1. List the program’s student learning outcomes:

   (1) The participation rate of Native Hawaiian high school graduates in COP will increase to at least 50% annually, or 43 out of 79 students total (baseline: approximately 33%, or 18 out of 54 students total in 2004);

   (2) The 1st and 2nd year retention rate of COP participants will meet or exceed the UHM average: 80% and 72% respectively (baseline: 73% and 64%);

   (3) The graduation rate of COP scholarship recipients will meet or exceed the UHM 6-year graduation rate: 54% (baseline: 42%);

   (4) Faculty who work with COP students will report qualitative gains in knowledge, skills, and abilities in teaching or advising COP students (baseline: not available).

2. Where are your program’s student learning outcomes published?

   (Mark all that apply and include URLs when appropriate)

   [ ] Student Handbook. URL, if available online:
   [ ] Information Sheet, Flyer, or Brochure. URL, if available online:
   [ ] UHM Catalog. Page Number:
   [X] Other: Annual Program Evaluation Reports

3. Provide the program’s activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.

<table>
<thead>
<tr>
<th>Program Activities/Services</th>
<th>SLO #1 Native Hawaiian Participation Rate</th>
<th>SLO #2 1st &amp; 2nd Year Retention Rate</th>
<th>SLO #3 6-year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Outreach</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summer Residential Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Community Service</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Learning Communities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
To make the annual reports more meaningful and useful, please base your responses to questions 4-13 on assessment activities that took place between June 2009 and September 2010.

4. **State the assessment question(s) and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.**

   *What did the program want to find out?*

   (1) To what extent were participants recruited into the program, and to what extent did they access COP services?

   (2) To what extent did participants benefit from COP services, and to what extent did COP influence participants’ experience at UHM?

   (3) To what extent did COP influence participating faculty knowledge, skills, and strategies in working with Native Hawaiian students?

5. **State the type(s) of evidence gathered**

   *To assess the outcome or answer the assessment question, what evidence was collected?*

   - Evaluation participants included faculty, peer mentors, and COP participants. In May 2009, COP participants were emailed an electronic survey to complete via Survey Monkey. The participant survey addressed the how students were recruited into the program, length of participation, benefits of the program, satisfaction with the program, and the challenges and strengths of the program.

   - After the surveys were collected and the responses reviewed, the evaluator identified topics that emerged from the participant survey responses to explore further during one-on-one interviews with participants. A total of 105 students were sent surveys, and 57 students completed them for a 54% response rate.

   - Staff members were further asked to identify student participants who would be receptive to being interviewed, and who would represent the larger pool of student participants. A total of seven students were interviewed.

   - In addition, staff members were asked to provide a list of instructors/faculty who taught the COP students and a list of peer mentors who also served as instructors. A total of three faculty and five peer mentors agreed to be interviewed. On campus interviews took place from October 2009 through February 2010. The interview protocol encompassed a semi-structured “talk story” format. At the beginning of each interview, the evaluator reviewed the purpose of the evaluation and assured the participants of the confidentiality of their responses. The evaluator took notes of each session, and summarized the responses.
6. List the person/people who interpreted or analyzed the evidence that was collected.

The SEED Evaluator and COP Staff (Director, Counselors).

7. How did he/she/they evaluate, analyze, or interpret the evidence?

What method was used to evaluate, analyze, or interpret the evidence?

The methods for the evaluation were both quantitative and qualitative. The evaluation occurred in four stages: 1) participant surveys were distributed in May 2009 and collected through August 2009; 2) participant and faculty interviews were conducted in September 2009 through January 2010; 3) analysis of quantitative survey data and qualitative interview data was completed February 2010, and 4) writing of the evaluation report was completed in March 2010. The evaluator used descriptive statistics to compile and analyze survey data and content analysis and grounded theory to analyze interview data.

8. State how many persons (e.g., students, clients) submitted evidence that was evaluated (e.g., state the sample size).

If applicable, please include the sampling technique used.

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th>Number Distributed/Requested</th>
<th>Number of Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Surveys</td>
<td>105</td>
<td>59</td>
<td>56%</td>
</tr>
<tr>
<td>Participant Interviews</td>
<td>20</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Faculty Interviews</td>
<td>14</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Peer Mentor Interviews</td>
<td>6</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
<td><strong>72</strong></td>
<td><strong>50%</strong></td>
</tr>
</tbody>
</table>

9. Summarize the actual results.

(1) The participation rate of Native Hawaiian high school graduates in COP increased to 44% (58/132 total students);

(2) The 1st year retention rate of COP participants (98%) exceeded the UHM average (80%);

(3) The graduation rate of COP scholarship recipients (54-55%) met the UHM 6-year graduation rate (54%);

(4) The program provided 11 key retention services, from academic advising and assistance with college assignments to professional seminars and tutoring. The degree to which participants accessed services varied. The most frequently accessed services were involvement in professional seminars, participation in community service projects, and assistance with financial aid applications. The least frequently accessed services were academic tutoring, referral to other resources, and career planning.
(5) Program participants found the following services to be the most valuable: professional seminars, participation in community service projects, and assistance with financial aid applications. Nine out of ten students agreed that their participation in the program resulted in significant socio-emotional outcomes such as an increase in self-confidence and a better understanding of their culture and community. Additionally, 88% of students were involved in other organized programs and activities on campus, and 85% agreed that COP enhanced their overall experience at UHM.

(6) Faculty and peer mentors involved in the program strongly agreed that they gained valuable knowledge, skills, and strategies in serving participants. Specifically, faculty and peer mentors gained a good understanding of the challenges, strengths and assets that many Native Hawaiian students possess. Additionally, faculty and mentors increased their communication and personal skills and derived significant benefits from their involvement in the program.

10. **What was learned from the results?**

- COP is highly valued by the majority of participants, that it is implemented successfully despite the challenges prevalent in working with first generation college students, and that it achieved its stated objectives related to student recruitment and retention at UHM, as well as faculty perspectives with working with Native Hawaiian students.

- In addition, the data from the evaluation indicate that the significant accomplishments attained through the program were not merely numerical. For example, non-tangible and unanticipated outcomes of the program related to the personal development and growth of the participants. Many of them credited the program with their gaining a sense of self-confidence, and a deeper understanding of their culture and community, which further motivated them to continue their career goals and to get involved in other campus activities and programs.

- COP participants, the majority of whom are first generation college students, need information and support that they were not able to get from their families, friends, or involvement with other school and community programs. COP filled this need.

- Lastly, personal relationships are very important in the Native Hawaiian community, and the evidence from the evaluation demonstrate that COP staff members, the COP peer mentors, and the COP students themselves were able to meet the educational needs of the participants because of their relationship with them.

- In essence, there were four general themes that emerged from the evaluation that are of interest to faculty who work with Native Hawaiian students: 1) that many Native Hawaiian students need support to navigate the complexities of the campus environment, and that they depend on their peers or trusted staff and faculty for this help; 2) that developing a relationship/rapport with Native Hawaiian students is important to students and yields significant benefits to both the student and the teacher; 3) that in order to make the academic subject matter (e.g., History, English, Hawaiian Studies) more relevant and meaningful to students, it is important to draw connections from the past to the present,
and from a global context to a local context; and 4) that the importance of giving back to the community, and having an cultural identity, is a very real goal for many Native Hawaiian students.

11. **Use of results/program modifications:**

**State how the program used the results**

--or--

**Explain planned use of results**

*Please be specific.*

- COP will continue to offer the services most valued by participants, such as social and academic networking, academic advice and information on campus programs, and assistance with financial support to pay for college.

- In addition, COP will continue to develop opportunities for students to get involved in the Hawaiian community and connection to culture, and activities that foster students’ personal motivation/self-confidence such as on-campus and off-campus clubs and organizations.

12. **Reflect on the assessment process.**

*Is there anything related to assessment procedures your program would do differently next time? What went well?*

- To further determine the extent to which participants have taken advantage of COP services, it is recommended that counselors/COP staff keep careful records of the specific activities in which students have participated. For every student, there should be a record of how often they access activities.

- To further determine if participants have needs related to attending college that are not being met, it is recommended that the participant survey include this question in the future.

- To gather more in-depth information as to the effects of the program on student participants, it is recommended that future evaluations include in-depth case studies or student profiles. The primary purpose of the case studies is to provide rich description of the experiences of participants in understanding and telling their “story” about their journey to and experiences at UHM.

13. **Other important information**