



DRAFT Report

Task Force for Native American Student Recruitment & Retention

California State University, San
Bernardino **November 2018**

WE DEFINE THE *Future*



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Executive Summary

Borne from a statewide epidemic, the **Task Force for Native American Recruitment and Retention** at California State University, San Bernardino began its dialogue in the spring of 2018. The committee was charged by President Tomás D. Morales to analyze best practices in the recruitment and retention strategies for Native American students and develop a series of recommendations that can be implemented by the university.

The Task Force is represented by a cadre of campus and tribal community experts, focused on a common directive to elevate the college-going rate of tribal youth statewide. While the primary goal is to increase enrollment at CSUSB, President Morales was clear in his charge that native enrollment at any California university should be considered a victory. Data shows that while the overall population of Native Americans in Riverside and San Bernardino Counties has remained relatively flat from 2010 to 2016 (19,705 to 19,845), the number of high school graduates has dropped dramatically. The two counties have seen a 21 percent decline from 2010 to 2016, falling from 3,169 to 2,501. Though not as steep, UC/CSU college ready high school graduate numbers have tumbled 12 percent during the same window of time (824 to 725).

The Task Force focused their efforts on four main areas, including **admissions and student recruitment, retention programs**, as well as **services and initiatives that overlap between these categories**. Information that was considered during the Task Force's efforts included presentations on best practices, benchmarking data, tribal nation group events, guest speakers, and various on- and off-campus stakeholder meetings.

Key recommendations included deliberate and dedicated outreach efforts to targeted populations, utilizing peer students, tribal advocates and university employees as informal recruitment partners. Intentional programs and services were suggested as well, which include employing additional retention specialists and multicultural center coordinators, adding mentorship programs.

As CSUSB formulates a strategic approach to grow the number of and retain Native American students, increase the number of Native American faculty and staff, provide support activities for students and build and maintain relationships with Native American communities, the CSUSB campus will be further enriched, building CSUSB's reputation as a destination campus and a national leader in the educational success of Native American students.

Task Force Charge

1. Conduct a thorough review and analysis of current recruitment and retention programs, services and initiatives for Native American students at CSUSB and other California universities.
2. Identify and implement best practices (programs, services and initiatives) that would serve to increase Native American student recruitment, enrollment, persistence and graduation rates throughout California.
3. Identify Native American community contacts to assist in the development and implementation of collaborative partnerships for the purposes of creating affinities for higher education, ones that will establish pipelines and pathways for recruiting, enrolling, retaining and graduating Native American students.
4. Identify key contacts in the Native American community to establish working relationships with Nations, institutions and communities.

Work of the Task Force

- Collected and evaluated benchmarking data concerning success rates of Native American students across all programs and majors at CSUSB.
- Analyzed academic outcomes of Native American students compared to their CSUSB peers.
- Evaluated the rate which Native American CSUSB graduates attend graduate school compared to their peers.
- Took inventory of current services and initiatives that directly serve CSUSB's Native American students as well as those that should enhance their services to capture more student engagement.
- Conducted meetings throughout the year to solicit feedback and input from on- and off-campus stakeholders.

In developing the recommendations, the Task Force focused on the following areas: admissions and student recruitment, retention programs, services and initiatives, and community partnerships. Throughout its work, the Task Force actively listened to students as well as members of the Native American community throughout San Bernardino and Riverside Counties. The Task Force believes that if CSUSB is going to pursue sustainable initiatives to close the achievement gap, the efforts must be inclusive.

Recommendations

1. ADD A DIRECTOR OF TRIBAL RELATIONS POSITION TO CSUSB

The Task Force recommends the addition of a Director of Tribal Relations position to best manage and unify all aspects of tribal nation engagement including:

- Recruitment, admission, retention and graduation.
- Academic programs and support for a process that recruits Native American faculty, or TRAIL, Tribal Recruitment for American Indian Leaders.
- The student multi-cultural experience including expanding opportunities for CSUSB's First Peoples Center.
- Build consistent lines of communication with tribal nations across the state.
- Stay current on best practices to strengthen tribal student success.
- The development of special native-centric events, including a new speaker series.
- Authentic presence of student engagement across campus to build a sense of family.

2. PLACE A STRATEGIC FOCUS ON TRIBAL STUDENT RECRUITMENT

The Task Force recommends a significant investment in the practice of student recruitment from tribal nations:

- Dedicate staff specifically focused on prospective student engagement, educated with the skill sets to inform prospects on all aspects of admissions, financial aid, housing as well as student engagement opportunities.
- Position CSUSB at regional tribal events.
- Place a greater emphasis on recruitment by visiting statewide tribal nations and reservation school boards and educating prospective students, parents and leaders on the processes and impacts of completing college.
- Work in collaboration with the Office of Strategic Communications to develop native-centric collateral materials, including print and digital information.
- Strengthen partnership with Sherman Indian School (Riverside) and other on-reservation schools.
- Ensure that student data collection reveals not only self-identified native students, but also those where tribal ancestry is part of their personal racial identity.

3. IN SYNC WITH BEST PRACTICES, DEVELOP UNIQUE TRIBAL FOCUSED PROGRAMS

As identified in Appendix D, closely evaluate peer campus programs and determine which might best fit to CSUSB. Those include:

- Robust Native American Student Orientation program.
- Living and learning communities.
- Academic and peer mentoring programs.
- Tribal-centric summer enrichment programs.
- Dedicated advising support.

4. STRENGTHEN FINANCIAL AID AND SCHOLARSHIP OPPORTUNITIES

The Task Force recommends that the Office of Financial Aid is well-educated on all available funding for potential and current native students, including access to unique federal/public funding, tribal community-based scholarships, campus-community based scholarships and all other external funding and ensure potential recipients are communicated the net financial aid.

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Appendix A

TASK FORCE MEMBERS

Rachel Beech, Assistant Vice President, Admissions and Student Recruitment

Mario Castellanos, Student, Native American Student Association

Karlene Clifford, School Counselor, Sherman High School

James Fenelon, CSUSB Professor, Sociology Director, Center for Indigenous Peoples Studies

Ron Fremont, *Co, Chair*, Vice President for University Advancement

Rob Garcia, CSUSB Staff Council

Brian Haynes, Vice President for Student Affairs

Mary Levi, National American Indian/Alaskan Native Caucus

Robert Levi, Jr., *Co-Chair*, Torres Martinez Desert Cahuilla Indians/Teacher, Upland USD

Thomas Long, CSUSB Professor, History

Anthony Madrigal, Jr., Twenty Nine Palms Band of Mission Indians Grants
Administrator/Historic Preservation Officer

Stephanie McMorris, School Counselor, Sherman High School

Hon. James Ramos, San Manuel Band of Mission Indians, 3rd District Supervisor, County of
San Bernardino

Summerfawn Ramos-Collins, San Manuel Band of Mission Indians Graduating Senior - CSUSB

Lori Sisquoc, Apache and Cahuilla Director, Clarke Center, Sherman High School

Terria Smith, Torres Martinez Desert Cahuilla Indians Dir./Editor in Chief, News from Native
California magazine

Rosemary Zometa, Associate Director, San Manuel Student Union



Appendix B - CSUSB NAI Statewide Meeting Report

California State University San Bernardino

NAI Statewide Meeting Report

April 4, 2018

FIRST PEOPLE'S CENTER OVERVIEW

I. Mission and purpose of the Center

The mission of the First People's Center is dedicated to support the academic achievement and personal success of First People* students while promoting and celebrating your traditional heritage at California State University, San Bernardino.

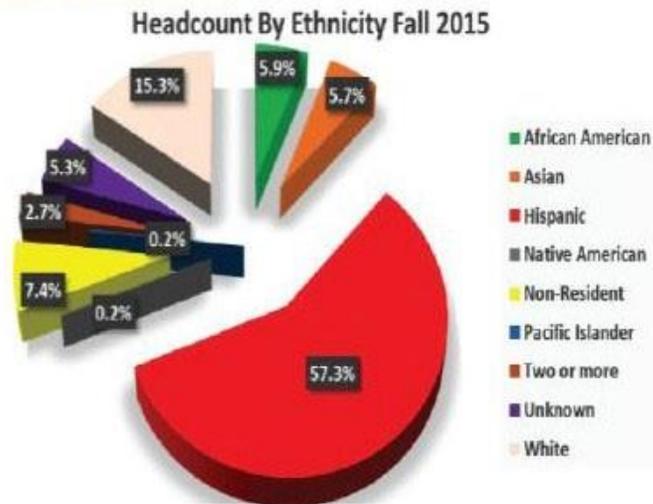
The First People's Center (FPC) will provide a welcoming, diverse, and culturally sensitive environment to all the student population. This center will be dedicated to your academic, social, and personal success with the support of staff, faculty, students, and community members of local clans and cities. FPC will serve as the campus family and support system to you as a CSUSB student. Every aspect of the FPC will be focused on enhancing your college experience by promoting engagement and career goals by providing opportunities to develop transitional skills.

** The First Peoples (also known American Indians, Alaska Natives and Native Hawaiians) are members of the original indigenous tribes of the United States, which were considered sovereign nations from their first interaction with European settlers.*

II. Overview of how it supports the strategic plan of the university and the SMSU

The First People's Center (FPC) will be the second center among the colleges and universities of the Inland Empire. It will encompass various programs from other sister CSU campuses to cater the needs and serve as an additional resource to our First People population and all CSUSB students. FPC correlates with both the CSUSB and Student Affairs Division strategic plan – Goal #1 Student Success: Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

III. Number of students expected to serve



IV. Outline of the types of qualitative and quantitative measures will be used to assess goal attainment

The FPC assessment will consist of pre/post surveys of the following factors:

- Services offered
- Events hosted
- Number of participants
- Retention rates
- Graduation rates

V. Goals and objectives

- I. Provide support to First People students at California State University, San Bernardino
 - Information on current issues pertaining to the First People
 - Cultural awareness
 - Advisory Board
 - Access to faculty and staff
 - Academic advising/counseling, tutoring
 - Financial Aid assistance
 - Referrals to other departments on campus, The Den, Career Center, and CAPS
 - Scholarships (long term)
- II. Serve as resource to campus community on First People culture and issues by hosting:
 - Cultural events
 - Presentations/workshops
 - Programs
- III. Create innovative learning-centered opportunities to develop students to become leaders in a global society
 - By fostering the civic duties of the individual via community participation, service projects, and internships
- IV. Outreach, recruitment, and retention and graduation of First People students at California State University, San Bernardino.
 - Outreach to current matriculated students
 - A tribal community liaison
 - Promoting NAISA and other student groups
 - Tabling
 - Communication – Admission records, listserves, and on/off campus partnerships
 - Forming an Intertribal Peer Mentorship Program (long term)
 - Cultural Graduation (long term)



FIRST PEOPLE'S CENTER EVENT LIST FOR 2017-2018

Fall 2017		
Date	Event	Description
Sept. 21-22	California Native American Days	California Native American Day (CNAD) welcomed hundreds of students from local elementary schools to learn about Native American culture at CSUSB.
Sept. 22	CNAD Closing Ceremony	Luncheon for CSUSB and local community members in celebration of CNAD and the Native American heritage.
Sept. 22	First People's Center Grand Opening	During the Grand Opening, the center received resolution certifications from elected officials. Both campus and community members joined in the ceremonial ribbon cutting.
FIRST PEOPLE'S WELCOME WEEK (OCT. 9-15)		
Oct. 9	Learn About Workshop	Students learned about Native American culture through a presentation on local tribes and artifacts that are commonly utilized among tribes.
Oct. 10	Movie Day	"Smoke Signals" depicted two Native American boys who leave their reservation and ultimately learn the importance of their culture and family.
Oct. 11	Talking Circle	A discussion focusing on current issues facing the Native American Community and the ways these issues can be addressed.
Oct. 12	Native American Arts and Crafts	Students had the opportunity to learn and create Native American crafts.
Oct. 13-15	Pow Wow	Hosted by the San Manuel Band of Mission Indians, the annual Pow Wow featured nationwide dance and drumming competitions.
Winter 2018		
Jan. 11	I Am Not A Costume	Faculty Dr. James Fenelon and CSUSB students Mario Castellanos and Charli Eaton co-presented on the cultural appropriation of Native American clothing and the use of Native American costumes within elementary schools and how students can potentially be desensitized to implications it has on the culture.
Feb. 2	First People's Center State Assembly Resolution Presentation	First People's Center received a resolution from Assemblymember Eloise Gómez Reyes of the 47th District.
Spring 2018		
May 5	37th Annual Medicine Ways Conference at University of California, Riverside (UCR)	The First People's Center will sponsor 12 students to attend the Annual Medicine Ways Conference. This one-day conference has been held for over three decades and presented by the Native American Student Association and Native American Student Programs at UCR.
May 9	Native Identity in Education	Showing of the "Telling the Truth about California Missions" Documentary by Tribal Eye Productions. This documentary has been shown at the Oakbrook Chumash Indian Museum, Cuyamaca College, and the Annual Native Film Fest hosted in Los Angeles.
May 23	The Miracle Dolls	Performance by Dani Doll and Dezi Doll Band, soft rock band composed of two Native American women. They have been featured on Warped Tour as well as Fuse TV. A discussion with the musicians will follow the performance.

FIRST PEOPLE'S CENTER GRAND OPENING, SEPTEMBER 2017

SANTOS MANUEL STUDENT UNION

FIRST PEOPLE'S CENTER

Grand Opening



FRIDAY, SEPTEMBER 22, 2017

Welcoming	Marlo Castellanos Master of Ceremony
Guest Speakers	Dr. Brian Haynes Vice President of Student Affairs Dr. Tomás D. Morales President James Ramos Third District Supervisor Lynn "Nay" Walbuena Chairwoman of the San Manuel Band of Mission Indians
Center with a Purpose	Shirley "Kippi" Begay Native American and Indigenous Student Association
Closing Remarks	Marlo Castellanos Master of Ceremony
Ribbon Cutting	First People's Center
Reception	Cross Cultural Center



Santos Manuel Student Union
CALIFORNIA STATE UNIVERSITY



Appendix C - Native American Student Data

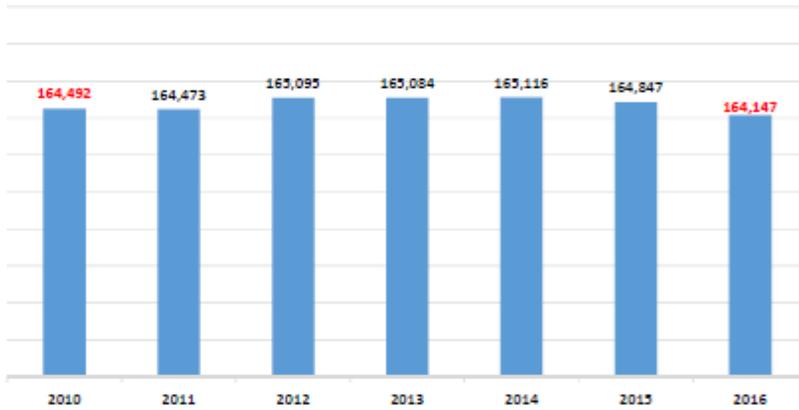


Native American Students Spring 2018

Population Trends

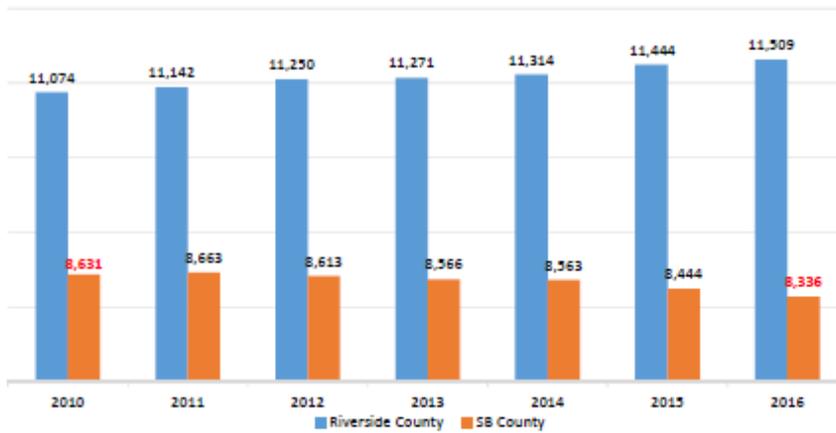


Annual Population Estimate for
American Indian and Alaska Native in the State of California



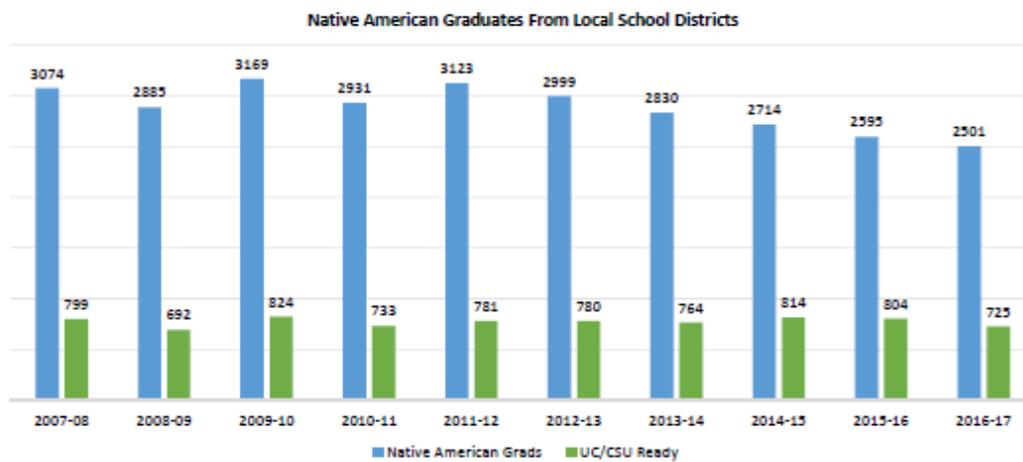
Source: U.S. Census Bureau (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?_af=CE)

Annual Population Estimate for
American Indian and Alaska Native in Riverside and San Bernardino Counties

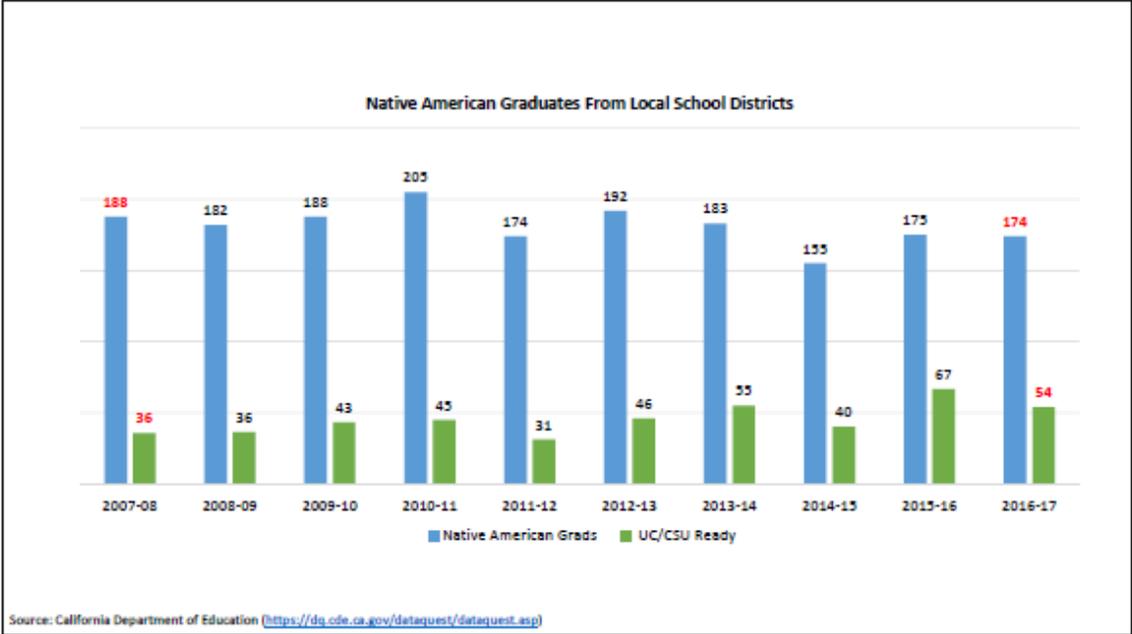


Source: U.S. Census Bureau (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?_af=CE)

California High School Graduates

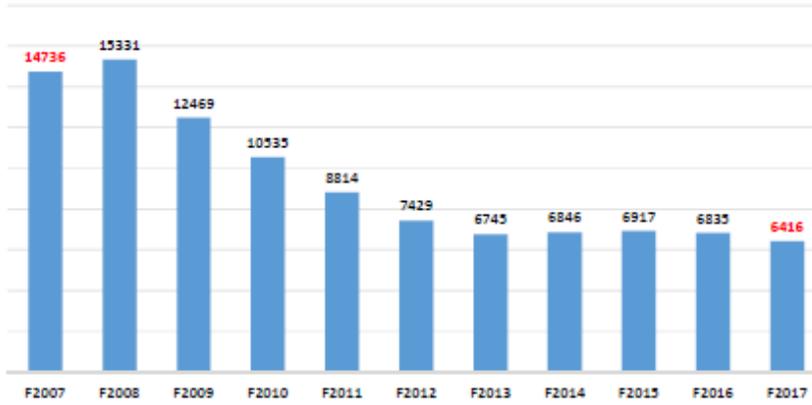


Source: California Department of Education (<https://dq.cde.ca.gov/dataquest/dataquest.asp>)



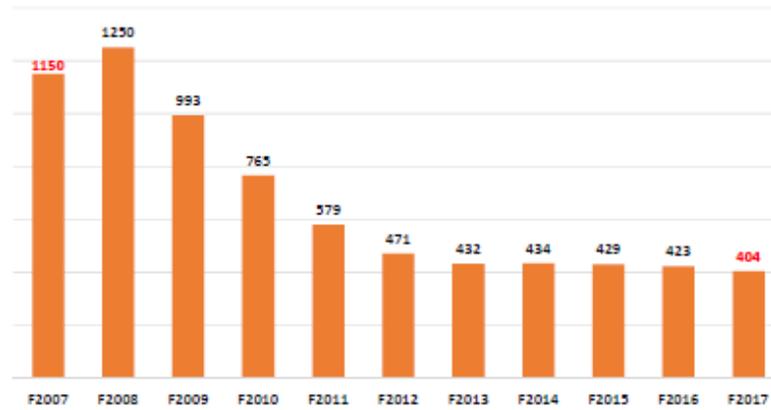
Community College and CSU/UC Enrollment

Native American Students in
All California Community Colleges



Source: California Community Colleges Chancellor's Office (https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

Native American Students in
Local California Community Colleges



Source: California Community Colleges Chancellor's Office (https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

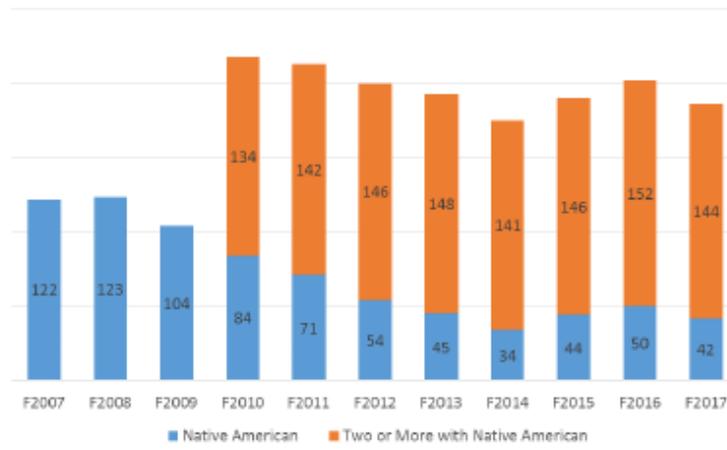
Native American Students at UC and CSU Campuses



Source: UC Institutional Research and Academic Planning (<https://www.ucop.edu/institutional-research-academic-planning/content-analysis/uc-annual-report/index.html>)
CSU Institutional Research and Analyses (https://www.calstate.edu/as/stat_reports/ethnicity.html)

CSUSB Data

CSUSB Native American Students



Source: CSUSB Office of Institutional Research

Native American First-time Freshmen Admissions

Term	Applied	Admitted	%	Enrolled	%
Fall 2010	17	3	18%	3	100%
Fall 2017	31	18	58%	3	17%

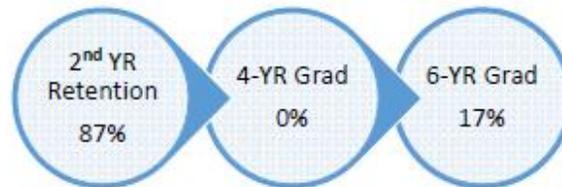
Native American New Transfers Admissions

Term	Applied	Admitted	%	Enrolled	%
Fall 2010	23	11	48%	9	60%
Fall 2017	35	21	82%	8	38%

Source: CSUSB Office of Institutional Research

Native American Retention/Graduation Rates

Full-time First-time Freshmen

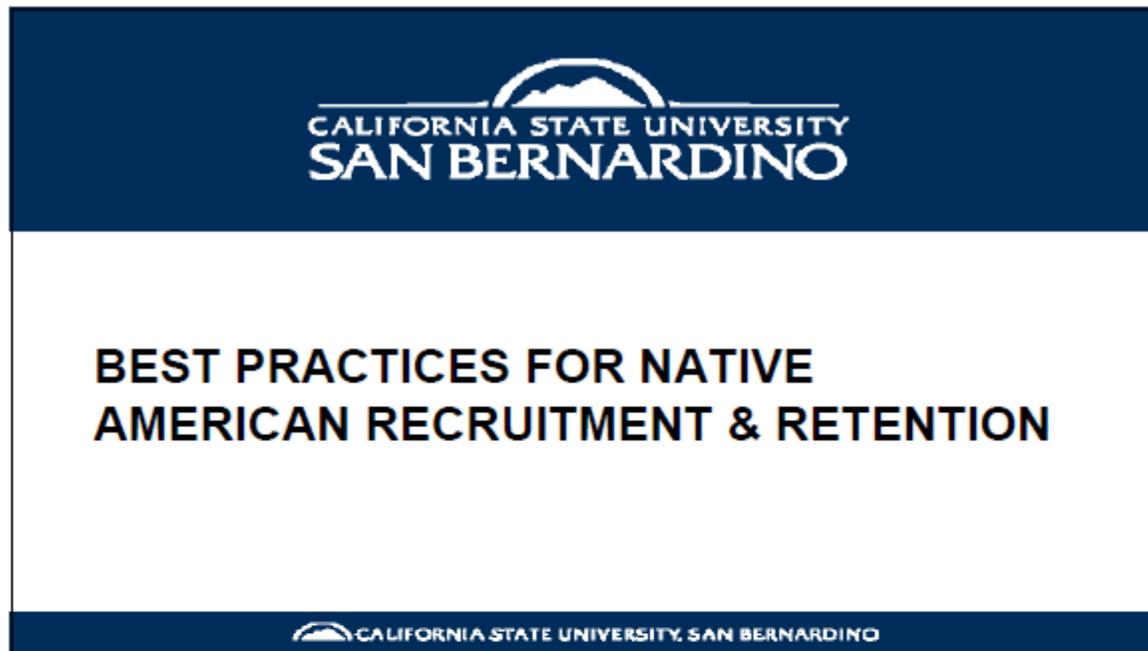


Upper-division Transfers



Note: Data based on a combination of latest three cohorts; 7 or less in each First-time Freshmen cohort, 10 or less in each Transfer cohort

Appendix D - Best Practices for Native American Recruitment & Retention



Specific and Tailored Recruitment Events

- [Dartmouth Bound: Native American Community Program](#)
 - Weekend event in October
 - Going on 30 years
 - Flies students in from across the country
 - Peer to peer and university highlights
 - Admissions eligibility review, financial aid presentation
 - Dinner with members of the Native community at the Native American House, home of their Native American Program office



Creating Early Outreach Programs

- [Native American Pre-College Academy](#) at University of Oregon
 - 7 day program in the summer
 - Program is free for participants (except travel to and from event)
 - Competitive Application Process
 - Peer to peer counseling during the program
 - Classes and workshops on college prep, the admissions process, financial aid, navigating predominantly white institutions as a Native scholar, professional development, health and wellness, cultural knowledge, and various academic areas



Peer to Peer Programing

- [American Indian Recruitment Project](#) at UCLA
 - Established in 1997
 - Student run early outreach program in Southern California, based in the LA community rather than on campus
 - Work in partnership with Community College programs as well



Recruitment & Retention in the Same Support Team

- [American Indian Recruitment & Retention Program](#) at UC Davis
 - With a student director three staff create a pipeline between recruitment and retention
 - Recruitment team delivers Outreach Trips to Reservation and Urban communities, Tutoring support and an Annual Native Youth Conference
 - Retention team delivers Native Welcome Orientation, Day of Indigenous Resistance, Native Leadership Retreat and other programs for current students
 - Collaboratively housed under one program office, allowing for clear collaboration opportunities

Dedicated Resources from Across Campus Divisions

- [ITEPP Native American Center for Academic Excellence](#) at Humboldt State
 - Includes dedicated academic advising staff and a network of colleagues on the campus
 - Community events and support of student clubs
 - Tutoring and mentoring programs
 - A Center which includes spaces for food preparation and relaxation / study areas
 - Support in filing Financial Aid / Scholarship awards
 - Support and collaboration with Campus Housing for the Native American Living Suite a Living and Learning Community

Academic Summer Enrichment

- [Nizhoni Academy](#) at Northern Arizona University
 - A multi-year summer STEM program with increasing academic focus culminating in college credits
 - 4-6 week program simulates college life and summer term enrollment
 - Students live on campus and engage in structured academic and engagement opportunities
 - Students are given the opportunity to return, building a peer cohort
 - Credit bearing coursework is only available to returning students

Multilevel Mentoring Programs

- [Native SOAR](#) at the University of Arizona
 - Current UA undergraduate Native American Students mentor middle and high school Native American Students as they prepare for college
 - UA Native SOAR undergraduate mentors are mentored by Native American Graduate students or recently graduated Alumni residing in the Tucson community
 - The program also includes a family component and college academy for parents

Dedicated Campus Living Communities

- [Native American Theme Program](#) at UC Berkeley
 - Described as a community to foster future Indigenous leaders and a network of students who share experiences with and engage in being part of the Native community at Berkeley
 - Immerses students in indigenous scholarship and history, explores the unique history of Bay Area Native activism, provides the opportunity to engage directly with community members and scholars and participation in the annual UC Berkeley Pow Wow
 - Residents are expected to spend 3–5 hours a week actively participating and engaged in theme program activities and take a year long seminar in Native American Studies

 CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Indigenous Communities are Included in University Experiences for all Students

- [Native American Student Experience](#) at the University of Minnesota Morris
 - The university seeks out partnerships with the communities on which their land is situated and with 65 federally recognized American Indian tribes/Alaskan Native villages and Canadian First Nations that the students come from to build partnerships for academic and co-curricular campus activities across disciplines
 - 18% of campus enrollment is comprised of Native American / First Nations students
 - An honor song by a traditional drum group honors all new Morris students at the New Student Orientation welcome ceremony and all Morris graduates at the Commencement ceremony

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