5th Annual AIHEC Behavioral Health Research Institute

Indigenous Students’ Sources of Strength at a Tribal University

June 18, 2018
1884
US Industrial Training Institute

1887
Haskell Institute

1970
Haskell Indian Junior College

1993
Haskell Indian Nations University

- 1895 – Commercial Department opened
- 1926 - Haskell Stadium & Arch are dedicated
- 1965 – Last high school class graduates

- 1997 - First baccalaureate graduates – School of Education
In Fall 2016, there were **820 students** at Haskell Indian Nations University. 
*(based on the Fall 2016 Census Data)*

- 96% are **enrolled** full-time
- 79% are **on-campus** students
- 100% are members of a **Federally Recognized Tribe or their descendants**
- 53.8% are **Female** students
- 46.2% are **Male** students
- 67% are **Freshmen & Sophomore** students
- 83% are age **24 and under**
- 76% are **out-of-state** Students

...Our Students...
### Student Representation

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navajo Nation, Arizona, New</td>
<td>125</td>
</tr>
<tr>
<td>Mexico &amp; Utah</td>
<td></td>
</tr>
<tr>
<td>Cherokee Nation</td>
<td>76</td>
</tr>
<tr>
<td>Oglala Sioux Tribe of the</td>
<td>38</td>
</tr>
<tr>
<td>Pine Ridge Reservation</td>
<td></td>
</tr>
<tr>
<td>The Muscogee (Creek)</td>
<td>34</td>
</tr>
<tr>
<td>Nation</td>
<td></td>
</tr>
<tr>
<td>Choctaw Nation of Oklahoma</td>
<td>26</td>
</tr>
<tr>
<td>Prairie Band of Potawatomi</td>
<td>24</td>
</tr>
<tr>
<td>Nation</td>
<td></td>
</tr>
<tr>
<td>Comanche Nation</td>
<td>21</td>
</tr>
<tr>
<td>Cheyenne River Sioux Tribe</td>
<td>17</td>
</tr>
<tr>
<td>of the Cheyenne River</td>
<td></td>
</tr>
<tr>
<td>Reservation</td>
<td></td>
</tr>
<tr>
<td>Kiowa Indian Tribe of</td>
<td>16</td>
</tr>
<tr>
<td>Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Cheyenne and Arapaho Tribes</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>151*</td>
</tr>
<tr>
<td></td>
<td>821</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>175</td>
</tr>
<tr>
<td>Kansas</td>
<td>170</td>
</tr>
<tr>
<td>Arizona</td>
<td>84</td>
</tr>
<tr>
<td>South Dakota</td>
<td>67</td>
</tr>
<tr>
<td>New Mexico</td>
<td>61</td>
</tr>
<tr>
<td>Missouri</td>
<td>31</td>
</tr>
<tr>
<td>Alaska</td>
<td>28</td>
</tr>
<tr>
<td>California</td>
<td>27</td>
</tr>
<tr>
<td>Nebraska</td>
<td>19</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>806</td>
</tr>
</tbody>
</table>

- Fall 17 breakdown
  - 518 continuing,
  - 77 transfer,
  - 40 readmitted
  - 171 new
## Retention Rates

<table>
<thead>
<tr>
<th>Period</th>
<th>Retention Rate</th>
<th>Full-Time, First-Time Student</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 to Fall 2013</td>
<td>54.8%</td>
<td>228</td>
<td>125</td>
</tr>
<tr>
<td>Fall 2013 to Fall 2014</td>
<td>63.3%</td>
<td>139</td>
<td>88</td>
</tr>
<tr>
<td>Fall 2014 to Fall 2015</td>
<td>62.6%</td>
<td>163</td>
<td>102</td>
</tr>
<tr>
<td>Fall 2015 to Fall 2016</td>
<td>65.7%</td>
<td>172</td>
<td>113</td>
</tr>
</tbody>
</table>

**Retention Rate** *(as defined by the National Center for Education Statistics)*

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
**Supportive Learning Environment**
- Use of innovative teaching and collaborative learning
- Focus on competencies of outcomes
- Project/experiential based learning
- Interdisciplinary approaches
- Tribally relevant academic programs
- Alignment of general education and curriculum with mission and vision
- Sustained assessment of degree programs and quality of learning
- Promotion of policies & practices to promote retention + practices, i.e., early referral, advising, mentoring interventions
  * Use of data to improve delivery of instruction to support student success.

**Supportive Living Environment**
- Staffing for student success and safety
- Providing residential environments with access to technology and space that supports learning
- Services to meet the needs of all students, including under-resourced and First Generation students
- Use of cohort models and wrap-around services in housing
- Engagement of students in leadership and decision-making in housing
- Living environments that support success, persistence and retention
- Practices that promote persistence, i.e., early referrals and interventions.

**College Readiness: Tribal Partners**
- Tips for tribes & parents - college readiness planning and curriculum with schools
- Early ACT/SAT and use of ACT/SAT
- Working with families to provide information and services to support student success
- University-wide recruitment
- Early Admission/Early Enrollment
- Marketing Haskell – View Book, Annual Report, Brochures

**Beginning the Higher Education Journey**
- Summer BRIDGE programs: English developmental and college curriculum
- Use of education pathways to guide students & improve planning
- Early engagement of students, orientation, ambassadors, recruiting
- Improving advising, mentoring, orientation and enrollment processes
- Use of data, surveys, evaluation, assessment & continuous improvement campus wide
- Campus wide culture of student success.

**Creating a Path for Success**

**Supportive Learning and Living Environments**

**Development of Student Potential**

**Readiness for Learning**
• Purpose is to gather information on participants' sources of strength the university can build on the positive aspects of students that Haskell retains and graduates.
  – Adapted the Establishing the Reliability and Validity of the Sources of Strength in One American Indian Community (Kelley & Small, 2016).
# Sources of Strengths Survey

## Table 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: I feel my family cares about me, spends time with me, and is a strong support for me.</td>
<td>8.54</td>
<td>1.95</td>
<td>Social Support</td>
</tr>
<tr>
<td>Q2: I feel I have healthy friends/peer group that makes good decisions/stays out of trouble.</td>
<td>7.33</td>
<td>2.01</td>
<td>Social Support</td>
</tr>
<tr>
<td>Q3: I feel I have good caring relationships with adults who truly care about me.</td>
<td>8.13</td>
<td>2.10</td>
<td>Social Support</td>
</tr>
<tr>
<td>Q4: I feel I keep involved in healthy activities like sports, music, art, teams, organizations.</td>
<td>9.04</td>
<td>1.52</td>
<td>Healthy Involvement</td>
</tr>
<tr>
<td>Q5: I feel I am regularly involved in helping others, sharing generosity, and have leadership opportunities.</td>
<td>7.96</td>
<td>1.75</td>
<td>Healthy Involvement</td>
</tr>
</tbody>
</table>

## Table 1, Continued

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6: I feel I have healthy beliefs and that I actively develop my faith, spirituality, or culture.</td>
<td>7.98</td>
<td>2.09</td>
<td>Personal Beliefs</td>
</tr>
<tr>
<td>Q7: I feel I have good access to a counselor, support group, or other mental health services.</td>
<td>7.40</td>
<td>2.20</td>
<td>Access to Services</td>
</tr>
<tr>
<td>Q8: I feel I have good access to a doctor, nurse, or other medical help if I was ill, injured, or needed medicine.</td>
<td>7.92</td>
<td>2.19</td>
<td>Access to Services</td>
</tr>
<tr>
<td>Q9: I participate in Leadership programs at my school.</td>
<td>7.25</td>
<td>2.90</td>
<td>Leadership</td>
</tr>
<tr>
<td>Q10: I am working on personal wellness and positive changes in my behavior.</td>
<td>7.75</td>
<td>2.46</td>
<td>Personal Beliefs</td>
</tr>
<tr>
<td>Q11: I take time to volunteer at school or in my community.</td>
<td>7.10</td>
<td>2.65</td>
<td>Leadership</td>
</tr>
</tbody>
</table>
ADAPTATION PROCESS

• Based on discussions with the CAB, questions were adapted to be Haskell specific.
• Sources of Strength 11-item scale.
• Items rated on a Likert scale as follows: 1 (strongly disagree) to 10 (strongly agree). Changed to 1-5.
• The questions fell into 5 categories:
  o social support (4 items),
  o healthy involvement in activities (3 items),
  o personal beliefs (3 items),
  o access to physical and mental health services (2 items),
  o leadership qualities (3 items).
• Q12. I feel that I have strong support from faculty and staff.

• Q13. I feel that I keep involved in healthy hobbies like sewing, beading, music, and art.

• Q14. I feel that I have good access to participate in my faith, spirituality, or culture.

• Q15. I feel that I am making a good connection between my education and life goals.
Research Questions

How do Haskell students perceive their sources of strengths? What motivates students to persist semester-to-semester and ultimately to graduation?

RQ1: What sources of personal strength do you bring to Haskell?
    Probes:  Family support look like?
             Social support look like?
             Culture play into your strengths?
RQ2: What are the greatest sources of strength you have at Haskell?
    Probes:  Sources of strength? Ex: faculty, residential hall staff, other staff
             Organizations such as FYE, TRiO, and SSC support you?
RQ3: What surprising sources of strength have you discovered while attending Haskell?
    Probes:  What strengths are unique to Haskell or Lawrence?
             New strength you recently discovered. Ex: Leadership role
• Quantitative SoS (N=213)
  – The student levels
    • Seniors feel they are prepared and thinking about life after Haskell
    • Seniors agree that family support is important to their success
    • Freshmen identify sources of strength from faculty and counselors
Recruitment Process

Indigenous Liberation
FOCUS GROUPS

Would you like to make an impact?
We need your input on your success!

WHEN: April 5th & 6th at 6:30pm
and April 7th at 12:00pm

WHERE: *TBA*
WHO IS NEEDED: All Haskell Students!

FREE PIZZA PROVIDED!
Participants will enter a chance to win a gift basket
(dinner & movie and other goodies!)

Please RSVP and/or for more information, contact Kylee Autaabo
at kylee.autaabo@haskell.edu

Introduction
You are invited to participate in a research study conducted by the American Indian Higher Education (AIHEC) NARCH Haskell grant. AIHEC/NARCH grant supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with Haskell Indian Nations University.

What is the purpose of the study?
This study will gather participant sources of strength from Haskell Indian Nations University students.

What are the procedures?
You will be asked to participate in one questionnaire. The questionnaire (approximately fifteen to thirty minutes) will take place in a location that is convenient to you.

Do I have to take part in this study? What will be done with my responses?
During the questionnaire if you feel anxiety with answering any of the questions, your wish to not reply will be respected. The researchers will not share information about you unless required by law or unless you give written permission. The researchers ask your permission for the information gathered from this study to be disseminated in the following ways: 1) provide a summary to the research institution; 2) use information in classroom or other presentation situations. Results from this study may be used for reporting or publication with all identifying information omitted as noted herein.

What are the possible harms? There are no risks associated with this study.

Will this study help me?
While there are no direct benefits for participating, it is anticipated that future students may benefit because of findings from this study as it may lead to a better understanding of sources of strengths students possess and/or gain while at Haskell Indian Nations University, which may ultimately lead to fostering greater opportunities.

Will I receive a payment to participate? There is no payment for participation.

Will my identity be confidential?
The researchers will take steps to safeguard your identity throughout the study, as noted above and herein. Neither your name nor your role will be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, if needed be, the researcher will use a code number or a pseudonym rather than your name or role. Your personally identifying information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

What is refuse to sign the consent and authorization?
You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Haskell Indian Nations University or to participate in any program. If you cancel your permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before you received your cancellation, as described above.

What is a human rights study?
Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

Participation certification
I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 749-0402 ext. 251, write the Institutional Review Board (IRB), Haskell Indian Nations University, 155 Indian Avenue, Lawrence, Kansas 66046, or email lira@haskell.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

Type/Print Participant's Name

Participant's Signature

Date

Researcher Contact Information
Melissa Holder
Project Director, Jr.
AIHEC/NARCH
Haskell Indian Nations University
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Project Coordinator
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College Readiness: Tribal Partners

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- Early ACT/SAT and use of ACT/SAT Working with families to provide information and services to support student success
- University-wide recruitment
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Q15: I feel that I am making a good connection between my education and life goals.
**Beginning the Higher Education Journey**

- Summer BRIDGE programs: English developmental and college curriculum
- Use of education pathways to guide students & improve planning
- Early engagement of students, orientation, ambassadors, recruiting
- Improving advising, mentoring, orientation and enrollment processes
- Use of data, surveys, evaluation, assessment & continuous improvement campus wide
- Campus wide culture of student success.

### Q2: I feel that I have healthy friend/peer group that makes good decisions/stay out of trouble.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>3.98</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4.15</td>
</tr>
<tr>
<td>Junior</td>
<td>4.11</td>
</tr>
<tr>
<td>Senior</td>
<td>4.34</td>
</tr>
</tbody>
</table>
Supportive Living Environment
• Staffing for student success and safety
• Providing residential environments with access to technology and space that supports learning
• Services to meet the needs of all students, including under-resourced and First Generation students
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- Use of innovative teaching and collaborative learning
- Focus on competencies v outcomes
- Project/experiential based learning
- Interdisciplinary approaches
- Tribally relevant academic programs
- Alignment of general education and curriculum with mission and vision
- Sustained assessment of degree programs and quality of learning
- Promotion of policies & practices to promote retention + practices, i.e., early referral, advising, mentoring interventions
* Use of data to improve delivery of instruction to support student success.
Qualitative: 3 focus groups (8-10 participants each, 45-90 minutes)

Overarching Themes:
Family, community, role model (younger relatives), cultural events, personal strength, and Haskell specific organizations
**INITIAL THEMES**

**Strengths unique to Haskell**
- diverse
- welcoming
- understanding
- comforting

- Resilience

- Family
  - immediate + extended family
  - ancestors
  - youth

- Motivation
  - role model
  - give back to community

- Sources of strength brought
  - adaptability
  - open-minded
  - leadership and organizational skills

**Strengths discovered**
- coming out of shell
- personal strength
- political awareness
- cultural attentiveness
- creative strengths

- Social support
  - clubs
  - friends...Haskell family...support...accountability
  - sports...Thorpe
  - staff...SSC...TRIO...RAs & SRAs

- Culture
  - history of Haskell
  - ability to practice
  - diversity
  - ...to explore and learn
Indigenous Students Sources of Strength at a Tribal University

Kylene Autaubo & Karla Krueger
Haskell Indian Nations University

Introduction

Indigenous college students face significant behavioral health challenges, including socio-economic disadvantage, interpersonal violence, substance abuse, psychiatric distress, and physical health issues, to name a few, that may relate back to intergenerational trauma. These behavioral health challenges may contribute to low retention rates in higher education institutions. However, there are well-documented positive attributes such as resilience, social support, and cultural factors that contribute to Indigenous student success (LaFromboise, et al. 2000). This study looks at the factors that help Indigenous students succeed at Haskell Indian Nations University. Furthermore, this study aims to help set the groundwork for the university to assist these attributes to increase retention rates.

Background of Haskell Indian Nations University

Haskell Indian Nations University was founded in 1884. Originally called the United States Indian Industrial Training School, Native children were marched around like soldiers and forced to forget cultural associations such as language, ceremonies, and religion. Ten years passed before the school expanded its academic training beyond the elementary grades. By 1927, high school classes were accredited by the state of Kansas, and Haskell began offering post-high school courses in various disciplines. Industrial training became an important part of the curriculum in the early 1930s, and by 1935 Haskell began to evolve into a four-year college with full-time vocational-technical instruction. The secondary program gradually ended, and the last high school class graduated in 1935. In 1978, Haskell began offering a junior college curriculum and became Haskell Indian Junior College. In 1992, after a period of planning for the 21st century, the National Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs (U.S. Department of the Interior) approved the change, and Haskell became “Haskell Indian Nations University.” Today, Haskell Indian Nations University is an accredited university that offers four bachelor degree programs and associate degrees in various disciplines.

Methods

This study used a mixed methods approach to gather information on student’s sources of strength.

The survey consisted of 15 questions rated on a Likert scale ranging from 1-7. Strongly disagree to strongly agree. The number of students invited to take the survey was approximately 800. The survey’s sample size was 238.

Results

“EVERYONE KNOWS SOMETHING THAT SOMEONE ELSE DOESN’T. EVERYONE HAS SOMETHING TO BRING TO THE TABLE AND IT’S DIFFERENT. SOME PEOPLE MAY NOT KNOW IT YET, BUT THAT’S WHAT WE’RE ALL HERE FOR. TO HELP EACH OTHER.”

“HERE AT HASKELL, THE WAY I SEE IT IS EVERYONE HERE IS AN EXTENSION OF ME, A PART OF ME. MY FAMILY OR SOMETHING; MY HASKELL FAMILY.”

“HAVING FACULTY PEOPLE ON YOUR SIDE AND WANTING YOU TO SUCCEED, IT REALLY MAKES ME WANT TO SUCCEED.”

Conclusion

Although Indigenous students face overwhelming behavioral health risks that may lead to low college retention rates, they also possess significant social and cultural attributes that are beneficial. Interestingly, some of the very traits that Haskell originally worked to erase are the same traits that help them to succeed in higher education.

Why this research important?

Since the inception of American Indian Studies, the majority of research done in Native communities has been conducted by non-Native scholars often from a deficit-based viewpoint. This study parts the research in the hands of Indigenous scholars, working to better the communities in which they live. The strength-based approach challenges research norms in Native communities. The research is interested in gathering information on strengths of students being in HINU and how they impact the success of Native students.

References


Acknowledgements

This project is supported by the American Indian Higher Education Consortium under the Native American Research Center for Health grant.

We thank our mentors Dr. Holder and Sierra Two Bulls for their help and support.

Also, Duane Reader from the Center for Institutional Effectiveness at Haskell Indians Nations University and Daryl Mouson for her valuable feedback.
GROUP WORK

• What sources of strengths do you feel your students bring with them to your TCU?
• How can you foster these strengths?
  – Write down and discuss with your group
  – Share with larger group
HASKELL INDIAN NATIONS UNIVERSITY

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Adjunct faculty
NARCH Project Coordinator