

# 5<sup>th</sup> Annual AIHEC Behavioral Health Research Institute

## Indigenous Students' Sources of Strength at a Tribal University

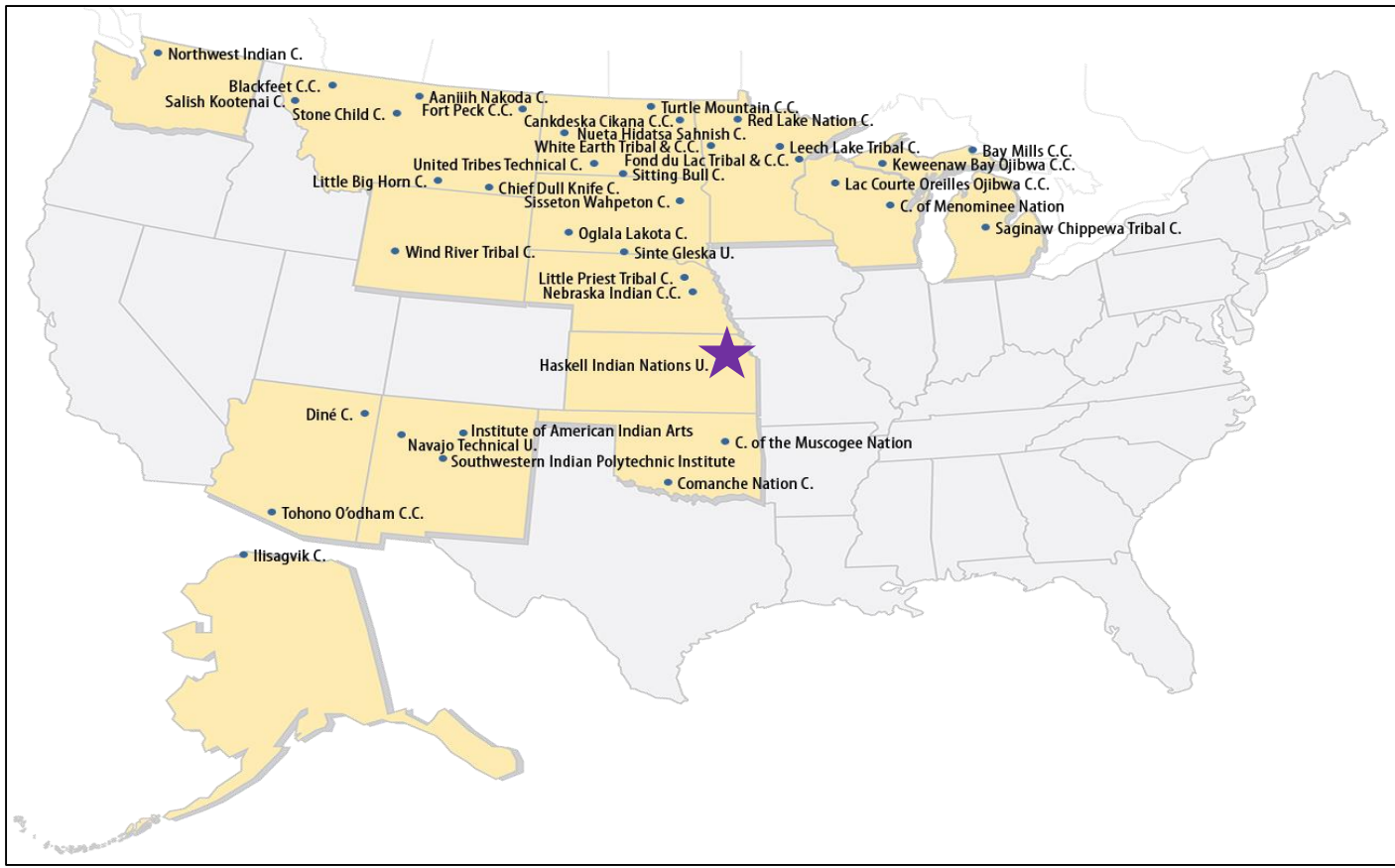
June 18, 2018



**Haskell**  
Indian Nations University



# LOCATION



1884

US Industrial  
Training Institute

1887

Haskell Institute

1970

Haskell Indian  
Junior College

1993

Haskell Indian  
Nations University

## BRIEF HISTORY

- 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)*

**53.8%**

are **Female** students

**46.2%**

are **Male** students

**96%**

are **enrolled**  
full-time

**67%**

are **Freshmen &  
Sophomore**  
students

**79%**

are **on-campus**  
students

**83%**

are age  
**24 and under**



**100%**

are members  
of a **Federally Recognized  
Tribe or their descendants**

**76%**

are  
**out-of-state** Students

**...Our Students...**

# STUDENT REPRESENTATION

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

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

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

# RETENTION RATES.....

Fall 2012 to Fall 2013	
<i>Retention Rate: 54.8%</i>	Full-Time, First-Time Student: 228 Returned: 125
Fall 2013 to Fall 2014	
<i>Retention Rate: 63.3%</i>	Full-Time, First-Time Student: 139 Returned: 88
Fall 2014 to Fall 2015	
<i>Retention Rate: 62.6%</i>	Full-Time, First-Time Student: 163 Returned: 102
Fall 2015 to Fall 2016	
<i>Retention Rate: 65.7%</i>	Full-Time, First-Time Student: 172 Returned: 113

**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.

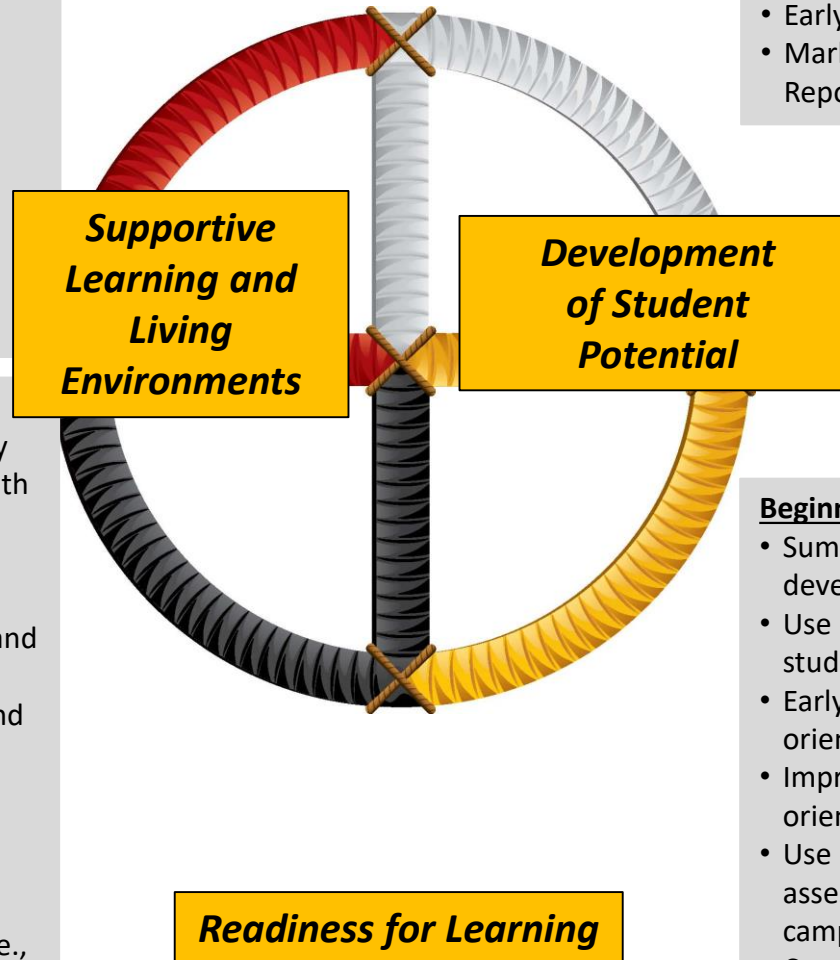
## Supportive Learning Environment

- 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.

## *Creating a Path for Success*



## 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.

# HASKELL AIHEC NARCH GRANT .....

- 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**  
**SOS Scale Items - Means and Standard Deviations**

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

**Table 1, Continued**  
**SOS Scale Items - Means and Standard Deviations**

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



# 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:
  - social support (4 items),
  - healthy involvement in activities (3 items),
  - personal beliefs (3 items),
  - access to physical and mental health services (2 items),
  - leadership qualities (3 items).

# HASKELL SPECIFIC QUESTION

- 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

# ADAPTED SOURCES OF STRENGTHS SURVEY

- 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 5<sup>th</sup> & 6<sup>th</sup> at 6:30pm  
and April 7<sup>th</sup> 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 Autaubo  
at  
kylee.autaubo@haskell.edu




Informed Consent Statement  
|  
"Generation Indigenous Liberation"

**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 researcher will not share information about you unless required by law or unless you give written permission. The researcher asks 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 researcher 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 need 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 I 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 programs or events of Haskell Indian Nations University. However, if you refuse to sign, you cannot participate in this study.

**Can I cancel this consent and authorization?**

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: *Melissa Halder, 126 Parker Hall, Haskell Indian Nations University, Lawrence, KS 66046*. If you cancel 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 they received your cancellation, as described above.

**What is I have questions about my participation?**

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

**Participant 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) 749-8402 ext. 251, write the Institutional Review Board (IRB), Haskell Indian Nations University, 155 Indian Avenue, Lawrence, Kansas 66046, or email lhra@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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Signature

**Researcher Contact Information**

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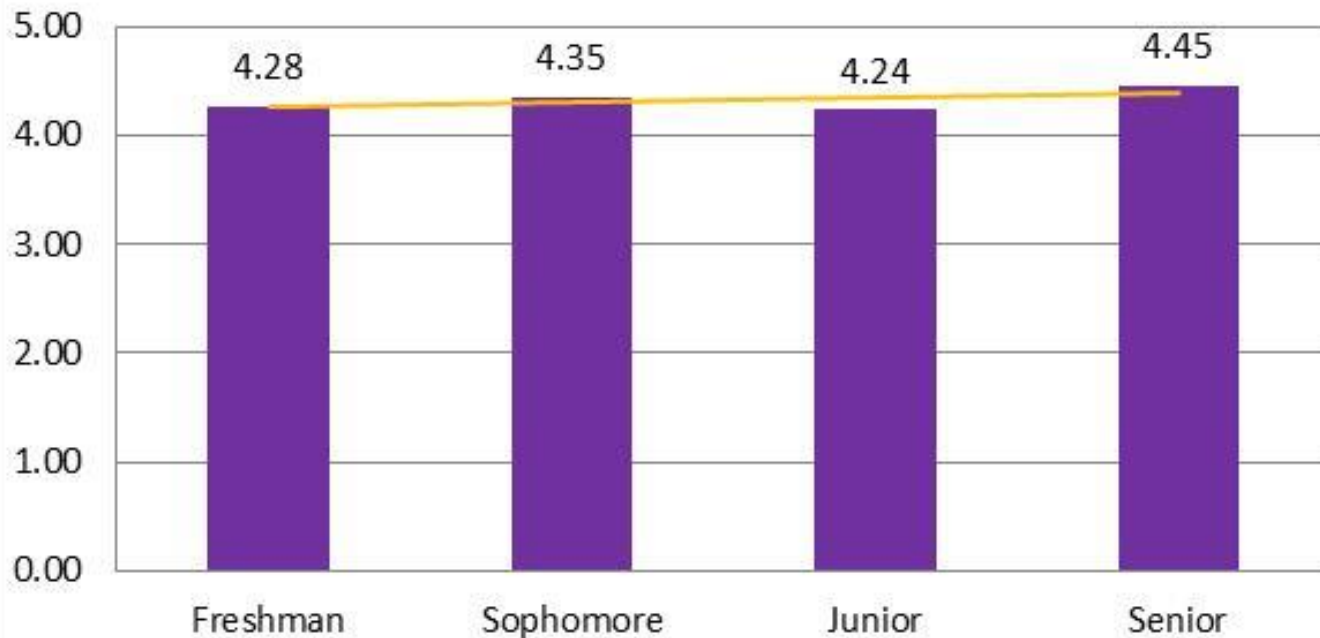
Kyle Autaubo  
Student Researcher  
AIHEC NARCH  
Haskell Indian Nations  
126 Parker Hall  
Lawrence, KS 66046

# NARCH RESULTS

## 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

**Q15: I feel that I am making a good connection between my education and life goals.**

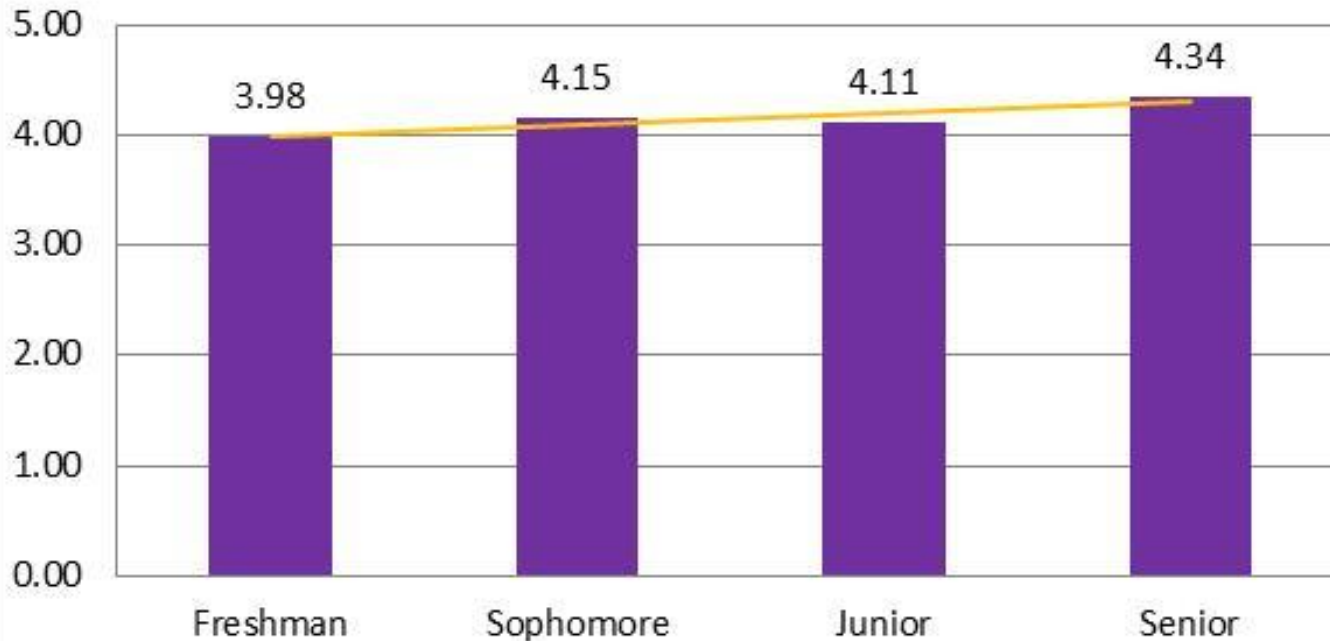


# NARCH RESULTS

## 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.**



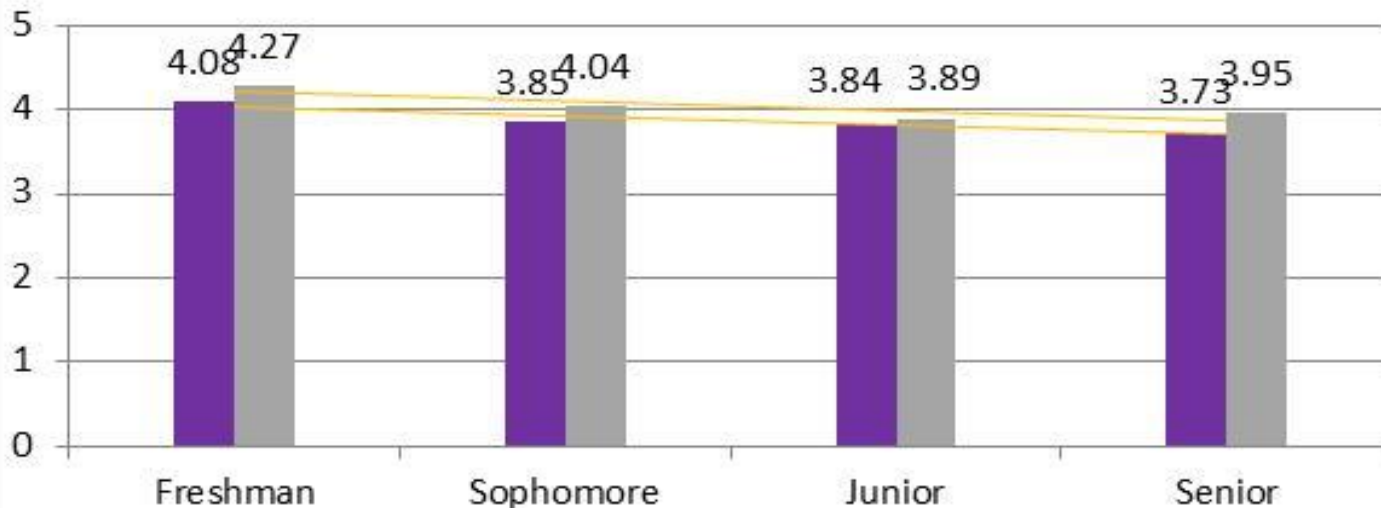
# NARCH RESULTS

## 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.

**Q7: I feel I have good access to a counselor, support group, or other mental health services.**

**Q8: I feel I have good access to a doctor, nurse, or other medical help if I was ill, injured, or needed medicine.**

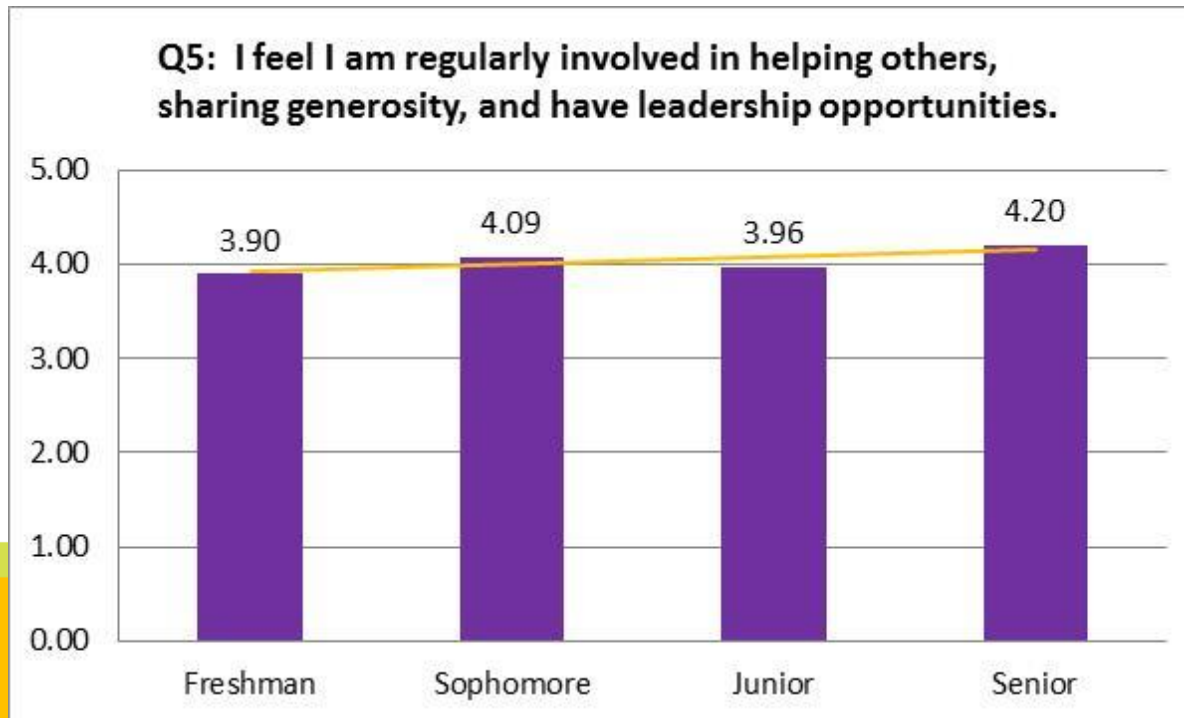




# NARCH RESULTS

## Supportive Learning Environment

- 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.



# NARCH RESULTS

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

# STUDENT POSTER



## Indigenous Students Sources of Strength at a Tribal University

Kylee Autaubo & Karla Krueger

Haskell Indian Nations University



### Introduction

Indigenous college students face significant behavioral health challenges, including socio-economic disparities, interpersonal violence, substance abuse, psycho-spiritual 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 resiliency, social support, and cultural factors that contribute to Indigenous college student's perseverance (LaFromboise, et al., 2006). 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 nourish 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 religions. 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 post high school, vocational-technical institution. The secondary program gradually ended and the last high school class graduated in 1965. In 1970, 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 1-5; Strongly disagree to strongly agree. The number of students invited to take the survey was approximately 800. This survey's sample size was 213.

Table 1  
SOS Scale Items - Means and Standard Deviations

Variables	M	SD	Measures
Q1: I really rely on my family, friends, and community for support.	4.54	1.05	Social Support
Q2: I have healthy friends/people who makes good decisions/choices not to drink.	3.33	2.01	Social Support
Q3: I have good caring relationships with adults who they can rely on.	4.13	2.33	Social Support
Q4: I feel being involved in healthy activities like sports, music, art, health organizations.	3.04	1.52	Healthy Backbones
Q5: I feel I am regularly involved in helping others, sharing generosity, and have leadership opportunities.	3.96	1.75	Healthy Backbones

Table 1. Continued  
SOS Scale Items - Means and Standard Deviations

Variables	M	SD	Measures
Q6: I feel I have healthy beliefs and that I actively develop my faith, spirituality, or culture.	3.58	2.03	Personal Beliefs
Q7: I feel I have good access to a counselor, support group, or other mental health services.	2.40	2.20	Access to Services
Q8: I feel I have good access to a doctor, nurse, or other medical help if I ever feel stressed or need medical attention.	2.50	2.33	Access to Services
Q9: I participate in leadership programs at my school.	3.25	2.00	Leadership
Q10: I am working on personal wellness and positive changes in my behavior.	3.75	2.40	Personal Beliefs
Q11: I have time to volunteer at school or in my community.	3.30	2.05	Leadership

- Q12: I feel that I have strong support from faculty and staff.  
 Q13: I feel that I keep involved in healthy hobbies like sewing, reading, 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.

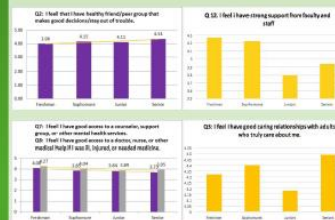
Three focus groups were conducted. Each focus group consisted of 8 to 10 participants and ranged in time from 25 to 45 minutes. The researchers asked students to identify sources of strengths from on and off campus family, to resources offered at HINU.

Focus groups were transcribed and coded for themes relating to sources of strength. Further analysis will be conducted.



### 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."**

Strengths unique to Haskell <ul style="list-style-type: none"> <li>• diverse</li> <li>• welcoming</li> <li>• understanding</li> <li>• comforting</li> </ul>	Strengths discovered <ul style="list-style-type: none"> <li>• coming out of shell</li> <li>• personal strength</li> <li>• political awareness</li> <li>• cultural attentiveness</li> <li>• creative strengths</li> </ul>
Resilience <ul style="list-style-type: none"> <li>• family</li> <li>• immediate + extended family</li> <li>• ancestors</li> <li>• youth</li> </ul>	Social support <ul style="list-style-type: none"> <li>• clubs</li> <li>• friends_Haskell family_accountability</li> <li>• sports (Pledge Fitness Center)</li> <li>• staff (SAC, WFO, AIA &amp; SNA)</li> </ul>
Motivation <ul style="list-style-type: none"> <li>• role model</li> <li>• give back to community</li> </ul>	Culture <ul style="list-style-type: none"> <li>• history of Haskell</li> <li>• ability to practice</li> <li>• diversity</li> <li>• to explore and learn</li> </ul>
Sources of strength brought <ul style="list-style-type: none"> <li>• adaptability</li> <li>• open-minded</li> <li>• leadership and organizational skills</li> </ul>	

**"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 identified that help them to succeed in higher education.

### Why is 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 puts 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 student bring to HINU and how they impact the success of Native students.

### References

Kelley, A. & Small, C. (2015). Establishing the reliability and validity of the sources of strength in one American Indian community. *American Indian and Alaska Native Mental Health Research*, 23, 84-92.

### 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 Reeder from the Center for Institutional Effectiveness at Haskell Indian Nations University and Darryl Monteau 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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