INSTITUTIONAL STRATEGIES TO SERVE NATIVE AMERICAN STUDENTS

Prepared for the Cultural Diversity Committee
December 6, 2013
### American Indian / Alaska Native Students

#### NSHE Headcount: American Indian/Alaska Native

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2001</th>
<th>% Change</th>
<th>% of Total Enrollment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSHE</td>
<td>1,089</td>
<td>1,317</td>
<td>-17.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>UNLV</td>
<td>156</td>
<td>233</td>
<td>-33.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>UNR</td>
<td>156</td>
<td>179</td>
<td>-12.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>NSC</td>
<td>36</td>
<td>N/A</td>
<td>N/A</td>
<td>1.2%</td>
</tr>
<tr>
<td>CSN</td>
<td>345</td>
<td>358</td>
<td>-3.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>GBC</td>
<td>104</td>
<td>122</td>
<td>-14.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>TMCC</td>
<td>169</td>
<td>236</td>
<td>-28.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>WNC</td>
<td>123</td>
<td>189</td>
<td>-34.9%</td>
<td>3.0%</td>
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</table>

#### 2011-12 Service Area Demographics: American Indian / Alaska Native

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>High School</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSHE</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>UNLV</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>UNR</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>NSC</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>CSN</td>
<td>0.9%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>GBC</td>
<td>3.8%</td>
<td>4.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>TMCC</td>
<td>1.9%</td>
<td>1.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>WNC</td>
<td>2.3%</td>
<td>3.6%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

*Excludes non-resident aliens and race/ethnicity unknown

#### WNC Service Area
Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, Storey and the rural areas of Washoe county (above demographic information does not include rural areas of Washoe County).

#### TMCC Service Area
Greater urban area of Reno-Sparks and Incline Village (above demographic data includes all of Washoe Cty)

#### GBC Service Area
Elko, Eureka, Humboldt, Lander, Nye, White Pine

#### CSN Service Area
Clark, Esmeralda, Lincoln, and Nye

#### UNLV, UNR, NSC
Nevada in its entirety

#### 2011 Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaska Native</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNLV</td>
<td>34.10%</td>
<td>39.5%</td>
</tr>
<tr>
<td>UNR</td>
<td>21.70%</td>
<td>51.4%</td>
</tr>
<tr>
<td>NSC</td>
<td>N/A</td>
<td>21.6%</td>
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#### 2011 Graduation/Transfer Rates

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaska Native</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSN</td>
<td>14.30%</td>
<td>26.3%</td>
</tr>
<tr>
<td>GBC</td>
<td>0.00%</td>
<td>46.2%</td>
</tr>
<tr>
<td>TMCC</td>
<td>27.30%</td>
<td>32.0%</td>
</tr>
<tr>
<td>WNC</td>
<td>21.40%</td>
<td>52.2%</td>
</tr>
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</table>

Note: Graduation rate is defined as first-time, full-time, degree-seeking students graduating with a bachelor’s degree within 6 years, an associate’s degree in 3 years, or a certificate in 1 ½ years. The transfer rate includes students who transferred out within 150% time of normal completion as defined in the graduation rate definition.

#### 2011-12 Undergraduate Awards Conferred: American Indian/Alaska Native

<table>
<thead>
<tr>
<th></th>
<th>Certificates</th>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Total American Indian/Alaska Native</th>
<th>Total All Students</th>
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</thead>
<tbody>
<tr>
<td>UNLV</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>3,437</td>
<td>2,322</td>
</tr>
<tr>
<td>UNR</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>2,150</td>
<td>1,141</td>
</tr>
<tr>
<td>NSC</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>260</td>
<td>479</td>
</tr>
<tr>
<td>CSN</td>
<td>1</td>
<td>19</td>
<td>20</td>
<td>1,141</td>
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<tr>
<td>GBC</td>
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<td>9</td>
<td>1</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>TMCC</td>
<td>1</td>
<td>17</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WNC</td>
<td>3</td>
<td>20</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSHE</td>
<td>14</td>
<td>65</td>
<td>49</td>
<td>128</td>
<td>10,233</td>
</tr>
</tbody>
</table>

Sources: IPEDS, Nevada Department of Education, Nevada State Demographer, NSHE Data Warehouse

Of the Nevada Graduating Class of 2011, 1.2 percent, or 284 students were American Indian/Alaska Native. The continuation rate of American Indian / Alaska Native students to NSHE institutions is 41.8 percent which means that only 119 students will go on to enroll at a NSHE institution.
American Indian and Alaska Native (AI/AN) Programs and Initiatives at UNLV

I. University-Wide Organizations Serving American Indian and Alaska Native Students

- **American Indian Research and Education Center (AIREC)**, a BOR approved Center (2002) whose mission is to enhance the ability of the university community, tribes, and the general public to understand and address issues affecting American Indian populations.

- **Multicultural Program for Engineering, Sciences, Allied Health Sciences, Community Health Sciences, and Nursing** mission of the Multicultural Program is to encourage and recruit more minority and underrepresented undergraduate and graduate students into the STEM and healthcare related disciplines, foster a positive and caring learning atmosphere that supports classroom instruction and professional development, increase retention and graduation rates, and improve overall student success. MEP provides faculty mentorship for the American Indian Science and Engineering Society (AISES)

- **Student and Faculty Organizations**
  - **American Indian Science and Engineering Society (AISES)** – a registered student organization for AI/AN students in STEM fields to increase representation in these fields as students and professionals.
  - **Native American Students Association (NASA)** – a registered student organization dedicated to the preservation of Native culture and educational attainment at UNLV and providing a social network of Native students, involvement opportunities, resources, and experiences to support success in college.
  - **Native American Law Student Association (NALSA)** – the first chapter of the National Native Law Students’ Association at Boyd, responsible for sponsoring school and community programs, such as bringing guest speakers to talk about Nevada tribal courts and Indian gaming law. NALSA members engage in community service and outreach projects and work with other UNLV Native student groups.
  - **American Indian Alliance (AIA)** – Collaboration of faculty and staff to support AI/AN student success through scholarships, a convocation ceremony and other activities throughout the year.

II. Recruitment and Retention Initiatives and Activities

- **Science & Health: Ascertaining Research Education (SHARE) Consortium** – a six month National Institutes of Health (NIH) Building Infrastructure Leading to Diversity (BUILD) planning grant to produce a biomedical/health pipeline mechanism for undergraduate American Indian/Alaska Native students. Partners include: AIREC, School of Community Health Sciences (SCHS), College of Southern Nevada (CSN) and three Tribal colleges. The SHARE Consortium will design a program that will help students in Associate degree programs transition to Bachelors degree programs through coursework, mentorship, and research.

- **DreamCatcher** – a collaboration, funded by the Milagro Foundation, between the AIREC and the Las Vegas Paiute Tribe Health and Family Services, to provide a “pathway to higher education” campus experience for over American Indian students and parents from the Las Vegas area and the Moapa Reservation.

- **Journey – Short Term Research Experience Program for Underrepresented Persons (STEP-UP)** – a five year NIH/National Institute of Diabetes and Digestive and Kidney Disease (NIDDK) program to expose American Indian and other minority high school students to diabetes science research

- **Multicultural Program for Engineering and the Sciences (MEP) Activities** - developed the MP Strategic Recruiting Plan for Native American students; Established a collaboration/relationship with the Hopi tribe from Northern Arizona; Initiated collaboration with local tribes; attended the Sherman Indian High School College / Career Fair in Riverside, CA; Initiated contact with the 18 students who showed an interest in attending UNLV.

- **William S. Boyd School of Law** Activities include: 1) Developing a relationship with the University of New Mexico’s Pre-Law Summer Institute (a law school prep program for Native students) to recruit applicants, 2) recruiting heavily from undergraduate universities with large Native student populations, 3) engaging in targeted outreach to admitted Native students. The School is actively seeking to increase and support its Native student population through targeted outreach and engagement and by increasing relevant curricular and academic offerings.

- **UNLV Admissions Office Activities**: Attended the Southern Nevada Native American Coalition; Participated in Dreamcatcher program; Attended the Sherman Indian High School College Fair – Riverside, CA; will host an student reception in spring, 2014 targeted toward under-represented students including American Indian and Alaska Native students; will buy American/Alaska Native names in the region who meet a minimum score threshold from ACT and Collegeboard as a driver for outreach; will identify partners in the Clark County School District and Southern Nevada community to help increase access to American Indian/Alaska Native students; will review the Education Advisory Board research report, “Strategies for Native American Student Recruitment and Retention” to identify best practices and/or effective strategies from other institutions to implement at UNLV.
III. Student Outreach and Support Initiatives and Activities

- **Office of Civic Engagement and Diversity, Multicultural Student Programs**: provides programs for students that encourage individual and identity development within their path towards becoming social change agents. Activities include: 1) Native American Heritage Month: One Tribe, an annual event to honor and affirm the Native American community at UNLV sponsored by Students Organizing Diversity Activities (SODA). 2) No Stupid Questions: Native American: an event including a panel of Native American students who will share their identities and experiences. 3) New Beginnings: Offers new students of color resources for success and an opportunity to connect with other students, student groups and resources; 4) Who Am I? An event where students have a chance to explore their identities in a safe and fun environment.

- **William S. Boyd School of Law**: added a full-time tenure track faculty member (non-Native) who is a nationally recognized scholar in Indian and Tribal Law. (Prior to 2011, UNLV was the only law school in the Southwest without a regular course in Federal Indian Law, which likely impacted our numbers of Native law students.) The School now offers an annual course in Federal Indian Law and a Practicum in Tribal Law. The law school, in cooperation with other campus groups, also sponsors several guest speakers each year on Indian/tribal law issues, including tribal court practice, cultural property protection, violence against Native women, and Indian law. Community members, including students from the College of Southern Nevada and local tribal leaders, are invited and encouraged to attend these events.

- **School of Dental Medicine**: In 2012-2013, the UNLV School of Dental Medicine had three American Indian students enrolled in the DMD Program. Dr. Katrina Naasz, Navajo, was the top recruit for Advanced Education Program in Pediatric Dentistry, fall 2013. The Annual Native Student Welcome Back Picnic and Community Fair has been held on the grounds of the Dental School for the past two years, a gathering designed to bring K-12 students together with students in higher education to create a natural bridge into higher education.

IV. Community Engagement Initiatives and Activities

- **School of Dental Medicine**: is home to the Southern Nevada Native American Educational Coalition (SNNAEC), a partnership with public schools, higher education, tribal and urban communities and other organizations to provide outreach to Southern Nevada and rural American Indian students that will result in increased secondary completion, post-secondary enrollment, retention and degree completion.

- **Office of Diversity Initiatives**: Mr. Patrick Naranjo, Assistant to the University Ombuds and Assistant to Vice President for Diversity Initiatives, has a commitment to recruit, retain, and graduate American Indian and Alaska Native Students at UNLV and to communicate that UNLV is committed to prospective AI/AN students. ODI and UNLV will establish a strong presence at American Indian events in Southern Nevada to introduce our UNLV Native community and also begin fundraising efforts on behalf of students.

V. Teaching, Research, and Service Partnerships

- **Newberry Consortium in American Indian Studies**: A group of 20 select universities including UNLV with access to the Newberry’s world-renowned collections in American Indian studies and the resources of the Darcy McNickel Center for annual workshops, institutes, conferences and fellowships for graduate students and faculty.

- **International Group for Indigenous Health Measurement**: The School of Community Health Sciences is a member of this group, sponsored by the National Center for Health Statistics (NCHS), which includes representatives from the US, Canada, Australia and New Zealand who work on health indicators and health measurement issues for Indigenous populations in the four countries.

- **Association of American Indian Physicians (AAIP)**: A national organization whose goal is to motivate AI/AN students to pursue careers in the health professions and/or biomedical research. The UNLV School of Dental Medicine will be collaborating with the AAIP and other entities in an AAIP Western Regional Workshop in August 2014 on the campus of UNLV. Program participants will be American Indian and Alaskan Natives who are freshman or sophomores in college or university, tribal colleges, or community colleges. This collaboration is to engage American Indians and Alaskan Natives into professional health field.

- **UNLV Indian Law Project**: This new initiative is a partnership between the law school and local tribal governments. Through a Practicum class and summer internships, law students provide assistance to tribes with legal institution building (e.g., drafting and amending laws, supporting tribal courts). The law school is in the process of evaluating options for expanding this initiative. Potential future projects include: a national training seminar on tribal gaming law, an inter-disciplinary conference on California and Nevada tribal issues, and weeklong training institute for tribal leaders, and a permanent digital repository for Nevada tribal laws.

- **UNLV Faculty** across campus regularly partner with local, State, and federal agencies and organizations to develop American Indian and Alaska Native projects and initiatives; to bring nationally recognized AI/AN speakers to the UNLV campus; and receive extramural funding for research and programs that address the needs of American Indian and Alaska Native populations in Nevada, the region, and the country.
October 28, 2013

**Outreach, Retention and Graduation Resources for American Indian/Alaska Native Students at Nevada**

The University of Nevada, Reno provides American Indian/Alaska Native students the opportunity to gain early access to pre-college resources through the Intertribal Higher Education Program (IHEP) within the Center for Student Cultural Diversity. Efforts are led by Outreach & Retention Coordinator Saundra Mitrovich whose tribal affiliation is Tyme Maidu Tribe (Berry Creek, California) and Yahmonee Maidu (Quincy, California). She is assisted by Kari Emm, a member of the Yerington Paiute tribe, Transfer Coordinator in the Office for Prospective Students (OPS). The University partners with tribal community education departments, the Washoe County Title VII program, and several other community organizations to reach out to families and students about college at an early age. The University gains family and community support for continuing students in higher education through the funding of scholarships and sponsorship of retention programs.

Currently, 139 American Indian/Alaska Native students are enrolled at the University of Nevada, Reno. This number varies slightly each year around one percent of the total student population. American Indian/Alaska Natives consistently represent one percent of degrees granted each year. The most recent six-year graduation rate for the class of 2006 was 23%; it was 21.7% for the class of 2005. The fall 2011 to fall 2012 retention rate for American Indian/Alaska Natives freshman was 71.4%. The fall 2012 to 2013 retention rate was 66.7%. There were 18 American Indian/Alaska Natives in the fall of 2013 freshman class. The majority are from Northern Nevada. The average entering high school GPA has increased to 3.28 as has the entering SAT (1076) and ACT (22) score. The following list represents the major programs and activities specifically designed to attract and support our American Indian/Alaska Native students.

**Retention and Outreach Programs**

- **College Life 101 (CL 101):** This is a retention and support program designed to help undergraduate students graduate from the university. In fall 2013, 19 American Indian/Alaska Native students were enrolled in College Life 101. In fall 2012, 25 American Indian/Alaska Native students were enrolled in College Life 101.
- **Adopt-A-School Program (Pyramid Lake Jr/Sr High School):** This is a college preparation program for seventh through twelfth graders. There are 76 students in the program. All are American Indian.
• Native American Student Organization (NASO): The Native American Student Organization is comprised of Native and non-native University of Nevada, Reno students. The purpose of the organization is to bring Native and Non-native students together to learn about each other's cultures. There are 20 active members.

• Native American Alumni Association: The Alumni Association provides support through programs such as the annual Native American Graduation Celebration, the Native American Alumni Scholarship, and provides financial support for the annual University of Nevada, Reno powwow.

Financial Assistance

• Margueritte Starr Scholarship $16,000.00 (four scholarships at $4,000.00 each): Recipients must be American Indian, have a 2.00 GPA, and be enrolled full-time.

• Lander Native American Scholarship $5,000.00: American Indian/Alaska Native students must have a 3.00 GPA, be enrolled full-time, and be a junior or senior at the university.

• Katie Frazier Native American Scholarship $2,000-$4,000: To be eligible, students must have at least a ¼ degree of Indian blood and be affiliated with a federally recognized tribe preferably in Nevada. They must have minimum GPA 2.5 and be enrolled full-time.

• Harriet Wolf Scholarship $6,600.00: The student recipient must demonstrate financial need, have a 2.00 GPA and be enrolled full-time. Students must also demonstrate leadership, and school/community involvement.

• Native American Alumni Scholarship (2) $500.00 Awards: Students must be a member of a federally-recognized tribe with preference given to Nevada tribal members. Continuing students must have a 2.75 GPA and new freshman must have a 3.00 GPA.

Community Collaborations

• Office of Indian Education: The University co-sponsors annual spring and fall, “plan for higher-education” workshops on campus for faculty, staff, and students working with Native students.

• Reno-Sparks Indian Colony: The University partners with the Reno-Sparks Indian Colony Office of Education to provide mentoring opportunities and a language program for students. The University is also a partner in their annual state youth conference.

• Title VII Indian Education Program WCSD: The University with the Title VII Indian Education program in Washoe County hosts an annual Youth Native Leadership Summit on campus. The purpose is to provide college readiness workshops for high school freshman and sophomores in the spring and high school juniors and seniors in the fall.

• Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): The University, in partnership with the Title VII Indian Education Program in Washoe County, hosts an annual Youth Leadership Summit for middle school students. The purpose of the summit is to provide information about college.
• Nevada Urban Indians: The Great Basin Junior and Senior Youth council join with the University to sponsor a series of employment programs for Native American youth. Mentoring opportunities are an integral part of the program.

Activities & Events

• Native American Student Organization at the University of Nevada, Reno: Every Friday throughout the fall semester, this student group meets to discuss and create activities to build a community on campus to support American Indian culture and to share knowledge about the Great Basin culture. An example of NASO programming is the “Healing and Wellness through Weaving and Beading our Stories.”

• Fall Higher Education Workshop: This was held on Monday, October 7, 2013. It is a workshop in collaboration with the Office of Indian Education and is designed to examine and develop programs that prepare American Indian/Alaska Native students for higher education. It also serves as a planning workshop for the annual spring Indian Education Summit.

• Native American Youth Leadership Summit: The summit was held on Tuesday, November 19, 2013. American Indian/Alaska Native Juniors and Seniors from the Washoe County School District and Pyramid learned about applying to college and financial aid.

• National Native Heritage Month: The Native American Student organization hosted various workshops throughout the Center during the lunch hour to include basket weaving materials on the tables with demonstrations by our student artists. We will be hosting a contemporary Native Artists series with dates to be announced and will have several UNR students display their artwork in the Center throughout the month. With our recent partnership with the Wolf Shop, we will also have various books and other items on display in the bookstore in addition to displays across campus in various departments.

• “NICWA Alive” was held on Thursday, November 14, 2013. The University hosted a presentation of the National Indian Child Welfare Act by Adrian Smith, Attorney for the National Indian Child Welfare.

• Two Spirit and LGBTIQA (lesbian/gay/bi-sexual/transgender/intersexual/queer/ally) held a celebratory event on Saturday, November 9, 2013. This event recognized the LGBTIQA community among Native Americans.

• Rock Your Moc's Day was held on Friday, November 15, 2013. The University participated in the national event where running shoes are traded in for moccasins to show Native pride!

• “We Tell Stories” was held on Friday, November 22, 2013. The Native American students hosted their annual “We Tell Stories” event where guest presenters provided storytelling, language demonstration, and arts.

• Indigenous People’s Council on Bio-Colonialism: The UNR Native Student Organization participants and the Center’s IHEP program partnered with faculty member Dr. Debra Harry for various workshops and activities aimed at providing the campus community with information that affects indigenous populations
globally. The events are meant to encourage both faculty and students to engage in a dialog about legislative activities. Dr. Harry will also be teaching a class this semester on campus. ETS 280 Native American Identities and Culture.

Submitted by Saundra Mitrovich, Outreach and Retention Coordinator, University of Nevada, Reno.
Native Americans Report  
October 28, 2013

Recruiting

- **CCSD Equity and Diversity Indian Education Department Annual Tour.** Nevada State College hosts an annual tour on campus with the CCSD Equity and Diversity Indian education Department. The partnership also includes regular communication of information and opportunities at Nevada State College to encourage recruitment of Native American students to NSC.

- **Targeted Outreach.** The office of Recruitment at Nevada State College reviews the annual CCSD Accountability reports to target schools in the area with higher percentages of American Indian/Alaska Native populations and other diverse student populations. Identified schools receive extra attention with visits from NSC recruiters.

- **Better educational pathways through strong articulation agreements and partnerships with each of the community colleges in Nevada.** Nevada State College has annually updated articulation agreements with each of the community colleges in the state and partnerships to assist students earlier in the transition process and to help them achieve their educational goals in a timely manner.

- **Recruit Back Campaigns.** Nevada State College has dedicated professional staff trained to call all students who are no longer enrolled in order to assist them with information that will aid them in returning to continue their degree progression. In recruit back conversations, the advisors work with students to identify challenges towards degree completion, provide new information and resources and identify next steps for returning to college when the student desires to do so.

Retention and Graduation

- **Culturally Responsive Individual Academic Advising.** All of the students on the NSC campus are assigned individual academic advisors by major to assist in aligning their career and post-baccalaureate aspirations with specific degree programs and campus resources. This allows students a single point of contact for advising support and advisors are available for in person, phone, email, and web chat appointments to increase accessibility. With the understanding that all of our under-represented and first generation students require a sense of belonging and community, advisors are trained to draw on student’s personal histories and motivations and to assist them in drawing connections to their current major and career goals.

- **Targeted Outreach.** Many of our under-represented and first generation students do not seek out assistance when they face difficulty in the pursuit of their studies. To compensate, NSC advisors proactively reach out to students who are not performing well in their courses
in the first four weeks of class. In addition, NSC recently hired a “remedial advisor” that engages every student on the NSC campus who has been placed into remedial coursework to offer them additional support and assistance.

- **Flexible 24/7 Advising Support.** To provide our students with as much support as possible, the advising center has created an online advising course equipped with asynchronous information including degree maps, registration “how to” videos, and academic study tools to help and expand access to adult students.

- **Free individual tutoring, group tutoring, and supplemental instruction.** At NSC, the Student and Academic Success Center provides free in person and 24/7 online tutoring to all of our students. The tutoring center offers one on one tutoring, group tutoring, and supplemental instruction within high risk and gateway courses. To meet the needs of a largely working student population, NSC also offers Skype appointments and 24/7 online tutoring.

- **Assistance with Individual Career Planning.** The new career center is available to all of our students to assist them in identifying career and life goals and to build pertinent skills to be successful in achieving them. Some services include assessment tools to match skills and interests to career opportunities, mock interviews, resume writing help, and connecting potential employers with candidates.
To:   Dr. Michael Richards, President

From:  Maria Marinich, Director of Diversity

Cc:   Dr. Darren Divine, Vice President of Academic Affairs
       Dr. Hyla Winters, Associate Vice President of Academic Affairs
       Laura Latimer, Associate Vice President for Community Engagement Services – Student Affairs
       Chuck Masoka, Recruitment & Retention Coordinator and Native American Heritage Committee Chair
       Dr. Chad Waucaush, History Professor and Past Chair Native American Heritage Committee
       Colleen Trujillo, Administrative Assistant and Native American Heritage Committee Leader

RE: Report on American Indian/Alaskan Native Recruitment, Retention & Outreach Efforts at CSN

The following report summarizes current programs and activities to recruit and retain American Indian/Alaskan Native (AI/AN) students at the College of Southern Nevada (CSN).

Currently, CSN’s Office of Recruitment has recruiters in every high school in the Clark County School District (CCSD). The large AI/AN population in Clark County is spread over the entire geographic region and following a wide-range approach has been effective in reaching students. While the Moapa Band of Paiutes and the Las Vegas Paiute Colony are located in the Las Vegas Valley, CSN’s AI/AN students, for the most part, are considered urban and identify as members of various tribes, which are not necessarily indigenous to Nevada. These tribal peoples and their children attend CSN at all campuses. As a whole, CSN has more AI/AN students than any other school in the Nevada System of Higher Education, with approximately 300 AI/AN students enrolled each semester.

As part of its effort to reach out to the Native American community, CSN collaborates with the Clark County School District’s Office of Indian Education Opportunities (IEOP). The program has AI/AN students enrolled in almost every school in Clark County. Chuck Masoka, CSN Recruitment & Retention Coordinator, has presented at workshops for the program and has been a keynote speaker and MC at several of their events. CSN Recruitment & Retention, in collaboration with the Office of Diversity, hosted a cultural event for IEOP this past spring where students and their families were welcomed on campus for a day.

The Recruitment Office has met with and recruited AI/AN high school students via regular counseling visits, presentations and on-site admission dates. The office actively tours, meets and advises any AI/AN student that wishes to learn more about CSN. There are occasional tours set up with the Moapa Band of Paiute's Education Office. To complement CSN’s presence within CCSD schools and the cooperation with the IEOP office, the Recruitment Office gets referrals from the Las Vegas Indian Center.

In addition to the recruitment efforts, CSN has ongoing outreach and collaboration with the AI/AN community. CSN is a founding member of the Southern Nevada Native American Education Coalition (SNNAEC), which acts as an educational collective that exposes AI/AN students to educational opportunities in southern Nevada. SNNAEC recently held the 6th Annual Welcome Back Picnic, aimed at exposing students and their families to educational opportunities in the Las Vegas valley. CSN partnered with SNNAEC in this event.
As part of the community outreach, CSN is represented in several community organizations for its AI/AN students. Currently, Dr. Chad Waucaush, History Professor, serves on the Nevada Indian Commission’s Education Advisory Committee for Native American & Alaska Natives, which makes recommendations and advocates for American Indian students in the State of Nevada via the Nevada Indian Commission. The Office of Diversity has established contact with key community stakeholders and continues identifying partners for joint programming opportunities, including scholarship programs that benefit the AI/AN students at CSN.

To enhance its external efforts, CSN has internal initiatives, coursework and programming that focuses on the AI/AN student population and the community at large. For example, CSN offers courses that are of particular interest and relevance to the AI/AN community. In Fall 2013, the College offered History 260 – Colonial American Indian History, and for the Spring 2013 semester, History 295 – Special Topics in 20th Century Native American History, will also be offered. These courses have been heavily promoted in the community. Efforts to continue including culturally relevant classes for the different minority populations in the college are ongoing.

The Division of Workforce and Economic Development at CSN also has programs that serve members of the AI/AN community. Students benefit from one-stop systems for career development and employment, training activities, GED lessons, technology integration and other programs that provide tools for the workplace. In addition, the College’s overall strategies for recruiting and graduating adult learners serve the AI/AN student population, as many students from this community are considered non-traditional. A report on these strategies is attached for reference (Attachment I).

Throughout the year, CSN hosts events that target the AI/AN population. The Native American Heritage Committee, which was previously lead by Dr. Chad Waucaush and Colleen Trujillo, Administrative Assistant II, and is currently chaired by Chuck Masoka, has developed engaging programming to celebrate Native American culture and educate the larger CSN community. The committee is composed of faculty, staff, students and volunteers and coordinates efforts with the Office of Diversity. For 2013, the committee and its members have organized three special presentations on topics of interest to the AI/AN community, including a presentation on law enforcement in tribal lands and a presentation that analyzes violence in the Native American community in the 21st Century. CSN AI/AN students will also be participating in a panel discussion at the University of Nevada, Las Vegas, on diversity issues. Finally, there will be a student mixer at the end of November to have students meet faculty, staff, members of the community and other students to create important support networks that maximize their academic success.

While the CSN has a comprehensive approach to reach, recruit and retain AI/AN students, there are areas that are being analyzed for development and enhancement as part of the overall diversity goals of the institution. The Office of Diversity is currently developing a strategic diversity plan that will align with the overall institutional strategic plan and will include collaborative initiatives with Student Affairs and Academic Affairs, as well as other CSN divisions and departments, to recruit and retain minority students. The plan draft will be presented to CSN leadership in early 2013.

Collectively, these programs, initiatives and efforts all work together to address American Indian/Alaskan Native education at CSN. I am available to answer any questions or expand on any areas of this report at your request.
GBC
Great Basin College Update on Native American Initiatives December 2013

Great Basin College (GBC) begins working with Native Americans even before they enroll as students at our institution. Through the GEAR UP program, GBC now has access to Middle School students, rather than solely concentrating on high school juniors and seniors. GEAR UP stands for **Gaining Early Awareness and Readiness for Undergraduate Programs**. The purpose of GEAR UP is to “create a college-going culture that provides student with the tools necessary to apply for and succeed in postsecondary education and future careers.”

While the state-wide average percentage of American Indian (AI) students in GEAR UP is only 3%, the communities that Great Basin College serves have a much higher AI population: Owyhee Combined School and McDermitt Combined School are 90% American Indian, and Gabbs School is 30.4% American Indian.

Adriana Mendez, GBC Recruiter, works closely with GEAR UP Coordinator, Stephanie Larsen, to lead classroom activities such as this one on "Career Exploration" in McDermitt. They also participate in college and careers fairs and provide GBC campus tours to groups of students. Last year the Yerington Paiute Tribal Education Department brought some students and parents to Elko for a tour. Over the past several years, GBC has participated at the Native American/Alaskan Native Educational Summit.

Last year, Great Basin College hosted the White House Initiative on American Indian and Alaska Native Education Back-to-School Bus Tour. Assistant U.S. Secretary of Education, Deb Delisle, commended the college on the effective and important work being accomplished between GBC, regional school districts, and our communities.

Since GBC reported to the Cultural Diversity Committee in September, Melinda Caskey has been designated as the **Native American Liaison** at Great Basin College. This is a new responsibility for Melinda, aka Mindy, whose primary role is financial aid officer. Mindy is Native American and graduated from GBC with an associate's degree in applied science and is currently pursuing her Bachelor's degree in Management Technology.

Mindy recently attended a Nevada State Department of Education workshop that focused on developing a streamlined pathway to college for Native American students. Participants brainstormed ideas for a brochure titled "from Cradleboard to College" that will be created and then distributed to school districts, higher education institutions, and tribal agencies throughout Nevada.

At GBC, Mindy works with Native American students from the local bands including: Elko, South Fork, Wells and Battle Mountain. Each tribe has higher education funds available to assist their enrolled tribe members. Financial need is determined by the Free Application for Federal Student Aid (FAFSA), so Native American students must complete the FAFSA and a Tribal Financial Need Analysis Form. Mindy assists students with these forms.

At the beginning of each semester, Mindy contacts the Tribal Administrators in the Higher Education Departments of the Shoshone-Paiute Tribes in Owyhee and Fort McDermitt, the Shoshone Tribe in Ely, the Duckwater Tribe in Duckwater, and the Goshute Tribe that resides on the Nevada/Utah border.

Several GBC students have tribal affiliations from states other than Nevada such as the Navajo Nations of Arizona and New Mexico, the Crow Tribe of Montana, the Choctaw Nation of Oklahoma, the Ute Tribe of Utah, the Nez Perce Tribe of Idaho, the Muckleshoot Tribe of Washington, and even the Tanana Chiefs Conference of Alaska.
It is imperative that these Native American students receive tribal funding to help with college and living expenses. Tribal Scholarship funding ranges from $500 to $5000 depending on financial need. We are pleased to have a member of the GBC team helping Native students get that funding. In Mindy's opinion, the most effective practice for retaining Native American students is for these students to be able to speak with someone from a similar ethnic background face-to-face and ask questions.

This fall, a new student organization has developed at Great Basin College- **Latinos Uniting Nations Association (LUNA)**, which offers membership to all GBC students including Native Americans. The club's mission is to mentor and support students from diverse backgrounds to help them succeed in college. LUNA president, Alfredo Jaiméz participated in the student panel at the 2013 Northern Diversity Summit at Truckee Meadows Community College. GBC's Student Government Association is welcoming to students of all backgrounds as well, and has adopted the theme “Unity through Diversity” for 2013-14.

**GBC’s Continuing Education** has a history of outreach to the Native American community as it has coordinated the Great Basin Native Market in previous years and is once again offering a reed basket-making course taught by Western Shoshone master weaver, Leah Brady. Leah has taught various basket-making courses at GBC over the last ten years. In 2006, Leah participated in the “Carriers of Culture” exhibit at the Smithsonian in Washington, D.C. GBC feels it is important to provide a venue for this Native American artist to teach her craft to Native Americans and interested community members, so that this traditional American Indian art form is appreciated and taught to future generations.

Another way the College places importance on the Native American culture is through development of the **Great Basin Indian Archives (GBIA)**, which was initiated through funding from Barrick Gold of North America. The mission of the GBIA is to provide students and researchers with access to information that chronicles the history and heritage of the Great Basin indigenous peoples. This has been accomplished through the video recording of Indian elders conversing about their heritage and culture. So far, the primary focus has been on the Western Shoshone of northern Nevada. Over 1000 Shoshone songs, documents, tapes and movies have been recorded, and digitized.

The Great Basin Indian Archives is a repository of digitally recorded information, not of objects and relicts. The original recordings are kept in storage, but are also edited into shorter versions on DVDs. These are housed in the GBC library and copies are donated to other individuals and collections. Short audio segments of some of the recordings can be listened to at the GBIA website ([www.gbcnv.edu/gbia](http://www.gbcnv.edu/gbia)). This website is still in a rudimentary form, and work is underway to incorporate more of the recordings into the website. The next step will be to translate the recordings. This work will be ongoing for many years.

The benefits of establishing the GBIA go beyond the primary intent of preserving the Native American culture. Bringing together indigenous people of the Great Basin allows them to share their collective knowledge and to find material to be recorded. It allows them to shape the content of the archives.

GBC is building trust with the Native American Community as nearly 200 elders, families, and friends from around the region came to campus last May to view the recordings. Great Basin College endeavors to build respect for people and various cultures. "When we show our respect for other living things, they respond with respect for us." – *Arapaho Indian Saying.*
Truckee Meadows Community College through its Access, Outreach, and Recruitment efforts has participated in outreach activities such as the Nevada for Native American Youth Leadership Conference which provided college fair activities. Faculty and staff provided opportunities for interaction with Native American Youth responding to questions about higher education opportunities at TMCC. The college also serves as a member of the State of Nevada Indian Education Advisory Committee which meets quarterly.

As a part of our outreach efforts the college works with the Pyramid Lake High School counselors and other staff to explain the new financial aid changes from year to year, and brainstorm with them on options for effectively communicating the information to families and students. The consultations focus on barriers that students might face regarding financial aid (for example, implications of not achieving their high school diplomas). The financial aid outreach efforts include work with all tribes to complete the financial needs analysis forms as well as presentations to Pyramid Lake High School students and families regarding the financial aid process.

During the last year the college has expanded its work with the Indigenous Peoples to include various forms of community outreach efforts and internal efforts to better connect with our Native American populations and serve our students. The following is a snapshot of various initiatives currently underway designed to enhance relationships with our Native American students and their communities:

- **A Symbolic Geography of Cross Cultural Art and Language**: a panel discussion in which participating artists and writers discuss the impact of media and remixing of stereotypes and social realities within a global framework.
- **Working in Indian Country**: workshop focused on methods to develop and conduct effective working relationships with American Indian Tribes and organizations.
- **World Day of Social Justice**: panel discussion on issues of social justice promoting gender equality or the rights of indigenous peoples and migrants. One of the panelists discussed the impact of Biocolonialism on Indigenous Peoples.
- **Native American Student Organization**: a student club comprised of Native American students from all backgrounds focused on connecting with each other and their community. The club has had speakers from the Native American community such as Ms. Sherry Rupert, Executive Director of the Nevada Indian Commission. Students plan to examine and implement effective ways to recruit, retain, and support other Native American Students to TMCC.
- **NSHE Northern Nevada Diversity Summit**: The summit had a variety of panelists and speakers with one set of speakers focused on Indigenous Students in Higher Education. According to the presenters, “While the success of higher education and student affairs is predicated on understanding the students we serve, the reality is, where the Native American population is concerned, that this knowledge is generally lacking. This lack
may be attributed to this population’s invisibility within the academy – it is often excluded from institutional data and reporting, and frequently noted as not statistically significant – and its relegation to what is referred to as the ‘American Indian research asterisk.’ The topics presented were, “indigenous Students in Higher Education: Moving Beyond the Asterisk,” and “The Emerging Indigenous Leadership Institute.”

- **Lunch with Legends** – American Indian Heritage Month: in recognition of American Indian Heritage Month TMCC is hosting a “Lunch with Legends,” where we will be joined by leaders from the Native American Community. This is an informal luncheon where panelists share their personal stories and participants have opportunities to network.

TMCC has also formed partnerships with the Emerging Indigenous Leaders Institute and with the Indigenous Peoples Council on Biocolonialism to encourage Indigenous Students to pursue higher education by providing positive culturally relevant experiences. It is recognized that the first year of college is the most crucial for any student in higher education. This time period is even more critical for our Native American students. Although little research exists on the Native American students in higher education, it is commonly agreed that institutions may well need to focus on change to fit the needs of the student rather than focus on student integration into the institution. Popular retention models have been built with a mainstream focus without benefit of the Native American viewpoint.

It is the goal of TMCC through its current efforts to develop a systemic and holistic approach to connect with our Native American community at all levels to support and retain our current students on an educational journey to completion. Further, the college seeks through these collaborative efforts to effectively recruit, retain, and graduate future generations of students.
Western Nevada College

Response to Request for Information on Efforts to Recruit and Retain American Indians/Alaskan Natives

At Western Nevada College, strategic goal number one is student success, which includes both efforts to increase student access and student success. As we have faced dramatic budget cuts since 2008, we are especially proud to be able to report that Native Americans are represented at the college at a rate greater than their population percentage in our service area. Native Americans represent 3% of our total college enrollment. By comparison, this group represents only 2.3% of our service area population.

Western Nevada College has been able to accomplish this despite our limited resources by means of the “Bridge to Success” and “Project Graduate” programs. “Bridge to Success” provides placement testing, financial aid assistance, and a meeting with a college counselor at all thirteen high schools in our seven-county service area. A college counselor leads a team that provides these services to seniors in their spring semester, so that they are ready for college right from the start.

For our Native American students, this is especially important at Churchill County High School, Douglas High School, Yerington High School, and Carson High School. The college expanded this program to include all degree-seeking students with “Project Graduate”. The program requires all degree-seeking students to take the college placement test, attend a college orientation, and meet with a college counselor prior to registering for their first semester of classes. Both the “Bridge to Success” and “Project Graduate” programs are based on national best practices in addressing the needs of underserved minorities and first-generation college students.

In addition to these efforts, the coordinator of our Douglas Campus acts as the faculty sponsor for the “Douglas Student Diversity Club”, designed to provide support and encouragement to all underrepresented minority students. Our Douglas Campus serves a sizable number of Native Americans and was the logical location for this club. The coordinator of this campus acts as the point of contact for the tribes in the Douglas service area.

The rural student services coordinator is our point of contact at our Fallon campus, and has provided both counseling and financial aid support to the Native Americans on this campus. Additionally, he has been in communication with the Education and Cultural Affairs Director for the Fallon Paiute-Shoshone Tribe and is their main point of contact with the college.

We are fortunate to have a full-time faculty member on our Carson Campus who is himself a Native American. He has been very active in outreach to the tribes in the Carson service area and provides mentorship throughout the year to Native Americans attending this campus. This faculty member is our main point of contact for tribes in our Carson Campus area.

In summary, the college has active and ongoing efforts to provide for access and success among our Native American population. Each of our three campuses has a main point of contact available to assist with college access and encourage college success within this population.
Desert Research Institute (DRI) and its three research divisions: Division of Earth and Ecosystem Sciences (DEES), the Division of Atmospheric Sciences (DAS), and the Division of Hydrologic Sciences (DHS) have projects, programs, and activities that reach out to American Indian/Alaska Native communities.

**Division of Earth and Ecosystem Sciences (DEES)**

In the Division of Earth and Ecosystem Sciences, the Lander Endowment supports many projects with the Native American tribes. The goal of this set of Lander projects is to develop and test new methodologies/approaches that will improve the knowledge of historical populations of Native Americans. This includes the use of dogs to detect historical gravesites led by Dr. Mary Cablk. These gravesites are often very hard to find and increased detection will save time and money and will help Native Americans discover those areas that were ancestral burial grounds (through further excavation and analyses). The project by Dr. Duane Moser and Dr. Dave Rhode aims to develop new methodologies to detect DNA in archaeological materials and to use those results to determine if particular sites were inhabited by ancestors of modern day Native Americans. The findings will be relevant to a number of tribes, including the Navajo, Apache, Hopi, Shoshone, and Ute tribes. The project by Susan Edwards, Jeff Wedding, and Dr. Moser aims to develop a DNA-type protocol that uses a combination of quids (Agave/plant fibers) and carbon 14 dating to improve the aging of ruins and associated materials. This research team is working in the western part of the Spring Mountains out of Las Vegas and their work will add to the history of the Paiute and Pueblo Native Americans. Dr. Nick Lancaster and Steve Bacon are developing protocols to assess how environmental changes, such as changing lake levels, influenced behavior and movement of Native Americans. This work is located near Owens Lake and will be relevant to the Paiute and Shoshone tribes. With the project in its early stage of implementation, they plan on having tribal members on field trips where the work will be conducted and they also plan on meeting with the tribal councils.

The goal of these projects is to provide Native Americans with information related to pressing environmental issues. Dr. Jay Arnone and Dr. Richard Jasoni’s project aims to assess how flows along the Native American portion of the river can be safely increased. One potential way to increase flows is through release of water from the Homestretch geothermal plant. The Walker River Native American community uses water from the river for agricultural. The concern is that the geothermal water may elevate fluoride concentrations which can pose health problems due to uptake in agricultural products. This study will assess different release scenarios that will increase flows without compromising water quality. The results of the study will be highly relevant to the Water River Native American community, and will be communicated to the community via meetings with the council and council members. Dr. Chris Fritsen’s project aims to provide information and an assessment of Pyramid Lakes’ cyanobacterial blooms which can pose significant health risks to Native Americans who use the Lake. Dr. Fritsen will be working with the Pyramid Lake Paiute Tribe in conducting the study and in communicating the results to
the tribal council. The results will help establish a set of indicators that can be used to identify risks and potential solutions.

This group of projects aims to assemble databases that contain historical records important in the reconstruction of historical Native American populations. Dr. Ken Adam’s project will modify the Great Basin Paleoenvironmental Database so that it is readily available to the public. It will contain archaeological and environmental data of interest to a wide range of tribes throughout the Great Basin. Susan Edwards and Jeff Wedding’s project is pulling together collections and records of archaeological artifacts within the boundaries of the Red Rock National Conservation Area. This information will be especially valuable to the BLM and Native American tribes whose history includes this area.

The General Frederick Lander Scholarship for Native Americans consists of annual awards of $3,000 to American Indian or Alaskan Native students at the University of Nevada, Las Vegas, and the University of Nevada, Reno. The scholarship, administered by the Earth and Ecosystems Sciences is open to juniors and seniors with an overall grade point average of 3.0 or better.

**Division of Atmospheric Sciences (DAS)**

The Division of Atmospheric Sciences (DAS), in collaboration with the Great Basin Landscape Conservation Cooperative (US Department of Interior), were the local sponsors of the Climate Change Adaptation Workshop for Tribal Environmental Professionals, organized by the Institute for Tribal Environmental Professionals, Northern Arizona University. This three day workshop involved 22 participants from local and regional tribes and provided a framework to develop tribal climate change adaptation plans. Dr. Tamara Wall was an instructor and lead host organizer for the workshop and Dr. Kelly Redmond was an instructor and presenter at the workshop. In addition, Drs. Wall and Redmond, as a part of the Western Regional Climate Center and the California Nevada Applications Program, in collaboration with the Great Basin Landscape Conservation Cooperative, sponsor the Great Basin Climate Forum Series, held bi-annually to provide timely and relevant climate information to natural resource managers and environmental professionals in the Great Basin Region. This program has significant participation and engagement from American Indian communities in the Great Basin and provides travel support for Tribal representatives to attend the Forums.

**Division of Hydrologic Sciences (DHS)**

In the Division of Hydrologic Sciences (DHS), Dr. Greg Pohll is leading a project that is just finishing up with the Pyramid Lake Paiute Tribe (PLPT). This is a collaborative project with PLPT, UNR and a couple local consulting firms to help the PLPT evaluate geothermal resources on the reservation. The grant has funded a few PLPT members who worked on the project directly through PLPT and one undergraduate student who was funded through UNR (he is a current student there).