

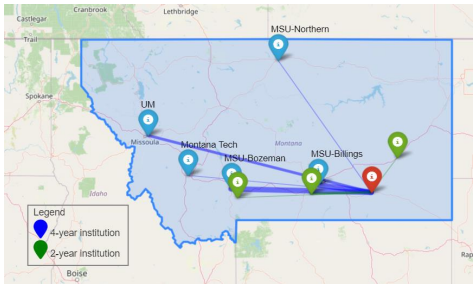
# STEM Course Taking Patterns of Transferred Students from Tribal College

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The purpose of this study is to examine the academic outcomes and performance patterns of students transferring from a tribal college to four-year institutions in the Montana University System(MUS).



Data source: Merged data between a tribal college and OCHE for 2001 to 2019

Data Variables Overview:

- Transferred student counts by year and term
- Transferred student counts by year and institution
- Student demographic: Ethnicity and Gender
- Transfer destinations within MUS
- Major distribution across institutions
- Enrollment duration in terms of semesters
- Initial status at 4-year institutions
- First-term GPA
- Credit hours completed per term
- Graduation after 4-year MUS enrollment
- STEM courses of identified successful students

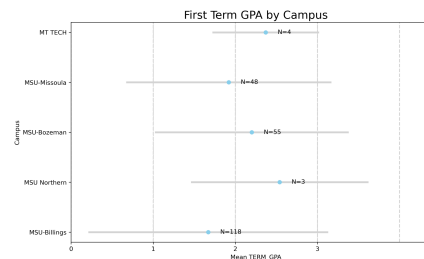


Acknowledgement:

- This material is based upon work supported by the National Science Foundation under Grant No.1937225 and No. 1361522.
- The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kallispell people. Today, we honor the path they have always shown us in caring for this place for the generations to come.
- Chief Dull Knife College acknowledges that we are located on the traditional territory of the Northern Cheyenne people. We honor their deep connection to this land and recognize the importance of their culture, history, and traditions. We are committed to working in partnership with the Northern Cheyenne people to create a future that is respectful of their sovereignty and self-determination.
- This work was supported by the Montana Office of the Commissioner of Higher Education (OCHE) and the University of Montana's Department of Mathematical Sciences Summer Research Graduate Scholarship Program. Our sincere thanks for their essential support and resources.

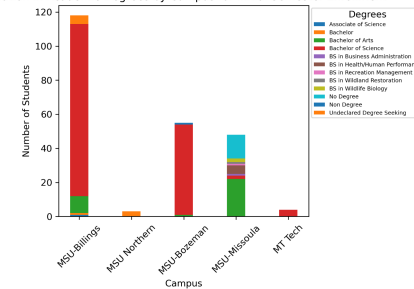


Gillborn, D., Warrington, P., & Demack, S. (2018). QuantCrit: Education, policy, 'Big Data' and principles for a critical race theory of statistics. *Race ethnicity and education*, 21(2), 158-179.



More than 56% of Students Achieved Good Standing in the First Term.

Variation in Academic Degrees by Campus for Initial Semester Enrollment



Transferred Students General Demographics

| Ethnicity | Frequency | %     |
|-----------|-----------|-------|
| Hispanic  | 4         | 1.6   |
| Indian    | 208       | 83.9  |
| Missing   | 4         | 1.6   |
| Other     | 1         | .4    |
| White     | 31        | 12.5  |
| Total     | 248       | 100.0 |

| Gender | Frequency | %    |
|--------|-----------|------|
| Female | 165       | 66.5 |
| Male   | 83        | 33.5 |
| Total  | 248       | 100  |

Patterns of Successful Students:

- "Success" is identified as tribal college students who transferred to a 4-year public institution and earned a STEM degree.
- A majority of these successful Native American students are female.
- Successful transfer students often return to CDKC for summer science courses.

Discussion:

- Western success measures, such as degree completion times, may not align with tribal college experiences.
- The role of tribal colleges extends beyond transfer, supporting students through their 4-year institution journey.
- The notable success of Native women in STEM highlights the need to explore the participation of other Native demographics.