

# University of Maine, Presque Isle: Project Compass

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## Project Abstract:

The University of Maine at Presque Isle's Project Compass attempts to address issues related to student retention and graduation rates among both its North American Indian student cohort and entire student population, overwhelmingly comprised of first generation college applicants. The program attempts to inform and change the institutional culture and climate to benefit all students. To achieve this goal, it is necessary to elevate the retention and graduation rates of underserved students to the institutional forefront. North American Indian students comprise the largest minority and lowest socioeconomic group on campus and have garnered our primary attention. Project Compass seeks a balance between serving minority and majority students through its recognition that diversity, in terms of ethnicity and socioeconomic status, benefits all students. The University of Maine at Presque Isle's Project Compass program supports deep and pervasive institutional change that expands, sustains, integrates, and celebrates diversity through research and programs, which lead to increased retention and graduation rates.

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## I. Year-Three Logic Model

University of Maine at Presque Isles' Project Compass program is committed to the success of all students. It affirms that diversity is a vital component to cognitive and affective development, which can increase student retention and graduation rates for all students (Astin, 1993; Gurin, 1999; Lotkowski, Robbins, & Noeth, 2004). The University's North American Indian student cohort (N=70) remains the program's specific focal point as they comprise the largest community of color on campus. The University of Maine at Presque Isle enrolls the highest percentage (5%) of North American Indian students among the seven campuses of the University of Maine System. However, we believe that the success experienced by this specific cohort has critical pedagogic, curricular, and cultural implications for the entire student body. Indeed, as research indicates, computational diversity accompanied by purposeful cross-racial interactions will lead to positive educational gains, race relations, and democratic outcomes for all students (Hurtado, et al., 1999; Chang, et al., 2006; Gurin, et al., 2002). We embrace this knowledge and seek to nurture student development through program creation, research, and assessment that facilitates institutional change for the personal growth and academic success of all students. Our initiatives provide a potential avenue to educate and empower all participants, increase college retention for all students, increase openness to diversity and cultural awareness on campus, celebrate cultural differences, and modify institutional practices and policies through a holistic and transformational approach to student retention.

Year-one sought to build foundations and infrastructure on campus for program assessment, indigenous student center, cultural awareness programming, professional development opportunities, audit of campus services, and building relations with the county's tribal populations. The project focused on first-generation, low-income, and historically disadvantaged groups. Native students were a major component of the initiative.

Year-two's proposal initiated a broadening of this focus by inculcating a culture of assessment on campus as developmental courses, learning communities, and student retention were each examined. Native Education Centers were established on the main campus and its satellite location. Project Compass and tribal relations were developed, expanded, and improved. Cultural awareness and professional development were promoted. We also recognized tribal distinctions and the unique opportunity to develop programs meeting both specific and collective needs. Institutional programs began to partner in support of student success. New components were also added to the logic model. These items included revising the director's job description, piloting learning communities, forming a Community of Practice, and funding faculty/staff mini-grants.

Year-three builds upon previous foundations and lessons learned. This allows us to streamline program initiatives. We will build upon previous success, allowing it to refine our structure and logic model. In years one and two the program focused on four education strategies:

- Data Management & Evidence Development,
- Native Education Center,
- Academic Affairs, Curriculum, & Faculty, and
- Student Affairs & Advising.

In year-three, only three segments will remain:

- Cultural Programming and Engagement (formerly Native Education Center),
- Academic Affairs, Curriculum, & Faculty, and
- (3) Student Affairs & Advising.

All strategies requiring data management and evidence will be placed into its appropriate area as each segment is required to produce tangible and empirical results as we seek to eliminate redundancy and facilitate deep and pervasive institutional transformation.

The following year-three narrative details a continuation of previous initiatives and new directions based on our experiential knowledge. Furthermore, it will contextualize the current logic model proposed.

## ***Year-Three, Strategic Area 1: Cultural Programming & Engagement***

### *Strategy 1A*

Native Education Center (NEC) will support and bolster campus diversity. We will initiate a diversity lecture and workshop series and partner with the campus Diversity Committee to expand the institution's limited professional development for faculty, staff, students, and community members. We will provide a monthly education forum and work with the campus Diversity Committee to increase participant openness and appreciation of diversity. Our combined tentative calendar consists of:

#### Diversity Committee

- September: Ability Awareness - "Even with a Disability You Can Live a Productive Life" highlights Jacquelyn Lowman's recent two-week experience with her service dog. Lowman will discuss the process of living with a service animal, demonstrate some of the tasks that her companion is able to assist her with, and describe how individuals should see what people can do, rather than what they can't.
- October: Sexuality / Gay Awareness
- November: Native American Heritage
- December: Multi-Faith Celebration
- February: Black History
- March: Women's History
- April: International Students

#### Diversity Lecture & Workshop Series

- November: Native Education
- December: Native Sovereignty
- January: Student Development
- February: Stereotyping
- March: Spirituality
- April: Native Appreciation Day & University Day
- May: Humor & Poetry

Several events and activities will be a collaborative process between student organizations, campus committees, tribal and non-tribal community organizations, and project/center personnel.

We will measure the diversity lecture and workshop series success through a survey administered at each event. We will also seek approval from our partners to survey Diversity Committee events. Our instrument will ask participants the following questions:

(1) Name (optional): \_\_\_\_\_

(2) Affiliation (e.g., student, community member): \_\_\_\_\_

(3) Contact Information (optional): \_\_\_\_\_

<i>Rate your perceived educational outcomes:</i>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
(4) I learned/experienced something new				
(5) My beliefs/understandings were challenged				
(6) I gained a deeper appreciation/awareness of diversity				

(7) What was something important that you learned today? \_\_\_\_\_

(8) What did you like the most about this event? \_\_\_\_\_

(9) What did you like the least about this event? \_\_\_\_\_

(10) What improvements would you suggest? \_\_\_\_\_

Based on diversity lecture and workshop series participant responses we will assess knowledge acquisition and potential behavioral/attitudinal changes. High-quality diversity education is explicitly characterized by attention to developing awareness and understanding of differences through self evaluation, feedback, and active learning (King, Gulick, & Avery, 2009).

Our 2010/2011 intermediate measure of success is to obtain a 40 percent survey response rate and attract 100 distinct and 400 total participants (sign in sheet). Long-term we aspire to increase campus openness to diversity, for the Diversity Committee to assume responsibility of the Diversity Lecture & Workshop Series and to integrate inclusive learning opportunities into course syllabi to achieve a positive campus climate (Mayhew, Grunwald, & Dey, 2005). These initiatives are designed to aid inclusive diversity based on race/ethnicity, socioeconomic, gender, and sexual orientation.

### *Strategy 1B*

NEC will strengthen campus-tribal relationships and build upon year-two engagement with all Wabanaki (Maine/New Brunswick) federally and provincially recognized tribes. A formalized Native Advisory Council (NAC) membership will be derived from the Aroostook Band of

Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, Tobique First Nation, and University of Maine at Presque Isle Native students. NAC goals are to:

- Develop mutually beneficial tribal-university structures,
- Develop local and culturally responsive recruitment and retention models,
- Develop a deep and pervasive culture of inclusiveness and awareness, and
- Develop culturally appropriate programs, advising, curriculum, and measures

Participants will include tribal community members (e.g., elders, college students, education directors) and university staff (e.g., director of student success, retention coordinator). They will seek to nurture relationships and enhance tribal student success through sustained dialogue and engagement. Increasing Native American student success facilitates campus diversity and the opportunity to engage other groups from distinct racial/ethnic, political, socioeconomic, and cultural backgrounds.

Our 2010/2011 NAC intermediate goals to success are based on three individual quarterly meetings and a joint annual meeting with university leadership. Minutes will be typed after meetings to maintain established cultural protocol. Long-term NEC personnel and university executive leadership will assume joint responsibility for the NAC.

### *Strategy 1C*

NEC personnel will increase year-two's tribal student outreach and college recruitment and create a cross-cultural education pipeline to access higher education. First, NEC and Native Voices (NV) student organization members (Native and non-Native) will attend regional tribal health/education fairs and local events to increase community awareness of applying for and attending college. They can inform potential applicants and community members of the campus environment, programs, and services. Students from tribal communities can serve as role models and because many of the communities are interconnected through lineage and cultural ties, social networking is an invaluable resource.

Second, a NEC-Admissions partnership will be developed. The Admissions Department has not developed tribal community connections. NEC maintains good relations with tribal communities. New Native student enrollment has increased due to relationship building with tribal community members, education directors, and students who have referred and recruited applicants. NEC has developed social/kinship networks that cross communities and borders. NEC will invite an admissions member to join them and attend health/education fairs to gain cultural insight and familiarity with tribal members with the intent to increase access for all students.

Our 2010/2011 intermediate goal is to increase computational diversity and this year's new tribal enrollment by 15 percent. Our long-term objective is to utilize students as an integral part of the recruitment process and build lasting tribal community-admissions office relationships (Native and non-Native).

Third, a NEC-Upward Bound (UB) partnership will be developed. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. University UB recruitment now focuses on high school counselor recommendations. As high school-reservation relations are uneasy, expanding recruitment and the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education by placing this campus program in direct contact with tribal education directors can advance college access for all local communities. Tribal education directors would recommend high school students in addition to high school counselors. This is an opportunity for Native participants to succeed in their precollege performance and ultimately in their higher education pursuits.

Our 2010/2011 intermediate goal is to increase Native high school participation by 10 percent and our long-term objective is to build lasting tribal education director-UB office relationships.

### *Strategy 1D*

NEC will provide advising services and a culturally-welcoming site for its cohort students. We will build upon last year's NEC openings and provide a Family Education Model (FEM) that offers holistic advising focused on the whole student, seeks to identify situations causing student difficulty, and recommends appropriate interventions (Earl, 1987). Our holistic approach involves:

- Provide student interactions/interventions to improve student skills and success
- Empower students to address issues that affect them directly and indirectly
- Appreciate cultural, tribal, and individual similarities and differences
- Create a sense of belonging and awareness of campus support services
- Engage students in academic and non-academic settings

Our process is aided by staff members who belong to local tribes. Native students tend to prefer advisors/staff from a similar ethnic background (Padilla & Pavel, 1994). Therefore, "culturally appropriate" advising will be provided. In addition, the center functions as a safe haven and/or counter space, a site where "deficit notions of people of color can be challenged and where a positive collegiate racial climate can be established and maintained" (Solórzano, Ceja, & Yasso, 2000, p. 70). According to our students, we provide an academic and social space that provides a sense of community, cultural support, and opportunity to develop friendships with diverse peers. NEC remains open to all students interested in engaging and learning about tribal communities.

Our 2010/2011 intermediate goals are to record 25 student contacts per week and document individual daily visits, purpose of visit, and length to discern possible student patterns and services needed. Long-term, NEC seeks to "overcome the legacy of an antagonistic relationship" with the United States education system and assimilation missions that "have



created a well-founded mistrust” (Trujillo & Alston, 2005, p. 17). In addition, we aim for campus to adopt the FEM.

### *Strategy 1E*

Area Chair of Cultural Programming & Engagement will facilitate dialogue and partner with the executive director, distinct strategic areas, and committee members to advance year-two’s communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

The 2010/2011 area chair intermediate goals are task delegation, quarterly area reports (written), biannually area chair meetings, bimonthly strategic areas meetings, and minutes taken (e.g., progress, lessons learned). Area reports will be shared with each segment. Long-term, our goals are to facilitate institutional wide communication and to build a shared sense of success.

### *Summation*

Year-three, area one strategies buttress and build upon year-two initiatives: 2D, 2S, 3C, E, 4F (cultural awareness programs/professional development, waiver education, and student involvement), 2H (program-tribal social network), 2J (program-admissions partnership), 2M-N (Native Advisory Council) and 4E (Native Voices and Native Appreciation Day). These approaches have the potential to benefit the institution’s minority and majority students, staff, and faculty, college-tribal and community relations because diversity, inclusion, and a welcoming environment benefit all participants.

*Year-Three, Strategic Area 1: Cultural Programming & Engagement*

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Native Education Center (NEC) supports and bolsters campus diversity.	Initiate a monthly “Diversity Lecture & Workshop Series”; Partner with the Diversity Committee	Professional development opportunities increase; Participants are surveyed; Openness and appreciation of diversity increases	40 percent survey response rate; 100 distinct participants; 400 total participants	University’s openness to diversity increases; Diversity Lecture & Workshop Series institutionalized
	NEC strengthens campus-tribal relationships with: Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, Tobique First Nation, and UMPI students	Formalize Native Advisory Council (NAC)	Open dialogue is sustained; Native student persistence and graduation rates are enhanced; Native sovereignty, self-sufficiency, and self-determination are aided	3 individual quarterly meetings are conducted; 1 joint annual meeting with campus leadership is conducted; Minutes are taken	NEC and executive leadership assume joint responsibility; Native communities and students and other marginalized groups are empowered
	NEC personnel increase tribal student outreach and college recruitment	Partner with Native Voices (NV), Admissions, and Upward Bound (UB) regarding tribal outreach and recruitment	Native students from tribal communities serve as role models and recruiters; Admissions and UB gains tribal insights and familiarity;	15 percent increase in incoming Native enrollment; 10 percent increase in UB Native participation	Students are an integral part of the recruitment process; Native communities, admissions, and UB develop lasting relationships; University views diversity as an asset; Institution purposefully recruits for diversity
	NEC provides advising services and a safe haven for its cohort students	Utilize a Family Education Model (FEM)	Holistic advising focused on the whole student is offered; Deficit notions are challenged; Positive community environment is provide	25 student contacts per week; Document individual daily visits, purpose of visit, and length; Discern student patterns and services utilized	FEM is institutionalized; University overcome the legacy of an antagonistic education (system) relationship
	Area Chair (Jeanie McGowan) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas	University information is shared campus wide; Campus community develops a shared sense of success

\* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

## *Year-Three, Strategic Area 2: Academic Affairs, Curriculum, & Faculty*

### *Strategy 2A*

First Year Learning Communities (FYLC) were piloted in Spring 2010 for the purpose of increasing student retention and, ultimately, graduation rates. Significant success rates resulted from the pilot, leading to the incorporation of two distinct FYLC groups in Fall 2010, continuing into Spring 2011. Initial benchmark is a 10% increase in sophomore year student retention rates for Native and non-Native students within the FYLC in comparison to non-FYLC students.

The Spring pilot FYLC demonstrated a high level of student success and provided necessary coordination for faculty members delivering extended Fall FYLC groups. Retention rates from Fall 2010 to Spring 2011 will be documented and FYLC instructional effectiveness reviewed in December and January 2011 prior to scheduling for Fall 2011 FYLC groups.

### *Strategy 2B*

Professional mini-grants were provided to eligible faculty and staff in Summer 2009 for incorporation in coursework and workshops throughout the following academic year (although the majority of the work was completed during the Fall 2009 semester). Nine faculty and staff were provided funding, leading to a variety of workshops, speaking engagements, presentations, public showings, and curricular revision focusing upon increased incorporation and recognition of Native American cultural content.

Additional mini-grants during Year 3 will allow for further incorporation of Native American content within both General Education and discipline-specific coursework. In addition, a General Education Task Force has been created (see below for further information) to identify and assess learning outcomes and objectives within all General Education courses; one specific area of attention is inclusivity and diversity. Revisions made within existing courses (during the previous and current academic year) will thus be incorporated within the Task Force work and function as models for assessment. In addition, the construction of a Wabanaki Studies Minor will help to ensure both academic and cultural support for Native students (as well as an additional program of study for non-Native students in English, History, Environmental Studies, as well as additional majors, with specific interests in Native language and culture) as well as serve as a model for future programs.

### *Strategy 2C*

During the course of discussions leading to the development and implementation of the FYLC groups, the Chair of the College of Arts and Sciences undertook an evaluation of developmental coursework and testing/placement practices in recognition of the fact that the vast majority of the institution's Native American and First Nation students are required to take multiple "developmental" classes which appeared to provide significant barriers to persistence and graduation rates. As a consequence, the PBS Task Force ("Program of Basic Studies") was constituted in January of 2010 with the purpose of examining the effectiveness of the university's "developmental" curriculum, formerly known as "The Program of Basic Studies" or

PBS courses, and to make appropriate recommendations in regards both to placement testing and course structure and delivery.

The Task Force continues its work during the 2010-2011 academic year, assessing the success of its recommendations both in regards to curriculum and revised placement testing threshold scores. In addition, two specific curricular initiatives are being developed to ensure college-level credit for courses in English and Science previously referred to as “developmental” and thus not eligible for college credit. The Task Force will continue to monitor persistence rates and recommend appropriate steps to remove barriers toward program advancement and graduation for all university students.

### *Strategy 2D*

A General Education Curriculum Task Force (GECTF) has been established as of Fall 2010 that will examine and assess learning outcomes and specific course objectives for all courses offered within the General Education Curriculum. The GECTF will review assessment work completed by Dr. Jacqui Lowman in regards to curricular inclusivity (see Strategic Area 3D below) as a part of its review process. Recommendations will be made in regards to syllabi and programmatic revision and assessment, specifically in the area of inclusivity and diversity (identified as a specific Essential Learning Outcome (see 3A.1 below).

Ultimately, the GECTF will establish an ongoing committee that will oversee General Education revision and assessment, with specific attention to issues of inclusivity and diversity.

### *Strategy 2E*

This represents the culmination of a series of curricular efforts made over the past three years and is directly connected to Strategy 2B. Ideally, this strategy will be completed in Year 3 and removed from the Logic Model. The Wabanaki Studies minor will be finalized and submitted for curricular approval in Fall 2010 and thus ready for Fall 2011 enrollment. Partnerships with the Micmac-Maliseet Institute of UNB and UM’s Wabanaki Center continue to be developed.

The Wabanaki Studies minor will allow students the requisite coursework, and seamless transferability, to programs at both UM and UNB. Native retention rates will increase with the institutionalization of these programs, thus allowing Native students to incorporate culturally specific content within their official academic planning.

### *Strategy 2F*

Area Chair of Academic Affairs, Curriculum & Faculty will facilitate dialogue and partner with the executive director, distinct strategic segments, and committee members to advance year-two’s communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

The 2010/2011 area chair intermediate goals are task delegation, quarterly area reports (written), biannually area chair meetings, bimonthly strategic areas meetings, and minutes taken (e.g.,

progress, lessons learned). Area reports will be shared with each segment. Long-term, our goals are to facilitate institutional wide communication and to build a shared sense of success.

### *Summary*

Year-three, area two strategies support and build upon year-two initiatives: the development of First Year Learning Communities (3A.1), the construction of a PBS Task Force investigating and making pertinent recommendations regarding developmental coursework (3A.1), the study of Native American enrollment trends (3B), the documentation of Native American cultural content within the curriculum (3D), the provision of mini-grants encouraging curricular initiatives (3E), and the development of specific Native American curricula (3G). These approaches have the potential to benefit the institution's minority and majority students and potential students from underserved first-generation, socioeconomic, and diverse populations. This is in addition to benefiting staff and faculty, and community relations.

*Year-Three, Strategic Area 2: Academic Affairs, Curriculum, & Faculty*

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Learning Communities significantly increase student retention & graduation rates	Enlarge First-Year Learning Community (FYLC) programming from one semester to a full-year	FYLC delivers two units in fall semester & two FYLC units in the spring semester of two courses each; FYLC enrollment “tracked” longitudinally for Native & non-Native students; Program success studies	Student retention improves by 10% into sophomore academic year for cohort in comparison with non FYLC students	Students persistence rate increases lead to increased graduation rates for Native and non-Native students.
All University students, staff, and faculty, and community members	Appropriate academic programming is essential to developing a positive learning experience for Native students & the development of systemic diversity initiatives on campus	Expanded Native cultural course content & history through continued mini-grant initiatives	Native material & content incorporated into General Education & discipline-specific courses	Six professional development applications received pertaining to Native students; Six completed studies	UMPI is a respected contributor in regards to multicultural issues within University of Maine System (UMS)
All University students, staff, and faculty, and community members	Excessive developmental/remedial coursework is a barrier to retention & graduation rates	Reduce Program of Basic Studies (PBS) coursework based on empirical task force research & findings	Developmental coursework that is layered will be eliminated & ensure all university courses are credit-bearing	Student persistence rates increase from year one to two	Increase graduation rates for Native students & general student population
All University students, staff, and faculty, and community members	Academic programming demonstrates UMPI’s commitment to inclusion & diversity	Revise faculty syllabi to incorporate more inclusive activities & cultural content; General Education Task Force created (led by Chair of College of Arts and Sciences) to develop and incorporate learning objectives into all existing General Education courses, with specific attention to inclusion and diversity	General Education & discipline-specific courses create inclusive activities & cultural content	Syllabi for all courses taught within the General Education Curriculum clearly identify learning objectives related to inclusivity and diversity and are mapped to the General Education Curriculum’s Essential Learning Outcomes	UMPI is a respected contributor in regards to multicultural issues within UMS
All University students, staff, and faculty, and community members	Formal academic programming will attract, retain, & Native students	Finalize Wabanaki Studies minor or concentration; Partner with University of Maine’s Wabanaki Center & University of New Brunswick’s Micmac-Maliseet Institute	Micmac & Maliseet studies course development; Minor or concentration by end of fall 2010	Wabanaki Studies courses developed & delivered in a successful rotation; Two UMPI courses per semester minimum	UMPI becomes a destination institution for Native American & First Nation students from beyond northern Maine & immediate Canadian

					provinces
All University students, staff, and faculty, and community members	Area Chair (Raymond Rice) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas	University information is shared campus wide; Campus community develops a shared sense of success

\* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

### *Year-Three, Strategic Area 3: Student Affairs & Advising*

#### *Strategy 3A*

Project Compass will advance campus student retention knowledge by building upon year-two's retention survey. Year-two's participants (N=65) indicated less than 60 percent of staff was engaged in student retention, 65 percent of respondents reported spending nine or fewer hours per week on retention, 77 percent of participants noted a lack of and/or minimal confidence level regarding retention, and seven retention themes were highlighted. The results suggest that university respondents possess limited knowledge and confidence related to student retention limiting hours spent and effectiveness. We will utilize the findings to develop an in-depth retention survey for administration, faculty, and staff that elicits detailed information regarding student retention knowledge and perceptions allowing us to respond effectively to both strengths and weaknesses. Deeper understanding of campus retention will allow us to improve upon our 36 percent six-year graduation rate.

Our 2010/2011 intermediate goals are to formulate and proctor survey, obtain 60 survey participants, and analyze data. Results will be shared with executive leadership, student services, and student affairs. Diversity Lecture & Workshop Series presentations may expand student retention knowledge. Long-term actions will be based on survey outcomes, which may include professional development and training centered on student retention as well as reconfiguring the current faculty-student advisory system. Our goal is to increase six-year student retention rates from 36 to 50 percent within 10-years.

#### *Strategy 3B*

Project Compass will create a comprehensive website to expand campus and community diversity awareness and communication. This is direct carryover from year-two. Last year's funding allowed program participants to better understand website requirements. Campus and community members commented on the need for a description of the project's initiatives, committees, and center. Therefore, with the assistance of the university's webmaster we will incorporate campus and community suggestions, campus diversity initiatives, and cultural/diversity calendar. Our efforts will broaden the scope of the current website and include the following items:

- Project Compass
  - Mission
  - Logic Model
  
- Project Compass Committees
  - Community of Practice
  - First-Year Learning Community Task Force
  - Program of Basic Studies Task Force
  - Native Advisory Council



- Native Education Center
  - Mission
- North American Indian Waiver & Scholarship Program
  - University application and waiver forms
  - Step-by-step waiver and health insurance process
  - Immunization requirement
- Diversity Organizations
  - Diversity Committee
  - French Club
  - Gay Straight Alliance
  - International Student Club
  - Native Voices
- Diversity Calendar
  - Diversity Committee events
  - Diversity Lecture & Workshop Series
  - Distinguished Lecture Series
  - Native Appreciation Day
  - Native community events
- Community Resources
  - Daycare options
  - On- and off-campus housing
  - Native communities contacts
  - General information
- Social Media
  - Facebook
- Contact Information
  - Project Compass
  - Native Education Center
- Survey

The website will pull project initiatives into a coherent location and track site (hits) and social media (friends) usage. The intent is to articulate a connection between academic, research, co-curricular, and extracurricular activities (e.g., Community of Practice, Diversity Lecture & Workshop). A list of cultural and diversity related activities/events allow for broader campus and community participation. Utilizing the website with media announcements, community and campus calendars, and flyers will aid dissemination. Combining multiple campus resources committed to diversity, retention, and recruitment of underserved/marginalized student populations can increase the initiatives overall impact and facilitate campus communication.

Our 2010/2011 intermediate goal is to complete the project's website no later than this calendar year and track usage (hits). Long-term our objective is to maintain an adaptive website that remains responsive to underserved/marginalized students, campus and community needs.

### *Strategy 3C*

Project Compass will create a diversity and program recruitment brochure to recruit underserved/marginalized groups and increase diversity awareness. The idea builds off year-two's Native Education Center brochure success, an item that was distributed to all five state tribal offices, two provincial band offices, and at special campus and community events. The tool aided in the recruitment of indigenous students as education directors distributed them to interested community members. The brochure will support year-three's website as we seek to attract underserved populations who often come from low to moderate socioeconomic backgrounds and are first generation students. Project Compass, Diversity Committee, Media Relations, and Admissions will co-develop the item. Program and services will emphasize First-Year Learning Communities and Native Education Center (year-two initiatives), Student Support Services (first-generation, low-income, and disabled students), Career and Tutor Services, and International Student Services. Diversity components will highlight the Diversity Committee, Gay Straight Alliance, International Student Club, and Native Voices.

The 2010/2011 intermediate goals are to complete the diversity recruitment brochure prior to the completion of the spring semester, distribute the article to incoming students at orientation, and place the item in strategic campus locations. In addition, during the summer we will circulate the brochure to Job Corp—a program that helps “at-risk” young people learn a career, earn a high school diploma or GED—high school counselors, and adult/alternative education locations. Long-term, Upward Bound—a program that assists high school students from low-income families to prepare for college—and Admissions will incorporate the brochure into their recruitment material.

### *Strategy 3D*

Project Compass will offer more inclusive orientation program to create a greater sense of belonging for all students. Year-two's initiative focused primarily on tribal students. Year-three's development will focus on Natives and other underserved/marginalized student populations. We will continue to emphasize relationship building between peer-peer, student-faculty, and student-staff because it is important to create a sense of belonging among a variety of individuals from similar and distinct settings and it can lead to greater student involvement. Astin (1999) notes, "The greater the students' involvement in college, the greater will be the amount of student learning and personal development" (pp. 528-529). Orientation is an early opportunities to create a sense of belonging for all students and establish a foundation for student success by providing information on diversity initiatives, programs, organizations, and services to both students and family members in addition to campus tours and roundtable discussions, which highlight unique diversity/cultural opportunities. This initiative expands year-two's original intent to create a Native orientation program to address the unique concerns of

indigenous students and develops a more inclusive strategy for all underrepresented/marginalized students.

Our 2010/2011 intermediate measures of success will be to survey new students during orientation to establish a student sense of belonging and potential involvement baseline for all students through an existing orientation survey (by adding specific questions that address these variables). These responses will aid future orientation implementation. Long-term, diversity/cultural inclusion will become an integral component of orientation and campus life and student sense of belonging and involvement will be tracked annually for all students (e.g., freshmen, junior) through a survey instrument.

### *Strategy 3E*

Area Chair of Student Affairs & Advising will facilitate dialogue and partner with the executive director, distinct strategic segments, and committee members to advance year-two's communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

The 2010/2011 area chair intermediate goals are task delegation, quarterly area reports (written), biannually area chair meetings, bimonthly strategic areas meetings, and minutes taken (e.g., progress, lessons learned). Area reports will be shared with each segment. Long-term, our goals are to facilitate institutional wide communication and to build a shared sense of success.

### *Summation*

Year-three, area three strategies support and build upon year-two initiatives: 1B (retention), 2F (website), 2K (cultural calendar), 2J (recruitment and admissions material), 2R (student satisfaction), 4B (Native orientation program), 4G (Native orientation tutors, mentors, and staff), and 4F (cultural awareness). These approaches have the potential to benefit the institution's minority and majority students and potential students from underserved first-generation, socioeconomic, and diverse populations. This is in addition to benefiting staff and faculty, and community relations.

*Year-Three, Strategies Area 3: Student Affairs & Advising*

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Project Compass advances campus student retention knowledge by building upon year-two's retention survey	Conduct a quantitative student retention study based on year-two findings	Campus strengths and weaknesses understood; Student retention strategies improved	60 survey participants; Data analyzed; Findings disseminated to faculty, staff, and administration	Student six-year graduation rates increase from 36 to 50 percent over a 10 year period
	Project Compass website expands campus and community diversity awareness and communication	Develop Project Compass website: mission, initiatives, waiver program, diversity organizations, diversity/cultural calendar; community resources; social media; contacts; website surveys	Website inclusive of marginalized campus groups; Project initiatives articulated; Website and Diversity brochure linked; Communication facilitated	12/31/2010 completion; Track site (hits) and social media (friends) usage	Website responsive to marginalized student, campus and community needs
	Project Compass increases diversity awareness and recruits underserved/marginalized groups	Develop a diversity brochure: FYLC, NEC, SSS, Career and Tutor Services, International Student Services, Diversity Committee, Gay Straight Alliance, International Student Club, Native Voices, Diversity Lecture & Workshop Series	Brochure co-developed and inclusive of marginalized groups; Campus initiatives, services, and programs communicated; Website and brochure linked	Spring 2011 completion; High school counselors, adult/alternative school educators, university kiosks, and new students (orientation) receive item	Staple Upward Bound and Admissions item
	Project Compass creates a greater sense of belonging for all students (and parents) during orientation	Emphasize relationship building and student engagement; Highlight diversity related programs, services, and opportunities; Add sense of belonging and potential involvement questions to our orientation survey	Orientation creates a sense of belonging for all students and establishes a foundation for student success	2011 orientation students surveyed; Survey baseline established; 2012 orientation program informed and adjusted;	Diversity/cultural inclusion become an integral component of orientation and campus life; Student sense of belonging and involvement tracked annually for all students
	Area Chair (James Stepp) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas	University information is shared campus wide; Campus community develops a shared sense of success

\* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation people

## II. Year-Two Self-Assessment Report/Proposal Narrative

### *II.A Discussion of Progress & Proposed Changes*

*Discussion of Progress & Proposed Changes* provides a step-by-step interpretation of the year-two logic model. It presents the program's progress, challenges, and alterations/deletions. The self-assessment measures effectiveness of year-two strategies to achieve intended outcomes and the implications of these results for year-three program design.

#### ***Year-Two, Strategic Area 1: Data Management & Evidence Development***

Strategic area one supported Native student success and retention efforts through empirical data collection and analysis. The strategic lessons learned will be incorporated into the campus to increase student retention for all students.

#### ***1A Retention activities coordinator will have a group of Native students capable of mentoring and providing peer tutoring to students in the cohort***

Progress: Native peer mentoring and tutoring often occurred in informal settings. Several senior peers acted as advisors, offered their academic expertise, and met in the library. Only one student who utilized this social network withdrew from school due to family medical reasons. That student has since returned and enrolled in the learning community. Student Support Services' (SSS) tutoring program provided the majority of students with academic tutoring. Several instructors also served as tutors. Therefore, Native students were either referred to a formal or informal tutoring program. The Native Education Center (NEC) provided an outlet for mentoring. Solomon "Rocky" Bear who works with the center provided cultural and spiritual guidance for students, Native Voices student organization who meet weekly at the site, and center staff provide informal mentoring opportunities. This positive outcome is linked to increased center activity and utilization and expanding peer-peer networks.

Challenges & Moving Forward: Formalized tutoring and mentoring programs faced several barriers as our targeted population is non-traditional (e.g., married, children, commute). Native Americans do not comprise a campus critical mass. Placing formalized tasks on our students at this time may be unreasonable. Moving forward we will delete this strategy and revisit this strategy as our tribal student critical mass grows. However, we will continue to bolster tutoring and mentoring. A federal work studies student on main campus and its satellite location will work with the centers and be available to assist their peers. In addition, formal tutoring services offered on campus will be promoted to our students at the start of the semester and during the early and mid-term warning periods. SSS also offers federal work studies opportunities and training for students interested in tutoring. We will continue to nurture this partnership. Furthermore, NEC informal tutoring and mentoring outlets will continue, which are open to both tribal and non-indigenous students.

1B *Systematic program revision and development reflecting best practices in first-year retention rates of Native American students through formation of First-Year Learning Communities (FYLC) pilot program in spring 2010*

Progress: Best practices based on year-one's literature review were utilized in conjunction with the piloted learning community. Focus groups were not conducted. A survey was implemented to collect pre- and post-data. Preliminary retention and survey information were analyzed. The "treatment" group comprised of nine students, with one participant self-identifying as Native. The "control" group consisted of 35 students, with three students self-identifying as Native.

Challenges & Moving Forward: Our "treatment" sample size was small and only one student indentified with our targeted group. Learning community participants exhibited greater satisfaction. Native student findings were inconclusive. Moving forward our experiences have provided learning community faculty with an opportunity to refine their pedagogy and delivery. A social justice theme was developed to link the learning community courses. The pre- and post-survey instrument was also refined. And the revised questionnaire was proctored to all First-Year Seminar (control group) and First-Year Learning Community (treatment) students during the current fall semester. The response rate was approximately 98 percent. FYLC Native participants comprised 20.5 percent of the study population. Our 2010/2011 findings will yield multiple insights regarding student satisfaction and retention for the majority of incoming full-time freshmen. This segment will now be shifted to strategic area two.

1C *Data collection and analysis will begin to determine whether correlations exist between learning communities and engaged learning programs and Native American student success, retention, and graduation*

Progress: Pre- and post-survey data was collected. Learning community participants exhibited greater satisfaction. However, Native student findings were inconclusive.

Challenges & Moving Forward: Learning community finding are preliminary based on our small sample size (N=9), which included one student from our targeted group. Moving forward our piloted learning community has now grown to two class sections—developmental and non-remedial—and consists of two yearlong cohorts who share four fall and two spring courses to facilitate student college transition. A sizable number of indigenous students now comprise the new learning communities. Research findings will be compared against incoming none learning community full-time freshmen and year-two's preliminary findings. Our 2010/2011 findings will yield multiple insights regarding student satisfaction and retention for the majority of incoming full-time freshmen. This segment will now be shifted to strategic area two.

1D *Revise and improve the data collection matrix*

Progress: Our piloted learning community experience provided faculty participants with an opportunity to refine their pedagogy and delivery. A social justice theme was developed to link the learning community courses. Our pre- and post-survey instruments were refined, collecting student demographics, student perceptions and attitudes. The revised questionnaire was proctored to all First-Year Seminar (control group) and First-Year Learning Community (treatment) students during the current fall semester. The instrument will be administered again at the conclusion of the fall semester. Students will be given a copy of their original responses and asked to compare their perceptions with their educational outcomes. We will follow the same process at the conclusion of the spring semester in addition to tracking grade point average and persistence. Our survey response rate of approximately 98 percent and sizable learning community cohorts will yield tangible findings.

Challenges & Moving Forward: We do not perceive any challenges as we have refined our data collection process. Moving forward this segment will now be integrated into year-three's strategic area two.

1E *Designate campus community member to coordinate development efforts and provide monthly reports by 1 September 2010*

Progress: Alice Sheppard chaired area one.

Challenges & Moving Forward: Area one's leadership transitioned from a part-time institutional researcher, department chair, to psychology faculty member. Moving to small working groups helped to buffer area flux. Moving forward, year-three's Cultural Programming and Engagement, Academic Affairs, Curriculum, & Faculty, and Student Affairs & Advising will now integrate data management and evidence development into each strategic area. Alice Sheppard will join area one, Jing Qi area two, and both will assist area three.

### Area Discussion

*Data Management and Evidence Development* supported student success and retention based on empirical data collection and analysis. The First-Year Learning Communities were successfully piloted during the 2009 spring semester. The committee examined the trial period and exposed several research weaknesses, which were corrected prior to the start of the 2010 fall semester. Making appropriate adjustments will ensuring the validity of future research findings and lead to tangible outcomes by the conclusion of year three. We will utilize this baseline to compare yearly learning community data collection. We will also track the 2010/2011 cohorts annually. Each year will provide the institution with layered information that allows for systemic changes to our first year retention programming.

Yearlong learning communities have now been populated for the fall (and spring) semester, a break from previous planning that called for a single semester of engagement. FYLC reflect a

true (first and second semester) first-year experience. Native American students have been successfully recruited. Students joined one of two communities with the goal of doubling the number of learning communities to four within two academic years. And we are working to maximum the number of incoming first year students who are eligible to enroll in learning communities.

The majority of area one will now be integrated into *Academic Affairs, Curriculum, & Faculty*. However, data management and evidence development will remain a vital component of all year-three strategic areas because academic and student affairs programming requires tangible and empirical results. The elimination of redundancy and facilitation of communication across strategies is an important component to deep structural and cultural change on campus.



## *Year-Two, Strategic Area 2: Create a Native Education Center*

Strategic area two supported the formation of two Native Education Centers at the University of Maine at Presque Isle (UMPI) and Houlton Higher Education Center (HHEC) satellite, development of cultural activities and diversity awareness training, and engagement of Native communities.

### Current Logic Model

2A *Public dedication of the Houlton Higher Education Center (HHEC) Native Education Center (NEC) in fall 2009; Recruit Native American students (from Native Voices & other groups) to help design NEC at UMPI (South Hall); UMPI Center will be dedicated in public ceremony (publicized) in fall 2009*

Progress: UMPI's NEC was formally blessed, dedicated, and opened in 2009. John Dennis, Cultural Director for the Aroostook Band of Micmacs, conducted the ceremony, which was open to the public. Local bands received a formal invitation, attendees numbered approximately 100. University Media Relations handled the event's publicity. UMPI NEC design was a collective product. Native Voices student organization, faculty, staff, and tribal community members provided input. The center was painted slate gray, stenciled with a white traditional Wabanaki curl pattern, and displays commissioned aboriginal student artwork.

HHEC's NEC was formally dedicated and opened in 2009 and blessed on 17 March 2010. Dana Boyce (Maliseet) and Imelda Perley (St. Mary's First Nation) offered a blessing and dedicated the center. The Houlton Band of Maliseet Indians and program personnel were consulted. Local bands received a formal invitation, attendees numbered approximately 70. University Media Relations handled the event's publicity. HHEC NEC décor was a collaborative product of Native students and community input. The center displays local basketry and framed photographs that celebrate tribal culture.

Challenges & Moving Forward: This task was completed and encountered minimal challenges. The HHEC's and UMPI's NEC represents a positive development towards greater cultural appreciation and inclusion. The designation of NEC spaces reflects the program's dedication toward serving the needs of its Native students on both sides of the US-Canadian border. These fully operational areas provide essential "safe zones" when negotiating the academic and "cultural" demands of higher education and challenges of attending a predominantly White institution. And since their opening we have experienced increased student and community foot traffic with each succeeding month. Moving forward we will track daily usage, hold a welcome luncheon and various social events (e.g., movie night) to create greater awareness (year-three, area one initiative). We aim for 25 visits per month during the academic year. The NECs remain open to any individual seeking to understand, participate, and/or support indigenous affairs.

2B *Director of Student Success & Innovative Education and Coordinator of Retention Activities will create a weekly schedule for availability at the Houlton Higher Education Center*

Progress: Director of Student Success & Innovative Education and Coordinator of Retention Activities established weekly schedule. The Coordinator's UMPI schedule is Monday, Thursday, and Friday from 8:00 to 4:30. His HHEC schedule is Tuesday and Wednesday from 10:00 to 7:00. The Director's UMPI schedule is Monday through Friday from 8:00 to 5:00. Periodic visits are made to the HHEC.

Challenges & Moving Forward: Most HHEC students attend courses that extend beyond 4:30. Many also come from non-traditional backgrounds. Therefore, the Retention Activities Coordinator adjusted his hours from 8:00 to 5:30 to 10:00 to 7:00 to accommodate more students. Since the start of the 2010/2011 academic year students have utilized these new hours and we have experienced greater foot traffic. Moving forward we will track daily usage, hold a welcome luncheon and various social events (e.g., movie night) to create greater awareness.

2C *Establish a place for Native American students at Houlton Higher Education Center*

Progress: HHEC's NEC was formally dedicated and opened in 2009 and blessed on 17 March 2010. HHEC NEC décor was a collaborative product of Native students and community input. The center displays local basketry and framed photographs that celebrate tribal culture. NEC hours have been adjusted to accommodate the availability of student services.

Challenges & Moving Forward: We did not encounter any challenges. This strategy was successfully completed and will be removed and its services will continue.

2D *Native Education Center staff leads campus in developing Native American appreciation activities*

Progress: Project Compass and Community of Practice participants assisted in the development of Native American activities ranging from cultural trips, events, and workshops. Event attendances ranged from 300 to 8 participants. In total, the activities surpassed the stated goal of six activities. These cultural activities included:

- Cultural Trip
  - Smithsonian, Washington, District of Columbia (Native Voices/Project Compass)
- Campus Events
  - UMPI Native Education Center Blessing (John Denis)

- HHEC Native Education Center Blessing (Dana Boyce & Imelda Perley)
- UMPI Native Appreciation Day (Native Voices/Project Compass)
- UMPI University Day (Project Compass/Community of Practice)
  
- Campus Workshops/Seminars
  - *Applying Lifespan Theory to Native American Stages of Life* (Alice Sheppard)
  - *Maliseets* (David Perley)
  - *Wabanaki: A New Dawn* (Jean Henderson)
  - *Circle of Understanding: Culturally Responsive Curriculum and Instructional Approaches for Native Student Success* (JoAnne Putnam)
  - *Native American/First Nation Cultural Content & Student Success* (JoAnne Putnam)
  - *The Overrepresentation of First nation Students in Special Education* (JoAnne Putnam)
  - *UMPI, NERCHE, & Native Community Members* (John Bear Mitchell)

The list provided is not exhaustive. Several Community of Practice members and supporters incorporated tribal guest lecturers into their classroom settings. The majority of mini-grant participants utilized Solomon “Rocky” Bear for his medicinal and cultural knowledge or used public forums (e.g., ceramic exhibition, university woods) to reach the Presque Isle community.

Challenges & Moving Forward: Few challenges were encountered. Moving forward, cultural events and a trip will continue to be supported. In year-three, we will streamline this initiative and incorporate a formalized diversity lecture and workshop series to attract greater participation beyond faculty members. This section will be expanded and moved to year-three, area one.

2E *When planning the opening celebration of the Native Education Centers both Bands will be consulted and involved in the planning*

Progress: Members of the Aroostook Band of Micmacs and Houlton Band of Maliseets were consulted and involved in planning the main campus and satellite NEC ceremonies. John Dennis, Dana Boyce, and Imelda Perley, Cultural Directors and Liaisons for the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, and Saint Mary’s First Nation conducted the ceremonies.

Challenges & Moving Forward: We encountered minimal challenges. In moving forward, increased awareness, recognition, and celebration of unique historic origins remain essential for program success. This area has been completed and will be removed. However, tribal-university collaboration remains essential to developing and maintaining productive relationships.

2F *Consult UMPI's webmaster to design a website or UMPI link committed to the Native Education Center*

Progress: Project Compass' website remains a task that requires completion.

Challenges & Moving Forward: The task was not completed. Moving forward we will develop a comprehensive website. With the assistance of the university's webmaster we will incorporate campus and community suggestions, campus diversity initiatives, and cultural/diversity calendar. Our efforts will broaden the scope of the current website and pull project initiatives into a coherent location and track usage (hits). The intent is to articulate a connection between academic, research, co-curricular, and extracurricular activities. A list of cultural and diversity related activities/events allow for broader campus and community participation. Utilizing the website with media announcements, community and campus calendars, and flyers will aid dissemination. This segment will be moved to year-three, area three and be completed by the end of the calendar year

2G *Director of Student Success & Innovative Education office will be operating by September 2009*

Progress: Director of Project Compass, Student Success & Innovative Education was hired and assumed his role on 26 October 2009.

Challenges & Moving Forward: We experienced a two month delay. This section was successfully completed and will be removed.

2H *Director of Student Success & Innovative Education and Coordinator of Retention Activities will contact the Education Directors and Tribal Administrators for the Aroostook Band of Micmacs and Houlton Band of Maliseet Indians*

Progress: Director of Student Success & Innovative Education and Coordinator of Retention Activities consistently engaged the Aroostook Band of Micmac's and Houlton Band of Maliseet Indian's education administration, meeting several times over the academic year. Furthermore, our efforts reached beyond the two noted tribal communities. Program-tribal collaboration and partnership extended to the Passamaquoddy Tribes (Township & Pleasant Point), Penobscot Nation, Tobique First Nation, and other provincially recognized groups. All Maine tribes will now be engaged for the first time.

Challenges & Moving Forward: We experienced minimal challenges. Moving forward we will continue program-tribal community engagement with the aforementioned groups. Minutes will be recorded after an event to maintain culturally appropriate protocols. Our effort will be incorporated into year-three, area one's outreach and Native Advisory Council initiatives.

2I *UMPI's Native Education Center will be fully functioning with student staff by spring 2010*

Progress: Native Education Center is fully functioning and staffed. Federal work studies students have been added this fall semester.

Challenges & Moving Forward: Project Compass did not obtain federal work study funds due to limited institutional allocation. We reapplied for student workers this past spring and were awarded a student for both centers—Native and non-Native. These “Tribal Education Liaisons” will facilitate program initiatives. This section has been completed.

2J *Retention Activities Coordinator will collaborate with UMPI admissions to develop a recruitment plan and admissions materials for Native Americans*

Progress: Collaboration remained in its planning stages. Nevertheless, NEC efforts allowed us to surpass the goal of a 10% enrollment increase—only four full-time tribal students entered in 2009 compared to 20 this year.

Challenges & Moving Forward: Resistance was encountered regarding recruitment. Therefore, NEC developed its own recruitment brochure (see select evidence) and continued to develop university-tribal out-reach capacities. Tribal education directors and community members were engaged on a consistent and persistent basis to recruit students (e.g., band sponsored education fairs, health fairs). Program brochures and university applications were distributed to tribal education offices. Furthermore, program recruitment materials reached education and community members with whom the program had no direct contact. Most Native freshmen (N=20) had direct contact with us prior to applying. This outcome was also supported by admissions who forwarded applicants who self-identify as Native American/First Nation. NEC followed up on each applicant and inquiry. Moving forward, NEC will invite an admissions member to health/education fairs to gain cultural insight and familiarity with tribal members with the intent to increase access for all students. We intend to increase total new Native admits as specified in year-three, area one. Last, a program and diversity recruitment brochure will be developed to attract other underserved populations, which is an initiative of year-three, area three.

Next summer discussions will begin with the goal of including NEC staff members during the review and acceptance process of Native American and minority students, including participation in the formal interview process (if deemed necessary for specific students). This will assist in closing gaps between the application, acceptance, and subsequent enrollment process (of accepted students). In turn, NEC staff members will meet with Education Directors of Native American and First Nation tribes, serving as a formal conduit of current admission standards and placement examination criteria. This will parallel other partnerships established in Spring 2010

with two local school districts (Limestone and Houlton High Schools), leading to the delivery of college placement tests to junior-level students, support for any required developmental coursework (to meet college-level testing thresholds), and college-level credit for specific courses (such as College Composition and College Algebra) that will be applicable at UMPI as well as any of the University of Maine System campuses. A similar relationship will be explored directly with tribal Education Directors, furthering an effective K-16 educational pipeline for all local (Aroostook County) students.

2K *Plan student events in consultation with the Native American cultural calendars for both Bands*

Progress: Project Compass' website remains a task that requires completion.

Challenges & Moving Forward: The task was not completed, but cultural events were developed around tribal events as direct lines of communication were maintained between the program's staff and communities. Native Education Center and tribal offices also sent personal invitations and flyers pertaining to ceremonies and events, which were attended by staff, students, and community members. Moving forward we will broaden the scope of the current website and provide a list of cultural and diversity related activities/events to increase campus awareness and participation. Our efforts will be aided by the university's webmaster and media announcements. This segment will be moved to year-three, area three and be completed by the end of the calendar year.

2L *Native American students and NEC staff will present at campus University Day in spring 2010 on the purpose of and activities supported by the NEC*

Progress: Our goal evolved from student and staff presentations to faculty presentations focused on indigenous cultures. Community of Practice member's Alice Sheppard and JoAnne Putnam gave lectures regarding tribal lifespan stages and special education. Mini-grant recipient, Renee Felini, held a downtown gallery exhibit that displayed student ceramic pieces produced during their ceramics course, which honored indigenous oral histories. The Native Education Center was open to the public while staff tabled during the event to promote program initiatives and services.

Challenges & Moving Forward: Neither Native students or NEC staff presented. This outcome was related in part to the event's structure—mini conference—and Native Appreciation Day occurring the day prior. Moving forward we will remove this directive from the logic model. This does not imply that event engagement will cease. Native students, program staff, and committee members will be encouraged to participate. NEC and Native Voices will table at the event. Furthermore, tribal community members will be invited to partake and present during next year's event.

## 2M *Inform and promote activities of the Native Advisory Council (NAC)*

Progress: NAC pilot began in the spring semester. Tobique First Nation became our first attempt at exploring a possible three member tribal model. NEC engaged the community members three times during this period. Discussion included the North American Indian Waiver & Scholarship Program, Wabanaki Studies (e.g., major, courses, language), campus climate, and university-tribal relations. The information was forwarded to each area chair.

Challenges & Moving Forward: NAC faced several challenges as we constructed the first campus-tribal model which will engage local four federally and one provincially recognized tribes. The process is unique as it consists of five distinct sovereign nations/governments. NEC-Tobique engagement proved difficult and enlightening as their political structure is unique as they reside in Canada. We learned that three community members may prove too difficult to accommodate various schedules and responsibilities. Moving forward we will reduce each tribal group's committee from three to two members. We will also finalize each tribal community's membership by the start of the fall semester. Future NAC engagements will be forwarded to the Community of Practice. This strategy will be packaged with the following section and moved to year-three, area one.

## 2N *Confirm the NAC membership*

Progress: NAC membership consisted of the following individuals: Gail Nicholas (Tobique Healing Coordinator), Paul Pyres (Tobique Councilor), Dan Ennis (Tobique Elder), Eddy Ruiz (Director), Luke Joseph (Retention Activities Coordinator), and Solomon "Rocky" Bear (Tribal Liaison),

Challenges & Moving Forward: Tobique First Nation membership experienced several obstacles. One member withdrew due to too many prior obligations and the others are running for political office—Chief and Council. We learned that three community members may prove too difficult to accommodate various schedules and responsibilities. Moving forward our committee goals are to develop: (1) mutually beneficial tribal-university structures, (2) local and culturally responsive recruitment and retention models, (3) deep and pervasive culture of inclusiveness and awareness, and (4) culturally appropriate programs, advising, curriculum, and measures. NAC membership will be derived from the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy, Tobique First Nation, and University of Maine at Presque Isle. Each tribal committee group will consist of two members and will be finalized by the start of the fall semester. Participants will include tribal community elders and education directors and university staff and students to maintain membership stability. This section will be combined with the above strategy and moved to year-three, area one, and regular meetings will be established by the start of the fall semester.

## 2O *Native American tutoring*

Progress: Native tutoring often occurred in informal settings. Several senior peers offered their academic expertise, and met in the library. Only one student who utilized this social network withdrew from school due to family medical reasons. That student has since returned and enrolled in the learning community. Student Support Services' (SSS) tutoring program provided the majority of students with academic tutoring. The Native Education Center served the primary role of advising and referring students to established campus resources.

Challenges & Moving Forward: Formalized tutoring and mentoring programs faced several barriers as our targeted population is non-traditional (e.g., married, children, commute). Native Americans do not comprise a campus critical mass. Placing formalized tasks on our students at this time may be unreasonable. Moving forward we will delete this strategy and revisit this strategy as our tribal student critical mass grows. However, we will continue to bolster tutoring and mentoring. A federal work studies student on main campus and its satellite location will work with the centers and be available to assist their peers. In addition, formal tutoring services offered on campus will be promoted to our students at the start of the semester and during the early and mid-term warning periods. SSS also offers federal work studies opportunities and training for students interested in tutoring. We will continue to nurture this partnership. Furthermore, NEC informal tutoring and mentoring outlets will continue, which are open to both tribal and non-indigenous students.

2P *Operationalize recommendations of plan 2C from year-one (conduct an audit of campus programs that may in some way support retention and success of underserved students, with particular focus on the indentified Project Compass cohort)*

Progress: Audit of campus programs was expanded to incorporate general inclusivity as well as specific Native American curricular content. Jacquie Lowman embarked on an evaluation of the entire campus' curriculum. Her findings will be presented to the American Association of Colleges & Universities this fall. Strategic Area 3D and G provides more detail. NEC initiated an official process for documenting advising/counseling and student service utilization. Clear lines of communication were also maintained between the center and distinct institutional programs.

Challenges & Moving Forward: As a small campus we are fortunate to know the campus roles of each member. We confronted minimal obstacles. Moving forward this segment will be deleted and partially incorporated into year-three, area one as we record individual daily center visits and meetings and purpose of visit and length, which will be tabulated to discern possible student patterns and services needed.

2Q *Collaboration between bands and UMPI to explore writing 5-8 grants*

Progress: The Grant Committee (GC) submitted five grants:



- *Department of Education's Reach to Teach*: Band initiated grant intended to better articulate the academic pipeline for native students from high school to college. A Memorandum of Understanding was entered and is contingent upon grant acceptance. (Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, and UMPI)
- *Quimby Family Foundation*: GC initiated grant to host an art exhibit that explores the traditional, spiritual, ethical, and cultural perspectives of the Wabanaki worldview through artistic media in the University of Maine at Presque Isle's Reed Art Gallery.
- *University of Maine System Diversity Grant*: GC initiated grant to design and create an educator's guidebook providing K-12 Maine Wabanki cultural education based on the ethnobotany component of the tribal communities.
- *Tabitha & Steven King Foundation*: GC initiated grant to support cultural preservation, fine-arts development, and future economic development for the Aroostook Band of Micmacs and Houlton Band of Maliseet Indians.
- *Maine EPSCoR*: Dave Putnam initiated grant to broaden participation in the STEM fields for women, persons with disabilities, tribal communities, undergraduate and community colleges, and other under-served populations.

Challenges & Moving Forward: (1) University does not employ a dedicated grant writer and no grant administration. (2) GC members consisted of staff, volunteers, and faculty member who maintain multiple campus roles. (3) Tribal administrators voiced concerns and/or were reluctant to co-submit grant proposals and collaborate with others outside their administration due to past experiences. (4) University grants are subject to indirect costs and administrative oversight which reduces the funding amount that benefits students. (5) RFPs are designed primarily for requests from one tribe, rather than a consortium of all-Native or Native and non-Native entities. (6) Grants (in particular research grants) required trained and skilled personnel, which is difficult considering the institution's remote location and limited technology resources. (7) Native communities are historically reluctant to partake in many research-type grants. (8) Education research grants tend to require a re-allocation of existing staff resources. Despite these challenges Jeanie McGowan, Eddy Ruiz, Brian Reynolds, Mike Carlos, and Solomon "Rocky" Bear were able to submit five grant requests. Alternate members (Dave Putnam and JoAnne Putnam) also lent their unique skill sets and/or knowledge to the committee. Moving forward the grant submission process will be removed from the logic model. A development committee will be explored to reflect a broad range of funding opportunities that enlists multiple campus personnel. Tribal RFPs will be pursued. And Project Compass will still evaluate and submit several grants in support of the current grant initiatives.

2R *Develop work plan for addressing policy changes (other changes) based on the outcome of campus assessment/student satisfaction survey*

Progress: Student satisfaction survey was devised and proctored.

Challenges & Moving Forward: Only four students responded which prohibited empirical based policy action. Moving forward, a mini-grant (year-three, area two) will be established to complete this task. A qualitative study will be pursued and completed by the completion of year-three funding. An Institutional Review Board application will be submitted by November 2010.

## 2S *Conduct four cultural awareness workshops*

Progress: Four cultural awareness workshops were completed: These included: *Native American/First Nation Cultural Context & Student Success* (JoAnne Putnam), *Maliseets* (Dave Perley), *Wabanaki: A New Dawn* (Jean Henderson), and *UMPI, NERCHE, & Native Community Members* (John Bear Michelle). Workshops explored tribal cultures, histories, educational approaches, and curricular issues with campus professors. In addition, Professor Jason Johnston's First Year Seminar class utilized Solomon "Rocky" Bear. Professor Alice Sheppard's two Social Psychology classes incorporated four tribal community guest lecturers who discussed Native American perspectives, cultural diversity, social identity, stereotyping, social roles, gender issues, and social humor. Professor Renee Felini offered a unique learning experience for students in the realm of ceramic arts as each student chose an oral tribal history and depicted the culture narrated on a ceramic vessel they created that were displayed downtown for one month.

Challenges & Moving Forward: Cultural workshop/lecture benchmarks were successfully completed. However, some lacked symmetry, diverse participation, and promotion. Moving forward we will initiate a diversity lecture and workshop series and partner with the campus diversity committee to expand the institution's limited professional development for faculty, staff, students, and community members. We will provide a monthly education forum and work with the campus diversity committee to increase participant openness and acceptance of diversity. Several events and activities will be a collaborative process between student organizations, campus committees, community organizations, and project/center personnel. We will measure the diversity lecture and workshop series success through a survey administered at each event. This segment will be moved to year-three, area one.

## 2T *Designate faculty member to coordinate development efforts and provide monthly reports by 1 September 2010*

Progress: Jeanie McGowan, Executive Director of the Nylander Museum of Natural History (community member), was designated as the area chair, providing leadership and monthly reports to Eddy Ruiz, Executive Director of the Community of Practice.

Challenges & Moving Forward: We experienced no issues. Jeanie McGowan proved to be a model area leader. Moving forward she will remain an active participant and chair year-three's strategic area one.

### Area Discussion

*Create a Native Education Center* provided the strategic area with specific guidelines that included the development of Native Education Centers, Native Advisory Council, program website, cultural activities and workshops, program-tribal relationships, and grants. Our initiatives have grown beyond two indigenous nations, whose students received the *North American Indian Waiver* and who enrolled in a minimum of six credit hours per semester. The Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, and Tobique First Nation are now being engaged. This strategy built relationships with all state federally recognized tribes and one provincial band. Our inclusive engagement reached out to both sides of the border and all students who self-identified as aboriginal peoples regardless of their tribal membership. As North American Indian students comprise our largest ethnic/racial and political minority group on campus their academic success and inclusion can play an instrumental role in increasing openness to diversity and cultural awareness, and reducing educational inequities.

The Native Education Center is perceived as an advocate for tribal student and community success and site for cultural learning. North American Indians have been supportive of the program's initiatives and begun to encourage their peers, community members, and children to attend our university because we now provide a supportive environment that was missing on our campus. The NEC provides a safe haven for indigenous students, who often come from low-income, marginalized, and first generation backgrounds. The site provides a community atmosphere and sense of place for many students, which aids their postsecondary transition. Guillory and Wolverton (2008) note, Native Education Centers can lead to academic and social engagement for indigenous students and contribute to increased retention rates. Mainstream institutions of higher education must consciously take into account the academic, sociocultural, and psychological needs of tribal students. A "Family Education Model" that creates a family like environment by making family and tribal members an integral component of the educational process gives students an education that is relevant and appropriate to their cultural background (HeavyRunner & DeCelles, 2002). NEC's success suggests that our systematic approach can benefit student success, tribal recruitment and engagement, cultural events, and program development that celebrates differences and supports unique student needs. To build upon our successes we will rename this section to accurately reflect its evolution—*Cultural Programming & Engagement*—for year-three.

Our tribal initiatives are essential to the continued development of sustainable and systemic institutional change. Our strategies have both welcomed and attracted an increasingly (globally) diverse student body, reflecting other campus partnerships made with Chinese universities. Funding has allowed us to invest in diversity, culture, programs, and initiatives that benefit all students and the institution. In 2010/2011, NEC, NAC, professional development, and recruitment, will remain central elements of our logic model as our strategic area seeks to foster

openness to diversity, increase opportunities for cross-racial interactions, and facilitate a welcoming campus environment for marginalized and underserved students.

### ***Strategic Area 3: Academic Affairs, Curriculum, & Faculty***

Strategic area three supports the development of curricula, pedagogical methodologies, and extra-curricular academic programming contributing to a positive and empowering educational experience for both native and non-native students. It is directly concerned with addressing retention and success rates of the cohort, as well as the general campus population, within the General Education Curriculum and four and six year graduation rates. Its initiatives include the development of First Year Learning Communities (FYLC), professional development opportunities for faculty to make meaningful and systemic changes to their curricula, and establishing an ongoing assessment procedure for such initiatives.

Strategic area three is thus a vital intersection point of instructional and curricular strategies identifying the needs of Native American and First Nation students and those strategies applicable to all UMPI students. Thus, this strategic area reflects crucial retention-focused curricular initiatives as note above designed to impact the entire student body as well as curricular initiatives that have an additional positive impact upon its project cohort. The College of Arts and Sciences, which oversees such proposed initiatives as the Wabanaki Studies minor and would provide the resources for the maintenance of these programs, is dedicated to ensuring that the institution develops as an academic destination for prospective cohort students. Its goal is to provide programming empowering a supportive and sustainable for these students within the context of larger programmatic goals. The goal is to provide a social and academic atmosphere conducive to positive retention rates as outlined by William Tierney in “Models of Minority College-going and Retention” (1999), which suggests that institutions must provide settings supportive of cultural integrity to maximize minority student success in academic programs. The construction of the Native Center and, this coming year, a Wabanaki Studies program that students may elect to minor in, thus offering both academic credit and a cultural/social support network simultaneously, is essential to meeting our long-term retention and recruitment goals.

#### Current Logic Model

##### *3A.1 Study and analysis of FYLC effectiveness*

Progress: Two learning community pilot sections were formed and populated in spring 2010. Native student participation was limited to two individual students because of limited number of incoming (first time) cohort students and a lack of curricular need for the courses piloted in the spring semester. Future iterations will make a concerted effort to recruit native learning community participants prior to enrollment by communicating course cultural content, collaborative environment, and mentoring components through social media. Project Compass staff will assist in student outreach. FYLC pilot data collection was completed in May, with the following assessment and recommendations:

Dr. Bonnie Wood attended all Summer 2010 course registration sessions for incoming students to discuss with peer advisors, faculty advisors and incoming students the two

clusters of Fall 2010 FYLC courses for which students can register. This provided more consistency in the way students were informed about FYLC and ensured that students were registered in the appropriate courses based on their Placement Test scores. Dr. Wood worked closely with Eddy Ruiz, Director of Student Success, to ensure that all appropriate incoming Native American students were enrolled in one of the two FYLCs. Ultimately, both FYLC groups were filled to capacity (18 students each).

In Fall 2010, one FYLC was established with three General Education Curriculum courses (General Biology, World Civilization, and English Composition); the second FYLC consists of three developmental courses (in mathematics, science, and English) for those students with appropriate Placement Test scores. Both groups also incorporated a First Year Seminar (FYS 100). Researchers who have studied the benefits learning communities report that developmental courses are where too many students are lost and are an important area for educational improvement. Developmental education is a particularly perilous area in the curriculum for students of color and first-generation learners (Smith, et al., 2004). Forming a learning community around these UMPI courses may be one of the most important steps we take to serve under-prepared students. In addition, inclusion of required First-Year Seminars as a fourth course in each FYLC will be a valuable addition, contributing extra time and potential cohesiveness to the groups.

The preliminary retention results for the FYLC1 of the pilot Learning Communities in Spring 2010 (the community that was comprised exclusively of FYLC students) are especially promising. Nine students were enrolled in three classes: ENG 151 (Intro to Lit), ENV 110 (Intro to Environmental Studies), and HTY 116 (World Civilization II). Of those nine students, taking a total of 27 courses, only one grade of “F” and one grade of “D” was recorded. No students withdrew or received incompletes. Of the total 179 students taking all sections of the three classes, a total of 27 Fs, Ds, Ws, or Is were recorded. Thus, the “success” rate of students in the FYLC 1 was 93% (if “D” is considered an unsuccessful grade in terms of GPA), whereas the overall success rate for all students in all such sections was only 85%. This shows a marked statistical benefit, albeit from a very small pilot group, for the FYLC initiative from the first semester alone. In addition, all nine students returned to UMPI for their second year (including the two self-identified Native American students within the FYLC cohort).

Challenges & Moving Forward: Learning Communities for Fall 2010 are as follows. Discussions with Lorelei Locke, Director of Advising, have led to a restructuring of how students are placed into Learning Communities, which will now occur directly after their testing results are made available and prior to any further registration (in other words, students will be block enrolled directly into the LC and will have to be subsequently removed from the LC, thus ensuring stronger initial enrollments).

Learning Community I:

BIO 112: Dr. Bonnie Wood

ENG 101: Dr. Jacquelyn Lowman

HTY 115: Dr. John DeFelice

FYS 100: Dr. Jacquelyn Lowman

Learning Community II:

ENG 14: Ms. Karen McCosker

HTY 115: Dr. John DeFelice

SCI 12: Ms. Catherine Anne Chase

FYS 100: Dr. John DeFelice

The Spring Learning Community schedule is currently being developed; it will likely incorporate 2 classes as a continuation of each Learning Community, with LC 1 taking ENG 151 (Hodgkins) and HTY 116 (DeFelice) and LC 2 enrolled in ENG 101 (Rice) and ANT 100 (Putnam).

See the “COMPASS PROJECT REPORT FIRST-YEAR LEARNING COMMUNITIES AT UMPI” by Dr. Bonnie Wood in the V.B. (Other Selected Evidence) for the full report.

During the course of discussions leading to the development and implementation of the FYLC groups, the Chair of the College of Arts and Sciences undertook an evaluation of developmental coursework and testing/placement practices in recognition of the fact that the vast majority of the institution’s Native American and First Nation students are required to take multiple “developmental” classes which appeared to provide significant barriers to persistence and graduation rates.

As a consequence, the PBS Task Force (“Program of Basic Studies”) was constituted in January of 2010 with the purpose of examining the effectiveness of the university’s “developmental” curriculum, formerly known as “The Program of Basic Studies” or PBS courses, and to make appropriate recommendations in regards both to placement testing and course structure and delivery. No extensive analysis and review of the courses had been undertaken in at least ten years. The restructuring of academic programs in 2008 had placed all developmental coursework within the aegis of the College of Arts and Sciences, thus allowing such a review to occur systematically with all academic and advising stakeholders. The Task Force was constituted with the following members:

- Ray Rice, Professor of English and Chair of the College of Arts and Sciences (task force chair)
- Lorelei Locke, Director of Advising
- Jing Qi, Director of Institutional Research
- Catherine Anne Chase, Lecturer of Science (part time regular)
- Malcolm Coulter, Lecturer of Mathematics
- Deborah Hodgkins, Associate Professor of English and Director of the Writing Center
- Jacquelyn Lowman, Assistant Professor of English
- Karen McCosker, Lecturer of Language Arts
- Dave Putnam, Environmental Studies and Science

The Task Force engaged the following essential questions in regards to determining the effectiveness of the existing developmental courses in English, Mathematics and Science (ENG 14, MAT 13 and MAT 17, and SCI 12) as well as the appropriateness of the placement testing scoring process:

- Do developmental courses at the institution aid in the retention and graduation of students who are required to take them?
- Is the placement scoring threshold for mandatory or recommended enrollment in such courses set appropriately?
- What current research in regards to best practices regarding the construction and delivery of developmental courses is available that can further inform and aid in the interpretation of institutional data?
- What recommendations are to be made based upon institutional data and current best practices?

The Task Force also engaged an analysis of the impact of developmental coursework upon the retention and graduation rates of Native American and First Nation students as a distinct cohort in order to ensure that all recommendations informed and supported research simultaneously being undertaken by the university's Project Compass grant, which specifically addresses the needs of these students.

Following its initial meeting, the Task Force developed a "priority list," as outlined below:

1. Examine retention and graduation rates data (PBS + non-PBS courses over time).
2. Examine the possibility of converting developmental courses to college credit-bearing classes.
3. Document the best practices addressing student needs in PBS classes (as well as GEC classes generally) to address low persistence rates.
4. Examine possible FYS (First Year Seminar) connections. Examine how remediation occurs in response to identified need.
5. Research current approaches and examine current studies (which seem to indicate that "layering" of remediation can have negative retention consequences).
6. Examine why numbers/types of testing students appear to be on the "heavy" end of spectrum (of those who test into PBS classes) and assess placement score "cut off" thresholds.
7. Examine retention rates of PBS vs. non-PBS students in PBS-pre-requisite courses.
8. Investigate the potential of both pre-testing (placement) and post-testing (judge knowledge gained).

The Task Force met six times over a period of five months, studying retention, persistence, and graduation rates of developmental English, Science, and Mathematics courses (roughly in that order). As detailed below, following extensive data analysis, literature review, and comparisons with a Melmac Data Report in Support of Early Success in College (drafted by Dr. Allen Salo in 2007), the Task Force has made the following recommendations.

1. Recalibrate existing testing score thresholds for placement in developmental courses.
2. Eliminate "layering" of remediation in the developmental Mathematics program.
3. Revise English and Science courses so that they are appropriate for college level credit.



4. Informally “suspend” the offering of MAT 13 (Arithmetic) for the 2010-2011 academic year and study the success of students enrolling in MAT 17 (Basic Algebra) who would otherwise place into MAT 13. (This supports recommendation #2.)
5. Employ the “PLATO Learning Environment” system for both self-guided and tutored remediation.
6. Commence an immediate study on how the university’s tutoring system may be best utilized in support of the above recommendations.
7. Analyze and study the current effectiveness of FYS 100 (the institution’s “First Year seminar” 1 credit course) and make appropriate recommendations. This will be undertaken in Summer 2010 and recommendations made no later than October 2010 in time to incorporate any recommended alterations by the construction of the Fall 2011 schedule. (Dr. Jacquelyn Lowman now serves as coordinator of First Year Seminar curriculum development, scheduling, and data management/analysis.)

The entire Task Force report can be found in V.B. Other Selected Evidence, including detailed statistical analysis as provided by Jing Qi, Director of Institutional Research.

Challenges & Moving Forward: The Task Force will continue its work throughout the 2010-2011 academic year with the ultimate goal of establishing a Developmental Curriculum and Assessment Committee that will be a standing committee of the College of Arts and Sciences and that will report out both to the College and the (proposed) General Education Curriculum and Assessment Committee (see below). In addition to drafting the formal charge for its subsequent standing iteration, the Task Force will be addressing the following issues:

- Identifying and, where applicable, revising learning outcomes for all “developmental” coursework.
- Tracking student academic success rates in developmental courses subsequent to the instituted curricular and placement threshold revisions. This entails breaking out comparisons of student success for those scoring at the revised placement levels and those scoring at the previous threshold levels. This also entails continued tracking of student success from the previous year cohort of developmental students into the current academic year (including GPA and persistence information).
- Research is being undertaken this coming year comparing the above data with that of System peers (UMFK, UMM, etc.) as well as local community colleges.
- Revisions of existing SCI and ENG developmental courses are also being initiated that will provide them with college-level (elective) credit; curricular proposals will be prepared and submitted by January for deployment in the Fall 2011 semester.

In addition, the Task Force assisted in the constitution, development, and deployment of a General Education Curriculum Task Force (GECTK), chaired by Ray Rice and including several members of the Project Compass community (including Jing Qi and Lorelei Locke). The GECTK is charged with identifying and assessing Learning Outcomes for the General Education Curriculum and making subsequent recommendations concerning the revision of the outcomes and the effectiveness of the curricula addressing the stated outcomes. The GECTK will be following the model developed by the PBS Task Force in regards to data gathering and assessment and will submit a proposal by spring 2011 for instituting it as a standing body of the

Faculty Assembly, thus ensuring a permanent assessment and feedback loop for the institution mirroring that of the Task Force. The Directors of Institutional Research and Advising will remain permanent members of both groups. Task Force membership thus includes: Ray Rice (chair), Mike Knopp (Assistant Chair of the College of Arts and Sciences), Jacqui Lowman, Deborah Hodgkins (Writing Center Director), Jean Cashman (representing Professional Programs), Thomas Herzog (representing Education programs), Jing Qi, Lorelei Locke, and Kathy Davis (Registrar).

The General Education Task Force held its first meeting in early September, at which time the following determinations were made:

- The Task Force identified five Essential Learning Outcomes addressed by the General Education Curriculum:
  - Effective written and oral communication
  - Critical thinking (inquiry, innovation, problem solving)
  - Quantitative Reasoning
  - Information Literacy
  - Global consciousness and intercultural awareness
- The Task Force further identified the specific curricular components of the existing GEC:
  - WCL=Writing and Cultural Literacy
  - ME=Multicultural Experience
  - QDM=Quantitative Decision-Making
  - PLS=Physical and Life Sciences
  - SS=Social Sciences
  - HFA=Humanities and Fine Arts
  - FYS=First Year Seminar
- The Outcomes and their identified components within the GEC were then mapped as follows:
  - Effective written and oral communication: WCL, HFA, FYS
  - Critical thinking (inquiry, innovation, problem solving): PLS, SS, HFA
  - Quantitative Reasoning: QDM, PLS
  - Information Literacy: WCL, HFA, FYS
  - Global consciousness and intercultural awareness: WCL, ME, PLS, SS, HFA
- Measurement instruments for assessing the GEC will include the following:
  - MAPP
  - GPA/grades
  - Persistence rates
  - Student survey (enter and exit)
- The Task Force also determined that it is necessary to assess in the first/second year of student work within the GEC and at the senior/graduation level.
- Assessment would include formal, advanced written work within the disciplines (thus covering our Writing Intensive coursework that was officially removed from the GEC. In this manner, the ENG 101/ENG 201 sequence covers written competencies at the first/second year level; specific upper-division program courses will demonstrate competencies at the advanced level.

- The Chair of Arts and Sciences informed the Task Force that GEC-level instructors have been asked to begin developing learning objectives for GEC-level courses in Arts and Sciences. These specific course objectives will then be matched with GEC Essential Learning Outcomes listed above (and revised as appropriate).
- The report generated by Dr. Lowman (see 3D below) would be consulted in regards to the assessment of specific course objectives in the area of inclusivity and diversity.
- A formal report and recommendations, for incorporation by Fall 2011, will be rendered no later than March, 2011.

### 3A.2 *Initiate engaged learning modalities collection and analysis*

Progress: IRB FYLC application was submitted and approved prior to the start of classes (see Appendix A). Pre and post student surveys will be conducted and analyzed. In addition, FYLC faculty will be examined.

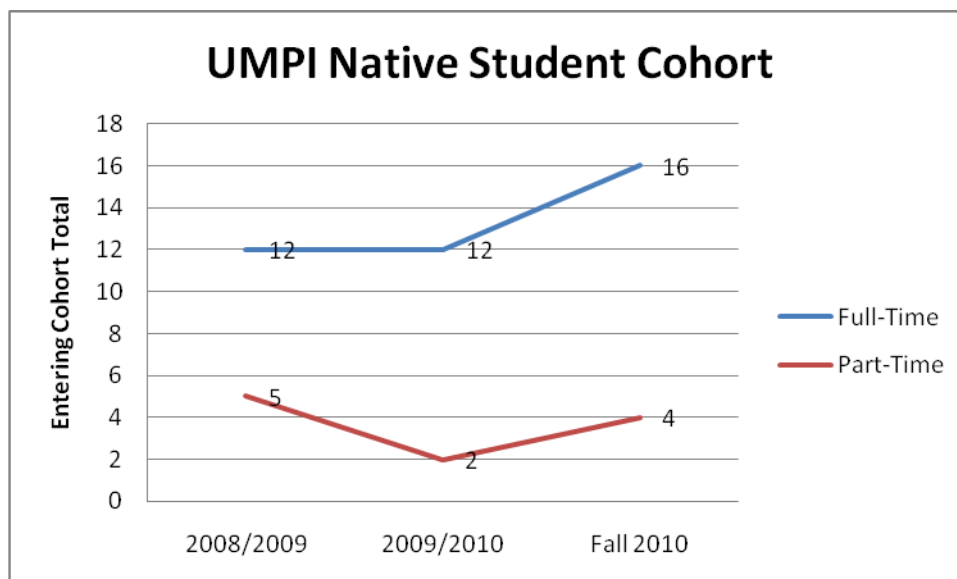
Challenges & Moving Forward: The information gleaned will inform fall 2010 course adjustments. First-Year Learning Community students will be tracked beyond their first semester.

### 3B *Assess cohort enrollment and academic trends*

Progress: Retention Activities Coordinator compiled ten years of institutional indigenous enrollment data (2000-present). Enrollment information was gathered from the university's current and previous database system, waiver applications, tribal offices, and social networks both on- and off-campus. The institutional data collection sources and labels were highly inaccurate. The data needs to be cleaned (e.g., verified, coded) before the information will yield an accurate depiction. At present information from 2008/2009 to current has been cleaned. The findings presented offer insight to program efforts since its inception; it does not contextualize historic trends.

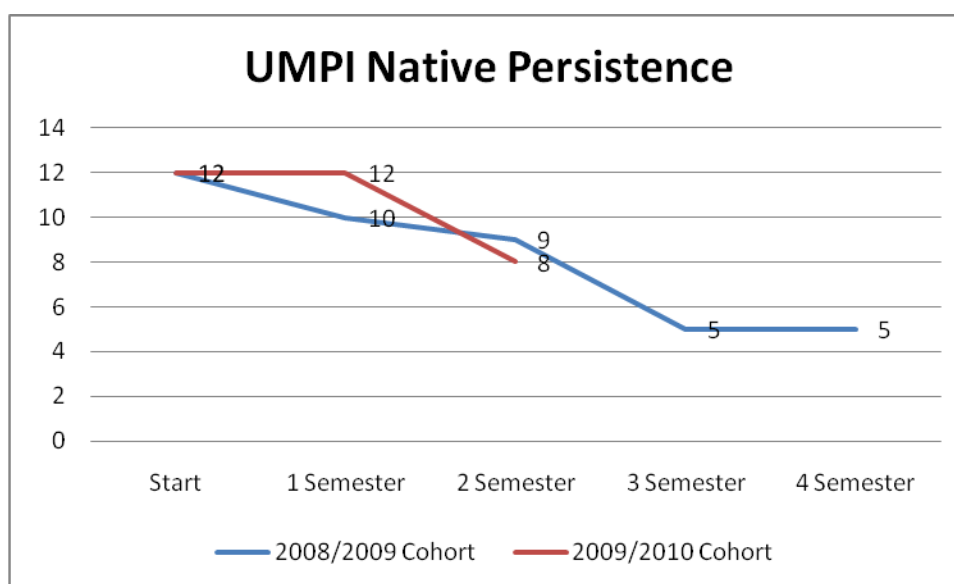
Native American enrollment has shown a recent uptick. The programs first two years (planning and year-one) revealed that 12 full-time and five to two part-time students entered each year. The number represents fall and spring semesters as our campus maintains a rolling admissions policy. These numbers anecdotally—scanning our previous years—appear to be above previous entering classes. The 2010/2011 Native entering class has shown a marked increase. In the fall semester alone, 16 and four first-year full- and part-time students enrolled. The full-time numbers surpassed both cohort years and required half the time. The spring semester will yield additional students. We estimate that four full-time spring semester students will be added to our cohort total, increasing the number to 20, a 60 percent increase.

Table 1: Entering Native Student Cohort



Our Native cohort persistence rates are unclear at present as they are not compared to previous indigenous classes. The data does indicate that each cohort experienced attrition. The 2008/2009 and 2009/2010 full-time cohorts had a first-year success rate of 75 and 66.6 percent. The 2008 State average was 75.4 percent (NCHEMS, 2009). The 2008 UMPI average was 50.6 percent for the total campus (Qi, 2009). Our numbers nationally are in close proximity and institutionally they exceed the norm.

Table 2: Native Student Cohort Persistence



The tables indicate that we are experiencing a level of success regarding persistence. In year-three, pre-grant data will be cleaned and our largest entering cohort (fall only) will have completed their first full year providing us with deeper insights. This research assignment will not be included into our logic model, but it will be top priority for year-three's area one and the program.

**Challenges & Moving Forward:** We experienced major issues regarding institutional data. This is in part due to campus migration of information to a new database system that occurred two years ago. Moving forward this strategy will become a routine assignment of the center. NEC has already taken this task and provided the campus with tribal student demographic. In 2010, our full-time students (N=49) include eight tribes, self-identified heritage, and unrecognized federal or state groups. Regional tribes comprise the majority. The Aroostook band of Micmacs, Houlton Band of Maliseet Indians and Tobique First Nation members account for 31 or 63 percent of full-time enrollment. Tobique First Nation accounts for 17 or 35 percent. Full-time student average age is 21, ranging from 17 to 36 years of age, with 38 or 78 percent living off-campus. Females comprise the majority of students, 35 or 71 percent.

Table 3: Native Full-Time Students

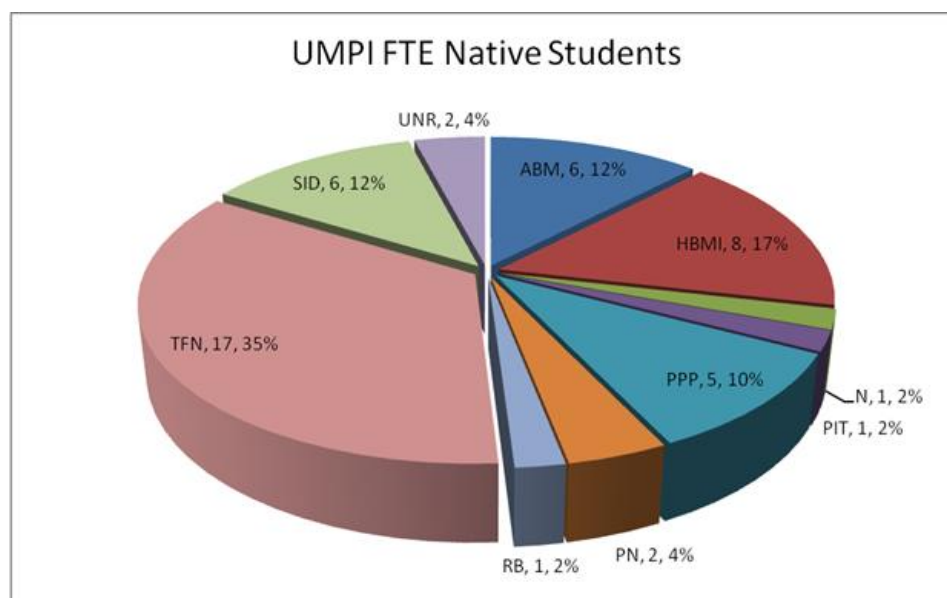


Table 4: Native Student Codes

Aroostook Band of Micmacs (ABM)	Penobscot Nation (PN)
Houlton Band of Maliseet Indians (HBMI)	Red Bank (RB)
Narragansett (N)	Tobique First Nation (TFN)
Passamaquoddy Indian Township (PIT)	Self-Identified (SID)
Passamaquoddy Pleasant Point (PPP)	Unrecognized (UNR)

Our part-time students (N=18) include five tribes and self-identified heritage students. Regional tribes comprise the majority. The Aroostook band of Micmacs, Houlton Band of Maliseet Indians and Tobique First Nation members account for 13 or 72 percent of part-time students. The Houlton Band of Maliseet Indians accounts for 10 or 56 percent of attendees. Part-time student average age is 25, ranging from 18 to 45 years of age, with none living on-campus. Male students are the minority, 4 or 22 percent.

Table 5: Native Part-Time Students

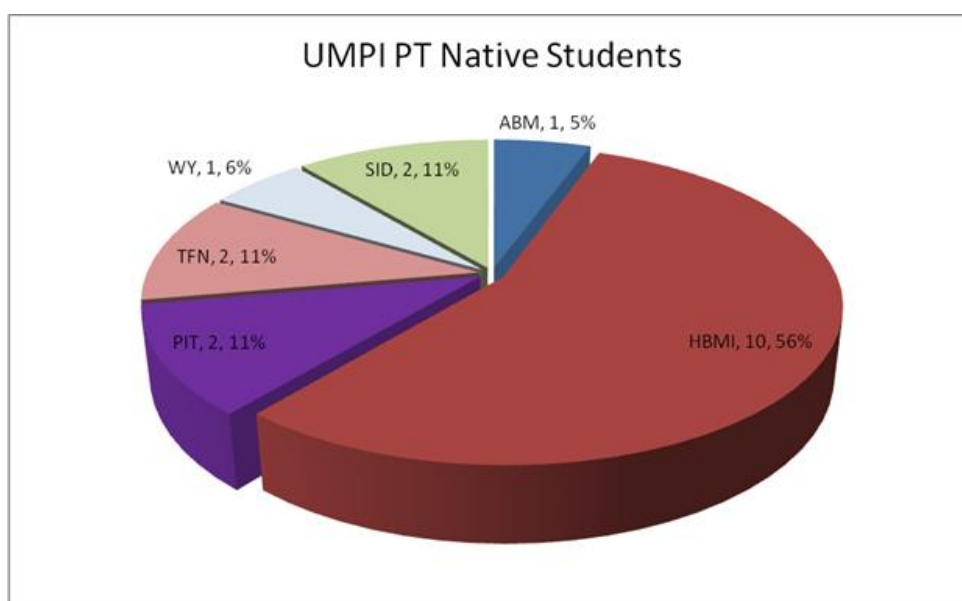


Table 6: Native Student Codes

Aroostook Band of Micmacs (ABM)	Passamaquoddy Indian Township (PIT)
Houlton Band of Maliseet Indians (HBMI)	Tobique First Nation (TFN)
Wyandotte (WY)	Self-Identified (SID)

In total, 67 Native students attend our institution and represent nine distinct tribes. Tobique First Nation (19) and Houlton Band of Maliseet Indians (18) account for the majority of students. Most Native students attend full-time (49), are female (49), live off-campus (56), and tribal members (57). Part-time students on average are four years older than their full-time peers.

This charting will be compiled for the last 10 years in the near future along with retention data, providing the institution with demographic and empirical data that is critical to student success. This component will not be included in the logic model. However, it will be included in year-three's select evidence as it informs many of the programs initiatives.

### 3C *Participation in native, academic, non-classroom programming*

Progress: Progress has been slow to develop.

Challenges & Moving Forward: Areas two and three have worked independently. Barriers are related to specific emphasis being places on segments: A, F, G, and I. Greater communication between the strategic areas is essential. However, with the hiring of Eddy Ruiz, Director of Project Compass, Student Success & Innovative Education, each strategic area has gained new guidance. Second, Community of Practice reorganization will allow for relationship building and cohesion. Last, expanded native outreach may increase tribal and non-indigenous participation. The newly incorporated campus-wide Diversity Lecture and Workshop Series and the Diversity Committee Events (see 1A) can assist in non-classroom participation among all students. Such participation is incorporated within FYS 100 syllabi and required of all first-time students and will also be incorporated within the FYLC syllabi.

### 3D *Document Native cultural course content*

Progress: As a directed study project, Kathleen Killfoil (an Secondary Mathematics Education major) has completed a study of curricular inclusiveness with Dr. Jacquelyn Lowman (the faculty member charged with completing the area goal), including Native American/ First Nation subject matter as well as more generalized issues of curricular inclusiveness. A copy of this report will be presented at a national conference this coming October (funded by NERCHE) and will be made available by September. Most syllabi documentation and preliminary analysis of courses within the three campuses “colleges” (Arts and Sciences, Professional Programs, and Education) was completed prior to year two funding, with one college submitting documents in the spring of 2010.

Challenges & Moving Forward: Conclusions of this study must be analyzed and a course of action developed as a partnership between representatives of Strategic Areas 1 and 2 (i.e. Eddy Ruiz and Ray Rice), culminating in specific strategies to develop greater inclusion in courses and programs across all academic disciplines. Analysis will occur in early Fall 2010 and will be incorporated into recommendations being made in regards to Learning Outcome Assessments within the General Education Curriculum (see 3a.1 above).

### 3E *Encourage faculty to seek professional development opportunities pertaining to Native culture and course content; Encourage tribal elder involvement*

Progress: Faculty has been encouraged to seek professional development and received mini-grants supporting individual research, curricular initiatives, and informational faculty workshops. See below for specific information regarding the development funds expended (3F and selected

evidence). Specifically, First-Year Learning Community, Community of Practice, and Mini Grant participants have received training by means of the following initiatives:

- Attendance at the Conferernce on Wabanaki Perspectives and Human Awareness;
- Lectures/presentations given by Rocky Bear and Caroline Ennis of Tobique, Glenda Wysote-Labillois of Listiguj, tribal elders, to specific classes in PSY 200;
- A Wabanaki Heritage Garden was developed and maintained by Rocky Bear and several undergraduate Environmental Studies and Biology students for use in multiple courses, including ENV 110 (Rocky Bear presented in six classes) and EGY 355;
- Elder Richard Silliboy of the Aroostook Band of Micmacs led an cultural inclusivity syllabus workshop at the Houlton Center;
- Individual research provided curricular content for the incorporation of Native American aesthetic designs within a ceramics course, which was subsequently the basis for an extended art exhibit displaying the student work in downtown Presque Isle during spring 2010 which received extensive local media coverage;
- Dr. David and Imelda Perley provided inclusivity workshops at the Presque Isle campus in Fall 2009 and will be providing additional workshops in 2010-2011.

Further information on these workshops and initiatives may be found within the Faculty mini-grant reports under Selected Evidence. Myrth Schwartz, Project Compass Administrative Assistant, maintains a database of all professional development awards and distributions, as well as reports from individual recipients (see 3F and selected evidence sections). Abstracts of the funded initiatives are listed below:

- **Ms. Renee Felini** received \$1,660 to incorporate the creative expression of the Wabanaki people into some of her Art courses, including an introductory Art course that reaches a large number of first year students and a ceramics class, thereby exposing many UMPI students to the history of Native American people in the region and encouraging student research and discourse. Felini will conduct research, gather images, and create course slides for use most immediately in the courses she teaches during the 2009-2010 academic year. She will also work toward the development of workshops as part of these classes in future years which could include dance, drumming, and basket-making.
- **Ms. Jean Henderson** received \$870 to organize a professional development opportunity for UMPI adjunct faculty at the Houlton Higher Education Center – a viewing of the documentary film *Wabanaki: A New Dawn* followed by a discussion of the survival of Native American culture in today's world led by Richard Silliboy, a tribal member with the Aroostook Band of Micmacs, and a dialogue of how to incorporate Native American culture across the curriculum. The project includes a follow-up survey after the event regarding relevant curriculum changes.
- **Dr. Jason Johnston** received \$1,875 to engage students participating in two UMPI courses in the improvement of trails and educational materials, and the incorporation of Native content into those materials, for the West Campus Woods. The project – which will be done in collaboration with Native community members – includes new and replaced posts and signage, an informative trailhead, new or redesigned educational materials such as brochures and web pages that will add new content focusing on Native American ecological content, and a new trail that leads to black ash, the tree used in



Native basket-making. Students will present their project during an end-of-semester event.

- **Mr. Luke Joseph** received \$1,000 to purchase educational resources and materials for the Native American Educational and Services Center, which was recently established at UMPI to create a comfortable atmosphere on campus for Native American students. It serves as a location that provides these students with strong support as they complete their college educations, including everything from tutoring services to assistance in filling out paperwork to establishing positive connections on campus.
- **Dr. Jacqui Lowman** received \$3,000 to develop a multi-pronged approach to helping Native American students and other traditionally marginalized people use communication as a tool for advocacy and dissemination. The effort includes working with Native American students to increase coverage of Native American events and issues on campus and beyond; offering basic writing workshops and strategies for message formulation, framing and dissemination; and working toward the creation of an Advocacy Center or Advocacy Summer Institute.
- **Mr. David Putnam** received \$2,340 to engage Native American UMPI students and community members in real-world ancestral sites compliance research to take place in the Restigouche and Northumberland Counties of New Brunswick, Canada. The funding will employ three Native students and community members in assisting Putnam with the fieldwork he has been asked to do by the Pabineau First Nation of New Brunswick. This field work involves locating ancestral Wabanaki archaeological sites in the general area of a proposed wind farm project.
- **Dr. JoAnne Putnam** received \$3,000 to organize an in-depth faculty development workshop – featuring three Native American educators with expertise in delivering such programs – that focuses on regional Wabanaki culture, history, educational approaches, and curricular issues, as well as developing best practices for instruction and curriculum for Native American and First Nations students. The objective of the workshop is to foster culturally responsive education that is grounded in regional Wabanaki history and culture and existing scholarly literature. The group of faculty who participate in the workshop will commit to developing and implementing an instructional or curricular approach in their courses over the next academic year and sharing their experiences with faculty during the spring semester.
- **Dr. Alice Sheppard** received \$3,000 to modify her Social Psychology course so it integrates and emphasizes Native American perspectives, history and culture through student presentations, readings, discussions, films, and writing assignments. Native American focused books, DVD's and cultural artifacts will be utilized as part of the course. Major concepts to be applied include cultural diversity, social identity, interpersonal perception, social categories, stereotypes, stigmatization, in-group/out-group divisions, social roles, gender issues, social humor, media, and activist research. A unique component of the modified course will be to utilize software that allows PowerPoint presentations to post in-class questions and collect immediate and anonymous, categorized responses from students, thereby spurring classroom discussion.
- **Dr. Alice Sheppard** and **Mr. David Putnam** received \$1,115 to create a Wabanaki garden on campus that features plant specimens used by local Native Americans for several purposes, including food, healing, dyes, ceremonies and artifacts. A student will work under the direction of professors and a member of one of the local Native American

tribes to design the garden and develop an informative brochure about it. The garden and educational materials are expected to be utilized in courses involving anthropology, botany and environmental science.

Challenges & Moving Forward: A research instrument that can track professional development and curricula impact needs development no later than fall 2010.

3F *Facilitate professional development, as part of the peer evaluation process to demonstrate interest in native education and student needs*

Progress: Professional development has been facilitated and cultural content integrated in several courses. Interest in native cultures and students has been heightened. This process has been aided by nine mini grant awards (toward professional development), with eight being accepted. Each funded recipient has stayed within budget and reached completion or making significant goal progress. Professional development and larger institutional buy-in remains a vital component of cultural awareness and sensitivity beyond year-three; this will be facilitated in part by the work of the General Education Curriculum Task Force (see 3a.1 above). Individual reports on the mini-grants are provided in V.B. Other Selected Evidence.

Challenges & Moving Forward: We recommend that the mini-grant initiative be continued during Year 3 to include general inclusivity proposals providing direct curricular support both in the form of faculty workshops and curricular development. We recommend that eight such mini-grants be awarded using the following criteria:

- Overview of proposed initiative/research;
- Explanation of how Goals and Performance Measures will support proposed activities;
- Describe role of faculty involved and proposed community partners (if applicable);
- Provide a specific timeline of activities;
- Clearly delineate how the proposed inclusivity initiatives/research will support/instill pedagogical, curricular, and extra-curricular strategies toward retention and graduation rates for university students.

The mini-grant proposals will follow the existing format and evaluation procedures as established in Year 2.

3G *Develop curricular content that targets local native histories, cultures, and content (a minimum of one Wabanaki course per semester)*

Progress: The outlining of a Wabanaki Studies minor was a major goal for completion by the end of the semester, to be finalized over the summer, and submitted for curricular approval no later than September, 2010. The following courses have already been formally accepted within the university curriculum and are offered on an annual rotational basis as noted below:

WAB 100 Introduction to Micmac Language (John Dennis)	spring semester
WAB 105 Introduction to Maliseet Language (Imelda Perley)	fall semester
WAB 110 Wabanaki Worldviews (Imelda Perley)	spring semester
ANT 100 Introduction to Anthropology (David Putnam)	every semester
EDU 375 Wabanaki Education (David Perley)	biennially (?)
ANT/HTY 471 Prehistory of Northeastern North America (D Putnam)	biennially (spring)
ENG 376 Native American Narratives (Rice, Zuras, etc.)	biennially (fall)

In addition, advanced language courses for both Micmac and Maliseet are in the planning process; a WAB 286 course in Wabanaki Health and Education is scheduled for fall 2010, taught by Rocky Bear.

Challenges & Moving Forward: Schedules and availability of current courses must be maximized (WAB 105 was nearly cancelled in the spring semester; EDU 375 *was* cancelled) through use of Polycom (distance) delivery system and online delivery (for appropriate classes) investigated. As a result of this, WAB 105 (taught by Imelda Perley) is being delivered via Polycom in fall 2010, currently enrolling 18 students (6 of whom are on the UMPI campus, the maximum allowed due to videoconferencing parameters). The development of a meaningful minor in this area remains essential to the establishment of this campus as an institution that reflects the needs, and supports the goals, of the Native American/First Nation peoples. Further connections with the Wabanaki Center in Orono and the University of New Brunswick are being investigated. The minor will be administered by Luke Joseph.

The development of a Wabanaki Studies Minor can furthermore serve as a model for greater cultural inclusivity, one working with available resources and employing (almost completely) previously available faculty resources. This mirrors the type of work undertaken by institutions such as the University of Missouri-Lincoln, in which a predominantly white, rural college developed an “Innovative Community Initiative,” comprised of both academic and student support services offices which strove to develop a more affirming environment for all students by reducing social distances between professors and minority students, and by ensuring that students’ voices are heard when designing support services. By concentration and re-focusing existing courses and resources around student-oriented initiatives (such as the Native Education Center), programs such as Wabanaki Studies can provide for our target cohort, as well as all students, both an academic recognition of cultural value and a social/academic space for the expression of student voices concerning issues germane both to specific cultural interests and the intersection of those interests with the broader academic community. Similarly, by working with the General Education Curriculum Task Force (see above), the Native Education Center will help to inform and assess pedagogical practices and curricular initiatives within the General Education Curriculum and thus establish practices and procedures supporting an affirming environment for all students.

Below, we have appended previous eight semester enrollments within the existing courses designated for inclusion within Wabanaki Studies:

Fall 2010:

<b>Subject</b>	<b>Course</b>		<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	24	23
ANT	100	LEC	0002	Introduction to Anthropology	30	31
EDU	375	LEC	0001	Wabanaki Education	30	5
WAB	100	LEC	0001	Intro to Micmac Language	20	10
WAB	110	LEC	0001	Wabanaki Worldviews	20	11

Spring 2010:

<b>Subj</b>	<b>Crse</b>	<b>Cmpnt</b>	<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	24	23
ANT	100	LEC	0002	Introduction to Anthropology	30	31
EDU	375	LEC	0001	Wabanaki Education	30	5
WAB	100	LEC	0001	Intro to Micmac Language	20	10
WAB	110	LEC	0001	Wabanaki Worldviews	20	11

Fall 2009

<b>Subject</b>	<b>Course</b>		<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	30	28
WAB	105	LEC	0001	Intro to Maliseet Language	25	11

Spring 2009

<b>Subj</b>	<b>Crse</b>	<b>Cmp nt</b>	<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	30	31
ANT	471	LEC	0001	Prehist of N. East N. America	25	10
EDU	375	LEC	0001	Wabanaki Education	30	5
WAB	286	LEC	0001	Wabanaki World Views (Pilot Course)	25	14

Fall 2008

<b>Subject</b>	<b>Course</b>		<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	25	24
ANT	100	LEC	0004	Introduction to Anthropology	20	15
WAB	186	LEC	0001	Intro to Maliseet Language (Pilot Course)	40	28

Spring 2008

<b>Subject</b>	<b>Course</b>		<b>Sect</b>	<b>Title</b>	<b>Cap Enrl</b>	<b>Total</b>
ANT	100	LEC	0001	Introduction to Anthropology	19	21
ANT	100	LEC	0040	Introduction to Anthropology	15	18
EDU	375	LEC	0001	Wabanaki Education	25	13

ENG	376	LEC	0001	Native American Narratives	15	10
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## Fall 2007

Subject	Course		Sect	Title	Cap Enrl	Total
ANT	100	LEC	0002	Introduction to Anthropology	25	23
EDU	375	LEC	0001	Wabanaki Education	25	9
WAB	186	LEC	0001	Intro to Maliseet Lang/Culture (Pilot Course)	20	9

## Spring 2007

Subject	Course		Sect	Title	Cap Enrl	Total
ANT	100	LEC	0001	Introduction to Anthropology	25	26
EDU	375	LEC	0001	Wabanaki Education	25	11
WAB	186	LEC	0001	Intro to Mi'kmaq Language (Pilot Course)	20	0
WAB	186A	LEC	CZ01	Intro To Mi'Kmaq Language (Pilot Course)	99	13

This demonstrates the College's dedication to the normalization of Wabanaki courses within the standard curriculum, as no fewer than four courses were converted from "pilot" courses to those with permanent program identification: Introduction to Micmac Language, Introduction to Maliseet Language, Wabanaki Worldviews, and Prehistory (which was established as a permanent class in 2007). Average enrollments have held steady in existing courses as additional classes have been introduced (with the exception of Micmac, which was re-introduced in Spring 2010 as a permanent course after a three-year hiatus), and offerings have been significantly diversified over this time period.

With the proposed additions of WAB 101 (Micmac II) and WAB 105 (Maliseet II) this coming academic year, all students will have the opportunity to enroll in a two-semester sequence of both languages, thus standardizing Native American language delivery (meeting the standard two-course sequence already offered by foreign languages [Fre, Spa, Rus, Chi]). This will provide students with a total of 27 possible credit hours of instruction, all of which will be delivered within a two-year time frame, thus ensuring their ability to complete the 18 credits required for minor programs without the need for any curricular duplication.

### 3H *Develop FYLC faculty groups*

Progress: Six learning community faculty members formed a working committee in spring 2009 and met on a regular basis:

- Bonnie Wood (BIO), Coordinator
- John DeFelice (HTY)
- Jacquelyn Lowman (ENG)
- Deborah Hodgkins (ENG)
- Shawn Robinson (MAT)
- Jason Johnston (ENV)

Challenges & Moving Forward: Three of the six faculty members will be teaching in fall 2010—three new colleagues join the instruction rotation at that time. All six faculty members are scheduled to teach learning communities in spring 2011. Meetings are documented, but scheduling has been complicated by teaching loads. To avoid future scheduling conflicts increased coordination and communication is needed. Furthermore, current learning community literature needs to be compiled, discussed, and leveraged to inform native and non-native “best practices” and curriculum development in the near future. Eddy Ruiz is working with Bonnie Wood to ensure regular (monthly) progress meetings in which best practices are documented and compiled, to be presented to the Faculty Assembly (and the Community of Practice) in May, 2011.

In addition, the Native Education Center will maintain a repository of research, scholarly articles, and general literature on Learning Community curriculum development and best practices. This will serve as a resource center for faculty, staff, and administration.

### 3I *Track student FYLC and Program of Basic Skills (PBS) retention rates*

Progress: Databases are currently being constructed by Jing Qi, Director of Institutional Technology in conjunction with Bonnie Wood, Learning Community Coordinator.

Challenges & Moving Forward: Dr. Bonnie Wood was recently added to the Community of Practice and joined area one to maximize communication and efficiency. FYLC pilot data collection will be completed by May 2010, and analyzed by July 2010 in preparation for delivery of fall 2010 learning community courses. PBS preliminary data is located in strategic area one’s

selected evidence. PBS retention data collection is an ongoing process (See area one's selected evidence section).

### Area Discussion

Although we encountered several significant challenges, this proved to be a highly successful year in regards to initiatives set forth in the (former) Strategic Area Three. The FYLC proved a successful experiment, with all 8 students in the discreet Learning Community cohort (meaning all eight students were enrolled in all three of the Learning Community classes) passing each course with no grade lower than a C-. Conversely, students in the "control group" community (a heterogeneous mix of some students enrolled in two learning community courses, some enrolled only in one, but none enrolled in all three) showed a wider distribution of academic success, with several failing individual courses. Although this was, statistically, a very small sampling, it corroborates national studies in regards to the positive academic outcomes achievable through Learning Communities. With the Director of Advising now working closely with Bonnie Wood, coordinator of the FYLC, cohort enrollment during summer registration should be seamless, guaranteeing full FYLC communities in the Fall 2010 semester. The PBS Task Force, as documented above, also made significant progress in both curricular reform and placement testing threshold revisions. This should lead to significant improvement in retention/persistence rates from first to second year among our students required to receive some measure of remediation (with the vast majority of Native American and First Nation students historically requiring multiple remediation classes). Both of these initiatives helped to establish a baseline of research and analysis that has hitherto been absent. We are hopeful that the combination of the two initiatives, which will continue in Year Three of the grant, will allow us to reach our goal of increasing overall retention rates from the first to the conclusion of the second year by 10% among all UMPI students. The mini-grant initiatives were also highly successful, leading to meaningful cultural engagement in a variety of venues, including curricular development and student engagement, in several (mainly discipline-specific and upper division) courses across multiple disciplines. We strongly suggest that this initiative continue if at all possible. We were also able to successfully schedule a minimum of two Wabanaki studies courses per semester beginning with the 2009-2010 academic year; this was made possible by the re-establishment of the Micmac language course in Spring 2010, which ensured that academic courses are being taught by both Micmac and Maliseet tribal elders on a regular basis. It is vital that a Wabanaki Studies minor, or concentration (within the Humanities), be approved this coming academic year and that meaningful curricular partnerships with both UNB and UM (the Wabanaki Center) be established as well.

In summary, Year 2 saw the establishment of First Year Learning Communities, crucial assessment and recommendations to retention barriers within developmental courses, the development of a variety of faculty and staff curricular initiatives (supported by mini-grants), and the groundwork for a Wabanaki Studies minor. Year 3 carries curricular assessment into the General Education Curriculum, continues the development and assessment of First Year Learning Communities, and continues to examine the incorporation of inclusivity across the curriculum, all initiatives that engage (potentially) the entire student body. In addition, it sees



the conclusion of curricular initiatives in regards to the Wabanaki Studies minor as well as ongoing articulations, led by the Native Education Center staff, with UNB and UM.

### *Year-Two, Strategic Area 4: Student Affairs & Advising*

Strategic area four supported the empowerment of Native students in order to increase their academic persistence and degree attainment rates. The strategic lessons learned will be incorporated into the campus to increase retention rates for all students.

#### *4A Investigate the possibility of developing Native American cohorts in the First-Year Seminar (FYS) courses*

Progress: Native FYS classes were investigated. Community of Practice (COP) members questioned its intended outcome. Concern stemmed from removing indigenous students from other peers. A compromise was struck. First-Year Learning Communities (FYLC) which includes FYS would attempt to attract a diverse student cohort based on age, gender, race/ethnicity, and residence. Native students would serve as a primary target aided by center staff to encourage cross racial interactions.

Challenges & Moving Forward: We experienced minimal challenges. FYLC-1 enrolled one and FYLC-2 enrolled six indigenous students, while others chose not to join the learning communities. Moving forward we will evaluate first-year, first-time learning communities and non-learning community participants based on a survey that was proctored during the first week of fall classes. A post-survey will also be given at the end of the fall and spring semester. The FYS Native cohort strategy will be removed as it investigated only its possibility. FYLCs are our primary focus.

#### *4B Create a Native American orientation program to address the unique concerns of Native American Students*

Progress: On 19 January 2010, Project Compass' Retention Activities Coordinator attended Spring SOAR and provided incoming students with information regarding the Native Education Center, North American Indian Waiver and & Scholarship Program, and campus resources.

Challenges & Moving Forward: NEC realized that the current format was depersonalized. To personalize and individually address unique student concerns we shifted to an "informal" approach this past semester. NEC staff for the first time followed student applicants from start to finish and engaged most new students multiple times prior to orientation as we navigated students through admission requirements and the application process. NEC ensured that local students stopped by to sign their tuition and fee waiver paperwork prior orientation. This allowed personnel to tour them around campus, explain campus and program services, and address any unique concerns. Several admitted students were also accompanied by their parents. For applicants who resided some distance, staff coordinated community and student visits, an approach that families, tribal members, and education directors appreciated. At orientation we verified participants and engaged them in the morning and at lunch to answer any unaddressed questions or concerns. NEC engagement exhibited that face-to-face contact and is one reason

why our entering indigenous class enrollment proved numerous. Moving forward we will continue this model of engagement and apply it to year-three, area one's retention and community engagement strategies.

4C *The FYLC committee will develop an evaluation device to study the effectiveness of the FYS course in aiding Native American student adjustment to the University*

Progress: A FYLC pre- and post-survey was constructed to examine the classes that comprise the learning community. Preliminary retention and survey information were analyzed. The "treatment" group comprised of nine students, with one participant self-identifying as Native. The "control" group consisted of 35 students, with three students self-identifying as Native. Learning community participants exhibited greater satisfaction.

Challenges & Moving Forward: Our piloted learning community sample size was small and only one student indentified with our targeted group. Native student findings were inconclusive. The experience provided learning community faculty with an opportunity to refine their pedagogy and delivery and a social justice theme was developed to link the courses. In moving forward, we refined our pre- and post-survey instrument and proctored the instrument to all FYS (control group) and FYLC (treatment) students during the current fall semester. The response rate was approximately 98 percent. FYLC Native participants comprised 20.5 percent of the study population. Our findings will yield multiple insights regarding student satisfaction and retention for the majority of incoming full-time freshmen. This segment will now be shifted to strategic area two.

4D *Develop Native American FYLC peer instructors and tutors*

Progress: FYLC preparations were completed and piloted during the 2009/2010 academic year. No Native peer instructors/tutors were indentified.

Challenges & Moving Forward: Formalized tutoring and mentoring programs faced several barriers as our targeted population is non-traditional (e.g., married, children, commute). Native Americans do not comprise a campus critical mass. Placing formalized tasks on our students at this time may be unreasonable. Moving forward we will delete this strategy and revisit this strategy as our tribal student critical mass grows. However, we will continue to bolster tutoring and mentoring. A federal work studies student on main campus and its satellite location will work with the centers and be available to assist their peers. In addition, formal tutoring services offered on campus will be promoted to our students at the start of the semester and during the early and mid-term warning periods. Student Support Services also offers federal work studies opportunities and training for students interested in tutoring. We will continue to nurture this partnership. Furthermore, NEC informal tutoring and mentoring outlets will continue, which are open to both tribal and non-indigenous students.

4E *Involve Native American students in the production of cultural awareness programming*

Progress: Native Voices and Native Education Center students and staff planned and organized Native Appreciation Day (NAD). NAD involved a morning blessing, workshops, lectures, drumming, singing, dancing, and vendors. Approximately 300 individuals attended the event. For more details please refer to the select evidence section. Project Compass also completed the following activities this past year:

- UMPI and HHEC NEC blessings
- Houlton Band of Maliseet Indian's Head Start Program Family Literacy events cosponsored by First Book, SAD 29/70 Adult & Community Education, and HHEC
- UMPI Wabanaki 110 World Views class held at the Houlton Band of Maliseet Indian's Elders Community Center
- HHEC's "Born to Read: Peaceable Stories", children literature training held at the Houlton Band of Maliseet Indian's Head Start Program

Challenge & Moving Forward: We experienced minimal challenge. Moving forward we seek to be more systematic in our approaches. This segment will be transferred to year-three, area one in the form of a diversity lecture and workshop series to expand professional development for faculty, staff, students, and community members. Several events and activities will be done in collaboration with student organizations, campus committees, community organizations, and project/center personnel. This will include a monthly education forum and appreciation day to increase participant openness and acceptance of diversity. We will measure the diversity lecture and workshop series success through a survey administered at each event and aim to obtain a 40 percent survey response rate and attract 100 distinct and 400 total participants (sign in sheet). We will also seek approval from our partners to survey diversity committee initiatives. Please see the year-three's logic model narrative for more details.

4F *Use NSSE data to identify and produce cultural awareness programming opportunities*

Progress: NSSE data was insufficient in providing the basis for cultural programming opportunities. National data provided broad context, but lacked local context. Guest speakers consisting of local tribal community members and distinguished lectures (Thomas King, Cherokee) aided institutional cultural awareness.

Challenges & Moving Forward: NSSE Native American data offered broad assumptions based on a relatively small sample size. National trends offered limited insight. Moving forward we will move this section to year-three, area one's diversity and lecture workshop series. We will focus on a local context to ensure relevance as each tribe or nation is sovereign, diverse, and

unique. We will also examine other underrepresented groups (e.g., disabilities, sexual orientation).

#### 4G *Hire and train Native American SOAR tutors, mentors, and staff*

Progress: No Native students served as orientation tutors, mentors, or staff. Project Compass' Retention Activities Coordinator (Passamaquoddy) served as tribal support staff and enrolled Native and non-Native students in classes.

Challenges & Moving Forward: Residential staff member tasked with this responsibility did not meet the established benchmark. Area scheduling was moved for December, May, August, and September. This prevented any eligible indigenous student from being hired and trained. Moving forward we will adjust this section to offer a more inclusive orientation (SOAR) and welcome week (WOW). Year-three's development will focus on Natives and other underserved student populations. A more inclusive orientation and welcome week will employ student staff that comes from diverse ethnic/racial, gender, and regional backgrounds. Orientation and welcome week will provide information on diversity initiatives, programs, organizations, and services to both students and family members; campus tours will highlight these opportunities. Last, orientation staff will survey student participants regarding their sense of belonging and potential involvement levels.

#### 4H *Investigate the possibility of Native American "themed" housing*

Progress: Native themed housing was explored by querying indigenous students living in the dormitories. Native students living in the dorms were surveyed. Limited responses placed this task on hold as a minimum of four willing students was required.

Challenges & Moving Forward: Only one student responded to the survey. They stated that themed housing was a good idea, but she would stay in her sorority. Limited responses were due to too few indigenous students living in the dormitories. Many are commuters and have families. And a door-to-door survey of only tribal students was not an ideal residential life approach. Moving forward we will remove this strategy and reevaluate this line of inquiry as more tribal students begin to inhabit the dorms and their enrollment numbers increase to prevent tokenization. A "United Nations" themed housing may be considered in the future as it would consist of students from various racial/ethnic and demographic backgrounds.

#### 4I *Director of Student Success & Innovative Education commences duties no later than September 1 and will coordinate retention efforts via a centralized location (South Hall)*

Progress: Director of Project Compass, Student Success & Innovative Education was hired on 26 October and is located in 121 South Hall. A Native retention plan was developed with the

program's retention coordinator, tribal liaison, and administrative assistant. NEC's "Family Education Model" utilized a family like environment by making family and tribal members an integral component of the educational process, giving students an education that is relevant and appropriate to their cultural background. We account for diverse academic, sociocultural, and psychological needs of our tribal students in conjunction with early- and mid-term warnings, faculty referrals, student database, tribal education director and community engagement, cultural events, and awards/certificates (e.g., dean's list, academic accomplishments). According to our students, we provide an academic and social space that provides a sense of community, cultural support, and opportunity to develop friendships with diverse peers.

A campus retention survey was conducted last year. A total of 65 participants responded to our student retention questionnaire focused on institutional position and retention engagement, hours per week, confidence level, and efforts. Less than 60 percent of staff was engaged in student retention, 65 percent of respondents reported spending nine or fewer hours per week on retention, 77 percent of participants noted a lack of and/or minimal confidence level regarding retention, and seven retention themes were highlighted. Overall results suggested that university respondents possess limited knowledge and confidence related to student retention, limiting hours spent and effectiveness (please see our select evidence section).

**Challenges & Moving Forward:** Our program has undergone three previous leadership changes, this has shifted retention approaches. We now have a solid foundation with a director whose expertise resides in indigenous histories and student retention. Moving forward, NEC's Family Education Model structures our approach. Empirical evidence shows that indigenous college persistence is aided by family support, structured social support on campus, faculty/staff warmth, exposure to college experiences, and student development of independence and assertiveness (Jackson, Smith, & Hill, 2003). Reyhner and Dodd (1995) concurred that family, teachers, and friends have a positive effect on college retention. Gloria and Robinson-Kurpius (2001) noted social support, specifically faculty/staff mentorship, followed by comfort in the university environment, and positive perception of one's self and abilities are significant predictors for academic persistence. And Ortiz and HeavyRunner (2003) exhibited that Native students are more likely to live close to their family, reflecting the important role culture and kinship plays in academics. The above researchers all concur that prejudice and racism are the major obstacles in persistence. The NEC provides a safe haven and family environment for our indigenous students leading to academic and social engagement, which contributes to increased retention rates (Guillory & Wolverton, 2008). This segment will be incorporated into year-three's area one and we will begin to record individual daily visits and meetings and purpose of visit and length, which will be tabulated to discern possible student usage, services needed, and retention patterns.

Year-three's area three will build upon last year's retention survey that suggested university respondents possess limited knowledge and confidence related to student retention, limiting hours spent and effectiveness. We will utilize these findings to develop an in-depth retention survey for administration, faculty, and staff that elicits detailed information regarding student retention knowledge and perceptions allowing us to respond effectively to both strengths and weaknesses. Deeper understanding of campus retention will allow us to improve upon our 36 percent six-year graduation rate. Results will be shared with executive leadership, student

services, and student affairs. Based on survey outcomes we will focus future professional development and training centered on student retention.

4J *Designate campus community member to coordinate development efforts and provide monthly reports by 1 September 2009*

Progress: James Stepp, Assistant Dean of Students was designated as the area chair, providing leadership and monthly reports to Eddy Ruiz, Executive Director of the Community of Practice.

Challenges & Moving Forward: We experienced few issues. Moving forward he will remain an active participant and chair year-three's strategic area three.

### Area Discussion

*Student Affairs & Advising* examined tutor, mentor, theme housing, orientation, cultural awareness programming, and retention. The Director of Project Compass, Student Success & Innovative Education was hired and allowed for the study of retention knowledge and efforts on campus. The survey revealed several fundamental issues to student success. The findings have laid the foundation for year-three inquiry. Native Education Center's Family Education Model has aided student success and their students are being acknowledged through the awarding of certificates of achievement for their hard work. A total of fourteen students were eligible for graduation, 10 utilized NEC services, six were Native Voices members of which two were honored as Student of the Year in Fitness and Wellness and Social Work, and entered graduate school. Both award winners in an interview attributed part of their success to the center's family environment and its staff members who were personally committed to their success. The information was relayed to committee members and campus leadership.

Some area achievements were limited because initiatives were intertwined. First-Year Seminar, First-Year Learning Communities, and cultural programming resided in other strategy areas. FYS cohorts and FYLC mentors were premature. Native FYS and FYLC initiatives should have resided in *Academic Affairs, Curriculum, & Faculty* whose research will uncover if tutors, mentors, or other factors might aid student success. Cultural programming should have resided primarily with the *Native Education Center* area. Native Appreciation Day and UMPI's and HHEC's Native Education Center blessings were area two directives. Although *Student Affairs & Advising* carried out a family literacy and children's literature event the overall scope proved limited. Year-three's reallocation and streamlining of strategies will aid future direction.

Other objectives were not achievable because indigenous students do not comprise a critical mass even though they comprise the largest ethnic/racial minority student population. "Native" themed residential housing is not yet achievable until more students enroll and live on-campus. As numbers increase the development of themed housing may be appropriate and even include other minority and majority students interested in understanding and participating in tribal life to increase purposeful academic, co-curricular, and extracurricular cross-racial interactions.

To increase our success and that of our students our year-three strategies have been refined. All duplicate areas and objectives will be moved into its appropriate setting this year. FYLC and FYS will be incorporated into the *Academic Affairs, Curriculum, & Faculty* sector and cultural and “orientation” activities into the new *Cultural Programming & Engagement* group. Greater sensitivity will be applied to strategic measures and implementation. *Student Affairs & Advising* will narrow its focus to four primary initiatives: (1) retention survey, (2) website development, (3) diversity and service brochure development, and (4) SOAR/WOW inclusive structure. These components would assist advising, retention, and diversity outcomes for all students.



## II.B Summary

### Logic Model Evolution

The **Year-One** Logic Model focused on exploration and preparation. Our year began with efforts to learn about tribal cultures and their experiences in education, particularly higher education. From this learning process, trusting relationships and a sense of mutual commitment began to evolve. Relationship building was viewed as key in order to engage in open and difficult conversations to address community and student concerns. It is through this type of dialogue that groups of people can find shared meanings. Where there is a need to establish a common goal and purpose, conversations provide the context for people to learn about each other, what is required and expected, and share, plan and implement the necessary future actions together. When people listen to each other, their differences can cease to be as overwhelming. Rather than telling about and imposing changes, conversations help to explore possibilities for united action. This foundation sought to prepare the program and to sustain and expand institutional efforts through the implementation phase.

Our campus commitment was to improve graduation rates for the Native student cohort as well as non-indigenous students. The program believed (and still does) that students who attend institutions of higher education obtain a wide range of varied personal experiences that have direct and indirect benefits on citizens when they gain access to postsecondary education. As a campus we sought to provide the support necessary to graduate students from all segments of society (College Board, 2007). We maintained that diversity, not only in our curriculum, but also in our student body is an important part of a baccalaureate educational experience. As Bollinger (2007) noted, the “experience of arriving on a campus to live and study with classmates from a diverse range of backgrounds is essential to students’ training for this new world.” Our initiatives derived from this commitment to diversity.

First, *Data Management & Evidence Development* created an initial framework to initiate and analyze future data collection. Aroostook Band of Micmac and Houlton Band of Maliseet Indian students who enrolled in six or more semester hours was the unit of analysis. This initiative sought to assess cohort and non-cohort members regarding developmental courses, grade point average, and persistence.

Second, *Native Education Center* considered the formation of a “one-stop” advising and support structure to increase retention and graduation rates. Initial steps were taken to garner tribal input from the two said communities and build and strengthen university connections. Providing cultural and tuition waiver awareness training were perceived as an appropriate educational vehicle for university participants.

Third, *Academic Affairs, Curriculum & Faculty* assessed culturally sensitive pedagogies and curriculum. And professional development opportunities were utilized to gather best practices pertaining to student learning styles and engaged learning.

Fourth, *Student Affairs & Advising* reexamined First-Year Seminar (FYS) as a pathway to student community building, while maintaining academic relevance and rigor. Native American student tutors and mentors were considered as a relevant complement to retention as were cultural awareness programming, events and activities to create a sense of belonging on campus. The year-one logic model provided a blueprint for future planning.

The **Year-Two** Logic Model offered the opportunity to pilot and test year-one assumptions. The University of Maine at Presque Isle, informed by the Community of Practice agreed to set up supportive administrative structures to improve the utilization of the campus by local Native band members of all ages, a critical component to the short and long term impact on college student retention and degree attainment.

Our goal was to transform institutional contact zones into ones in which every student has a sense of place, maintains a voice, and can effect transformative change by engaging in a learning experience that is meaningful, deeply engaging, and relevant to student lives (Pratt, 1999). Project Compass aims were to establish a community of learning for Native students that reflects these values and to achieve higher retention rates among this community through such institutional transformation, which includes curricular as well as extra-curricular initiatives that can be applied to the broader campus community, thus effecting true change through specific initiatives.

First, *Data Management & Evidence Development* began to conduct research centered on a First-Year Learning Communities (FYLC) pilot study. Both surveys and observations were utilized. Participants included students and faculty members involved in the initiative. Several issues were acknowledged and were addressed this summer for the first full year of learning community implementation.

Second, *Native Education Center* created and dedicated two distinct safe spaces in support of increasing Native American student retention and graduation rates. Cultural programs, lectures, and events were provided to increase awareness and openness to diversity on campus. Program-Native community networks have been formalized, strengthened, and expanded beyond two tribal communities to include all State federally recognized tribes and several provincially recognized First Nation bands. Grant writing and database development became vital components to sustainability.

Third, *Academic Affairs, Curriculum & Faculty* evaluated learning communities, developmental courses, placement testing thresholds, and cultural class components. Wabanaki course expansion and minor creation were also investigated. Each component has and will continue to undergo alterations based on the need for greater diversity inclusion and research findings.

Fourth, *Student Affairs & Advising* focused on the development of cultural orientation, tutor, mentor, retention, and housing components. Native students are amicable to some of these initiatives, but their lack of a critical mass and non-traditional status rendered several of these approaches impractical. Project Compass gained a deeper understanding of university skill sets and completed several important strategies. With year-three reorganization and strategy

reallocation we are ensuring that our benchmarks follow a coherent framework, reduce redundancy, and produce tangible results that foster intuitional change.

The **Year-Three** Logic Model allows for informed refinements to occur. *Data Management & Evidence Development* will no longer remain an independent strategy. The current separation proved artificial. Each strategy conducts research. Data management and evidence development will be linked explicitly with a specific strategy. The addition of the Director of Advising (Lorelei Locke) will also provide an invaluable institutional research resource for and will augment the research provided by the Director of Instructional Technology (Jing Qi). Individuals conducting project research will be assigned to a specific area and disseminate findings to each sector. The goal is to stimulate deeper collaboration and strengthen lines of communication. Focused area studies will promote local erudite knowledge—creating specialists rather than generalists. Our key “research” members include Alice Sheppard, Bonnie Wood, Eddy Ruiz, Jing Qi, and Lorelei Locke who will be embedded in a specific strategy area and disseminate findings to the projects committee members and institutional leadership. Barbara Walvoord, Professor Emerita at the University of Notre Dame, who is assisting the campus with its assessment/accreditation process, will lend her expertise. As she noted, “Project Compass’ work, experiential/service learning, and other retention-related campus works will advance the institution’s culture of assessment and accreditation process. These evaluation/assessment resources will allow for measurable outcomes.

The *Native Education Center* strategy will be revamped with the conclusion of year-two. The strategy will be renamed *Cultural Programming & Engagement* to highlight the importance of maintaining and growing cultural and fiscal capital. First, Native Education Center will support and bolster campus diversity. We will initiate a diversity lecture and workshop series and partner with the campus diversity committee to expand the institution’s limited professional development for faculty, staff, students, and community members on a reoccurring monthly basis. We will assess knowledge acquisition and potential behavioral/attitudinal changes through participant surveys. Intermediate measure of success is to obtain a 40 percent response rate and attract 100 distinct and 400 total participants (sign in sheet).

Second, Native Education Center (NEC) will strengthen last year’s campus-tribal relationships. We will build upon year-two engagement with all State of Maine federally recognized tribes. A formalized Native Advisory Council (NAC) membership will be derived from the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribe’s of Indian Township and Pleasant Point, Tobique First Nation, and University of Maine at Presque Isle. Participants will include tribal community members (e.g., elders, college students, education directors) and university staff (e.g., director of student success, retention coordinator). They will seek to nurture relationships and enhance tribal student success through sustained dialogue and engagement. Our NAC intermediate success is based on three individual quarterly meetings and a joint annual meeting with university leadership.

Third, Native Education Center personnel will increase year-two’s tribal student outreach and college recruitment. NEC and Native Voices (NV) student organization members (Native and non-Native) will attend tribal health/education fairs and local events to increase community awareness of applying for and attending college. NEC-Admissions partnership will be

developed as they do not maintain a connection with the tribal communities. NEC-Upward Bound (UB) partnership will be developed as this is an opportunity for Native participants to succeed in their precollege performance and ultimately in their higher education pursuits. Our intermediate goal is to increase this year's new tribal enrollment by an additional 15 percent and increase Native high school participation by 10 percent, while building lasting tribal community relationships.

Fourth, NEC will provide advising services and a safe haven for its cohort students. We will build upon last year's opening and provide a Family Education Model that offers holistic advising focused on the whole student. We will continue to offer an academic and social space that provides a sense of community, cultural support, and opportunity to develop friendships with diverse peers. Our intermediate goals are to record individual daily visits and meetings and purpose of visit and length, which will be tabulated to discern possible student patterns and services needed.

Year-three's *Cultural Programming & Engagement* strategies buttress and build upon year-two initiatives and have the potential to benefit the institution's minority and majority students, staff, and faculty, college-tribal and community relations because diversity, inclusion, and a welcoming environment benefit all participants.

*Academic Affairs, Curriculum & Faculty* will assume several initiatives that were incorporated into other unaligned strategic areas. All First-Year Learning Communities (FYLC) and Program of Basic Studies (PBS) or developmental courses will fall under this section. An overall evaluation and assessment of the General Education Curriculum will also be incorporated into this area. Year-three will thus continue to build upon, or complete, initiatives commenced in year two in several areas.

First, FYLC programming will be expanded from one semester to a full-year program. This should aid in retention and academic success both within the semester and from first to second semester. We will then be able to track, beginning in Fall 2011, the success from first year to second year, both in terms of retention rates and academic GPA. We will also better be able to ascertain which courses are most essential for inclusion in FYLC in terms of content and academic success (i.e. which courses show the most "improvement" in terms of GPA when utilized in FYLC). Furthermore, all FYLC courses will have concluded mapping specific course outcomes to GEC Essential Learning Outcomes (3.1). This in turn allows us to monitor student success in meeting General Education Curriculum goals in conjunction with the pedagogical effectiveness of the FYLC program.

Second, we will continue to assess cohort enrollment and academic program trends, as well as tracking acceptance rates and facilitating the enrollment process by expanding its partnership with the Admissions Office. Data from this past year indicates where further intervention needs to be focused upon Native students (from first to second year, as well as from second to third year), which will include individual contact with students, coordination of academic advising for students, and increased communication with faculty. In addition, the Native Education Center is working closely with Student Advising (Lorelei Locke's office) to ensure maximum

communication throughout the semester, including all points of potential intervention (Early Warning deadlines, midterms, course withdrawal deadlines, etc.).

Third, we will continue to encourage incorporation of inclusivity and diversity within the curriculum, both through extending the mini-grant opportunities and General Education Curriculum assessment.

Fourth, we will continue to address developmental coursework barriers to retention and persistence, based upon empirical task force research and findings. See 3.A.1 for full details, which include monitoring of student success/persistence following curricular and placement test threshold revisions and the proposed elimination of two existing “developmental” courses (i.e. revising them to serve as credit-bearing classes).

Fifth, we will finalize the Wabanaki Studies minor and further develop relations with the University of Maine’s Wabanaki Center and University of New Brunswick’s Micmac-Maliseet Institute relations. This will include continuing consultations with both John Bear Mitchell (of the Wabanaki Center) and David Perley (director of the Micmac-Maliseet Institute) in regards to establishing formal transferability credit and program partnerships (in terms of both distance education courses and student exchange). Year-three intends to establish a nexus of curricular transformation which will resonate outward within the General Education Curriculum, with the explicit purpose of transforming General Education courses, allowing students to function as active interrogators of the colonialist cognitive structures that underlie our cultural definitions and thus, in the words of Paulo Freire, begin to understand historical reality, open to inquiry, and susceptible to transformation.

Our goal is to encourage and provide the impetus for systemic change at our institution with particular emphasis placed on researching and implementing the best possible educational practices in terms of both pedagogy and curriculum to increase retention rates of our underserved students, specifically our Native students. Our area will continue to make important steps in generating institutional change, particularly in our inclusion of students as knowledge makers and informers, rather than as objects of study, thus break down traditional modalities of subject-object relationships within academia—especially historically underserved constituencies. The area initiatives seek to develop a comprehensive learning environment that will serve as a model of inclusive excellence.

*Student Affairs & Advising* will be refined and streamlined as previous logic models initiatives overlapped and proved redundant. First, we will utilize year-two retention survey findings to develop an in-depth retention survey for administration, faculty, and staff that elicits detailed information regarding student retention knowledge and perceptions allowing us to respond effectively to both strengths and weaknesses. Deeper understanding of campus retention will allow us to improve upon our 36 percent six-year graduation rate. Our intermediate goals are to formulate, proctor, and analyze the data against year-two findings. Results will be shared with executive leadership, student services, and student affairs.

Second, we will develop a comprehensive website. This is direct carryover from year-two. Campus and community members commented on the need for a description of the project's initiatives, committees, and center. With the assistance of the institution's webmaster we will incorporate campus and community suggestions, campus diversity initiatives, and cultural/diversity calendar. Our efforts will broaden the scope of the current website and pull project initiatives into a coherent location and track usage (hits), allow for broader campus and community participation, and articulate a connection between academic, research, co-curricular, and extracurricular activities. Our intermediate goal is to complete the project's website no later than this calendar year, while combining multiple campus resources committed to diversity, retention, and recruitment of underserved student populations.

Third, we will create a program and diversity recruitment brochure. The idea builds off year-two's Native Education Center brochure success. The brochure will support year-three's website as we seek to attract underserved populations who often come from low to moderate socioeconomic backgrounds and are first generation students. Project Compass, Diversity Committee, Media Relations, and Admissions will co-develop the item. Our intermediate goals are to complete the diversity recruitment brochure prior to the completion of the spring semester, distribute the article to incoming students and circulate the brochure to high school and programs that assist "at-risk/at-promise" learners.

Fourth, we will offer more inclusive orientation (SOAR) and welcome week (WOW) programming. We will emphasize relationship building between peer-peer, student-faculty, and student-staff because it is important to create a sense of belonging among a variety of individuals from similar and distinct backgrounds as orientation and welcome week are early opportunities to involve students and create an inviting setting and foundations for success and it can lead to greater student involvement. Our intermediate measures of success will be to purposefully create a more inclusive orientation and welcome week by involving student staff that come from diverse ethnic/racial, socioeconomic, education, gender, and regional backgrounds, provide information on diversity initiatives, programs, organizations, and services to both students and family members, and survey student participants regarding their sense of belonging and potential involvement levels.

The year-three strategies seek to reduce redundancy, streamline initiatives, facilitate dialogue, and empower all university participants, while remaining committed to tribal affiliated students. The success of our students and promotion of diversity benefits all members. Project Compass believes that current strategic implementations will increase retention and graduation rates for marginalized and underserved students. Together with our tribal community partners and their students we can successfully develop a campus environment that provides a sense of purpose and a sense of place for all students.

## *II.C Sustainability*

The University of Maine at Presque Isle has been challenged by the current nationwide economic downturn. Over the past two years, the University of Maine System, through which UMPI receives funding, has demanded recisions from campus budgets, compelling the institution to evaluate individual programs as well as faculty and staff associated with those programs in terms of continuing academic viability. Our campus has achieved the necessary budget adjustments through retirements and attrition, while working diligently to ensure the funding of essential programs to improve student retention and graduation rates. Project Compass has provided the funds necessary to ensure institutional success and change. Our program goal of increasing first year persistence rates by 10 percent come the fourth year of funding will ensure that many of the program initiatives and entities will be self-sustaining based tuition revenue increases alone.

The University of Maine at Presque Isle receives an annual appropriation from county, state, and/or other sources of \$6,088 per full-time equivalent student. 2010/2011 Native full-time students, excluding part-time students, can generate \$298,312 for the year. Tobique First Nation's nine students who are ineligible for the waiver pay out-of-state tuition and fees of \$9,883 for a total of \$88,947 per academic year. While eight self-identified students who lack waiver eligibility pay \$6,703 for a total of \$53,624 for the year. Furthermore, the campus estimates that full-time students pay \$500 per semester for books, purchased primarily at the institution's bookstore.

<b>Revenue</b>	<b>Number</b>	<b>Cost</b>
FTE Annual Appropriation	49	298,312
Tuition		
Tobique, Non-Waiver	9	88,947
Native Non-Waiver	8	53,624
Dorm		
Non-Waiver	1	7,046
Books (\$500 per semester)		
Full-Time	49	49,000
Part-Time	18	9,000
Total		505,929

Revenue generated by the campus is approximately half a million dollars for its indigenous students alone. This does not include incidentals (e.g., supplies, food) that are purchased on site. While this number reflects 100 percent persistence, last year's total enrollment was stable and while 10 waiver students live in the dorms, grants (e.g., Pell, Maine Grant) supplement the majority of costs. Native Program initiatives are beginning to increase student success for them

and other students. This positive outcome would increase retention and graduation rates and even if admission enrollments remain flat we would see an increase in the student body as attrition rates drop. With each percentage increase over our 36 percent six-year graduation, the more our students and institution benefit. The Native Education Center, First-Year Learning Communities, development course reductions, and other strategic program initiatives support sustainability.

The University of Maine System maintains an established waiver program for tribal members and descendants to facilitate access to college. The University of Maine's Wabanaki Center was created to enhance awareness of Native Americans through its participation in campus-wide efforts to promote cultural diversity, and through its significant contributions to the development of campus curricula and programs. The University of Maine at Presque Isle as a member of that state's postsecondary educational system and has a commitment to maintain that established policy and mission. As with our six sister campuses, we provide tuition and fee waivers for eligible tribal students. Eligibility is based on several factors:

- *State of Maine Tribes/Bands:* Enrolled member of the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes (Pleasant Point and Township), or Penobscot Nation. Provide a tribal verification letter from your tribal clerk documenting your membership.
- *Non-State of Maine Tribes/Bands & First Nations:* Enrolled member of a state, federal, or provincial recognized nation, tribe, or band. Provide a tribal verification letter from your tribal clerk documenting your membership. Tribal identification cards are not applicable. In addition, proof of Maine residency for 12 consecutive months must be submitted. Verification of residency can consist of an original apartment, room, house rental receipts, or proof of house ownership, utility bills, cable bills, or driver's license.
- *Tribal Member Descendant:* Obtain descendant documentation that links your tribal ancestry to a North American Indian tribe/band member. Verification can be obtained in the following manner: (1) Original document from a federally recognized tribal office stating that your parent and/or a grandparent is/was an enrolled member; (2) Original letter/certificate from a recognized tribal official who certifies your membership and/or a degree of blood quantum; and (3) Original document from a provincially recognized band that verifies your parent and/or grandparent is/was a band member, including band number.

Native students and the waiver system are two reasons why our logic model focuses on diversity, marginalized, and underserved population, and while various factors contribute to diversity, race and/or ethnicity remains a major factor.

Maine Native American education opportunities and achievement levels are formidable obstacles to self-sufficiency and sovereignty. The Scott Foundation for Public Education (2009) ranked the State of Maine second in the nation in regards to the opportunity to learn and education quality for disadvantaged students. However, minority and low-income students have less than a 70 percent opportunity to receive an education in the State's best supported and performing schools—high quality early child education, teachers, instruction materials, and college



preparatory curriculum—than majority peers. Native Americans and African American students have the fewest opportunities to attain proficiency in basic skills and graduate on time. Maine’s American Indian pupils account for the highest percentage (34%) of students attending poorly resourced and low-performing schools. When one divides the “percentage of Native American, Black, Latino and low-income students in these ‘dropout factories’ by percentage of White, non-Latino students in these schools” we arrive at a comparative disadvantage level for each group (see table 4.4)

**Table 1: Racial//Ethnic Disadvantage**

Group	Comparative Disadvantage
Native American	190%
White (Non-Latino/a)	100%
Latino/a	80%
Asian American	61%
Black	60%

Education disadvantages have attributed to significant disparities among Native students. Maine four-year high school graduation rates for Whites and all students account for 76 percent, Native Americans 41 percent, a 36 percent education gap (Alliance for Excellent Education, 2009). State inequities within the academic pipeline for American Indians who attend public high schools have a direct influence on higher education access and attainment, and therefore perpetuate socioeconomic disadvantages.

The State of Maine’s academic pipeline reflects inherent racial/ethnic shortcomings. Maine United States Census (2000) reported that education attainment for the general population versus Native peoples of one race was relatively close, within 0.2 to 3.3 percent for High School Diploma and Associate Degree—American Indians achieved slightly lower rates. Tribal peoples were 1.9 times less likely to complete a four-year degree. Passamaquoddy reservation education “success” rates varied in comparison to the general and overall Native population. They attained a higher percentage rate in two-year degrees (3.2 percent combined), but significantly lower bachelorette rate of 7.3 percent versus 12.1 and 22.9 percent for the State’s Indigenous and general populations. At a county level, Aroostook Micmacs and Maliseets accounted for approximately 20 percent of all enrolled pre and postsecondary students. Once they enter the ninth grade they undergo a steady decline in school persistence and eventually represent a disproportionate number of local high school non-completers—over 12 times State and County averages.

This barrier has resulted in fewer than half of all adult tribal members attaining a high school diploma. Although Micmac and Maliseet high school graduates tend to enter college at a higher rate (71%) than the State wide average (65%) they graduate at significantly lower rates—11 and 19 percent versus 40 and 57.4 percent at two- and four-year colleges (Aroostook Band of Micmacs, 2009, p. 3-4). At UMPI, Wabanaki student graduation rates total 11 percent over a seven-year span from 2000 to 2007, over 300 percent lower than the general population according to a planning year grants narrative (University of Maine at Presque Isle, 2005). As an institution, if we are able to learn from our tribal students and communities both reasons for lack

of academic persistence *and* academic success (culminating in graduation), we can apply such knowledge to other minority groups as well as the general (non-indigenous) population. This is one of the reasons we pursue multipronged efforts based on all students and indigenous peers. Sustainability has both an economic and a social justice component.

Sustainability is also being carried out by diffusing program initiative across the campus. First-Year Learning Community faculty is working in collaboration to offer students a social justice theme that links the learning community courses. Our pre- and post-survey instruments were refined, collecting student demographics, student perceptions and attitudes. NEC tribal student outreach and college recruitment seeks to create a cross-cultural education pipeline to access higher education by partnering with Admissions and Upward Bound. This provides other campus programs with an opportunity to gain cultural insight and familiarity with tribal members with the intent to increase access for all students. NEC-Diversity Committee partnership will expand the institution's limited professional development for faculty, staff, students, and community members. Several events and activities will also be a collaborative process between student organizations, campus committees, tribal and non-tribal community organizations, and project/center personnel. Project Compass members, advising personnel, and faculty are assessing the success revised developmental course placement testing scores to reduce student attrition, many who are first-generation and low-income students. As our initiatives are interwoven throughout the campus, deeper and pervasive institutional transformation will occur.

### III. Community of Practice

#### III.A Membership

<b>I. New and Continuing Members of the Composition of the Community of Practice, Year 3</b>		
<b>Institution: <u>University of Maine at Presque Isle (UMPI)</u></b>		
<b>COP Member Name</b>	<b>Continuing or New</b>	<b>COP Role or Area of Focus</b>
Alice Sheppard	New	UMPI Professor of Psychology
Amber Howe	Continuing	Houlton Band of Maliseet Indians Education Director; UMPI Graduate
Bonnie DeVaney	Continuing	UMPI Director of Career Services, AA/EEO, & International Student Services
Bonnie Wood	New	UMPI Professor of Biology; FYLC Chair
Brian Reynolds	Continuing	Houlton Band of Maliseet Indians Tribal Administrator
Christine Corsello	Continuing	UMPI Dean of Students
David Putnam	Continuing	UMPI Lecturer
Donald Zillman	Continuing	UMPI President
Eddy Ruiz	Continuing	Director of Project Compass, Student Success & Innovative Education
Jeannette Bear	New	UMPI Student
Jacquelyn Lowman	Continuing	UMPI Assistant Professor of Mass Communication and Journalism
James Stepp	Continuing	UMPI Assistant Dean of Students & Director of Residence Life
Jean Henderson	New	HHEC Coordinator of Student Services
Lorelei Locke	New	Director of Advising

Jeanie McGowan	New	Nylander Museum Director; Grant Writer
Jing Qi	Continuing member	UMPI Institutional Research and Online Teaching
JoAnne Putnam	Continuing	UMPI Professor of Education
Luke Joseph	Continuing	Project Compass Retention Activity Coordinator; UMPI Graduate
Michael Carlos	Continuing	Aroostook Band of Micmacs Tribal Administrator
Michael Sonntag	Continuing	UMPI Vice President of Academic Affairs
Myrth Schwartz	Continuing	Project Compass Administrative Assistant
Raymond Rice	Continuing	UMPI Chair of College of Arts and Sciences, Professor of English
Richard Silliboy	New	Aroostook Bank of Micmacs Elder
Solomon Rocky Bear	New	Project Compass Consultant; Tobique First Nation Elder
Teresitia Hamel	New	UMPI Student

### III.B Changes to COP

<b>II. Members Leaving the Community of Practice, Year 3</b>	
<b>Institution: <u>University of Maine at Presque Isle (UMPI)</u></b>	
<b>Name of CoP Member</b>	<b>Rationale for Change</b>
Charles Ames	Did not participate
Charles G. Bonin	Did not participate
Dave Perley	Did not participate
Dawn McPherson	Moved
Glenda Wysote-Labillois	Graduated (2010)
Imelda Perley	Did not participate
Jason Parlin	Graduated (2010)
Kim Anne Perkins	Time constraints
Linda McLaughlin	Time constraints
Mary Kate Barbosa	Minimal participation
Michael Best	Graduated (2010)
Nichole Francis	Did not participate
Shirley Jewell	Graduated (2010)
Tina Bear	Graduated (2010)

## IV. Budget

### IV.A Year-Three Budget Chart

Project Compass Budget Implementation Phase, Year 3 (July 1, 2010 - June 30, 2011)	
Budget Category	Request from the Nellie Mae Education Foundation *
<b>Personnel</b>	
<i>Community of Practice Membership</i>	
<i>Clerical</i>	26,084
<i>Other Personnel</i>	82,070
<i>Benefits</i>	52,357
<b>Subtotal Personnel</b>	160,711
<b>Consultation</b>	
<b>Subtotal Consultation</b>	12,000
<b>Travel</b>	
<i>Travel to 2 Learning Community Meetings, Lodging &amp; Ground Transportation Only</i>	10,000
<i>Other Travel</i>	5,000
<b>Subtotal Travel</b>	15,000
<b>Professional Development</b>	
<b>Subtotal Professional Development</b>	9,090
<b>Supplies</b>	
<b>Subtotal Supplies</b>	2,000
<b>Other</b>	
<b>Subtotal Other</b>	537
<b>TOTAL</b>	<b>199,338</b>

<b>Institution:</b> University of Maine, Presque Isle
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*IV.B Year-Three & -Four Budget Chart*

**Project Compass. Implementation Phase, Years 3 and 4. July 1, 2010 - June 30, 2012**

<b>Budget Category</b>	<b>Year 3 10-11 Nellie Mae Request *</b>	<b>Year 3 10-11 Cost Share *</b>	<b>Year 4 11-12 Nellie Mae Request **</b>	<b>Year 4 11-12 Cost Share **</b>
<b>Personnel</b>				
<i>Community of Practice Membership</i>				
<i>Clerical</i>	26,084		26,084	
<i>Other Personnel</i>	53,000	29,070	82,070	
<i>Benefits</i>	52,357			52,357
<b><i>Subtotal Personnel</i></b>	131,441	29,070	108,154	52,357
<b>Consultation</b>				
<b><i>Subtotal Consultation</i></b>	12,000		11,449	
<b>Travel</b>				
<i>Travel to 2 Learning Community Meetings, Lodging, In-Transit Meals, &amp; Ground Transportation Only</i>		9,000		10,000
<i>Other Travel</i>	4,202	1,798		5,088
<b><i>Subtotal Travel</i></b>	4,202	10,798		15,088
<b>Professional Development</b>				
<b><i>Subtotal Professional Development</i></b>	9,090			9,090
<b>Supplies</b>				
<b><i>Subtotal Supplies</i></b>	2,000			2,000
<b>Other</b>				
<b><i>Subtotal Other</i></b>	537			1,000
<b>TOTAL</b>	159,470	39,868	119,603	79,735

\* For Year 3, the Foundation will award each of the four campuses grants funded at a level that will not exceed 80% of their Year 2 awards.

\*\* For Year 4, the award level for Year 3 will be reduced by an additional 25%, with the institution covering the difference (25%) between the grant award and the total project budget.

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### IV.C Year-Three Budget Narrative

<b>Project Compass Budget Narrative:</b> Implementation Phase, Year 3. July 1, 2010 - June 30, 2011	
<b>Institution:</b> University of Maine, Presque Isle	
<b>Project Title:</b> Project Compass	
<b>Line Item</b>	<b>Explanation of Requests from the Nellie Mae Education Foundation *</b>
<b><u>Personnel</u></b>	
<i>Community of Practice Membership</i>	
<i>Clerical</i>	Administrative Assistant I (Project Compass)
<i>Other Personnel</i>	Director of Student Success & Innovative Education (Project Compass)
<i>Benefits</i>	Director of Student Success & Innovative Education; Administrative Assistant I; & Retention Activities Coordinator (All Project Compass Members)
<b><u>Consultation</u></b>	Tribal Liaison/NEC Elder (Project Compass)
<b><u>Travel</u></b>	Travel to two Learning Community meetings, lodging, in-transit meals, and ground transportation only
<i>Other travel</i>	Native American Social Networking (Maine/Canada Recognized Tribes)
<b><u>Professional Development</u></b>	41 <sup>st</sup> Annual National Indian Education Association Convention (San Diego, CA) <i>Investing in Youth for Our Vision of Tomorrow</i> (7-10 October 2010)
<b><u>Supplies</u></b>	Office & Workshop Supplies (Excludes Computer Hardware & Software)
<b><u>Other</u></b>	Office Services (Network Access, Telephone & Communications, Maintenance)

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*IV.D Year-Three Budget Addendum Narrative*

<b>Project Compass Budget Narrative:</b> Implementation Phase, Year 3 Carryover July 1, 2010 - June 30, 2011	
<b>Institution:</b> University of Maine, Presque Isle	
<b>Project Title:</b> Project Compass	
<b>Line Item</b>	<b>Explanation of Requests from the Nellie Mae Education Foundation *</b>
<b><u>Personnel</u></b>	
<i>Community of practice membership (Include release time.)</i>	
<i>Clerical</i>	
<i>Other Personnel</i>	NEC/COP Student Members (2,000)
<i>Benefits</i>	
<b><u>Consultation</u></b>	External Facilitator Steve Russell (2,000)
<b><u>Other Travel</u></b>	North American Indian Recruitment & Engagement (2,000); Native Voices Cultural Trip (3,000)
<b><u>Professional Development</u></b>	Diversity Lecture/Workshop Series (8,500); Professional Conferences (6,750); Eight Mini-Grants (17,000);
<b><u>Supplies</u></b>	Native Education Center (3,000)
<b><u>Other</u></b>	Professor Barbara Walvoord Evaluation/Assessment (8,838); NEC/Diversity Materials (3,000); COP Meeting Food & Beverages (2,500); Native Appreciation Day (2,000); Wabanaki Heritage Garden (750)

**Institution:** University of Maine, Presque Isle

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*Detailed Addendum Narrative* (\$61,338)

The program did not expend its total budget allocation due to the late hire of the current director and other circumstances. The following narrative provides a proposed outline for funding year-three strategies. Our residual balance was \$61,338.

1. Other Personnel (\$2,000):

- *Student Native Education Center/Community of Proactive Members*: Native student involvement is a vital component to student retention, graduation, and diversity issues. Most of our students are non-traditional and have on- and off-campus responsibilities—family, community, and fiscal. Student Community of Practice members have provided insights regarding curriculum and advising, and their continued participation is required. Project Compass/Native Education Center students are one of the programs greatest allies because they inform the campus and program, retain and recruit students, and promote the program to peers.

The program requests that funds of \$2,000 be carried over to support the involvement of two students. Native NEC/COP participants would include two Native Voices student organization members. The funds would assist them financially as most have families and few financial resources—two potential attrition factors. As active program and committee members they would provide consistent student voice and experiential knowledge. Their success is our success.

2. Consultation (\$2,000):

- *External Facilitator Steve Russell*: Community of Practice will hold two, two all-day meetings. October 2010, will consist of a planning meeting and February 2011, a mid-year review. An outside facilitator allows for discussion and critique. NERCHE has asked us to consider this service and we willing choose to accept this suggestion for one of the two day meetings. Therefore, the program requests that funds of \$2,000 be carried over to support an external facilitator.

3. Other Travel (\$5,000):

- *North American Indian Recruitment & Engagement* (\$2,000): Project Compass/Native Education Center has made significant tribal community inroads. The year-three program budget already reflects a line item of \$4,202 but additional funds will be needed to maintain existing program-tribal partnerships. Unlike previous manifestations, relationships have not been limited to the confines of the University or Aroostook Band of Micmacs and Houlton Band of Maliseet Indians. The Passamaquoddy Tribes (Pleasant Point & Indian Township), Penobscots, Tobique First Nation communities are now part of our network. The Native Advisory Council includes members from each of

the previous mentioned groups. Student recruitment at tribal health and education fairs will occur. University of Maine's Wabanaki Center, University of New Brunswick's Micmac-Maliseet Institute, and not-for-profit organizations will be nurtured. Each group provides needed institutional knowledge and relationship building require culturally appropriate means of contact (face-to-face). We are engaging sovereign nations, not just communities of color. Canadian First Nation and Maine American Indian communities are integral to Native student success.

The program requests that funds of \$2,000 be carried over to program-tribal recruitment and engagement. These relationships benefit the university, communities, and students. Furthermore, it attempts to displace existing uneven power dynamics and give tribal members an equal voice. We are co-learners.

- *Native Voices Cultural Trip* (\$3,000): Project Compass/Native Education Center has previously supported two Native Voices cultural trips: Gathering of Nations (2009) and Washington DC Capitol (2010). These expeditions provide students with minimal capital to experience tribal venues that would otherwise be out of their reach. It allows students make contact with peers and to gain a deeper understanding of Indian Country outside of their own communities. This educational opportunity supports student developmental growth and personnel-student engagement.

The program requests that funds of \$3,000 be carried over to support a future Native Voices cultural trip. The funds provide only supplemental resources. Student Senate in theory should provide the majority of monies. Program support signals to the campus and tribal communities that we support and appreciate cultural diversity.

#### 4. Professional Development (\$32,250):

- *University Mini-Grants* (\$17,000): Eight mini-grants would be funded. Monies would support faculty and staff development opportunities ranging from curriculum revision, program inclusion, retention, to campus climate. Not all grants will focus on tribal community knowledge as we broaden program initiatives. Funds will also in part augment our logic model goals (e.g., retention survey). The program seeks to build on last year's mini-grant success (please see the select evidence section).

The program requests that funds of \$17,000 be carried over to support the continuation of mini-grants. These funding opportunities have and will continue to benefit the overall campus and program initiatives.

- *Diversity Lecture & Workshop Series* (\$8,500): Funding would create a monthly, multi-focused diversity lecture and workshop series that brings expert Native and non-Native presenters to campus for both university/regional community outreach using large-venue university facilities, as well as, for smaller, Native student-focused venues using the

University and Houlton Native Education Centers (please see year-three, area one strategies). A diversity lecture/workshop series seeks several outcomes:

- Engage a multidisciplinary audience to increase awareness and understanding of regional indigenous cultures by presenting material focused on both educational guidelines and on current cultural research (i.e., respectively, Maine Dept of Education Social Studies Division work on the Maine LD291 mandate for equitable and accurate inclusion of Maine Wabanaki cultures in community education, and cultural neuroscience or traditional knowledge studies).
- Provide a monthly public-venue opportunity for cultural understanding and research that offers definitive positive outcomes relating to openness and acceptance of diversity and promotes the need for K-16 educational institutional change.
- Develop awareness of educational strategies and cultural research that support the tenant that pluralism benefits all participants and all levels of community.
- Increase collaboration with K-16 educators and Native- and non-Native community members.
- Educate a broad-spectrum audience on Maine's LD291 K-12 content guidelines that support educational representation, equity, and inclusion for Wabanaki people.
- Build recognition in non-Native communities of the historic and modern challenges faced by indigenous people to increase respect for cultural endurance and survival.
- Build recognition in Native communities that the university community values the contributions of indigenous people to non-traditional education, and that Native involvement supports diversity development and promotes institutional change.

In addition, a lecture/workshop series offers other tangible opportunities as professional development do not exist on campus. Project Compass/Native Education Center would collaborate with University faculty to offer grade-point based incentives to students who attend diversity lectures/workshops. Several intended outcomes include:

- Increase numbers of student participants in lecture/workshop series
- Increase faculty awareness of Compass projects and buy-in to Compass goals
- Increase collaboration between Compass projects and university programs

- Support and redirect ongoing institutional academic policy of recognizing educational value of extracurricular experiential learning on campus as a foundation for change to increase diversity and cultural educational opportunities for students
- Increase evaluation data component

To get the “word out” Project Compass/Native Education Center will advertise the monthly diversity lecture/workshop series by utilizing a broad-spectrum promotion plan to University, Native and Non-Native communities and educators. Several intended outcomes include:

- Increase awareness on and off campus for Compass diversity activities
- Increase Native students’ investment in Compass projects
- Increase evaluation data component

Project Compass/Native Education Center will entice attendance by creating a student, staff, and faculty rewards incentive based on accumulated attendance of lecture/workshop series. Several intended outcomes include:

- Increase attendance
- Build interest and engagement in campus, Native, and non-Native community members
- Increase evaluation data component

Not only will the lecture/workshop be offered it provides a venue to assess lectures/workshop, learning outcomes, and participation.

The program requests that funds of \$8,500 be carried over to support a diversity lecture/workshop series as it would be the only campus opportunity for professional development. This initiative is directly linked to a year-three logic model initiative. A lecture/workshop benefits on- and off-campus community members and engages topics centered on retention and diversity, which can lead to the construction of an inclusive and empowering campus environment.

- Professional Conference (\$6,750): Funds will provide university faculty and staff access to relevant conferences that are aligned with program strategic areas.

- National Indian Education Association Convention’s *Investing in Youth for Our Vision of Tomorrow* (San Diego, California, 7-10 October 2010). In 2010, NIEA placed a priority on presentations that focused on scientifically-based research and practices which positively influence the teaching and learning to Native students. Exemplary programs developed by and for American Indians, Alaska Natives, and Native Hawaiians enhanced growth and awareness through introspection and experiential learning. In addition, NIEA members came to understand the latest federal policy and legislative development and national education trends impacting Indian Country, and provided members with an analysis of how programs and communities may be affected. the knowledge gleaned would be disseminated to project area leaders, diversity committee members, and learning community committee participants during their monthly meetings (Estimated cost: \$4,354).
- University of New Hampshire at Durham’s *First Nations, Lasting Nations, Community and University Partnerships in Indigenous New England Conference* (17-18 September 2010). The conference “seeks to initiate a conversation among academics and community activists who wish to move beyond the ‘expert’ model, whereby academics ‘study’ Native communities or Native ‘guests’ make isolated appearances on campus. What obligations do universities have to local Native American communities? How can Native activists’ partners with academics to produce new knowledge? What have been some of the challenges and rewards of academic/community partnership?” The program provides a comparative model in regards to some of our current program initiatives. The knowledge gleaned would be disseminated to project area leaders, diversity committee members, and learning community committee participants during their monthly meetings (Estimated cost: \$2,396).

The program requests that funds of \$6,750 be carried over to support professional development conferences. The funds will provide access to university faculty and staff who work in a remote and rural environment.

5. Supplies (\$3,000):

- Native Education Centers have been developed, but several enhancements are needed to create a deeper sense of belonging and campus safe haven. The University’s main campus center offers a computer lab, couches, and small library. Foot traffic is increasing and we seek to accelerate its continued socialization/engagement usage. To create this environment several items would be added to the space: table, chairs, and artwork. Native Voice meetings would also be supported (e.g., food, beverages) to increase student engagement—indigenous and non-tribal members will be invited. “Culturally” food and socializing play a large role in tribal communities (e.g., potlucks, potlatches, funerals).

The program requests that funds of \$3,000 be carried over to support the enhancement of the UMPI Native Education Center. The University of Maine's Wabanaki Center and University of New Brunswick's Micmac-Maliseet Institute provide these resources to their students and have been successful in creating a welcome environment and sense of community. The NEC seeks to become a center for academic and social engagement.

6. Other (\$17,088)

- Evaluation/Assessment (\$8,838): Professor Barbara Walvoord (University of Notre Dame) would be funded to assist the campus with its assessment and accreditation process. Her goal is to help move the whole institution forward on assessment in a significant way. In August 2010, she noted that our program's retention initiatives will advance the institution's culture of assessment and accreditation process. Her expertise would aid our efforts as she has consulted and/or led workshops at more than 350 institutions of higher education regarding assessment, teaching and learning, and writing across the curriculum.

The program requests that funds of \$8,838 be carried over to support program initiatives and assessment. The monies will supplement institutional funds, allowing us to secure her services.

- *Native Education Center/Diversity & Service Materials* (\$3,000): The proposed materials target tribal and other marginalized communities as noted in year-three's strategic areas one and three (e.g., brochure). It will promote Native Education Center, diversity, and student services provided that are relevant to marginalized communities. Items under consideration include:
  - T-shirts
  - Brochures
  - Posters
  - Stickers
  - Flyers

The program requests that funds of \$3,000 be carried over to support the promotion of the center, diversity, and student services. Campus relations could be facilitated and increase program and service awareness and usage.

- *Community of Practice Meeting Food & Provisions* (\$2,500): The program requests that funds of \$2,500 be carried over to provide Community of Practice and Area meetings with food and beverages.

- *Native Appreciation Day* (\$2,000): Funding would provide auxiliary monies to support Native Voice's *Fourth Annual Native Appreciation Day* to be held on April 2011. This is the only large scale cultural event held on campus and is student initiated (Select Evidence). The gathering allows from greater campus and community cultural and diversity awareness. Project Compass will provide promotion, logistic and financial support. Events targets North American Indians and non-tribal community members.

The program requests that funds of \$2,000 be carried over to support Native Appreciation Day. The event is one of the only occasions that highlight cultural inclusion. It also provides an opportunity for many who have never been on a college campus to visit one and to see Native culture celebrated. Project Compass Native Appreciation Day support is a cultural awakening for the larger campus and community.

- *Wabanaki Heritage Garden* (\$750): The Wabanaki Heritage Garden funding extends last year's mini-grant initiative (Select Evidence). The space signifies the only outside area on campus, other than a flag that highlight local tribal knowledge and culture. The Heritage Garden allows for workshops and class instruction for those wishing to construct more culturally sensitive curricula and pedagogical approaches, experiential knowledge in artisan work incorporating Native designs and methods, as the garden incorporates indigenous herbs and plants.

The program requests that funds of \$750 be carried over to support the Wabanaki Heritage Garden as it provides an area of cultural inclusion and opportunity to educate all visitors.

The stated budget allocation of additional resource, which is dependent upon approval, fits within the proposed year-three logic model, allowing for its successful implementation, which benefit the entire campus and outside community members.



## **V. Selected Evidence**

### *V.A Proceeding from Community of Practice Meetings*

#### Community of Practice Minutes for 2009-2010

In January the basic structure of the Community of Practice meetings was changed to increase communications and outcomes. A Chair was appointed for each of the four strategic areas. The Chair responsibility is to host monthly their area meeting and send a report to the Director of Project Compass.

Bi-monthly meetings are held for the purpose of getting all members together to communicate updates, outcomes, and to coordinate further actions. Bi-monthly meeting dates were set for: January 27<sup>th</sup>, March 22<sup>nd</sup>, and May 7<sup>th</sup>, 2010.

*Community of Practice Calendar, 2010-2011*

DATE	TASK	PERSON RESPONSIBLE
July 4 <sup>th</sup>	Holiday	
23 30	SOAR (Student orientation and registration) SOAR (Student orientation and registration)	
August 26-29 30	WOW week(Week of Welcome) Class begin	
September 1 3 8 13	Holiday Last day to add a class Last day to withdraw from a class Last day to request pass/fail option	
October TBD 11 18 25	COP 2 Day Meetings Fall break begins Classes resume Mid-term grades due	
November TBD 5 11 16	Native American Heritage Month Strategic Area meeting Last day to withdraw from class and university Request a leave of absence Veterans Day; Registration for spring	
December 14	COP Bi-Monthly Meeting NERCHE Conference Last day of classes	
January TBD 18	Strategic Area meeting Classes resume	
February TBD 21	COP 2 Day Meetings Vacation break	
March TBD	Strategic Area meeting	

APRIL 13 14	COP Bi-Monthly Meeting Native Appreciation Day University Day	
MAY TBD 9	Strategic Area meeting Last day of classes	
JUNE TBD TBD 25	COP Bi-Monthly Meeting Submit NERCHE RFP SOAR	

May 7<sup>th</sup>, 2010 Bi-monthly, Community of Practice full day meeting

Present: Luke Joseph, Jeanie McGowan, Jean Henderson, Amber Howe, James Stepp, Jing Qi, Michael Best, Solomon Rocky Bear, JoAnne Putnam, Raymond Rice, Eddy Ruiz, Myrth Schwartz, Alice Sheppard

Eddy Ruiz facilitated the meeting. Eddy went over the agenda for the day,

9am-9:30am: Introductions: outline & intent

9:30am-10am: Area Reports: Progress & Obstacles

10am-11am: “Take a Stand”: Education Perspectives

11am-12pm: Brainstorm: Defining & Measuring Education Outcomes, Group Activity: “Real World / Other World”

12pm-1pm: Lunch

1pm-3pm: Area Breakout Session: Area 1: Evaluation, Area 2 Student Affairs, & Area 3 Academic Affairs

- (1) Maintain Native focus, global perspective;
- (2) Build upon lessons learned;
- (3) Establish “logic model outline, “five strategies, outcomes (ambitious / reality)

3pm-4pm: Area “Show and Tell”

The group activity “Real World / Other World” made a dramatic point to all participants, illustrating social economic differences in a very visual way.

Each group reported out their status and goals for the coming months.

**April, 2010**

Monthly strategic area meetings were held and reports were sent to the director.

Native Voice Club hosted the 3<sup>rd</sup> annual Native American Appreciation Day. Project Compass assisted with advertizing the event, sending out formal invitations to all local, state and Canada First Nation Chiefs & tribal councils, organizing and funding the food and decorations.

On University Day project compass hosted a table for the event. Handing out brochures on Project Compass, where the Native Education Center is located on campus and at the Houlton Higher Education Center, what project compass offers for services and who to contact for more information. We also handed out stickers with the Wapanaki logo on them.

Native Voices went to Washington D.C. for their club trip. They visited museums, art galleries and local attractions.

NERCHE conference:

Present: Kristen Hardy, Glenda Wysote, Jean Henderson, Lorelei Locke, Raymond Rice, James Stepp, Luke Joseph, Richard Silliboy, Michael Sonntag and Myrth Schwartz

This conference was on advising and mentoring, building a network of social agents to support underserved students. Tom Brown facilitated the student group on this discussion.

Hand outs were made available on the NERCHE web site.

**March 2010 Bi-monthly, Community of Practice full day meeting**

Present: Luke Joseph, Amber Howe, Jean Henderson, Bonnie DeVaney, Christine Corsello, Michael Sonntag, James Stepp, Jing Qi, Michael Best, Solomon Rocky Bear, Jeanie McGowan, David Putnam, JoAnne Putnam, Brian Reynolds, Raymond Rice, Eddy Ruiz, Alice Sheppard, Richard Silliboy, Bonnie Wood, Glenda Wysote-Labillois, Glenn Gabbard, Myrth Schwartz

Ray Rice facilitated the meeting. He started off with a power-point presentation. The information came from a conference he attended in Seattle Washington title, "Pathways".

After the presentation the group separated into their area groups in different location's / rooms of the campus center to work on their strategic areas.

At three pm everyone came back into a big group to discuss their findings and outcomes

## **January 27, 2010 Community of Practice, full day meeting**

Present:

Glen Gabbard, Jeanie McGowan, Michael Amey, Ray Rice, Jim Stepp, Solomon Rocky Bear, Bonnie DeVaney, Luke Joseph, Alice Sheppard, Eddy Ruiz, Mike Carlos, Brian Reynolds, Jing Qi, Kim-Anne Perkins, Jean Henderson, Mike Best, Myrth Schwartz

### **1. Opening Comments and Brief Introductions**

### **2. Community of Practice = Collaboration & Action**

- Goals
- Vision: Organize chaos, strategy, benchmarks;
- Action: Mobilize teams abilities and asset, shared power, alliances; and
- Outcome: Empowerment, social justice, transformation

### **3. Community of Practice Convenes, *Take a stand: Community Perspectives***

Everyone was asked to participate in a group activity. The activity required each person to listen to a statement, decide if they agreed or disagreed. Those that agreed would move to the far right of the room and those who disagreed would move to the far left of the room.

First Statement: University is guided by a shared vision and / or clear mission statement

More than half the group disagreed with the statement, comments:

- Currently so much is going on it is hard to find a vision, survival is on top (example: the budget) faculty are feeling the presser
- We see ourselves as academics first and our mission to the community has never been figured out – creating stress and anxiety
- Most people don't know what the vision and mission statements are for UMPI
- The vision and mission statements have been used more as window curtains, they need to be more visible
- Goals are not well communicated, they need to be shown and stated more

Second Statement: University bases its decisions on empirical evidence. The majority disagreed with the statement, comments:

- Increasing but not enough
- Top leadership has not been consistent in the pasted. We have had many Presidents who work on their own agendas
- Resources and time effect decisions

Third Statement: University programs and departments work collaboratively across campus. The vast majority disagreed with the statement, comments:

- There are silo's of academics
- Project Compass has provided an opportunity for collaboration across campus
- Not everyone knows everyone. Collaboration will come when people know each other rather than just where someone is located or the title of a person
- There are 180 people on campus and 70 staff

Fourth Statement: University actively and consistently engages the outside community. The vast majority disagreed with this statement, comments:

- Fort Kent has more community involvement on their campus
- UMPI seems to hold itself at a higher esteem, a penetrating problem
- See a lot of change that have to happen, if changes don't happen students won't come
- There are many issues with the Waiver going into effect this fall, which will effect many if not all the Native American students attending
- How can we increase communication with the college and bands

#### **4. Area Grant Overview**

Each strategic area will convene in different rooms for the all day sessions

- Area 1: Group 1, St. Johns Room
- Area 2: Group 2, Allagash Room
- Area 3: Group 3, Aroostook Room
- Area 4: Group 4, Alumni Room

From 12-1pm, Lunch will be in the Cafeteria

1:00-3:30pm, Area Strategic Planning

- Area 1: Group 1, St. Johns Room
- Area 2: Group 2, Allagash Room
- Area 3: Group 3, Aroostook Room
- Area 4: Group 4, Alumni Room

3:30-4:00 pm, Community of Practice Reconvenes, Campus Center, Saint John Room, 2<sup>nd</sup> Floor

The Chairs of each Area were asked to send a report to Eddy Ruiz, Project Compass Director on today's outcome. Each area group will convene next week (Feb 8-12) to finish their report on today's meeting.

#### **Community of Practice, Strategic Areas and Members**



**Area 1: Data Management & Evidence Development**

- Chair, Kim-Anne Perkins
- Alice Sheppard
- Jing Qi

**Area 2: Create Native American / First Nation Center**

- Chair, David Putnam
- Amber Wire
- Imelda Perley
- Solomon Bear
- Luke Joseph

**Area 3: Academic Affairs, Curriculum, and Faculty**

- Chair, Ray Rice
- Dave Perley
- Jacquelyn Lowman
- JoAnne Putnam
- Michael Amey

**Area 4: Student Affairs & Advising**

- Chair, Jim Stepp
- Brian Reynolds
- Jean Henderson
- Mary Kate Barbosa
- Mike Carlos

### **January 6, 2010, Community of Practice meeting**

Present: Jim Stepp, Eddy Ruiz, David Putnam, Solomon Bear, Myrth Schwartz, JoAnne Putnam, Ray Rice, Jeanie McGowan, Jing Qi, Mike Carlos

Houlton: Jean Henderson, Luke Joseph, Richard Silliboy, Charlie Amey, Amber Wire, Brian Reynolds

Boston: Glen Gabbard

### **Area Updates:**

#### **NERCHE—Project Compass Portsmouth, New Hampshire Conference**

- 11 faculty / staff and 4 students attended
- Focus group with UMPI students was a success; NERCHE and the Nellie Mae Foundation were very pleased
- From the focus group we learned about things that we as a campus are doing right and many things that we can improve on
- The focus group model could be something that we might want to inquire about training

#### **First-Year Learning Communities, Spring Pilot**

- We will try to run 2 Learning Community groups this spring, the first group will have to take all three courses and the second group will be opened to all students in general education courses
- Two History sections and one English 101 comp class: Research shows this is the best collection of courses
- We will be doing pre-post testing in the fall (hopefully)
- Faculty members will attend each class to understand the process
- Right now we have six students signed up for the Micmac Language course and only two for the Wabanaki course. We need to promote more using local, state and national methods
- We will send out emails to Native and Non-native students, and inform local teachers, and the community to promote externally as well as internally on campus

#### **Cultural Sensitivity & Waiver Training**

Sensitivity training: Coordinating meetings on topics of:

- History
- Economics
- Education
- Problems on campus
- Help faculty members with class room issues
- Target different groups on campus
- Do some roll playing, use UMPI newspaper to promote it

- Idea of having training come from the students
- Try and get focus group training, dialog is important to hear

Wavier training: To clear up any misconceptions

- Power-points to help educate faculty/staff/students
- History of the Waiver
- Offer education in courses and SOAR
- Focus groups on campus

### **Project Compass Outreach**

Outreach from October 25 to December 31

- 23 events that included
  - 25 faculty
  - 41 staff
  - 48 students
  - 514 native community members, focusing on indigenous issues and celebrations
- Project compass staff, student interface totaled 261
- Mawiw council has three of the largest reservations
- Like to see faculty go to Canada, Houlton, and Presque Isle bands
- Three New Brunswick First Nation Chief's Steward Paul and JoAnne Bernard and Chief David Peter Paul want to meet with UMPI faculty

We need sustained engagement

- Partnerships
- Information on what we have been doing right and wrong
- We have been going to community events, JoAnne has meet with Tribal Education departments and Tribal Administrators with great interesting feedback.

### **Minutes Review:**

1. 4<sup>th</sup> of November 2009
  - Item number two on the agenda will be changed to read, "Report on October 30<sup>th</sup> to match the response given
2. 3<sup>rd</sup> of December 2009 (N/A)
  - Meeting was cancelled due to the NERCHE Conference scheduled for same day

### **Old Business:**

1. Open
  - No comments

### **New Business:**

More needs to be done along each strategic area, we will be dividing into four area groups, each group will have 4 members per-group, each group will meet monthly, and the whole group will meet bi-monthly. All actions will be directed by the Logic model.

### **Committee Evolution & Formation**

#### **Community of Practice**

- Eddy Ruiz, Chair
- David Putnam , Jim Stepp, Kim-Anne Perkins and Ray Rice; Area Chairs
- Myrth Schwartz, Administrative Assistant
- Area groups meet individually with Chair monthly. All areas convene bi-monthly.
- Monthly executive summaries centered on the logic model for each area are required

#### **Area 1: Data Management & Evidence Development**

Kim-Anne Perkins, Area Chair (Chair, Center for University Programs & College of Professional Programs, Social Work)

Alice Sheppard (Presque Isle Community Member, Psychology)

Jing Qi (Online Teaching / Institutional Research)

#### **Area 2: Create Native American / First Nation Center**

Jeanie McGowan, Area Chair (Nylander Museum Staff, Community Member)

David Putnam (College of Arts & Science, Science)

Luke Joseph, (Project Compass, Passamaquoddy)

Imelda Perley (University of New Brunswick, UMPI Lecturer, St. Mary's First Nation)

Rocky Bear, (Project Compass, Tobique First Nation)

#### **Area 3: Academic Affairs, Curriculum, and Faculty**

Ray Rice, Area Chair (Chair, College of Arts & Sciences )

Dave Perley (University of New Brunswick, UMPI Lecturer, Tobique)

JoAnne Putnam (College of Education, Education)

Jacquelyn Lowman (College of Arts & Science, English, PBS)

Lynn Eldershaw (College of Professional Programs, Sociology)

Michael Amey (College of Education / College of Arts & Science, English)

#### **Area 4: Student Affairs & Advising**

Jim Stepp, Area Chair (Assistant Dean of Students / Director of Residential Life)

Jean Henderson (Counselor / Coordinator of Student Services, Houlton Center)

Mary Kate Barbosa (Director of Student Support Services)

Mike Carlos (Tribal Administrator, Aroostook Band of Micmac's)

Brian Reynolds (Tribal Administrator, Houlton Band of Maliseet's)

#### **Native Advisory Council**

Eddy Ruiz, Chair

Luke Joseph, Coordinator

Rocky Bear, Liaison

Chair and groups meet separately once per quarter. Chair and groups convene jointly annually.

#### **Group A: Aroostook Band of Micmac's**

1. Michael Carlos (Tribal Administrator)
2. Nicole Francis (Director of Education)
3. John Dennis (Cultural Director)

#### **Group B: Houlton Band of Maliseet's**

1. Brian Reynolds (Tribal Administrator)
2. Amber Wire (Director of Education)
3. Imelda Perley (Consultant)

#### **Group C: Tobique First Nation**

1. Warren Tremblay (Education Director)
2. Timothy Nicholas (Counselor)
3. Sterling Perley (Band Manager)

#### **Group D: UMPI Native Students**

1. Michael Best (President of Native Voices, Passamaquoddy)
2. Glenda Wysote (Maliseet)
3. Jeanette Bear (Maliseet)
4. Daniel Smiley (Passamaquoddy)

#### **Grant Committee**

Eddy Ruiz, Chair

Myrth Schwartz, Administrative Assistant

- Grant committee will submit five applications for funding by June 3,2010
- Grant committee will create a funding database.
- Grant committee will develop an application template.

#### ***Members of grant committee:***

1. David Putnam
2. Brian Reynolds
3. Eddy Ruiz
4. Michael Carlos
5. Jeanie McGowan
6. TBD

#### **Open Forum:**

1. Open

#### **Next Meeting:**

1. Full-Day, Wednesday, 27 January 2010
  - a. 9:00-9:30 am, Convene Community of Practice, Location TBD
  - b. 9:30-12:00 am, Individual Area Committee Sessions, TBD
  - c. 12:00-1:00 pm, Community of Practice Lunch, TBD
  - d. 1:00-3:30 pm, Individual Area Committee Sessions, TBD
  - e. 3:30-4:00 pm, Reconvene Community of Practice, TBD

**December, 2009, NERCHE conference**

Monthly meeting was cancelled due to the conference.

Present at the conference: Christine Corsello, Eddy Ruiz, Luke Joseph, JoAnne Putnam, Jing Qi, James Stepp, Solomon Rocky Bear, Myrth Schwartz, John Dennis, Amber Wire

Four Students: Michael Best, Daniel Smiley, Chelsey Ellis, and Jeanette Bear

The focus of the meeting: For each of the four colleges to share their work with the whole learning community; to share there preliminary findings on promising practices related to specific campus interventions; To focus on the role which qualitative research methodologies plays in exploring and clarifying processes for directed institutional change; To explore the use of focus groups as a way to exploring methodological issues unique to improving campus' understanding of the experiences of underserved students; and to facilitate focused discussion among members of the learning community about how campuses can extend and deepen the ways in which student voices inform and enhance institutional change processes directed at supporting student success.

The University of Maine brought four students who participated in a focus group in front of the leaning community. Dr. Kenneth Gonzalez, University of San Diego, San Diego, CA, conducted the focus group.

## **November 20, 2009, Pre-NERCHE CONFERENCE Meeting**

Present: Jim Stepp, Luke Joseph, Ray Rice, David Putnam, Linda McLaughlin, Myrth Schwartz, Eddy Ruiz, Solomon Bear, Bonnie DeVaney, JoAnne Putnam, Kim-Anne Perkins

### **Travel**

- UMPI Van leaving from tennis court area at 10am Thursday, December 3, 2009
- Jim Stepp will also be taking his Van to help accommodate students, staff and faculty members
- A letter will be sent to applicable Professors explaining why the students are absent

### **Presentation:**

- We will have a 20-25 minute presentation
- Glen suggested we focus on our accomplishments, what we are most proud of
- Pick two items and be very brief on the other materials
- Put together a power-point with qualitative and quantitative data

### **Accomplishment:**

- Native American Appreciation day was a huge deal for our campus. We have pictures of this event and a power-point presentation.
- The Native American Center
- Native Voices Club
- Learning Community

### **First day**

- Talk about the Learning Community briefly,
- Expand on the Native American Center, Media Relations has pictures of the opening ceremony with John Dennis doing the smudging and they have some information on the Native American Appreciation Day. There are pictures from the “Gathering of Nations” trip Native Voices attended

### **Second day**

- Elaborate more on our Learning Community activities; include quantitative and qualitative data that Jing has.

### **Branching out**

Lets show were we are reaching out. We can get an international map showing were we are doing outreach and let’s get recent graduation data. Showing statistics from Oblique First Nation– average age – poverty level – education – life span data and do the same for comparison in Maine.



Each school brings a team. We have a more comprehensive approach (community, students). Other colleges are working from the top down and we are going bottom up. Glen has stated that the work we did upfront would help us go further at the end.

### **Brandeis**

Brandeis will be there, talking with Jing (she may need support in terms of what they expect). Maybe in the future we could get students who are focusing on data to help

There will be three sessions:

- 1 session: Jim, Jing, Rocky, and Luke
- 2 session: Ray and JoAnne
- 3 session: Christine and Eddy

### **Focus Group**

The students have been emailed the overview of the focus group. The facilitator for the focus group, Kenneth Gonzalez would like to have lunch with them before they do the focus group to answer any questions they may have.

### **Director of Project Compass**

As the new Director of Project Compass I would like to make some changes in the size of the Community of Practice membership. We need 10-12 people who are invested -develop committees. There will still be monthly meeting. On December 2 an official statement of the meeting process will be made.

Spring Meeting dates: Possible April 30 or May 1 in Portsmouth.

Next year we will be more aware of Native American Heritage Month in November. Start planning an event each week in November. Contact Renee's husband about developing web-site for project compass.

## **November 12, 2009, Project Compass Meeting with Brandeis University**

Present: Susan Lanspery, Thomas Shields, Jim Stepp, Ray Rice, Eddy Ruiz, Luke Joseph, Jing Qi and Myrth Schwartz

### **Agenda:**

- Review of evaluation plan
- Current campus data collection / evaluation efforts
- Spring site visit
- Next step

### **Handouts:** Project Compass evaluation / Documentation Overview

- The What
- The Who
- The How ( or, The FAQ'S)
- What is the relationship between the Foundation, Brandeis, and NERCHE?
- Will Brandeis make recommendations to the Foundation on whether a campus should continue to be funded?
- Are you willing to go through our campus IRB process?
- Talk more about this “clearinghouse” of instruments, protocols, etc.
- We're a campus that doesn't have a lot of evaluation capacity. Can you help?

### **Introductions**

- Eddy Ruiz: Director of Success and Innovative Education
- Jing Qi: Director of Institution Technology and Support Services
- Ray Rice: Chair of Arts and Sciences and Co-Chair for Project Compass
- Luke Joseph: Retention activity coordinator
- Thomas Shields: Research Associate for 8 years, program evaluation work
- Jim Stepp: Student Affairs, Co-Faculty
- Myrth Schwartz: Administrative Assistant for Project Compass
- Susan Lanspery: Scientist , Represents Brandeis

NERCHE host two meetings a year for all Community of Practice groups. These learning community meetings are meant to be for sharing and documenting the work that is being done on all four campuses. The next Learning Community meeting is scheduled for December 4, 2009 at Lunch.

Next spring we will visit for two to three days to talk about what you have done in terms of evaluations and how things are going. We will function as a guide for you and the data you are collecting. We understand that there is more going on than what is put in the report. We would like to hear what has been happening.

Eddy: Working on establishing a connection, using an inclusive model that involves:

- Native Spiritual needs
- Funding sources
- Education Direction
- Build upon institutions that exist

Luke: Finding out what already exist as far as the first Learning Community

- Developing a partnership with Orono's Wabanaki system
- Finding out what does exist for retention practices in Houlton, Orono
- Piloting 3 Learning Community class to first year students in the fall
- Use general education courses, link environmental class with history
- Using methods that teach inside and out side the class room

Jim: Working on ways to make students comfortable.

- Residential will survey Native American students to see if they would feel more comfortable staying in dorms if other Native students would be housed in the same area.
- What increases GPA-retention rates
- Looking at testing at registration to see how it impacts scores
- New process during SOAR program (Student Orientation Advising and Registration)

Jing: Ran some data and almost 50% of students who took PBS courses, especially English, were better prepared for upper level courses

- Lots of connections are being made
- Only a few students received A's and B's
- Students who took PBS courses were more likely to withdraw and go to writing center for help

Tracking system – Native American ethnicity group academic programs

- How will each program work with students background
- How will students be identified who don't return and for what reason
- Average GPA by different groups
- Promising increase in GPA for Native students which indicates that the Project Compass grant is showing up
- Curriculum-Native American Center may help with First Nation materials, issues and classes
- Mini grants

- High interest in faculty
- Intro to science
- Native American art using elders to participate
- Tomorrow (December 13, 2009) offering presenting intro to physical fitness – History of Native American Lacrosse – to get NA perspective

### Surveys

- 10 surveys were done to gather information on Native American atmosphere and comfort level, this survey will be repeated in two years
- Make the survey part of the admissions process, self identify
- Survey campus climate

Building relationships-Networking is so important-We need one survey in place modified so that we can add it to different components, utilizing pre and post tests.

We plan to do focus groups centered around Native American safe havens

- With Luke, or an Elder
- A place for traditional smudging, Orono has designated a smudging area on campus
- Can be integrated to whole campus
- Encouraging faculty to include into classes will make a big different

### Service Learning Student Connect

- Positive reaction to smudging at Native American Center
  - Sage and tobacco are used for smudging
  - Takes away negative energy
  - It is a blessing of self or surroundings
  - Cleansing , religious in some ways
  - Anyone can participate
  - Usually done by an Elder or Spiritual Elder
  - Seems to be received well by the Non-Native Students

At our institutional level we are using the MAPP Program starting in the spring with freshmen and seniors. We plan on doing a Longitude study, the test takes 2 hours but students usually finish in one hour. They are expensive but will profile much more information which will assist with retention and grades.

## **November 4, 2009, Community of Practice minutes**

Present: Eddy Ruiz, Ray Rice, Luke Joseph, Solomon Rocky Bear, Amber Wire, Kim-Anne Perkins, Jacquelyn Lowman, David Putnam, Jeanie McGowan, Jean Henderson, Bonnie DeVaney, Jim Stepp, Jing Qi, Linda McLaughlin, Myrth Schwartz, and Glen Gabbard (Poly Com)

### **1: Introductions of the new Community of Practice Members**

- New Director of Project Compass, Eddy Ruiz
- New member Jeanie McGowan from the Nylander Museum in Caribou

### **2: October 30 report to NERCHE**

Glen reported that the review team at NERCHE will be getting a short report back to us by the end of November. There will be highlighted budget adjustments sent to us. If there are any issues with our report, NERCHE will allow us to amend the report rather than revise it.

### **3: Various Reports on Strategic Areas**

- **Data Management and Evidence Development: Jing Qi and Kim-Anne Perkins**  
Started comparison in fall 2007 which included: the 2008-09 persistent rates, GPA, first time students, total enrollment, and graduation rate. It also compared how many students graduated that were: White, Non-White, and Native American with actual numbers. (Attached handout)
- **Create a Native American Center on Campus: JoAnne Putnam (David Putnam)**  
A Native American Center has been established at the University of Maine at Presque Isles campus located in South Hall 311. The Houlton Higher Education Center has dedicated room 119 as their Native American Center.
- **Student Affairs and Advising: Jim Stepp**  
Working on developing a survey for resident's hall to find out if Native American students would want to have a section in the hall designated for them, this has been done before for different groups but doesn't always work out.
- **Academic Affairs, Curriculum and Faculty: Ray Rice**  
Kathy Davis has 3 linked Learning Community classes. The idea is all students will take the same classes together and at the end of the semester all students will have complete all three classes.

### **4: Request to create a committee to develop a Cultural Awareness / issues**

Cultural Awareness 100 level course put into the GEC area, all students would be required to take it but it could be taught by different teachers and with different methods. This needs to go

through the process of faculty assembly and curriculum committee by the end of spring semester; perhaps it will be ready by fall next year.

Other parts of the planning will involve self identifying, template expectations, identifying people who want to participate, impact studies and outcomes set beforehand.

Impact on transfer students, we don't want to build a new course that would be a road block for transfer students. We have to figure out how these classes will transfer and how they will affect student and student teachers who go back to Canada to teach. We could build on some of the components of Shirley Rush's course on diversity.

FYS is an example of what the template will look like such as interest for instructors, goals, objectives and mandatory that FYS be transferable.

Questions to be addressed are:

- External factors, what does the system expect and how the course will transfer to other institutions?
- Internal factors, the model for general education course levels manifest across benchmarks and majors. One challenge would be Social work commitment to diversity may transfer differently than Criminal Justice.

### **5: Planning for December Compass Meeting in Portsmouth**

December 4<sup>th</sup> and 5<sup>th</sup> drive down on the 3<sup>rd</sup> back on the 5<sup>th</sup>. We will need to have 7 to 8 students attend. Community of Practice members who are attending: Luke Joseph,

Eddy Ruiz, Jing Qi, JoAnne Putnam, Christine Corsello, Jim Stepp, Ray Rice, Amber Wire, Rocky Bear, and Myrth Schwartz

Glen commented: attendees will get a fuller understanding of what the four colleges are doing. COP Chairs will do updates on their work, and a power-point presentation might be useful. We should select initiatives that we have done or are planning to do (example: faculty development). Something we may want to expand on is our partnership with the community. NERCHE will pay for 7-8 students to attend and participate in a focus group.

### **6: Future dates for full day meetings**

November 20, 2009 to identify goals and work on presentation for December meeting

**7: Jean Henderson**, the WAB 105 class will be presenting a Traditional Wabanaki Christmas program on December 10th. This program includes Maliseet's, Micmac and Tobique youth.

**8: Other business**, Next meeting December 2, 2009 (Note: December 2, 2009 meeting was cancelled due to COP members attending the NERCHE conference in New Hampshire.

## **Community of Practice/ Two Day Planning Workshop/ October 2 and 3, 2009**

### **Day 1**

Present: Glen Gabbard, Steve Russell, Raymond Rice, Luke Joseph, David Putnam, Richard Silliboy, Jing Qi, Jim Stepp, Jacquelyn Lowman, Kim-Anne Perkins, Linda McLaughlin, Jean Henderson, Amber Howe, JoAnne Putnam, Rocky Bear Salomon, Jeanie McGowan, Charles Amey, Bonnie DeVaney, Michael Sonntag, Glenda Wysote, Christine Corsello and Myrth Schwartz

### **Welcome**

Ray Rice welcomed everyone and thanked them for attending. He gave a brief update on Project Compass, stating the importance of shaping our long term goals and outcomes toward what we are looking to achieve. We have hired our Administrative Assistant, Myrth Schwartz and the Retention Coordinator, Luke Joseph. The Director will be on board next week. This meeting will set the tone for all the work Luke, Myrth and the Director will be doing in leading Compass in our partnership with the Houlton Band of Maliseet's and the Aroostook Band of Micmac's in the future.

### **Steve Russell, the facilitator was introduced**

Mr. Russell explained the goal of the 2 day work session was to have a revised year 2 plan for the Calendar. Specifically what needs to be done, who will be doing it and when it is going to happen. He felt it would be helpful to reflect on some of the significant achievements and accomplishment gained so far with Project Compass and asked the group to comment on what they felt were our:

### **Accomplishments:**

Hiring of two staff members, the Center, Team building, Native American Appreciation Day

### **Acknowledge:**

Students, Kim-Anne Perkins, Ray Rice, Clare Exner, Linda McLaughlin, Jing Qi, JoAnne's Faculty workshop, Imelda Perley, David Perley, Rocky Bear, Jean Henderson's training in Houlton for the adjunct faculty

### **What has been easy to do?**

Starting the Native American Voices Club, it has been easy to support the students, there were two events last spring were the club took all the initiative and it was really easy to help them, one was the Appreciation Day and the other was the Gathering of Nations.

### **What has been difficult?**

Hiring process, protecting curriculum that exist, communication, keeping everyone in the loop, space, diversity --college tends to conform people, buy in- how much is relevant,

Communication with professors is extremely difficult for Students coming from a reservation. They don't know we were coming from , an example of this would be the professor would say come see me at 3, but I had no concept of time so when 3 came I was not any where near his office.

### **What are you excited about?**

Success to me is watching these amazing students who have graduated and are now working in education, we have two examples right here, Amber Howe and Luke Joseph. We have the opportunity to really do something special, incorporated First Nation Language within the emerging programs on campus.

### **What kind of Direction do you want this project to go?**

Have a day to help education Faculty members on Native American culture. A day set aside for Native people to talk to or educate Professors about Native Americans, Native student rolls at the school, our cultures and our traditions. I feel that maybe a lot of professors don't really know, don't understand where we come from, like we were talking about success. To me success isn't coming to the university, you know what I mean. I know I did it big deal. I didn't really learn as much at university as I thought I would, I learned more working with my people. I feel that it is important that when native people do come to university that professor have a better understanding of what our goals and ambitions are. Maybe some conform to what college wants to teach but a native peoples idea of success is not the same thing as yours. I think we need to talk with the professors about what they need to know and what they need to learn in the future.

Just to build on what Rocky was talking about, I think there does need to be education to expand the acceptance of difference overall and that if we were really looking at those issues about reasons why people choose to be here. We have to develop a level of respect for whatever the difference is that they come with, whatever that is. That what we offer them in the way of education is unique to their goals, so we know that the work that we need to initially is to be more explicit about what we don't know regarding the native group. The overarching piece for me is that we develop a respect for differences when it comes to all the students and that we are meeting them where they need to be met in order for them to succeed at whatever that is. I absolutely agree with you, there are people that are here that it isn't necessarily their goal to get a degree. Put they have particular goal around what things they would like to have come out of this site.

I would like to see the university really get creative to accommodate the needs of our students and there are differences. If we could get out of our thousand year old tradition of rigid scheduling of classes and be creative about how classes are provided. In our indigenous communities family comes first. If they have a sick child or family member who needs care they won't leave them to go to class.

I don't think this will benefit just the native students because so many of our students are nontraditional this would be breaking out of the mode.

I think it is a time of transition for Native people that has to do with assimilation. We have had hundreds of years of white man trying to assimilate the Native Americans and we are going through a period now where we are assimilate our self's. This does have to do with being accepting as individual which started back in the 60s and 70s. Our children are going through this period of time where they know the importance of education, although they are losing their language and their culture they are gaining the education. We as Native people complained about being put on reservations, but actually because of this we kept our language and culture and now Maliseet language is an official college course.



### **Glen Gabbard: NERCHE representative was introduced**

Glen began with his power-point presentation (see attachment)

### **Two Day Planning Meeting Outcomes**

As a result of our work, the COP will have:

- Discussed the purpose, goals and theory of change for the Project Compass initiative
- Reviewed the current status of the Project Compass initiative
- Detailed ways in which Project Compass work can be integrated into other campus-wide initiatives
- Grounded itself in the funded work for Year 2

### **Meeting Outcomes**

As a result of our work, the COP will have:

- Created a work plan organized according to each of the four work areas, noting Key benchmarks dates and deadlines
- Identified a calendar of COP meetings and locations
- Identified key areas for uses of professional development
- Articulated roles and responsibilities of Community of Practice members as well as other stakeholder
- In individual work groups, made decisions about immediate next steps

### **Year 2 context**

Review of UMPI Progress and Proposal

- Alignment of UMPI's work with Project Compass 6 core assumptions
- Overview of the funded projects
- Year two and beyond: focal points for supporting ongoing change
- Deliverables and reporting

### **Structure**

- Community of Practice structure supports cross-institutional collaboration (6-8 full day meetings per year).
- Logic model articulates each institution's strategies, objectives and measures of success.
- Funded campuses from an active *learning community* with two annual meetings, and ongoing collaborative resource sharing
- NERCHE serves as Foundation's intermediary

### **Foundation's Systemic Goals for Project Compass**

*Support a learning community across funded institutions committed to...*

- Measurably improve academic outcomes for underrepresented students
- Change institutional policies and practices to sustain and expand effective initiatives
- Document and disseminate emerging models of institutional transformation in the service of underrepresented students

## 6 Core Assumptions

1. Underserved students are an asset to the institution and present opportunities for broad-based institutional change in policy and practice which benefits all the institution's students.
2. Sustained, institution-level change supporting increased success and retention of underserved students requires ongoing collaboration from across the college—including executive leadership and students—and can benefit from external engagement with the community.
3. In and of themselves, “islands of excellence” which retain underserved students in larger numbers but which exist at the margins of the institution will not result in broad-based cultural change unless they are scaled up, both in scope and function and connected to other institutional change initiatives.
4. Change in institutional culture—including practices, policies and other conditions—supporting the success and retention of underserved students must be supported by extant research from the field.
5. An on going culture of evidence and inquiry where quantitative and qualitative data from both internal and external sources are collected, interpreted, and analyzed is essential to the formulation, implementation, and on going improvement of and practices and policies supporting underserved students.
6. Colleges and universities committed to institutional change to better retain underserved students will benefit from ongoing collaborative relationships with like commitments.

### Role of NERCHE as Intermediary

- To represent the Nellie Mae Foundation in oversight of the project and progress reports
- To serve as a coach / critical friend / resource to each funded campus
- To provide technical assistance, e.g. conference calls, virtual think tank seminars, access to searchable database on critical issues, meeting facilitation as needed

### University of Maine at Presque Isle

- Data management and evidence development
  - ✓ Data analysis of first year's work to inform continued program revision
  - ✓ Data analysis to test for correlations between engaged learning and Native American student success
- Creation of Native American Center
  - ✓ Events and presentations of student work that celebrate Native American cultures
  - ✓ Cultural awareness workshop
- Academic Affairs, Curriculum and Faculty
  - ✓ Assessment of effectiveness of engaged learning pedagogies particularly for Native American cohort
  - ✓ Learning Communities development
- Student Affairs and Advising
  - ✓ Native American orientation program
  - ✓ Evaluation tool to assess effectiveness of first year seminar in relation to the adjustment of Native American students to the University

- ✓ Use of NSSE data to inform Cultural Awareness programming

## **Project Compass: University of Maine at Presque Isle Proposed Work for Year 2**

### **Review of UMPI Progress and Proposal**

- Alignment of UMPI work with the Project Compass 6 core assumptions
- Year 2 and beyond: focal points for supporting ongoing change
- Deliverables and reporting in Year 2

### **Problem:**

There is a gap in the retention and graduation rates of Native American students compared to Non-Native American students at UMPI. What can UMPI do to close this gap for Native American students as well as to improve the success and retention of all UMPI students?

**Intervention Area 1:** Data management and evidence development

**Intervention Area 2:** Creation of Native American Center

**Intervention Area 3:** Academic Affairs, Curriculum and Faculty

**Intervention Area 4:** Student Affairs and Advising

### **UMPI Strengths in Relation to Core Project Assumptions**

- Integrating faculty work focused on cultural responsiveness
- Building partnerships with academic and student affairs
- Continued emphasis on data collection and inquiry to inform understanding of the problem, structure responses, and ongoing assessment
- Focusing supports in centralized area
- Enriching experiences of all students through lessons learned from identified student cohort
- Cross-campus learning communities benefit sustained change at each institution of the initiative.

### **Highlights of UMPI Proposal**

- Engaging students in meaningful ways (COP; Native Voices) to enrich project experience and outcomes (*Underserved students as assets*)
- Extensive cross-divisional work through faculty work (*Institutional change requires cross-institutional collaborations and engagement with external community*)
- Effort to expand curricular repertoire through learning communities (*Scale up islands of excellence*)

### **UMPI Strengths in Relation to Core Project Assumptions**

- Dedicated staff support encourages culturally responsive practices for retention (*Changes in policy and practice supported by extant literature in the field*)
- Comprehensive data collection and analysis systems; (*Culture of evidence and inquiry*)
- Climate and curricular survey is important toll for ongoing sustainability (*Institutional change relies on cross functional collaboration*)

### **UMPI Strengths in Relation to Core Project Assumptions**

- Continued engagement with community partners to redefine issues related to student success for Native American students (*Engagement with peer institutions with like commitments*)
- Participation in the learning community of Project Compass campuses; (*Collaborative relationships with peer institutions with like commitments*)

### **Recommendations for Year 2**

- Integrate student data collection within student support model
- Deepen applications of project work to all students
- Engage students in multiple ways
- Diversify quality assessment approaches for various interventions
- Develop quantitative data collection and analysis
- Closely examine ways to assure links with student affairs
- Broaden and deepen survey curricular survey work
- Articulate and coordinate faculty development efforts through the office of the Vice President for Academic Affairs
- Collect data on emergent learning communities (pilot to implementation)

### **Year 2 and Beyond: Focal Points for Sustaining Change**

- Focus on measurable outcomes in Year 2 that demonstrate progress beyond Year 1 baselines.
- Emphasis on contributing to the field through presentation and publications.
- Ongoing discussions about institutionalization and sustainability.

### **Deliverables and Reporting**

- Detailed plan for the use of implementation funds over the course of the year, including an activity calendar resulting from the two-day planning meeting
- Update Logic Model
- Proceedings from each COP meeting
- Progress reports due Oct. 30<sup>th</sup>, Feb. 12, and May 28
- Financial summary at the end of the grant year
- Fall Learning Community Meeting December 4-5, 2009 in Portsmouth, NH

The first report for the grant is due October 30, 2009, reporting the outcome of this meeting with a revised Logic model and a Time line / Calendar. Community of Practice will be sending 6 to 8 members to attend the first meeting of the year on December 4<sup>th</sup> and 5<sup>th</sup>, in Portsmouth, NH.

### **Logic Model**

Created 4 groups divided into strategic areas:

**Group 1: Date management and evidence development**

- Jing Qi, Luke Joseph, Kim-Anne Perkins

**Group 2: Create a Native American Center on campus**

- Richard Silliboy, Jeanie McGowan, Chuck Ames, Amber Howe, Luke Joseph

**Group 3: Academic Affairs, Curriculum, and Faculty**

- JoAnne Putnam, Rocky Bear, Mike Sonntag, Myrth Schwartz, Mike Sonntag

**Group 4: Student Affairs and Advising**

- Bonnie DeVaney, Jean Henderson, James Stepp, Christine Corsello

**STRATEGIES**

## Strategic area 1:

- 1a. Revised: The Retention Activities Coordinator will facilitate Native American students and formalize mentoring for students in cohorts.
- 1d. Revised: Revise data collection matrix to include enrolled federally recognized and First Nation members
- 1f. Added: Data collection for purposes of advocacy.
- 1g. Moved from strategic area 2o

## Strategic area 2:

- 2c. Completed
- 2e. Completed
- 2g. Date was changed to October 2009
- 2j. Added ways to accomplishing this task: Mailing-promos-local schools w/shop for native students to recruit-campus culture
- 2k. Added: web sites to contact with Bands
- 2l. Inserted: cultural events into sentence
- 2m. Myrth Schwartz will be responsible for this
- 2o. Moved to Strategic area 1g
- 2p. Operationalize recommendations of plan 2c from year 1 “year one, 2c. Conduct an audit of campus programs that may in some way support retention and success of underserved students, with particular focus on the identified Project Compass cohort”
- 2s. Added: location
- 2t. Assigned Dave Putnam

## Strategic area 3:

- 3a.1 Assigned to Bonnie Wood, Michael Sonntag, JoAnne Putnam, Rocky Bear
- 3e. Encouraged to involve tribal elders in this area

## Strategic area 4:

- 4b. Added: sessions within the orientation program
- 4c. Added: see strategic area 3a1

- 4 g. Added: based on changes to area 1
- 4i. Date changed to Fall 2009 semester
- 4j. Completed by James Stepp

## **OUTCOMES**

### Outcomes area 1:

- 1a. Revised: More Native American students will work with mentors
- 1g. Was moved from outcome area 2o

### Outcomes area 2:

- 2b. Completed
- 2o. Moved to outcome Area 1g

### Outcomes area 3:

- 3a. Took pursued off
- 3b. Revised : Access academic programs for relevance to Native American students
- 3c. 1 Revised : Native American community
- 3c.2 Added: Incorporate all community members in a cultural event
- 3d. Revised: Cultural content in coursework is assessed and culturally relevant curricular is documented
- 3e. Added: Resources i.e. mini grants, relevant course will be made available for professional development and measured
- 3g.1 Revised: Develop specific courses focused on Micmac, Maliseet and Indigenous studies, (minor concentration or program)
- 3g.2 Added: Quantitative and qualitative analysis of curriculum culturally relevant to Native Americans culture and content
- 3h.2 Revised: a Micmac, Maliseet and indigenous studies program, outcome to be the report generated
- 3i. Outcome will be the minutes
- 3k. Outcome will be the budget due February 1, 2010
- 3m. Added: Schedule reports

### Outcome Area 4:

- 4e. Added: Accomplished to date, Trip to NA Gathering of Nations, Hosted guess speakers: Marie Battiste, Thomas King, hosted NA Appreciation Day, the Celebration of opening of the NA Educational and Services Center

## **MEASURES OF SUCCESS**

### Measures of Success area 1:

- 1a. Taken out-With academic skills

- 1c.2 Revised: Number of Native American students being referred to the mentor services is tracked and their satisfaction is evaluated
- 1d. Moved from MOS area 1d
- 1 g. Moved from Outcome area 2o

Measures of Success area 2:

- 2b. Revised: Native American Students
- 2n. Revised: Spring 2010

Measures of Success area3:

- 3b. Revised: Documentation of cohort enrollment in all academic programs will begin in Fall 2009
- 3d. Revised: Data from instrument is collected and summarized
- 3g. Recommendations for course offering rotation curriculum based on programs and analysis
- 3i. Revised: Academic success, attitude and satisfaction between cohorts and non-cohorts is measured. Retention data will be maintained by Director of Institutional Technology, Jing Qi

Measures of Success area 4:

- 4a. Revised: Decision will be made by the Community of Practice
- 4b. Assigned to Bonnie Wood
- 4c. Assigned to Kim-Anne Perkins
- 4d. Assigned to Bonnie Wood
- 4e. Planned yearly in April
- 4f. Co-sponsored speaker, Thomas King September 30, 2009
- 4g. Hired by May 31, 2010
- 4h. Assigned to James Stepp and Luke Joseph
- 4i. Assigned to James Stepp
- 4j. Added: Reports will start October 15<sup>th</sup> ad continue as required / needed

## Long Term Impacts

### Long term impacts Area 1

- Added: Institutional commitment to building relationships as a explicit component of campus identity
- Added: Explicit activities promoting academic success at all campus levels

### Long term impacts Area 2

- Moved from long term impact area 4: Native American K-12 students will more readily consider college as an option
- Moved from long term impact area 4: All part of the campus community have developed professional conduct and compartment in dealing with students and the public

## Day 2

Present: Glen Gabbard, Steve Russell, Raymond Rice, Luke Joseph, David Putnam, Richard Silliboy, Jing Qi, Jim Stepp, Jacquelyn Lowman, Kim-Anne Perkins, Linda McLaughlin, Jean Henderson, JoAnne Putnam, Rocky Bear Salomon, Jeanie McGowan, Charles Amey, Bonnie DeVaney, Michael Sonntag, Glenda Wysote, Christine Corsello and Myrth Schwartz

Glen started day two by reviewing the topics that we would be working on. We will talk about ideas for Professional development; Positions and groups that have a role in the success of the project in year two (2); Work on the measures of success and long term impacts; How to communicate the project to the broader campus community and develop a calendar for year two (2).

### Professional development

NERCHE is putting together a region and national meetings were groups will be presenting on project compass, the calendar for submitting proposals is already underway. Our grant funding includes Professional development and it is up to our COP to determine how to use the funds. NERCHE would like to see use engaging in presentations and publications at the local and national level.

Ideas for professional development are:

- NCBI train the trainer
- More mini grants/ course relate
- Institute on Rural Social Work and Human Services-Summer 2010 UMPI
- Advocacy Institute-Summer 2010
- Workshops on cultural sensitivity

### Positions and groups that have a role in the success of the project in year two (2)

- Students
- Faculty
- Staff
- VP Advisor Board
- Community of Practice
- Glen Gabbard
- Elders
- President
- Dean of Students
- Native Voices Club
- Student services-financial aid-student support services-business office

### Measures of Success

Measures of Success Area 1:

- 1a. Revised: Survey of NA student's receptivity in receiving help will be administered.



- 1c.2 Revised: Number of NA students being referred to the mentor services is tracked and their satisfaction is evaluated.
- 1d. Moved: From outcomes in area 1 to MOS area 1
- 1e. Moved: From outcomes area 2o to MOS area 1

Measures of Success Area 2:

- 2b. Revised: Native American students will have the opportunity to meet the Director of Student Success and Innovative Education.
- 2n. Revised: Date changed to January, 2010
- 2o. Moved: From MOS area 2o to area 1 MOS

Measures of Success Area 3:

- 3b. Revised: Documentation of cohort enrollment in all academic programs will begin in Fall 2009.
- 3d. Revised: Data from instrument is collected and summarized.
- 3g. Revised: Recommendations for course offerings rotations, curriculum (based on programs) based upon analysis.
- 3i. Revised: Begin generation of cohort enrollment tracking in Learning Communities. Academic success, attitude and satisfaction between cohorts and non-cohorts (general student body) is measured. Retention data will be maintained by Jing Qi, Director of Institutional Technology (see Strategic Area 1).

Measures of Success Area 4:

- 4a. Revised: Assigned Kim-Anne Perkins, Chair, Center of University Programs / Professor / Director of Bachelor of Social Work Program
- 4b. Revised: Assigned Bonnie Wood, Professor of Biology
- 4c. Revised: Assigned Kim-Anne Perkins
- 4d. Revised: Assigned Bonnie Wood
- 4e. Added: Planned yearly in April
- 4f. Added: Sponsored cultural awareness program in September: Thomas King
- 4g. Revised: Date changed to May 31, 2010, assigned Luke Joseph, Retention Activity Coordinator.
- 4i. Revised: Assigned James Stepp, Assistant Dean of Students / Director of Residence Life
- 4j. Added: Reports will start October 15<sup>th</sup> and continue as required / needed.

**Long-term impacts:**

- Added: Institutional commitment to building relationships as an explicit component of campus identity.

- Explicit activities promoting academic success at all campus levels.
- Native American K-12 students will more readily consider college as an option (Area 4 LTI).
- All parts of the campus community have developed professional conduct and comportment in dealing with students and the public (Area 4 LTI).

### **Communication Plan**

Ideas on how to communicate project to the broader campus community

- Media relations, on / off campus
- Events publicized
- University Times
- Website
- Small group gatherings
- Campus climate
- Radio
- Involve students
- NAAB-Native American Advisory Board
- Rotary
- Engaged service learning
- Local, National Journals, Professional publications
- Local organizations, Chamber
- Newspaper
- Signage
- Brochures-pamphlet

2009-2010 Calendar was discussed and worked on. Specific dates for grant reports were noted. Dates for Community of Practice (COP) meetings were scheduled. Holidays and school breaks were included.

The Calendar includes deadlines, report, trainings and events with persons responsible for each task identified. See attached Calendar.

## **Community of Practice Meeting, September 2, 2009**

Present: **Presque Isle:** Jacquelyn Lowman, Joanne Putnam, Kim-Ann Perkins, Linda McLaughlin, David Putnam, Mike Sonntag, Ray Rice, Mike Carlos, James Stepp and Myrth Schwartz

**Houlton:** Luke Joseph and Jean Henderson

**Boston:** Glen Gabbard

Introductions were done all around.

### **Report on the September 30<sup>th</sup>, October 1 & 2 conference Planning**

There will be a Dinner on Wednesday, September 30<sup>th</sup>, starting at 4pm. Attending will be the Community of Practice members, Glen Gabbard NERCHE grant representative, Don Zillman President of UMPI, Maliseet Chief Brenda Commander, Micmac Chief Victoria Higgins, Tobique Chief Steward Paul, UMPI's Native Voices club members and the WindyGrass Drummers of Presque Isle.

October 1, will start with the Grand Opening of the Native American Education Service Center with a Native student doing the traditional blessing of the center. Then the group will go to the Allagash room at the campus center and start working on developing a time-line for the grant year using the logic model as a guide.

October 2, continuing working on the Logic Model and time-line.

### **Glen Gabbard spoke**

Glen thanked everyone for their commitment to the project. The Nellie Mae Education Foundation has funded 4 colleges, each using different methods to accomplish their goal. Lyndon State College is concentrating on underserved, first in family to go to college and low income students. Eastern Connecticut State University is using a Data tracking model and Bridgewater State College is using an Advising Model. The University of Maine at Presque Isle is very interesting because as you are addressing cultural issues you are improving services for all students.

You can use NERCHE as a resource. Every campus does a two-day working session to reflect on their Logic Model, think through how to use the academic year to carry it out.

### **Joanne Putnam Mini Grant**

Joanne Putnam is hosting a workshop on **“Culturally Responsive Curricular and Instructional Approaches for Native Student Success”**, on September 25<sup>th</sup>. The focus of the workshop will be on fostering culturally responsive instruction that is grounded in regional

Wabanaki history, culture and the scholarly literature. Strategies for working with Native American and First Nation students will be shared. The core group of faculty attending the workshop are asked to commit to developing and implementing an instructional or

Curricular approach in their courses over the next academic year and hopefully share their experiences with faculty during spring semester.

### **Contacts with Native Students**

Luke Joseph spoke on the contacts that he has made with current students to date. He has had two mailing go out to new and returning Native Students. He emailed all students on campus as well as at the Houlton Education Center with the purpose of introducing himself, to tell them where the Centers are located, hours of operations and about some of the services that he will be providing at both locations. He also put a sign up on the door of the Center with this information.

How do we get the word out about the center? We need to have something for all students and Faculty, with hours of operation, what to expect, and information going out to the tribes. Maybe Myrth and Luke could work on a PR campaign to go on blackboard, put up Fliers, and send emails. Joanne's mini grant will help with the faculty. We need this done immediately.

### **Distinguished Lecturer Series**

Lynn Eldershaw is hosting the [Distinguished Lecturer Series](#) and on September 24<sup>th</sup> 7pm at the campus center she has Thomas King, a well known Native American speaker presenting. Mr. King would like to do a reading during the day and Lynn was wondering if the Community of Practice could suggest a location.

If we had Mr. King present at the Presque Isle School this would go along with our goal of getting into the school systems. It was decided to suggest this location to Lynn.

### **Director position**

The Director of Student Success and Innovation Education telephone interviews have been completed. The Search Committee will be meeting and decided on which to or three candidates will be invited to visit UMPI.

### **Update on Learning Community**

We are offering two classes in the fall and 6 faculty developing classes as well as coordinating 6 faculty developmental classes in spring. How do we get the students to take these classes? Maybe it could be made a pre-rec. Jing Qi has narrative to capture data and she will be back in late September.

### **Jean Henderson's Mini Grants**

Jean Henderson has completed her Mini Grant. The movie “Wapanaki a new dawn” was presented to 10 adjunct faculty members as a professional development tool. This presentation targets local Native

American history and cultural. Faculty were asked to document and discuss current practices of inclusion of Native American culture in their courses.

Do we have plans to do a follow-up the adjunct on UMPI’s campus? And would it be called Continuing education?

Joanne’s mini grants ducktails the cohort of faculty. It focuses on Native American First Nation, on September 25<sup>th</sup>. David Perley’s topic is on vocabulary that is not cultural sensitive. How do you know what to say and not to say? The first cohort is about 10 people, we could replicate it to adjunct as a day long event, have multiple sessions, early adopters can address curriculum.

Suggest high value course be offered at the Band-on the reservation to reach people who may not want to come here. The purpose is to get the Native Students interested and excited about coming to UMPI.

Imelda Perley teaches “Wapanaki World View” that is running effectively in Houlton. We need to increase knowledge base by offering Diversity courses, maybe make them Honors courses broadly based on Native American cultural. Most people equate Diversity with minorities. Need to talk about taking this away from minority to globule.

We could use different areas of Disciplines – Bio, Spanish, and English-talk with Shirley Rush on this subject. Group representing different Disciplines working together using knowledge base literature as well as knowledge base on tolerances.

Need to get people excited about and talking about diversity. This allows for tremendous potential for 2 day meeting discussion. Need to calculate were we can go from here. Diversity in a broad way, we need to embed it not separate it out.

I thank everyone for attending.

Next meeting: October 7<sup>th</sup>, Library Conference Room, 9am-10am

Materials handed out: Agenda, Information on MEEOA Conference, and 2009 Maine EPSCoR State Conference.

## **Community of Practice meeting, August 5, 2009**

Present: Presque Isle: Raymond Rice, Christine Corsello, Jacquelyn Lowman, Mike Sonntag, Joanne Putnam, David Putnam, Linda McLaughlin, Michelle Baumflex, Mike Carlos, Myrth Schwartz

Houlton: Luke Joseph, Jean Henderson, Amber Howe, Chuck Ames, Brian Reynolds

Ray Rice thanked everyone for attending. We have a new member joining the Community of Practice.

Joanne Sappier from Canada will be joining use at our next meeting.

### **1. Approval of Year 2 Grant**

Our Logic model has been approved. Glen Gabbard was very happy with our proposal. We need to get started on Year 3 model sometime this year. Glen will be attending our two day meeting. In January or February NERCHE will be sending Evaluation forms for us to complete on how we feel they are meeting our needs. This is a great tool, every convention that I have gone to does this. Maybe we should do this with all the events we have for the feedback and data we could collect and use.

### **2. Planning for September 2-day event: dates, speakers, events, etc.**

Two day event in September-we need a planning committee to do this. After a brief discussion it was decided that October 1-2, 2009 would be the dates for this event.

**Committee:** Luke Joseph, Myrth Schwartz, Jean Henderson, Brian Reynolds and Amber Howe.

Maybe we could get a speaker for Thursday night. Luke mentioned John Bear might do this. Luke suggested getting drummers and Spiritual Leaders from the Maliseet's, Micmac's and Tobique reservation and this would be a good time to have the new Native American Center opening.

### **3: Learning Community programs**

Ray met with faculty on Learning Community programs. We are organizing 2 pilot programs for next spring with community education themes that interlock with Jacquelyn's mini grant.

We have budgeted for tutors in the grant.

### **4: Mini Grants**

Dean Corsello, Mike Sonntag and Ray Rice went over each mini grant. Myrth check the math and for items that the grant would not fund. Total of grants \$17,360.00

Mini grant applications came from: Alice Sheppard, David Putnam & Alice Sheppard, Jean Henderson, Joanne Putnam, David Putnam, Jacquelyn Lowman, Luke Joseph, Renee Felini and Jason Johnston. All grants have been approved by the Vice President, Mike Sonntag. All Mini Grants will require a report

### **5: Planning for workshops on Native American waiver and history, etc.**

History of the Waiver, we need to get a committee together that understands the process of the Waiver.

The following is the discussion that took place with multiple members responding:

John Bear talks about this through the Administration department at Orono. Jim Stepp also speaks on this but he is not available right now.

We could get John Bear to do a workshop in the fall and make it mandatory or do we make it volunteer?

There is a need for a workshop on Waivers, support services should be mandatory to attend.

Students need to understand the history behind the waiver, there have been conversations in classrooms where some students are looked upon as getting a free ride through college.

Should there be an in-service for staff and another workshop for a broader audience of students?

I think workshops should include everyone on campus and it can't be done as a one shot deal.

Maybe monthly conversations would work better, everyone needs to know.

John Bear could through out the year do presentations on the history of the waiver.

Luke is sending out a letter to all returning and new students to make them aware of the Native American Education / Support Services and the assistance that he will be offering them which includes assistance with the Waiver

One question brought up was if the person doesn't self identified and isn't using the Waiver do they still get counted in the data base. A discussion followed on what was agreed on as the cohort for this question. Band cards were one way that had been talked about in the past. It was agreed to go back to minutes taken in the past to find the answer.

**Planning Committee:** Luke Joseph, Brian Reynolds, Mike Carlos

The planning committee will talk with the tribal leaders.

A suggestion for a Waiver sensitivity training, to deal with issues that come up between Non Native Students and Native Students was discussed.

A committee was formed to find out more about sensitivity training.

**Committee:** Luke Joseph, Brian Reynolds, and David Putnam.

There should be an evaluation system put into place so we can see if workshops, monthly events and small group discussions decrease the misunderstanding of Native American Waivers.

### **6: Director of Student Success and Innovative Education**

We have 19 applications; some are from as far away as California, to Florida, etc...

We would like to start the interviews next week. The Search committee is:

Ray Rice, Jim Stepp, Mike Carlos, Amber Howe and Joanne Putnam.

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Next Meeting: September 2, 2009 –Location: Library Conference Room – Time: 9am-10am

After meeting minutes were looked at from January –May of 2009.

An email from Ray Rice to Community of Practice:

“Minutes from a May meeting state (from Jing) that “We suggest including all Native American students on tuition waiver.” So it would appear that the cohort is determined by (a) students with tuition waiver; (b) students with band affiliation (which incorporates (a), but is obviously not limited to (a) Am I correct”?



## **July 1, 2009, Community of Practice minutes**

Present: Houlton: Brian Reynolds, Luke Joseph, Amber Howe via speaker phone

UMPI: Jean Henderson, Kim-Anne Perkins, Jim Stepp, Jacquelyn Lowman, Linda McLaughlin, Ray Rice, Charles Ames, Christine Corsello, Donald Zillman, Joanne Putnam, Michael Sonntag, Mike Carlos, and Myrth Schwartz.

### **Introductions:**

Introductions were done around the table and from Houlton site

### **President Zillman addressed the Committee:**

Talked with Glen Gabbard from NERCHE and what they are looking for is evidence of success-retention from first year students to second year students. The University wants Project Compass to succeed, stating "Project Compass is a significant priority for the campus".

### **Welcome New Hires for Project Compass:**

Ray Rice along with all of the members present welcomed Luke Joseph, Retention Coordinator and Myrth Schwartz, Administrative Assistant 1.

### **Logical Model:**

A draft of the logical model for year two was presented to the members with the understanding that it was a draft and may need changes. The whole RFP needs to be mailed by this Friday (July 3). There will be some changes to the budget for the second year.

### **Meetings:**

The grant states that there will be 6-8 all day meetings a year and a 2-day event meeting that need to happen the beginning of the grant year. We need to get a small committee together to start working on this now. Ray and Jim will be calling people the next couple of days. The 2-day event will take place in August, before school starts. There are 2 major events (November + February) out of state that we have to attend. Comments from last year showed that more work needs to be put into these events. Linda and Kim-Anne will be used for information on these events.

Do we want monthly shorter meetings in between the 6 longer meetings? This would be a one hour meeting to evaluate our goals and to keep on track.

The meetings will be set up for the first Wednesday of every month starting with August.

**Positions:**

The Director of Retention (not hired yet) will be supervisor for the Retention Coordinator (Luke Joseph) and the Administrative Assistant 1 (Myrth Schwartz). The Director of Retention will report to the Dean of Students and Student Affairs. These three positions will be fully funded by the grant.

The Directors job description needs to be revisited. We are asking for a Master Degree and three years retention experience, as well as the responsibility of grant writing to sustain the program. Do we want to change anything on this description? The Director needs to be hired by no later than the beginning of the school year.

**Commitment:**

This person needs to be able to work with students in class as well as out of class.

We need to evaluate requirements of position: Data tracking, writing policies and procedures across University lines, Grant writing for sustainability, culturally sensitive to students, particularly Native American students.

1. Does anyone know of a resource that this job description should be posted at?
2. Does anyone have a comment on job duties and qualifications for the Director of Retention position?

These comments need to be made within a week so the description can be revised and sent out to advertize for the job.

The location of the Native American center will be decided on by the start of school. All Project Compass employees will be housed in South Hall. The retention coordinator will also be working out of Houlton.

Houlton has already dedicated a space for the coordinator.

**Second year report states:**

The report has to be filed Friday, July 3, 2009. A draft will be sent Thursday night for you to comment on. Future reports will be monthly.

**Learning Communities:**

Small "Learning Communities", show to be highly effective in helping students succeed. There are 800 articles on "Learning Communities", very promising model program. It requires an investment of time, dedicated people, and facility buy in, which may require an incentive.

**Budget:**

We have to develop Waponahki studies, mini grant would work for this. Five to six mini grants have been submitted to Glen for approval. The money will come from what we had left last year to pay for these grants.

Moneys for the second year will be spent on the three new employees': Retention Coordinator, Retention Director and Administrative Assistant 1.

**Next Meeting:**

- First Wednesday of the month, August 5, 2009
- Library Poly Com room

You will get the logical model report by Thursday night to review and will be sent out Friday.

Handouts:

Budget/Moneys not spent in 2008-2009 Grant

Logic Model

## ***V.B Other Selected Evidence***

### ***Project Compass-Tribal Community Network: Maine & New Brunswick, 26 October 2009 – 31 May 2010***

Eddy A. Ruiz

Project Compass-Native relationship building highlights a vital area. As of 26 October 2009 the program has gained a sense of direction with the hiring of the full-time director. He acknowledged the importance of building respect and trust among the Native communities through sustained engagement. Unlike previous program manifestations, relationships have not been limited to the confines of the University or Aroostook Band of Micmacs and Houlton Band of Maliseet Indians. Project Compass has become a program without borders. Canadian First Nation and Maine Native American communities are integral to aboriginal student success.

Project Compass' acknowledgement and utilization of Solomon "Rocky" Bear has contributed to the programs outreach. Rocky Bear a Tobique First Nation elder and medicine man and program tribal liaison has facilitated and expedited relationship building—a process that often takes years to develop. Rocky Bear served as an unofficial volunteer "tribal liaison" until April 2010 when he obtained a university contract position. Project Compass direction and support has allowed the program to advance program-native communication.

From 26 October 2009 to 31 May 2010, Project Compass representatives have attended 64 events that included 61 faculty, 133 staff, 275 students, and 1183 native community members—some contacts may be multiple encounters at distinct events (Table 1). Indigenous issues and native gatherings were focal points.

*Table 1: Engagement*

Aroostook Band of Micmacs, Suicide Prevention	10/28/2009 – Presque Isle, ME
Rocky Bear, Guest Speaker, "Native Medicines"	10/29/2009 – UMPI (A. Sheppard)
Aroostook Band of Micmacs, Administration	11/10/2009 – Presque Isle, ME
Aroostook Band of Micmacs, Bear Feast	11/21/2009 – Caribou, ME
Houlton Band of Maliseets, Honor the Elders	11/12/2009 – Houlton, ME
Native Voices	11/05/2009 – UMPI

Native Voices	11/12/2009 – UMPI
Native Voices	11/19/2009 – UMPI
Tobique First Nation, Department of Education	11/05/2009 – Tobique, New Brunswick, Canada
Tobique First Nation, Social Services	11/09/2009 – Tobique, New Brunswick, Canada
Tobique First Nation, Veteran’s Day	11/11/2009 – Tobique, New Brunswick, Canada
Native Appreciation Day	11/24/2009 – NMCC, Presque Isle
NERCHE Project Compass Conference	12/04-05/2009 – Portsmouth, NH
Tobique First Nation, N.B. Lt. Governor Event	12/06/2009 – Tobique, New Brunswick, Canada
Gwen Bear, Guest Speaker, “Maliseet Women”	12/08/2009 – UMPI (A. Sheppard)
Solomon “Rocky” Bear, Guest Speaker, “Native Ethnobotany”	12/08/2009 – UMPI (J. Johnston)
Joint Economic Development Institute (JEDI)	12/16/2009 – Fredericton, New Brunswick, Canada
N.B. Lt. Governor, Native Open House	12/17/2009 – Fredericton, New Brunswick, Canada
Micmac-Maliseet Institute	12/17/2009 – Fredericton, New Brunswick, Canada
Maliseet Social, Perley Residence	12/17/2009 – Fredericton, New Brunswick, Canada
Hospital Visit (Elders)	12/17/2009 – Fredericton, New Brunswick, Canada
Mawiw Council of First Nations	12/21-22/2009 – Fredericton, NB, Canada
Houlton Band of Maliseets, Christmas Event	12/22/2009 – Houlton, ME
Tobique First Nation, Administration	01/12/2010 – Tobique
Native Voices	01/21/2010 – UMPI
Mawiw Council of First Nations, Education Directors	01/25/2010 – Fredericton, NB, Canada

Native Voices	01/31/2010 – UMPI
Native Voices	02/04/2010 – UMPI
Joint Economic Development Institute (JEDI)	02/05/2010 – Fredericton, NB, Canada
Aroostook Band of Micmacs' Benefit Dinner	02/08/2010 – Presque Isle, ME
Native Voices	02/11/2010 – UMPI
Native Voices	02/25/2010 – UMPI
MOU Maliseets, Micmacs, & UMPI	02/25/2010 – UMPI
Donna Augustine (Micmac Spiritual Leader)	02/25/2010 – UMPI
Aroostook Band of Micmacs	02/26/2010 – UMPI
Native Voices	03/04/2010 – UMPI
Maine Indian Tribal-State Commission	03/09/2010 – UMPI
Native Voices	03/11/2010 – UMPI
Native Vices	03/12/2010 – Presque Isle, ME
Madawaska First Nation	03/15/2010 – Madawaska, New Brunswick, Canada
Houlton Higher Education Center Blessing	03/17/2010 – HHEC
Native Voices	03/18/2010 – UMPI
Wabanaki Center	03/23/2010 – University of Maine, Orono
Native Voices Cultural Trip	03/24-28/2010 – Washington, DC
Native Voices & Student Senate	03/30/2010 – UMPI
Passamaquoddy Tribes	03/31/2010 – Township & Pleasant Point, ME
Penobscot Nation	04/01/2010 – Indian Island, ME
Wabanaki Center	04/01/2010 – University of Maine, Orono
Gail Nicholas' Guest Lecture	04/06/2010 – UMPI (Alice Sheppard)

Native Appreciation Day	04/13/2010 – UMPI
University Day	04/14/2010 – UMPI
Native Advisory Council	04/14/2010 – Tobique, New Brunswick, Canada
Lt. Governor Graydon Nicholas	04/14/2010 – Fredericton, New Brunswick, Canada
Saint Thomas University's Admissions	04/15/2010 – Fredericton, New Brunswick, Canada
Saint Thomas University's Native Studies	04/15/2010 – Fredericton, New Brunswick, Canada
University of New Brunswick's Nursing	04/15/2010 – Fredericton, New Brunswick, Canada
Saint Mary's First Nation	04/15/2010 – Fredericton, New Brunswick, Canada
Aboriginal Workforce Development Institute	04/15/2010 – Fredericton, New Brunswick, Canada
Joint Economic Development Initiative	04/15/2010 – Fredericton, New Brunswick, Canada
University of New Brunswick's Micmac-Maliseet Institute	04/15/2010 – Fredericton, New Brunswick, Canada
Micmac Sweat Lodge & Feast	04/16/2010 – Spruce Haven, ME
Tobique Community Member Visit	04/20/2010 – UMPI
Passamaquoddy Tribe	04/21/2010 – Township, ME
NERCHE Conference	04/23-24/2010 – Portsmouth, NH
Project Compass: Ceramic Mini Grant	04/30/2010 – Presque Isle, ME
Tobique First Nation Career/Education Fair	05/12/2010 – Tobique, New Brunswick, Canada
NEC Native Graduation Gathering	05/14/2010 – UMPI
Native Student Graduation Gathering	05/15/2010 – Presque Isle
Houlton Band of Maliseet Indians	05/26/2010 – Houlton, ME

Engagement has consisted of both formal and informal reservation and non-reservation meetings. Federally recognized tribes from the State of Maine, Provincially recognized tribes from New

Brunswick, Mawiw Council of First Nations, Native Voices student organization, Maine and Canadian university and non-profit organizations focused on native programming were primary participants.

- Aroostook Band of Micmacs: Federally recognized tribe located in Presque Isle, Maine, comprising approximately 1000 enrolled members.
- Houlton Band of Maliseets: Federally recognized tribe located in Houlton, Maine, comprising approximately 800 enrolled members.
- Tobique First Nation: Maliseet band located in Tobique, New Brunswick, Canada, comprising approximately 2000 enrolled members.
- Joint Economic Development Initiative (JEDI): Not-for-profit tripartite organization consisting of federal and provincial governments and New Brunswick native communities to foster economic development for New Brunswick aboriginal communities.
- Mawiw Council: Representative organization consisting of the three largest New Brunswick, Canada, First Nation reserves—Big Cove (Mi'kmak), Burnt Church (Mi'kmak), and Tobique (Maliseet)—who advocate for a more equitable share of resources among aboriginal communities in the province.
- Native Voices: University of Maine at Presque Isle student organization promoting native awareness within and outside the institution and providing indigenous students the support to facilitate personal, traditional, and academic success.
- Passamaquoddy Tribes: Federally recognized tribe located in Pleasant Point (Sipayik) and, Indian Township (Maductic) comprising approximately 2,106 and 1,369 enrolled members.
- Penobscot Nation: Federally recognized tribe located on Indian Island, Maine, comprising approximately 2261 enrolled members.
- Wabanaki Center: University of Maine at Orono program committed to building and sustaining a mutually beneficial relationship between the University and Native American communities. It is a gathering place for indigenous scholars engaged in advancing Wabanaki studies through teaching, research and publication.

Program-Native engagement consisted of both formal reservation and non-reservation meetings. The Director of Student Success & Innovative Education and Retention Activities Coordinator has now made formal contact with all of the State's federally recognized tribes. This outreach was the first of its kind for the university and program. North American Indian outreach, retention, and community building cannot assume a non-inclusive approach. First Nation and American Indian tribes and nations are often interconnected and the marginalization of one



group indirectly and directly alienates another group. Furthermore, honest and transparent lines of communication between the program and tribal entities have created trust. Project Compass willingly acknowledges historic and present issues related to the university and previous program iterations. Topics such as colonialism, racism, and oppression are terms utilized when gathered together. Historic and current issues must be explored, discussed, and confronted in order to continue the process of building trust and a welcoming campus climate for all students.

Project Compass actions have led to several positive outcomes. First, Passamaquoddy tribes have expressed a willingness to work with the program and institution. For most, the University of Maine at Orono was the only viable option for students because of its Wabanaki Center. Our engagement with the tribes has them now considering the University of Maine at Presque Isle as an alternative location. Second, Joint Economic Development Institute, Aboriginal Workforce Development Initiative, University of New Brunswick University and Saint Thomas University inroads were made and could expand Indigenous course content and delivery, enrollment, partnership opportunities, and create an adult/first-year bridge program. Furthermore, modular environmental studies dissemination is a distinct possibility. The Chair of Arts & Sciences has been informed and conversations will be held this summer and beyond with the said parties. Third, social networking has led to testing and placement, native waiver, recruitment, research, and university resource inquiries. Fourth, attending tribal health/education fairs and local events increased community awareness of applying for and attending college, which informed potential applicants and community members of the campus environment, programs, and services. This effort aided new Native student enrollment as a result of building tribal community member, education director, and student partnerships who in turn referred and recruited applicants and allowed us to enter social/kinship networks that cross communities and borders. Project Compass' outreach has been received warmly, increased awareness and interest in university services and programs, and built a level of trust that was missing from previous program iterations.

Native community buy-in is critical and words must be backed by action to ensure success of all participants. Project Compass seeks to nurture these budding relationships. Growth will consist of continued formal and informal visits with Native politicians, policymakers, and administrators on both sides of the border, but true sustainability must continue to be developed at various levels of the institutional strata.

*Native Appreciation Day, Native Voices & Project Compass, 13 April 2010*

Eddy A. Ruiz

Native Voice's *Third Annual Native Appreciation Day* was held on 13 April 2010. Project Compass provided promotion, logistic and financial support. Event promotion targeted North American Indians and non-tribal community members and included: newspaper, radio and television, university website, banner, flyer, and personal invitation. In addition, the program's administrative assistant faxed and emailed flyers to the tribal communities and sent formal invitations to Chief and Council members:

- Kingsclear First Nation
- Madawaska First Nation
- Oromocto First Nation
- Saint Mary's First Nation
- Tobique First Nation
- Woodstock First Nation
- Aroostook Band of Micmacs
- Houlton Band of Maliseet Indians
- Passamaquoddy Tribes
- Penobscot Nation

Furthermore, Project Compass utilized this event to promote the program and services offered. Staff members tabled, distributing program brochures and Native Voices and Native Education Center stickers. In addition, the Project Compass Director was asked to drum and speak at the event and all program personnel were asked to dance—a ceremonial sign of appreciation and honor. Approximately 300 were in attendance.

The event had a significant impact on one university student who wrote:

I really enjoyed the morning blessing during the Native American Appreciation Day opening ceremony. Glenda Wysote-Labillois, a graduating BSW Senior spoke about their culture and the interrelatedness of all aspects of life: earth, wind, water, parents, children, grandchildren, etc. While we stood in a circle, listening to Glenda's powerful presentation, another gentleman walked around our circular group with a smoldering braid of sweet grass referred to as "smudging". The man allowed each person to cleanse themselves and pray while wafting the sweet smoke over our bodies. It was an amazing, powerful experience to witness this practice of their culture because it was something I had never experienced before. After the smudging process, Glenda proceeded to sing the Mi'kmaq National Anthem or honor song. The strength and power in her voice was breathtaking and truly inspirational. I left the event feeling very open, excited, and wholesome.

I also attended the medicine seminar with Rocky Bear, a medicine man, where we learned about the different types of medicines, how they are harvested or picked, from where, and the purposes of the medicine. We were each able to make our own medicine/tobacco ties, which were comprised of four squares of cloth, each a different color: white, yellow, red, and black; as well as four ribbons in the same

colors and a combination of tobacco, herbs, and medicines. We took a little bit of the medicinal mixture and wrapped it up into the middle of each piece of cloth, tied it with the matching ribbon and did this until all of the cloths were complete, then we wrapped them together to form a “bundle”. The significance of the four colors are related to the four “colors” of mankind. While we were making our medicine ties, Rocky Bear spoke about the different kinds of medicines and where they are found. He talked about the sacredness of some of his things such as eagles feathers, and his medicine “bundle”, which is a bag consisting of all of his medicinal related objects. I found his narratives on the trouble he had encountered while trying to cross the border with his medicine bundles, because in their culture only a medicine man can touch his own bundle. This clash of two cultures was something I had never considered until this workshop. This too was an amazing experience which helped me to gain so much valuable information about the Native American culture and the importance of supporting efforts in retaining their language and culture.

I was fortunate to have had the opportunity to also attend the discussion titled, “Loss of Language in our Communities, which featured: Donald Soctomah, Passamaquoddy from Motahkmikuk in Maine; Joe Wilmot, Mi'kmaq from Listuguj in Quebec; and David Perley, Maliseet from Tobique First Nation in New Brunswick. After sharing a children’s book translated to the Mi'kmaq language, we were able to hear about the rapidly decreasing percentages of their spoken language. There speeches gave ideas for tools and procedures to help sustain their native language, to reintegrate the language back into their schools, etc. I have previously thought about the issue of their disappearing language and have heard about it from others, but was able to grasp the urgency of the situation better from their speeches.

Lastly I was lucky to have the time to sit in on the Pow Wow, or a special Native American gathering complete with drummers, dancing, singing, and tables set up with Native American merchandise such as baskets and jewellery. They started the evening with a group of men centred around a big drum, when a parade of heavily decorated men, women, and children began dancing onto the floor. While this singing, dancing, and drumming was going on, visitors and community members were able to join in on the fun and also shop the merchandise tables. I bought a beautiful handcrafted, beaded necklace with a hand carved turtle pendant – which symbolizes mother earth or grandmother. I solely chose the necklace because I loved the vibrant colours and the intricacy of the turtle. I also bought a small pair of handmade moccasins for my niece for her one year birthday. I’m looking forward to teaching her about the Native American culture and history that is symbolized in that one little pair of moccasins.

I am so appreciative to have had the opportunity to witness such an amazing and resilient culture on such awesome day of cultural events. I was shocked that a culture so incredible had been hiding from my glimpse for so long. I have now become so much more aware of their culture and history and can thank all of the hard working members, both community and students, for putting so much effort into creating awareness for those of us not “aware”. It was a spectacular day of events and I am looking forward to participating next year as well as telling everyone to come and experience with me!

This cultural event provided non-tribal community members a unique experience. Indigenous venues such as this provide an opportunity to construct an inclusion campus that acknowledges, welcomes, and educates others regarding the importance of cultural and racial diversity, especially in a State that has the smallest percentage of ethnic diversity and an institution that is predominantly White.

***Retention Questionnaire Executive Summary, 12 December 2009***

Eddy A. Ruiz

On 12 December 2009, the University of Maine at Presque Isle's Director of Project Compass proctored a short retention survey. Respondents (N=65) included thirty-two staff, twenty-eight faculty, and five administrators. The questionnaire was intended to catalogue and gain insights regarding campus retention efforts. Participants addressed five student retention topics:

- Institutional role
- Retention engagement
- Retention hours per week
- Retention confidence level
- Retention efforts described

Respondents engaged in student retention accounted for 71 percent and 29 percent did not participate in student retention. Disaggregated response totals indicated that 82 percent of faculty, 80 percent of administrators, and 59 percent of staff were involved in student retention. Therefore, across institutional roles, 18 to 41 percent of individuals were disengaged from assisting student persistence.

Hours per week indicate limited retention efforts. A majority of responders (65%) reported nine or fewer hours, of which 25 percent recorded no involvement. Only 17 percent specified twenty or more retention hours per week. Administration, faculty, and staff highlight shared similarities. The majority reported minimum student retention efforts regardless of their institutional role. Of those spending nine or less hours, 80 percent were administrators, 68 percent faculty, and 59 percent staff. Staff reported the highest number (11) and percentage (34%) of inactivity.

Retention confidence levels appeared to contribute to a lack of emphasis on student persistence efforts. Participants that failed to report denoted a lack of or minimal confidence levels (77%). Less than a quarter expressed self-assurance. Excluding administrators, 21 percent of faculty and 19 percent of staff denoted confidence.

Open ended retention questions yielded twenty-five distinct responses. Classification consolidation reduced categories to seven themes:

- |  |       |
|--|-------|
| ➤ Advise & Referral                    | (42%) |
| ➤ Human Element                        | (23%) |
| ➤ Instruction/Tutor                    | (13%) |
| ➤ Empirical Data                       | (7%)  |
| ➤ Professional Training/Committee Work | (6%)  |
| ➤ Out-of-Classroom Engagement          | (6%)  |
| ➤ Miscellaneous                        | (3%)  |

The categories appeared to reflect multiple retention efforts across campus. However, qualitative responses indicate a possible lack of depth and breadth and/or misunderstanding of student retention. One respondent noted:

Being well-prepared for college *is* a retention strategy. We track our students and assist them through college, especially the first year. We advocate for students who "mess up" and help them negotiate with teachers and/or residential life staff.

College preparation is indeed a retention factor, but not the key attribute because socioeconomic status, ethnic/racial background, campus climate, and other factors are interlaced. Retention efforts should also be proactive and imbedded rather than reactive. The unique response reflected other participant comments that were related to individual niches, and limited to specific advisees and student clubs. Participants appeared to remain within their comfort zones.

Humanistic approaches were applied by 23 percent of respondents, but few utilized, acknowledged empirical evidence (7%), and/or sought professional development (6%) to inform retention decisions. A rare exception was highlighted by a staff member who stated:

I make myself available to students, take a few minutes out of my day to randomly engage students, attend student community events, including but not limited to, service learning. I use the early warning system, attempt to help students become more resilient and overcome college obstacle they face, by being supportive, identifying resources, and encouraging them during finals week.

The participant's comment blended humanistic and empirical evidence in support of student retention—an atypical response, while the majority of participants relied on anecdotal evidence to guide decisions related to student persistence and graduation attainment.

Several survey discrepancies appeared. First, of participants, 29 percent self-identified as being uninvolved in retention, while 25 percent indicated no hours spent per week and 40 percent selected a minimum of one to nine hours. Differences may result from sporadic or occasional retention efforts. Second, administration results are tangential because of the limited number of responses (5). A lack of upper-level and middle management questionnaire participation is a potential area of concern.

Overall results suggested that university respondents possess limited knowledge and confidence related to student retention, limiting hours spent and effectiveness. Deficit perceptions may also exist as several respondents referred to students as "at-risk" and used other metaphors for cultural deprivation or disadvantage (Valencia & Solorzano, 1997). Initial findings appeared to have a direct impact on the university's low student persistence and graduation rates. To address this potential deficiency, university personnel require professional development, decision making must center on institutional data and evidence, programs and departments need to collaborate and work across differences, and further research is required. Retention is not the task of one individual, program, or department, but an entire institution.

**Raw Data***Position Type (N=65)*

Administration (5): 7.7%

Faculty (28): 43.1%

Staff (32): 49.2%

*Engaged in Retention (N=65)*

Engaged (46): 70.8%

Not Engaged (19): 29.2%

*Engaged in Retention by Type*

Administration (5): 4 of 5 (80%)

Faculty (28): 23 of 28 (82.1%)

Staff (32): 19 of 32 (59.4%)

*Retention Hours Per Week (N=65)*

0 Hrs (16): 24.6%

1 - 9 Hrs (26): 40%

10 - 19 Hrs (12): 18.4%

20 - 29 Hrs (4): 6.2%

30 - 39 Hrs (4): 6.2%

40+ Hrs (3): 4.6%

*Retention Hours Per Week by Type*

	0	1-9	10-19	20-29	30-30	40+
Administration:	1 (20%)	3 (60%)	0	0	0	1 (20%)
Faculty:	4 (14.3%)	15 (53.6%)	5 (17.9%)	3 (10.7%)	0	1 (3.5%)
Staff:	11 (34.4%)	8 (25%)	7 (21.9%)	1 (3.1%)	4 (12.5%)	1 (3.1%)

*Reported Confidence Level (N=47)*

Not Confident (6): 12.8%

Somewhat Confident (26): 55.3%

Confident (15): 31.9%

*Confidence Level (N=65)\**

Not Reported (18): 27.7%

Not Confident (6): 9.2%

Somewhat Confident (26): 40%

Confident (15): 23.1%

*Confidence Level by Type*

	<b>N/A</b>	<b>Not Confident</b>	<b>Somewhat Confident</b>	<b>Confident</b>
Administration (5):	1 (20%)	0 (0%)	1 (20%)	3 (60%)
Faculty (28):	5 (17.9%)	5 (17.9%)	12 (42.8%)	6 (21.4%)
Staff (32):	12 (37.5%)	1 (3.1%)	13 (40.6%)	6 (18.8%)



*Retention Codes*

1	Advise	15	17%
2	Empathy/Caring	10	11.40%
3	Motivate/Encourage	8	9.10%
4	Instruction	8	9.10%
5	Referral	8	9.10%
6	Club (Advising)	6	6.80%
7	Collaborate	5	5.70%
8	Contact Student (Issues)	3	3.40%
9	Early/Mid-Term Warning	3	3.40%
10	Retention Committee	2	2.30%
11	Tutor	2	2.30%
12	Assessable	2	2.30%
13	Community	2	2.30%
14	Cultural Appropriate/Sensitivity	2	2.30%
15	Professional Development	1	1.10%
16	Program Evaluation	1	1.10%
17	Advocate	1	1.10%
18	Appeal Process	1	1.10%
19	Adjust Curriculum	1	1.10%
20	Converse Out-of-Class	1	1.10%
21	Data	1	1.10%
22	Registration Reminder	1	1.10%
23	Track	1	1.10%
24	Value Student	1	1.10%
25	Accommodation	1	1.10%

*Category Consolidation*

*Advise & Referral:* Advise Advisees + Club Advisor + Referral + Collaborate + Contact Students with Issues

$$(17 + 6.8 + 9.1 + 5.7 + 3.4) = 42\%$$

$$(15 + 6 + 8 + 5 + 3) = 37$$

*Human Element:* Empathy/Caring + Motivation/Encourage + Value Students + Accommodate

$$(11.4 + 9.1 + 1.1 + 1.1) = 22.7\%$$

$$(10 + 8 + 1 + 1) = 20$$

*Instruction & Tutoring:* Instruction + Adjust Curriculum + Tutor

$$(9.1 + 1.1 + 2.3) = 12.5\%$$

$$(8 + 1 + 2) = 11$$

*Empirical:* Early & Mid-Term Warning + Program Evaluation + Data + Track

$$(3.4 + 1.1 + 1.1 + 1.1) = 6.7\%$$

$$(3 + 1 + 1 + 1) = 6$$

*Professional Training & Committees:* Professional Development + Retention Committee + Cultural Appropriate/Sensitivity

$$(2.3 + 1.1 + 2.3) = 5.7\%$$

$$(2 + 1 + 2) = 5$$

*Out-of-Classroom Engagement:* Converse + Community + Assessable

$$(1.1 + 2.3 + 2.3) = 5.7\%$$

$$(1 + 2 + 2) = 5$$

*Miscellaneous:* Advocate + Appeal Process + Registration Reminder

$$(1.1 + 1.1 + 1.1) = 3.3\%$$

$$(1 + 1 + 1) = 3$$

*First-Year Learning Communities, 24 May 2010*

Bonnie Wood

## INTRODUCTION

At the University of Maine at Presque Isle (UMPI), the Learning Community Project is partially funded by the Compass Grant with the expectation that participation in a First-Year Learning Community (FYLC) during a Native American student's first year of college will improve her/his academic performance and encourage the student to proceed to the second year of college and eventually graduate.

The *2002 National Survey of Student Engagement* found that participation in learning communities was positively correlated with all of its five benchmarks: diversity experiences, student gains in personal and social development, practical competence, general education and overall satisfaction (Smith, et al., 2004). In one study of learning communities, participation in a Freshman Learning Community improved academic performance and retention of students, with the strongest positive impact for a particularly vulnerable group—Black males (Hotchkiss, Moore & Pitts, 2006). Other research revealed that when teaching methods are designed to facilitate the success of underrepresented groups of students, other students benefit as well (Lardner, 2003). When recruitment and retention efforts for women and minorities first gathered strength in the 1980's, the focus was on aggressive recruitment of underrepresented groups with no attention to change of existing teaching practices. As researchers understood more about how students learn, they discovered that reformed pedagogy not only increases success and retention of underrepresented groups, but also benefits those Caucasian males whose talent and potential contributions were overlooked in the past (Wood, 2009).

Anderson (2001) believes that most higher education is oriented to students who are comfortable learning material in relatively abstract terms, separate from specific contexts and their own life experiences. In the typical classroom, other types of learners are often excluded, not through overt discriminatory practices, but because the learning environments do not create enough opportunities to connect learning and life or to put new learning into contexts that are meaningful to them. Our goal is to offer more inclusive educational environments for all students at UMPI by carefully planning and executing First-Year Learning Communities. Learning communities represent a powerful strategy for supporting learners from diverse backgrounds. Because of their interdisciplinary nature, learning communities can be designed to tackle problems faced by real people from around the world, thereby offering rich opportunities for significant learning for participating students (Lardner, 2003).

In addition, the planned cooperative learning and social aspects of the FYLCs can strengthen and enrich students' connections to each other, their teachers, and the subject matter they are studying (Jones, Laufgraben, & Morris, 2006). A frequently-cited study by Treisman (1992) compared Black and Chinese students' methods of studying for a calculus class at the University of California, Berkeley. The Chinese students generally did well in the University's mathematics classes while the Black students did not. Surprisingly Treisman found that motivation, academic preparation, family support and income all correlated negatively with academic success in calculus. What they did learn is that Black students typically studied alone whereas Chinese

students initially worked alone and then got together to discuss assignments. Cooperative learning and social interaction played important roles in their academic success.

A major obstacle for students at many different types of schools is successful completion of required General Education Curriculum courses, particularly those in science and math. Experiences during the first year of college often make the difference between whether or not a student continues in post-secondary education. Frequently reform efforts of individual educators are supported financially, but after these individuals successfully restructure their own pedagogy, they move on to other endeavors. A long-term goal of the University of Maine at Presque Isle Learning Community Project is to work toward a systematic transformation of how all General Education Curriculum courses and developmental are taught. A proposed outcome is for every student matriculating at UMPI to join an established FYLC.

Another significant possible outcome is the initiation and support of a continuing dialogue about teaching and learning among faculty representing diverse disciplines at UMPI. Faculty instruction and scholarly activities generally occur in isolation from one another with few opportunities for feedback from colleagues. As part of the First-Year Learning Community Project we will institute regular classroom visits by other FYLC instructors in order to both learn from each other and give each other suggestions from the perspective of their disciplines and teaching practices. We hope to create a nonthreatening ethos of peer evaluation that will become standard on our campus.

Previous research revealed that the success of a learning community program depends both on the learning styles of participating students as well as the reasons why students entered the program (Jones, Leafgraben, & Morris, 2006). Identifying the types of learning community experience and determining which types match well with various students are important. One cannot simply assume a uniformly-positive impact of learning communities based on data from other colleges and universities. Therefore, designing and employing appropriate outcome assessment instruments for UMPI's FYLCs is essential to a meaningful project.

## METHODS

During the Summer of 2009, Dr. Ray Rice, Chair of the College of Arts and Sciences, convened a group of University of Maine at Presque Isle (UMPI) faculty to discuss the possibility of forming FYLCs for first year students. The group developed a plan for two groups of eighteen students each to participate in a Spring 2010 semester pilot project. Students would enroll in one of two FYLCs by taking the designated sections of the same three General Education Curriculum courses. They had the option of enrolling in a fourth course of their choosing. During the course registration period in November 2009, participation in one of two Learning Communities was offered to first year students who met the prerequisites for the courses. The FYLC were advertised and explained in a flier distributed in First-Year Seminars (Attachment A)

- Proposed FYLC 1 consisted of:
  - BIOLOGY 112, Class #30444, (combined lecture and lab) taught by Dr. Bonnie Wood
  - ENGLISH 101, Class #30022, taught by Dr. Jacquelyn Lowman

- MATH 101, Class #30263, taught by Dr. Shawn Robinson
  
- Proposed FYLC 2 consisted of:
  - HISTORY 116, Class #30474, taught by Dr. John Defelice
  - ENVIRONMENTAL STUDIES 110, Class #30446, taught by Dr. Jason Johnston
  - ENGLISH 151, Class #30034, taught by Dr. Deborah Hodgkins

By the end of the course registration period, only FYLC2 had enough students to be viable, so FYLC 1 was also opened to students who only needed one or two of the designated courses. The faculty teaching the proposed FYLC1 courses were unable to coordinate their curricula because some students in those courses were not taking all three designated courses.

During the January SOAR program at which incoming students are registered for classes, Dr. Bonnie Wood, Professor of Biology, and Coordinator of the Learning Community Project, spoke to peer advisors, faculty advisors, and incoming students to explain and encourage registration in both sets of FYLC courses. Each student received a flier explaining First-Year Learning Communities (Attachment B).

Following Institutional Review Board (IRB) approval for this project, potential participants were asked to sign an Informed Consent (Attachment C). Written surveys of consenting students and faculty were administered both at the beginning and end of the Spring 2010 semester for the six General Education Curriculum course sections listed in the Introduction. Student Pre-Semester Survey is Attachment D and Faculty Pre-Semester Survey is Attachment E. A Student Post-Semester Survey (Attachment F) was given to students in both the FYLC1 and FYLC2 groups during the final week of classes of the Spring 2010 Semester. Narrative comments have been requested (but not yet received) from the FYLC2 faculty.

Students in FYLC 2 were considered the experimental group since every student in FYLC 2 took all three of the designated courses. Because FYLC 1 was a mixture of students taking all three designated courses as well as students taking only one or two of the courses, these students were considered a control group for this pilot program. The data from all pre-semester surveys informed us not only of problems with the survey questions, but also with the methods by which the surveys were administered in the six classes. Attachment E is a draft of an improved pre-semester survey for the upcoming Fall 2010 semester.

Dr. Bonnie Wood also visited each of the three FYLC2 classes during one week near the end of the semester to gather ideas for regularly-scheduled classroom observations by her and other learning community faculty and also for interweaving curricula during the 2010-2011 Academic Year.

## RESULTS

Inconsistencies in how FYLC classes were populated by students and in the way the pre- and post-semester surveys were administered, together with flaws in the survey instruments make it impossible to report credible results from the pilot project. But a comparison of the demographics of the two groups is as follows:

➤ Experimental FYLC2 Group:

Ten students completed the pre-semester survey, but only nine of these ended up in the actual classes. Of the ten, five were female and five were male; six were in their first year at UMPI and one was a transfer student; one identified as Black/African American, one as Native American/ Alaskan Native/ First Nation, and the remaining as White/Caucasian; nine were United States citizens and one had dual Canada/United States citizenship.

➤ Control FYLC 1 Group:

Thirty-five students completed the pre-semester semester survey and of these sixteen were male and nineteen were female; sixteen were first-year students at UMPI and nine were transfer students while five were “other”; two identified as Asian/Asian American; one as Black/African American; three as Native American/ Alaskan Native/ First Nation and thirty as White/Caucasian; two were Canadian, two Chinese, and thirty-one United States citizens.

Because of flaws in the survey instruments it is unwise to try to interrupt answers to the remaining questions. Comparing the summaries of answers to the questions about “levels of satisfaction with General Education Curriculum Courses” for the FYLC2 Experimental group indicates that fewer students responded in the post-semester survey to questions with the answer “Very Satisfied” and more responded with “Satisfied” than in the pre-semester survey.

A large discrepancy between the numbers of students responding to the pre- and post-survey questions for the FYLC1 Control group makes comparing pre- and post-survey results differences inappropriate.

## DISCUSSION OF FUTURE PLANS AND IMPROVEMENTS

Dr. Bonnie Wood plans to attend all Summer 2010 course registration sessions for incoming students to discuss with peer advisors, faculty advisors and incoming students the two clusters of Fall 2010 FYLC courses for which students can register. This will provide more consistency in the way students are informed about FYLC and ensure that students are registered in the appropriate courses based on their Placement Test scores. Dr. Wood will work closely with Eddy Ruiz, Director of Student Success, to ensure that all appropriate incoming Native American students are enrolled in one of the two FYLCs.

In Fall 2010, one FYLC will consist of three General Education Curriculum courses (General Biology, World Civilization, and English Composition) whereas the second FYLC will consist of three developmental courses (in mathematics, science, and English) for those students with appropriate Placement Test scores. Researchers who have studied the benefits learning communities report that developmental courses are where too many students are lost and are an important area for educational improvement. Developmental education is a particularly perilous area in the curriculum for students of color and first-generation learners (Smith, et al., 2004). Forming a learning community around these UMPI courses may be one of the most important steps we take to serve under-prepared students. In addition, inclusion of required First-Year Seminars as a fourth course in each FYLC will be a valuable addition, contributing extra time and potential cohesiveness to the groups.

A revised Pre-Semester Survey (Attachment G) is drafted and will be available for students to complete either as a hard copy or electronically. Beginning in Fall 2010, survey questions will be administered to comparison groups of students and faculty who are not participating in the FYLC but who are enrolled in or teaching alternate sections of the same courses at UMPI. Informal class observations will be made by colleagues teaching other designated FYLC courses and by Eddy Ruiz, to provide useful feedback and to help design future classroom observation assessment instruments.

Comments from students on the post-semester survey as well as anticipated comments from professors who taught each of the three Spring 2010 FYLC courses will suggest changes to be made for Fall 2010 courses, especially with respect to increasing curricular overlap among the courses as well as ensuring that all the learning community instructors practice pedagogies of active engagement with attention to both formative and summative assessments that reflect these pedagogies. Teaching practices built around “hospitality and inclusion, collaborative learning, and intergroup dialogue, are concrete ways to put a more relational and validating learning style into practice. They also create the kinds of bridging experiments. . .crucial for both welcoming and acculturating students to college learning. All these approaches can easily be adapted to learning community settings” (Smith et al., 2004, p. 111).

Finally, Dr. Bonnie Wood will coordinate an effort to use ongoing assessment of both students and faculty to strengthen and inform the First-Year Learning Communities at UMPI. The proposed pre- and post-surveys will be only a part of the assessment process. A goal for the end of the 2010-2011 Academic Year will be to have an experienced group of learning community faculty who can serve as mentors to instructors of new and expanded FYLCs.

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**Attachment A**  
Why Learning Communities

STUDENTS: You've got to take those General Education courses. Want to find a way to make them relevant to your life and goals and get them to work for you? Want to develop skills and relationships that will help you through the rest of your life? Try a LEARNING COMMUNITY.

Learning Communities cluster three interrelated, general education courses through a common theme. These small, personalized classes have the same 18 students in all three. Teachers work together, getting to know each student to provide a nurturing, supportive environment. They make the courses relevant to students and enable all students to thrive. Students and faculty build a true community within and without the classroom. This helps students reach their maximum potential and provides a solid foundation for continued success at UMPI—and in life.

Register Now for Three Courses in One of Two

Spring 2010 Learning Communities

And

You'll Be Entered in a Drawing to Win All Your Textbooks for Those Three Courses!

(\$50 Bookstore Certificates to Two Other Winners)

LEARNING COMMUNITY I	LEARNING COMMUNITY II
ENGLISH 101 taught by Dr. Jacquelyn Lowman (Tues/Thurs 8–9:15)	HISTORY 116 taught by Dr. John Defelice (Mon/Wed/Fri 9-9:50)
MATH 101 taught by Dr. Shawn Robinson (Mon/Wed/Fri 9 -9:50)	ENVIRONMENTAL STUDIES 110 taught by Dr. Jason Johnston (Mon/Wed/Fri 10-10:50)
BIOLOGY 112 taught by Dr. Bonnie Wood (Mon/Wed 12 -2:45: combined lecture/lab)	ENGLISH 151 taught by Dr. Deborah Hodgkins (Tues/Thurs 9:30-10:45)

Register by Sending an E-Mail to Dr. Ray Rice, Chair of College of Arts and Sciences

Raymond.rice@umpi.edu

Indicate whether you'd like to be in Learning Community I or Learning Community II. Only 18 students for each Learning Community on a first come, first served basis. So don't wait:

**E-MAIL NOW!**

## Attachment B

### Learning Community Courses: An Opportunity for Incoming Students

By registering for the Spring 2010 Learning Community courses you can fulfill your General Education Curriculum requirements in a way that is relevant to your life and goals and that will help you develop skills and relationships that benefit you during college and after you graduate. To join the Spring 2010 Learning Community you must qualify for and enroll in all three of the following courses:

- HISTORY 116 (Class #30474) taught by Dr. John Defelice (Mon/Wed/Fri 9-9:50)
- Prerequisite: College level reading proficiency
- ENVIRONMENTAL STUDIES 110 (Class #30446) taught by Dr. Jason Johnston (Mon/Wed/Fri 10-10:50) Prerequisite: College level proficiency in reading, writing, elementary algebra and science. If you are required to take Sci 12 because of your placement tests results, you must also register for Sciences 197 Class #32199 (Wednesdays 3:00 to 4:15 PM) that will fulfill that Placement Test requirement.
- ENGLISH 151 (Class #30034) taught by Dr. Deborah Hodgkins (Tues/Thurs 9:30-10:45) Prerequisite: English 101

The same 18 students take these three small, personalized classes that share a common theme. Professors will work together to connect topics among the classes and will get to know each student in a friendly, supportive environment with the goals of making the coursework relevant to all students and building a solid foundation for success at UMPI and after graduation.

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Another cluster of General Education Curriculum courses will be populated by some students taking all three classes with others taking only one or two of them. You may also register for any or all of these:

- BIOLOGY 112 (Class #30444) taught by Dr. Bonnie Wood (Mon/Wed 12-2:45: combined lecture/lab). Prerequisite: College level proficiency in reading, writing, elementary algebra and science.
- ENGLISH 101 (Class #30022) taught by Dr. Jacquelyn Lowman (Tues/Thurs 8-9:15) Prerequisite: College level writing proficiency.
- MATH 101 (Class #30263) taught by Dr. Shawn Robinson (Mon/Wed/Fri 9 -9:50) Prerequisite: Elementary Algebra proficiency.

### DRAWING FOR PRIZES!!

If you register now for the Spring 2010 Learning Community or for all three classes in the second cluster you will be entered in a drawing to win all your textbooks for those three courses! (Two additional students will win \$50 UMPI Bookstore Certificates)

### Attachment C

#### Informed Consent to Participate in Survey on General Education Curriculum Classes

The purpose of this research questionnaire is to assess the anticipated value of participation in a Learning Community at the University of Maine at Presque Isle. The survey includes questions about your background and your predicted level of satisfaction with the General Education Curriculum course(s) in which you are enrolled. There is also a question requesting your permission to follow your academic progress, by reviewing your academic records, for the next six years. Dr. Bonnie Wood, Coordinator of Learning Communities, is conducting the survey. Expected benefits of this research are increased academic success and satisfaction with the college experience of UMPI students. Results of the Learning Community Project will be made available through written reports in campus publications (*The Image* and *The University Times*), through national peer-reviewed journals, and through oral presentations both on the UMPI campus and at national conferences.

The questionnaire will take about 15 minutes to complete. There are no foreseeable risks or discomforts to participants. Your survey answers as well as your academic records will be identified with your Student ID Number only to protect your privacy.

This signed Informed Consent will be stored separately from the survey and any other data collected from and about you.

Participation in this survey is entirely voluntary. Voluntary participation also means:

- You need not answer any questions you consider inappropriate.
- You may stop filling out the survey at any point.
- If you decline to participate, you may return the blank survey or destroy it.
- This survey is completely anonymous and confidential. To ensure anonymity, please sign your name on this informed consent but on the questionnaire itself please put your Student ID Number only. Do not put your name on the questionnaire.
- If you have any questions about this survey and your rights, please contact Dr. Bonnie Wood, (207)768-9446.

Student ID Number of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment D**Survey of Students Enrolled in General Education Curriculum Courses at the University of  
Maine at Presque Isle, Semester 2010 Semester

Student ID Number: \_\_\_\_\_

Date: \_\_\_\_\_

Check the box to the left of choices below. When appropriate you should check more than one box:

- 1 In which General Education Curriculum (GEC) courses listed below are you currently enrolled?
  - BIOLOGY 112, Class #30444, (combined lecture and lab) taught by Dr. Bonnie Wood
  - ENGLISH 101, Class #30022, taught by Dr. Jacquelyn Lowman
  - MATH 101, Class #30263, taught by Dr. Shawn Robinson
  - HISTORY 116, Class #30474, taught by Dr. John Defelice
  - ENVIRONMENTAL STUDIES 110, Class #30446, taught by Dr. Jason Johnston
  - ENGLISH 151, Class #30034, taught by Dr. Deborah Hodgkins
  
- 2 What is your gender?
  - Male
  - Female
  
- 3 What is your academic standing?
  - First-year student, first semester
  - First-year student, second semester
  - College transfer student
  - Other (please specify) \_\_\_\_\_
  
- 4 What is your ethnic/racial background?
  - Asian; Asian American
  - Black; African American
  - Hispanic; Latino; Spanish
  - Native American; Alaskan Native; First Nation
  - White; Caucasian
  
- 5 Of which country are you a citizen?
  - Canada
  - United States
  - Other (please specify) \_\_\_\_\_

- 6 What is your age range?
- Under 18 years
  - 18 to 20 years
  - 21 to 24 years
  - 25 to 29 years
  - 30 to 39 years
  - 40 to 54 years
  - 55 or more years
- 7 What is the highest level of formal education obtained by your parents? Check two boxes if different for mother and father.
- Middle school (grade 8) or less
  - Some high school
  - High school graduate
  - Some college
  - Two-year college degree
  - Four-year college degree
  - Some graduate school
  - Graduate school degree
  - Not sure
- 8 If you are a member of a First-Year Learning Community, how did you learn about it?
- From Admissions Office staff
  - From Advising Center staff
  - From faculty member
  - During new student orientation (SOAR)
  - From UMPI Catalog
  - Other (please specify) \_\_\_\_\_
  - Not applicable; I am not a member of a First-Year Learning Community
- 9 If you are a member of a First-Year Learning Community, why did you choose to join it? (explain briefly below)
- 10 Do you give permission to follow your academic progress during the next six years? (Your survey answers as well as your academic records will be identified with your Student ID Number only to protect your privacy; your name will not be attached to any of the information.)
- Yes
  - No

Describe your current level of satisfaction with the General Education Curriculum (GEC) courses that you checked on Page 1 of this survey by placing an “X” in the appropriate box to the right of each question:

Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
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11. How do you feel in general about this course or these courses?

12. How do you feel about your interaction with your professor(s)?

13. How do you feel about your interaction with classmates?

14. How do you feel about working cooperatively with classmates?

15. How do you feel about the connection of course content with other GEC courses in which you are enrolled?

16. How do you feel about the connection of course content with your future career plans?

17. How do you feel about the ability of these courses to help you to develop good study and critical thinking skills?

18. If applicable, how do you feel about belonging to a First-Year Learning Community?

19. How do you feel about your being part of campus life at UMPI?

20. How do you feel about being a student at UMPI?

Additional comments:

**Attachment E**Survey of Faculty Teaching General Education Curriculum Courses at the University of Maine at  
Presque Isle, Spring 2010 Semester

Date: \_\_\_\_\_

Although your name will not be attached to this survey, your answer to the first question below will identify you. For each question, check the box to the left of appropriate answers.

1 Which General Education Curriculum (GEC) course listed below are you currently teaching? (Check the correct box).

- BIOLOGY 112, Class #30444
- ENGLISH 101, Class #30022
- MATH 101, Class #30263
- HISTORY 116, Class #30474
- ENVIRONMENTAL STUDIES 110, Class #30446
- ENGLISH 151, Class #30034

2 Number of years you have taught fulltime at a college or university:

- One or fewer
- Two to five
- Six to ten
- Ten to fifteen
- Fifteen to twenty
- Greater than twenty

3 Number of years you have taught fulltime at UMPI:

- One or fewer
- Two to five
- Six to ten
- Ten to fifteen
- Fifteen to twenty
- Greater than twenty

4 What is your gender?

- Male
- Female



5 What is your ethnic/racial background?

- Asian; Asian American
- Black; African American
- Hispanic; Latino; Spanish
- Native American; Alaskan Native; First Nation
- White; Caucasian

6 Of which country are you a citizen?

- Canada
- United States
- Other (please specify) \_\_\_\_\_

7 What is your age?

- 21 to 24 years
- 25 to 29 years
- 30 to 39 years
- 40 to 54 years
- 55 to 60 years
- 60 or more years

Describe your current level of satisfaction with the General Education Curriculum (GEC) course checked on page 1 that you are teaching: (Only answer for that course---not for any other GEC courses or sections).

Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
----------------------	--------------------------	-----------------------	-----------	-------------------

8. How do you feel in general about this course?

9. How do you feel about your interaction with your students?

10. How do you feel about your interaction with your faculty colleagues?

11. How do you feel about students working cooperatively with classmates during your class?

12. How do you feel about the connections of your course content with other GEC courses?

13. How do you feel about the connections of your course content with students' future career plans?

14. How do you feel about the ability of your course to help students to develop good study and critical thinking skills?

15. If applicable, how do you feel about teaching a class in a First-Year Learning Community?

16. How do you feel about being a part of campus life at UMPI?

17. How do you feel about being a faculty member at UMPI?

Additional comments:

### Attachment F

#### Post-Survey of Students Enrolled in General Education Curriculum Courses at the University of Maine at Presque Isle, Spring 2010 Semester

Your 7-Digit Student ID Number: \_\_\_\_ \_ (get this from your instructor if necessary)

Date: \_\_\_\_\_

Check the boxes to the left of choices below to indicate the courses in which you are currently enrolled this semester. In the blank one at the bottom, list any other courses you are taking:

1. In which General Education Curriculum (GEC) courses listed below are you currently enrolled?

- BIOLOGY 112, Class #30444, (combined lecture and lab) taught by Dr. Bonnie Wood
- ENGLISH 101, Class #30022, taught by Dr. Jacquelyn Lowman
- MATH 101, Class #30263, taught by Dr. Shawn Robinson
- HISTORY 116, Class #30474, taught by Dr. John Defelice
- ENVIRONMENTAL STUDIES 110, Class #30446, taught by Dr. Jason Johnston
- ENGLISH 151, Class #30034, taught by Dr. Deborah Hodgkins
- OTHER  
COURSES \_\_\_\_\_

Describe your current level of satisfaction with the General Education Curriculum (GEC) courses that you checked on Page 1 of this survey by placing an "X" in the appropriate box to the right of each question:

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
2. How do you feel in general about this course or these courses?					
3. How do you feel about your interaction with your professor(s)?					
4. How do you feel about your interaction with classmates?					

5. How do you feel about working cooperatively with classmates?					
6. How do you feel about the connection of course content with other GEC courses in which you are enrolled?					
7. How do you feel about the connection of course content with your future career plans?					
8. How do you feel about the ability of these courses to help you to develop good study and critical thinking skills?					
9. If applicable, how do you feel about belonging to a First-Year Learning Community?					
10. How do you feel about your being part of campus life at UMPI?					
11. How do you feel about being a student at UMPI?					

12. Were the courses you checked on Page 1 different from what you originally expected?

13. Explain why or why not.

Additional comments:

### Attachment G

#### Pre-Survey of Students Enrolled in General Education Curriculum Courses at the University of Maine at Presque Isle, Spring 2010 Semester

Your 7-Digit Student ID Number: \_\_\_\_ (get this from your instructor if necessary)

Date: \_\_\_\_\_

Check the boxes to the left of choices below to indicate the courses in which you are enrolled this semester. In the blank one at the bottom, list any other courses you are taking:

1. In which General Education Curriculum (GEC) courses listed below are you currently enrolled?

BIOLOGY 112 (combined lecture and lab) taught by Dr. Bonnie Wood

ENGLISH 101, taught by Dr. Jacquelyn Lowman

HISTORY 116 taught by Dr. John Defelice

MATH taught by

ENGLISH taught by

SCIENCE taught by

OTHER

COURSES \_\_\_\_\_

2. What is your gender?

Male

Female

3. What is your academic standing?

First-year student, first semester

First-year student, second semester

College transfer student

Other (please specify) \_\_\_\_\_

4. What is your ethnic/racial background?

Asian/ Asian American

Black/ African American

Hispanic/ Latino/ Spanish

Native American/ Alaskan Native/ First Nation

White/ Caucasian

5. Of which country are you a citizen?

- Canada  
 United States  
 Other (please specify) \_\_\_\_\_

6. What is your age range?

- Under 18 years  
 18 to 20 years  
 21 to 24 years  
 25 to 29 years  
 30 to 39 years  
 40 to 54 years  
 55 or more years

7. What is the highest level of formal education obtained by your parents (answer for either your biological or adoptive parents)?

	MOTHER	FATHER
Middle school (grade 8) or less	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>
Two-year college degree	<input type="checkbox"/>	<input type="checkbox"/>
Four-year college degree	<input type="checkbox"/>	<input type="checkbox"/>
Some graduate school (after 4-year college)	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school degree (beyond 4-year college)	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>

8. If you are a member of a First-Year Learning Community, how did you learn about it?

- From Admissions Office staff  
 From Advising Center staff  
 From faculty member  
 During new student orientation (SOAR)  
 From UMPI Catalog

Other (please specify) \_\_\_\_\_

Not applicable; I am not a member of a First-Year Learning Community

9. If you are a member of a First-Year Learning Community, why did you choose to join it? (explain briefly below)
10. Do you give permission to follow your academic progress during the next six years? (Your survey answers as well as your academic records will be identified with your Student ID Number only to protect your privacy; your name will not be attached to any of the information.)
- Yes
- No

Describe your current level of satisfaction with the General Education Curriculum (GEC) courses that you checked on Page 1 of this survey by placing an "X" in the appropriate box to the right of each question:

Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
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11. How do you feel in general about this course or these courses?

12. How do you feel about your interaction with your professor(s)?

13. How do you feel about your interaction with classmates?

14. How do you feel about working cooperatively with classmates?

15. How do you feel about the connection of course content with other GEC courses in which you are enrolled?



16. How do you feel about the connection of course content with your future career plans?

17. How do you feel about the ability of these courses to help you to develop good study and critical thinking skills?

18. If applicable, how do you feel about belonging to a First-Year Learning Community?

19. How do you feel about your being part of campus life at UMPI?

20. How do you feel about being a student at UMPI?

What are your expectations for these courses?

Additional comments:

*Program of Basic Studies Task Force Report, 24 May 2010*

Lorelei Locke, Jing Qi, & Ray Rice

I. Introduction

The PBS Task Force was constituted in January of 2010 with the purpose of examining the effectiveness of the university's "developmental" curriculum, formerly known as "The Program of Basic Studies" or PBS courses, and to make appropriate recommendations in regards both to placement testing and course structure and delivery. No extensive analysis and review of the courses had been undertaken in at least ten years. The restructuring of academic programs in 2008 had placed all developmental coursework within the aegis of the College of Arts and Sciences, thus allowing such a review to occur systematically with all academic and advising stakeholders. The Task Force was constituted with the following members:

- Ray Rice, Professor of English, College Chair of Arts & Sciences (Task Force chair)
- Lorelei Locke, Director of Advising
- Jing Qi, Director of Institutional Research
- Catherine Anne Chase, Lecturer of Science (part time regular)
- Malcolm Coulter, Lecturer of Mathematics
- Deborah Hodgkins, Associate Professor of English and Director of the Writing Center
- Jacquelyn Lowman, Assistant Professor of English
- Karen McCosker, Lecturer of Language Arts
- Dave Putnam, Environmental Studies and Science

The Task Force engaged the following essential questions in regards to determining the effectiveness of the existing developmental courses in English, Mathematics and Science (ENG 14, MAT 13 and MAT 17, and SCI 12) as well as the appropriateness of the placement testing scoring process:

- Do developmental courses at the institution aid in the retention and graduation of students who are required to take them?
- Is the placement scoring threshold for mandatory or recommended enrollment in such courses set appropriately?

- What current research in regards to best practices regarding the construction and delivery of developmental courses is available that can further inform and aid in the interpretation of institutional data?
- What recommendations are to be made based upon institutional data and current best practices?

The Task Force also engaged an analysis of the impact of developmental coursework upon the retention and graduation rates of Native American and First Nation students as a distinct cohort in order to ensure that all recommendations informed and supported research simultaneously being undertaken by the university's Project Compass grant, which specifically addresses the needs of these students.

Following its initial meeting, the Task Force developed a "priority list," as outlined below:

1. Examine retention and graduation rates data (PBS + non-PBS courses over time)
2. Examine the possibility of converting developmental courses to college credit-bearing classes
3. Document the best practices addressing student needs in PBS classes (as well as GEC classes generally) to address low persistence rates
4. Examine possible FYS (First Year Seminar) connections. Examine how remediation occurs in response to identified need
5. Research current approaches and examine current studies (which seem to indicate that "layering" of remediation can have negative retention consequences)
6. Examine why numbers/types of testing students appear to be on the "heavy" end of spectrum (of those who test into PBS classes) and assess placement score "cut off" thresholds
7. Examine retention rates of PBS vs. non-PBS students in PBS-pre-requisite courses
8. Investigate the potential of both pre-testing (placement) and post-testing (judge knowledge gained)

The Task Force met six times over a period of five months, studying retention, persistence, and graduation rates of developmental English, Science, and Mathematics courses (roughly in that order). As detailed below, following extensive data analysis, literature review, and comparisons with a Melmac Data Report in Support of Early Success in College (drafted by

Dr. Allen Salo in 2007), the Task Force has made the following recommendations. Each recommendation is discussed in greater detail in the final section of this report:

1. Recalibrate existing testing score thresholds for placement in developmental courses
2. Eliminate “layering” of remediation in the developmental Mathematics program
3. Revise English and Science courses so that they are appropriate for college level credit
4. Informally “suspend” the offering of MAT 13 (Arithmetic) for the 2010-2011 academic year and study the success of students enrolling in MAT 17 (Basic Algebra) who would otherwise place into MAT 13 (This supports recommendation #2)
5. Employ the “PLATO Learning Environment” system for both self-guided and tutored remediation
6. Commence an immediate study on how the university’s tutoring system may be best utilized in support of the above recommendations

## II. Background and structure of UMPI’s Program of Basic Studies

Dramatic increases in college enrollments across the country in the late 1970s brought with them increasing concerns about a lack of academic preparedness. In response, many institutions created developmental or college preparatory coursework which was often required for students (as a consequence of placement testing results) and usually did not provide degree credit. The University of Maine at Presque Isle has offered placement testing and developmental coursework since the early 1980s. Offerings and requirements have varied over the years as various campus leaders examined the program offerings and made adjustments they deemed necessary.

The first comprehensive program of placement testing linked to specific developmental coursework was instituted at UM-Presque Isle with the help of a Title III Grant in 1989. A reading specialist was hired to direct the new Developmental Studies Program, to implement a placement testing program, and to develop appropriate coursework. A full-time writing specialist was hired under the grant along with a science specialist who developed a science placement exam in cooperation with the science department. During this time period all students received placement testing. At the end of the grant in 1993, the Program of Basic Studies reported that it had achieved the primary grant objective, which was to improve retention among conditionally admitted freshmen students by 10%.

A report written in 1998 by the Director of Advising on the university’s Program of Basic Studies concluded:

Since the sunset of the Title III grant and the subsequent cutbacks in the Developmental Studies Program, the University of Maine at Presque Isle has seen an increase both in the number of first time freshmen enrolling and in the number of freshmen evidencing academic weaknesses. ... More research needs to be done on our ability to retain these weaker students... We need to improve our ability to track these students throughout their developmental program along with our ability to demonstrate more specifically that success in developmental coursework (when the need is indicated) leads to success in related college level coursework. Further, if success in developmental coursework cannot be shown to improve retention, we need to learn what will. (personal communication, July 17, 1998).

Changes in the testing and developmental programs since the end of Title III have largely been the result of departmental initiatives (e.g. changing from a computerized placement testing program for reading and writing). Since 2003, the university has required placement testing of students with SAT scores less than 500 or without transferring college credit in reading, writing, science, and math to sit for placement tests in those subject areas. Students scoring below the cut scores determined for each test by the relevant academic department are required to successfully complete (with a grade of C- or higher) the developmental coursework in that subject area before going on into the corresponding college level coursework.

UMPI has offered developmental coursework in arithmetic, algebra, reading, and writing since 1990. In 1996, a developmental science course was included in the curriculum. While changes were made both to test instruments and cut scores over the years (for example, in spring 2009 UMPI began offering all five tests online through the Accuplacer platform), course offerings remained stable until spring 2010 when the English department combined the formerly separate developmental reading and writing courses into one 4 credit course.

Currently, developmental course offerings include the following: Mat 13 Foundations for College Mathematics, Mat 17 Elementary Algebra, Eng 14 Foundation for College Reading and Writing, and Sci 12 Foundations for College Science.

Comparing test results for the 2003 cohort (the first cohort after the SAT waiver policy was adopted) and the 2008 cohort, the percentage of students testing with no PBS coursework required has increased slightly from 17% to 26%. This may be due to an increase in our transfer population who tend to test in fewer subjects and may perform better overall by virtue of having had some college experience. Though the trend appears positive, this result indicates that 74% of students who sat for the placement tests at the University of Maine at Presque Isle in the fall of 2008 tested into at least one PBS class. This is much higher than averages reported by NCES (2003) and by Attewell et al (2006).

Test instruments and placement cut scores have been reviewed and marginal adjustments have been made, but the overall Program of Basic Studies has not undergone a comprehensive review since the conclusion of the Title III grant in 1993. More importantly, a comprehensive study of the impact of developmental coursework on retention has not been undertaken.

### III. Data

Following the initial recommendation of the Task Force for a comprehensive study of retention, persistence, and graduation rates of students required to take developmental coursework, the Director of Instructional Technology completed a series of analyses. These included the following studies, provided in full as appendices to this report:

- Impact of Developmental (PBS) Coursework on College-level Coursework
- Study of Reading and Mathematics Placement Scoring as Predictor of Science Placements Scoring (appropriate calibration of placement “cut” scores)
- Effectiveness of ENG 14 in Preparing Students for ENG 101
- Summative Report on Effects of Developmental Coursework upon Retention Rates

An analysis of the data from these reports was undertaken by the Director of Instructional Technology as summarized below.

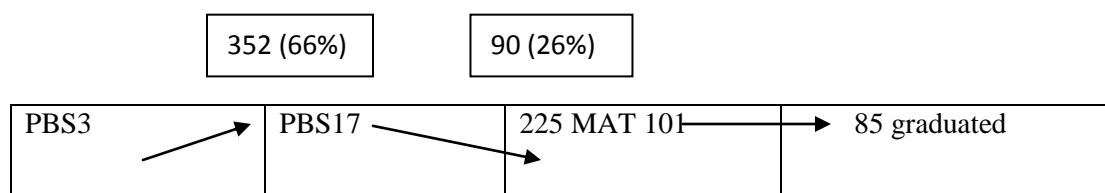
Initially, we examined the effect of MAT 13 (former PBS3) and MAT 17 on students’ graduation rate. To do so, we collected data in regards to students who took PBS 3 from Fall 2000 to Fall 2005 and those who took MAT 101 in Fall 2000 through Fall 2005.

Subsequently, we evaluated to what degree PBS courses had an impact on students’ performance in college level courses. We selected a cohort of students whose reading test score falls in the recommended scale; among those, some decided to take ENG 11 (the preceding version of ENG 14, but including only developmental writing), whereas others skipped the course. The grades subsequently received in the General Education Curriculum course ENG101 were documented as a comparison.

Finally, we attempted to identify and examine potential factors likely to contribute to or associate with Native Students’ retention and graduation rate.

#### **MAT 13 and MAT 17 – Graduation Rate**

536 students were identified who took PBS3 Foundations for College Mathematics from fall of 2000 to fall 2005. 352 later enrolled in PBS 17 Elementary Algebra, and 184 did not enroll in PBS17 as of Fall 2009. 225 out of 352 later took MAT 101 Basic Statistics. 85 out of 225, 90 out of 352, and 12 out of 184 were awarded a degree as of 2009 December. In total, 102 students out of 536 received a degree.



MAT13		102 (19%) graduated	
	NOT to PBS 17	28 MAT 101	12 graduated
	184 (34%)	12 (7%)	

In regards to students who took MAT101 from 2001 Spring to 2005 Fall, but did not take PBS3 and PBS17, 394 out of 754 graduated as of 2009 December.

Number of students who took MAT 13, MAT 17, MAT 101	Number of graduates	Graduation Rate
MAT13-MAT17 352	90	26%
MAT13 184	12	7%
MAT13-MAT17-MAT101 225	85	38%
MAT13-MAT101 28	12	43%
MAT101 754	394	52%

The above table indicates that the effect of MAT13 and MAT17 on students' graduation rate is not evident. However, the data suggests that once students have completed an initial

**college level** math course, in this case MAT 101, they have a greater chance of graduation. In other words, MAT 101 demonstrates a more positive effect on retaining students than developmental courses.

## ENG 14 – ENG 101

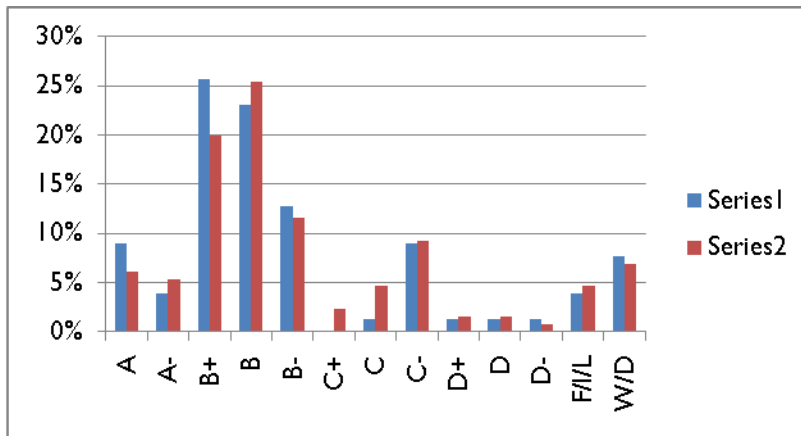
The following analysis was designed to examine the effectiveness of PBS001 Foundations for College Composition, PBS005 Foundations for College Reading and ENG14 Foundation for College Reading and Writing (effective in the curriculum as of Spring 2009) in preparing students, whose scores fell in the range of 67-77, to succeed in the subsequent college level course (ENG 101 College Composition). Students scoring in the range of 67-77 on the reading placement test are only *recommended*, not required, to take PBS001 and PBS005 or ENG 14 (when the courses were combined) before going on into college level coursework. The fundamental question of interest in this study is: “Is there a relationship between ENG101 grades and students’ decision to enroll in ENG14/PBS?”

208 students were identified for this study: 78 (37.5%) decided to take ENG 14 or PBS 001 and PBS005 before they enrolled in ENG 101; 130 (62.5%) skipped ENG14 or PBS and took ENG 101.

Took ENG14			Didn't take ENG14		
A	7	9%	A	8	6%
A-	3	4%	A-	7	5%
B+	20	26%	B+	26	20%
B	18	23%	B	33	25%
B-	10	13%	B-	15	12%
C+	0	0%	C+	3	2%
C	1	1%	C	6	5%
C-	7	9%	C-	12	9%
D+	1	1%	D+	2	2%
D	1	1%	D	2	2%
D-	1	1%	D-	1	1%



F/I/L	3	4%	F/I/L	6	5%
W/D	6	8%	W/D	9	7%



The chi-square test of independence was employed to test whether there is a relationship between the two categorical variables (those who did not take PBS/ENG14 vs. those enrolled in ENG14/PBS).

The null and alternative hypotheses for the chi-square test of independence are as follow:

- H0: There is no relationship between ENG101 performance and ENG14/PBS preparation
- H1: There is relationship between ENG101 grades and ENG14/PBS course

The chi-square test of independence produces results that seem fairly likely the null hypothesis is true, and the null hypothesis is not rejected ( $p > 0.05$ ). The result suggests that ENG14/PBS does not make significant impact on students' performance in ENG 101, nor does it have effect on the success rate (Excellent, Good and Fair) of students, who scored in the range of 67-77 in their reading test.

		66-77 range			
		tookENG14	Didn't	Total	
ENG101 outcome	Excellent	Count	10	15	25
		Expected Count	9.4	15.6	25.0
	Good	Count	48	74	122
		Expected Count	45.8	76.2	122.0
	Fair	Count	11	26	37
		Expected Count	13.9	23.1	37.0
	Fail	Count	3	6	9
		Expected Count	3.4	5.6	9.0
	W/D	Count	6	9	15
		Expected Count	5.6	9.4	15.0
Total		Count	78	130	208
		Expected Count	78.0	130.0	208.0

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.304 <sup>a</sup>	4	.861
Likelihood Ratio	1.335	4	.855
Linear-by-Linear Association	.201	1	.654
N of Valid Cases	208		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.38.

The result suggests that ENG14 does not have significant impact on ENG 101 grades received by the students whose reading placement test scores fell in the recommendation range (66-76).

### **PBS courses - Persistence within Native American group**

136 students, beginning in Fall 2000, were identified as pertinent to this cohort. Students who either graduated or were still enrolled as of Fall 2009 were categorized as persistent, while students who neither graduated nor returned to the institution as of Fall 2009 were categorized as non-persistent. Several variables were examined to ascertain whether they could be indicators to students' persistence: the number of PBS courses students took, GPA, gender, program plan, and enrollment type. The binary logistic regression was employed to examine which factors were potential indicators of the likelihood of persistence.

**Gender \* Retain Crosstabulation**

Count				
		Persistence		
		not persist	persist	Total
Gender	M	14	23	37
	F	28	71	99
	Total	42	94	136

**PBS \* Retain Crosstabulation**

Count				
		Retain		
		not persist	persist	Total
PBS	0	25	60	85
	1	6	7	13
	2	8	11	19
	3	2	10	12
	4	1	6	7

**PBS \* Retain Crosstabulation**

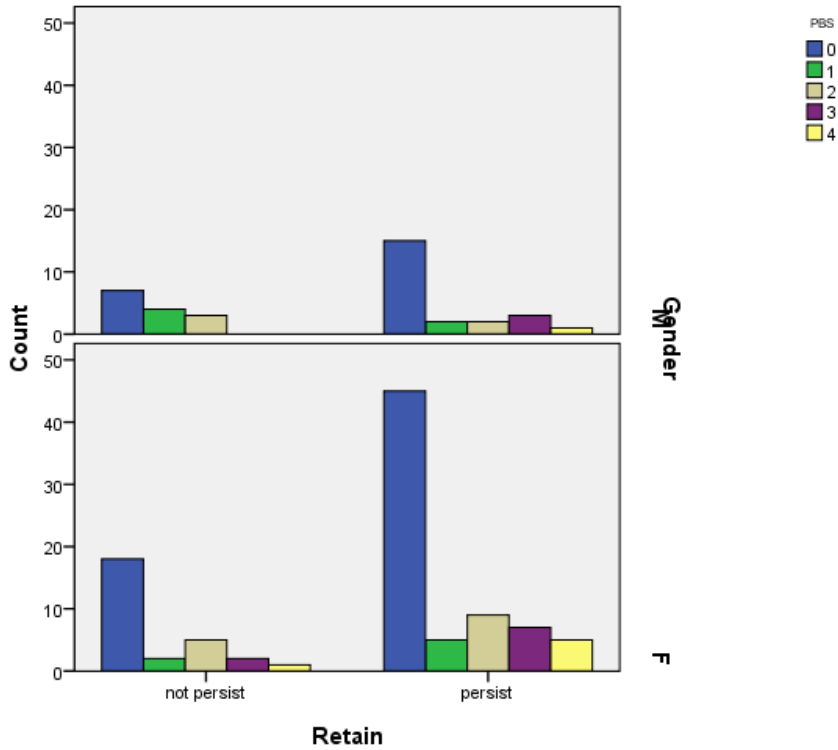
Count				
		Retain		
		not persist	persist	Total
PBS	0	25	60	85
	1	6	7	13
	2	8	11	19
	3	2	10	12
	4	1	6	7
	Total	42	94	136

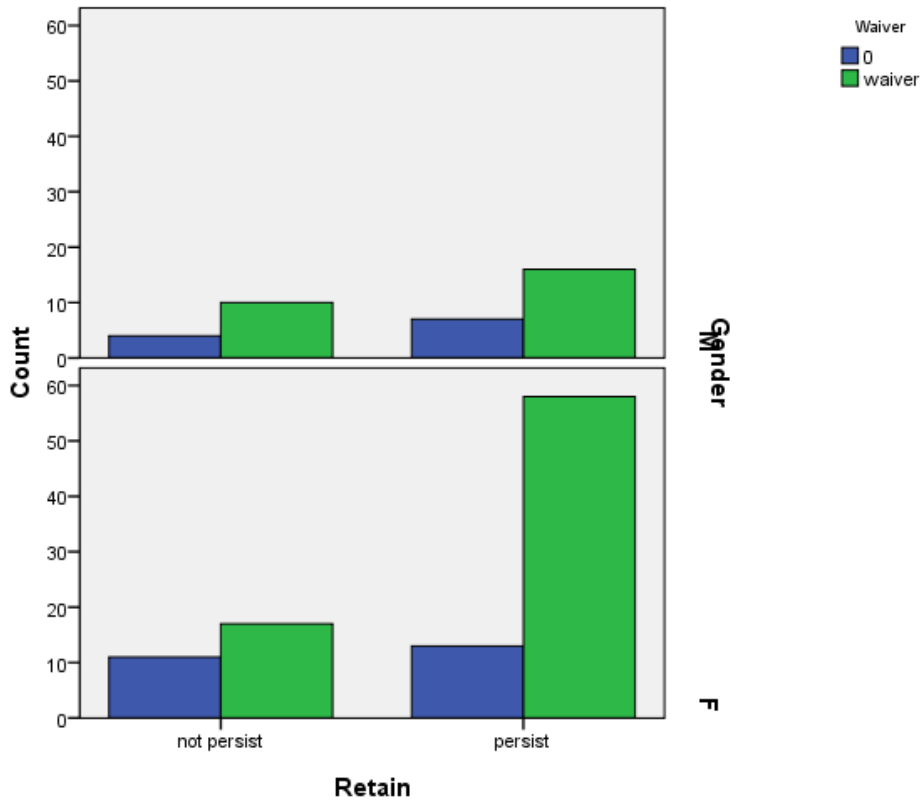
**TYPE \* Retain Crosstabulation**

Count				
		Retain		
		not persist	persist	Total
TYPE	FYR	25	44	69
	TRF	17	50	67
	Total	42	94	136

**Waiver \* Retain Crosstabulation**

Count					
		Retain			
		not persist	persist	Total	
Waiver	No	15	20	35	
	Waiver	27	74	101	
	Total	42	94	136	





Classification Table<sup>a</sup>

Observed			Predicted		
			Retain		
			not persist	persist	Percentage Correct
Step 1	Retain	not persist	18	24	42.9
		persist	7	78	91.8
		Overall Percentage			75.6

Classification Table<sup>a</sup>

Observed			Predicted		
			Retain		
			not persist	persist	Percentage Correct
Step 1	Retain	not persist	18	24	42.9
		persist	7	78	91.8
		Overall Percentage			75.6

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	Age	-.035	.029	1.491	1	.222	.965
	Gender	-.053	.535	.010	1	.921	.948
	GPA	1.518	.339	20.036	1	.000	4.565
	PBS	-.014	.183	.006	1	.938	.986
	Waiver	.992	.540	3.369	1	.066	2.696
	Constant	-2.990	1.209	6.123	1	.013	.050



- Dependent: 0=not persist (the reference), 1=persist (the predicated)
- Gender entered as a categorical variable, where 0=male and 1=female (the default reference).

The result derived from binary logistic regression shows that the only significant variable effect is GPA ( $p < 0.01$ ); all others are not significant. Regardless of the nonsignificance of gender and PBS units taken, they still may play a significant role in the model when considered in conjunction with student GPA.

We also attempted to determine whether students who scored between 78 and 120 in the Accuplacer Reading Test (IACCPL-ACRD), which indicates college reading level proficiency, and those who also scored between 60 and 120 in Accuplacer Math - Algebra test (IFULLTES-ALGBR, IMAT-ALGBR), which indicates college math level proficiency, would be likely to score in the range of 49-75 in UMPI Science Test (SCIEN), indicating college science level proficiency. If the hypothesis is true, the students whose scores fit in the range of 78-120 in reading and 60-120 in Algebra would not have to sit for the science placement test to determine whether they need to take SCI 12 Foundations for College Science or not.

To test this hypothesis, 446 students who took all three tests were identified as falling within the parameters of this study. Student test results in reading, algebra and science from 2000 to fall 2009 were adopted and converted to appropriate categories. (For the purpose of this study, the number of times that students took the three tests were not taken into account).

Multiple Linear Regression was performed to predict science scores using the scores of algebra and reading tests. The equation  $Y \text{ science score} = 13.697 + .225(\text{Algebra score}) + .162(\text{Reading score})$  was derived from the test. This equation was then used to estimate the placement cut score for the science test:

- $Y \text{ science score} = 13.697 + .225(60) + .162(78) = 40$
- $Y \text{ science score} = 13.697 + .225(120) + .162(120) = 60$

The estimated cut score which allows students to skip SCI12 and take subsequent college level science course is 40-60. (243 out of 522 scored in the estimated range), compared to the current cut score of 49 (93 out of 522 scored 49 and above with 23 out of 522 scoring 60 and above in Science test).

Currently, only 18% of students sitting for the science test pass into college level science. This is drastically lower than these students college level pass rates in reading and math (about 50%). If we lower our science cut score *at least* to 40, 47% of the students above would have placed in college level science, bringing science placements in alignment with placements in math and reading.

#### IV. Discussion

The task force was created and this research undertaken not only because the Program of Basic Studies was long overdue for a thorough evaluation but also because of a growing sense

among faculty, staff, and administration members at UMPI that we may be causing more harm than good by requiring the current number of remedial courses of so many students, both of which seemed out of alignment with current national standards.

In 2007, Dr. Allen Salo, Professor of Psychology at the University of Maine at Presque Isle, conducted a study of student retention at UMPI which included some work with PBS courses and their impact on retention. He observed: “Clearly, the data reveal many students are attriting when they have to take or fail to complete PBS courses such as PBS arithmetic and/or writing”. He went on to note that “all evidence suggests PBS required courses are a real “bottleneck” for student retention” (Salo, 2007, p.11). Dr. Salo’s report is also included as an Addendum to this study.

These concerns are supported by Attewell, Lavin, Domina, and Levey, who conducted a thorough review of the existing literature as well as their own data analysis. In the article *New Evidence on College Remediation* published in *The Journal of Higher Education* in 2006, they reported that “taking some remedial courses did modestly lower student chances of graduation, even after we took prior academic preparation and skills into account. Student chances of graduation were reduced between 6% and 7%” (Atwell et al, 2006, p.915). At a school the size of UMPI (1300-1400 head count), improving our retention through to graduation by 6% would be fiscally significant.

One of the conclusions reached by Attewell et al (2006) noted that “taking remedial coursework in reading at a four-year college had a clear negative effect on graduation even after we controlled for academic skills and background. This did not occur for remedial writing courses. The effect of remedial math courses was ambiguous.” (2006, p.916).

Our study of the effect of remedial or developmental math on the UM-Presque Isle campus is far less ambiguous. The correlation between our students’ arithmetic test scores and algebra test scores is weak: .311 for the combined fall 2008 & 2009 cohorts. However, on average, 79% of students taking the arithmetic test score below the cut score of 60 and are required to begin with Mat 13 (which is a prerequisite both to Mat 17 and Sci 12). Thus, students taking Mat 13 spend at least two semesters and up to 9 credit hours completing coursework that does not count toward graduation. With regard to retention, our data shows that students who take Mat 13 are far less likely to persist than students who do not.

In the spring of 2010, the College of Arts and Sciences was unable to offer a section of Mat 13 Foundation for College Mathematics. The department decided to place students directly into Mat 17 rather than keeping them from enrolling in developmental arithmetic, and thus placing them a further semester behind in coursework. In the testing cohort for the spring, 33 students sat for the math placement tests; 15 of them would have branched into the arithmetic test if it had been offered. Six students who, as a result of their algebra scores would have taken the arithmetic test and likely placed into Mat 13, took Mat 17 in the spring 2010 term instead. Their scores and grades are shown below.

Student	Algebra Score	Grade in Mat 17 Spring 2010	CGPA Spring 2010

	51	32	B	3.000
	60	26	B-	2.750
	93	28	F	1.383
	40	21	B	3.083
	09	24	L	0.000
	64	24	B-	30357

While far too small to be a valid sample, these students' performance in Mat 17 indicates that most of them were not harmed in their developmental algebra course by not previously completing the developmental arithmetic course. This, along with results from Dr. Salo's report for the Melmac grant (2007) and conclusions from Attewell et al (2006), suggest we should take a hard look at requiring two levels of developmental math for some students. We may be doing more harm to retention and persistence by requiring too many developmental classes of too many students. Another problem with the current placement test system is that Basic Statistics is the general education math course of choice for the vast majority of our incoming first year students. Basic Statistics is not an algebra based course yet our placement instrument for Basic Statistics tests for algebra proficiency.

Our studies show that students who take one or two PBS courses are less likely to persist than students who take no PBS courses and students who take three or four PBS courses. These results indicate that students requiring more remediation benefit from the developmental coursework but that requiring this coursework of students who show limited need for remediation reduces their persistence.

From the findings of this 2010 PBS Task Force as well as earlier research conducted at UMPI (Salo, 2007), and the comprehensive study by Attewell et al (2006), it is clear that adjustments to our Program of Basic Studies along with a continued review of student performance and persistence is warranted.

## V. Recommendations

### **Developmental Arithmetic**

Based on our findings regarding Mat 13, the Chair of the College of Arts and Sciences will recommend to the department that the pilot study begun (albeit inadvertently) in spring 2010 (in which students who would otherwise test into MAT 13 were placed directly into MAT 17) be continued for the fall 2010 cohort. For purposes of studying this group, we will maintain the branching profile in the math test to obtain arithmetic scores for students scoring below a 40 on the algebra test. This will give us more concrete information about whether students scoring below a 60 on the arithmetic test are substantially harmed by going directly into developmental algebra.

### **Developmental Reading**

We recommend that the “recommended” placement scoring range be eliminated and that the lowest (former) recommended cut score of 67 become the cut score for enrollment in ENG 101. Thus, the recommended scoring range of 67-77 should be removed; 20-66 would require enrollment in ENG 14; 67-77 enrollment in ENG 101 (provided that the WriterPlacer score is a 5 or better); 78 and above a recommendation for enrollment in Honors History courses. Furthermore as a one unit increase in a student’s reading score results in a 13% greater chance of graduation within 6-10 years, we recommend a study of supplemental instruction models such as the Plato Learning System for self-paced tutoring with professional supervision. Further analysis is needed to determine the most appropriate score range within the reading placement test from which students would receive greater benefit from self-paced tutoring rather than automatic placement within ENG 14 (and thus move immediately into ENG 101).

### **Developmental Science**

The data illustrates the necessity to reset our science cut score so our exams are appropriately calibrated between reading, algebra and science. Currently, the cut score for science is unrelated to reading and algebra whereas the algebra and reading scores have a statistically significant correlation. The above analysis indicates that a revised cut score of 40 would bring the science placement into closer alignment with those in reading and algebra in terms of predicting future college success. Thus, we recommend the use of 40 as the placement cut score for enrollment in a General Education science course for the 2010-2011 academic year. Roughly, this would mean that (given historical trends) about 30% of students would score into SCI 12 (whereas 70% would score into a General Education science course). Since 1993, out of 918 students identified as pertinent to this study, 594 received scores greater than or equal to 43 (with 355 graduating within the time frame). Of the 324 scoring lower than 43, only 137 graduated, with 170 dropping out or transferring from UMPI and 17 remaining enrolled. In other words, of those scoring greater than 42 (and not having to enroll in SCI 12), 60% graduated; of those scoring 42 or below, nearly 60% *did not* graduate. We recommend tracking the success of students within General Education science courses and their overall persistence rates for those who test between 49 (the current cut score) and 36 and to prepare a preliminary report of these results prior to June 1, 2011. We further suggest that the “recommended” range be removed from the placement test option, resulting in either placement in SCI 12 or placement directly into a General Education Curriculum science course. The recommended cut score adjustments will both bring the science placement into alignment with the reading and algebra placement examinations and apply developmental coursework in science to students most in need.

We recommend investigating supplemental instruction models such as the Course Plus model being implemented at Bridgewater State and employing the Plato Learning System for self-paced tutoring with professional supervision.

### **Developmental Writing**

Based upon an analysis of the success rates of students scoring a “5” on the Write Placer examination in regards to their subsequent work in ENG 101, we recommend that “5” be the cut

score for placement in ENG 101. In the fall of 2009, 22 students scoring a 5 on the WritePlacer test took ENG 14. 72% earned a grade of B- or higher indicating that the course may not be necessary for them. Therefore, in summer and fall 2010 and spring 2011, students receiving a “5” will be advised by a qualified instructor who will assist the students in assessing his or her perceived strengths and needs in writing competency. Students scoring a 5 may elect to enroll in ENG 14 or ENG 101, based upon on their guided self-assessment. A study of the effects of this alteration will be completed by June of 2011 and a final recommendation made at that time.

### **Changing developmental coursework to credit bearing courses**

We strongly advise that Sci 12 and Eng 14 become credit bearing courses toward graduation. The study suggests that Eng 14 does not have significant impact on students’ performance in subsequent college level courses. We recommend that appropriate faculty members within the respective make the appropriate revisions.

### **Native American Persistence**

Native students who are supported the North American Indian Waiver and Scholarship program are more likely to persist than those not eligible for the waiver. Though this result was not shown to be statistically significant, we nevertheless believe it supports the importance of this program for our eligible Native students.

The only statistically significant effect on persistence in regards to Native American and First Nation students is GPA. Each unit increase in GPA (.33) leads to a 51% increase in persistence. Other factors such as age and gender were not found to be statistically significant. Number of PBS units taken was also not found to be significant in improving persistence. This result is commensurate with our findings in the general students population, namely that that our PBS program as currently designed does not significantly contribute to persistence.

### **Tutoring**

Based upon several of the recommendations made above, we strongly advise that a comprehensive review of the current (professional and student) tutoring process by undertaken immediately, and completed by spring 2011, to ascertain how our institutional tutoring may best be employed to increase student persistence rates. We further recommend that the tutoring system be studied to determine the best possible alignment with remaining developmental (and General Education) coursework.

### **Concluding recommendations**

The PBS Task Force must reconvene and continue to study and revise existing developmental coursework and testing procedures. More study needs to be conducted to verify

the accuracy of our cut score recommendations and to ascertain whether additional curricular changes need to be undertaken.

### References

- Attewell, P., Lavin, D., Domina, T., & Levey, T. (2006). New evidence on college remediation. *Journal of Higher Education, 77*(5), 886-924
- Salo, A. (2007). MELMAC data report for: Support early success in college. Presque Isle: University of Maine.
- National Center for Education Statistics. (2003). *Remedial education at degree-granting postsecondary institutions in fall 2000*. Retrieved from <http://nces.ed.gov/surveys/peqis/publications/2004010/>

Appendices

- A. Impact of Developmental (PBS) Coursework on College-level Coursework (Dr. Jing Qi)
- B. Study of Reading and Mathematics Placement Scoring as Predictor of Science Placements Scoring (appropriate calibration of placement “cut” scores) (Dr. Jing Qi)
- C. Effectiveness of ENG 14 in Preparing Students for ENG 101 (Dr. Jing Qi)
- D. Summative Report on Effects of Developmental Coursework upon Retention Rates (Dr. Jing Qi)
- E. MELMAC Data Report For: Support Early Success in College (Dr. Allen Salo)

### ***Project Compass: Mini Grants***

Mini-grant provided for faculty and staff professional development opportunities. The funding opportunities ranged from curriculum revision to symbolic inclusion, focused on tribal community knowledge. A total of nine mini-grants were awarded. The following provides a detailed description of project outcomes.

#### ***Psychology Course Revisions: Spring & Fall 2009***

Alice Sheppard

When I began my psychology course revisions for Project Compass, I knew little about the grant's objectives and structure, and precious little about Native Americans themselves. Thinking back to my third grade class in California, the social studies unit on the local "Digger" Indians (Thamien Ohlone), must have sparked an abiding interest. Class field trips to the New Almaden quicksilver mines where Indians obtained cinnabar for face paint and to the Santa Clara mission that brought them "civilization" made Indian life immediate and relevant. But no one asked the question, "Where are they [the Indians] now?"

For many years my interest lay dormant. I was fascinated by Native history and culture, but lacked extra time or any real incentive. A couple of events helped bring everything together. First, in Spring 2009 an assigned research project in Lifespan Development on ethnicity caused Glenda Wysote-Labillois to share a document on The Native Lifecycle. For years I had been teaching Erik Erikson's psychosocial theory in an effort to be inclusive, explaining his initial fieldwork with Lakota Sioux and Yurok tribes. My graduate education had also emphasized the subjectivity of cognition and worldview. The possibility of combining developmental theory with fresh perspectives on Northeastern indigenous experience seemed like a logical path for my professional development. I had been following Pat Paul's *Wulustuk Times* for some months, which was my major introduction to Wabanaki social issues. When the call for mini grant proposals was sent out, I proposed extending the curriculum in Lifespan. But that was not to be. I was told that proposals for spring 2010 would not be considered.

Another seemingly-chance occurrence took place at the June 2009 International Society for Humor Studies conference in Long Beach, California. My only outing between tightly-scheduled presentation panels was to a bookstore a couple blocks away. When I browsed through the humor section I spotted *Me Funny* by Drew Hayden Taylor ("the blue-eyed Ojibway"). It was an edited collection by writers, linguists, and stand up comics. It also included a chapter by Thomas King. Reading it on the flight back home, I soon came up with an alternative idea. I would use Native humor in my social psychology class to break down prejudicial barriers and open windows into Native societies.



## *Social Psychology*

My proposal for Fall 2009 was as follows:

1. Students will read playwright Drew Hayden Taylor's collection *Me Funny* (2006) that analyzes and presents examples of humor from First Nations people.
2. Students will write a short paper discussing humor and stereotypes.
3. The instructor will read books and articles on Native history, experience, and identity. Concepts will be integrated in the course wherever possible.
4. Students will view and discuss documentaries on Native American history and traditions.
5. Guest speakers will be invited into the class.

The fall course in Social Psychology enrolled 19 students; the spring semester, 16. Each student was loaned a copy of the textbook, purchased by Project Compass. The unit was introduced using the Film Board of Canada's DVD *Redskins, Tricksters, and Puppy Stew* (Taylor & Basmajian, 2000). The film featured many of the same performers and writers who contributed to, or were mentioned, in the book. I think this helped students enjoy and appreciate reading. A segment of Thomas King's *Dead Dog Café* was shown in the film (and presented in the reading). Amazingly—and unknown to me until the start of the semester—Thomas King himself spoke on campus a few days later. Judging from the papers, as well as comments, the experience was a success. Students became aware of the role of humor in Native cultures, and I think that stereotypes were diminished to the realization that many Natives have a strong sense of humor.

Another serendipitous event was the fact that I was able to attend the conference on Wabanaki Perspectives and Human Awareness, one held at the University of Maine at Augusta on October 13-16, 2009. I learned about it only at the last minute and scrambled to arrange a bus/car/van trek. The conference was incredibly informative. I not only have met many people and learn many things, but I returned with a film list of educational significance. Added to my purchases were *Way of the Warrior* (Loew, 2007), *Invisible* (Hanson, Westphal, & Francis, 2005) and *Homeland; Four Portraits of Native Action* (Grossman, 2005). I presented *Way of the Warrior*, a program on Native veterans, to my class on Veterans Day.

Another social psychology topic was health and wellness. I used the film *Native American Medicine* (Broscombe, 2002) in one of my classes. I had recently met Solomon "Rocky" Bear, a Maliseet elder and Medicine Man, and invited him to speak to my class. Rocky began with a smudging ceremony, and kept the class spellbound for the next hour. No one left early. About a month later, I invited his sister, Gwen Bear from the University of New Brunswick, to present her experiences. This, too, was a memorable presentation.

The semester closed with a showing of *Twelve Days of Native Christmas* (Robinson, 2009). Students discussed the cultural symbolism depicted in the film.

I also spent considerable time corresponding with Daryl Hunter of New Brunswick, who agreed to help create an interactive website of Native world view. This was labeled “Skidgin Universal View” (2010) to reflect the Maliseet term used to refer to themselves—“Skigin” or earth walkers. The primary symbols include the drum, smudge, smoke, eagle feather, person, and animal. Tobique community spokespeople were asked to evaluate the site before it was released.

The only area of the proposal that I was unable to complete was the use of *TurningPoint* presentation package as a means to poll and provide immediate feedback to students on discussion issues. As I stated in the proposal:

Awareness and views of Native issues will be assessed using a technological instrument, *TurningPoint* software and *TurningPoint* RF response cards, allow PowerPoint presentations to pose questions and collect categorized responses. For example, questions of knowledge or viewpoints may be posed prior to an instructional units, and repeated afterwards. All information can be collected anonymously, allowing students complete freedom of expression. Issues of diversity and belief will be discussed based on responses.

Because this was considered a form of technology (software and response cards) the grant would not permit its purchase. Thus, the data could not be collected that would have allowed a more systematic assessment of learning effectiveness.

I had also budgeted salary for some of my preparation time during summer, 2009. Other costs prevented my collecting any of that.

In the spring semester, the same syllabus was used for Social Psychology. The readings and films were the same, with the addition of a showing of *River of Renewal* (Kohler, Most & Michelson, 2009). This film shows a three-way conflict between tribal members, fishermen, and farmers. It also fit well with the unit on the environment in social psychology. Guest speaker for the semester was Gail Nicholas of Tobique First Nation. She spoke on child welfare and adoption in Native communities. Three psychology classes joined together for her informative presentation.

### *Lifespan Development*

I mentioned above my intention of expanding Glenda Wysote-Labaillois’s 2009 University Day presentation on “Native Stages of Life” with a more systematic application of Erik Erikson’s theory. Accordingly, for two sections of Lifespan Development in Spring 2010 I assigned Patricia Riley’s edited collection, *Growing Up Native American* (1993). Students worked toward both a small-group presentation and an individual paper on their selected chapter. The assignment read:

*Group PowerPoint Project:* This semester the projects will focus on the lifespan theory from Erik Erikson. Erikson studied two Native American tribes when

developing his theory. Your group will select a reading from *Growing Up Native* (each group will take a different chapter) and evaluate how well the theory applies to your author's experience. A series of films will be shown in class to help increase your understanding of Native culture needed for the project. Your project will be presented in PowerPoint format for University Day.

The films were shown on a near-weekly basis and included one on Erik Erikson's theory (Everybody Rides the Carousel), another on his life (Erik H. Erikson: A Life's Work), which included scenes from the Oglala Sioux reservation taken in the 1930s. Ones on Native experiences and stages included Self-Esteem for Native American Students (Arsenault, 1998) and ones on family, boarding school experiences, and identity in two cultures. Old age was represented by Joseph Campbell's *The Hero's Journey* (2003), which pointed out that this octogenarian's lifelong interest in mythology was initially sparked by an interest in Native Americans and their stories. Students were required to rate and comment on each film anonymously.

Both sections were privileged to hear Native guests: Glenda Wysote-Labillois of Listiguj, Quebec and Caroline Ennis of Tobique First Nation, respectively. Both emphasized their personal experiences in their cultures.

Many other films, books, and journal articles were used to expand my own knowledge and framework from which to aid the students.

### ***Wabanaki Heritage Garden: Fall & Spring 2009***

Alice Sheppard & Dave Putnam

Alice Sheppard's and Dave Putnam's *Wabanaki Heritage Garden*, featured plant specimens used by local tribes for food, healing, dyes, ceremonies, and artifacts. Project Compass provided the opportunity to install a garden and promote knowledge of ethnobotany, ecology, and Wabanaki culture. Stage one was shaped by the needs of a non-native senior environmental science student with the assistance of two professors and tribal elder. The student utilized the opportunity to complete her senior project. The garden area site was cleared of existing vegetation and two cubic yards of natural humus were added to provide nutrients and moisture for the woodland plants. Stage two consisted of eight weeks of solarization. A clear plastic was placed over the soil and weighted down to kill any weed seeds. And a *Wabanaki Heritage Project* sign was placed in front of the area stating, "This area is being managed scientifically to prepare the soil for new plantings without the use of chemicals. Please do not disturb the site."

The following were additional activities carried out during the fall semester. In order, to accommodate bog plants, a small rigid pond liner was buried. A community of bog plants including pitcher plants, Labrador tea, and bog cranberry were placed in this container. A few plants were obtained through mail-order, notably the yellow lady slippers and the blue cohosh.

In addition, Jennifer created a report that described all of the plants she had learned about that would be appropriate for the garden (**Appendix B**).

During the spring semester a tour of the garden was scheduled for Earth Day, 22 April 2010. This highlighted the need to get the plant labels installed, as well as to have the brochure. Jennifer designed a brochure using Publisher (**Appendix C**). This was handed out to those on the tour. Alice Sheppard designed the plant labels using *Illustrator*, which displayed the Wabanaki, Latin, and one or more of the common names. Jennifer and Alice worked on locating the names, which turned out to be more challenging than anticipated. In some cases it was unclear which was the correct Latin name (i.e., which species was appropriate), and in other cases there were multiple Native American names or no name at all that could be found. However, as is the case with language and culture, different parts of a specific plant had different names and provided us a window into Indigenous culture. Francis' and Leavitt's (2008) *Passamaquoddy-Maliseet Dictionary* proves especially useful.

Plans are underway to add additional plants and replace any that did not survive the winter. Several local people have offered contributions, such as the wild Ginger, ostrich ferns, and wild Mountain cranberry that were recently added. Randy Martin donated brown ash trees that will be planted at garden's edges. In addition, we plan to add additional landscaping in the form of a Native American sculpture, as well as moss covered boulders to help make the area look more natural.

The project was a success and collaborative process. Professor David Putnam, Master Gardener and Professor Alice Sheppard, Maliseet elder and traditionalist Solomon "Rocky" Bear, undergraduate Jennifer Prokey, and Project Compass staff all participated. It is our hope that our *Wabanaki Heritage Garden* will be a significant feature of the university grounds for years to come and provide a sense of cultural inclusion for our students.

### ***Finding Their Voices: Fall 2009***

Jacqui Lowman

Jacqui Lowman's *Finding Their Voices: Communication as a Tool for Advocacy, Dissemination & Choice* program sought to assist historically marginalized students to use communication as a tool for support and distribution. *University Times* hired a Native American student to write several articles for the campus newspaper with the goal to improve relevant coverage of cultural issues and broaden reader's knowledge. The student was hired for \$250 per month and he wrote articles pertaining to: Project Compass hiring, Native Voices Student Organization, Native American Sweat Lodges, Micmac Bear Feast, and NERCHE's Portsmouth Conference.

Several issues related to health and student salary interrupted writing workshops and continued newspaper article development. Nevertheless, campus readership received coverage that we otherwise would not have been able to provide. Our Native writer learned more about writing and gained confidence in his communicative abilities.

***Introduction to Environmental Studies: Fall 2009***

Jason Johnston

Jason Johnston's *First Year Seminar* course integrated West Campus Woods (WCW) activities and Tobique First Nation (Maliseet) culture. Solomon "Rocky" Bear attended 6 classes and provided students information on native plants present in the university woods and campus grounds. Course participants engaged in several initiatives: mapped wood boundaries and trails, evaluated existing educational materials (webpage and brochure), designed a new trailhead, re-attached posts, cleaned up the woods, and delivered end-of-semester presentations to students and faculty.

Jason Johnston will complete several additional items prior to the conclusion of year-two funding. These activities include: develop a brochure on native plants found in the woods, construct a new trail section, and print new and durable trail signage. The knowledge gained will not end with grant completion. The information gleaned will be incorporated his *Introduction to Environmental Studies* course.

***Wabanaki: A New Dawn, Spring 2009***

Jean Henderson

Jean Henderson's *Wabanaki: A New Dawn* provided Houlton Higher Education Center (HHEC) adjunct faculty professional development. *Wabanaki: The New Dawn* (1996), a documentary was presented. The video exhibited the quest for cultural survival by today's Maliseets, Micmacs, Passamaquoddys, and Penobscots people, which included their heritages, beliefs and hopes, and the spiritual strengths of a people. After the documentary showing, discussion ensued.

Richard Silliboy (Aroostook Band of Micmacs) facilitated discussion regarding the survival of Native American cultural today. Participants included Imelda and David Perley (Tobique) and nine non-native adjunct instructors. Topics included: *An Act to Require Teaching of Native American History and Culture, LD 291*, an unfunded State mandate for public schools; Native American culture content possibilities across the curriculum; and local tribal community resources and issues (e.g., environmental impact and programs) that could be incorporated into current science curriculum. Based on the discussion, faculty participants were encouraged to review their class content and to document any future curriculum changes. In addition, HHEC instructors were made aware of the services and resource available to Native American students both at main campus and the center.

***Circle of Understanding, Culturally Responsive Curriculum and Instructional Approaches for Native Student Success: Fall 2009***

JoAnne Putnam

JoAnne Putnam's *Circle of Understanding Workshop* for faculty development featured three native educators and focused on regional Wabanaki culture, history, educational approaches, and

curricular issues. The objective of the workshop is to foster culturally responsive education that is grounded in regional Wabanaki history and culture and existing scholarly literature. A total of eight faculty members participated in the workshop.

Section One: Attendees were asked what courses they taught and how did they incorporate Wabanaki resources and content into their classes? Wabanaki content was integrated in several ways:

- Wabanaki films were shown
- Native American readings and papers were assigned
- Native American cultural events were attended
- Cooperative group assignments
- Cultural field trips
- Wabanaki guest speakers

Section Two: Participants were asked what resources they had utilized in their classrooms. The following items were noted:

#### Monographs

- *Wabanakis of Maine and the Maritime*
- *Race and Ethnic Relations*
- *Me Funny*
- *Where the Spirit Lives*
- *Out of the Depths*

#### Videos/DVDs

- *Wabanaki: A New Dawn*
- *Redskins, Tricksters, and Puppy Stew*
- *A Hero's Journey*

#### Native American Medicine Lectures

- Project Compass and guest speakers

The majority of attendees had visited a tribal community within the past year and found the workshop to be highly beneficial. The presenters and workshop content received excellent reviews. The entire group recommended additional workshops and the need to have more campus participation. Furthermore, future topics (according to ranked order) should focus on:

- Wabanaki History
- Drop-out/At-Risk Intervention Strategies
- Teaching Strategies/Learning Styles
- Medicine Wheel teachings
- Cultural values, beliefs, traditions

- Stereotypes, misconceptions, misunderstandings

Overall, the workshop was a success and issues discussed covered new territory for some who have been involved with tribal issues from several years. We have so much more to learn.

### ***Native Education Center Library: Fall 2009***

Luke Joseph

Luke Joseph's *Native Education Center Library* project focused on the purchase of relevant cultural books and journals. Native American topics ranged from history to non-fiction. This literary resource provides native and non-native students access to monographs and journals that have been overlooked or ignored by the institution. All 46 Native Education Center book titles have been catalogued and entered into the campus library database (Appendix D). This small reference collection has been utilized by several students and aids the overall campus because our institutional library has no budget. Furthermore, the Native Education Center books increase foot traffic and offer a vital resource to our students, faculty, and staff. This collection has been paired with three university computers and a new donated laser printer. The Native Education Center resources are creating a welcoming academic and social environment for marginalized students.

### ***Art Ceramics Inclusion & Ceramics Exhibition: Spring & Fall 2009-2010***

Renee Felini

Renee Felini's *Art Ceramics Inclusion & Ceramics Exhibition* sought to include Native American content through the use of unique tribal stories. When viewing Greek vessels that depict mythological stories on the surface of each vessel; a similar aesthetic could be accomplished with Native American folklore. The process of creating individual pieces would allow for a unique student learning opportunity. Seeing tribal stories depicted pictorially would provide for a more in depth understanding in addition to learning the stories from their peer selections.

UMPI students in *Art 242 Ceramics I* created pottery vessels that were on display in the *Project Compass Ceramics Show* during the entire month of April 2010. The funds provided students access to materials that are not normally available. They learned an alternative ceramics technique—underglazes that are applied on bisque-fired pieces like paints that are then fired a second time. A top layer of clear glaze was applied, requiring a third firing for each individual work. The process allowed for an opportunity to learn use new materials and promote Native American history.

Each student chose a Native American tribe and story from their selected tribe, which they depicted on the surface of vessels they created using the coiling technique. Some of the works narrate stories from tribes local to the region. The height and size requirements were developed collaboratively between the instructor and sixteen ceramics students. Class time was provided for meetings to discuss the aims of the show. Students sat in a circle and openly shared their

ideas and stories with one another. Just as birth was given to the project in this way, the configuration of the display was also circular, representing the unity and teamwork necessary to execute such a project. The stories narrated in a pictorial manner on each vessel were accompanied by a summarized written version in the show. On each statement a student's name was seen at the top followed by the name of the story they chose and the tribe from which it originated.

Community support was provided for the show through donations arranged by myself. S.W. Collins, a local building supply company, donated show materials and the Northeastland Hotel and Hedrich family donated the 450 Main Street downtown location for the show. The exhibition was open throughout the month by appointment. Two full days were also offered to the community to come in during open hours 9am to 5pm, both Native Appreciation Day and University Day. The closing night for the show, April 30, 2010, students shared in the responsibility of providing food and beverages. The community was invited to celebrate the completion of the exhibition. A total of about seventy-five people viewed the show throughout the entire month. The local television news, WAGM, provided coverage of the event as well as the local paper, the Star Herald.

This project was successful. The greatest joy came from watching a young child with her father reading each text version and matching the story to the scenes depicted on the vessels. The child asked if she could take one of the show pamphlets with all the stories so she could read them all again later. If this were to be done again, journal assignments would be assigned before and after the event to capture student reactions. Furthermore, the process would be better facilitated if the show and class were done simultaneously.

Personally, I gained a respect for the rich histories of the individual tribes we covered. I had never heard the majority of the stories shared and students mentioned their lack of knowledge of the subject matter covered. Ceramics is a great complement to the Native American culture because of the close connection of each to nature. It was interesting to see how the tribes explain this relationship through their stories. I learned a lot as an instructor during the production of the *Project Compass Ceramics Show* and also have a better understanding of ordering supplies for a large number of people and coordinating the use of the materials.

Below is a breakdown of my Project Compass Mini-Grant Budget:

Pottery Supply (Glazes)	\$748.46
Jars/Containers for Glazes	\$312.90
Plywood	\$227.70
Lighting Supplies	\$260.97
Frames/Reception Materials	\$94.97
Poster	<u>\$15.00</u>
<b>Total</b>	<b>\$1660.00</b>



## ***Appendix B: Wabanaki Heritage Garden***<sup>1</sup>

Alice Sheppard

Wabanaki Garden Project

Wabanaki-Penobscot-Maliseet-Micmac

This list focuses primarily on the plants that may be cultivated in the garden. This list is not exhaustive as other plant species are of importance in the Wabanaki culture.

[\*Abies balsamea\*](#) Balsum fir-known as “stogun” to the Micmac

Full sun and well-drained yet moist soil that is slightly acidic. Up to 60 feet tall with needles up to ¼ inches long, with two whitish lines beneath. Stalkless with enlarged saucer like bases, which are arranged in two sided flat sprays. The twigs are bare and smooth. The cones are 1-3 inches long and purplish to green. The bark of the younger trees is smooth with numerous resin blisters. Balsum firs are found in cool moist woods.

The pitch contained in the blisters is a concentrated emergency food. The soft inner bark (cambium) can be dried and ground into a nourishing meal when mixed with flour.

Precautions: nauseating in large doses, and some stomachs do not do well with it at all.

[\*Achillea millifolium\*](#) L. Yarrow-Millifolium is Latin meaning many leaves.

Milfoil, thousand-leaf, bloodwort,

Yarrow is a hardy, rhizomatous perennial plant with fragrant foliage. Its height 1 m unless mowed into dense patches. Stems are mostly unbranched with leaves that are lanceolate and finely divided. All the leaves bear soft hairs, and give off a lovely fragrance when crushed. The basal and lower leaves possess petioles while the upper leaves are alternate and sessile. The upper leaves are also often shorter than the leaves on the lower stems. The roots of *Achillea* are deep, extensive and fibrous an adaptation, which helps the plant to tolerate dry spells. The numerous, white, occasionally pinkish composite flowers bloom in June throughout summer. Individual flower heads terminating the branches are 3-5 mm in diameter. Each individual flower head possesses 2-4 mm long ray flowers, and 10-30 cream to yellowish central disk flowers. The seeds are encompassed within a fruit, or winged achen, which is 1.5-3mm long, oblong, compressed and margined. As a food source it is high in vitamins A and C.

Propagation: *Achillea* reproduces by seed or rhizomes. Germination occurs in late April till early May. It can be planted from seed sown with fine moist soil. Root division of clumps can also propagate this plant. Distributed throughout the United States, common in the eastern states. Bone meal supplemented into light sandy soil is preferable. Sandy soil produces a more fragrant herb. They like to be ten inches apart, and may be a bit weedy thus constrictions is suggested. It is ready for harvest in the sign of Cancer but they do bloom until Libra. Leaves dried at 90-100 F or 32.22-37.78 degrees Celsius are preferable, if not dried thoroughly and

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<sup>1</sup> Items listed in green already appear in the garden.

rapidly they will become dark in color. Yarrow can be an occasional substitute for cinnamon or nutmeg.

Homeopathic: Yarrow is often called the “nose bleed plant” because it was used for this purpose. By stuffing the leaves up ones nose the plant has a corragulant effect stopping the bleeding. It is a popular plant in homeopathic medicines and poultices often are made in which to induce sweating and open the pores of the skin for colds and fever. A hot bath with yarrow leaves is particularly helpful, as it reduces swelling. Yarrow tea is traditionally prepared by steeping the leaves for about an hour and then adding to milk and honey. This tea relaxes blood vessels benefiting people with high blood pressure.

In modern homeopathic medicinal practices yarrow essential oil is used for the treatment of wounds. The stalk may be dried, pounded into a mash, and applied to bruises and sprains. It is also used to relieve menstrual and urinary disorders. (Ody, 1995)

*Acorus calamus* Sweet flag or calamus root “Giw-hiz-awas?” The epithet calamus is derived from the Greek word calamos meaning “reed.”

The Acoranceae family is in its own order Acorales. *Acorus calamus* is one of two other species within the genus. I find it intriguing that most species of this order give off a considerable amount of heat from the spithe when flowering noticeably changing the air temperature around the plant. Flowers from May to August.

Propagation: The seed does not require stratification and germinates in about 2 weeks. Transplant seedlings 1 foot apart. With adequate moisture the seed may be sown outside in spring and early summer. Easily propagated through root cuttings.

- A spicy smell of the leaves (some say it smells like lemon) and rootstock may be detected.
- Both the leaves and rhizome are said to be psychoactive, particularly the leaves. In small doses it has a calming sedative affect. Calamus root is used as a flavoring in alcohol. The rootstocks can be candied as they have a bitter and pungent taste and this improves the flavor.
- The muskrat has significantly aided the calamus root in growth throughout the U.S. by helping to spread distribute the roots. Muskrat stew ([create a link](#))

The plant has a rich ethnobotanical history dating back possibly to the time of Moses in the Old Testament of the Bible and in early Greek and Roman medicine (Motley, 1993). The leaves were placed on the floors of medieval churches and houses for freshening the air and as an effective insecticide. Sweet flag is thought to have originated in India having then spread by trade routes, as it was used for its insecticide and medicinal properties. Its been said that invading Mongolians would plant calamus in the water which they intended to drink, believing that the plant would purify the water. It has been called “Mongolian poison” as people where freaked out when they saw it growing places after this assosiation.

Homeopathic uses: Calamus is an introduced plant brought here with European settlement for medicinal uses. The main chemical components of *Acorus calamus* are Hydrocarbon, Acorin, Trimethylamine, Asarone, acorenone, beta-asarone, calamendiol, a-selinene, camphone and shyobunone (<http://www.a1b2c3.com/drugs/var002.htm>). It eases and relaxes the bowel. In traditional Chinese medicine it is used to treat dizziness and epilepsy. It can be used as an anti-anxiety medication. The average dose is two ounces of root at a time.

Precautions: Do not confuse with blue flag, which is very poisonous. (The leaves of blue flag are odorless, and those of sweet flag glossier.) As calamus is a wetland plant keep in mind that the root will intake whatever is in the water to an extent, and that collecting medicine from polluted watersheds is counterproductive. Swallowing the root may cause a stomachache in some people. The FDA considers calamus unsafe for human consumption (though it is legal) because of the chemical found within the calamus root from India (beta-asarone) is a carcinogenic when fed to mice in large doses. The North American variety contains only Asarone. Keep in mind that there are a number of varieties per species.

#### *Alnus* Alder-

Deciduous leaves, alternate, simple, mostly ovate or elliptical, doubly saw toothed, with paired stipules which shed early. The flowers are male and female on the same plant (monocious) tiny, greenish with no petals. Males are narrow catkins and females short cone like clusters with 1 pistil. Small nutlets are short winged and 1 seeded.

Native use: The bark was steeped in water to make a tea and taken to relieve cramps. In order to heal festers of the skin the leaves and bark were made into a poultice and applied. Boiled and mixed with porcupine fat it was used as a laxative.

#### *Anaphalis margaritacea*-Pearly Everlasting- The epithet margaritica is Latin for “pearl like” Composite

A perennial rhizomatous plant. Each erect softly pubescent stem grows 1-3 ft tall. The narrow leaves 3-10 cm in length, sessile, entire and linear to lancelet, woolly white and grayish green. The flowers heads about 1 cm wide are white with barks arranged around a yellow eye.

Homeopathic uses: An infusion of the whole above ground plant is good for loose bowels and the lungs also stimulating the appetite. A decoction is used externally to treat bruising, swellings and rheumatism.

#### *Arctium minus* syn. *minor* Common burdock- Smaller burdock, clotbur, begger’s buttons, cockoo-button, cockle button, lesser burdock.

Burdock is a biennial plant producing within its first year a rosette that is 1.5 m erect. In its second year the stems are hollow, grooved, hairy and branching. The large alternate leaves are 50 by 40 cm and narrowly or broadly ovate. The base hearts shaped leaves have hollow petioles and wavy margins. The top of the leaf is smooth and dark, while the underside is wooly.

*Arctium minus* possesses a thick fleshy taproot that burrows 30 cm or so below the soils surface. Its flower heads are 1.5-3 cm in raceme like clusters or in leaf axils at the end of branches. The bracts have a cobweb like pubescence and the outer bracts terminate in hooks, which act like Velcro. The purple disk shaped flowers bloom in ??? The burs on the stems persist throughout winter into spring. This plant grows throughout most of the United States. The seed is encompassed in the 4-7 mm long, achene fruit which possess a pappus of short bristles. Remarkably the flower when dry also bristles and the resulting bur is what catches on clothing and fur to reach its next destination. The young stems may be eaten raw or cooked in 2 changes of water and the pith of the roots boiled like parsnips (Rodale, 1978). The burs can be eaten when still green by shelling them and eating like any other vegetable (Runyon, 1985). Great burdock is cultivated for its roots in China as Niubang. The stalks can be simmered in sugar syrup to make candy (Peterson, 1977).

Homeopathic uses: The roots of the common burdock where used as an emetic??? (Fielder, 1975)

[\*Artemisia vulgaris\*](#) Mugwort- Chrysanthemum weed, wormwood, felon herb.

*Artemisia* is a perennial plant with aromatic foliage. Stems are erect and branched in the upper portion becoming woody with age. The stems are brown, red or purplish and ridged. The leaves are simple, alternate and 5-10 cm wide with large pinnatifid lobes and wooly underneath. Leaves upon the upper portion of the plant have linear lobes and are more deeply pinnatifid. The flowers are produced from July to October in inconspicuous composite heads in clusters at the terminal stems. The flowers are disk like and greenish yellow. The seeds are enclosed within an achene, which is brown and oblong. Viable seeds are rarely produced, except in greenhouses (Uva et al, 1997).

Propagation: Reproduction is generally asexual by rhizomes and rarely by seed.

[\*Arctostaphylos uva-ursi\*](#) Bearberry- Kinnikinick

Ericaceae zones 2-6. Bearberry prefers very well drained soils that are infertile sands or rock surfaces with partial to full sun. A low trailing shrub with papery reddish bark and small paddle shaped leaves. The flowers are egg shaped and white. The fruit is a red berry. The fruit may be eaten and are more palatable when cooked with cream and sugar. The dried leaves are a tobacco substitute.

Propagation: By seed is difficult requiring an acid bath to scarify them for thirty to sixty minutes followed by cold stratification for three to five months. Cuttings of the hardwood may be taken in the late fall and winter requiring a high concentration of rooting hormone. Bearberry was

used in religious ceremonies in the Native culture. It was mixed with tobacco and other herbs and used for smudging. Bearberry tea was used to treat an inflammation of the urinary tract. Some tribes powdered the leaves and applied them to sores; some drank it to treat STI's.

*Asarum canadense*- Wild Ginger-Canadense means to be a Canadian native, or from the far north of the United States.

The long rootstocks boiled until tender and simmered in sugar syrup make a nice candy. A substitute for commercial ginger.

Homeopathic use: the ginger can be boiled and used as a poultice for earaches.

*Asclepia* Milk Weed – Asclepiadaceae

*Asclepia* like well drained moist soil of meadows and roadsides with partial shade to sun. Zones 3-9. This perennial plant has erect stems, which emit a milky sap when broken. It reproduces by seeds, which spread by wind in late summer and fall as well as rhizomes. Stems emerge in April and May most from over wintering root buds. Young leaves are opposite, dark green, pointed at the apex, waxy and with a prominent white midvein. This plant does not flower in the first year of growth. Mature plants are hollow and erect becoming slightly red with age with a soft white pubescence. Mature stems are usually unbranched. Mature leaves are oblong-elliptic to oval, 7-20 cm long, opposite and occasionally whorled. A prominent white midvein is present and margins are entire with pinnate veins, which do not reach the leaf margin. The roots are fleshy and thick and white with rhizomes. The umbel flowers of *Asclepia* are present from late June to early August. Individual flowers are purplish pink to white, fragrant and possess five hooded petals above five sepals and styles united into a disk. The tear drop shaped pods, fruit are large being 8-13 cm long grayish green and with soft spines opening in early autumn releasing over 200 seeds at a time which terminate tufts of white hairs aiding in wind dispersal.

Propagation: easily from seeds collected in late summer and sown in the fall for spring germination. The larvae of the monarch butterfly depend on the foliage of this plant. This plant possesses vitamin A and can be frozen, pickled or canned. Young sprouts are boiled in several changes of water. The young stems and furry leaves are comparable to fried okra. The roots and young pods can be eaten cooked, pick before turning elastic and boil for 3 minutes in 3 changes of water (that is already boiling) this removes the bitter milk (which is mildly toxic). The pods split lengthwise, salted and dipped in flour or oatmeal and fried are tasty. The flowers can be boiled for a moment then dipped in batter and fried. A good brown sugar can also be made from the flowers.

Native use: Used extensively by Native Americans. It is reported that the Indians ate *Asclepia tuberosa* tubers (Medsger, 1966).

Precautions: Do not confuse the young shoots with dogbane.

[\*Caulophyllum thalictroides\*](#) blue cohosh- Papoose root, squawroot, blue ginseng

Native use: Was boiled for a tea to prevent abortion, suppress profuse menstruation, and for uterine diseases.

[\*Chimaphila umbellata\*](#)-Pipsissewa “princes pine”- Pipsissewa is a Cree word meaning ‘it breaks into small pieces’

A decoction of the roots and leaves is reddish brown and a strong clean bitter tea.  
Homeopathic use: Pipsissewa leaves were used to heal cuts and treat bleeding (Fielder, 1975).  
Also known commonly as a diuretic in tea form.

Native use: This plant was used to treat blisters. A tonic was made from the roots of this plant and used for the treatment of urinary tract ailments.

[\*Cimicifuga racemosa\*](#) Black cohosh- Racemosa is Latin for “with racemes”

Rich weed, rattleweed, rattlesnake root, rattle-top, rattleroot, fairy candles, black snakeroot.  
White rank scented flowers.

Native use: The root was used by the Wabanaki people as a tea for kidney trouble, fatigue, and as a treatment for snakebites.

[\*Comptonia perigrina\*](#) Sweet fern-The Latin epithet means exotic, strange.

I believe that this refers to the plant being the only woody plant, which lives in the Northeast with fern like leaves. Myricaceae zones 2-6. Acidic infertile dry, sandy soils are ideal for this plant with partial to full sun. Flowers are yellow and green forming catkins in mid spring.

Propagation: Root pieces, which are dug during the dormant season. This plant fixes atmospheric nitrogen.

Homeopathic use: The leaves are rubbed against the skin to relieve poison ivy. The leaves can be steeped as a wonderfully fragrant tea. Sweet fern was once thought to aid in the health of unborn children if the mothers drank the tea.

[\*Coptis groenlandica or trifolia\*](#)—Groenlandicus is Latin meaning from Greenland. Trifolia means with three leaflets.

Native use: The leaves when chewed raw treat chapped lips. The roots are steeped for the treatment of sore eyes and as general stomach medicine. The leaves, stalks and roots all were used to make a yellow dye.

[Cornus canadensis](#) Bearberry-

The berries may be cooked like pudding.

Homeopathic uses: The leaves can be chewed and applied to wounds to quicken healing. The berries are a food source which although is mucilaginous and not very good high in vitamin C.

[Cypripedium-Ladyslipper-](#) Greek for Venus's slipper

Orcidaceae zones 4-8. Ladyslippers possess two sometimes three monocot elliptic leaves. It grows from rhizomes with fibrous roots. They store their food resources in a thick nest of roots that support 20 + flowering stems. The seeds lack endosperm and cannot sprout without beneficial fungi in the soil. It associates with at least six different kinds of rhizoctonia. A typical seedpod contains 10-20,000 seeds but they most often reproduce from rhizomes and not seed. Prefers moist acidic soils heavy in organic matter with partial shade. If the leaves look pale mix with a topdressing of dolomite. Granular fertilizer in the spring and a mulch of dead leaves in the fall are optimum. They resent root constrictions if planted in a greenhouse (which is difficult) they must be planted in flats. Constricting a plant from blooming the first year strengthens it. *Cypripedium macranthos* is one of most expensive to buy around 100 dollars per plant. Some ladyslippers are over 50 years old.

Propagation: clumps can be divided after flowering, best propagated by tissue culture. Keep in mind that a ladyslipper plant cannot replace its root tip. Bumblebees are lured by color and scent into the pouch. Once inside they find no reward and only one escape in which the flowers inner hairs deposit the pollen on the bee. However pollen is low, as bees quickly learn that they are being tricked.

Homeopathic: ?

[Erythronium americanum](#) Trout Lily, Dog toothed violet (after the shape of the tuber)

Liliaceae zones 3-9. Trout lily likes moist soil and shade as it thrives in cool conditions with a pH of 5-6. Trout lilies are 4-10 inches, with 1" wide yellow flowers sometimes speckled with brown and blooming in March-May opening only in the sun. The petals are yellow with purple streaks in the midrib. The sepals are yellow on the inside with purple on the back.

Propagation: Easiest by dividing larger colonies in late summer. The tubers can be separated and replanted immediately. Plant the tubers in groups of 3-6 inches deep 4-6 inches apart, do not let dry out. It resents transplanting. It takes four years to develop from seed. Sow from seed in moist conditions at 70-75 degrees for 4-6 weeks and then place in warmer temperatures. The bulbs leaves, flowers, flower buds, and flower stems can be consumed raw or cooked. The very

young leaves can be boiled and served with vinegar. The corms can be boiled for 20-25 minutes eaten.

Homeopathic: The juice from crushed leaves can be applied as a poultice to wounds. A poultice from crushed bulbs is used to reduce swelling.

Precautions: The plant is mildly emetic.?

*Equisetum arvense*- Horsetail- The Latin word arvenses means pertaining to cultivated fields. (Perhaps this is a common place to find this plant).

Field horsetail, common horsetail, horsetail fern, meadow-pine, pine-grass, foxtailrush, bottlebrush, horsepipes, snake-grass, scouring rush. The common name scouring rush refers to the plants use as a scoring pad. One can wash dishes in the river using this silica rich plant. In the spring the stems are whitish, succulent, unbranched and terminate in a fertile cone. Up to 30 cm high and approximately 8mm thick the stems have dark toothed sheaths at the nodes, which are 14-20 mm long. The teeth are attached and form a tube around the stem. After the spores are shed from the sporangium the stem dies and the vegetative stem appears. They are grooved, hollow erect and green and either grow erectly or prostrate at the base with an ascending tip. From the middle and upper nodes the branches grow in whorls attached below the toothed sheath and coated with hard silica deposits. The eight to ten joined leaves are small, scale like and black tipped circling the nodes. The extensive rhizomes can grow 1.5m below soil surface and are forked with a dark felt like coating and possess small tubers. Vegetative stems wither away by winter and are not generally found until succulent stems appear in the spring again. Horsetail is resistant to most herbicides used in agriculture and is a common weed found throughout the United States and Canada.

Propagation: *Equisetum* employs sexual propagation by rhizomes and sexual reproduction by means of spores. The rhizomes and their starchy tubers may be transported by soil to new areas.

Homeopathic use: Its aerial parts are used as an astringent, to stop bleeding, diuretic, anti-inflammatory, and tissue healer. Internally horsetail is a diuretic and cleanser of the kidneys. Potassium is often added to the treatment as a supplement. Do not use horsetail for more than two weeks at a time without a week of rest. Take in the morning on an empty stomach with minerals to supplement. A tea of alfalfa is complimentary to the medicinal attributes of horsetail. The plant should be gathered close to sunrise when they are full of juice and energy. If picked early enough they can be processed in a blender and mixed with a small amount of water. Strain the concentrated juice from cheesecloth. For each four ounces of juice add 2 ounces of vodka or brandy to preserve. Store in an airtight container in the refrigerator; shelf life is about sixteen months. The juice can also be frozen in ice cubes. The average dose is 1 teaspoon of horsetail daily.

*Fraxinus* Ash-



Homeopathic use: The stems of the ash tree were heated over the fire and the sap, which dripped out, was gathered warm and used as a paste over the ear for earaches.

Native uses: A tea made with the bark of the tea was drunk by woman after childbirth.

[Gaultheria procumbens](#) Teaberry- Procumbens means to lay flat on the ground.

Ericaceae zones 3-5. This charming plant likes acidic soil, either dry or moist with partial sun to shady conditions.

Propagation: By division of clumps or cold stratification of seed for one to three months.

Transplants easily.

Homeopathic use: A antiseptic wash can be made of teaberry.

[Helianthus tuberosus](#) -Jerusalem artichoke-

A perennial sunflower six to ten feet in height. The fresh tubers may be collected in the fall, eaten raw, pickled or boiled. They may be pickled by cutting into inch wide sections, boiling partially and soaking in vinegar and herbs.

Native use: The native peoples cultivated it for food and probably brought it to the east (Medsger, 1966).

[Heracleum lautum](#) Cow Parsnip-

The young stems and rootstocks resemble celery when cooked for 15-20 minutes in several changes of water. The roots can be cooked like parsnips and the seeds as a seasoning.

Homeopathic use: A preventive medicine and treatment for colds and influenza. The root was dug up, pounded until fine and simmered. The remaining concoction was used as a poultice for boils.

Native use: When green and light in color the Micmac used the plant for women ailments. When dark and ripe it was used for men. As a general preventative medicine it is steeped and worn about the neck to promote healing and ward of illness.

Precautions: Do not confuse with water hemlock.

[Hierochloa odorata](#)-Sweetgrass- Ceremonial

[Hypericum perforatum](#) St. Johns wort- Perforatum is Latin meaning “pierced with holes.”

Homeopathic: St. Johns wort has been used all across Eurasia, China, and England. Aerial parts and the flowering tops are used in modern homeopathic medicines. It is an external anti-inflammatory for wounds and joints. Taken internally it is therapeutic for anxiety and depression, due to its ability to stimulate serotonin. It is also taken internally for colds, diarrhea, and for premenstrual and premenopausal conditions. Internally it raises blood pressure and contracts blood vessels. Russian researchers have found it to be astringent, anti-inflammatory, and antiseptic, a promoter of tissue regeneration and a gargle for sore mouth and throat (March & March 1986).

Precautions: Prolonged use can lead to photosensitivity causing swollen and inflamed skin especially on the head. This can be a problem for grazing livestock who can be blinded with prolonged exposure.

*Juglans nigra* Eastern black walnut- The epithet *Nigra* means black Juglandaceae

A large tree with a open round crown and dark green aromatic foliage. 70-90 feet (21-27m) in height and 2-4 feet (0.6-1.2 m) in diameter. The leaves are pinnately compound 12-24 inches (30-61 cm) long and broadly lance shaped with fine saw teeth, nearly hairless above and softly pubescent below. The leaves turn yellow in the fall. The bark is dark brown with deeply furrowed scaly ridges. The stem pith is brown and chambered. The flowers are small, greenish and born in early spring. The males have 20-30 catkins and females are at the tip of the same twig clustered in 2-5 with 2-lobed styles. The fruit is 1 ½ -2 ½ inches (4-6 cm) in diameter, can be single or paired, and possesses a thick green or brown husk. It prefers moist and well drained soils. The husks make a black dye, and the wood is valued for gunstocks and furniture. Tomatoes and apples will not survive near an established black walnut tree.

Native use: The sweet edible four celled kernels have a pleasant but strong taste and are quite oily. The American Indians made great use of them as an article of food (Medsker, 1966). The nuts can be eaten raw and also ground into mealy flour and boiled in order to extract a excellent vegetable oil. The sap can be used in the same way as maple sap.

*Juniperous Communis L.* Ground Juniper- *Communis* is Latin meaning growing in common, general.

Cupressaceae zones 2-6. Ground juniper is usually a low spreading shrub but rarely it becomes a small tree with an open irregular crown. Its height is 1-4 feet (0.3-1.2 m), rarely 15-25 feet (4.6-7.6-7.6 m). The leaves are evergreen 3/8-1/2 inches (10-12 mm) long, awl shaped, sharp pointed and stiff. They are jointed at the base in 3's spreading at right angles. The leaves are whitish and grooved above, shiny and yellowish green beneath. The bark is reddish brown to gray, thin, rough and scaly. The twigs are light yellow, slender and angled in 3. The cones are ¼ -3/8 inches (6-10 mm) in diameter, berrylike, whitish blue and hard. They mature in 2-3 years and remain attached with 1-3 brown pointed seeds. They prefer sterile rocky soils with any pH,

abandoned sunny pastures. The crushed berries make a nice seasoning with meat. Juniper berries are the main ingredient in gin.

Homeopathic: The smoke of juniper is used in eastern temples for purification rituals. In ancient Egypt it was used in the process of mummification. The herb is taken internally to alleviate urinary infections. The essential oil is helpful for remedying chest problems, and aches and pains.

Precautions: It is not for use in pregnancy. Irritation of the mucus membranes can result if the herb is used for more than six weeks.

Propagate: by seed will require warm stratification for two to three months or cuttings treated with hormone.

Native Use: The Mi'kmaq and Maliseet drank decoctions of juniper bark, roots and needles to treat lung ailments such as colds, asthma, and tuberculosis. It is thought to be an effective treatment for the symptoms of multiple sclerosis. The tips of the branches were steeped into a tea which was used as a general tonic and for urinary tract ailments. The roots are an effective treatment of rheumatism first steeped and then the liquid was rubbed onto the skin.

#### [Ledum groenlandicum](#) [labrador tea](#)

An evergreen shrub which grows to a height of 4-5 feet, with irregular, woolly branches. The leaves are alternate, entire, elliptical or oblong. 1-2 inches long, the upper side smooth and woolly underneath with the edges rolled back. The large, five petal flowers grow in flattened terminal clusters, which bloom in June and July. The leaves are collected before the flowering tops begin to open. Labrador tea is found in cool bogs.

The tea made from the leaves steeped in hot water for five to ten minutes is similar to the Oolong tea served in Chinese restaurants. During the American War of Independence; the leaves were a common tea substitute.

Homeopathic uses: The leaves are diaphoretic. It is useful for treating coughs and irritations of the mucus membranes. An infusion can be made and used to soothe infections and rashes. A very strong decoction is used to kill lice. Overdoses of infusions may cause violent headaches. Slight narcotic?

#### [Lilium philadelphicum](#) or [canadensis](#)? [Wood lily](#)

Liliaceae Zones 3-9. Lilium prefer moist to dry well drained soils in sun to partial sun. It is suitable for drier areas than other native wild lilies. They are 12-24 inches tall with red to orange red upright flowers in the summer months.

Propagation: By seed, cold stratify for three months, bulb scale division is possible. Its roots were eaten by the tribes (M.I.P., 1989). The bulbs can be roasted and added as a thickener to soups and stews.

[\*Medeola virginiana\*](#) Indian Cucumber Root – Virginia named after a state in which it can be found.

An unbranched perennial, which grows from one to two feet tall. It is covered with a temporary wooly pubescence in the spring. The roots are eaten raw resembling cucumbers.

[\*Mentha arvensis?\*](#) Wild mint- Mentha is Greek, the nymph Minthe was seduced by Hades the God of the underworld his queen Persephony became jealous and turned poor Minthe into the mint plant.

Lamiaceae. Sun, part shade. Mint is best grown in containment as it spreads quickly by rhizomes. Plant mint varieties away from each other as to keep individual scents and flavor. Feed regularly. Cut back in summer. Roots may be dug up in the fall to force during the winter. Mint was found in Egyptian tombs dating back to 1000 B.C.

Propagation: By seed or by root division. Each root node produces another plant and they can be divided at any time during the growing season. Division of established plants can be done in spring.

Homeopathic: Mint is a calmative, antiseptic, antispasmodic, anti-inflammatory, antiphlastic, antibacterial, and is appetite promoting. It is used to treat nervousness, headaches, nausea, stomach troubles and muscular pain. A hot bath with mint oil kills bacteria in the mucus membranes and stimulates the formation of antibodies in the body.

Native use: Wild mint was mixed with bear grease and used as an insect repellent (M.I.P., 1989). It was also used for tea.

Precautions: Never use with babies. Avoid prolonged inhalation of mint essential oil. The oil may also cause an allergic reaction in some people.

[\*Mitchella repens\*](#) Partridgeberry or Squaw vine- Repens is Latin for creeping, spreading.

Rubiaceae zones 3-8. A prostrate vine with opposite, nearly round evergreen leaves on slender wiry stems. It flowers in June-July and possesses mendacious 2-inch blooms, which are pink, or white and pubescent in a twin like union on the terminal axis. Each possesses four fused petals, 1 pistil, and 4 stamens. The pistils in 1 flower are shorter than the other, this occurrence is called dimorphism and its purpose is for cross-pollination. The two flowers (from the previous spring) produce one red berry like drupe between them. This is the only plant, which produces a fruit of this kind in the northeast.

Partial shade, rich moist, well-drained soil. Partridgeberry prefers acidic soil and likes to be kept moist and cool. Mulch lightly in the fall with pine needles.

Propagation: Is easiest by cuttings in August, preferably in a shaded frame with sand and acidic peat. Weigh down a ½ inch deep with a rock. Can be propagated by division in spring. Sow berries in moist acidic soil in the fall (difficult). Transplants easily.

The raw berries are dry seedy and tasteless but edible often remaining on stem over winter.

Homeopathic use: In modern homeopathic medicine *Mitchella repens* is used in all of the traditional ways in which natives used it. A tea made from the berries has a sedating effect on the nervous system.

Native use: As its common name squaw vine suggests, Native Americans used *Mitchella repens* as a woman's herb. It was given to mothers in tea form in the weeks preceding delivery to hasten childbirth and for fluid retention. In modern homeopathic practices it is still used as it has a tonic effect on the ovaries and uterus particularly for painful, delayed or irregular menses. This plant has astringent, diuretic, and hypnotic properties. As an external wash it treats sore nipples, rheumatism and hives. The leaves are harvested in the summer months and dried for later use.

Precautions: Avoid using this herb in the first six months of pregnancy as it can induce a miscarriage.

#### [Nicotiana](#) Tobacco-

The smoke of tobacco was blown in an ear to treat earaches.

[Oxalis](#) Wood sorrel- A tea was made from its leaves and used as a laxative.

[Pinus strobus](#) White Pine- Strobilus is Latin meaning cone shaped.

The largest northeastern conifer with a straight trunk and 1 row of branches added each year becoming broad and irregular. They are 100 feet (33 m) and 3-4 feet (0.9-1.2 m) in diameter. The needles are evergreen, 2 ½ -5 inches (6-13 cm) long, 5 per bundle, slender, and blue green. The bark is gray, smooth, thick and furrowed. The cones are 4-8 inches (10-20 cm) long, narrowly cylindrical and yellow brown. Is used as a candy, cooked vegetable, flour and tea. The tender new shoots striped of their needles, boiled and peeled then simmered in sugar make a candy. In emergencies the young firm male cones can be boiled and eaten. The inner bark can be made into flour. The leaves when chopped fine and steeped as a tea make a piney flavored highly nutritious drink full of vitamins A and C.

Homeopathic use: White pine is a remedy for kidney ailments. A tea from the bark needles or twigs is used to fight colds. The inner bark of the white pine was steeped to cure pain in the chest, a practice among the Indians that was copied by settlers when they boiled the bark as a basis for cough syrup (Fielder, 1975).

*Pteridium aquilinum* fiddleheads-

Remove the white pubescence under cool running water, then boil twice for 5 minutes a each time and serve with butter. Used by all tribes (Runyon, 1985).

Precautions: Do not eat raw. I know this from experience. Take caution as there is a similar fern called brachin.

*Rhus glabra* Common Sumac-

Anacardiaceae zones 3-9. A large shrub or small tree with a flatbed crib, a few stout spreading branches, and whitish sap. Sumacs grow to an average of 20 feet (6m) and 4 inches (10 cm) in diameter. The leaves are pinnately compound 12 inches (30 cm) long. There are 11-31 leaflets 2-4 inches (5-10 cm) long; lance shaped, saw-toothed, hairless, with very short stalks. The leaves are shiny above and whitish below; turning red in autumn. The bark is smooth, brown, and scaly with age. The flowers are less than 1/8 inches (3 mm) wide with 5 white petals and crowded in upright clusters. Males and females are usually on separate plants. The fruit are more than 1/8 inch (3mm) in diameter; rounded, 1 seeded and numerous in upright clusters, red and with sticky short stiff hairs maturing in late summer.

Propagation: By seed, acid scarify for an hour or by root cuttings. The leaves can be dried and smoked like tobacco (March & March, 1986)

Homeopathic: Sumac is used for stomach and intestinal upsets. They are used externally for bleeding.

*Salix* Red Willow-*Salvia* Sage- Salvore is Latin, it means "to heal"

Lamiaceae Zones 4-8 (Important!). A perennial originating in Northern Africa. Sun rich well drained soil, dry to medium moisture, and dislikes too much moisture or overly acidic soils. When young plants are about 5 cm (or 2 inches) tall pinch their stem tips to encourage bushy growth. Trim back after flowering. Never prune in the fall. Replace every 4-5 years, they become woody.

Propagation: Sow in seed compost 15 inches apart in February or March at 70 degrees. Cuttings taken in late spring early summer take 4 weeks or so to root. Layering of older plants is possible in spring or fall.

Homeopathic: Sage is a medicinal plant for the mouth, throat and women's reproductive system. In the stomach it stimulates the appetite and bile flow also regulating digestion. Sage is a healthy herbal addition with fatty meats. It is used to treat night sweats, fever, and nervous sweating as it

contains substances with antiperspirant like properties. The essential oils of sage contain thujone, camphor, eucalyptol, bitter tannins and flavonoids.

Precautions: Pregnant women should avoid high doses, do not use if epileptic.

*Sanguinaria canadensis* Bloodroot- Sanguis is Latin meaning blood

Paperaceae Zones 3-9. Perennial. The leaves are nearly round and 12 inches in diameter, bluish bright green and deeply lobed. They possess 6-inch petioles and white daisy like flowers each with 8 petals and yellow eyes. The flowers last for only a short period of several days, blooming from February to March. The rhizomes are dark red and filled with blood red sap. Partial sun to shade, moist rich soil with good drainage. Work ample amounts of peat moss and sand in when planting. A soil pH of 5-7 is needed. A little fertilizer of lime in the spring is optimal. Bloodroot makes a lovely ground cover.

Propagation: Divide rhizomes in late summer or fall. Replant 3-4 inch segments horizontally and 3 inches deep with the buds at the soil surface six inches or so apart. Mulch lightly with leaves, sow seed immediately on outdoors flats with loam cover and a ½ inch of peat moss and compost to keep moist.

Native use: A tea was made to combat tuberculosis- A poultice of the leaves where used for rheumatism.

Precautions: Much of the plant is toxic.

*Sambucus racemosa S. canadensis* (red berried) Elderberry-

A deciduous upright shrub with light gray to brown to black bark. Leaves are opposite, pinnately compound, 6-11 inches long and with elliptical to serrate leaflets and acuminate tips. The bottom leaflets are three lobed, dark green above and much paler below. Terminal buds are generally lacking, large white pith. The flowers are monocious, small and white and born in midsummer in dense clusters. The fruit is a small berry like drupe, purplish black and very juicy. They are slightly aggressive plants. Full sun, rich moist soil, soil ph acidic to neutral.

Propagation: From seed, collect and dry. From woody stem cuttings and suckers. Elder berries make excellent jams and jellies; however they are slightly toxic when raw in late summer. They can be easily dried and placed in the sun on flat trays removing their rank odor. Reconstitute in boiling water they are excellent in muffins or pie fillings. They are rich in vitamin C and contain vitamin A, calcium, potassium and iron. The fresh flowers are sometimes mixed with batter and made into cakes.

Homeopathic: The elder flowers are an excellent medicine for colds, flu, and hay fever. They are used internally and externally. Powerful antiviral, used as a diaphoretic (a drug which causes perspiration). The leaves are purgative and when boiled with linseed oil a traditional hemorrhoid

medicine. The inner bark of the young twigs of *S. canadensis* is a strong purgative (Fielder, 1975).

Native use: Without a doubt it was a important food for the American indian. (Medsger, 1966) It was commonly called pipe stem wood. The bark when scraped upwards from the roots was used for emetic?

Precautions: The roots, stems, leaves and unripe berries can cause nausea and diarrhea.

#### [Sarracenia purpurea](#) Pitcher plant-

Native use: The natives used this plant medicinally by steeping the root for expelling blood and for kidney troubles (M.I.P., 1989).

[Symplocarpus foetidus](#) Skunk cabbage- Foetidus is Latin-meaning smells badly (Skunkweed, polecat weed, swamp cabbage, meadow cabbage, collard, fetid hellebore, stinking poke).

Araceae zones 3-7. Symplocarpus prefers to have wet feet with sun or shade. The thoroughly dried young leaves are good reconstituted in soups and stews. The thoroughly dried root stocks can be made into a pleasant flour. Can be eaten with butter after being boiled in two to three changes of water. Large amounts of the chemical calcium oxalate found within all parts of the plant can cause severe pain upon ingestion; therefore care must be taken when preparing the plant as a food source.

Homeopathic use: Traditionally, a root was diced into small pieces and steeped in a cup of water. A teaspoon of medicine was taken three times daily for four to five months to treat diabetes. The medicine made from the boiled root should not be taken in quantity as it causes vomiting and a headache. It is also been said that it is used to promote labor.

Propagation: Is difficult from seed and the plant is difficult to divide. Its flowers produce enough heat to melt the nearby snow in early spring. Crushed leaves and other parts smell like an irritated skunk. The leaves boiled in several changes of water are edible. The roots may be eaten.

Precautions: This plant contains calcium oxalate crystals, which cause a severe burning sensation if the plant is eaten raw. The chemical is expelled by drying the plant. Do not confuse it with false hellebore.

Native use: The dried root was used as a tea to treat spasms, coughs, toothaches, and insomnia.

#### [Taxus canadensis](#) Canada Yew-



Taxaceae zones 2-6. Resinous trees or shrubs without flowers or fruit. *Taxus canadensis* prefers rich, moist, well drained soils with partial sun to shade.

Propagation: By seed is difficult and requires long periods of warm and cold stratification. Propagating by cuttings is easy. It is very appealing to deer and they will come find it. Also known as ground hemlock that is a meter high, spreading evergreen shrub usually found in moist fertile soil.

Native use: A tea steeped from the foliage was consumed for many ailments. Teas treated irregular cycles and post childbirth complications. The Abanaki of Maine and Algonquin of Quebec used it for rheumatism.

Precautions: The wilted foliage contains a heart depressing alkaloid toxin.

### *Thuja* Cedar-

Cedars are sometimes referred to as arborvitae or tree of life. The North American White cedar is an important tree agriculturally for the use of furniture, planking for small boats and other uses of lumber.

Native use: The Wabanaki used the inner bark for material in weaving. Its glands contain turpentine, which has a beautiful fragrance. The Micmac used the tree to make a poultice for swollen hands and feet. Splints of the wood were used in weaving baskets. The leaves and bark were used to make an olive dye. The bark was used for tanning. Kuskoose is the Micmac name for cedar. White cedar was used for making snowshoes for slush. Cedar was also used for canoe and wigwam frames and arrow shafts (M.I.P., 1989). Cedar boughs over the doorway leave behind anger. Traditionally North American Indians have used cedar as a medicine for people with dark energy. A cedar bark bath aids in dream clarity, as dreams are interpreted for spiritual guidance in many American Indian cultures.

Homeopathic: The leaf tips of cedar are an antimicrobial, astringent, anti-inflammatory and muscle stimulant. An external ointment containing cedar was used to cure ulcers and warts.

Precautions: Avoid during pregnancy.

### *Trifolium repens and pratense* Clover- Honeysuckle, Dutch clover, white trefoil, purplewort.

A mat forming perennial low creeping branched plant with trifoliate leaves. In the mature plant the stems are prostrate and root at the nodes. The leaflets are broadly elliptic and widest at the apex. The petioles are 3-8 cm long with two stipules forming at the petiole creating a pale clasping sheath. The aggregate flowers bloom in the summer months with 20-40 individual flowers per head each possessing minute green veins. The flowers brown and persist while producing 4-5 mm long pods with 3-6 seeds each. The seeds are about 1 mm long and kidney shaped irregularly rounded and yellow brown.

Dry tops for tea, makes a wonderful vegetable protein. All parts can be eaten raw.

Propagation: Is by seeds and stolens. The seeds have very hard seed coats ensuring extended dormancy. The seeds germinate under cool, moist conditions in spring, Found throughout most of North America.

Homeopathic uses: *Trifolium* is medicinally cleansing, it is an antispasmodic, diuretic, and anti-inflammatory also used for feverish conditions. Tea form. Its juice has been applied upon the skin for treatment of beestings.

### *Trillium erectum, T. sessile, T. grandiflorum.*

Before fully unfolded the leaves taste like raw sunflower seeds, however once the flowers appear the leaves become bitter. The rest of the plant is inedible.

Homeopathic uses: The roots of *Trillium erectum* were once used as an emetic.

### *Typha* Cat tails

Collect roots in early spring, dry and peel and pound into flour. Shoots can be collected in early spring for use as a vegetable. They can make a nice pickle when sliced and pickled like a cucumber. Twenty to 30 pollen heads yield a loaf of bread when mixed with whole-wheat flour. The heads can be eaten as corn on the cob. Collect the heads after the spikes have turned green in early June or so before the pollen appears. Cut them off and boil like corn on the cob for 7-10 minutes. Butter with salt and pepper. The pollen makes a very nutritious addition to flour, containing sulfur, protein, phosphorous, carbohydrates and vitamins.

Homeopathic use: The down is a soothing medicine for burns and chafing (Fields, 1975).

Native use: The leaves were used for weaving material. Its 'down' was used for bedding.

### *Urtica dioica* stinging nettle-

Is native to Europe and Asia and was introduced. It looks very much like mint only with larger leaves. Perennial two to four feet tall. Stinging nettle possesses tiny silica needle like hairs called trichomes (of Greek origin meaning "growth of hair"), whose tips come off when touched. They inject the chemicals Acetylcholine, HT or serotonin, both neurotransmitting chemicals which relay and amplify signals between neurons and cells. They also possess the chemical formic acid a chemical found in the stings and bites of many insects in the order Hymenoptera. Formic acid causes a tingling, pricking, and numbness of the skin.

Propagation: root division

Food: It has been long used as a food source in Europe. The leaves may be used as a substitution for spinach, but the stems are too tough to eat. It is a whole easily assimilated protein and is rich in vitamins A, C, calcium, potassium, manganese, and iron. It strengthens the muscular and skeletal system. It has antihistamine properties without suppressing the immune system. It aids the liver in dealing with foreign proteins in the blood system. It makes a nourishing tea when simmered for several minutes in hot water.

Homeopathic use: The act of beating yourself with nettle is called purification, it stimulates the body's response to send cortisol to that area. The Romans practiced purification in order to ward off sickness and to work up a frenzy before war (Tour, 2002). How severely you act to purification is an immune system health indicator. If the rash goes away within a half hour you're doing pretty well. In Mildred Fielder's book *Plant medicine and folklore* she speaks of using the root of stinging nettle as a remedy for the rash that the leaves cause. When cooked or dried the formic acid is no longer a threat.

Native uses: Nettles were collected in the spring when other plants are scarce. Nettles were used as a weaving material for the Wabanaki people.

Precautions: Handle with gloves. A remedy for the stinging nettle in the field is jewelweed.

[\*Vaccinium angustifolia\*? Blueberries, wild-](#) The epithet *angustifolia*- means drawn together, narrow

Ericaceae zones 2-5. Blueberries like dry moist acidic infertile soils in the sun. A mulch of peat moss is beneficial, humus and organically rich soil with a pH of 5-6. Do not put manure near roots, but add them to the topsoil. If transplanting wrap in burlap, do not let the roots dry out. Prune at 4-5 years of age. There are two types of native blueberries grown here; *Vaccinium corymbosum* and *V. angustifolium* which is the low bush type which many people prefer the flavor of. To freeze clean and put into shallow trays, they will then roll out like marbles and won't stick when you bag them.

Propagation: Plant in the early spring or fall spacing 5 feet apart. Add a heavy mulch to prevent heaving in the cold. They are not self pollinating, so more than one should be planted. They depend largely upon bees to pollinate; seed cold stratification for one or two months. Softwood or rhizome cuttings are effective or suckers may be rooted.

*Vaccinium angustifolium* may be spread by layering, growing into a low bush hedge if you'd like.

Native use: The leaves were used for tea for rheumatism (M.I.P., 1989).

[\*Virburmum trilobum\*- wild cranberry high bush- Nibanmanaksi](#)

Homeopathic use: A tea made from the dried bark of the high bush cranberry was used to treat convulsing pregnant mothers as the bush is known today as having antispasmodic properties. Cooked fruit, juice, rich in vitamin C.

Native use: Was used to treat swollen glands. A beverage can be made from the berries. The berries were used by the natives to make a tea for swollen glands and mumps.

*Verbascum thaspus* mullein-

Homeopathic use: The leaves may be used as a tea when steeped for 5-10 minutes. Great mullein has been used as a medicine throughout the world for centuries. Valuable chemicals found within mullein coumarin and hesperidins that have healing properties. Modern research indicates that these constituents work as antihistamines, anti-inflammatory agents, anticancer, antioxidants, antiviral, as sedatives and fungicides.

An infusion is taken internally for the treatment of chest ailments and also for the treatment of diarrhea and bleeding of the lungs and bowels. Mullein essential oil made from the flowers or root is a valuable medicine in modern homeopathic practices as it is very effective against disease germs. It is a strong antibacterial and can be used to treat mouth and gum ulcers. A decoction of the roots relieves cramps and convulsions.

A poultice of the leaves is applied to tumors and sunburns. The whole plant possesses slight sedative and narcotic properties. To make the essential oil use the flowers or root, place in a blender or crush and cover with olive oil. Then set in a warm place for two weeks. Strain before use.

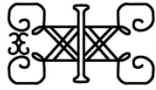
Precautions: The seeds are considered toxic.

Native use: A healing tobacco, which treats coughing as it calms the irritation of the mucus membranes. The smoke was blown into the ear to relieve earaches.

*Zea mize* – Corn /Cornmeal- Gramineae

Sunny wind protected area. Corn is an extremely heavy feeder, especially on nitrogen thus cover crops should be of clover, beans and alfalfa. Sow 1" deep in 3's as the germination rate is poor. Germination is within 7-10 days after which they can be thinned to one plant every 7-15 inches (by cutting them down instead of pulling them up to avoid disturbing the others). To promote complete pollination plant corn in blocks rather than rows. Control weeds by applying mulch. Corn needs about 1 inch of water a week especially when the stalks begin to "tassel" or show their silk. Water from below as you do not want to spray off the pollen from the stalks. When 6 inches tall, nourish plants with blood meal and repeat until a few feet tall. Typically corn produces two ears per stalk. Corn is susceptible to frosts thus you may lose a crop if it is planted too early. The soil needs to be 60 degrees to germinate seeds. If the weather stays cool dropping a black plastic may aid in keeping the soil warm. If you are sowing indoors it needs to be started in peat pots to avoid root disturbance.

## Appendix C: Wabanaki Heritage Garden Brochure



University of Maine at Presque Isle  
181 Main St. Presque Isle Maine 04769

A collaborative effort by  
Jenn Prokey  
Alice Sheppard  
David Putnam  
Rocky Bear

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Everything on the earth has a purpose, every disease an herb to cure it, and every person a mission. This is the Indian theory of existence.

The University of Maine  
at Presque Isle

Wabanaki Heritage Garden

The Wabanaki Heritage Garden is an ethnobotany project which celebrates Maine's Native American cultures.

Wabanaki

Milleet  
Mikmac  
Passamaquoddy  
Penobscot

### Featured Plants of our Garden

**Jerusalem artichoke** *Helianthus tuberosus*— The tubers of this plant can be eaten.

**Teaberry** *Gaultheria procumbens*— The berries have been used as a food source.

**Bunchberry** *Cornus Canadensis*— The berries have been used as a food source being high in vitamin C and the leaves chewed and applied to wounds to hasten healing.

**Lady slipper (yellow)** *Cypripedium parviflorum*— was once used as a nerve medicine.

**Blueberry lowbush** *Vaccinium angustifolium*— Blueberries have been a very important food source for Native American people.

**Labrador tea** *Ledum groenlandicum*— The leaves of this plant can be made into a tea.

**Goldenthread** *Coptis trifolia* - The leaves of this plant are chewed to treat chapped lips and the roots for the treatment of sore eyes.

**Partridgeberry** *Mitchella repens*— The leaves of this plant were used medicinally by Native American people.

**Pitcher Plant** *Sarracenia purpurea*— The root of the pitcher plant can be used for medicinal purposes.

**Wild cranberries** *Vaccinium vitis-idaea*— a important food source for Native American people.



Rocky Bear holds the sacred eagle feathers that are used for smudging and blessing the plants and garden.

## ***Appendix D: Native Education Center Holdings***

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#### Research Journals:

*American Indian Culture and Research Journal*

*Global Indigenous Nations Studies*

*Journal of American Indian Education*

## ***Project Compass/Native Education Center***

Eddy A. Ruiz

### **Mission**

Project Compass is committed to the advancement of Native education, student retention, and degree attainment. The program supports innovative institutional programs and strategies with the intent to eliminate education achievement gaps for undergraduate students of color, low-income students, and those who are first in their family to go to college. We accomplish these goals by:

- Collaborating with tribal communities, Native students, and university personnel
- **H**onoring Native cultures, traditions, languages, and ceremonies
- **A**dvancing innovative programming, curriculum, and research
- **N**urturing academic and career aspirations
- **G**aining student trust by providing a supportive academic environment
- **E**ncouraging intellectual growth and rigorous standards

Our holistic approach to education focuses not only on academic success, but also on personal and community development. The combination of respect, excellence, integrity, advising, and support strengthen the most basic mission of the program and development of Native citizens.

### **Why Choose the University of Maine at Presque Isle or Houlton Higher Education Center?**

We are centrally located to the Aroostook Band of Micmacs and Houlton Band of Maliseets, Tobique, Woodstock, Madawaska, and King's Clear First Nations. Second, the University of Maine at Presque Isle has the highest percentage of Native students of all the University of Maine System campuses. Third, student to faculty ratio of 16:1 provides students with the opportunity to engage peers and instructors on a personal level. Fourth, Wabanaki history, worldviews,



education, and Micmac and Maliseet language courses are offered on- and off-campus. Last, our program and Native students create a sense of community.

## **Student Services & Programs**

*Native Education Center:* supports Native student persistence and graduation. The center provides personalized academic advising, Native tuition and fee waiver assistance, a study lounge and computer lab. The center provides a space to socialize, work, and support success. 311 South Hall

*Student Support Services:* serves first-generation, low-income, and disabled students. The program provides academic tutoring, general study skills, and disability accommodations.

*Writing Center:* offers students one-on-one assistance and peer tutoring while developing writing skills and strategies.

*Counseling Center:* provides students confidential counseling, stress management, coping skills, conflict resolution, and decision making techniques.

*Career Services:* facilitates student career goals, internships, employment strategies, resume writing, and professional growth.

*Native Voices Student Organization:* promotes Native awareness within and outside the institution and provides Native students the support to facilitate personal, traditional, and academic success.

*North American Indian Waiver & Scholarship Program:* covers college tuition and fees, application and housing deposit, and fall and spring room board for state, federal, and provincial recognized tribal members enrolled in six or more credit hours. Eligible students must complete the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>, complete and submit the waiver application to the Project Compass Retention Activities Coordinator, and provide

proof of residency for all applicants who are not current tribal members of the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes at Pleasant Point and Indian Township, and Penobscot Nation. *311 South Hall*

### **Native Specific Courses**

- *Education 374: Wabanaki Studies*
- *Education 375: Wabanaki Education*
- *Wabanaki 100: Introduction to Micmac Language*
- *Wabanaki 105: Introduction to Maliseet Language*
- *Wabanaki 110: Wabanaki Worldviews*

### **UMPI Quick Facts**

Founded in 1903  
 Enrollment 1,400  
 Native Students 5%  
 Student-to-Faculty Ratio 16:1  
 Average Class Size 21  
 Degree Programs 25

### **University Admissions Requirements (U.S. & Canada)**

#### *First-Time Students:*

University of Maine System Application & \$40 Application Fee\* (<http://apply.maine.edu>)  
 Official High School Transcript or GED Equivalent  
 Minimum Grade Point Average of 2.00  
 Official ACT or SAT Scores (optional)\*\*  
 Letter of Recommendation

#### *College Transfer Students:*

First-Time Student Requirements, Plus Official College Transcripts from Each Institution Attended

### **Application Deadlines:**

*Fall & Spring: Rolling Admissions*

**Cost of Attendance  
(Minus Fees, Room & Board)\***

*In-State Tuition:* \$6,030

*Out-of-State Tuition:* \$15,180

*Canadian Tuition:* In-State Tuition, Plus 50%  
(U.S. Currency)

\* Fee Remission for Eligible Native American  
Waiver Applicants

\*\* ACT/SAT Critical Reading and Math Scores  
of 500 or better are exempt from placement  
testing

**Project Compass Staff**

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NEC brochure content