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# “NATIVE AMERICAN STUDENT EXPERIENCES AND ACADEMIC ENGAGEMENT”

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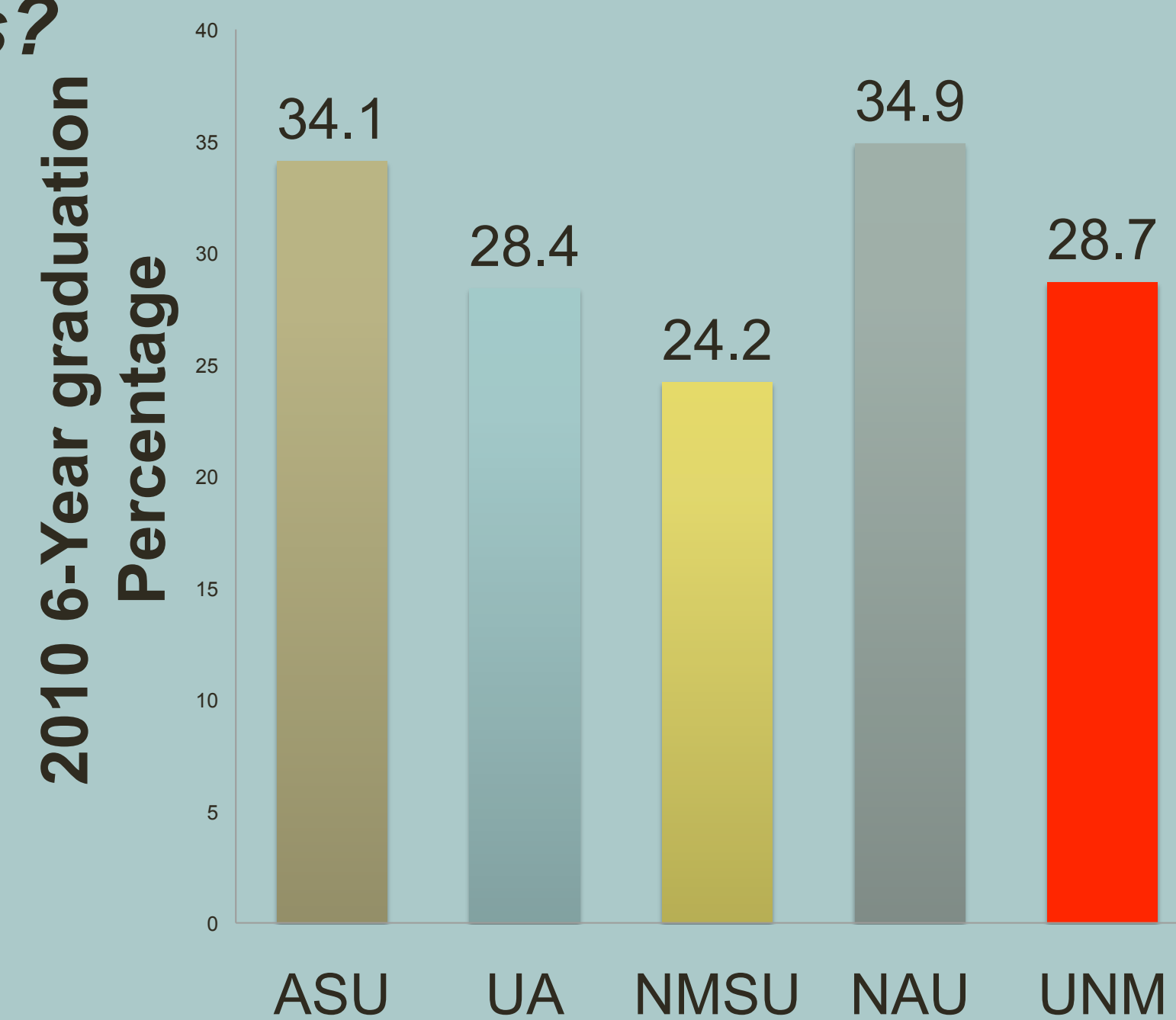
## INTRODUCTION

Universities around the country are concerned with the success and retention rates of students, especially for first-year college students. Retention and graduation rates at the University of New Mexico (UNM) for male Native American (NA) college students are the lowest of any racial or ethnic group of either gender

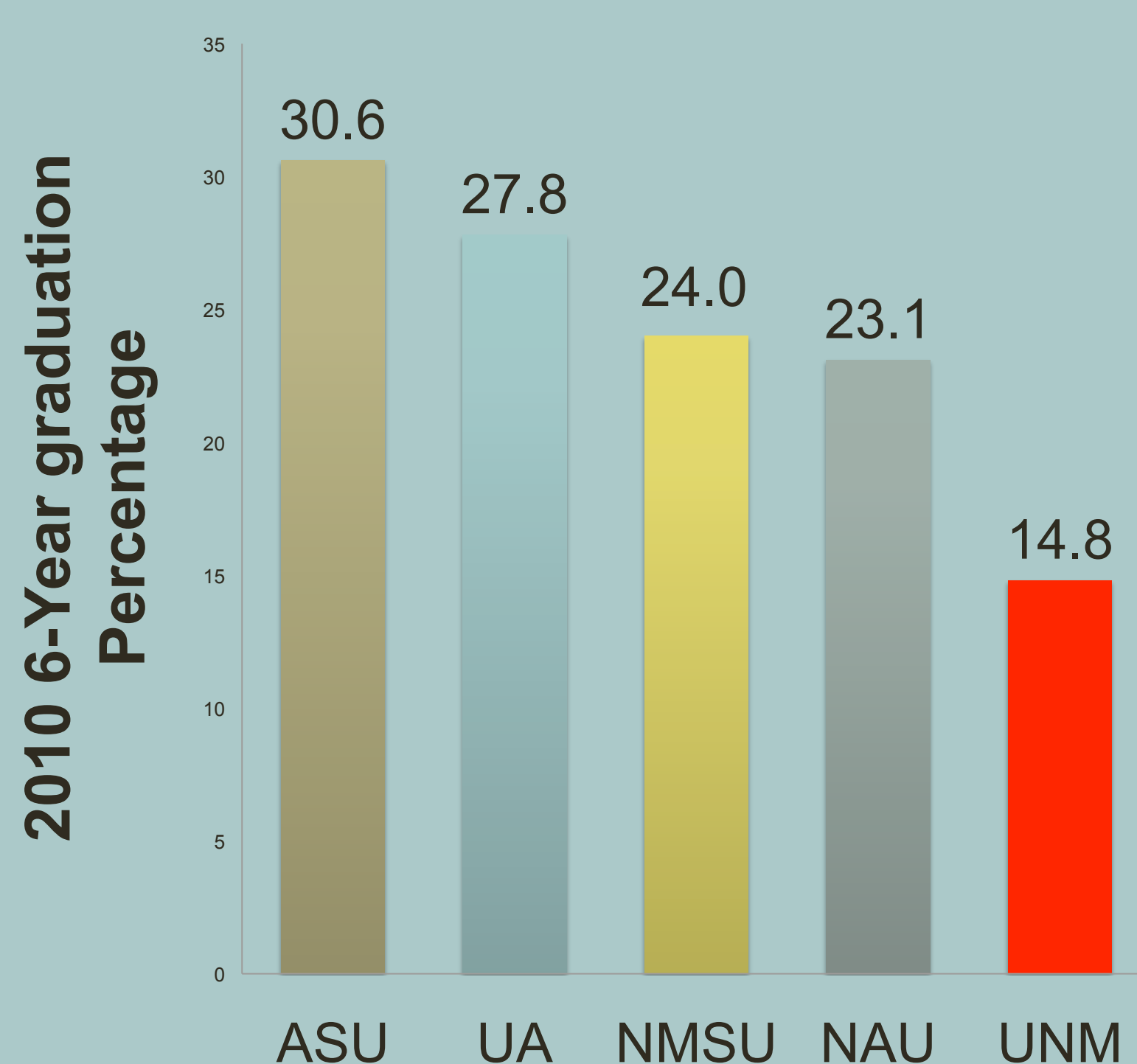
### Traditional University Modalities Addressing Retention?

- First-year college experience courses.
- Summer Bridge program for minorities.
- College counseling services.

### Comparisons of 6-year graduation rates with regional universities?



Native American Females



Native American Males

## RESEARCH QUESTION

**What Factors are associated with students continuing to third semester and beyond?**

### Hypotheses:

1. SES and financial status will be positively related to retention rates.
2. There will be a positive correlation with students living on-campus and continuing for multiple semesters.
3. Examining housing and parents educational degree variables for positive associations with student GPA.

## METHODS

Cross-sectional one-time online survey. A portion of the questions were obtained with the permission from the National Survey Student Engagement.

UNM Institutional Review Board (IRB) approval obtained for research study.

Recruited participants through flyers, American Indian Student Services weekly announcements and Native American student organizations.

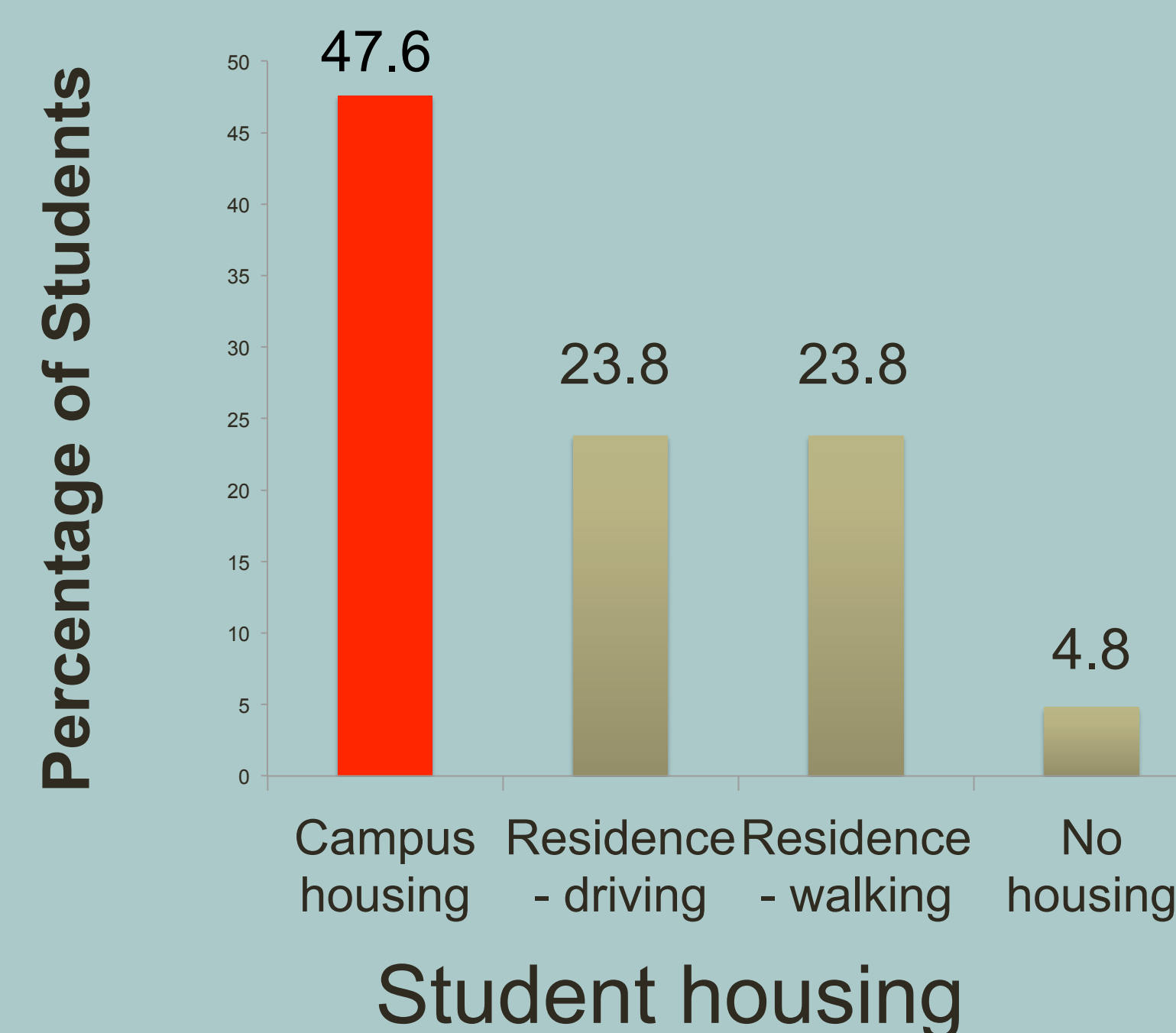
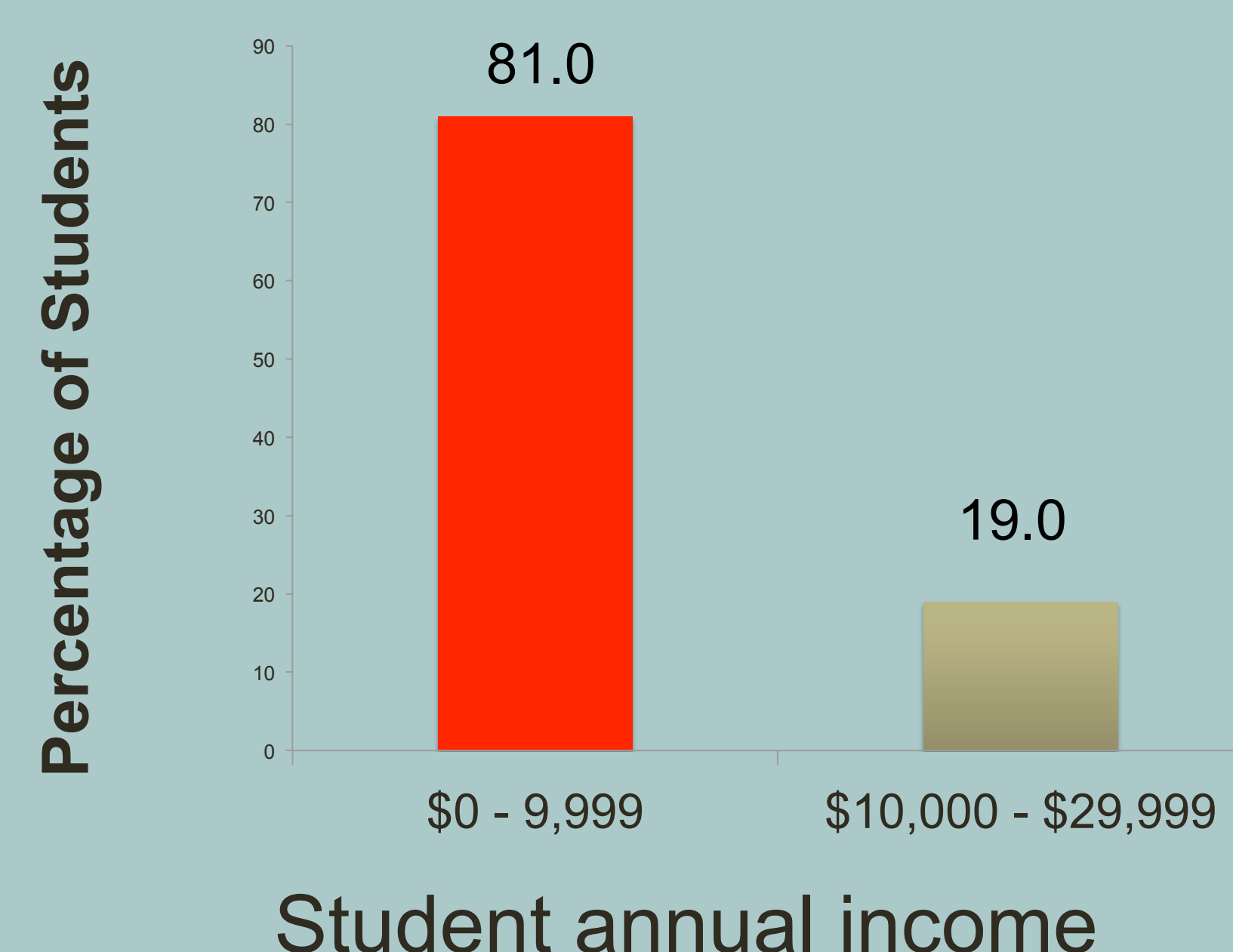
Sample questions included:

- How many semesters have you been enrolled at UNM?
- What is your college GPA of the institution you are currently attending?
- Which of the following best describes where you are living now while attending college? (Dormitory, residence – walking distance, residence – driving distance, fraternity or sorority house, homeless)

### Participant Demographics

- Students identified as Native American and enrolled at the University of New Mexico (N=26, 23.8% females).
- Median age 26.
- Year in school:
 

Freshmen	9.5%	Sophomores	19.0%
Juniors	19.0%	Seniors	42.9%
- 3.16 Average GPA



## RESULTS

SES and financial status was not correlated to retention rates.

There was no correlation with students living on-campus and continuing for multiple semesters.

Student housing and parents educational degree was not supported.

## DISCUSSION

Limitation was the small sample size.

Native Americans were predominantly from the southwest so not generalizable to all 562 tribes .

Recruit more from American Indian Student Services or other such college interventions.

Longitudinal study comparing students that drop-out compared to those who are retained.

Data collection is continuing to increase sample size

### Trends for future study:

“What is your college GPA of the institution you are currently attending?”

Scale	Significance
Preparing for class	p = .176
Participating in co-curricular	p = .509
Spending significant amounts of time studying and on academic work	p = .627
Writing clearly and effectively	p = .131
Thinking critically and analytically	p = .945
Community service or volunteer work	p = .422

A linear regression model shows a positive trend for the dependent variable of College GPA and the independent variables that include preparing for class and writing clearly and effectively. These may be factors for future research.

Although parental degree variables were not significantly associated with GPA, the female parent/guardian showed a positive trend of p = .199. This is with a linear regression of the independent variables of housing categories, student income, parents income and male parent/guardian education.

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