ASSESSMENT REPORTING FORM

Complete this form if your program already has results from a program assessment activity.

Name: Nalani Minton
Program Name: 'IKE AO PONO
Unit: School of Nursing and Dental Hygiene
UH User Name: bminton@hawaii.edu
Phone: 956-5504

1. List the program’s student learning outcomes.

As a result of participating in 'IKE AO PONO, Native Hawaiian and Pacific Islander nursing students:

a) Apply to, succeed in, and graduate from the School of Nursing at a rate of 14 times higher than the number of native students before the program began;

b) Develop an understanding of the cultural sensitivity, awareness and appropriate responses to improving health, healthcare and wellness;

c) Are committed to improving the health, well-being and recovery of underserved native islanders throughout Hawai'i and the Pacific.

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

(Mark all that apply and include URLs when appropriate)

[X] Website. URL: www.nursing.hawaii.edu (see 'IKE AO PONO PowerPoint and student film)
[ ] Student Handbook. URL, if available online:
[X] Information Sheet, Flyer, or Brochure. URL, if available online:
[ ] UHM Catalog. Page Number:
[X] Other: UH Manoa Chancellor’s EER Report
[X] Other: UH Manoa Educational Outcomes and Measures Report

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

See 'IKE AO PONO PowerPoint attachment.

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?

See Student Evaluation attachment.
5. **State the type(s) of evidence gathered**

To assess the student learning outcome(s) or answer the assessment question, what evidence was collected?

Student tracking data and student needs evaluations.

6. **List the person/people who interpreted or analyzed the evidence that was collected.**

Examples: program staff; faculty committee; advisory board; graduate students; external organization/evaluators

Program Director, Program Assistant and Program Tutor.

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

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

Examples: Compiled survey results; used qualitative methods to compile interview, focus group, or other open-ended response data; used a rubric or scoring criteria; used a scoring key on exams; used their professional judgment (no rubric or scoring key used); external organization/person analyzed data.

Reviewed student needs as self reported in order to direct the program to meet the needs of each student semester by semester. Also through open-ended responses and descriptive statistics.

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.

A convenience sampling technique was used, with a sample ranging from 60 students to 105; sampling size depends on current enrollment of students semester by semester.

9. **Summarize the actual results.**

- Between 2009 and 2010, the number of Native Hawaiian and Pacific Islander nursing students in 'IKE AO PONO increased to between 80 and 105 students per semester in both undergraduate and graduate programs (a significant increase compared to the original 6 students who piloted the program back in 2001).

- The first 107 Native Hawaiian and Pacific Islander nurses were graduated with the support of 'IKE AO PONO between 2004 and 2010. Among these graduates there were 93 Native Hawaiians and 14 Pacific Islanders (including Samoan, Tahitian, Fijian, and Chamorro).

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

That an innovative educational program based on meeting the needs of first generation native college students can be highly successful in providing both academic and cultural support. Some significant results are that the recruitment, retention, and graduation rate of all 'IKE AO PONO students is over 95% success, as well as passage of the nursing licensing exam and meaningful employment. Note:
'IKE AO PONO has just received a National award in innovative education in nursing to be received in Washington DC on November 1, 2010.

11. Use of results/program modifications:

State how the program used the results

--or--

Explain planned use of results

Please be specific.

The student evaluation is essential in organizing the program to become more effective in support of each student, semester by semester, to help ensure their successful completion of the nursing program and graduation into the nursing profession.

12. Reflect on the assessment process.

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

The student response to our program evaluation is overwhelmingly positive and affirms that the program provides the support needed to promote achievement of educational goals and endeavors, and the confidence and skills that students need to become exemplary and compassionate health professionals. In the future these assessments will help to affectively benefit the community outcomes in health and education through the work of 'IKE AO PONO graduates in clinical and community settings to improve health and healthcare for underserved communities in both rural and urban settings. One example of this community health effort is the E ALA PONO APHN/NP dual program (PI, Dr. Kris Qureshi and Co-PI, Nalani Minton), many of whose graduate students come directly from the 'IKE AO PONO program and will focus their first 2 years in nursing on improving health and healthcare on the Waianae Coast where the population of native peoples is the highest in Hawai‘i. As a model program in community health, it is expected that this kind of program will eventually provide nurse managed care on every island in underserved communities.

13. Other important information

'IKE AO PONO has helped to raise $5 million dollars in research funding and student support in the past 5 years and collaborates with Native Hawaiian serving institutions and funders, as well as community health and education advocates. 'IKE AO PONO currently has outreach to 3 other UH campuses through a HRSA grant (PI, Dr. Mark, and Associate PI, Nalani Minton) to increase the number of underrepresented students in nursing. This initiative will help to address workforce diversity issues, such as more equity in the profession. For example, although Native Hawaiian and Pacific Islanders make up 20% of the population, they represent only 4% of the nursing workforce.
‘IKE AO PONO

Nursing Program for Native Hawaiian and Pacific Islander Students

A Workforce Diversity Program at the University of Hawai‘i at Mānoa School of Nursing
Nālani Minton, BS, MA, LMT
Director/PI, ‘IKE AO PONO
‘IKE AO PONO

• ‘IKE AO PONO envisions a lasting improvement, advancement and promotion of health for Native Hawaiian and Pacific Islander communities, the entire community of Hawai’i and the Pacific, with special attention to at-risk, under-represented and under-served peoples and communities.
Increasing the number of Native Hawaiian and Pacific Islander nurses in Hawai’i's and the Pacific’s workforce, will also increase the number of culturally committed and sensitive health professionals to improve health and healthcare in all the communities and fields.
Needs of the People

• Native Hawaiians have higher rates of the following diseases:
  – Cancer – 45% higher (in Hawai’i)
  – Diabetes and Obesity – 130% higher than in the U.S. continent
  – Heart Disease – 66% higher
  – Overall mortality rate – 79% higher than others in Hawai’i
  – Pacific Islanders are also at high risk for these diseases and are over represented in health disparities.
  – 32% of Samoan household incomes are below the poverty level and represent the plight of other Pacific Islanders and Native Hawaiians

• All face barriers to higher education and health
The PL-103-150, The Native Hawaiian Health Care Act and the Native Hawaiian Education Act have been enacted by the US Congress to acknowledge egregious wrongs done to the Native Hawaiian people. PL-103-150 also acknowledges the right of self-determination of the Native Hawaiian people to transmit their lands, language, culture, knowledge and traditions to future generations as an inherently sovereign people. These laws also constitute a commitment by the US government to address the needs and rights of the Native Hawaiian people in the areas of health, education and culture.
ʻIKE AO PONO Students
Program Overview

• ‘IKE AO PONO focuses in three major areas:
  – Outreach, recruitment and skills building for students
  – Retention, enrichment, cultural experiences and support services for undergrad and grad students
  – Graduate education, job opportunities and placement
Support Services

- Program Orientation emphasizes university survival skills: writing, reading, communication, organization, time management, study and test taking skills.
- Learning strategies, professional development, research and presentations
- Cultural experiences (Kaho‘olawe, Maunawili, Luluku, Aloha ‘Aina, Ma’o and Ka’ala Farms, et al)
- Community Service and Service Learning
- Financial Aid and scholarship support
- Student support groups and study groups
- Tutoring
- Personal, academic and cultural advisement
- Co-op, Public Health and Community Health
- Internships with Papa Ola Lokahi
- Native Hawaiian Health Conferences
- Work with Health Career Opportunities and Health Career Pathways
- Community Advisory: KSBE, POL/NHHSP, QMC, HCOP, Kaulele, OHA
- Lifetime friendships formed with students interested in health professions from many Hawai‘i and Pacific Islander communities
- Native Hawaiian Clinical Co-hort at Queens
- Campus Visitations – with HCOP/OHP: Nursing, Med Tech, Social Work, PH, Speech Pathology and Audiology, Nutrition, Dental Hygiene and JABSON
Progress

• 2000 Census showed:
  – Native Hawaiians – 23% of Hawai’i’s population (25% in 2006)
  – Samoans – 2% of Hawai’i’s population
• Spring 2002 at UHSON:
  – 6 Hawaiian nursing students at UH SON
  – No Samoan or Pacific Islander students
• Spring 2010 at UHSON:
  – 105 ‘IKE AO PONO students enrolled as undergrads and grad students
  – 54 Native Hawaiian and PI undergrad students, RN-BSN
  – 51 Native Hawaiian and PI graduate students, MEPN, MS and PhD programs
  – 4 Samoan students, 1 Fijian, 1 Maori, 1 Tahitian, 5 Chamorro , 7 other PI
  – 5-10 ‘IKE AO PONO students accepted per semester at 3.4 GPA and above
  – Three class presidents were ‘IKE AO PONO Students
• First Native Hawaiian Nurse with PhD graduated
• First Samoan Nurse with PhD graduated
• ‘IKE AO PONO has graduated 107 Native Hawaiian and Pacific Islander Nurses
  – Between 2004 and 2010

Through ‘IKE AO PONO there are ten times the number of Native Hawaiians in the UH SON and four times the number of Samoan students than 5 years ago. For Native Hawaiians, this is an increase of over 1500%.

Through ‘IKE AO PONO the number of Native Hawaiian and Pacific Islander nurses graduating from the UHSON has exponentiated.
Partnerships

'ike a o pono Program chart

Nalani Minton, Dir, MA, Pi, Faculty Specialist
Kalei Lee, RN, Program Assistant
Kelli Nakamura, MA, Tutor

Nursing Students
BS/MS/Ph

Pre-nursing Students
Rachelie Wong

Native Hawaiian Health Initiative

Cultural Consultants

KUAI'I COUNCIL/Manoa Chancellor
COMMUNITY OUTREACH & STUDENT REFERRAL SYSTEM
PUKO'A COUNCIL/UH President

UHSO N Acad Advisor
Kate Thompson RN

UHSO N Student Services
Dr. Ray Jamson,

High Schools/
Health Career Services/Pathways
Ada Toyama

Charter Schools
Immersion Schools
Aloha 'Aina Health Center and Farm

BRIN AHEC/SEPA
Dr. Kelley Witty

PAC
Dr. Ruth Bingham

DNHH
NHCO E
Dr. Marjorie Mau,
Dr. Ben Young

SO N Office of int'l Affairs
Dr. John Casken

SO N Rural Health Program
Dr. Jan Shoultz

Office of Nursing
Dr. Mathews

Grants
Dr. Chris Qureshi

Cultural Curriculum
UHSO N Faculty

SM Lab
Lorie Wong, MS

Ed Psych
Dr. Ball Learning Strategies

Interdisciplinary Health Programs
Dr. Pat Taylor

UH COMMUNITY COLLEGES
Hawai'i CC
LCC
KCC
HCC
West Hawai'i
Molokai EC
Maui CC
Kauai CC
WCC
Lanai EC

Community Health Academies
Mental Health
Dr. Charla Trotter

Ke Ali'i Pauahi Foundation
Joy Kona Na Ho'okama /'Imi Na'auno

Kualiele
Dir Manu Kalama

Papa Ola Lokahi
Dir.Hardy Spoehr

Wai'anae CCHC
Dr. Mary O'neha

/'Imi Ho'ola
Dr Nanette Iudd

Manawa Kupono

CED, SSPA
Bill Emmsey

NHSP
Palama Lee

School of Nursing Clinical Sites

Castle Medical Center
St. Francis Medical Center
Queens Medical Center
Kualani Medical Center
WCCHC
Hawaii State Hospital
Kaiser Medical Center
Wahawa General Hospital

Tripler Army Medical Center
Kapiolani Hospital
Pali Momi Straub Clinic
Shriners Hospital
Community Health Clinics
Kahi Mohala Hospital
Leahi Hospital
Hospice Hawaii

QUEEN'S MEDICAL CENTER
HCF
POL
NHHS
S O N Programs
Kua'ana
Ke Ali'i Pauahi
DNHH
NHCO EX
/'Imi Ho'ola
UH Financial Aid
OHA Support

SUPPORT ORGANIZATIONS AND PROGRAMS
10 Native Hawaiians to get nursing training

UH, Queen’s work to increase diversity

ADVERTISER STAFF

Ten Native Hawaiian students will begin three years of nursing training at the University of Hawai‘i-Mānoa this fall thanks to a $241,000 grant from Queen’s Medical Center.

The UH/Queen’s partnership is part of an attempt to increase the number of Native Hawaiian healthcare practitioners in the state, and increase the number of Native Hawaiian students — a goal of the new UH strategic plan.

“The nursing program has one of the highest percentages of Native Hawaiian students at the Mānoa campus,” said chancellor Peter Englert in praising the cooperative program.

Only 5.1 percent of the registered nurses in Hawai‘i are Native Hawaiian, though Native Hawaiians make up 19 percent of the local population. With the entry this fall of these 10 students, 13 percent of the nursing students at Mānoa are Native Hawaiian. In the overall student body, 8.4 percent are Native Hawaiian.

The groundwork for this first group was laid with a federal Nursing Workforce Diversity grant to prepare pre-nursing students for entry into the nursing program, called the ‘Ike Ao Pono project. It was coordinated by Nalani Minton Henderson with support from Lois Magnusson, both officials with the School of Nursing and Dental Hygiene at UH.

Nursing news

Native Hawaiians represent about 1 in 10 residents, but only 1 in 20 nurses in Hawai‘i. That disparity should improve under Queen’s Medical Center commitment to support 10 Native Hawaiian students in the UH Mānoa School of Nursing and Dental Hygiene. The cohort was created to ensure culturally competent care, improve the health status of Native Hawaiians and provide role models for other young men and women.
Special Mahalo to:

- Dr. Lois Magnussen and HRSA for funding and administrating the original grant.
- Dean Mary Boland for her tremendous support
- The UH SONDH faculty and staff for their continuing support
- Chancellors Englert, Konan and Hinshaw for funding Native Hawaiian programs and ‘IKE AO PONO
- UH Presidents McClain and Greenwood for approving and supporting ‘IKE AO PONO’s biennium budget
- Kuali’i Council and Puko’a Council for funding and providing permanent positions
- Kamehameha Schools and Kaulele for scholarships and stipends
- Queen’s Medical Center for funding the Queen’s Co-hort and Program and Scholarship Funding
- Papa Ola Lokahi, The NH Healthcare System
Aloha  Mau e Malamalama
Please fill out the following form to give us your valuable feedback about our program:

E=Excellent  G=Good  NI=Needs Improvement

The ‘IKE AO PONO’ program is:

___ E  Helpful in supporting SON academic process
___ E  Helpful in providing stipends and scholarship information
___ E  Helpful in providing personal and academic counseling
___ E  Helpful in accessing relevant information and answering relevant questions
___ E  Helpful in providing tutoring, study groups, and study room
___ E  Helpful in developing an Ohana style learning experience
___ E  Helpful in advocating and writing in support of honoring cultural knowledge and identity/context/growth
___ E  Helpful in increasing workforce diversity in the Nursing School and profession
___ E  Helpful in coordinating sessions with UHSON Student Services
___ E  Helpful in expanding and improving the ‘IKE AO PONO’ Program
___ E  Helpful in students feeling accepted and supported at UH and UHSON
___ E  Helpful in increasing positive support for students to feel empowered and achieve success
___ E  Helpful in keeping students informed and updated
___ E  Helpful in creating support and new opportunities for Native Hawaiian and Pacific Island students of diversity at the UHSON
___ E  Helpful in actively listening to and helping to identify and meet student needs

In your own words, please write a few sentences describing your most valuable experiences with ‘IKE AO PONO’. Also list any specific suggestions for improvements.

The sense of ‘ohana fostered by the ‘Ike Ao Pono program creates an atmosphere that encourages help and support among its’ members. The wisdom shared by its staff is invaluable to my current educational goals. Ultimately, the support system I have with the program gives me a sense of safety and comfort. I am more confident in my educational endeavors with the knowledge that I am supported by intelligent and compassionate individuals who sincerely desire my success, and who have the skills to help me ensure it.

Additional Comments:
‘Ike Ao Pono surpasses milestone: 100 NURSING GRADUATES

Included are first Hawaiian nurses to earn Ph.D.s

By Francine Murray
Ka Wai Ola

Leading the way as a workforce role model, Nalani Minton founded ‘Ike Ao Pono, in 2001, when she realized about a quarter of the state’s population is Hawaiian but less than 5 percent of Hawai‘i’s nurses are Native Hawaiian.

With the daunting task ahead, the primary mission of the program was threefold: first to improve the health and health care of the state with appropriate and culturally sensitive care, second to increase the number of Native Hawaiian and Pacific Islander nurses in Hawai‘i, and third to provide young Hawaiians with positive Native Hawaiian role models.

With many of its students from at-risk, under-represented and underserved communities, the ‘Ike Ao Pono program at the University of Hawai‘i-Mānoa and its nursing students have made history with more Native Hawaiian nurses graduating from the program than in the entire 80-year history of UH’s School of Nursing and Dental Hygiene.

“We are achieving many firsts at the UH Mānoa,” said Minton. “In only six years we have graduated 107 Native Hawaiian and Pacific Islander nurses with both RN (registered nurse) and advanced degrees.” Among these successful students are the first Native Hawaiian and Samoan nurses with doctorates and 13 graduates with master’s degrees in nursing.

In the real world, seconds can make the critical difference between life and death, and at UH “the ‘Ike Ao Pono program is critical to the success of Native Hawaiian and Pacific Islander students and to shaping the future nursing workforce,” said Dr. Mary G. Boland, Dean of the School of Nursing and Dental Hygiene. “I am delighted that the students feel welcomed and at home.”

The program inspires and encourages its members to succeed by providing learning strategies, survival skills and tutoring, study groups, cultural experiences, financial aid and scholarship assistance. They have hands-on training through Native Hawaiian clinical co-ops with Queen’s Medical Center and they benefit from recruitment partnerships and special programs with Kamehameha Schools, the Office of Hawaiian Affairs and Papa Ola Lokahi.

“The students enrich the school by their presence, by increasing the opportunities for cultures to intersect and by connecting us to our host culture,” said Boland. “Many ‘Ike Ao Pono students are achieving graduate degrees in advanced public health, community health, family and nurse practitioner fields. Their contributions will help promote health and improve health care in Hawai‘i.” More than just academia, ‘Ike Ao Pono is a Hawaiian wellness program.

“The ‘Ike Ao Pono ‘ohana of more than 100 native nurses represents the whole journey of us all,” said Minton. “It’s not an individual, but rather a käkou event – a landmark that we have reached because of a collective vision being manifested by all involved.”

“Our (graduation) celebration was held in beautiful Waimea Valley and the OHA staff there were gracious and hospitable – from the opening ‘oli and ho’okupu at Hale ‘o Lono to the gathering of students, faculty, administration, family and friends in such a spectacularly beautiful valley,” she added. “The lele ua (wind-blown rain) blessed us all with a cool rainbow mist in the midst of bright sunshine. Our ho’okupu was given in loving memory of Hiko‘ula Hanapi, beloved friend, Native Hawaiian artist, botanist and Director of the Keomailani Foundation.”

The program’s success hasn’t gone unnoticed. On the floor of the U.S. Sen. on May 6, Hawai‘i Sen. Daniel Inouye commemorated the graduation of the first 100 Native Hawaiian and Pacific Islander nurses from the University of Hawai‘i at Mānoa. “As a proud supporter of the nursing profession, I am pleased to recognize ‘Ike Ao Pono, the Workforce Diversity Program for Native Hawaiian and Pacific Islander nursing students at the School of Nursing and Dental Hygiene,” he said.

Besides Inouye’s declaration, the program has received proclamations from the governor and mayor, a koa plaque by the School of Nursing and Dental Hygiene and a pahu (drum) from Papa Ola Lokahi for its achievements on the path to addressing health disparities and inequities in the Hawaiian community.

In the UH system, programs are organized into Native Hawaiian councils on each campus to increase the number of Native Hawaiian students and faculty, creating a Hawaiian place of learning and to fulfill the vision of UH President M.R.C. Greenwood and UHM Chancellor Virginia S. Hinshaw in becoming the premier indigenous-serving university and a global destination for indigenous studies. “We are one of 20 social justice and economic recovery programs in the Kuali‘i and Pūko‘a councils and I would like to mention their support,” said Minton. The councils provided both funding and permanent positions for the ‘Ike Ao Pono program.

Currently 88 ‘Ike Ao Pono students are enrolled for the fall semester in both undergraduate and graduate programs. And new students are welcome in the spring. To learn more about ‘Ike Ao Pono, email Nalani Minton at bminton@hawaii.edu. For information about the nursing program, visit www.nursing.hawaii.edu or call 808-956-8522.