



**GRAYS HARBOR
COLLEGE**

RESERVATION BASED BRIDGE

A.A.

Reservation-based Partnership
Program

with the WA State Community
Colleges and The Evergreen State
College



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Native Students in Washington

- Washington State has a large Native American population (nearly 160,000 Native Americans and more than 30 tribes).
- Many tribal communities geographically isolated far from campuses.
- Access to higher ed services important as sovereign tribes are now pursuing the important goals of self-determination and community sustainability.



In Washington, the majority of Indian children are failing

- In Washington, the majority of Indian children are failing in all subjects at all grade levels on Washington Assessments of Student Learning (WASL) tests.
- At least 32% of Native American students in Washington who enter high school do not complete.
- Only 36% of Indian students receive a B.A. within six years of entering a four-year college program.
- Only 15% of degree-seeking Indian students in Washington receive a community college degree within three years.
- Nationally, only 29% of the Indian population (compared to 79% of whites) are high school graduates.
- About 3% of Indians (compared to 8% of whites) have degrees from community colleges.
- About 6% of Indians (compared to 18% of whites) have Bachelor's degrees.
- 3% of Indians (compared to 9% of whites) hold advanced degrees (U.S. Census).

A Model Pathway to a B.A.



- Supported by The Lumina Foundation for the Improvement of Education and the College Spark Foundation
- Reservation-based direct transfer A.A degree that provides direct transfer to TESC's Reservation Based Community Determined B.A. program

PRIMARY PARTNERS

- The Evergreen State College
- Grays Harbor College
- Washington Online
- State Board of Community and Technical Colleges (SBCTC)

CURRICULUM PARTNERS

- South Puget Sound Community College
- Walla Walla Community College
- WAOL

The A.A. Model

- AA curriculum meets GHC degree, DTA requirements and TESC transfer and content requirements
- Blended Learning:
 - Online Classes
 - Face to Face Integrative Seminars
 - Student Services in home communities
 - Study Leaders in home communities
 - Mentoring by upper division students
 - Mentoring by upper division instructors
 - A high tech – high touch approach

Who are the Tribes Involved?

- Chehalis
- Frank's Landing
- Lower Elwha
- Muckleshoot
- Nisqually
- Quinault
- Shoalwater Bay
- Squaxin Island
- Green Hill School



TESC in collaboration with Grays Harbor College developed a lower division bridge program

- Began in fall 2005 and to serve lower division students in home communities
- Students enroll at Grays Harbor College and work in a cohort to achieve the A.A.
- The curriculum is a hybrid of the best available online classes and instructors
- Local study sessions in tribal communities support student success
- Bridge students attend weekend classes at the TESC Longhouse - providing opportunities to work with and learn from the program's upper division students.

TESC's Commitment to Native Communities Gives the Program Credibility

- Evergreen has offered a successful reservation-based upper division curriculum leading to a BA degree for more than 15 years to 6 Native American Communities: Makah, Quinault, Port Gamble, S'Klallam, Nisqually, Muckleshoot, Skokomish.
- Since 1993, the Evergreen program has educated more than 400 degree seeking students and has a BA completion rate of 76% (compared to a national completion rate of 36%).
- Tribes value the TESC program and reward program completers

Who Are Our Students

- Women, single parent heads of households
- Living in Tribal Communities
- Work Full Time
- Responsible for 2+ children
- mid 30's
- Economic Challenges
- Work for tribal enterprise or government
- Access to higher education = access to professional advancement

Colleges Contributing Courses

- Skagit Valley College offer important, previously not shared, online courses in this degree program.
- South Puget Sound Community College, is contributing four online courses from its Native American Cultural Resource program.
- Peninsula College and Walla Walla Community College are offering online developmental education courses in writing mathematics.
- Other institutions are also participating through their usual shared WAOL course offerings.

How are We Helping Each Other?



- Native community student cohort enroll in face-to-face writing and speaking-intensive “Integrating Seminars” each quarter that meet on weekends at Evergreen’s Longhouse at the Olympia Campus along with Evergreen’s upper division students.
- Students receive instructional and student support services in their home communities.
- Peninsula, Green River, South Puget Sound and Olympic Colleges support the program by allowing Grays Harbor College to offer the program to tribal communities in their districts.

Growth in the 2nd Year

- 1st cohort F 05 24 students from 4 tribes.
- 19 of original 24 students enrolled F 06
- 2nd cohort over 50 students from 9 communities.
- Program will provide 30+ annual FTE in 06-07
- Aggregating demand via telecommunications is the key to viability



What Success Looks Like Thus Far



- Fall (2006) the State Board for Community and Technical Colleges named the program a “Best Practices/Student Achievement Program.”
- In just one year, the number of tribes served has gone from 3 to 9.
- The number of students has risen to sustainable levels for funding online classes.
- The program has successfully faced and dealt with a number of obstacles including the need for additional courses for students with weak skills in English and Mathematics.

In his report at the end of the first year, the external evaluator, Peter Ewell from NCHEMS (the National Center for Higher Education Management Systems) showed the program’s wider implications: *“The first year convincingly verified that the need the project was conceived to meet is real and demanding. It is clear that the Native community target population—which consisted overwhelmingly of women with heavy family and work obligations and limited resources—was reached in a way that no previous program had been able to do.”*

Challenges

- Student Persistence in a high risk population
 - Stop out rates are high
 - In quarter drop outs rising
- Incoming student skills writing and math are very low
- Program not attractive to male students in reservation communities
- Provide tutoring and other support services to students who can't come to campus
- How to cooperate better to serve this population