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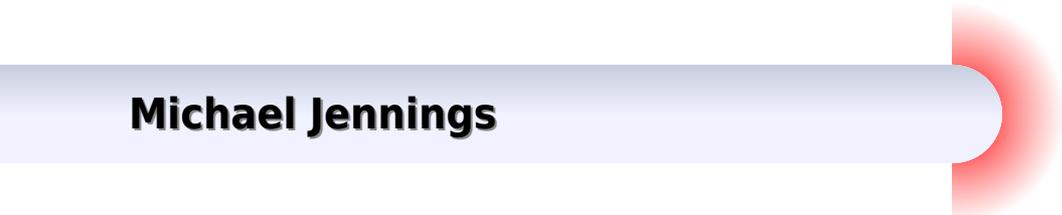
**ABSTRACT**

This chapter draws on an extensive literature review to examine factors that influence the access and achievement of American Indians and Alaska Natives in higher education. American Indians are less likely to attend college than other U.S. ethnic groups. This underrepresentation is partly due to precollege attributes: low scores on college admissions tests, relatively low completion of high school core curriculum requirements, and failure to meet other college admissions criteria. Other, perhaps more important, influences on American Indian postsecondary access are school and environmental attributes: lack of qualified Native educators, lack of culturally relevant curriculum, poverty, and family problems. Once in college, American Indians are more likely than other students to attend a 2-year college and are underrepresented among those who have completed a bachelor's degree. Native graduation and persistence rates are also consistently lower than those of the general student population. To promote satisfactory transition from high school to college, governments and colleges must promote K-16 partnerships with tribal communities to elevate the overall level of precollege academic preparation and postsecondary aspirations of American Indian students. Culturally-specific academic and student support services, mentoring programs, and sufficient financial aid are needed once the student gets into college. Tribal colleges are exemplary in developing recruitment, retention, and supportive campus environments, and many non-Indian institutions have also strived to meet the needs of Native students and communities. Contains tables, and endnotes and 71 references. (ITE)

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# Alaska Natives In Higher Education

**Michael Jennings**



## **Alaska Natives In Higher Education:**

*Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination* Bryan McKinley Jones Brayboy, Amy J. Fann, Angelina E. Castagno, Jessica A. Solyom, 2012-02-23 American Indian Alaska Native AI AN students continue to be significantly underrepresented in institutions of higher education and continue to face barriers that impeded their academic success This volume explores the factors that influence college going in Indigenous communities and upon enrollment in institutions of higher education the factors that influence college completion Chapters cover The legacy of Western education in Indigenous communities The experiences of Indigenous students in the K 12 system Transition from student to faculty of AI AN graduates Recommendations that can improve the success of Indigenous students and faculty This is the fifth issue the 37th volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication Alaska Natives in Higher Education Karen Kohout, Judith Kleinfeld, 1974 An examination of progress made by Alaska colleges over the last ten years toward increasing the college success of native students

**American Indians and Alaska Natives in Postsecondary Education** D. Michael Pavel, 1998 This sourcebook is a comprehensive compilation of data on American Indian and Alaska Native participation in higher education primarily 4 year and 2 year universities and colleges including tribal colleges Data cover undergraduate students graduate students and faculty as well as student outcomes following graduation Data sources include the National Center for Education Statistics the Bureau of the Census and various published surveys and reports The introduction explains terminology data limitations and structure of the sourcebook Chapters cover 1 American Indian and Alaska Native demography and a historical overview of Native American postsecondary education in the United States 2 Native American access to higher education in terms of high school performance and graduation scores on college entrance examinations and student risk factors 3 Native postsecondary enrollment 1976 94 by institution level and control and student sex attendance status degree level major field of study institution and state as well as student persistence and graduation rates 4 degree completions characteristics of degree recipients and institutions awarding the largest number of degrees to Native Americans 5 receipt and use of student financial aid 6 American Indian and Alaska Native college faculty and staff salaries tenure and distribution and 7 historical overview and highlights of each of the 30 tribal colleges Many data tables and figures are included Appendices contain 80 references supplemental data tables for the first six chapters standard error tables a glossary and list of acronyms and over 200 additional sources of information SV *Beyond the Asterisk* Heather J. Shotton, Shelly C. Lowe, Stephanie J. Waterman, 2023-07-03 A Choice Outstanding Academic Title for 2013 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 purpose of this book is to move beyond the asterisk in an effort to better understand Native students challenge the status quo and provide an informed base for leaders in student and academic affairs and administrators concerned with the success of students on their campuses The authors of this book share their understanding of Native epistemologies culture and social structures offering student affairs professionals and institutions a richer array of options resources and culturally relevant and inclusive models to better serve this population The book begins by providing insights into Native student experiences presenting the first year experience from a Native perspective illustrating the role of a Native living learning community in student retention and discussing the importance of incorporating culture into student programming for Native students as well as the role of Native fraternities and sororities The authors then consider administrative issues such as the importance of outreach to tribal nations the role of Tribal Colleges and Universities and opportunities for collaborations and the development of Native American Student Services Units The book concludes with recommendations for how institutions can better serve Native students in graduate programs the role that Indigenous faculty play in student success and how professional associations can assist student affairs professionals with fulfilling their role of supporting the success of Native American students staff and faculty This book moves beyond the asterisk to provide important insights from Native American higher education leaders and non Native practitioners who have made Native students a priority in their work While predominantly addressed to the student affairs profession providing an understanding of the needs of the Native students it serves describing the multi faceted and unique issues characteristics and experiences of this population and sharing proven approaches to developing appropriate services it also covers issues of broader administrative concern such as collaboration with tribal colleges as well academic issues such as graduate and professional education The book covers new material as well as expanding on topics previously addressed in the literature including Native American Greek organizations incorporating Native culture into student programming and the role of Native American Special Advisors The contributors are themselves products of colleges and universities where Native students are too often invisible and who succeeded despite the odds Their insights and the examples they provide add richness to this book It will provide a catalyst for new higher education practices that lead to direct and increased support for Native Americans and others who are working to remove the Native American asterisk from research and practice

**American Indians and Alaska Natives in Higher Education** D. Michael Pavel,1992      **American Indians and Alaska Natives in Higher Education** D. Michael Pavel,1992      **The American Indian and Alaska Native Student's Guide to College Success** D. Michael Pavel,Ella Inglebret,2007-05-30 Choosing the right college is a big decision for most

people American Indian and Alaska Natives are no exception but finding a college that offers a good educational program in their major plus a strong support system for tribal traditions makes that decision even more complex This volume will help Native people clarify their postsecondary aspirations improve their college choice and increase their success in college After a thorough examination of the issues that should be considered Pavel and Inglebret present the different types of colleges available programs and services to meet the special needs of Native students and financial aid options By answering many of the basic questions students have about going to college Pavel and Inglebret help to demystify the process and encourage more Native students to pursue a college education Special features include A list of colleges with Native American studies and those most friendly to Native Americans needs A list of sources for financial aid with contact information Interviews with Native American students on all aspects of their college experiences Suggestions for students on how to balance their new college experiences with their community and heritage

**Factors Influencing Higher Education Among Alaska Natives** ,1995 **Higher Education Among Alaska Natives** University of Alaska Fairbanks. Institute of Social and Economic Research,1988 **Alaska Natives and Alaska Higher Education, 1960-1972** Louis Fred Jacquot,1974 Alaska Native Human Resources Development Program Publication 1 **Alaska Native Political Leadership and Higher Education** Michael Jennings,2004-05-05 Through an in depth study of Alaska and comparative material from other indigenous communities around the world this book explores the relationship between land and education While the colonial function of education is just beginning to be acknowledged Jennings highlights at international national and local levels the extent to which Euro American institutions continue in the contemporary period to define indigenous understandings of land and spirituality to conform to those embodied in the dominant society He advances indigenous articulations of educational agendas as components of native sovereignty and distinctive spiritual intellectual and material relationships to land This book will be of value to educational policymakers those teaching multicultural and comparative education and anthropologists and Native American studies instructors **Alaska Natives and Alaska Higher Education, 1960-1972** Louis Fred Jacquot,1973 **Serving Native American Students** Mary Jo Tippeconnic Fox,Shelly C. Lowe,George S. McClellan,2005-04-11 The increasing Native American enrollment at campuses across the United States is something to be celebrated It reflects the resiliency of Native people across the country a commitment on the part of Native students and their families to pursue educational goals and the growing strength in tribal government and tribal economies However the underlying reality that the retention rate for Native American students is the lowest for any group in higher education ought to be a source of tremendous concern It is a consequence of the history of Native Americans in the United States the state of elementary and secondary education for many Native Americans and the lack of awareness in much of higher education to Native American students people and issues What are the trends in enrollment for Native American students What do we know about their experiences on our campuses What contributes to their success in pursuing their educational aspirations

and what inhibits them How might greater awareness of contemporary issues in Indian country affect our ability to serve Native American students How might knowledge of Native American epistemology cultural traditions and social structures help in our efforts to address challenges and opportunities on our campuses In this volume of the New Directions in Student Services series scholars and practitioners alike most of them Native American address these important questions *Beyond Access* Stephanie J. Waterman, Shelly C. Lowe, Heather J. Shotton, 2023-07-03 This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post secondary studies It presents models and examples of pathways to success that align with Native American students aspirations and cultural values Many attend schools that are poorly resourced where they are often discouraged from aspiring to college Many are alienated from the educational system by a lack of culturally appropriate and meaningful environment or support systems that reflect Indigenous values of community sharing honoring extended family giving back to one s community and respect for creation The contributors to this book highlight Indigenized college access programs meaning programs developed by not just for the Indigenous community and are adapted or developed for the unique Indigenous populations they serve Individual chapters cover a K 12 program to develop a Native college going culture through community engagement a crash course offered by a higher education institution to compensate for the lack of college counseling and academic advising at students schools the role of tribal colleges and universities the recruitment and retention of Native American students in STEM and nursing programs financial aid educational leadership programs to prepare Native principals superintendents and other school leaders and finally data regarding Native American college students with disabilities The chapters are interspersed with narratives from current Indigenous graduate students This is an invaluable resource for student affairs practitioners and higher education administrators wanting to understand and serve their Indigenous students *Native American Studies in Higher Education* Duane Champagne, 2002 In this collection Champagne and Stauss demonstrate how the rise of Native studies in American and Canadian universities exists as an extraordinary achievement in higher education In the face of historically assimilationist agendas institutional racism and structural opposition by Western educational institutions collaborative programs continue to grow and promote the values and goals of sovereign tribal communities The contributors show how many departments grew significantly following the landmark 1969 Senate report Indian Education A National Tragedy A National Challenge They evaluate the university efforts to offer Native students intellectual and technical skills and the long battle to represent Native cultures and world views in the university curriculum In twelve case studies Indian and non Indian teachers provide rich contextual histories of their programs through three decades of growth They frankly discuss successes and failures as innovative strategies and models are tested Programs from University of California Davis Harvard Saskatchewan Arizona and others provide detailed analyses of academic battles over curriculum content the marginalization of indigenous faculty and students the pedagogical implications of integrating native instructors the vagaries

of administrative support and funding Native student retention the vulnerability of native language programs and community collaborations A vision of Indian education that emerges from these pages that reveals the university's potential as a vehicle for Indian nation building one in which the university curriculum also benefits from sustained contacts with tribal communities As Native populations grow and the demand for university training increases this book will be a valuable resource for Native American leaders educators in Native American studies race and ethnic studies comparative education minorities in education anthropology sociology higher education administration and educational policy

**Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination**  
Bryan McKinley Jones Brayboy, Amy J. Fann, Angelina E. Castagno, Jessica A. Solyom, 2012-03-20

After decades of national state and institutional initiatives to increase access to higher education the college pipeline for American Indian and Alaska Native students remains largely unaddressed As a result little is known and even less is understood about the critical issues conditions and postsecondary transitions of this diverse group of students Framed around the concept of tribal nation building this monograph reviews the research on higher education for Indigenous peoples in the United States It offers an analysis of what is currently known about postsecondary education among Indigenous students Native communities and tribal nations Also offered is an overview of the concept of tribal nation building with the suggestion that future research policy and practice center the ideas of nation building sovereignty Indigenous knowledge systems and culturally responsive schooling

**The Cornerstone on Troth Yeddha'** Taiyo Itoh, 2020

Since the late 19th century higher education has played three different roles in the Alaska Native rights movement nurturing Native political leaders towards the Alaska Native Claims Settlement Act 1891 1971 teaching Alaska Native peoples how to manage their land and resources 1971 1990 and developing Native academic leadership from within universities 1991 2013 The previous studies revealed Alaskan universities inadequate and discriminatory responses to Alaska Native peoples educational needs wants after the 1960s and further identified a wide range of factors affecting Alaska Native college students academic achievement and wellbeing The historical examination and the literature review collectively delineate Alaska Native peoples experiences with universities in the past In order to understand the status quo of Alaska Native higher education three Alaska Native college students were interviewed about their college experiences and thoughts on higher education during the spring of 2019 All three students mentioned the benefit of having an Indigenous community on campus and giving back as a reason to pursue postsecondary education Each student also had a unique perspective that the other students did not share which included the importance of Alaska Native language courses for cultural well being place identity crisis caused by the relocation from a home village to an urban campus and the prejudice against the services Alaska Native college students receive These findings can be used as a starting point for a discussion on how to improve higher education for future generations of Alaska Native peoples As the very persons experiencing the long standing effect of colonization Alaska Native college students have a strong power to

transform higher education Hearing their stories is the key to achieving multicultural higher education and creating an equitable society in Alaska Reclaiming Indigenous Research in Higher Education Robin Zape-tah-hol-ah Minthorn, Heather J. Shotton, 2018-02-27 Indigenous students remain one of the least represented populations in higher education They continue to account for only one percent of the total post secondary student population and this lack of representation is felt in multiple ways beyond enrollment Less research money is spent studying Indigenous students and their interests are often left out of projects that otherwise purport to address diversity in higher education Recently Native scholars have started to reclaim research through the development of their own research methodologies and paradigms that are based in tribal knowledge systems and values and that allow inherent Indigenous knowledge and lived experiences to strengthen the research Reclaiming Indigenous Research in Higher Education highlights the current scholarship emerging from these scholars of higher education From understanding how Native American students make their way through school to tracking tribal college and university transfer students this book allows Native scholars to take center stage and shines the light squarely on those least represented among us **A Pilot Program for Higher Education to Serve Alaska Natives**, 1973 **Higher Education and Training for Native American/Alaska Native Students in Oregon**, 2021

## Embracing the Melody of Appearance: An Emotional Symphony within **Alaska Natives In Higher Education**

In a global used by monitors and the ceaseless chatter of instantaneous transmission, the melodic splendor and emotional symphony developed by the prepared word frequently disappear in to the background, eclipsed by the constant noise and distractions that permeate our lives. Nevertheless, set within the pages of **Alaska Natives In Higher Education** a charming literary value overflowing with raw feelings, lies an immersive symphony waiting to be embraced. Crafted by an elegant musician of language, that charming masterpiece conducts visitors on a psychological trip, skillfully unraveling the concealed melodies and profound influence resonating within each cautiously crafted phrase. Within the depths with this touching examination, we shall examine the book is central harmonies, analyze their enthralling publishing style, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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### **Table of Contents Alaska Natives In Higher Education**

1. Understanding the eBook Alaska Natives In Higher Education
  - The Rise of Digital Reading Alaska Natives In Higher Education
  - Advantages of eBooks Over Traditional Books
2. Identifying Alaska Natives In Higher Education
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Alaska Natives In Higher Education
  - User-Friendly Interface
4. Exploring eBook Recommendations from Alaska Natives In Higher Education
  - Personalized Recommendations

- Alaska Natives In Higher Education User Reviews and Ratings
- Alaska Natives In Higher Education and Bestseller Lists
- 5. Accessing Alaska Natives In Higher Education Free and Paid eBooks
  - Alaska Natives In Higher Education Public Domain eBooks
  - Alaska Natives In Higher Education eBook Subscription Services
  - Alaska Natives In Higher Education Budget-Friendly Options
- 6. Navigating Alaska Natives In Higher Education eBook Formats
  - ePub, PDF, MOBI, and More
  - Alaska Natives In Higher Education Compatibility with Devices
  - Alaska Natives In Higher Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Alaska Natives In Higher Education
  - Highlighting and Note-Taking Alaska Natives In Higher Education
  - Interactive Elements Alaska Natives In Higher Education
- 8. Staying Engaged with Alaska Natives In Higher Education
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Alaska Natives In Higher Education
- 9. Balancing eBooks and Physical Books Alaska Natives In Higher Education
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Alaska Natives In Higher Education
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Alaska Natives In Higher Education
  - Setting Reading Goals Alaska Natives In Higher Education
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Alaska Natives In Higher Education
  - Fact-Checking eBook Content of Alaska Natives In Higher Education

- Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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