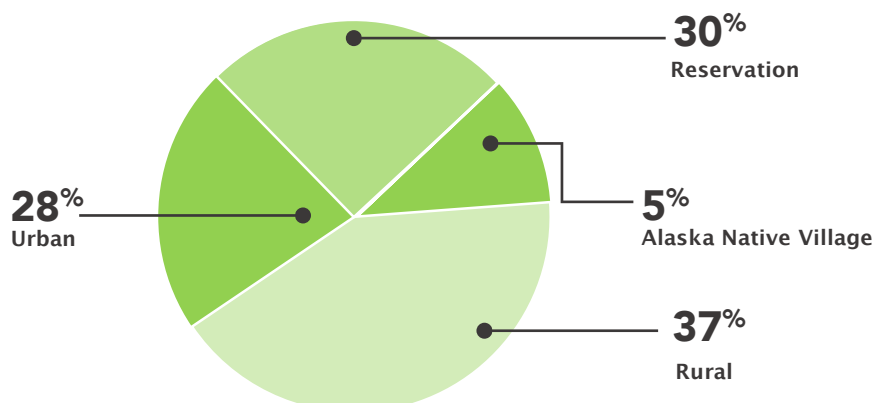
1,066
American Indian/
Alaska Native
Students

45% Not First
Generation Status



AVERAGE AGE 18-24 SINGLE 55%

Tribal Demographics



40%
Yes

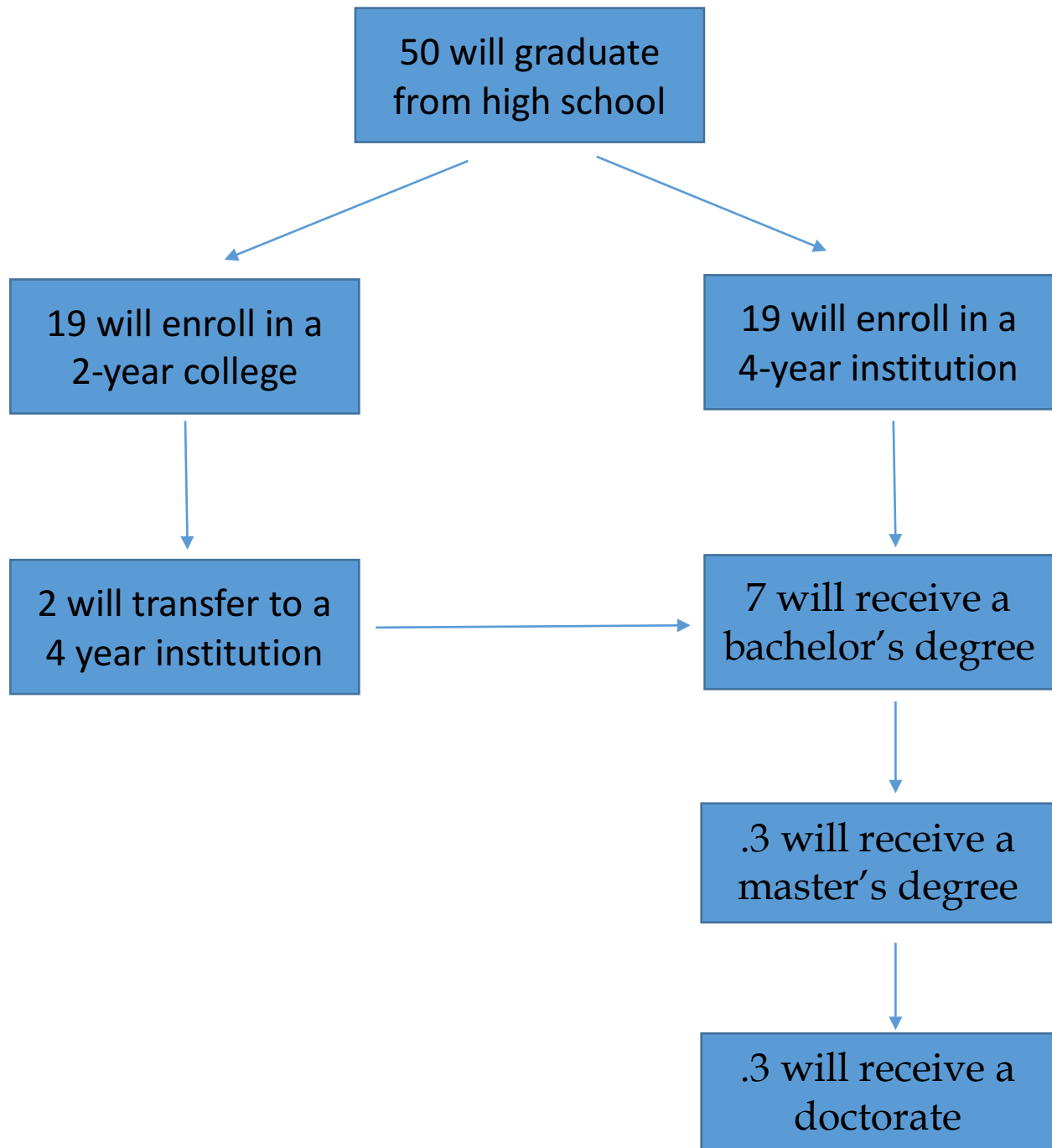
60%
No

Identified With Two or More Tribes

Native American/Alaska Native Tribes

265

Out of 100 AI/AK High School Students



Source: United States Department of Education, National Center for Education Statistics, 2008-308 Education Longitudinal Study of 2002, Swanson, 2010 (EPC)

Fall 2012, Fall 2013, and Fall 2014 Postsecondary Enrollment Trends Aggregated by Race and Level of Degree

2012-2013 Enrollment	All	American Indian/ Alaska Native	Asian	Black/African-American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	11,754,703	108,830	530,747	1,684,348	2,164,561	45,125	6,070,804	296,802	0.93%	13,871	12.75%
Bachelors	10,287,880	69,649	577,313	1,261,148	1,423,089	30,013	5,731,450	290,906	0.68%	9,283	13.33%
Graduate	2,740,477	12,533	152,680	306,840	211,401	5,405	1,437,777	45,812	0.46%	88	0.70%
2013-2014 Enrollment	All	American Indian /Alaska Native	Asian	Black/African-American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	11,533,211	103,524	532,284	1,631,960	2,221,765	43,507	5,847,237	318,531	0.90%	13,802	13.33%
Bachelors	10,331,557	66,737	597,025	1,257,922	1,486,902	30,200	5,660,130	317,831	0.65%	9,302	13.94%
Graduate	2,720,339	11,883	154,915	300,308	217,576	5,012	1,406,044	50,532	0.44%	94	0.79%
2014-2015 Completion	All	American Indian /Alaska Native	Asian	Black/African-American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	11,184,977	98,089	531,342	1,520,336	2,242,159	40,992	5,606,446	338,608	0.88%	12,985	13.24%
Bachelors	10,256,855	64,069	611,085	1,221,632	1,537,960	28,874	5,543,813	336,516	0.62%	8,599	13.42%
Graduate	2,742,537	11,700	158,092	300,320	228,611	4,831	1,390,190	55,110	0.43%	69	0.59%

Authors' calculations using data from the National Center for Education Statistics Digest of Education Statistics, 2013, 2014, 2015.

"All" data column includes completion data for "race/ethnicity unknown total" and "non-resident alien total."

2012-2013, 2013-2014, and 2014-2015 Postsecondary Completion Trends Aggregated by Race and Level of Degree

2012-2013 Completion	All	American Indian/ Alaska Native	Asian	Black/African- American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	978,549	9,491	40,173	125,472	146,849	4,259	562,972	17,237	0.97%	1,207	12.72%
Bachelors	1,839,860	10,646	115,679	178,545	193,107	4,922	1,136,917	31,654	0.58%	284	2.67%
Masters	759,158	3,350	39,007	79,856	53,203	1,694	414,322	10,652	0.44%	18	0.54%
Doctoral	177,350	835	16,927	11,251	10,735	362	102,827	2,272	0.47%		
2013-2014 Completion	All	American Indian /Alaska Native	Asian	Black/African- American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	971,556	9,357	40,590	124,333	156,073	4,122	548,185	20,197	0.96%	1,239	13.24%
Bachelors	1,870,035	10,112	117,854	180,059	209,766	5,070	1,141,149	42,472	0.54%	295	2.92%
Masters	761,576	3,199	38,922	80,760	56,094	1,682	406,698	12,172	0.42%	9	0.28%
Doctoral	179,123	807	17,468	11,690	11,268	309	102,146	2,760	0.45%		
2014-2015 Completion	All	American Indian /Alaska Native	Asian	Black/African- American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	AI/AK Makeup	TCU Completion	TCU Percentage
Associates	977,802	9,058	42,051	128,122	168,235	3,909	540,216	22,762	0.93%	1,211	13.37%
Bachelors	1,894,107	9,620	120,555	181,767	224,670	4,940	1,136,195	50,776	0.51%	318	3.31%
Masters	765,041	3,119	38,966	79,746	58,589	1,520	396,799	13,393	0.41%	22	0.71%
Doctoral	180,008	824	17,574	12,330	11,776	295	101,171	3,417	0.46%		

Authors' calculations using data from the National Center for Education Statistics Digest of Education Statistics, 2013, 2014, 2015.

"All" data column includes completion data for "race/ethnicity unknown total" and "non-resident alien total."

The North American Indigenous College Students Inventory (NAICSI)

Factor Definitions

Family Support	The family support factor is designed to measure the interactions between the participants and their families and the support the participant perceived to receive from his or her family. A total of six items were selected for this factor.
Tribal Community Support	The tribal community support factor is designed to measure the perceived support and expectations from students' tribal communities/villages and, more importantly, whether the participants still feel that their communities still see them as one of their own after they start college. A total of seven items were selected for this factor.
Institutional Support	The institutional support factor is designed to measure the perceptions of the participants in how much they feel supported by their institutions. This will be measured through campus initiatives, cultural continuity, and the sense of belonging that Native students feel once they arrive on campus. A total of eight items were selected for this factor.
Faculty Support	The faculty support factor is designed to measure the communication and experiences between the faculty and the students at the institution. More so, whether the participants perceived that their professors hold high expectations from them and whether they perceived a showing of respect for their culture from professors. A total of seven items were retained for this factor.
Staff Support	The staff factor is designed to measure the communication and experiences between the staff and the students at the institution. More so, whether the participants perceived that their advisors hold high expectations from them and whether the participants perceived a showing of respect for their culture from the advisors and institutional staff. A total of eight items were retained for this factor.
Social Support	The social support factor is designed to measure interactions between the participants and their peers, participation in student groups on campus and whether they view campus friends as an informal family. A total of six items were selected for this factor.
Cultural Reciprocity (outcome)	Cultural reciprocity will be measured by how much participants perceived they have learned about other cultures, but also by how much they have shared their own culture with others. A total of two items were selected for this factor.
Cultural Resiliency (outcome)	Finally, cultural resiliency will be measured on three key items: 1) if they have ever been treated negatively because of being Native; 2) if they perceived they had to hide certain aspects of their culture; and 3) if they perceived they had to change who they are in order to be successful.

North American Indigenous College Student Inventory (NAICSI) Items

Factor

Factor 1: Family Support

- My family encouraged my decision to attend college.
- My family is actively involved with my education.
- My family holds high expectations of me.
- When I am at school, my family contacts me (email, phone, Skype, text, mail) to see how I am doing at school.
- My family expects me to graduate from college.
- My family supports my academic decisions.

Factor 2: Tribal Community Support

- My tribal/village community wants me to succeed.
- My tribal/village community holds high expectations of me.
- My tribal/village community sees me as a role model now that I am in college.
- My tribal/village community's attitude towards me has positively changed since I went to college.
- My tribal/village community still sees me as one of them.
- At tribal/village gatherings, tribal members ask me about college.
- When I go home, my Elders ask me about school.

Factor 3: Faculty Support

- My professors understand if I have to leave school to attend a marriage, funeral, or cultural event back home.
- When I make cultural links to class content, my professor respects my comments.
- My professors help me to understand the long-term benefits that completing college will have for me.
- My professors show respect for my culture.
- I feel connected to my professors.
- There is a professor, who is American Indian/Alaska Native, on campus that I can talk to.
- My professors hold high expectations from me.

Factor 4: Staff Support

- I feel connected to my academic advisor.
- My academic advisor shows respect for my culture.
- My academic advisor holds high expectations from me.
- My academic advisor helps me to understand the long-term benefits that completing college will have for me.
- There is/has been a staff person, who is American Indian/Alaska Native that is supportive of my academic success.
- There is/has been a staff member that has helped me to access various campus resources (helping to apply for financial aid/scholarships, registering for classes, finding tutoring resources, etc.).
- The staff (financial aid, student services, registration) on my campus shows respect for my culture.
- I feel connected to the staff on campus.

Factor 5: Institutional Support

- My university or college hosts Native cultural activities on campus, such as Pow-Wows, American Indian/Alaska Native Month, etc.
- My university or college has a strong commitment to increasing American Indian/Alaska Native cultural awareness on campus.
- There is no support for American Indian/Alaska Native students at this institution. (Reverse Scored)
- American Indian/Alaska Native culture is well represented on campus.
- There is an American Indian/Alaska Native student center on campus.
- My college has a place that American Indian/Alaska Native students can meet and socialize.
- I feel like my college or university has given up on me. (Reverse Scored)
- My university allows me to smudge (burn cedar) or perform other cultural activities while I'm on campus.

Factor 6: Social Support

- I can speak my Native language/dialect with other students on campus.
- I participate in an American Indian/Alaska Native Club on campus.
- My peers show respect for my culture.
- I participate in student groups/clubs on campus.
- I have American Indian/Alaska Native friends on campus.
- I feel like I am a part of the college campus community.
- I see my friends on campus as family.

Factor 7: Cultural Resiliency (Outcome)

- While at college, I have felt pressured to hide certain aspects of my culture. (Reverse Scored)
- While at college, I feel like I have had to change who I am in order to be successful. (Reverse Scored)
- Since starting college, I have been able to maintain a strong sense of my culture.

Factor 8: Cultural Reciprocity (Outcome)

- Since starting college, I have learned about other people's culture.
 - Since starting college, I have shared aspects of my culture with other people.
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