

American Indian Program
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1. Essential question

Are the Native American high school students who participated in the Hoop of Learning Program able to demonstrate utilization of the services in Student Affairs as a high school and college student?

2. Relationship to District or College Learning Outcome(s)

Academic Achievement (District)
Critical Thinking/Problem Solving (District and College)
Self Reliance/Self Advocacy/Persistence (District)

3. Student Learning Outcome

Academic Achievement (District)
Critical Thinking/Problem Solving (District and College)
Self Reliance/Self Advocacy/Persistence (District)

4. Assessment Strategies and Results

Track continuation of college, completion rates
Document student use of other departments (Advisor-Trac), class schedule
Track and document number of students coming in for tribal scholarship assistance and collaborating with Financial Aid on scholarship recipients

- ◊ 20 high school Seniors participated in the 07/08 Hoop of Learning program. Seventeen of the Seniors graduated. Two Juniors graduated early. Two students were held back and graduated Spring 09. There was a third student that dropped out.
- ◊ Of the 17 students that graduated from high school, fifteen attended SCC during fall 2008 semester. One student attended Paradise Valley CC due to moving. One of the Juniors that graduated early attended a college in California, the other was attending a college in South Dakota.
- ◊ Fifteen high school graduates continued at SCC as college students Fall 2008. These students were aware of how to be admitted into college, schedule their fall semester and register for classes. Three students had a high school GPA of less than a 2.0 before being admitted to SCC.
- ◊ AIP did assist students in applying for tribal scholarship. Contact with Financial Aid was made through tribal scholarship requirements of FAFSA and Financial Needs Analyses documentation. All students receiving tribal scholarships are required to go to Admissions and Records for a Letter of Admittance, to see an Advisor for an Academic Plan of Study, and submit a class schedule. The students learned to enroll into college fall 08 semester.
- ◊ Different student services offices were utilized. Fourteen took CPD150 before they graduated high school. The students in this class learned how to utilize Student Life (for College ID's), Library (to learn to use their resources), Computer Lab (to get log in ID), Writing Center (learn about services), Career Center (learn about services), and Math Center (learn about services).
- ◊ AIP Counselor scheduled appointments to meet with Hoop graduates once a month. The 3 students that came in with less than a 2.0 GPA met with Counselor twice a month. Most told her they were doing well and two asked for assistance. Four student's GPA fell below a 2.0. AIP Counselor worked with 2 of these students. One struggled with high school and continued with same problems in college. Counselor and Director assisted with scholarship, housing, and classes. With the second student, Counselor speaks with student on a regular basis regarding how to succeed in college.

5. Use of Results

The program may be modified to improve retention and graduation rates of Native American high school students. Data will demonstrate interaction with other Student Affairs departments. Materials may be modified to help students identify and access Student Affairs resources needed to succeed in college.

- ◊ The changes we can make are to encourage students to learn how to use services outside of AIP. Under Advisor-Trac, general Advisement was utilized. Contact with Financial Aid and Admissions and Records was made.
- ◊ AIP will work more closely with new graduates on seeking assistance from other departments i.e. Counseling regarding personal and educational issues; Career Services for undecided students, etc.

6. Sharing of Results

Annual report to SCC Hoop Committee, MCCCCD Hoop Committee
Share with current and prospective students and families
Participating SCC departments
Year End Report