



A Descriptive Study of the
Michigan Indian Tuition
Waiver Program

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Programs, Michigan State University**

**Michigan Commission on Indian Affairs,
Michigan Department of Civil Rights**

**Native American Programs Unit,
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Artwork provided by Lyle James

**HIGHLIGHTS OF FINDINGS
ON THE
MICHIGAN INDIAN TUITION WAIVER PROGRAM (MITWP)**

- Approximately seventy percent (70%) of MITWP participants complete some type of certificate or degree. This percentage far surpasses national completion rates for Native Americans in colleges and universities.

- Participants in the MITWP are predominantly non-traditional students. They are not typical 18-22 year-old college students. The mean (average) age of current recipients is close to 30 years old. The vast majority of students are unmarried females who are independent students with two or three dependents. These students also work full or part-time. These female students typically exhibit incomes slightly above poverty level.

- The majority of the MITWP participants are part-time students. Consequently, they qualify for limited financial aid other than the MITWP. Exclusive of the MITWP, it appears that about 50% of Michigan Indians receive financial aid. The low percentage of Native American students receiving other forms of financial aid can be attributed to attending school on a part-time basis.

- The majority of Michigan's Native American students are first generation college students.

- We find little evidence that other forms of financial aid are readily available to replace the MITWP.
- There is limited evidence of course work being taken without Native students being enrolled in a degree program.
- There is evidence that Michigan's colleges and universities are policing Native American students who are not making academic progress in relation to institutional rules and guidelines for student performance.

PREFACE

Throughout this report the terms American Indian, Native American, and Native are used interchangeably. We feel no need to be politically correct, since none of these terms are correct in the first place. For the purposes of this report these terms are all meant to depict the various indigenous people who reside in Michigan and who have utilized the Michigan Indian Tuition Wavier Program (MITWP).

Nationally, American Indians remain one of the least educated racial minority groups in the United States. Most estimates put the percentage of American Indian who have obtained a bachelor degree or higher at 6%. In comparison 23% of White Americans, 12% of African Americans, and 7% of Hispanics have such degrees (Wright, 1991, Astin, 1982, Huffman, 1991). Although, we suspect the percentage of Native American college graduates in Michigan is slightly higher than the national average, largely because of the MITW program.

The only comprehensive survey research ever conducted upon Michigan's Indian population: A Study of the Socioeconomic Status of Michigan Indians was published in November of 1971. Touche Ross & Company was hired by the Michigan Commission on Indian Affairs to conduct the study and disseminate the results. The sample or total number of observations for study was 383 Michigan Indian households. The findings were at best abysmal. In general, the educational achievement levels of American Indian heads of households and their spouses was very low. At that time, only 3% of urban and 2% of rural Indians household heads had completed college. College completion rates for spouses were nonexistent.

We assume that Michigan Tuition Wavier came into being for two reasons. First, out of the findings of the Touche Ross Report. Second, out of embarrassment. The State of Michigan had previously taken the Mt. Pleasant Indian School (property) from the federal government in exchange

for educating Michigan Indians. This became known as the Comstock Agreement. In addition, for several decades Michigan received Johnson O'Malley dollars from the federal government to educate Indians. Obviously, the results of the Touche Ross report indicated they had all but ignored this responsibility. Within the Executive Summary of the Touche Ross Report it is noted that, "conditions are so poor in so many areas that it is difficult to identify a starting point for improvement." In our opinion, the State of Michigan opted to educate Michigan's Native population as a starting point and subsequently created the Michigan Indian Tuition Waiver for both the reasons stated above. This study takes a first real look at that program.

This study is inherently biased to a certain degree. For in essence, it looks at Michigan's American Indians populations best. Approximately, 15,000 Native Americans have utilized the MITWP since its inception some twenty years ago. We suspect that not many Native students were successful in their higher education pursuits early on. It is clear that given the average of age of both past and present respondents in this study that younger Native American students are exhibiting higher rates of success than their parents of a generation ago. This study primarily reflects the success of this younger generation who are currently approximately 30 years of age.

We need to acknowledge the many who help facilitate this study. We apologize to those we omit. This study was a collaborative effort. The Michigan Commission on Indian Affairs, Civil Rights Department; Indian Programs Unit, Michigan Department of Education, and Native American Institute of Michigan State University were the primary organizational contributors. In addition, Mico Slatery and James Peralto, graduate assistants, need to be acknowledge for doing the data processing. Dr. Joshua Bagaka's of Urban Affairs Programs needs to be acknowledged for helping us create the statistics which were the basis for our findings. Dr. Bob Floden, College of Education, Counseling, Educational Psychology, and Special Education needs to be acknowledged for assisting us with our random sample and survey technique. Our simple descriptive research is not of the profound capacity

Dr. Floden generally associates himself with. But research studies created and conducted by Michigan Indians are relatively new to Indian country, telling as that may be.

In addition, we must acknowledge Marsha Eulenberg, JoDee Fortino, Fran Fowler, and Duferia White. Frankly, without the secretarial staff we'd could have never completed this project.

Some of our findings will likely be turned around and used against us. Thus, to the Native American community we apologize, should this occur. But, as academics we are honor bound to report our findings as accurately as possible, be they positive or negative.

Arnie Parish

MICHIGAN INDIAN TUITION WAIVER PROGRAM

RESEARCH STUDY

INTRODUCTION

The purpose of this research project was threefold. First, to obtain raw data from which simple descriptive statistics could be generated on the Michigan Indian Tuition Waiver Program (MITWP). Second, to answer questions and charges critical of the program. Third, to create a profile of the average recipient of the MITWP. We also intended to document success stories attributable to the program.

In the MITWP's twenty-year history we found no evidence of an evaluation or research project having been conducted on the program. Financial audits obviously did occur, but were not systematically evaluated to monitor or ascertain student benefit or performance.

The MITWP is a state-funded program for the benefit of Native Americans, which makes it one of the unique programs in the country. MITWP came into being with the passage of Public Act 174 in 1976. The act provided a tuition waiver for North American Indians to attend state supported public colleges or universities in Michigan. Any North American Indian who was a resident of the State of Michigan and could prove he or she was one-half (1/2) or more blood quantum qualified. In 1978, the legislation was amended and Michigan Public Act 505 was passed to include Native Americans who could prove they were at least one-quarter (1/4) blood quantum and had been a resident of Michigan for twelve (12) consecutive months.

In 1978, the MITWP also became a reimbursement program. As such, Michigan's public colleges and universities annually billed the state for the tuition costs of Native American students attending their respective institutions. Generally, there has been an eighteen month to two-year lag for reimbursement to the colleges and universities. The last billing submitted by Michigan's public colleges was for fiscal year 1993, and the total due was approximately 1.92 million dollars.

The MITWP came into being not long after the Governor's Commission on Indian Affairs published A Study of the Socioeconomic Status of Michigan Indians (the Touche Ross Report) in November of 1971. The report documented the condition of American Indians in the State of Michigan and commented on education, employment patterns, housing, and health issues. In reference to education, the Report concluded, "Before significant and permanent improvement can be made in the lives of Michigan Indians, substantial improvements must be made in their educational achievement. Employability, income levels, and ability to afford decent housing are probably contingent upon more education. Education must be viewed as the long-term key to improving the socioeconomic status of the Michigan Indian." The implementation of the MITWP was clearly a starting point in addressing the socioeconomic needs of Michigan Indians.

This report will not address the legal issues of the MITW Program. The legal issues surrounding the MITW Program and the Comstock Agreement may ultimately be addressed in federal court. This research project was designed to shed some light on the MITW Program. There have been many preposterous statements made about the program which have no factual basis. This initial research report represents a honest attempt to get at "the plain facts" of the MITW Program.

METHODOLOGY

When conducting research, objectivity is paramount. Thus, please realize that our findings and conclusions are both necessarily, positive and negative with regard to the MITW Program. Individuals engaged in research have a duty to report what they find. As humans we have, in all likelihood, erred somewhere in our attempts to deliver an accurate portrayal of the program. Consequently, we invite criticism of our research and conclusions. We also invite secondary analysis of the data.

The heart of our research methodology was a random sample of 425 past and current MITW Program recipients. Two hundred and fifty (250) were current recipients of the program. An additional one hundred seventy-five (175) were past program recipients. We received a total of 174 responses in two mailings. Thus, $N = 174$ (total number of observations) for this research project. In our first mailing, 133 responses were received in the Spring of 1995. An additional 41 responses were received in a follow-up mailing completed in the Fall of 1995. The overall return rate from our survey was consequently 40%. This is well above the 15% return rate generally received as a part of mail surveys. Of note, 116 surveys were returned as undeliverable in our first mailing as of 8/30/95. An additional 32 were returned as undeliverable in our second mailing as of 12/20/95. Thus, 35% of our mailing was undeliverable. If undeliverables were factored out, the return rate for this survey is actually 63%. Consequently, the validity of our results are quite strong.

The large number of undeliverable surveys is consistent with the mobility factor others have established with regard to Native Americans. For example, C. Matthew Snipp (1989) in American Indians: First Of This Land reports that the 1980 census data demonstrates that American Indians remain one of the most mobile populations in the nation. Because of their low socio-economic status and marginality, Native Americans quite often move to take advantage of economic opportunities.

This problem will likely plague others conducting research on Native American populations in the future.

DATA PUBLICATION

We have chosen to publish our survey, data, statistics and findings item by item. These are followed by a discussion section. Items not presented in this fashion may be found in the appendix section.

Question 1.A - enrollment status.

Are you enrolled in a college or university in the 1994-95 academic year?

Yes No

Finding:

There were a total of 171 recordable responses to this question. Three (3) or 1.7% non-responses were reported. An even one hundred (100) or (57.5%) of respondents reported themselves as enrolled students for the 1994-95 academic year. Seventy-one (71) or 40.8% of respondents reported themselves as past recipients of the MITWP. Thus, an approximate 60 - 40 split exists between current and past recipients. Please see table below.

Table 1
Enrollment Status

	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	100	57.5	58.5	58.5
No	2	71	40.8	41.5	100.0
		3	1.7	Missing	
Total		174	100.0	100.0	
Mean	1.415	Std err	.038	Median	1.000
Mode	1.000	Std dev	.494	Variance	.244
Kurtosis	-1.902	S E Kurt	.369	Skewness	.347
S E Skew	.186	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	242.000		

Discussion:

We had hoped for such a split in order to receive both a current snapshot and a historical perspective of MITWP recipients. We also hoped this would allow us to document success stories associated with the MITWP. Unfortunately, there was a trade off in using this methodology. It skewed some of our results. For example, past MITWP recipients drove up the mean (average) income. Thus, we were forced to do cross tables and/or control with regard to some questions in order to accurately portray the current state of affairs for Native American students. Our point, keep in mind our results are at times influenced by our methodology of sampling both current and past recipients of the program.

Question 1.B

How many semester credits do you plan on taking in the 1994-95 academic year? _____

Findings:

As one might expect, the range (distribution of answers) of responses was quite wide. The distribution of answers went from 0 - 60 credits per the academic year. Those not currently enrolled in school provided the most frequent response of zero (0). Sixty-two (62) or 35.6% of individuals responding to our survey reported they took or intended to take no classes in 1994-95. The second most frequent response came from individuals who reported that they took or intended to take 12 semesters credits for the academic year. Twenty-nine (29) or 16.7% respondents reported themselves as taking twelve (12) credits. In order to be classified as a full-time student, students are expected to take at least twelve credits per semester or twenty-four credits per academic year. Subsequently, we controlled for the non-enrolled past recipients of the MITWP. When we did so, we discovered that seventy-five (75) or 66.9% of the respondents reported themselves as part-time students. Only twenty-

four (24) or 21.5% of respondents reported themselves as full time students. Thirteen (13) or 11.6% of all respondents failed to answer the question. These findings indicate that the percentage of Native Americans attending colleges or universities in Michigan on a part-time basis is substantially higher than the national average of 47% (NCES, 1991a). See Table 2 below.

Table 2
Number of Credits

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	0	62	35.6	38.5	38.5
	2	1	.6	.6	39.1
	4	2	1.1	1.2	40.4
	6	8	4.6	5.0	45.3
	8	4	2.3	2.5	47.8
	9	4	2.3	2.5	50.3
	10	1	.6	.6	50.9
	11	3	1.7	1.9	52.8
	12	29	16.7	18.0	70.8
	13	2	1.1	1.2	72.0
	14	3	1.7	1.9	73.9
	16	5	2.9	3.1	77.0
	17	2	1.1	1.2	78.3
	18	2	1.1	1.2	79.5
	20	1	.6	.6	80.1
	21	1	.6	.6	80.7
	22	2	1.1	1.2	82.0
	24	5	2.9	3.1	85.1
	25	2	1.1	1.2	86.3
	26	2	1.1	1.2	87.6
	27	2	1.1	1.2	88.8
	28	3	1.7	1.9	90.7
	29	2	1.1	1.2	91.9
	30	5	2.9	3.1	95.0
	32	2	1.1	1.2	96.3
	33	1	.6	.6	96.9
	40	2	1.1	1.2	98.1
	43	1	.6	.6	98.8
	48	1	.6	.6	99.4
	60	1	.6	.6	100.0
		13	7.5	Missing	
	Total	174	100.0	100.0	
Mean	10.658	Std err	.925	Median	9.000
Mode	.000	Std dev	11.742	Variance	137.864
Kurtosis	1.615	S E Kurt	.380	Skewness	1.231
S E Skew	.191	Range	60.000	Minimum	.000
Maximum	60.000	Sum	1716.000		

Discussion:

The finding that a large percentage of currently enrolled Native Americans are attending college on a part-time basis is significant. It leaves most enrolled Native American students ineligible for many forms of financial aid. We conclude that this will have a major impact on the number of Native American students currently enrolled in Michigan's public colleges and universities. In a worst case scenario, up to 66.9% or two-thirds (2/3) of current MITWP recipients could fail to continue their education.

Question 2 - use of tuition wavier.

If you are enrolled for the 1994-95 academic year, are you using the Indian Tuition Wavier for tuition costs?

_____ Yes _____ No _____ Not enrolled in 1994-95 year

Findings:

Fifty (50) or 28.7% of respondents reported themselves as not enrolled for the 1994-95 academic year. These would naturally be expected to be past recipients of the MITWP. Another twelve (12) or 6.9% failed to answer the question. Upon factoring the aforementioned out, ninety eight (98) or 86% of eligible recipients of the MITWP are currently utilizing the program. Fourteen (14) or 14% of the respondents, although eligible for the MITWP, reported they were not utilizing the program. See Table 3 below.

Table 3
Use of Tuition Waiver (TW)

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	98	56.3	60.5	60.5
No	2	14	8.0	8.6	69.1
Not Enrolled	3	50	28.7	30.9	100.0
		12	6.9	Missing	
	Total	174	100.0	100.0	
Mean	1.704	Std err	.072	Median	1.000
Mode	1.000	Std dev	.912	Variance	.831
Kurtosis	-1.513	S E Kurt	.379	Skewness	.624
S E Skew	.191	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	276.000		

Discussion:

It appears that some American Indian students are finding other forms of financial aid at various points in time during their academic careers.

Question 3A - ever taken credits with-out MITW.

Have you taken college or university credit courses and not used the MITW? _____ yes _____ no,

If yes, about how many credits? _____

Table 4
Ever Taken Credits Without Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	0	1	.6	.6	.6
Yes	1	58	33.3	34.3	34.9
No	2	110	63.2	65.1	100.9
		5	2.9	Missing	
	Total	174	100.0	100.0	
Mean	1.645	Std err	.038	Median	2.000
Mode	2.000	Std dev	.492	Variance	.242
Kurtosis	-1.046	S E Kurt	.371	Skewness	-.762
S E Skew	.187	Range	2.000	Minimum	.000
Maximum	2.000	Sum	278.000		

Findings:

Fifty-eight (58) or 33.3% of American Indian college students surveyed, both past and present, had taken college or university credits without the aid of the MITWP. Conversely, one hundred ten (110) or 63.2% of Native American students eligible for the MITWP had always utilized the program while enrolled. We theorize that these students were most likely part-time students. There were 5 or 2.9% non-reports for this question.

Discussion:

About 33% of all Native American students were able to find other forms of financial aid during their academic careers, despite being eligible to receive the MITWP.

Question 3B - number of credits taken w/o tuition wavier.

If yes, about how many credits? _____

Findings:

An extremely wide range of 2 - 99 credits were reported taken without the assistance of the MITWP. It should be noted though that almost all respondents eligible, ultimately utilized the MITWP. [The mean (average) number of credits taken without the assistance of the MITWP was 22.5.]

Table 5
Number of Credits Without Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
# of Credits	0	28	16.1	34.1	34.1
# of Credits	2	1	.6	1.2	35.4
# of Credits	3	5	2.9	6.1	41.5
# of Credits	6	5	2.9	6.1	47.6
# of Credits	8	1	.6	1.2	48.8
# of Credits	10	1	.6	1.2	50.0
# of Credits	11	1	.6	1.2	51.2
# of Credits	12	6	3.4	7.3	58.5
# of Credits	15	2	1.1	2.4	61.0
# of Credits	16	3	1.7	3.7	64.6
# of Credits	20	3	1.7	3.7	68.3
# of Credits	24	1	.6	1.2	69.5
# of Credits	25	1	.6	1.2	70.7
# of Credits	30	4	2.3	4.9	75.6
# of Credits	32	1	.6	1.2	76.8
# of Credits	36	2	1.1	2.4	79.3
# of Credits	40	1	.6	1.2	80.5
# of Credits	47	1	.6	1.2	81.7
# of Credits	48	1	.6	1.2	82.9
# of Credits	50	2	1.1	2.4	85.4
# of Credits	52	1	.6	1.2	86.6
# of Credits	60	1	.6	1.2	87.8
# of Credits	79	1	.6	1.2	89.0
# of Credits	80	1	.6	1.2	90.2
# of Credits	90	1	.6	1.2	91.5
# of Credits	99	7	4.0	8.5	100.0
		92	52.9	Missing	
	Total	174	100.0	100.0	
Mean	22.537	Std err	3.412	Median	10.500
Mode	.000	Std dev	30.898	Variance	954.696
Kurtosis	1.182	S E Kurt	.526	Skewness	1.529
S E Skew	.266	Range	99.000	Minimum	.000
Maximum	99.000	Sum	1848.000		

Discussion:

It appears that 33% of American Indian students eligible for the MITWP completed approximately three-quarters of an academic year of schooling without the assistance of the Program.

We will not speculate why this occurred.

Question 4 - types of financial aid.

What types of financial aid have you received in your academic career? Foils included; None, MITWP, Work study, Bureau of Indian Affairs (BIA) higher education grant, Competitive scholarship, Part-time independent student, Pell Grant, Tuition Incentive Program, Tuition Grants, Other, please specify.

Findings:

In general, one hundred seventy-one (171) or 98.3% of Native American students eligible for the MITWP reported receiving some form of financial aid. Three (3) or 1.7% of respondents failed to answer the question. This is inclusive of the MITWP.

**Table 6
Received Financial Aid**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	171	98.3	100.0	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.000	Std err	.000	Median	
Mode	.000	Std dev	.000	Variance	
Range	.000	Minimum	.000	Maximum	
Sum	.000				

A. MITWP: One hundred sixty-nine (169) or 97.1% of respondents reported utilizing the program. Two (2) or 1.1% percent of respondents apparently did not utilize the MITWP after completing the paper work making them eligible to take advantage of the program. Again, we had three (3) or 1.7 non-responses to the question.

Table 7
Indian Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	2	1.1	1.2	1.2
Received	1	169	97.1	98.8	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.988	Std err	.008	Median	1.000
Mode	1.000	Std dev	.108	Variance	.012
Kurtosis	82.952	S E Kurt	.369	Skewness	-9.164
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	169.000		

B. Work study: Twenty-one (21) or 12.1% of MITWP recipients reported receiving work study as part of their financial aid package.

Table 8
Work Study

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	150	86.2	87.7	87.7
Received	1	21	12.1	12.3	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.123	Std err	.025	Median	.000
Mode	.000	Std dev	.329	Variance	.108
Kurtosis	3.417	S E Kurt	.369	Skewness	2.319
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	21.000		

C. Bureau of Indian Affairs (BIA): Thirty-two (32) or 18.4% who received the MITWP also received financial aid from their respective tribe or the BIA. This percentage roughly corresponds to the Native American population which resides on or near reservations in Michigan.

Table 9
BIA Grant

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	139	79.9	81.3	81.3
Received	1	32	18.4	18.7	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.187	Std err	.030	Median	.000
Mode	.000	Std dev	.391	Variance	.153
Kurtosis	.627	S E Kurt	.369	Skewness	1.619
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	32.000		

D. Scholarships: Twenty-one (21) or 12.1% of MITW recipients received a scholarship of some type in addition to the MITWP.

Table 10
Scholarship

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	150	86.2	87.7	87.7
Received	1	21	12.1	12.3	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.123	Std err	.025	Median	.000
Mode	.000	Std dev	.329	Variance	.108
Kurtosis	3.417	S E Kurt	.369	Skewness	2.319
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	21.000		

E. Other: Given the numerous types and sources of financial aid, we created a generic category of "other." Thirty-five (35) or 20.1% of respondents reported receiving some other form of financial aid. There was some indication that the bulk of other sources of financial aid centered upon various types of student loans.

Table 11
Other (Predominantly Loans)

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	136	78.2	79.5	79.5
Received	1	35	20.1	20.5	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.205	Std err	.031	Median	.000
Mode	.000	Std dev	.405	Variance	.164
Kurtosis	.183	S E Kurt	.369	Skewness	1.477
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	35.000		

F. Part-time Independent Student: Only two (2) or 1.1% of Native students eligible for the MITWP received this form of state aid. Given the high percentage of part-time American Indian students, this is significant. It indicates that other forms of financial aid are not readily available to this category of student.

Table 12
Part-time Indep. Student

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	169	97.1	98.8	98.8
Received	1	2	1.1	1.2	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.012	Std err	.008	Median	.000
Mode	.000	Std dev	.108	Variance	.012
Kurtosis	82.952	S E Kurt	.369	Skewness	9.164
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

G. Pell: Seventy-four or 42.5% of MITWP recipients received Pell grants. Since Pell grants are based upon income, there is a very strong indication that many American Indian households are still low-income families.

Table 13
Pell

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	97	55.7	56.7	56.7
Received	1	74	42.5	43.3	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.433	Std err	.038	Median	.000
Mode	.000	Std dev	.497	Variance	.247
Kurtosis	-1.948	S E Kurt	.369	Skewness	.247
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	74.000		

H. Tuition incentive: Only two (2) or 1.1% of MITWP recipients received this type of financial aid.

Table 14
Tuition Incentive

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	169	97.1	98.8	
Received	1	2	1.1	1.2	
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.012	Std err	.008	Median	.000
Mode	.000	Std dev	.108	Variance	.012
Kurtosis	82.952	S E Kurt	.369	Skewness	9.164
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

I. Tuition Grant: Twelve (12) or 6.9% of those eligible for the MITWP also received a tuition grant.

**Table 15
Tuition Grant**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Received	0	159	91.4	93.0	93.0
Received	1	12	6.9	7.0	100.0
		3	1.7	Missing	
Total		174	100.0	100.0	
Mean	.070	Std err	.020	Median	.000
Mode	.000	Std dev	.256	Variance	.066
Kurtosis	9.640	S E Kurt	.369	Skewness	3.395
S E Skew	.186	Range	1.000	Minimum	.000
Maximum	1.000	Sum	12.000		

Discussion:

Inclusive of the MITWP, 98.3% of Native American students report receiving financial aid. Controlling for the MITWP, about 50% of Michigan's Native American students receive financial aid. The majority of these are full-time students, since few independent, part-time students received financial aid. Thus, we conclude, a high percentage of full-time Native American students access other forms of financial aid in addition to the MITWP. Our opinion is that the majority of Native American students currently enrolled in higher education are in jeopardy if the MITWP were eliminated.

It is unlikely that the federally recognized tribes or BIA will be able to make up for the loss of the MITWP. If Michigan's state-recognized tribes are equated with federally recognized tribes, it is apparent that 87.5% (see question 22) of respondents are currently eligible for federal higher education dollars funded through their respective tribes or the Bureau of Indian Affairs. Yet, only 18.4% report

receiving these funds. This suggests that a serious shortage of federal higher-education funding already exists for Native American students.

Despite being eligible for the MITWP, 33% of Native American students attend school without the support of the Program for approximately one year. We speculate these are predominantly full-time students. The Pell Grant, which is based upon financial need and is primarily for tuition related expenses, appears to be the largest source of outside financial aid. This might explain the high percentage of American Indian students who have taken college credit without the assistance of the MITWP. We theorize that Michigan's colleges and universities are packaging their financial aid based upon the expenditure of federal dollars first, such as the Pell Grant, over state dollars such as the MITWP. In summation, financial aid offices are passing tuition costs on to federal programs whenever possible.

One of the assertions made by politicians attempting to eliminate the MITWP was that other forms of financial aid were readily available to cover the loss of the tuition waiver for American Indian students. Our findings indicate otherwise. If the MITWP is controlled for, only about 50% of Native American students receive financial aid currently. If part-time students are controlled for, a very high percentage of full-time Native American students do access other forms of financial aid. But, the majority of Native American higher education students are not full-time students.

Question 5 - highest level of education obtained

Please indicate the highest level of education that you have obtained, the program area, and if you used the Michigan Indian Tuition Wavier Program? (note: Term credits are converted to semester credits by dividing the term credits by 1.5.)

Foils include were: A. some high school; B. high school graduate; C. college or university credit; 0-24, 25-48, 49-72, 73-96, 97 or more.

Responses:

Part A.

One (1) recipient of the MITWP reported they were not a high school graduate. Two (2) recipients reported they were high school graduates who received no college or university credit. Twenty-one (21), or 12.1% of respondents, reported they earned less than 24 college credits using the MITWP. Twenty-five (25), or 14.4% of those responding to this survey, reported earning between 25 and 48 college credits. Twenty-four (24), or 13.8% of MITWP recipients, earned between 49 and 72 semester credits. Thirteen (13), or 7.5% of respondents, reported earning between 73-96 semester credits. Finally, seventy-nine (79), or 45.4% of respondents, earned more than 97 semester credits while utilizing the MITWP.

Table 16
Highest Level of Education Obtained

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Some High School	1	1	.6	.6	.6
High School Grad. or GED	2	2	1.1	1.2	1.8
0-24 semester credits	4	21	12.1	12.7	14.5
25-48 semester credits	5	25	14.4	15.2	29.7
49-72 semester credits	6	24	13.8	14.5	44.2
73-96 semester credits	7	13	7.5	7.9	52.1
97 or more semester credits	8	79	45.4	47.9	100.0
		9	5.2	Missing	
	Total	174	100.0	100.0	
Mean	6.545	Std err	.130	Median	7.000
Mode	8.000	Std dev	1.669	Variance	2.786
Kurtosis	.261	S E Kurt	.376	Skewness	-.885
S E Skew	.189	Range	8.000	Minimum	.000
Maximum	8.000	Sum	1080.000		

Part B.

Thirty-one (31) individuals apparently never declared a major while they were attending school under the MITWP. In general, the disciplines declared as majors varied extensively, but it seems that Native Americans, like many other minority students, are not well represented in the hard sciences.

Part C.

One hundred sixty-six (166) or 95.4% of respondents report the MITWP was utilized to pay for some or all of their educations.

Table 17
Use of Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	166	95.4	100.0	100.0
		8	4.6	Missing	
	Total	174	100.0	100.0	
Mean	1.000	Std err	.000	Median	1.000
Mode	1.000	Std dev	.000	Variance	.000
Range	.000	Minimum	1.000	Maximum	1.000
Sum	166.000				

Discussion:

Question No. 5 was a reflection of our fear that Michigan's Native American students largely dropped out of college during their first two years of school. Unfortunately, the trend for Native Americans nation-wide is such that as many as 75% of Indian students are lost in their first two years of higher education. Much to our surprise, this is not the case per MITWP students. The Michigan's Native student population that utilizes the MITWP appears to drop out of school at approximately a

25% rate during the first two years of college. If those seeking certificates and associates degrees are controlled for, this figure could be lower.

Question 6 - types of certificates and degrees earned

Please indicate the major program area for all certificates and degrees earned. Also, please indicate your approximate grade average when the degree or certificate was earned. (use a 0.0 to 4.0 scale please)

Responses:

Academic Certificates

Eighteen (18) respondents to our survey self-reported earning a certificate in thirteen different fields. However, only thirteen (13) or 7.5% of all individuals responding to the survey reported using the MITWP to earn their respective certificates. Cumulatively these individuals reported having completed their respective certificates with a GPA average of 3.36.

**Table 18
Use of Tuition Waiver for Certificate**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	13	7.5	72.2	72.2
No	2	5	2.9	27.8	100.0
		156	89.7	Missing	
	Total	174	100.0	100.0	
Mean	1.278	Std err	.109	Median	1.000
Mode	1.000	Std dev	.461	Variance	.212
Kurtosis	-.942	S E Kurt	1.038	Skewness	1.085
S E Skew	.536	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	23.000		

Associate Degrees

Forty-two (42) respondents earned an associates degree of some type. Thirty-seven (37), or 21.3% of all respondents, indicated that the MITWP had been used to earn the degree. These degrees were earned in 30 different disciplines. The mean (average) GPA for those earning associates degrees was 3.182.

Table 19
Use of Tuition Waiver for Associate Degree

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	37	21.3	88.1	88.1
No	2	5	2.9	11.9	100.0
		132	75.9	Missing	
	Total	174	100.0	100.0	
Mean	1.119	Std err	.051	Median	1.000
Mode	1.000	Std dev	.328	Variance	.107
Kurtosis	4.153	S E Kurt	.717	Skewness	2.441
S E Skew	.365	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	47.000		

Bachelor Degrees

Fifty-seven (57), or approximately 33% of MITWP recipients, reported they earned bachelors degrees with the support of the Program. These degrees were earned in 42 different disciplines. Five (5) reported that they earned these degree without utilizing the MITWP. The mean GPA for recipients earning bachelors degrees was 3.078.

Table 20
Use of Tuition Waiver for Bachelor of Arts Degree

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	57	32.8	91.9	91.9
No	2	5	2.9	8.1	100.0
		112	64.4	Missing	
	Total	174	100.0	100.0	

Mean	1.081	Std err	.035	Median	1.000
Mode	1.000	Std dev	.275	Variance	.075
Kurtosis	8.232	S E Kurt	.599	Skewness	3.157
S E Skew	.304	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	67.000		

Graduate Degrees

Thirteen (13) masters degrees were earned in twelve different disciplines per our survey results. Eleven (11), or 6.3% of respondents, attribute their degrees to the support of the MITWP. The average GPA reported for those earning masters degrees was 3.606.

Table 21
Use of Tuition Waiver for Master's Degree

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	11	6.3	84.6	84.6
No	2	2	1.1	15.4	100.0
		161	92.5	Missing	
	Total	174	100.0	100.0	
Mean	1.154	Std err	.104	Median	1.000
Mode	1.000	Std dev	.376	Variance	.141
Kurtosis	3.223	S E Kurt	1.191	Skewness	2.179
S E Skew	.616	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	15.000		

One (1), or .6% of recipients of the MITWP, reported earning a Ph.D. in education. This student achieved a GPA of 3.5 while earning the Ph.D. degree.

Table 22
Use of Tuition Waiver for Ph.D.

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	1	95.4	100.0	100.0
		173	4.6	Missing	
	Total	174	100.0	100.0	
Mean	1.000	Median	1.000	Mode	1.000
Range	.000	Minimum	1.000	Maximum	1.000
Sum	1.000				

Professional Degrees

In addition, one Juris Doctorate (J.D.) and one Medical Degree (M.D.) were earned by MITWP recipients. Those earning these professional degrees had an average GPA of 3.200.

Table 23
Use of Tuition Waiver for Professional Degree

Value	Frequency	Percent	Valid Percent	Cum. Percent
	172	98.9	98.9	98.9
Juris DO	1	.6	.6	99.4
MD	1	.6	.6	100.0
Total	174	100.0	100.0	

Discussion:

Our sample indicates that the Michigan's Native American student population participating in the MITWP are completing their studies at very high rates, although it is impossible to make meaningful comparisons with their cohorts nationwide. The data and statistics on Native American completion rates is at best conflicting. National statistics are based on overall percentages of the Native American population. For example Lin, LeCounte, and Eder (1988) in the Journal of Indian Education report the completion rates for Native Americans in predominantly white four year colleges as being a mere 6%. Statistics generated by the Census Bureau for 1990 list completion rates at approximately 8%. Others place the overall college graduation rate for Native Americans at 5% as compared to 16% for the general population (Fries, 1987; Barnhardt & Kirkness, 1991; Tierney, 1991). Pavel (1992), writing in the National Advisory Council on Indian Educations, annual report, entitled Indian Education: A Federal Entitlement, sets the completion rate for first time, full-time Native students over a six year period between 1984 and 1990 at 29%. Pavel acknowledges, that

because of ethnic fraud due to colleges and universities being able to allow self-identification of Native Americans students, his statistics are suspect. Consequently, we conclude that the rate of graduation for Native Americans from four year institutions should be around 10% of their overall population given the weight of the evidence we could find in the literature to date.

We were extremely pleased to find that 57, or 32% of Native American Indian students who responded to the survey, attributed their bachelors degree to the support of the MITWP. Remember, our random sample included both current and past recipients of the MITWP. Our sample included Native students also seeking certificates, associate degrees, graduate degrees, and professional degrees. If these other categories are factored in, 70% of our sample of MITWP recipients completed an academic program. We would have to surmise that these findings far surpasses the estimates of national data on American Indian college completion rates. We emphasized that meaningful comparisons are hard to make since the national data cited is based on percentages of the overall Native American population. Our statistics are based on participation in the MITWP.

Nonetheless, the MITWP appears to be a meaningful program that works well for a population which, historically has not done well in college.

Question 7A & B - academic dismissal

While attending a college or university were you ever:

academically dismissed _____ yes _____ no;

on academic probation _____ yes _____ no.

Explain, if you wish _____

Findings:

A. Thirteen (13), or 7.5% of Native students receiving the MITWP, reported themselves as academically dismissed from a college or university.

**Table 24
Academic Dismissal**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	13	7.5	8.5	8.5
No	2	140	80.5	91.5	100.0
		21	12.1	Missing	
	Total	174	100.0	100.0	
Mean	1.915	Std err	.023	Median	2.000
Mode	2.000	Std dev	.280	Variance	.078
Kurtosis	7.132	S E Kurt	.390	Skewness	-3.006
S E Skew	.196	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	293.000		

B. Forty-four (44), or 25.3% of American Indian students receiving the MITWP, self-reported themselves being placed on academic probation.

**Table 25
Academic Probation**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	44	25.3	26.5	26.5
No	2	122	70.1	73.5	100.0
		8	4.6	Missing	
	Total	174	100.0	100.0	
Mean	1.735	Std err	.034	Median	2.000
Mode	2.000	Std dev	.443	Variance	.196
Kurtosis	-.856	S E Kurt	.375	Skewness	-1.074
S E Skew	.188	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	288.000		

Discussion:

Another frequent criticism of the MITWP was/is that the program contains no provisions or requirements for academic success. It was feared that many Native American students were not making continuous academic progress in their educational pursuits. Given the fact that 27% of survey respondents self-reported themselves being placed on academic probation, and another 7.5% reported themselves as academically dismissed, it appears that Michigan's colleges and universities are doing an adequate job of policing Native students not making academic progress. We subsequently question the validity of the criticism leveled at the MITWP.

Question 8. - education employment result

Was the educational level you obtained instrumental in obtaining your current employment?

Responses:

One hundred seven (107), or 61.5% of respondents, indicated that their current employment was gained as a direct result of the education they received through the MITWP. Forty-three (43), or 24.7%, did not attribute their educational experience as a result of the MITWP to be a factor in their current employment. Twenty-four, or 13.85%, failed to respond to the question.

Table 26
Education Level Result

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	107	61.5	71.3	71.3
No	2	43	24.7	28.7	100.0
		24	13.8	Missing	
	Total	174	100.0	100.0	
Mean	1.287	Std err	.037	Median	1.000
Mode	1.000	Std dev	.454	Variance	.206
Kurtosis	-1.107	S E Kurt	.394	Skewness	.953
S E Skew	.198	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	193.000		

Discussion:

Keep in mind the 60/40 split here. Sixty percent (60%) of the respondents in this survey are still students. One can infer that a majority of Native Americans having completed their studies believe that their education played a positive role in obtaining employment.

Question 9. - usual number of credits taken per semester

In your academic career, what was the number of credits you took most often each semester? Foils included: 1 - 4; 5 - 8; 9 -12; over 12; or so many combinations that none of the above is representative.

Findings:

As one would expect, the findings were quite varied. Nine (9), or 5.2% of respondents, indicated they regularly only took one to four credits or one class. Seventeen (17), or 9.8% of those responding, regularly took five to eight credits or approximately two classes. Fifty-eight (58), or

33.3% of MITWP recipients, most often took between nine and twelve credits or three to four classes. Seventy-two (72), or 41.4% of respondents, indicated they regularly took over twelve credits making them full-time students. Another twelve (12) respondents, or 6.95%, reported that they took many variations of credits to average out their course work. There were six (6) respondents who failed to answer the question.

Table 27
Usual # of Credits Per Semester

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
1-4	1	9	5.2	5.4	5.4
5-8	2	17	9.8	10.1	15.5
9-12	3	58	33.3	34.5	50.0
Over 12	4	72	41.4	42.9	92.0
Too Many Diff. Combi.	5	12	6.9	7.1	100.0
		6	3.4	Missing	
	Total	174	100.0	100.0	
Mean	3.363	Std err	.073	Median	3.500
Mode	4.000	Std dev	.950	Variance	.903
Kurtosis	.280	S E Kurt	.373	Skewness	-.659
S E Skew	.187	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	565.000		

Discussion:

It appears that Native Americans utilizing the MITWP most often take about three classes, making the majority of them part-time students. These findings tend to correspond to other national findings on American Indian matriculation rates (Pavel, 1992--previously cited).

Question 10 - academic/educational growth

If you did not use the Indian Tuition Wavier Program for purposes of completing a degree or certificate program, what were your reasons for attending college or university? Please check all that apply. Foils included; academic/educational growth: skill enhancement/personal growth: Personal growth -emotional, physical:

Skill enhancement -work related/required: other please specify.

Findings:

Forty-one (41), or 23.6% of respondents, reported taking college credits for academic or educational growth while not seeking a college degree. Twenty-one (21), or 12.1%, indicated they had taken classes for skill enhancement which was related to their personal growth. Fifteen (15), or 8.6%, reported taking course work related to personal growth which was emotional or physical. Twenty-five (25), or 14.4%, reported taking classes for skill enhancement which was job related. Finally, eight (8), or 4.6%, reported taking classes for other reasons than those we listed.

**Table 28
Academic/Educational Growth**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Applicable	0	129	74.1	75.4	75.4
Applicable	1	41	23.6	24.0	99.4
	5	1	.6	.6	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.269	Std err	.043	Median	.000
Mode	.000	Std dev	.562	Variance	.315
Kurtosis	28.384	S E Kurt	.369	Skewness	4.011
S E Skew	.186	Range	5.000	Minimum	.000
Maximum	5.000	Sum	46.000		

Table 29
Skills Enhancement

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Applicable	0	149	85.6	87.1	87.1
Applicable	1	21	12.1	12.3	99.4
	5	1	.6	.6	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.152	Std err	.038	Median	.000
Mode	.000	Std dev	.497	Variance	.247
Kurtosis	53.000	S E Kurt	.369	Skewness	6.107
S E Skew	.186	Range	5.000	Minimum	.000
Maximum	5.000	Sum	26.000		

Table 30
Other

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Applicable	0	162	93.1	94.7	94.7
Applicable	1	8	4.6	4.7	99.4
	5	1	.6	.6	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.076	Std err	.033	Median	.000
Mode	.000	Std dev	.434	Variance	.188
Kurtosis	98.973	S E Kurt	.369	Skewness	9.150
S E Skew	.186	Range	5.000	Minimum	.000
Maximum	5.000	Sum	13.000		

**Table 31
Personal Growth**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Applicable	0	155	89.1	90.6	90.6
Applicable	1	15	8.6	8.8	99.4
	5	1	.6	.6	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.117	Std err	.036	Median	.000
Mode	.000	Std dev	.471	Variance	.222
Kurtosis	68.675	S E Kurt	.369	Skewness	7.222
S E Skew	.186	Range	5.000	Minimum	.000
Maximum	5.000	Sum	20.000		

**Table 32
Skills Enhancement/Work Related**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not Applicable	0	145	83.3	84.8	84.8
Applicable	1	25	14.4	14.6	99.4
	5	1	.6	.6	100.0
		3	1.7	Missing	
	Total	174	100.0	100.0	
Mean	.175	Std err	.039	Median	.000
Mode	.000	Std dev	.513	Variance	.263
Kurtosis	45.649	S E Kurt	.369	Skewness	5.535
S E Skew	.186	Range	5.000	Minimum	.000
Maximum	5.000	Sum	30.000		

Discussion:

The MITWP has also been criticized for allowing Native students the opportunity to take college course work while not being enrolled in a program leading to a college degree or certificate. One would have to conclude that this is occurring to a limited degree per this sample. But, keep in mind that nearly seventy percent (70%) of these same individuals ultimately completed some type of

college degree or certificate program. Thus, we discount the notion of widespread abuse of the program. We speculate, that some Native American students simply test the waters before formally entering programs. We also argue, does not an educated American Indian populace ultimately contribute to and create a better society?

Question 11 - future attendance

Are you planning to attend a college or university in the future?

Foils included: _____ yes, within five years; _____ yes, sometime but don't know when; _____ yes, within the next 10 years; _____ no

Findings:

One hundred thirty-two (132), or 75.9% of MITWP recipients, indicated they had further educational aspiration within the next five years. Eighteen (18), or 10.3% of respondents, reported that they intended to obtain further education, but did not know when. Another six (6), or 3.4% of the program's recipients, intended to re-enroll in college within the next ten years. Only nine (9), or 5.2% of MITWP participants, indicated they had no further intention of returning to school. Another nine (9), or 5.25 of respondents, failed to answer the question.

Table 33
Future Attendance

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes Within 5 Years	1	132	75.9	80.0	80.0
Yes Don't Know	2	18	10.3	10.9	90.9
Yes Within 10 Years	3	6	3.4	3.6	94.5
No		9	5.2	Missing	
	Total	174	100.0	100.0	
Mean	1.345	Std err	.062	Median	1.000
Mode	1.000	Std dev	.794	Variance	.630
Kurtosis	4.867	S E Kurt	.376	Skewness	2.409
S E Skew	.189	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	222.000		

Discussion:

Two things are immediately noticeable when examining this data. First, the value placed upon an education in the Native American community is still extremely high. Second, the MITWP appears to be creating a community of life-long learners among Native students utilizing the program. Our data indicates many Native students are seeking second degrees in order to better their lives. Our methodology does not allow us to readily determine what percentage of Native American students are doing so. But given the reported completion rates and the percentage of students with intentions of enrolling in additional coursework, it is apparent that continuing education is very important to American Indians enrolled in higher education. Keep in mind that approximately 60% of survey respondents are still in school and thus would have been expected to respond favorably with regard to returning to college.

Question 12 - college attended

Please indicate all of the colleges, tribal colleges, and universities you have attended and the approximate year(s) of your attendance. (Recipients were given three spaces to indicate their responses, which were prioritized as primary, secondary, and third institutions. Keep in mind N = 174.)

Findings:

One hundred seventy-four (174), or 100% of respondents, indicated their primary educational institution. These varied immensely as one might expect. Respondents attended these schools for an average of 3.00 years. Eighty-seven (87), or 50% of respondents, indicated they attended a second college or university. The average enrollment rate for secondary institutions was for 2.21 years. Finally, thirty-six (36), or 20.7% of MITWP recipients, attended a third college or university for 3.02 years.

**Table 34
Number of Years Attended at First Institution**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	.50	9	5.2	5.6	5.6
	1.00	36	20.7	22.2	27.8
	2.00	32	18.4	19.8	47.5
	3.00	28	16.1	17.3	64.8
	4.00	19	10.9	11.7	76.5
	5.00	25	14.4	15.4	92.0
	6.00	7	4.0	4.3	96.3
	7.00	1	.6	.6	96.9
	8.00	1	.6	.6	97.5
	9.00	2	1.1	1.2	98.8
	10.00	1	.6	.6	99.4
	12.00	1	.6	.6	100.0
	99.00	12	6.9	Missing	
	Total	174	100.0	100.0	
Mean	3.003	Std err	.159	Median	3.00
Mode	1.000	Std dev	2.020	Variance	4.082
Kurtosis	2.499	S E Kurt	.379	Skewness	1.246
S E Skew	.191	Range	11.500	Minimum	.500
Maximum	12.000	Sum	486.500		

Table 35
Number of Years Attended at Second Institution

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	.50	9	5.2	10.3	10.3
	1.00	23	13.2	26.4	36.8
	2.00	27	15.5	31.0	67.8
	3.00	16	9.2	18.4	86.2
	4.00	7	4.0	8.0	94.3
	5.00	3	1.7	3.4	97.7
	7.00	1	.6	1.1	98.9
	13.00	1	.6	1.1	100.0
	99.00	87	50.0	Missing	
	Total	174	100.0	100.0	
Mean	2.213	Std err	.185	Median	2.000
Mode	2.000	Std dev	1.726	Variance	2.980
Kurtosis	17.178	S E Kurt	.511	Skewness	3.218
S E Skew	.258	Range	12.500	Minimum	.500
Maximum	13.000	Sum	192.500		

Table 36
Number of Years Attended at Third Institution

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	.50	2	1.1	5.6	5.6
	1.00	8	4.6	22.2	27.8
	2.00	9	5.2	25.0	52.8
	3.00	5	2.9	13.9	66.7
	4.00	6	3.4	16.7	83.3
	5.00	1	.6	2.8	86.1
	6.00	1	.6	2.8	88.9
	7.00	2	1.1	5.6	94.4
	9.00	2	1.1	5.6	100.0
	99.00	138	79.3	Missing	
	Total	174	100.0	100.0	
Mean	3.028	Std err	.374	Median	2.000
Mode	2.000	Std dev	2.245	Variance	5.042
Kurtosis	1.218	S E Kurt	.768	Skewness	1.288
S E Skew	.393	Range	8.500	Minimum	.500
Maximum	9.000	Sum	109.000		

Discussion:

We believe these findings are a reflection of American Indians becoming life-long learners given the opportunity, more than a determination of average periods of time to obtain degrees. Secondly, this is also a reflection of the mobility factor among Native Americans which was previously addressed. It also appears that very few Native Americans are coming to Michigan specifically to take advantage of the MITWP. Virtually no respondents listed any out of state schools. Thus, we see no transferring into the state of Michigan to take advantage of the MITWP.

Question 13 - age

Your age in 1994? _____

Findings:

The average age of all MITWP recipients was 30.4 years. Controlling for past recipients of the program and consequently exhibiting only the current MITWP recipients the mean age only drops to 29.6 years. The most often recorded age (mode) was 24 years for both past and current program participants. The median (center of the distribution) was 28 years for both past and current recipients, while 27 years was the median for current program participants. The age of respondents ranged from 18 - 57. The standard deviation was just over nine years. Subsequently, we know that 68% of all those attending school on the MITWP are between the age of 21 and 39. Obviously, Native American students are atypical students with regard to age.

Table 37
Age of Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	18	1	1.0	1.0	1.0
	19	4	4.0	4.0	5.1
	20	8	8.0	8.1	13.1
	21	3	3.0	3.0	16.2
	22	7	7.0	7.1	23.2
	23	6	6.0	6.1	29.3
	24	9	9.0	9.1	38.4
	25	4	4.0	4.0	42.4
	26	5	5.0	5.1	47.5
	27	3	3.0	3.0	50.5
	28	6	6.0	6.1	56.6
	29	1	1.0	1.0	57.6
	30	3	3.0	3.0	60.6
	31	3	3.0	3.0	63.6
	32	3	3.0	3.0	66.7
	33	4	4.0	4.0	70.7
	34	2	2.0	2.0	72.7
	35	2	2.0	2.0	74.7
	36	1	1.0	1.0	75.8
	37	2	2.0	2.0	77.8
	38	2	2.0	2.0	79.8
	39	1	1.0	1.0	80.8
	40	5	5.0	5.1	85.9
	41	3	3.0	3.0	88.9
	42	3	3.0	3.0	91.9
	43	1	1.0	1.0	92.9
	45	1	1.0	1.0	93.9
	46	1	1.0	1.0	94.9
	47	2	2.0	2.0	97.0
	49	3	3.0	3.0	100.0
		1	1.0	Missing	
	Total	100	100.0	100.0	
Mean	29.606	Std err	.852	Median	27.000
Mode	24.000	Std dev	8.473	Variance	71.792
Kurtosis	-.619	S E Kurt	.481	Skewness	.684
S E Skew	.243	Range	31.000	Minimum	18.000
Maximum	49.000	Sum	2931.000		

Table 38
Age of Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Age	18	1	1.4	1.5	1.5
Age	19	1	1.4	1.5	2.9
Age	20	1	1.4	1.5	4.4
Age	21	3	4.2	4.4	8.8
Age	23	3	4.2	4.4	13.2
Age	24	9	12.7	13.2	26.5
Age	25	3	4.2	4.4	30.9
Age	26	4	5.6	5.9	36.8
Age	27	6	8.5	8.8	45.6
Age	29	2	2.8	2.9	48.5
Age	30	2	2.8	2.9	51.5
Age	31	4	5.6	5.9	57.4
Age	32	4	5.6	5.9	63.2
Age	33	2	2.8	2.9	66.2
Age	34	3	4.2	4.4	70.6
Age	36	2	2.8	2.9	73.5
Age	37	1	1.4	1.5	75.0
Age	38	1	1.4	1.5	76.5
Age	39	2	2.8	2.9	79.4
Age	40	5	7.0	7.4	86.8
Age	42	1	1.4	1.5	88.2
Age	46	3	4.2	4.4	92.6
Age	47	1	1.4	1.5	94.1
Age	48	1	1.4	1.5	95.6
Age	50	1	1.4	1.5	97.1
Age	55	1	1.4	1.5	98.5
Age	57	1	1.4	1.5	100.0
		3	4.2	Missing	
	Total	71	100.0	100.0	
Mean	31.559	Std err	1.081	Median	30.000
Mode	24.000	Std dev	8.911	Variance	79.414
Kurtosis	.265	S E Kurt	.574	Skewness	.890
S E Skew	.291	Range	39.000	Minimum	18.000
Maximum	57.000	Sum	2146.000		

Discussion:

This finding adds weight to the argument that the majority of Native American college students are non-traditional students. They are not your typical 18 - 22 year-old attending college.

Question 14 - gender or sex

Are you: _____ male _____ female?

Findings

Fifty-eight (58), or 33.3% of both past and present MITWP recipients, are male, while one hundred twelve (112), or 64.4%, are female. Controlling for past recipients of the program, only increases the gender gap. Of current MITWP recipients, 70% are female, while only 30% are male. Among past recipients of the program, only 28% were male. Although not significant, it appears that the gender gap for Native American participation in higher education has been visible since the inception of the MITWP.

**Table 39
Gender of Current and Past Students**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Male	1	58	33.3	34.1	34.1
Female	2	112	64.4	65.9	100.0
		4	2.3	Missing	
Total		174	100.0	100.0	
Mean	1.659	Std err	.036	Median	2.000
Mode	2.000	Std dev	.476	Variance	.226
Kurtosis	-1.562	S E Kurt	.370	Skewness	-.676
S E Skew	.186	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	282.000		

Table 40
Gender of Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Male	1	30	30.0	30.0	30.0
Female	2	70	70.0	70.0	100.0
	Total	100	100.0	100.0	
Mean	1.700	Std err	.046	Median	2.000
Mode	2.000	Std dev	.461	Variance	.212
Kurtosis	-1.240	S E Kurt	.478	Skewness	-.886
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	170.000		

Table 41
Gender of Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Male	1	28	39.4	40.6	40.6
Female	2	41	57.7	59.4	100.0
		2	2.8	Missing	
	Total	71	100.0	100.0	
Mean	1.594	Std err	.060	Median	2.000
Mode	2.000	Std dev	.495	Variance	.245
Kurtosis	-1.902	S E Kurt	.570	Skewness	-.392
S E Skew	.289	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	110.000		

Discussion:

The immediate conclusion is that Native American females are attending college and universities at a better than two to one ratio over their male cohorts. Upon controlling for past recipients of the program widens this gap. The national trend for American Indian female enrollment in college went from 45% in 1980 to 58% in 1990, according to the National Advisory Council of Indian Education (Pavel, 1992). Michigan's current Native female population is clearly attending college at an even greater rate (70%) over their male cohorts (30%).

Question 15 - marital status

Are you: _____ married; _____ single (includes divorced)?

Findings:

Of both current and past MITWP recipients, seventy-seven (77), or 44.3% of respondents, reported themselves as married, while ninety-three (93), or 53.4%, reported themselves as single per our definition. Four (4) or 2.3% failed to respond to the question.

Upon controlling for past recipients, the marriage rate of current program recipients drops to 37%. Thus, approximately one third (1/3) of current Native American students utilizing the MITWP are married. Concomitantly, 54.9% of past MITWP students are married.

**Table 42
Marital Status of Current and Past Students**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Married	1	77	44.3	45.3	45.3
Not Married	2	93	53.4	54.7	100.0
		4	2.3	Missing	
	Total	174	100.0	100.0	
Mean	1.547	Std err	.038	Median	2.000
Mode	2.000	Std dev	.499	Variance	.249
Kurtosis	-1.987	S E Kurt	.370	Skewness	-.191
S E Skew	.186	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	263.000		

Table 43
Marital Status of Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Married	1	37	37.0	37.0	37
Not Married	2	63	63.0	63.0	100.0
	Total	100.0	100.0	100.0	
Mean	1.630	Std err	.049	Median	2.000
Mode	2.000	Std dev	.485	Variance	.235
Kurtosis	-1.736	S E Kurt	.478	Skewness	-.547
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	163.000		

Table 44
Marital Status of Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Married	1	39	54.9	56.5	56.5
Not Married	2	30	42.3	43.5	100.0
		2	2.8	Missing	
	Total	71	100.0	100.0	
Mean	1.435	Std err	.060	Median	1.000
Mode	1.000	Std dev	.499	Variance	.249
Kurtosis	-1.986	S E Kurt	.570	Skewness	.269
S E Skew	.289	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	99.000		

Discussion:

We could find no indication of the percentage of Native Americans who were married and pursuing an education in any of the literature reviews that were examined. Nor does this data appear to be kept by educational institutions we contacted. Thus, it is impossible for us to make any comparison per this finding. We believe though, that a higher percentage of Native American college students are married than would be found in the general population. In all likelihood, this is true since

Native Americans who utilize the MITWP are older (30) than the general student population. This also clearly adds credibility to our contention that Native American students are atypical. They simply do not fit the traditional student profile.

Question 16 - employment status

What was your employment status for the majority of 1994?

- Full time (40 hour per week or more)
- Part time (less than 40 hours a week)
- Volunteer work
- Not employed
- Other, please specify _____

Findings:

Approximately one half (1/2), or 47%, of all current Native students utilizing the MITWP work full-time in addition to attending school. Another 35% of current students were employed on a part-time basis. Two thirds (2/3), or 67% of past program recipients, indicated they are employed on a full-time basis. Another 16.9% of past recipients indicate they are employed on a part-time basis.

Table 45
Employment Status: Current and Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Full Time	1	96	55.2	56.8	56.8
Part Time	2	47	27.0	27.8	84.6
Volunteer	3	5	2.9	3.0	87.6
Unemployed	4	17	9.8	10.1	97.6
	5	4	2.3	2.4	100.0
		5	2.9	Missing	
Other	Total	174	100.0	100.0	
Mean	1.734	Std err	.082	Median	1.000
Mode	1.000	Std dev	1.072	Variance	1.149
Kurtosis	1.360	S E Kurt	.371	Skewness	1.518
S E Skew	.187	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	293.000		

Table 46
Employment Status of Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Full Time	1	47	47.0	47.5	47.5
Part Time	2	35	35.0	35/4	82.8
Volunteer	3	3	3.0	3.0	85.9
Unemployed	4	11	11.0	11.1	97.0
Other	5	3	3.0	3.0	100.0
		1	1.0	Missing	
	Total	100	100.0	100.0	
Mean	1.969	Std err	.062	Median	2.000
Mode	2.000	Std dev	.617	Variance	.380
Kurtosis	.549	S E Kurt	.483	Skewness	-.251
S E Skew	.244	Range	3.000	Minimum	.000
Maximum	3.000	Sum	193.000		

Table 47
Employment Status of Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Full Time	1	48	67.6	69.6	69.6
Part Time	2	12	16.9	17.4	87.0
Volunteer	3	2	2.8	2.9	89.9
Unemployed	4	6	8.5	8.7	98.6
Other	5	1	1.4	1.4	100.0
		2	2.8		
	Total	71	100.0	100.0	
Mean	1.555	Std err	.121	Median	1.000
Mode	1.000	Std dev	1.008	Variance	1.016
Kurtosis	2.642	S E Kurt	.570	Skewness	1.899
S E Skew	.289	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	107.000		

Discussion:

An extremely high percentage of Native American students work on a full-time basis, while attending school. This, without doubt, is a major causal factor for our finding that 66% of Native American students utilizing the MITWP are part-time students. The higher mean age (30 years) for Native students would also be expected to be a causal factor with regard to this finding.

Interestingly, past recipients of the MITWP exhibited only an 8.5% unemployment rate, while current MITWP students indicated they had an 11% unemployment rate. In combination, both past and current MITWP recipients exhibit an approximate employment rate of 83.4% for both full- and part-time work. These are good labor force participation percentages for American Indians. Regardless of which data is used, American Indians have historically exhibited extremely low rates of labor force participation. The MITWP should be considered a prime causal factor in the educational

gains and subsequent employment of American Indians in Michigan. This finding clearly adds weight to the contention that Native American higher education students are not traditional college students.

Question 17 - type of employment

If employed in 1994, what was your position for the majority of the year? (example: manager, waitress)

Findings:

A complete list of the various types of employment gained by those utilizing the MITWP can be found in the appendix section.

Question 18 - no# in house

How many people lived in your household in 1994? _____

Findings:

Seventeen percent (17%) of current MITWP recipients indicated that they live alone. Most current recipients (64%) live in a household with 2 - 4 people, while 16% indicated they live in a household with more than 5 people. Twenty-one percent (21%) of past recipients reported they lived alone, while 54% lived with 2-4 people, and 19% lived in a household with more than 5 people. Breaking this data out more comprehensively, the mean number of individuals in households of both past and present American Indians utilizing the MITWP was 3.12.

Table 48
Number In Household: Current and Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Zero	0	1	.6	.6	.6
One Person	1	32	18.4	19.2	19.8
2 Persons	2	104	59.8	62.3	82.0
3 Persons	3	30	17.2	18.0	100.0
		7	4.0	Missing	
	Total	174	100.0	100.0	
Mean	1.976	Std err	.049	Median	2.000
Mode	2.000	Std dev	.630	Variance	.397
Kurtosis	.007	S E Kurt	.374	Skewness	-.128
S E Skew	.188	Range	3.000	Minimum	.000
Maximum	3.000	Sum	330.000		

Table 49
Number In Household: Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
	0	1	1.0	1.0	1.0
One Person	1	17	17.0	17.3	18.4
2 Persons	2	64	64.0	65.3	83.7
3 Persons	3	16	16.0	16.3	100.0
		2	2.0	Missing	
	Total	100	100.0	100.0	
Mean	1.969	Std err	.062	Median	2.000
Mode	2.000	Std dev	.617	Variance	.380
Kurtosis	.549	S E Kurt	.483	Skewness	-.251
S E Skew	.244	Range	3.000	Minimum	.000
Maximum	3.000	Sum	193.000		

**Table 50
Number In Household: Past Students**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
One Person	1	15	21.1	22.1	22.1
2 Persons	2	39	54.9	57.4	79.4
3 Persons	3	14	19.7	20.6	100.0
		3	4.2	Missing	
	Total	71	100.0	100.0	
Mean	1.985	Std err	.080	Median	2.000
Mode	2.000	Std dev	.658	Variance	.433
Kurtosis	-.612	S E Kurt	.574	Skewness	.015
S E Skew	.291	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	135.000		

Discussion:

These findings indicate that the vast majority (80%) of current Native American students are independent students and in some cases, heads of householders with two or more dependents. This provides additional weight to the notion that Native American students enrolled in higher education are non-traditional students. In all likelihood, the additional burdens of family responsibilities contribute to the high percentage of American Indian part-time students.

Question 19 - no# from house in college

How many people in question 18 were attending college in 1994? _____

Findings:

It appears that 87% of MITWP participants had one or more people in their households currently enrolled in college. Two thirds (2/3), or 66% of these households, had just one college participant. The average household with current MITWP recipients had a mean of 1.18 students in college.

Table 51
Number From Household in College: Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Zero	0	9	9.0	9.4	9.4
One Person	1	66	66.0	68.8	78.1
2 Persons	2	15	15.0	15.6	93.8
3 Persons	3	6	6.0	6.3	100.0
		4	4.0	Missing	
	Total	100	100.0	100.0	
Mean	1.888	Std err	.070	Median	1.000
Mode	1.000	Std dev	.695	Variance	.470
Kurtosis	1.439	S E Kurt	.488	Skewness	.944
S E Skew	.246	Range	3.000	Minimum	.000
Maximum	3.000	Sum	114.000		

Table 52
Number From Household in College: Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Zero	0	45	63.4	66.2	66.2
One Person	1	20	28.2	29.4	95.6
2 Persons	2	1	1.4	1.5	97.1
3 Persons	3	2	2.8	2.9	100.0
		3	4.2	Missing	
	Total	71	100.0	100.0	
Mean	.412	Std err	.082	Median	.000
Mode	.000	Std dev	.674	Variance	.455
Kurtosis	4.738	S E Kurt	.574	Skewness	1.986
S E Skew	.291	Range	3.000	Minimum	.000
Maximum	3.000	Sum	28.000		

Discussion:

These findings are fairly indicative of what we would have predicted given our sample technique. Of note, it appears that both current and past MITWP participant households are exhibiting some limited second generational college participation.

Question 20 - household income

Approximate your adjusted household income in 1994? (Please check one.)

Foils included: \$10,000 or less \$30,000 to \$40,000
 \$10,001 to \$20,000 \$40,000 to \$50,000
 \$20,000 to \$30,000 \$50,001 to \$60,000

Findings:

As one might expect, a wide range of household incomes was obtained from our sample. Among current recipients of the MITWP, 24% made less than \$10,000; 21% made between \$10-20,000; 12% made between \$20-30,000; 19% earned between \$30-40,000; 8% made between \$40-50,000; 10% made between \$50-60,000; and finally, 6% made over \$60,000. Among past recipients of the MITWP, 11.3% made less than \$10,000; another 11.3% made between \$10-20,000; 16.9% made between \$20-30,000; 22.5% reported making between \$30-40,000; 12.7% made between \$40-50,000; 7% indicate an income between \$50-60,000; and finally 14.1% had incomes in excess of \$60,000.

The mean income for current MITWP recipients was slightly more than \$20,000, while the mean income for past participants in the program was a fraction under \$30,000 annually. Thus, we do

have an inverse relationship as one would expect. The mode or most often reported income for current MITWP recipients was under \$10,000 annually. While the mode, or most often reported income, for past MITWP recipients was between \$30-40,000. This denotes a stronger inverse relationship between current MITWP recipients and past program participants than the mean (averages) portray.

Table 53
Household Income: Current Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
< \$10,000	1	24	24.0	24.0	24.0
\$10,001-20,000	2	21	21.0	21.0	45.0
\$20,000-30,000	3	12	12.0	12.0	57.0
\$30,000-40,000	4	19	19.0	19.0	76.0
\$40,000-50,000	5	8	8.0	8.0	84.0
\$50,000-60,000	6	10	10.0	10.0	94.0
Over \$60,000	7	6	6.0	6.0	100.0
	Total	100	100.0	100.0	
Mean	3.200	Std err	.188	Median	3.000
Mode	1.000	Std dev	1.880	Variance	3.535
Kurtosis	-.892	S E Kurt	.478	Skewness	.486
S E Skew	.241	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	320.000		

Table 54
Household Income : Past Students

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
< \$10,000	1	8	11.3	11.8	11.8
\$10,001-20,000	2	8	11.3	11.8	23.5
\$20,000-30,000	3	12	16.9	17.6	41.2
\$30,000-40,000	4	16	22.5	23.5	64.7
\$40,000-50,000	5	9	12.7	13.2	77.9
\$50,000-60,000	6	5	7.0	7.4	85.3
Over \$60,000	7	10	14.1	14.7	100.0
		3	4.2	Missing	
	Total	71	100.0	100.0	
Mean	3.956	Std err	.227	Median	4.000
Mode	4.000	Std dev	1.872	Variance	3.505
Kurtosis	-.888	S E Kurt	.574	Skewness	.136
S E Skew	.291	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	269.000		

Discussion:

We expected to see a stronger inverse relationship between current and past recipients of the MITWP. After all, the first group is expected to be in school and working part-time. The latter group is expected to have completed school and theoretically would be working. But, it appears the non-traditional nature of American Indian students participating in the MITWP has considerably decreased the expected inverse relationship. Most American Indian students in Michigan are older, independent individuals with dependents, many of whom are employed full-time. These factors have clearly driven up the average income and income levels of current Native Americans students utilizing the MITWP.

Question 21 - mom/dad's education

What was the highest grade level obtained by your parents (or parental figure)? Please also indicate if either used the Michigan Indian Tuition Wavier Program.

Findings:**Female**

Twenty-eight (28), or 16.1% of respondents, indicated their mothers were not high school graduates, while sixty-four (64), or 36.8% of program recipients, indicated their mothers were high school graduates. Forty-one (41), or 23.6%, responded that their mothers had attempted some college, but had not completed a degree, and nineteen (19), or 10.95% of respondents, indicated their mothers were college graduates. Finally, eleven (11), or 6.3 percent, indicated their mothers had done

some graduate work. Eleven (11), or 6.3% of those answering the survey, did not respond to this question.

Twenty-five (25), or 14.4% of respondents, noted that their mothers had utilized the MITWP. Four (4), or 2.3%, did not know if their mothers had used the MITWP.

Male

Twenty-eight (28), or 16.1% of MITWP recipients, indicated their fathers had not completed high school, while seventy-two (72), or 41.4%, indicated their father were high school graduates. Thirty-seven (37), or 21.3%, noted their fathers had participated in college, and another twelve (12), or 6.9%, indicated their fathers were college graduates. Five (5) respondents, or 2.9%, noted their fathers had done some graduate work, and twenty (20), or 11.5%, failed to respond to the question.

Only nine (9), or 5.2% of MITWP recipients, indicated that their fathers or father figures had utilized the tuition wavier program.

Table 55
Mother's Educational Level

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Some High School	1	28	16.1	17.2	17.2
H.S. Graduate or GED	2	64	36.8	39.3	56.4
College or Univ. credits	3	41	23.6	25.2	81.6
0-24 semester credits	4	19	10.9	11.7	93.3
25-48 semester credits	5	11	6.3	6.7	100.0
		11	6.3	Missing	
Total		174	100.0	100.0	
Mean	2.515	Std err	.087	Median	2.000
Mode	2.000	Std dev	1.113	Variance	1.239
Kurtosis	-.277	S E Kurt	.378	Skewness	.586
S E Skew	.190	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	410.000		

Table 56
Mother's Use of Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	25	14.4	14.9	14.9
No	2	139	79.9	82.7	97.6
Don't Know	3	4	2.3	2.4	100.0
		6	3.4	Missing	
	Total	174	100.0	100.0	
Mean	1.875	Std err	.031	Median	2.000
Mode	2.000	Std dev	.397	Variance	.158
Kurtosis	2.195	S E Kurt	.373	Skewness	-1.041
S E Skew	.187	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	315.000		

Table 57
Father's Educational Level

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Some High School	1	28	16.1	18.2	
H.S. Graduate or GED	2	72	41.4	46.8	
College or Univ. credits	3	37	21.3	24.0	
0-24 semester credits	4	12	6.9	7.8	
25-48 semester credits	5	5	2.9	3.2	
		20	11.5	Missing	
	Total	174	100.0	100.0	
Mean	2.312	Std err	.078	Median	2.000
Mode	2.000	Std dev	.967	Variance	.935
Kurtosis	.444	S E Kurt	.389	Skewness	.744
S E Skew	.195	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	356.000		

Table 58
Father's Use of Tuition Waiver

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Yes	1	9	5.2	5.6	5.6
No	2	143	82.2	88.3	93.8
Don't Know	3	10	5.7	6.2	100.0
		12	6.9	Missing	
	Total	174	100.0	100.0	
Mean	2.006	Std err	.027	Median	2.000
Mode	2.000	Std dev	.343	Variance	.118
Kurtosis	5.735	S E Kurt	.379	Skewness	.101
S E Skew	.191	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	325.000		

Discussion:

High school completion rates among parents/parental figures of MITWP participants are very good. College participation rates among these same parents, although lower than the 50% one would expect, were respectable. It is clear that American Indian students are largely first generation college students. Thus, the success rates exhibited by MITWP students should not be strongly tied to parental success rates. We are subsequently inclined to credit the MITWP as a primary causal factor for the completion rates of Native American students in this survey. It is important to note the disparity among males and females in the previous generation of Native American students with regard to college participation and graduation. The disparity suggests that the gender gap noted earlier with regard to male/female participation and success in college has existed for some time.

Question 22 - tribal affiliation

Are you affiliated with a: _____ federally recognized tribe; _____ Michigan (state recognized) tribe;
 _____ Other, _____ please _____ specify
 _____ ?

Findings:

One hundred nine (109), or 62.6% of those responding, indicated they were members of a federally recognized tribe, while thirty-seven (37), or 21.3%, identified themselves as members of a state recognized tribe. Another twenty-one (21), or 12.1% of those responding, indicated that they qualified as an American Indian through other agencies. We suspect that these individuals were largely recognized through the Bureau of Indian Affairs as members of historic bands. For example, members of the Grand River Band of Ottawas are potentially one of the largest bands of Indians in Michigan should they ever seek and obtain federal recognition, yet they are not a federally recognized tribe, nor are they, at present, "officially" considered a State recognized tribe. Seven (7), or 4.0%, failed to respond to the question.

**Table 59
Tribal Affiliation**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Federally Recognized Tribe	1	109	62.6	65.3	65.3
Michigan Recognized Tribe	2	37	21.3	22.2	87.4
Other	3	21	12.1	12.6	100.0
		7	4.0	Missing	
	Total	174	100.0	100.0	
Mean	1.473	Std err	.055	Median	1.000
Mode	1.000	Std dev	.710	Variance	.504
Kurtosis	-.041	S E Kurt	.374	Skewness	1.170
S E Skew	.188	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	246.000		

Discussion:

Unfortunately, we erred in designing this question. We intended to determine the percentage of Native Americans originally from outside the State who were taking advantage of the MITWP. Our omission of Michigan in the first foil negated our effort to properly assess this question. We were interested in this data for two reasons. First, this was a point of criticism by opponents of the MITWP and secondly, there are factions within the Native community who believe the program should be limited to Michigan's original tribes and bands.

We suspect the percentage Native Americans in Michigan not originally from the state, is relatively high. The basis of this hypothesis centers upon past governmental programs such as relocation, which moved large numbers of American Indians from traditional communities and reservations to urban areas in the 1950s-1970s. As a result of these policies, large numbers of American Indians were deposited throughout the urban areas of the U.S., particularly where manufacturing industries flourished. As a result, the vast majority of Michigan's Native American population resides in urban communities. Current estimates of Native populations residing on or near reservations is about 20%, while the other 80% of Native Americans live in urban areas in Michigan.

Question 23 - comments

Please indicate any other information that you feel is important or use this space to elaborate on any answer to the questions above.

Findings:

Please find these answers in our appendix under question 23. The vast majority of them are testimonials relating to the importance of the MITWP in support of the respondents' educational experience.

A BRIEF WRITTEN SYNOPSIS OF THE FINDINGS

Financial aid considerations:

Opponents of the MITWP have asserted that there are other forms of financial aid readily available to Native American students should the MITWP be eliminated. Our findings indicate otherwise.

The most startling finding of this research project is that the majority of Native Americans attending colleges or universities under the MITWP are part-time students. Sixty-six percent (66%) of the respondents to this survey are/were part-time students. This is highly significant, since most American Indian students enrolled in colleges or universities can access only limited financial aid opportunities. We point to our finding that only 1.1% of American Indian students declaring themselves independent part-time students reported receiving financial aid, other than MITWP.

Inclusive of the MITWP, almost all Native American students receive financial aid. Excluding the MITWP, our estimate is that 50% of American Indian students did not receive other forms of financial aid. The Pell Grant was by far the largest source of financial aid received outside of the MITWP by Native students. Based on our findings, 46% of American Indian households have limited incomes; incomes which clearly make these families incapable of supporting higher education costs for their youngsters. If part-time students are controlled for, we suspect the percentage of Native students who receive Pell grants would be substantially higher.

Of note, fourteen percent (14%) of current Native American students enrolled in higher education institutions reported that they were not presently utilizing the MITWP. The same appears to be true of 33% of past recipients of the program who were enrolled in colleges and universities. We

can only speculate as to why this occurs. First, we believe that many Native American students are not aware of the program upon entering college and make application after being accepted or enrolled in higher education institutions. Secondly, we theorize that some of Michigan's public colleges and universities are packaging student financial aid with federal programs first and secondarily on state programs such as the MITWP.

It also appears that Bureau of Indian Affairs and tribal higher education dollars do not reach a significant number of Native American students in Michigan. Only 18-19% of American Indian students currently receive this type of funding, yet most Native American students are eligible for it. Clearly, federal expenditures on financial aid for American Indian college students has not keep pace with the increasing matriculation rates. The percentage of Native American students receiving this type of financial aid (18-19%) corresponds roughly with the on or near reservation American Indian populations in the State.

Completion rates:

The MITWP can be used for any academic program offered by Michigan's public colleges and universities. Consequently, the certificates and degrees earned by Native Americans students can and are quite varied. Another important finding, in our opinion, is that the completion rates for Native American students utilizing the MITWP are exceptional. Seventy percent (70%) of American Indian students utilizing the program are earning some sort of certificate, associates, bachelors, graduate or professional degree. They are completing these certificates and degrees with better than average GPAs. This is truly a remarkable track record when one considers the national statistics on retention and completion rates for American Indian populations.

Michigan may have inadvertently stumbled upon a program which works for American Indian populations. Unfortunately, we are unable to determine if the MITWP is the major causal factor for these phenomenal success rates, given our research methodology. We believe that an experimental research project should be initiated to better determine, if indeed, the MITWP is the major causal factor for Native student success noted in our research.

Academic problems:

The down side to this success story is twofold. First, slightly more than twenty-five percent (25%) of all MITWP recipients self reported themselves as having been placed on academic probation during their academic careers. Seven point five percent (7.5%) also self-reported being academically dismissed. Secondly, it appears that Native students are taking close to six years to graduate with a bachelors degree. This finding is based upon the number of credits typically attempted by American Indian students.

It appears that many Native American students are ill prepared for the rigors of college initially. There are a plethora of causal problems for this, with low socio-economic status, in all likelihood, the most prominent.

Length of completion:

As noted above, our findings indicate that Native American students appear to be taking longer to graduate than other students. The public colleges and universities attended by American Indian students vary tremendously. Virtually every public college and university in Michigan appears to have some MITWP participation. On average, our 174 responding Native American students attended their

primary educational institution for 3.00 years. Eighty-seven (87), or 50%, attended a second college or university for an average of 2.21 years. Finally, thirty-six (36), or 21% of MITWP recipients, attended a third higher education institution for an average of 3.02 years of school. Our research methodology prohibits us from getting at how many respondents were attempting what type of degree, during this period. Our best estimate though is that Michigan's Native American population is taking approximately six years to achieve a bachelors degree. This, we stress, is based upon the number of credits typically taken by Native students. Further, it appears many Native American students are becoming life-long learners and many are pursuing additional degrees.

Outside Native participation:

It is apparent that few individuals started school outside of Michigan and transferred into the State to take advantage of the MITWP. We base this finding upon the list of schools reported by respondents. Very few out-of-state schools were listed. This "transfer" phenomenon has also been a frequent criticism of the MITWP and appears to have no factual basis.

Future participation:

American Indians in Michigan are becoming life-long learners under the MITWP. At least fifty (50%) of those starting college ultimately attend more than one educational institution. Many are clearly seeking multiple degrees. All are attempting to improve their lives through education. An education continues to be a valued commodity in Indian country. Seventy-five point nine percent (75.9%) of respondents to this survey had intentions of seeking additional schooling within five years.

Another thirteen point seven percent (13.7%) had intentions of furthering their education but did not know when this would occur.

Employment:

The majority (61.5%) of all MITWP recipients believe that their educational experience played a role in obtaining their current employment. When current students are controlled for, the percentage of MITWP participants who feel their educational experience helped them with their current employment went up precipitously.

Generational considerations:

Also of note, the majority (75%) of American Indian higher education students are still first generation students. Their parents are generally high school graduates, with approximately 20-25% of them having attempted college. Unfortunately, few of these parents succeeded. Our findings also indicate that about 24% of Native households participating in the MITWP have more than one individual attending college. Thus, it appears colleges or universities are becoming a more viable option to the second generation in Native American households at this time. We attribute this largely to the existence of the MITWP.

Student profile:

What does the average MITWP recipient look like? Our findings indicate she is female. If she is a current recipient of the program, her mean (average) age is approximately 29.60 years. Slightly more than one-third (37%) of current recipients are married females. She has a household which has 2-4 dependents in it and just under one-half of these females are employed full-time. Slightly more than one-third are employed on a part-time basis. The mean gross income for these households is

approximately \$22,000 annually. As mentioned earlier, American Indian higher education students are not typical. Most do not fit the standard profile of traditional 18-22 year old college students.

CONCLUSIONS

Without a doubt, the Michigan Indian Tuition Wavier Program has been a successful program. We note completion rates of approximately 70% from this sample for all types of academic certificates and degrees. This surpasses parental higher education completion rates of just one generation ago. In a nation where the American Indian population's participation and graduation rates are at best abysmal (see question 6/discussion section), this particular program is making a difference. The Indian Tuition Wavier, instead of being eliminated by Michigan, should perhaps be emulated by other states. Unfortunately, the current political climate with regard to race based financial aid will probably preclude this from occurring.

Like many programs, the MITWP is not without some problems. Unfortunately, the program has never been evaluated. Consequently, fine tuning and overhauls of the program have been impossible.

Per the major criticisms of the program, we find little evidence that Native Americans from out of state are coming to Michigan to take advantage of the MITWP. Although we strongly suspect that a large percentage of American Indians from throughout the United States who have resided in Michigan for some time are utilizing the program. We do find evidence that some college and university courses are being taken without individuals being formally admitted to programs or working toward a degree. On the other hand, strong evidence exists that Michigan's colleges and universities are effectively monitoring Native students to assure their academic progress. We do find some limited

evidence that some MITWP participants are capable of paying for their own educations. We find little evidence that other forms of financial aid are available to readily replace the MITWP. Especially since so many American Indian college and university students are part-time students. If the MITWP is eliminated, one could expect an immediate, precipitous drop in the matriculation rates of American Indian students in Michigan's public colleges and universities.

The elimination of the MITWP will be devastating to a disadvantaged population which already gets taken advantage of with regard to university counts of "minority" students. Michigan's public colleges and universities still count self-identified Indians and report this total as the university record for affirmative action purposes. This overcount will negate much of the impact of the drop in Native American student numbers should the MITWP be eliminated. There is strong evidence that self-identified Native Americans constitute approximately 50% of the Indian count currently being turned in by Michigan's colleges and universities for state and federal reporting purposes. Consequently, Native American participation in Michigan's college and universities is uncertain without the verification that is required as part of the MITWP. It is clear that Native American participation in Michigan's colleges and universities does not approximate the one half of one percent that it should be and the over-reporting of American Indian students is a major disservice to qualified Native American students that deserve assistance in the educational process.

This study is intended to shed some light on both the merits and problems associated with the MITWP. It is our hope it helps eliminate some the conjecture being bandied about with regard to the MITWP. This study is not perfect, few are. It does however give an accurate description of what is going on with regard to Native American students supported by the MITWP in Michigan's college and universities.

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APPENDIX A

Michigan Indian Tuition Waiver Survey

Question #23

I feel there needs to be more Native mentors or school groups to stand by those of us that want to continue our education. Please feel free to contact me for any further researches - Certificate, Medical Assistant.

I feel that this program takes a great burden off of a student who otherwise would not be able to attend college. This would be a loss to society and probably end up becoming a burden on society - B.S. in Education, M.A. in Learning Disabilities.

I haven't completed my bachelor degree - I am currently in school.

Treaties were broken, and I feel it would be a crime to take this wonderful program away from Native American Indians. I believe those who use the program in good faith are grateful to have it - Certificate in Dental Assisting, Associates in Hygiene (still attending).

It would have been financially impossible for me to obtain any college education without the help of the MI Indian Tuition Waiver.

I have been out of school for 19 years. Now, when I'm finally in the position to return to obtain my BSN in Nursing, the Governor wants to stop the only way possible for me to attend college.

1. I have always wanted a better life for me and my family.
2. I've also wanted to help my people.

For me to get my Bachelors Degree in Nursing would accomplish these things. Without the MITW, I can't go to college, and as a result not better my family or fellow tribal members.

If it wasn't for the Michigan Indian Tuition Waiver, I would not have been able to complete my college education. My husband works at General Motors thus making financial needed scholarships unattainable. So without the waiver, I would still be trying to work as well as trying to take care of my family and going to school. At one time, both my older daughter and I were both in school (she is not eligible for the Indian Tuition Waiver). So if we had to pay for her tuition and mine, it's scary to even think about it...I felt that since my tuition was covered, I could financially handle other educational expenses as well as my books. Since casino gambling has arrived on my tribe's reservation, I have not received educational assistance from my tribe. I feel the distance between Sault Ste. Marie and Linde, MI plays a major role. I would imagine I am not the only one not currently benefitting from casino gambling. Granted, many of my family members are employed by the casino and some of my family work in the tribal school as well as other tribal offices and activities. But considering the 300 or so mile distance, I can understand my non-participation and other involvement- Associates in Medical Assisting, Bachelors in Anthropology Applied Science (minors in Sociology and Gerontology).

I'm senior level, dropped out in 1981 because of financial problems, I should return to complete the B.S. It's a major struggle getting through college even with the waiver--living expenses. More and more Indians are attending college. Most parents are not well off to contribute much money to students. There are many more tribal members that are now adults, have degrees and good jobs. The Indian people are becoming more financially secure. Something most parents didn't have, was an education. My tribe has had large programs in getting the older members their high school diploma's and GED's. Any amount of college education contributes greatly to anyone's job future. The waiver program allows people to work and take courses at the same time--which a lot are doing. It just takes longer to get their degree.

I could not have gone back to school to change careers had it not been for the Indian Tuition Waiver - B.F.A. in Fine Arts, M.F.A. in Painting and Drawing.

For #8 (but in #23), my education will be instrumental in obtaining a future job. Also, despite the amount of money my father makes he helps with my education that the waiver does not cover. He pays my sister's college tuition for law school and he's having to save for my younger sister's education because we're afraid we won't be able to get the waiver for her. My father works seven days a week in order to afford this - Bachelors (receiving in May).

I feel this is the only way I can go to college because otherwise I couldn't afford it.

Without the Waiver, I would not be able to attend school with any regularity. I would probably only be able to carry 3-6 credits instead of full time.

It's my hope that my grandchildren will be afforded the same opportunity as I was to attend college - Certificate in Business.

Without BIA - I probably would not have completed college - I have 4 other brothers and sisters...so money was a problem area - Bachelors in Business and Public Administration.

The MITW has enabled me to continue my education for a brighter future for my family, without it I am forced to drop out of school - Associates in Pre-Physical Therapy.

My great-grandfather and his family were forced to leave a prosperous 300 acre farm in Mississippi and walk the trail of tears. My grandfather died on it. They settled on a farm in Oklahoma, but this was taken from them too. My family has not benefitted by the Michigan gaming laws in Michigan, but using the Waiver program, I was able to graduate from college. Without the tuition waiver, I wouldn't have been able to do this. I feel the government has a responsibility to compensate for past injustices - tuition waiver is a fair, constructive, and positive way to achieve this for all Michigan Indians. P.S. I will soon be working for the State, therefore giving back to the State that paid for my education - B.S. in Occupational Therapy.

I need only 5 more classes to complete my studies at EMU. Working full time, I can take only one class per semester. I would like to see this program continue. It really helps with all the other bills I have to pay.

Could not continue my graduate work without Waiver. I hope to obtain a Ph.D. - Bachelors in Chemistry/Math Sec. Ed., Masters in MAT Teaching (in progress).

I would not have been able to go through law school without the tuition waiver. Even with it, I have \$35,000 plus in debts for school to be paid back - Associates in Liberal Arts, Bachelors in Business Administration/Accounting, J.D.

I'm in the first generation of my family to get a college degree. With all the obstacles I faced in my college career, I feel the tuition waiver helped me phenomenally in achieving my goals - Bachelors in Arts Management.

For #16 (but in #23): The reason I have pursued full time work is because the TRA program from the Federal Government would not help me in time. I got through 2 semesters with MITW and Pell. I and my family could not survive without TRA. I had to go back to work.

I would like to continue with my education at a university, but I might not be able to afford the tuition without MITW.

I feel that if there was no tuition waiver, I would have trouble paying for school because there are three people in my family attending college so there would not be enough income to go around.

The tribes need to stand their ground and don't give in. Take the gaming money away from the State if they don't keep this program. This is a very beneficial program to the whole population, and no money should ever be taken from education - Bachelors in Conservation Law Enforcement.

Without the tuition waiver, it would have been difficult attending college full time. College was still expensive because of high fees and books that were paid out of pocket. It cost at least \$2,000 a year to attend college (almost \$3,000) - Bachelors in Accounting and Management Information Systems.

I wouldn't have gotten my degree without the tuition waiver because I couldn't afford it. I would like to work with a native American office to share my legal experience I received with the tuition waiver - Associates in Legal Assist/Paralegal, Bachelors in Legal Studies.

All of my children's dreams are to have a higher education--we have taught them that the white man has taken many things from us but cannot take away what we have learned. Now they are afraid they are not going to be what they want to be! - Associates in Arts & Science.

For #22 (but in #23): I became a member of Chippewas of Sarnia after my grandfather's band in Mt. Pleasant turned down my father his right to membership. He is full-blooded Chippewa - Certificate in Fire Science.

I would not be able to attend college and still have the grade point average if it were not for the Indian Tuition program - Associates in Business International Law.

Without the MITW, I would not have been able to go to college. It was an important resource that helped me become the successful person I am today. I am grateful. I was promoted to operations foreman - Bachelors of Science, College of Ag. & Natural Resources.

I would not have been able to go to college without the MITW. Even though it covered only a small portion of the total amount, my family would not have been able to come up with it. As it is, I still had \$10,000 in students loans - Bachelors in Elementary Education, Masters in Elementary Education.

If it wasn't for the MITW, I never could have received my degrees. My grades were low my 1st semester and I lost financial aid. I went to college 13 years and 12 1/2 years were paid through MITW - Thank you for a great education.

My father was a Huron Indian from the Wenbake Reservation in Quebec, Canada, formerly the Village Dee Hurons. He graduated from Jesuit High School at the age of 16. The Jesuit fathers tried to obtain a scholarship for him to attend college because he graduated 425 at the top of his class. But because he was Indian, he was denied that privilege. If my father had not been so blatantly discriminated against, chances are that my siblings and I would have all attended college at a much younger age. As a former professor once said, "Your ancestors paid for the privilege of a higher education through the white mans taking of your language, your culture, your land & your beliefs." Currently, Indian's are the most underrepresented minority in America in terms of social, political, economic spheres. Non-reservation Indians such as myself do not get any benefits

from casino's. Further, even if we did, the State of Michigan is also reaping tax revenues. Additionally, if you are going to deny tuition in financial need then you will once again stunt the growth process of Indians. This is so because if you look at the numbers, poor-whites will always outnumber poor minorities, therefore, to only give scholarships based on economic need will only benefit poor whites who are poor not because of their skin color, or because of barriers to access, but only because of their own unproductivity or incompetence - Sharon D. Aiovi - B.A. in Anthropology, J.D. not yet completed.

Without the help of the waiver, I couldn't obtain my degree nor could I continue working towards my current degrees for a B.A. in Business Administration and Accounting. With my income level, I do not qualify for certain grants and because of my prior address, I lived too far away to qualify for tribal grants - Associates in Applied Arts & Sciences, Bachelors (24 credits).

My employment is not secure - temporary with no benefits of any kind. Certificate - Vocational, Associates in Theology & Theory.

Without tuition waiver, my college career would be halted - Associates in English.

I truly need the tuition waiver. My parents are retired now and cannot help me and if I worked more to pay for my tuition, I would wear myself down with both work and school. I do very well, my grade point is 3.67.

I cannot get any financial aid because of my parent's income. The only reason I can afford to attend college is because of the tuition waiver. Since there isn't a college near my home, I must live on my own. There is no way possible I can afford both tuition and living expenses.

Currently not enrolled (as of '95) because I am expecting my first baby in July. But have planned on finishing my B.S. this year (only have to pass English and Math prof. exams) and continuing my education in a year or two. #20 Both my business and I attend college. He is finishing his masters and we have a mortgage payment. I would also like to express that I am the first generation to use the MITW in my family.

My son is taking college courses under MITW and I would like to see my two daughters go to college when their time comes. With MITW and our assistance, this could be possible but without MITW it may not - Associates in Nursing (Note: made National dean's list and received an excellent learning award).

Michigan gaming monies is to be distributed amongst Michigan Indians. Much of the gaming monies are being used for good purposes, but have no direct say as to where they go. Many of the governing leaders of my tribe are suspect of either not being Indian themselves, and/or are allowing no Indian's to be added to the tribal roles. This is draining monies from federally provided assistance and is inflating the should-be actual cost of providing these needed Indian Assistance programs. Many of the people in Governing positions within my tribe are suspect to be non-Indians. This should be investigated and corrected - Bachelors in Business Management.

Raised and raising 10 children. Three still in grade school and high school. Worked full-time and attended college part-time for 14 years, year-round in outreach programs. Also have my Asthenia gravis. Most financial aid was MITW. Only qualified for B.A. 1 semester because was not federally recognized at that time. Pell grant for 1 year only - Associates in Social Science/Nursing, Bachelors in Nursing, Masters in Nursing Administration.

Without the MITW, I would not have been able to attend college. I would not have the job I currently have.

Being a single mother makes life harder. I am doing my best to provide a decent life for my daughter. This is impossible without a college degree and my college degree is impossible without the tuition waiver.

I was adopted and my biological father was 100 percent Indian. After some research, the Ottawa tribe made me a member. Without the tuition waiver, college education would have been very difficult for me - Bachelors in Accounting.

Without MITW, I would not be able to obtain a B.A. and provide for my children.

We (Native Americans) need the TW. It is part of a treaty which was signed years ago. Without it, my daughter won't be able to go to college. But you don't care, do you? - Certificate in Electronic Service Tech., Associates in Applied Science.

I'd like to add that I work hard. I take my job seriously and I take my studies seriously. I believe that it is necessary for people to continue their education in order to perpetuate our democratic society. While I work, I cannot imagine achieving my goal of graduating this spring with a degree which allows me to teach English and math in high school. I do not know how I could have accomplished this without the MITW. I do not have the ability to generate the funds necessary to finance a college education - Bachelors in English (Secondary Ed.).

I believe that it's an outrage that my fellow Indians may lose the chance to make something great of themselves. I believe that the tuition waiver was crucial for me to have obtained the position I have now. Thank you for letting me be a part of this survey. I have been hoping to use the tuition waiver to obtain an MBA some day. Please let me know if I may help in another way. What began as an internship now becomes a full-time job. I now live at 430 24th St., Apt. 3, Virginia Beach, VA 23451. Thank you, Michael J. Holliday - Bachelors in Packaging.

As a member of a state recognized tribe, but not federally recognized, I could not have completed my M.D., nor my brother and his J.D. and definitely not my mother's MSW. This program is too important to lose. My family would never receive financial assistance from gambling income. I believe a social worker (MSW), a lawyer (JD) and a doctor (MD) should be convincing proof of the effectiveness of this program. Please contact me if I can be of any assistance. Greg Gordon, M.D., WSU class of 1994 - MD in Medicine.

I would have never been able to go to school if not for the MITW. My schooling is invaluable to me and my self-esteem.

If it weren't for the tuition program, I would not be where I am today - successful and gainfully employed - Bachelors in Telecommunication, Masters in English.

Tribal member of the Saginaw Chippewa Tribe of Michigan.

If not for the tuition waiver, there is no way I could have ever afforded to attend college, let alone graduate and get a good job.

My mother belongs to the Potawatomi Tribe.

If not for the Indian Tuition Waiver, I would not be in the position I am now. The Waiver allowed me to attend school. It was my way out of the "cycle" the rest of my family and friends fell into in my hometown. I am very grateful for having the Indian Tuition Waiver available for me. If this is eliminated, we will have a hard time trying to get our three children through a college/university.

As I intend to complete 4 more years of school (Medical School), the tuition waiver is very important to my educational plans, financially.

I am an off reservation Indian. I do not qualify for any casino profits-only Federal Aid Programs and State. So, casino profits do not help off reservation Indians at all! I am only 2 credits short of my associates degree. My college education is on hold until my family graduates from high school and goes to college. My four boys are all 1/4 Indian and will qualify for the MITW if it's still available.

I believe that the State of Michigan is in violation of treaty rights in taking away the Tuition Waiver Program. This Program allowed me to go to school when I couldn't afford it otherwise.

I plan on attending college in the near future to receive a degree so I can obtain a higher paying job. The MITW is crucial to low-income, single-parent Native Americans such as myself.

It is disheartening to see the MITW being taken away. Please try to get everyone involved.

This year, I was unable to return to college because Kalamazoo Valley College would not accept the MITW. I give at least 30 hours a week back to my tribe and local groups that I belong to because of the education I have received with my MITW also I am a taxpayer, instead of on welfare. I do intend to return to school and complete my degree as soon as I readjust my budget to include my schooling. But, I do not have plans of returning to Kalamazoo Valley who has let me down this semester.

I would never of had a college degree if it wasn't for the generosity of the MITW. All my sincere thanks.

I hope you can keep this program going. If it had not been for this program, I probably would not have went to college and got my B.B.A. in Marketing. Good luck.

I feel the Native American Tuition Waiver has been very helpful for many. Hopefully, it will continue and help many others. The Native American Tuition Waiver has given me better opportunities.

re:#15 - I was single the entire time except for the last semester I attended college.

Without MITW, I would still be on ADC and raising my children on the system, but now I push the importance of college with hope they will be able to attend.

Re:#20-For much of the 1994/95 school year, I lived on my own on the campus of W.S.U., since living on campus my G.P.A. has improved. I could not afford this if not for the MITW.

I hope that since Governor Engler is trying to cut the MITW, that the tribes will use some of the money brought in from the gaming business to educate their tribal members. Where is all this money going to? Lining the pockets of head tribal officials?

I am very thankful for the Tuition Waiver--without it I would not be going to school.

I would not have been able to get this far without the tuition waiver. If it is cut, I doubt I will be able to continue with my education.

The Indian Tuition Waiver Program was instrumental in helping me to receive my college education which in turn enabled me to obtain a professional job. Without the Tuition Waiver Program, it would have been very difficult, if not impossible for me to attend college.

APPENDIX B

Michigan Indian Tuition Waiver Survey

Question #10

APPENDIX B

Michigan Indian Tuition Waiver Survey Question #10

I used it to get through school, otherwise, I'd never have made it.

For completing a degree.

All these apply at reaching my goal.

Always use Tuition Waiver Program.

I would like to obtain a graduate degree.

I am working on my associates degree in Business Administration.

I am still working on my degree.

I am still trying to earn my Associates degree, while working full-time, plus run a family of five.

To bring up G.P.A. to finish.

Without the MITW Program, I would not have been able to attend, work full-time, and raise a daughter alone.

APPENDIX C

Michigan Indian Tuition Waiver Survey

Question #12

APPENDIX C

Michigan Indian Tuition Waiver Survey
Question #12

Number of students during the 94-95 school year - 45

Those who were not students during the 94-95 school year - 45

Other (those who gave number of years (29), did not answer (8), or answer was questionable (5)) -
42

APPENDIX D

Michigan Indian Tuition Waiver Survey

Question #17

APPENDIX D

Michigan Indian Tuition Waiver Survey
Question #17

<u>Job Title</u>	<u>Survey Number</u>
Social Services Secretary	208
Assistance Payments Worker at Social Services	480
Entertainment	178
Part-time Manager of the Jubilee (grocery store)	219
N/A	134
Health Education	88
N/A	266
Manager	16
Librarian Assistant	277
Industrial Sales	318
N/A/	96
Supervisor/Welder/Fitter - Metal Fabrication	456
Math Teacher	263
Material Handler	367
N/A	372
Office Aid/Theater Staff	298
General Laborer	1
Cook	225
N/A	22
Coordinator	238
Cosmetologist	296
Head Cashier	366

Outside Sales Rep.	177
Corrections Officer	166
Corrections Officer	313
Bartender	89
Accounting Clerk	121
Medical Bill Input Operator	108
N/A	75
Sales Rep.	220
Studio Assistant - W.S.U.	44
Non-Commissioned Officer - U.S. Army	207
Housekeeper	35
N/A	139
Native American Minority Aide	267
Case Manager at a Community Mental Health Agency	415
Clerical	487
Self Employed House Cleaning	41
Waitress/Student	162
CWC Operator	149
Senior Lecturer/Coordinator	117
Community Program Director for Environmental Organization	354
N/A	55
N/A	17
Installer-Office Furniture	172
Juvenile Justice Worker/Social Worker	331
General Manager, Chi-Chuk Construction	80

Manager	383
N/A	193
Casino Dealer	190
Registered Nurse	78
Indian Education Coordinator & Taught for Adult Ed. & Comm. Col.	25
Nurse	419
Laborer	146
Supervising Engineer	276
Program Director	242
Division Manager - Natural Resources	440
Own and Operated a Licensed Daycare	144
Operator at the Waste Water Pollution Control Facility	264
Teacher - Grades 1 & 2	176
Legal Assistant	104
N/A	247
Coach	222
N/A	31
Cashier at a Brokerage Firm	45
N/A	209
Copy Center Assistant at Major Hospital	206
Sales Associate	90
Sales Representative	441
Stockperson	83
Insurance Biller	81
N/A	118

Manager	287
Waitress	70
N/A	163
Assembly	224
Knowledge Base Facilitator & Data Entry	62
Sales Clerk	199
Manager	26
Sales Associate	200
Program Manager	291
Receptionist	465
Government Employee	151
Teacher	439
Certified Nursing Assistant	249
Teacher	350
Orthodontist Assistant	187
Secretary	173
Technician	126
Housekeeper	35
Tutor for Mathematics	110
Native Youth Program Coordinator	314
Waitress	243
Cheerleading Coach and Sales Associate	283
Information Administrator	385
Admissions Officer I	71
Sales Clerk	27

Iron Worker	39
Clerical	5
Clerical	95
N/A	47
N/A	143
Law Firm Summer Associate	395
Computer Technician/Systems Operator	272
Nursing Staff Educator	60
Education Coordinator	214
Barber	468
N/A	213
Counselor	268
Teacher	270
Group Home Residential	180
N/A	347
Sales Engineer	365
Waitress	258
Machinist	58
Stock, Sales, Visual Display	406
Cash Audit	155
Dental Assistant	307
Commercial Fisherman	82
Billing Machine Operator	290
Computer Systems Analyst	342
Dietary Aide	103

Computer Graphics Operator	107
Summer Camp Help/Waitress	198
CNA (Certified Nurses Aide)	168
Manual Laborer	1
Pharmacist	237
Advocacy Work - Indian Affairs	230
Waitress, Bartender	228
Odd Jobs	394
Credit Manager	215
Receptionist (work-study)	37
N/A	425
Assistant Revenue Auditor	408
Retail Clerk - Cashier	105
Customer Assistance/Clerk	289
R.N.	3
Computer Lab Aide at Macomb Community College	91
Manager	422
Plant Manager for an Automotive Supplier	274
Associate National Bank Examiner	447
Assistant City Parking Director/and Planning	349
Fire Fighter	79
Bond Underwriter	329
Aircraft Mechanic	34
Cashier	261
Conservation Warden	255

Driver-Delivery	19
Associate Application Engineer	54
N/A	28
Quality	485
Merchandiser - Pepsi Cola	280
Utility Worker	133
Assembly Line Welder	63
Navy P-3C Flight Engineer	481
Manager of Public Relations Healthcare Corp.	93
Farmhand, Weldsman	61
Accountant	312
Mailroom Clerk	352
N/A	75
Postal Service	339
N/A	401
Manufacturing Engineer	254
Teacher	323
N/A	183
N/A	124
Editor - Technology/Transfer Center	376
Designer	181
Staff R.N.	389
Sheet Metal Worker & Welder	165
Physician	101
Occupancy Clerk	154
Work-study Employee	136

APPENDIX E

Michigan Indian Tuition Waiver Survey

Question #6

APPENDIX E

Michigan Indian Tuition Waiver Survey Question #6

Bachelor's in Telecommunication, Master's in English

Bachelor's in English, Master's in Professional Writing (Poetry)

Bachelor's in Engineering Arts

Associate's in Nursing

Bachelor's in Elementary Education, Master's in Clinical Social Work

Bachelor's in Nursing

Bachelor's in Psychology

Bachelor's in Business Administration

Associate's in Management of Commerce

Certificate in Criminal Justice/Corrections, Associate's in Criminal Justice/Corrections,
Bachelor's in Criminal Justice/Corrections/Law Enforcement (in progress)

Bachelor's in Elementary Education (in progress)

Bachelor's in Business Administration/Human Resources

Associate's in Manufacturing Engineering

Bachelor's in Law Enforcement

Associate's in Metrology and Calibration

Bachelor's in Psychology/Family Studies/Substance Abuse Education (still working on M.S.W.)

Bachelor's in Elementary Education, Master's in Education - Curriculum and Instruction, Ph.D.
in Teacher Education

Bachelor's (B.B.A.) in Finance

Associate's in Aviation

Associate's in Nursing

Professional degree (M.D.) in Medicine

Bachelor's in Packaging

Bachelor's in English (Secondary Education)

Certificate in Electronic Service Tech., Associate's in Applied Science

Bachelor's in Accounting

Associate's in Social Science/Nursing, Bachelor's in Nursing, Master's in Nursing/Administration

Bachelor's in Business Management

Bachelor's (in progress)

Associate's in English

Certificate - Vocational, Associate's in Theology and Theory

Associate's in Applied Arts and Science, Bachelor's (in progress)

Bachelor's in Anthropology, Professional degree (J.D.) (in progress)

Certificate - Correction Officer, Associate's in Legal Secretary (Business)/Corrections (Science), Bachelor's in Corrections (Science)

Bachelor's in Elementary Education, Master's in Elementary Education

Bachelor's (B.S.) in College of Agriculture and Natural Resources

Associate's in Business/International Law

Certificate in Fire Science

Associate's in Arts and Science

Associate's - Legal Assistant/Paralegal, Bachelor's in Legal Studies

Bachelor's in Accounting and Management Info. Systems

Bachelor's in Conservation Law Enforcement

Bachelor's in Arts Management

Associate's in Liberal Arts

Bachelor's in Business Administration/Accounting

Bachelor's in Chemistry/Math Secondary Education

Master's (M.A.T.) in Teaching (in progress)

Bachelor's (B.S.) in Occupational Therapy

Associate's in Pre-Physical Therapy

Bachelor's in Business and Public Administration

Certificate in Business

Bachelor's

Certificate - Paralegal (in progress), Bachelor's in Criminal Justice

Associate's in Nursing

Associate's in Auto Body Design/General Studies, Bachelor's in Mechanical Engineering

Bachelor's in Industrial and Operations Engineering, Master's in Industrial and Operations Engineering

Bachelor's in Education, Master's in Education

Associate's in Nursing (in progress)

Associate's in Sociology

Bachelor's in Engineering

Bachelor's in Social Science, Master's in Business Administration/Finance

Associate's in Business Administration

Associate's in Welding Eng. Tech.

Bachelor's (B.F.A.) in Fine Arts, Master's (M.F.A.) in Painting/Drawing

Associate's in Medical Assisting, Bachelor's in Anthropology Applied Science - Minors in Sociology and Gerontology

Certificate in Dental Assisting, Associate's in Hygiene (in progress)

Bachelor's in Education, Master's (M.A.) in Learning Disabilities

Certificate - Medical Assistant

Bachelor's in Business Administration

Associate's in Fine Arts, Bachelor's in Social Work, Master's in American History

Certificate - Medical Office, Associate's in Office Administration

Certificate in Data Processing, Associate's in Business Management, Bachelor's in Business Education

Bachelor's in Fisheries and Wildlife

Bachelor's in Communication

Bachelor's in Journalism/Political Science, Master's (1 class in Journalism)

Associate's (x 2) in Liberal Arts and Science

Associate's (in progress)

Associate's in Science (Biology)

Associate's in Psychology

Bachelor's in Pharmacy

Certificate (A.C.C.) in Substance Abuse, Bachelor's in Business Administration

Bachelor's (B.S., B.A.) in Business Administration

Associate's (in progress)

Associate's

Associate's, Bachelor's

Bachelor's

APPENDIX F

Michigan Indian Tuition Waiver Survey

Schools Attended

APPENDIX F

Michigan Indian Tuition Waiver Survey
Schools Attended

<u>School</u>	<u>Frequency</u>
<u>Primary</u>	
Alpena C	10
Art Inst	1
Baker Co	1
Bat De N	1
Bay De N	1
Bay Mill	2
Central	7
Delta Co	4
Detroit	1
East Car	1
Eastern	3
Ferris S	3
Glen Oak	1
Gogebic	1
Gogibic	1
Grand Rapids	2
Grand Va	3
Haskell	1
Henry Ford	7
Kalamazoo	5
Kellog College	1
Kellogg	2
L.M.C.	1
Lake Michigan	1
Lake Sup	17
Lansing	3
Lawrence	1
Longview	1
Macomb	7
MCC Muskegon	1
Michigan Sta	1
Michigan	20
Mott CC	2
Mott College	1
Muskegon	4
Nortern	2
North Central	2
North CN	1
Norther	1
Northern	6
Northwes	3
NW Michigan	3

SchoolFrequency

Oakland	8
Saginaw	2
Schoolcraft	1
Southwes	2
St. Clair	3
Suomi Co	2
SW Michigan	1
U of Det	2
U of Mic	6
U South	1
Univ Mic	1
Universi	2
Wayne Co	1
Wayne St	3
West Mich	1
Western	1
Westshor	1

Secondary

Bay De N	1
Bay De W	1
Bay Mill	3
Central	5
Comb Com	1
Delta Co	2
Eastern	2
Ferris S	3
Gogebic	1
Grand Ra	1
Grand Valley	1
Henry Ford	3
Jackson	1
Japanese	1
John Wes	1
Kalamazoo	1
Lake Sup	2
Lansing	4
Lawrence	1
Michigan	7
Mid Mich	1
Monroe C	1
Mott CC	2
Muskegon	1
North Ce	2
Northcen	1
Northern	4
Northwes	4
Oakland	7
S.M.C.	1

SchoolFrequency

Saginaw	2
Southwes	1
Suomi Co	1
U of M	1
U of Mic	4
U of Ten	1
Univ of	1
Universi	2
Washtena	1
Wayne Co	1
Wayne St	4
West Mic	4
Western	3
Westshor	1

Third

Aquinas	1
Bay Mill	1
Central	3
Eastern	3
Ferris S	3
Grand Va	3
Lake Mic	1
Lake Sup	1
Michigan	4
Northern	2
Oakland	2
Schoolcr	1
U of Mic	3
U of Sou	1
Washtena	1
Wayne Co	1
Wayne St	4
Western	2