

# **Accreditation Challenges for Serving Under-Prepared and Under-Resourced Minority Students**

## **A Roundtable Discussion**

### **Introductions**

#### **Bio on Dr. Martin Harris**

- *Dr. Harris holds a PhD in clinical psychology from Washington State University. After, completing a professional psychology internship at UCLA, Dr. Harris carried out postdoctoral work at Cornell University.*
- *Dr. Harris served as a Program Officer for the American Psychological Association. (Washington, D.C.). In this role, he managed & wrote grants from several federal agencies including, NIMH, NIA, SAMHSA, CSAP, CSAT & others.*
- *Dr. Harris has served as a tenured faculty member at Vanguard University & Bethany University and has taught and/or served as adjunct faculty at Washington State University, Pepperdine University and UCI College of Medicine.*
- *Dr. Harris more recently served as Dean, College of Science and Integrative Health, and Professor (full) at Southern California University of Health Sciences (Whittier, CA).*
- *He currently serves (2014-present) as Professor and President of LABI College and Theological Seminary (La Puente, CA).*



#### **Bios on Indian Bible College Staff**

- *Dr. Jason Koppen (Anglo)*
  - *President since 2009*
  - *D.Min. Western Seminary*
  - *Experience as youth pastor, associate pastor, senior pastor and church planter*
- *Coreen Esplin (Tonawanda Seneca)*
  - *Dean of Women*
  - *IBC BBS 2013*
- *Ammie Palmer (White Mountain Apache)*
  - *Registrar*
  - *IBC BBS 2015, MA (in process) at Phoenix Seminary*
- *Joshua Ortiz (San Juan Pueblo/Navajo),*
  - *Director of Work*
  - *IBC BBS 2018*



## **Bio on Dr. Frank Smith**

- *The Reverend Frank M. Smith, Jr., D.D.*
- *Bachelor of Arts (Double-Major) - Bible and General Communications - Freed-Hardeman University*
- *Master of Science (Business Management) Indiana Wesleyan University*
- *Executive Vice President and Special Assistant to the President (12-Years) - Simmons College of Kentucky*
- *Founder/Senior Pastor - Christ's Church for our Community, Louisville, KY - 19 years*
- *Former Pastor - Newburg Church of Christ, Louisville, KY - 7 Years*
- *Husband to Theresia and Father to Jayson*
- *Civic Leader and Activist*
- *Former President, Interdenominational Ministerial Coalition, Louisville, KY (5 Years)*



## **Challenges & Insights**

### **Challenges or Considerations for Hispanic Christian Higher Education**

- *Campus Climate and Diversity*
- *Recruitment, Enrollment, Hiring and Retention: Processes, Policies, and Practices*
- *Mission and Objectives and Hispanic Enrollment Goals*
- *Administrative Structures and Policies Impacting Hispanic Initiatives*
- *Faith Match and the Hispanic Community*
- *Diversity and Community (Cultural Island versus Building Bridges)*

### **Challenges or Considerations for Native American Christian Higher Education**

- Reservation System and Welfare Mentality
- Lack of life skills (especially financial training)
- Low Quality of Education (primary/secondary) on Reservation
- Learning disabilities (FAE)
- “Family Ties” and De-valuation of Education
- Group-oriented culture—rude to succeed if the community is not thriving
- Abuse and Trauma (suicide rate)
- Tribal differences/lack of solidarity (573 registered tribes in the U.S.)
- Orality-based Learning vs. Literacy-based Learning
- Clash of cultures (western cultural values required to succeed in higher education)

→ All this results in drop-out rates of over 75% in bachelor programs across education → very few “credentialed” Native faculty

## ***Challenges or Considerations for Black American Christian Higher Education***

- Generational cycles of disinvestment in their educational attainment. Parents, Grandparents, and other family members who have not experienced academic support do not know how best to provide it. Many black students are first generation college students.
- Supportive documentation for admission requirements (i.e. required verified parental tax return documentation)
- Little or no access to family wealth or financial college planning (college investment accounts, etc.) leaves students to work excessive hours in addition to maintaining class attendance and participating in campus life activities
- Many churched students, have not participated in consistent biblical education and spiritual formation throughout their lives (i.e. no formal Christian education, poor participation in structured, rigorous Christian education ministries, youth ministries, etc.)
- Need for remedial education courses is often necessary. Placement exams are important to ascertain skill levels and how best to place students in remedial courses
- Many minority students, whether they attend HBCUs or PWIs often struggle with a construct called "racial battle fatigue". See Resources for Further Study for more info on this.

## **Remedies & Opportunities**

### **Opportunities for Hispanic Christian Higher Education**

- Hispanic Enrollment Some of the Fastest Growing in Higher Education
- U.S. Department of Education: Title III-A Grants/Opportunities
- U.S. Department of Education: Title V: Hispanic Serving Institution (HSI) Grants/Opportunities
- First Generation and Possible Language Issues...
- Writing Center Support and First Time Students
- Financial Aid With Dreamers/DACA Students
- Scholarships and Fellowships for Hispanic Students
- Doctoral Fellowship Opportunities For Hispanic Students:
- American Psychological Association Minority Fellowship Program
- National Science Foundation
- National Institute of Mental Health
- Ford Foundation
- Summer Science Programs

### **Opportunities for Native American Christian Higher Education**

- Holistic (vs. compartmentalized) approach
- Relational/communal approach (low faculty-student ratio)
- IBC's unique approaches
  - Core Values that "de-westernize" the missionary influence on the Native church

- Theology of Work (Work Pathways & Fifth Wind)
- Mentoring Groups (“Spiritual Formation”)
- Study Circles
- *Mending the Soul*
- Life Coaching
- Relational Assessment via Feedback Stations
- Low student cost/debt free graduates
- Initiatives for extension studies

## Opportunities for Black American Christian Higher Education

### ...Student preparedness and remedial assistance

- College access and readiness programs
- High school partnerships and collaborations – Black Achievers
- Campus visit programs: OYES!, USHR/AVIATOR
- <http://postsecondary.gatesfoundation.org/remedial/>

### ...Retention initiatives that make a difference

- HIPs: High Impact Practices
- Persistence Campaigns (“15 to Finish”)
- Persistence Initiatives
- Greek Life education teams
- Men & Women of Simmons – monthly empowerment meetings
- First 30: Check in with student body after first 30 days of each semester
- Built 2 Graduate – Retention programs based on classification
- First Year Experience
- Peer Mentoring Programs
- SUCCEED: Student Intervention Program (non-academic)
- STAR: Student Taking Academic Responsibility (academic)
- Early Alert Intervention

### ...Campus environment initiatives that enrich student life.

- <http://campusecologist.com/files/Monograph.pdf>

## Closing Thoughts and Additional Resources

### Resources for Further Study...from Simmons College

#### ...7 Guiding Questions for Student Retention

1. Do you understand the nature of the problem?
2. Do you know why your students leave?
3. Do you know what your institution is already doing to ameliorate these issues?

4. Do you know how effective these programs or strategies are?
5. Do you know what programs and strategies may be worth considering?
6. Do you have evidence that there exists significant support on campus to do something about this issue?
7. Do you understand the institutional change process?

### ...Student Development Theories

- [https://sharepoint.louisville.edu/sites/SIGS/Documents/P\\_student-dev-theory-01-21-2011.pdf](https://sharepoint.louisville.edu/sites/SIGS/Documents/P_student-dev-theory-01-21-2011.pdf)

### ...Measuring outcomes assessment within a minority culture

- NILOA (National Institute for Learning Outcomes Assessment), which addresses HBCUs, Tribal Colleges, and Hispanic Serving Institutions.  
[https://cmsi.gse.upenn.edu/sites/default/files/NILOA-Penn\\_Center\\_MSI\\_Assessment\\_Practices\\_4-10-15.pdf](https://cmsi.gse.upenn.edu/sites/default/files/NILOA-Penn_Center_MSI_Assessment_Practices_4-10-15.pdf)
- George Kuh, well-respected authority in the nation on Learning Outcomes Assessment.  
<http://archive.news.indiana.edu/releases/iu/2015/04/niloa-minority-serving-institutions-learning.shtml>
- Student Portfolios: Here is a link to one of the leading assessment resources (including e-portfolio): <https://www.watermarkinsights.com/> They support the “**Taskstream**” e-portfolio platform. Other (free) e-portfolio platforms include **Weebly**, **Wix**, and **WordPress**.
- The information below on **racial battle fatigue** speaks more to faculty of color but the construct overview is the same. This paragraph is cut from the article (p. 5). HBCUs celebrate and serve as a cover for our students but we still need to teach them how to endure and help them deal w/ their environmental pressures when they are not on our campuses.
- Gorski, P. (2019). *Racial battle fatigue and activist burnout in racial justice activists of color at predominately white colleges and universities*. Race Ethnicity and Education, 22(1), 1-20. doi:10.1080/13613324.2018.1497966  
*Smith, Yosso, and Solorzano (2006) characterized racial battle fatigue as the accumulative effects of coping with everyday racism. The concept's history is linked to Pierce's (1974) examinations of what he called the mundane extreme environment in which African-Americans live. Whereas many people think of racism as explicit and obvious, Pierce described how, in addition to coping with explicit and obvious racism, African- Americans endure constant, ubiquitous, and mundane racism. Extending Pierce's (1974) scholarship, Carroll (1998) used the term MEEES to refer to the mundane, extreme, environmental stress African-Americans endure due to this form of racism. Racial battle fatigue refers to the implications of this physical and emotional stress – of coping with a constant stream of microaggressions – for people of color (Arnold, Crawford, and Khalifa 2016; Smith 2004). Just as activism can have negative well- being consequences for activists (Chen and Gorski 2015), racial battle fatigue, in Smith, Yosso, and Solórzano (2006) words, can 'become lethal when the accumulation of physiological symptoms . . . are untreated, unnoticed, or personally dismissed' (301).*

## Resources for Further Study...from Indian Bible College

### On healing abuse:

- <https://mendingthesoul.org/>

### On Native Americans in Higher Ed:

- <https://collegefund.org/>
- [http://onlinelibrary.wiley.com/doi/10.1002/ss.150/epdf?r3\\_referer=wol&tracking\\_action=previous\\_click&show\\_checkout=1&purchase\\_referrer=www.google.com&purchase\\_site\\_license=LICENSE\\_DENIED\\_NO\\_CUSTOMER](http://onlinelibrary.wiley.com/doi/10.1002/ss.150/epdf?r3_referer=wol&tracking_action=previous_click&show_checkout=1&purchase_referrer=www.google.com&purchase_site_license=LICENSE_DENIED_NO_CUSTOMER)
- [https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Payment\\_Aaron\\_MP.pdf](https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Payment_Aaron_MP.pdf)

### On Native American sexual abuse:

- [http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%2013/13%281%29\\_Saylors\\_Violence\\_Against\\_32-51.pdf](http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%2013/13%281%29_Saylors_Violence_Against_32-51.pdf)

### On cultural differences in time perception:

- <https://wirelesshogan.com/time-perception/>

## Contact Info:

Dr. Martin Harris: [mharris@labi.edu](mailto:mharris@labi.edu)

Dr. Jason Koppen: [jkoppen@indianbible.org](mailto:jkoppen@indianbible.org)

Dr. Frank Smith: [fsmith@simmonscollegeky.edu](mailto:fsmith@simmonscollegeky.edu)