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ABSTRACT

A study was conducted to determine the effectiveness of Arizona community colleges in serving the Native American population of their service areas. Thirteen community colleges were surveyed in order to obtain data on full-time, part-time, and male/female enrollment of Indian students and total student body, tribes represented, average age of Indian students, courses most often pursued by Indian students, percentage of Indian students who complete programs, percentage of Indian students going on to four-year colleges, return rate to original communities, and special services available to Indian students. Twelve colleges responded to the survey; their responses ranged from very good to inadequate in terms of their ability to provide the requested information. In many categories, the information was unknown. The percentage of American Indians enrolled in each of the community colleges was also compared to the percentage of the American Indian population of the county served by each college. Results indicated that there was a wide range in community colleges' effectiveness in serving American Indians. Suggestions were offered to improve the efficacy of the community colleges in responding to Indian student needs. Limitations of the data used are noted in the report. A bibliography is appended.
 (JDS)

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AMERICAN INDIAN STUDENTS
AND THE
ARIZONA COMMUNITY COLLEGE SYSTEM

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Higher Education 360
The Community College
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AMERICAN INDIAN STUDENTS AND THE
ARIZONA COMMUNITY COLLEGE SYSTEM

The purpose of this paper is to examine American Indian student enrollment in the community colleges of Arizona in order to evaluate the adequacy of the system as it serves Native American populations.

Given the history of Indian education in relation with Anglo-American policies, it my thesis that community colleges offer American Indians unique opportunities for alleviating some of the major troubles in an Anglo-dominated educational system. This is not to say that community colleges should replace other forms of higher and continuing education, but that some of the features of community colleges are especially appropriate to particular needs.

Community colleges are characteristically community-oriented, ideally reflecting the heterogeneity of local cultures, age groups, socio-economic classes, community needs, interests, and talents. One of their major advantages is that community colleges provide low cost, proximate, and relevant education programs. Vocational, technical, and semi-professional course offerings are valued components of the over-all educational function. Continuing and adult education programs exemplify the life-long learning phil-

osophy and goal of most community colleges and community service, extension courses, classrooms, and outreach programs attest to the community college's "community" commitment. In general, community colleges are smaller than most four-year institutions, and offer programs of counseling, placement testing, and guidance for the heterogeneous student population which are more emphasized than in traditional colleges and universities. Furthermore, teaching and personal interaction are the main endeavors of the community college instructor. As a relatively recent institutional phenomena, community colleges tend to be more flexible and innovative than the traditional higher education institutions in their teaching methods and tools - particularly in terms of individualized instruction, teaching machines, audio-visual aids, special courses, and curricula which emphasizes personal achievement opposed to grade achievement.

In terms of evaluating the usefulness of community colleges for American Indians, it is wise to keep in mind the history of Anglo-European political and social relations with the various Indian peoples, and how these policies were reflected in the schooling practices of American Indians. Here in the Southwest, early intrusive groups, namely the Spanish military and missionaries as well as the Mexican government, expressed certain policies and attitudes toward the indigenous peoples. These dominant powers were as aware as we that education is a form of cultural transmission and culture change. Through the mechanism of formal edu-

cation - the schools - values, beliefs, and new knowledge could be transmitted, advancing generally the process of acculturation which was their raison d'etre. The various policies and attitudes that were evidenced in these early administrations resulted from misperceptions of Indian culture and greed for Indian-controlled land. Early Franciscans and Jesuits were interested in converting and civilizing the pagan natives; the Mexican military wanted to assimilate the native peoples for the greater glory and nationalism of Mexico; and early American policies attempted to exterminate troublesome populations (Spicer 1972:334-342). Later, the Americans tried to isolate and ignore these persistent "nuisances" and occupants of desirable lands by confining them to Reservations (Spicer 1972:346). These negative policies and attitudes were reflected in the educational philosophies and curricula. Generally, ignorance of or lack of concern for Indian culture and identity was the rule which was followed by another period of assimilationist policies. It is only recently that there has been a positive shift in attitude toward Indians and the value of Indian culture. This shift began with the Indian Reorganization Act of 1934 and the efforts of John Collier, who at that time was the Commissioner of Indian Affairs (Fuchs and Havighurst 1972:12).

More than forty years have passed since the Indian Reorganization Act, and attitudes toward American Indians have changed dramatically. Yet no one approach has been agreed upon as the approach to education of young Native Americans

In the Southwest, a region which is inhabited by almost half of this country's Indian population, there are still institutions of higher learning that espouse assimilationist attitudes toward Indian traditions and values. Clark, in an article, "Higher Education Programs for American Indians", cites Brigham Young University in Provo, Utah as a prime example of this approach (Clark 1972:17). Although seeing value in certain aspects of Indian culture, other institutions of higher learning view these societies as "void of a compelling force for formal educational achievement" (Ibid:17). Thus, it is their goal to instill such a force in Indian culture by means of focusing on the teaching of certain values to teachers of Indian children. Arizona State University in Tempe was cited as an example of this attitude. Alternatively, another philosophy I identify as "laissez-faire" is operating in institutions of higher learning in the Southwest. Northern Arizona University in Flagstaff and the University of Arizona in Tucson are best characterized by this attitude. In this approach there is recognition on the part of Anglo educators of the value and internal dynamics of Indian cultures, but who nevertheless expect Indian students, just as any other ethnic minority, to "blend" biculturally in order to succeed academically (Ibid:19). Here, all students are theoretically treated equally.

This last approach, the laissez-faire attitude, seems to be the most prevalent view taken by most colleges and universities. In my opinion, this attitude represents a major weakness in any

attempt at equal opportunity education. The attitude of treating Native Americans or non-Anglo minority students or other genre of atypical students alike, is a form of prejudice, or at best, ignorance. This is because equal opportunity for all is still prejudicial if it means treating any individual like any other without regard to personal characteristics. In reality, individuals have certain abilities, deficiencies, opportunities, and disadvantages at any point in time. Thus, to treat a heterogeneous group of people who range widely in their capabilities, experiences, and training as equally-prepared for an educational encounter is unrealistic. Instead, what we should be striving for is equality of opportunities in education and personal advancement. This type of situation purports individual assessment based on inheritance and environment.

This point brings us to the heart of my argument: why I believe community colleges offer unique opportunities for American Indian adults as well as other low-income economic groups. In the words of James Thornton, "One of its [the community college's] primary functions is to give substance to the ideal of equal opportunity for appropriate education for all citizens" (Thornton 1972:35). Stated another way, by acknowledging the discrepancies in academic preparation and socio-economic opportunities, and by attempting to deal with problems created genetically, culturally, economically, or academically, the community college has greater potential for success in achieving this goal than do more traditional and less "relativistic" institutions. Community colleges

have attempted to accomplish equal opportunity education by emphasizing personal and academic counseling, lessening or removing the penalties and restrictions of traditional grading systems, developing individualized programs of instruction, and taking classrooms and teachers to the various local populations within their jurisdiction. Initiating outreach programs to attract potential students and to recognize problem areas as well as offering courses requested by the public (whether traditionally academic or not), are effective and unique features of community college education.

That Indians are a unique class of people is not denied. Some like Fuchs and Havighurst feel strongly about Native Americans being a singularly unique minority as compared to other American non-Anglo groups (Fuchs and Havighurst 1973:31). However, for the purposes of this paper we are looking at American Indians as generally representative of lower socio-economic groups in Arizona (Weaver and Gartell 1974:73-96; Krutz 1974:112-137; Lobo, Bainton, and Weaver 1973:151).

Methods

In order to evaluate each community college's effectiveness in serving the various American Indian populations within their community college districts, I have compared census figures derived from the Census of the Population 1970, Volume 1, Characteristics of the Population, Part 4, Arizona with enrollment figures of Indian students in each of the thirteen community colleges surveyed. Of these that were surveyed, twelve college registrars responded. (A copy of the letter and all twelve responses are included in the Appendix.)

In order to make a preliminary assessment of "effectiveness" or "adequacy," I compared a figure which represents what percentage of a county's population is Indian with a figure which represents what percentage of that same county's community college is Indian. This was done easily as each community college district in Arizona is equivalent to the county, although not every county has a community college.

The relation between these two figures is referred to as the "Schultz Index" (after Raymond E. Schultz) and gives a rough idea of the relative representation of constituent groups in the community college. This index, however, may not be revealing. Further delineations can be made, which are not indicated in this paper as to the exact meanings of these figures, such as age, sex, residence, financial support, G.I. benefits, previous educational experience, and so forth. Nevertheless, for the purpose of this paper, this index will serve as a basic criterion from which speculative judgments on the nature of the interaction between the various colleges and the Indian populations will be made.

In my assessments of each county and community college, I have tried to go beyond the information from Tables 4 and 5, which indicate the distribution of populations, and use supplementary information derived from additional literature and from independent informants (R.E. Schultz, Eric Henderson, Ric Windmiller - personal communications).

The Data

The following Figure and Tables graphically represent the information collected necessary to evaluate how effectively community colleges in Arizona are serving local populations.

Figure 1 - illustrates the county divisions within the state of Arizona which currently are identical to the various community college districts. The counties containing community colleges, as well as, all Indian Reservations recognized by the state and federal governments have been identified.

Tables 1 and 2 - are chart summaries of all the information received from the thirteen colleges queried by means of a questionnaire. The percentage of Indian students in each college is indicated on the bottom of Table 1.

Table 3 - reveals the structure of the total adult county population and total adult Indian population broken down by sex in each county. The percentage of Indian residents in each county is indicated in the last column of Table 3. This figure is used to arrive at figures for comparison with Indian enrollment in each community college.

Table 4 - charts the distribution of the county populations into rural (less than 2500), small community (2500 to 10,000), city (10,000 to 50,000) and large metropolitan areas (greater than 50,000). Sex is indicated where 1970 census figures were given.

Table 5 - represent the population figures of all the members of the fourteen major Indian reservations in Arizona broken down by sex, and indicates the numbers of adults in the two age

TABLE 1. ENROLLMENT FIGURES FALL 1975 FOR ARIZONA COMMUNITY COLLEGES

	Arizona Western College (Yuma)	Cochise College (Cochise)	Eastern Arizona College (Graham)	Glendale Com. College ()	Maricopa Technical College MARICOPA	Mesa Com. College COLLEGE	Phoenix College DISTRICT	Scottsdale Com. College ()	Mohave Com. College (Mohave)	Northland Pioneer College (Navajo)	Pima College District (Pima)	Pima Com. Dist. (Pima)
1a) Total Full-time Enrollment	4012	1149	1670	4400	6523	1600		2029	313	372	6980	17
Males	2136	773	1270	2972	4991	2900		1213	154	276	4902	12
Females	1876	376	400	1428	1532	1700		786	159	96	2078	4
1b) Total Part-time Enrollment	2567	2258	2357	7694	4854	6400		2700	1361	2621	12608	42
Males	1181	1215	1184	4505	No Break- down	3000		605	1169	1093	6723	16
Females	1386	1043	117	3189		3400		2095	1192	1528	5885	2
2a) Total Indian Full-time Enrollment	No break- down: 44	12	121	13	No Break- down 116	79		17	15	77	161	1
Males	stu- dents	8	80	9	Male and 70	50		11	7	55	120	
Females	regis- tered	4	41	4	Female	29		6	8	22	41	
2b) Total Indian Part-time Enrollment	iden- tified as Indian	16	90	37		53		48	142	438	280	4
Males		7	34	20		29		13	69	320	146	1
Females		9	56	17		24		35	73	118	134	3
*Percent of Indian Students Enrolled (Co. Pop. Figure)	44/ 6579 .6% (4%)	23/ 3407 .8% (.3%)	211/ 4027 5.2% (10%)	50/ 12094 .4% (1%)	186/ 11377 1.6% (1%)	132/ 1001 1.2% (1%)		65/ 4729 1.3% (1%)	157/ 1674 9.3% (3%)	515/ 2993 17.2% (48%)	441/ 19588 2.3% (3%)	57/ 59 9% (6%)

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TABLE 1. ENROLLMENT FIGURES FALL 1975 FOR ARIZONA COMMUNITY COLLEGES

Eastern Arizona College (Graham)	Glendale Comm. College ()	Maricopa Technical College (MARICOPA COLLEGE DISTRICT)	Mesa Comm. College ()	Phoenix College ()	Scottsdale Comm. College ()	Mohave Comm. College (Mohave)	Northland Pioneer College (Navajo)	Pima College District (Pima)	Pinal Comm. College District (Pinal)	Yavapai College (Yavapai)
1670	4400	6523	4600		2029	313	372	6980	1711	980
1270	2972	4991	2900		1243	154	276	4902	1220	623
400	1428	1532	1700		786	159	96	2078	491	357
2357	7694	4854	6400		2700	1361	2621	12608	4269	3709
1184	4505	No Break-down	3000		605	1169	1093	6723	1806	1567
117	3189	No Break-down	3400		2095	1192	1528	5885	2463	2
121	13	No Break-down	79		17	15	77	161	127	56
80	9	116 Male and 70 Female	50		11	7	55	120	72	24
41	4		29		6	8	22	41	55	32
90	37		53		48	142	438	280	447	212
34	20		29		13	69	320	146	146	74
56	17		24		35	73	118	134	301	148
211/ 4027 5.2% (10%)	50/ 12094 .4% (1%)	186/ 11377 1.6% (1%)	132/ 1000 1.2% (1%)		65/ 4729 1.3% (1%)	157/ 1674 9.3% (3%)	515/ 2993 17.2% (48%)	441/ 19588 2.3% (3%)	574/ 5980 9.5% (9%)	268/ 4689 5.7% (2%)

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS

	Maricopa College District										
	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
3) Tribes Represented	Cocopah Quechan Hopi/Tewa Cherokee Laguna Navajo Papago (No breakdown)	Apache (1) Aleut (1) Cherokee (4) Chicksaw (1) Choctaw (1) Crow (1) Hopi (3) Maricopa (1) Navajo (4) Quechan (1) Yakima (1) 9 students with no tribe identified	50% Navajo 50% Apache	Navajo Pima	No breakdown	Unknown		Unknown	Unknown	Navajo Hopi Apache	Mostly Papago Followed by: Pima Navajo Hopi Apache Yaqui Shoshone Onodaga Mission Quechan Sioux Cherokee Paiute
4) Average Age of Indian Students	17-55 yrs	On Campus 24 Off Campus 39	20 yrs	20-22 yrs	Unknown	Unknown		Unknown	39	26	28.7 (All students)
5) Courses Most Frequently Pursued By Indian Students	50% in Transfer Programs, 50% in Vocational or Technical Programs	On Campus: 50% in Aviation, 15% in Technologies, 35% trans-general education. Off Campus: 50% Business, 15% Other technologies, 35% Gen-transfer ed.	Most in Transfer Programs	Most in Transfer Programs	Unknown	Unknown		Unknown	Unknown	Vocation/Technical 1st, Transfer Close 2nd	Vocational (Welding, office ed, General Education (Explorat special interests Semi-professional (Nursing, Community Services), Transfer (Education

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS

Maricopa College District										
Western Zone College	Glendale Community College	Maricopa Technical College	Nesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
Navajo Apache	Navajo Pima	No breakdown	Unknown		Unknown	Unknown	Navajo Hopi Apache	Mostly Papago Followed by: Pima Navajo Hopi Apache Yaqui Shoshone Onodaga Mission Quechan Sioux Cherokee Paiute	80% Pima 10% Papago 10% Navajo, Hopi, and Apache	Unknown
Years	20-22 yrs	Unknown	Unknown		Unknown	39	26	28.7 (All students)	33 yrs	Unknown
Transfer Programs	Most in Transfer Programs	Unknown	Unknown		Unknown	Unknown	Vocation/ Technical 1st, Transfer Close 2nd	Vocational (Welding, office ed.), General Education (Exploratory special interests), Semi-pro- fessional (Nursing, Community Services), Transfer (Education, Admin of Justice)	Vocational/ Technical 31 Full- time 26 Part- time; Transfer 96 Full- time, 411 Part- time	Transfer- Art

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Cont.)

	Maricopa College District										
	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
6) Percentage of Indian Students Who Complete Program	Unknown	80%	20%	50%	Unknown	Unknown		Unknown	Unknown	45%	34%
7) Percentage of those going on to 4 year schools	Unknown	25%	Unknown	Unknown	Unknown	Unknown		Unknown	Unknown	25%	40%
8) Return Rate to Original Communities	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown		Unknown	Unknown	Unknown	Unknown
9) Special Services	1) Counselor for Amer. Indian Students 2) Amer. Indian Club - Catalog Indicates Nothing	No Special Counseling - Catalog Says Amerind Club	"Yes" (No Details) - Catalog Indicates Nothing	No - Catalog Indicates Nothing	No - Catalog Indicates Nothing	"Yes" (No Details) - Catalog Indicates Nothing		"Yes" (No Details) - Catalog Indicates Nothing	"Yes" (No Details) - Catalog mentions in History & Development that classes held in Kaibab and Peach Spgs Tribal Buildings, as well as local high schools	Veteran Outreach, Financial Aids Outreach, 32 Locations on Navajo, Hopi, and Apache Reservations - Catalog Says: A Co-ordinator of Indian Programs (Patricia Walsh), Conversational Nav. I-IV, Apache I-II, Hopi I-II	Indian Student Counselor (housing, Aid, Programming, career, personal) Indian Specialist (Alternative Learning, tutoring) - Catalog mention certain course like Papago History & Culture



TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Cont.)

Maricopa College District									
Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
50%	Unknown	Unknown		Unknown	Unknown	45%	34%	20 Students a year (28.7%)	25%
Unknown	Unknown	Unknown		Unknown	Unknown	25%	40%	80-90%	5%
Unknown	Unknown	Unknown		Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
No - Catalog Indicates Nothing	No - Catalog Indicates Nothing	"Yes" (No Details) - Catalog Indicates Nothing		"Yes" (No Details) - Catalog Indicates Nothing	"Yes" (No Details) - Catalog mentions in <u>History & Development</u> that classes held in Kaibab and Peach Spgs Tribal Buildings, as well as local high schools	Veteran Outreach, Financial Aids Outreach, 32 Locations on Navajo, Hopi, and Apache Reservations - Catalog Says: A Co-ordinator of Indian Programs (Patricia Walsh), Conversational courses Nav. I-IV, Apache I-II, Hopi I-II	Indian Student Counselor (Housing, Aid, Programming, career, personal) Indian Specialist (Alternative Learning Center, tutoring) - Catalog mentions certain like Papago History & Culture	"Some emphasis, not enough" 1) Placement for Vets. - Catalog Mentions: Gila River Career Center, Pima Mines, Amerind Club, Desert Willow Training Center	"Yes" (No Details) - Catalog Says: Interdept. American Indian Studies Program

	Maricopa College District										
	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
0) Indian Community Vocal in Curricular Decisions?	No	No	Yes	No	"No more than any other ethnic group"	No (0)		"They have input if they want it."	Yes, in Peach Spgs, N.E. Mohave County	"Yes, If 10 students want a class, in their area, we will teach it."	No
1) Funding for Students or Programs	BIA Higher Ed Employment Assistance	SEOG BEOG CWS NDSL BIA Nursing Loan Grants FIS Loans Law Enforcement Ed. Prog., Grants & Loans, Private Scholarships	BIA Funds	BIA BEOG Any federal financial aid		All regular sources plus BIA and Tribal Grants (Yaqui Ind. Scholarship) BIA Women's Club Revol. Loan		All Financial Aids Program	Normal Community College Funds	Fed-work study, Vet-work study, Navajo Tribe Institutional Work study	BIA Grants, BIA Employment Ass't Program, BEOG, Tribal loans and grants

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (CONT.)

Maricopa College District										
Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
	No	"No more than any other ethnic group"	No (0)		"They have input if they want it."	Yes, in Peach Spgs, N.E. Mohave County	"Yes, If 10 students want a class, in their area, we will teach it."	No	Some, through an Adult Advisory Group	No
Funds	BIA BEOG Any federal financial aid		All regular sources plus BIA and Tribal Grants (Yaqui Ind. Scholarship) BIA Women's Club Revol. Loan		All Financial Aids Program	Normal Community College Funds	Fed-work study, Vet-work study, Navajo Tribe Institutional Work study	BIA Grants, BIA Employment Ass't Program, BEOG, Tribal loans and grants	BIA Scholarships BEOG CWS NDSL CETA TWEP DES DVIZ ASC Fee Wavers	BEOG BIA

TABLE 3: 1970 CENSUS INFORMATION CONCERNING COUNTY POPULATIONS IN ARIZONA (COUNTY=COMMUNITY COLLEGE DISTRICT)

Community
College
(+) (-)

- + - - + - + + + + -

| | APACHE | COCHISE | COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ |
|--------------------------------|--------|---------|----------|--------|--------|---------|----------|--------|--------|---------|--------|------------|
| Total Population | 32,298 | 61,110 | 48,326 | 29,255 | 16,578 | 10,330 | 967,522 | 25,857 | 47,715 | 351,667 | 67,916 | 13,966 |
| Males | 15,885 | 31,569 | 23,952 | 14,388 | 8,519 | 5,126 | 471,975 | 13,084 | 23,623 | 171,654 | 34,843 | 6,537 |
| Females | 16,413 | 30,341 | 24,374 | 14,867 | 8,059 | 5,204 | 495,547 | 12,773 | 24,092 | 180,013 | 33,073 | 7,429 |
| Total Indian Population | 23,994 | 152 | 11,996 | 4,591 | 1,682 | 124 | 11,159 | 869 | 23,023 | 8,837 | 6,405 | 22 |
| Males | 11,716 | 81 | 5,798 | 2,248 | 822 | 59 | 5,335 | 448 | 11,283 | 4,395 | 3,194 | 12 |
| Females | 12,278 | 71 | 6,198 | 2,343 | 860 | 65 | 5,824 | 421 | 11,740 | 4,442 | 3,211 | 10 |
| Percent of Indian Population * | 74.1% | .3% | 25.1% | 16.1% | 10.1% | 1.1% | 1.1% | 3.1% | 48.1% | 3% | 9% | 1.1% |

CENSUS INFORMATION CONCERNING COUNTY POPULATIONS IN ARIZONA (COUNTY=COMMUNITY COLLEGE DISTRICT)

| | | + | | + | | + | | + | | - | + | |
|----------|--------|--------|---------|----------|--------|--------|---------|--------|------------|---------|--------|--|
| COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ | YAVAPAI | YUMA | |
| 48,326 | 29,255 | 16,578 | 10,330 | 967,522 | 25,857 | 47,715 | 351,667 | 67,916 | 13,966 | 56,733 | 60,827 | |
| 23,952 | 14,388 | 8,519 | 5,126 | 471,975 | 13,084 | 23,623 | 171,654 | 34,843 | 6,537 | 18,312 | 31,539 | |
| 24,374 | 14,867 | 8,059 | 5,204 | 495,547 | 12,773 | 24,092 | 180,013 | 33,073 | 7,429 | 18,421 | 29,288 | |
| | | | | | | | | | | | | |
| 11,996 | 4,591 | 1,482 | 124 | 11,159 | 869 | 23,023 | 8,837 | 6,405 | 22 | 686 | 2,272 | |
| 5,798 | 2,248 | 422 | 59 | 5,335 | 448 | 11,283 | 4,395 | 3,194 | 12 | 348 | 1,171 | |
| 6,198 | 2,343 | 360 | 65 | 5,824 | 421 | 11,740 | 4,442 | 3,211 | 10 | 338 | 1,101 | |
| | | | | | | | | | | | | |
| 25.% | 16.% | 10.% | 1.% | 1.% | 3.% | 48.% | 3% | 9% | 0.1% | 2% | 4% | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| | APACHE | COCHISE | COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ |
|---|--|--|--|---|---|---|---|---|--|--|--|---|
| RURAL < 2,500
TOTAL MALE
INDIAN | 5,885
11,716 | 12,313
57 | 10,945
5,134 | 7,943
1,072 | 6,014
806 | 2,630
33 | 32,281
1,456 | 9,468
379 | 17,359
10,492 | 25,530
2,863 | 18,606
2,915 | 2,390
9 |
| RURAL < 2,500
TOTAL FEMALE
INDIAN | 6,413
12,278 | 10,052
44 | 11,264
5,538 | 8,043
1,083 | 5,231
833 | 2,613
40 | 31,444
1,430 | 9,077
346 | 17,531
10,856 | 26,072
2,813 | 16,606
2,914 | 2,630
5 |
| PLACES 2,500 -
10,000 TOTAL
MALE & FEMALE
INDIAN | San Carlos
m. 1,216
(1120)
f. 1,326
(1200) | Benson
m. 1,393
(2)
f. 1,446
(2) | Williams
m. 2,216
(4)
f. 1,227
(1) | Globe
m. 3,563
(48)
f. 3,770
(53) | Safford
m. 2,505
(16)
f. 2,828
(27) | Clifton
m. 2,496
(26)
f. 2,591
(25) | Avondale
m. 3,090
(10)
f. 3,214
(11) | Kingman
m. 3,316
(69)
f. 3,696
(75) | Holbrook
m. 2,376
(246)
f. 2,383
(286) | Ajo
m. 2,872
(262)
f. 3,009
(265) | Coolidge
m. 2,265
(79)
f. 2,386
(111) | Nogales
m. 4,467
(3)
f. 4,799
(5) |
| | | Bisbee
m. 4,029
(2)
f. 4,299
(5) | | Miami
m. 1,666
(8)
f. 1,728
(7) | | | Buckeye
m. 1,312
(7)
f. 1,287
(9) | | Winslow
m. 3,888
(545)
f. 4,178
(568) | South Tucson
m. 3,097
(272)
f. 3,123
(325) | Eloy
m. 2,666
(52)
f. 2,715
(60) | |
| | | Fort Huachuca
m. 3,370
(6)
f. 3,289
(10) | | | | | Cashion
m. 1,333
(4)
f. 1,372
(7) | | | | Kearny
m. 467
(2)
f. 1,362
(3) | |
| | | Sierra Vista
m. 3,312
(16)
f. 3,377
(5) | | | | | El Mirage
m. 1,593
(14)
f. 1,665
(17) | | | | San Manuel
m. 2,226
(19)
f. 2,106
(20) | |
| | | Willcox
m. 1,247
(3)
f. 1,321
(1) | | | | | Luke
m. 3,385
(14)
f. 1,662
(6) | | | | Superior
m. 2,467
(42)
f. 2,508
(37) | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ | YAVAPAI | YUMA |
|-----|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|-----------------|------------------|------------------|
| 5 | 7,943 | 6,014 | 2,630 | 32,281 | 9,468 | 17,359 | 25,530 | 18,606 | 2,390 | 10,724 | 11,974 |
| 134 | 1,072 | 806 | 33 | 1,456 | 379 | 10,492 | 2,863 | 2,915 | 9 | 229 | 1,045 |
| 4 | 8,043 | 5,231 | 2,613 | 31,444 | 9,077 | 17,531 | 26,072 | 16,606 | 2,630 | 10,104 | 10,834 |
| 538 | 1,083 | 833 | 40 | 1,430 | 346 | 10,856 | 2,813 | 2,914 | 5 | 276 | 986 |
| ams | Globo | Safford | Clifton | Avondale | Kingman | Holbrook | Ajo | Coolidge | Nogales | Cottonwood | W. Yuma |
| 216 | m. 3,563
(48) | m. 2,505
(16) | m. 2,496
(26) | m. 3,090
(10) | m. 3,616
(69) | m. 2,376
(246) | m. 2,872
(262) | m. 2,265
(79) | m. 4,467
(3) | m. 1,381
(22) | m. 2,804
(7) |
| 227 | f. 3,770
(53) | f. 2,828
(27) | f. 2,591
(25) | f. 3,214
(11) | f. 3,696
(75) | f. 2,383
(286) | f. 3,009
(265) | f. 2,386
(111) | f. 4,799
(5) | f. 1,434
(23) | f. 2,748
(9) |
| | Miami | | | Buckeye | | Winslow | South Tucson | Eloy | | | Yuma Station |
| | m. 1,666
(8) | | | m. 1,312
(7) | | m. 3,888
(545) | m. 3,097
(272) | m. 2,666
(52) | | | m. 2,411
(21) |
| | f. 1,728
(7) | | | f. 1,287
(9) | | f. 4,178
(568) | f. 3,123
(325) | f. 2,715
(60) | | | f. 1,049
(2) |
| | | | | Cashion | | | | Kearny | | | |
| | | | | m. 1,333
(4) | | | | m. 467
(2) | | | |
| | | | | f. 1,372
(7) | | | | f. 1,362
(3) | | | |
| | | | | El Mirage | | | | San Manuel | | | |
| | | | | m. 1,593
(14) | | | | m. 2,226
(19) | | | |
| | | | | f. 1,665
(17) | | | | f. 2,106
(20) | | | |
| | | | | Luke | | | | Superior | | | |
| | | | | m. 3,335
(14) | | | | m. 2,467
(42) | | | |
| | | | | f. 1,662
(6) | | | | f. 2,508
(37) | | | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| | APACHE | COCHISE | COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ |
|--|--------|---|---|------|--------|---------|--|--------|--------|------|---|------------|
| PLACES 2,500 - 10,000 TOTAL MALE & FEMALE INDIAN (CONTINUED) | | | | | | | Paradise Valley
m. 3,534
(9)
f. 3,621
(8) | | | | | |
| | | | | | | | Peoria
m. 2,339
(16)
f. 2,453
(23) | | | | | |
| | | | | | | | Tolleson
m. 1,938
(34)
f. 1,943
(35) | | | | | |
| | | | | | | | Wickenburg
m. 1,300
(7)
f. 1,398
(6) | | | | | |
| PLACES 10,000 - 50,000 | | Douglas
12,462
(Total)
9 (Ind)
5 male
4 female | Flagstaff
26,117
(Total)
1,324
(Ind)
664 male
660 fe-
male | | | | Chandler
13,763
(Total)
161 (Ind)
89 male
72 female | | | | Casa Grande
10,536
(Total)
151 (Ind)
85 male
66 female | |
| | | | | | | | Glendale
36,228
(Total)
109 (Ind)
56 male
53 female | | | | | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ | YAVAPAI | YUMA |
|----------|------|--------|---------|--|--------|--------|------|---|------------|--|---|
| | | | | Paradise Valley
m. 3,534
(9)
f. 3,621
(8) | | | | | | | |
| | | | | Peoria
m. 2,339
(16)
f. 2,453
(23) | | | | | | | |
| | | | | Tolleson
m. 1,938
(34)
f. 1,943
(35) | | | | | | | |
| | | | | Wickenburg
m. 1,300
(7)
f. 1,398
(6) | | | | | | | |
| Chandler | | | | 13,763
(Total)
161 (Ind)
89 male
72 female | | | | Casa Grande
10,536
(Total)
151 (Ind)
85 male
66 female | | Prescott
13,030
(Total)
176 (Ind)
97 male
79 female | Yuma
29,007
(Total)
202 (Ind)
98 male
104 female |
| | | | | Glendale
36,228
(Total)
109 (Ind)
56 male
53 female | | | | | | | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| | APACHE | COCHISE | COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA CRUZ |
|------------------------------|--------|---------|----------|------|--------|---------|---|--------|--------|--|-------|------------|
| PLACES
10,000 -
50,000 | | | | | | | Sun City
13,670
(Total)
4 (Ind)
1 male
3 female | | | | | |
| PLACES
50,000+ | | | | | | | Phoenix
863,357
(Total)
418,398
male
444,959
female

7,957
(Ind)
3,710
male
4,247
female | | | Tucson
294,184
(Total)
143,252
male
150,932
female

2,634
(Ind)
1,270
male
1,364
female | | |
| | | | | | | | | | | | | |

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

| COCONINO | GILA | GRAHAM | GREELEE | MARICOPA | MOHAVE | NAVAJO | PIMA | PINAL | SANTA
CRUZ | YAVAPAI | YUMA |
|----------|------|--------|---------|---|--------|--------|--|-------|---------------|---------|------|
| | | | | Sun City
13,670
(Total)
4 (Ind)
1 male
3 female | | | | | | | |
| | | | | Phoenix
863,357
(Total)
418,398
male
444,959
female

7,957
(Ind)
3,710
male
4,247
female | | | Tucson
294,184
(Total)
143,252
male
150,932
female

2,634
(Ind)
1,270
male
1,364
female | | | | |
| | | | | | | | | | | | |

TABLE 5. *RESERVATION POPULATIONS IN ARIZONA (1970)
 *(Major)

| | | |
|--|---|--|
| | <p>HOPI (Hopi Indians)</p> <p>Total 4,404 2.1% of Total USA
 2,097 Male
 2,307 Female 760 (16-24 yrs)
 739 (25-44 yrs)</p> <p>(Navajo County)</p> | <p>NAVAJO (Navajo Indians)</p> <p>Total 56,949 26.6% of Total USA
 AZ 36,999 17.3%
 NM 17,700 8.3% 5,989 (16-24 yrs)
 Utah 2,250 1.1% 7,303 (25-44 yrs)</p> <p>(Navajo, Coconino, & Apache Counties)</p> |
| | <p>HUALAPAI (Hualapai Indians)</p> <p>Total 443 0.2% of Total USA
 244 Male
 199 Female 74 (16-24 yrs)
 90 (25-44 yrs)</p> <p>(Mohave & Coconino Counties)</p> | <p>PAPAGO (Papago Indians)</p> <p>Total 4,879 2.3% of Total USA
 2,482 Male
 2,397 Female 737 (16-24 yrs)
 1,007 (25-44 yrs)</p> <p>(Pima & Maricopa Counties)</p> |
| | <p>JOINT USE AREA (Navajo & Hopi Indians)</p> <p>Total 7,726 3.6% of Total USA
 3,639 Male
 4,087 Female 1,227 (16-24 yrs)
 1,531 (25-44 yrs)</p> <p>(Navajo & Coconino Counties)</p> | <p>SALT RIVER (Pima, Maricopa & Yavapai)</p> <p>Total 721 0.3% of Total USA
 438 Male
 283 Female 135 (16-24 yrs)
 147 (25-44 yrs)</p> <p>(Maricopa County)</p> |
| | <p>KAIBAB (Southern Paiute Indians)</p> <p>Total 83 -% of USA
 29 Male
 54 Female 10 (16-24 yrs)
 18 (25-44 yrs)</p> <p>(Mohave County)</p> | <p>SAN CARLOS (Apache Indians)</p> <p>Total 4,525 2.1% of Total USA
 2,172 Male
 2,353 Female 702 (16-24 yrs)
 936 (25-44 yrs)</p> <p>(Apache County)</p> |
| | <p>MARICOPA (AK CHIN)
 (Pima and Papago Indians)</p> <p>Total 376 0.2% of USA
 173 Male
 203 Female 47 (16-24 yrs)
 79 (25-44 yrs)</p> <p>(Pinal County)</p> | <p>SAN XAVIER (Papago Indians)</p> <p>Total 493 0.2% of Total USA
 228 Male
 265 Female 87 (16-24 yrs)
 86 (25-44 yrs)</p> <p>(Pima County)</p> |

groups: 16-24 years, and 25-44 years, which most represent potential community college enrollees.

Table 6 - represents a population summary for American Indians in Arizona broken down into urban, rural (non-farm), and rural (farm) categories.

Table 7 - gives a gross educational statistical summary for Arizona American Indian enrollment in 1970 for high school, one to three years of college, and four-plus years of college.

Table 8 - represents a subjectively derived table indicating the adequacy of the responses to the questionnaire distributed to all Arizona community colleges. First, each institution was ranked as to the completeness and detail of the response in regards to the itemized questions. Secondly, each category of response was comparatively ranked between institutions. Upon evaluation and ranking of each response, numerical ranks were totaled to indicate over-all knowledge of Indian student enrollment data. This chart, admittedly, is subjective and may not accurately represent the quantity or quality of knowledge controlled by the administration concerning Indian students at that institution. Variables, such as available time, accessibility of data, the informant's personal knowledge versus institutional knowledge, and prejudice toward the author as a student may have influenced the quality and quantity of the responses. Nevertheless, I feel that this information

TABLE 6. POPULATION SUMMARY FOR AMERICAN INDIANS IN ARIZONA (1970)

| | |
|---------------------|---------------|
| TOTAL | 94,310 |
| | 46,267 Male |
| | 48,043 Female |
| URBAN | 16,442 |
| | 7,832 Male |
| | 8,610 Female |
| RURAL
(Non-Farm) | 70,808 |
| | 34,976 Male |
| | 35,832 Female |
| RURAL
(Farm) | 7,060 |
| | 3,459 Male |
| | 3,601 Female |

TABLE 7. EDUCATION STATISTICS FOR ARIZONA AMERICAN INDIANS (1970)

| | |
|-------------------|-----------------------------|
| TOTAL | 34,996 Individuals Enrolled |
| | 5,357 Urban Enrollment |
| | 29,639 Rural Enrollment |
| HIGH SCHOOL | 5,409 Total |
| | 1,367 Urban |
| | 4,042 Rural |
| 1-3 YEARS COLLEGE | 1,292 Total |
| | 504 Urban |
| | 788 Rural |
| 4 YEARS+ COLLEGE | 484 Total |
| | 229 Urban |
| | 255 Rural |

310
267 Male
043 Female
442
332 Male
10 Female
08
76 Male
32 Female
60
9 Male
1 Female

| | |
|-------------------|--|
| TOTAL | 34,996 Individuals Enrolled in Schools |
| | 5,357 Urban Enrollment |
| | 29,639 Rural Enrollment |
| HIGH SCHOOL | 5,409 Total |
| | 1,367 Urban |
| | 4,042 Rural |
| 1-3 YEARS COLLEGE | 1,292 Total |
| | 504 Urban |
| | 788 Rural |
| 4 YEARS+ COLLEGE | 484 Total |
| | 229 Urban |
| | 255 Rural |

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED
IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE

Maricopa College District

| | Arizona Western College | Cochise College | Eastern Arizona College | Glendale Community College | Maricopa Technical College | Mesa Community College | Phoenix College | Scottsdale Community College | Mohave Community College | Northland Pioneer College | Pima College District |
|--|-------------------------|-------------------------|-------------------------|----------------------------|----------------------------|------------------------|-----------------|------------------------------|--------------------------|---------------------------|-----------------------|
| Total enrollment figures (0.1) | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Fair
1 | -0- | Adequate
1 | Adequate
1 | Adequate
1 | Adequate |
| Indian enrollment figures (0.1) | Below Average
0 | Adequate
1 | Adequate
1 | Adequate
1 | Below Average
0 | Adequate
1 | -0- | Adequate
1 | Adequate
1 | Adequate
1 | Adequate |
| Knowledge of Tribal breakdown within Indian enrollment (0.1) | Good
3 | Very Good
4 | Fair
2 | Below Average
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Fair
2 | Good |
| Average age of Indian student population (0.2) | A Range Given
1 | Means for on & off
2 | Mean
2 | Estimate of mean
2 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | Mean
2 | Mean
2 | All student mean |
| Courses of Study Pursued by Indian Students (0.3) | Good
2 | Very Good
3 | Below Average
1 | Below Average
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Below Average
1 | Very Good |
| Percentage of Indian Students who Complete Programs (0.1) | In-adequate
0 | Figure Given
1 | Figure Given
1 | Figure Given
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Figure Given
1 | Figure Given |
| Follow up Knowledge of No. of Indian Students who transfer to 4-yr. instit (0.1) | In-adequate
0 | Figure Given
1 | In-adequate
0 | In-adequate
0 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Figure Given
1 | Figure Given |

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED
IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE

Maricopa College District

| Eastern Arizona College | Glendale Community College | Maricopa Technical College | Mesa Community College | Phoenix College | Scottsdale Community College | Mohave Community College | Northland Pioneer College | Pima Colloge District | Pinal C. Colloge District | Yavapai Colloge |
|-------------------------|----------------------------|----------------------------|------------------------|-----------------|------------------------------|--------------------------|---------------------------|----------------------------|---------------------------|--------------------|
| Adequate
1 | Adequate
1 | Adequate
1 | Fair
1 | -0- | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 |
| Adequate
1 | Adequate
1 | Below Average
0 | Adequate
1 | -0- | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 | Adequate
1 |
| Fair
2 | Below Average
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Fair
2 | Good
3 | Good
3 | In-adequate
0 |
| Mean
2 | Estimate of mean
2 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | Mean
2 | Mean
2 | All stu-
dent mean
1 | Mean
2 | In-adequate
0 |
| Below Average
1 | Below Average
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Below Average
1 | Very Good
3 | Good
2 | Below Average
1 |
| Figure Given
1 | Figure Given
1 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Figure Given
1 | Figure Given
1 | Figure Given
1 | Figure Given
1 |
| In-adequate
0 | In-adequate
0 | In-adequate
0 | In-adequate
0 | -0- | In-adequate
0 | In-adequate
0 | Figure Given
1 | Figure Given
1 | Figure Given
1 | Figure Given
1 |

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED
IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE (CON'T)

Maricopa College District

| | Arizona
Western
College | Cochise
College | Eastern
Arizona
College | Glendale
Community
College | Maricopa
Technical
College | Mesa
Community
College | Phoenix
College | Scottsdale
Community
College | Mohave
Community
College | Northland
Pioneer
College | Pima
College
District |
|---|-------------------------------|-----------------------|----------------------------------|----------------------------------|--|----------------------------------|--------------------|------------------------------------|----------------------------------|---------------------------------|-----------------------------|
| Special
Service Pro-
grams for
Indian Stu-
dents (0.2) | Response
1 | Response
1 | In-
adequate
Response
0 | Response
1 | Response
1 | In-
adequate
Response
0 | -0- | In-
adequate
Response
0 | In-
adequate
Response
0 | Good
Response
2 | Good
Response
2 |
| Knowledge of
Indian com-
munity's
opinion in
curricular
policy (0.1) | Response
1 | Response
1 | Response
1 | Response
1 | Response
1 | No
Response
0 | -0- | Response
1 | Response
1 | Response
1 | Response
1 |
| Funding for
Indian Stu-
dents (0.4) | Fair
2 | Very
Good
4 | Below
Average
1 | Fair
2 | In-
adequate
No Re-
sponse
0 | Fair
2 | -0- | In-
adequate
0 | In-
adequate
0 | Fair
2 | Good
3 |
| *Over-All
Assessment | 11 | 19 | 10 | 11 | 3 | 4 | | 3 | 5 | 14 | 17 |
| No. indicates
Comparative
Ranking of
Adequacy of
Response | 3 | 1
Well
Informed | 6 | 5 | 10 | 9 | -0- | 10 | 8 | 4 | 2
Well
Informed |
| | | | | | | | | | | | |

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED
IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE (CON'T)

Maricopa College District

| | Glendale
Community
College | Maricopa
Technical
College | Mesa
Community
College | Phoenix
College | Scottsdale
Community
College | Mohave
Community
College | Northland
Pioneer
College | Pima
College
District | Pinal C.
College
District | Yavapai
College |
|---|----------------------------------|--------------------------------------|------------------------------|--------------------|------------------------------------|--------------------------------|---------------------------------|-----------------------------|---------------------------------|------------------------------|
| 0 | Response
1 | Response
1 | In-adequate
Response
0 | -0- | In-adequate
Response
0 | In-adequate
Response
0 | Good
Response
2 | Good
Response
2 | In-adequate
Response
0 | In-adequate
Response
0 |
| 1 | Response
1 | Response
1 | No
Response
0 | -0- | Response
1 | Response
1 | Response
1 | Response
1 | Response
1 | Response
1 |
| 1 | Fair
2 | In-adequate
No Re-
sponse
0 | Fair
2 | -0- | In-adequate
0 | In-adequate
0 | Fair
2 | Good
3 | Very
Good
4 | Below
Average
1 |
| 0 | 11 | 3 | 4 | | 3 | 5 | 14 | 17 | 16 | 7 |
| | 5 | 10 | 9 | -0- | 10 | 8 | 4 | 2
Well
Informed | 3
Well
Informed | 7 |
| | | | | | | | | | | |

allows me a little more evidence for evaluating general "adequacy."

Evaluation

Apache County: Seventy-four percent (74%) of this primarily rural county is Indian. The only sizable community in Apache County is San Carlos, which is almost exclusively inhabited by Apaches. No community college is specifically designated for Apache County; however, neighboring Navajo County (Northland Pioneer Community College) has made arrangements with Apache County to use its facilities. Navajos in the northern half of the county are also serviced by Navajo Community College in Tsaile Lake and the College of Ganado, both on the Navajo Reservation.

Cochise County: While only .3% of the county is reported as being Indian, .8% of Cochise College's enrollment is Indian. Interestingly, at least half of these are non-Southwestern Indian cultures, including Aleut, Cherokee, Chicksaw, Choctaw, Corw, and Yakima. The registrar reports that one-half of the on-campus students are enrolled in Cochise's well-recognized aviation program.

Cochise has the highest completion rate reported for any community college. This might possibly be attributed to high student motivation, particularly since, the majority of Indian enrollees are attracted from out-of-state locations. There are apparently no special counseling or Indian-oriented programs at Cochise. The catalog reports only an Amerind Club. Also, a fair number of possible loaning and granting funds are available to Indian students. Considering that there are no indigenous Indian reservations in Cochise County and that only a small percentage of Indians reside in the county, the community college is amazingly well-informed about this particular sector of its student population. Furthermore, in comparison with all the other institutions that returned questionnaires, Cochise appears to be the most adequately aware of this group and most conscientious in its account of the statistics.

Coconino County: Twenty-five percent (25%) of the population in this county is Indian. It is the largest county in the state, one-third of which is Navajo Reservation. The majority of this county is rural land on which almost one-half of the

of the population live. In spite of the large land area and dispersed rural population which might be profitably served by a community college, there is no state-organized community college in Coconino County. Seemingly, some of the need for such a college has been fulfilled by Northern Arizona University in Flagstaff, Navajo Community College on the Navajo Reservation, and by community colleges in adjoining counties such as Yavapai and Northland Pioneer. Still, I can see a need for a community college in that county, perhaps located in Williams, Page, or possibly Flagstaff.

Gila County: Sixteen percent (16%) of the county's population is Indian, predominantly White Mountain Apache. Over half of these live in rural areas, and the great majority of the rest are found in reservation communities. Globe and Miami are sizable enough communities to possibly support their own community college campus, yet, none exist to date. Apparently, Gila County residents use facilities from surrounding counties.

Graham County: Ten percent (10%) of the county population is Indian, the majority being represented as San Carlos Apache. Yet, the existing community

college, Eastern Arizona College in Thatcher, indicates that only 5.2% of student enrollment is identified as American Indian. This apparently is suspicious by the standards of the Schultz Index. Since one-third of the county is considered Apache Reservation, it would appear that more Indian students could be attracted or find a community college's offerings useful.

Greenlee County: Only seventeen percent (17%) of the total population for this county is Indian. This is the smallest county in Arizona. Over half of the population is rural with only one fair-sized community, Clifton, Greenlee apparently uses the facilities of adjoining Graham County.

Maricopa County: Only one percent (1%) of this populated county is identified as American Indian. Some of these people live in the rural areas, but the majority of the Indian population is concentrated in the greater Phoenix area. The need here for improved outreach and Indian-oriented education seems called for, in spite of the Schultz Index indicating otherwise: Glendale, 0.4%; Maricopa Tech, 1.6%; Mesa, 1.2%; Phoenix,

College (no data); Scottsdale, 1.3%. Considering that many Indians live in the urban center of Phoenix, it would appear that a larger proportion of Indian students should be involved.

Navajo County: This is a problematic county picture and community college picture to assess. Forty-eight percent (48%) of the county's population is Indian. Over two-thirds of the land is considered Navajo, Hopi, or Apache Reservation, yet, only 17.8% of the Northland Pioneer Community College system is Indian-enrolled with 32 class offering locations on these three reservations. The problem of evaluation is complicated with the necessary consideration of the two "competing" institutions, Navajo Community College and the College of Ganado. Considering that these two independent institutions of higher learning are Navajo run and operated, NPCC may not be recruiting or attracting as many students as it might if it were not in competition with the two Navajo colleges. Perhaps it is more concerned with serving other sectors of the region's population who live in Winslow, Holbrook, and areas

in the central portion of the county.

Pima County: Even with half the county's land area considered Papago Reservation, Pima County is only 3% Indian. Over half of the Indian population lives in the rural areas, and the majority of the remainder are living in the greater Tucson area. In spite of Pima's excellent ranking, second only to Cochise College (see Table 8), the Indian student enrollment is only 2.3% of the total enrollment of Pima College in Tucson. Pima seems to be well-informed of its Indian student enrollment and problems. Here, I am not sure of exactly what the statistics represent.

Santa Cruz County: This is the smallest county in Arizona, area-wise. Only .1% of the total population is Indian. There are no community colleges residing in this county. Students are enrolled in adjoining counties' institutions.

Yavapai County: With only 2% of the population recorded as Indian, Yavapai College in Prescott seems to enjoy a favorable reputation with Indian students. Yavapai's Indian enrollment is approximately 5.6% of the total enrollment. By the Schultz Index criterion, this looks fairly good, although

Yavapai's over-all adequacy of response ranking is average.

Yuma County: Within this county resides a portion of the Colorado River Reservation Indians (Chemehuevis, Mohaves, Navajos, and Hopis) and two communities of Cocopahs near Yuma. These locales comprise most of the county's 4% Indian population. Nevertheless, Arizona Western College only has an Indian enrollment figure of .5%. From statistics given, more "non-local" Indians (Hopi/Tewa, Cherokee, Laguna, Navajo, Papago) than "local" Indians (Quechan or Yuma or Cocopah) attend the college. By all indications, this low figure appears to signify an undeveloped program at Arizona Western College.

Conclusions

The preceding evaluations are tentative statements based on a limited amount of generalized data. However, there are a number of factors currently uncontrolled that would be on considerable importance in a thorough and intensive evaluation of the community college's relationship with local Indian populations.

1. The statistics as presented in the foregoing tables may not actually reflect the true picture: Fall 1975 enrollment data has been contrasted with 1970 census data.

2. The statistics given reflect only one segment of each community college district's potential enrollment population. No mention of the relative number of Mexican-American, Black, low-income White, or any atypical or minority population is made. Thus, there may be a false impression of whether or not any given community college is fulfilling one of its philosophical functions - that of offering an equal opportunity of education for all peoples.
3. These statistics are not refined enough to indicate three major domains:
 - A. The statistics do not reveal which sectors of the Indian populations are actually using the community colleges, e.g., what age ranges are primarily enrolled; how acculturated are these Indian enrollees; are the enrollees mostly urban, rural or reservation Indians; do they have a high school equivalency; what type of previous schooling do they have - BIA boarding school, mission, public day school?
 - B. The statistics do not indicate for what purposes the community colleges are actually being used. Are the veteran students enrolling just to derive G. I. benefits, or temporary returnees from off-reservation universities and colleges collecting a few credits in a nearby community college to fill some gaps? Are courses being offered for the education of older people in the areas of health and welfare education? Or, are the young Indian people enrolling in community colleges because they offer the closest, least

- expensive, or most appropriate educational experience?
- C. The statistics do not reveal what courses being offered by the college are actually being used or desired by the Indian communities, e.g., are all vocational type courses male-directed: are the female members of the communities being properly sought out; is the community directly or indirectly being represented in curricular decisions?
4. There is no way to ascertain whether or not the community college is falling short in terms of ineffective outreach "recruiting," poor catalog entries, offering inappropriate courses, offering appropriate courses but in disadvantageous locals, or by not providing effective teachers for Indian communities. These factors and other are particularly important to keep in mind in light of the competing agencies and organizations which work with Indian peoples, such as, the Public Health Service, Welfare, and other social services which might be likely sources of classes on nutrition, health, child-care, etc., and which are possible domains of the community college.

Recommendations

In the future, studies of all constituent populations should be undertaken periodically in order to assess the effectiveness of outreach functions of community colleges. Information feedback is an important element in the improvement of any viable and production system.

Although this study is simplistic and does not take into consideration a number of factors explicated in the "Conclusions" section of this paper, it may, nevertheless, represent a rudimentary basis for further studies of community college effectiveness. Furthermore, if this type of study proves to be an accurate indicator of a community college's awareness of certain populations' needs and characteristics, it may be applied to other groups of potential and actual students.

The implications of this kind are manifold, and may be briefly summarized by calling attention to a few areas of concern:

1. Better control over ethnographic and statistical data is necessary in order to assess needs, effective audience, and curricular format.
2. Programs which are offered should be more explicit and better advertised, particularly those designed with a specific audience in mind. Catalogs also should be more "inviting" to particular ethnic groups.
3. Possibly more outreach work should be accomplished by college administrations, particularly with Indian populations which are characteristically non-verbal. Often, this non-verbosity is mistaken as apathy, but some anthropologists argue that it is actually an "ethic of non-interference" on the part of the Indian parties (Wax and Thomas, 1961).

4. Once the Indian student is enrolled, counseling and support seem to be high on the priority list for success in completing their programs (Spang, 1965:13; USCE 1965:5-13). Counseling students of Indian background should be undertaken with an understanding of that Indian student's particular culture, such as a Navajo, Sioux, Yakima, not as an American Indian in general. Also, the student should be seen as a product of certain inherited abilities and limitations and certain environmental advantages. Lastly, as for all students, individualized attention should be given whenever possible.

In sum, then, this report has attempted to evaluate the current state of effectiveness that community colleges have achieved in dealing with their local Indian populations' educational needs. Whether or not I have succeeded in capturing the essence of the situation can only be determined by future research undertaken in a rigorously scientific manner controlling the many variables isolated earlier.

Appendix

Included in this appendix is a copy of the letter I sent to the thirteen community colleges, and the responses received.

Appendix (correspondence providing survey responses) has been deleted due to poor reproducibility. The data are included in the body of the paper.

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November 7, 1975

Office of the Registrar

Dear Registrar:

I am a graduate student at the University of Arizona currently enrolled in a higher education course entitled, "The Community College," taught by Dr. Raymond E. Schultz. As part of the course requirements, I am collecting some data on Indian student enrollment for a short research paper. It is my goal to collect some basic data on the number and distribution of Indian students in community colleges within the state of Arizona.

Could you please provide me with the following information. If you have more than one campus, could you indicate the breakdown of students and sexes of each campus for the following questions.

1. a. How many full-time students are currently enrolled (total number of students)? Male? Female?
b. How many part-time students are currently enrolled? Male? Female?
2. a. How many full-time Indian students are enrolled? Male? Female?
b. How many part-time Indian students are enrolled? Male? Female?
3. If you have a breakdown of what Indian tribes are represented, could you provide this information? Percentages or relative frequencies?
4. What is the average age of these students?
5. What course programs (i.e., vocational, technical, general education, transfer, semi-professional, etc.) are most popular with Indian students?
6. How many students who begin community college actually complete their two-year programs?
7. How many of these Indian students who complete their programs with associates degrees or with certificates actually go on to four-year institutions?

8. Have you any idea how many Indian students return to their community or to the county after they finish their education?
9. Are there special counseling, placement, or special programs designed to meet the needs of Indian students at your college?
10. Is the Indian population in your college district vocal in curriculum decisions?
11. What federal, state, local, or private funds are available to Indian students and Indian education programs?

Please try to answer as many of these questions as possible. Short answers are adequate. I am primarily interested in the figures for questions 1-4. However, any information or intuitive thoughts concerning questions 5-11 would be highly appreciated. Thank you very much for your time and trouble. I would be grateful if you could get this back to me as soon as possible. Also, if you like, I will send you a copy of the completed paper comparing figures from all community colleges (who respond) in Arizona. A self-addressed envelope is enclosed.

Sincerely,

Carla Van West