**2010 ANNUAL ASSESSMENT REPORT**

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Program Name: Kua'ana Native Hawaiian Student Development Services  
Unit: Office of Student Affairs/Student Equity, Excellence & Diversity (OSA/SEED)  
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1. **List the program’s student learning outcomes:**

   (1) The proportion of Native Hawaiian UHM who are retained in their degree program in the first year will increase to 95% (baseline: 73%, compared to 81% campus-wide);

   (2) The graduation rate of Native Hawaiian students receiving scholarship support through Kua'ana will increase to 20% (baseline: 5%, compared to 10% campus-wide); and

   (3) The total number of Native Hawaiian students who pursue degrees in math-or science-related disciplines at UHM will increase by at least 20 students (baseline: 51, or 1% of all degrees earned in 2008)

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

   (Mark all that apply and include URLs when appropriate)

   [X] Website. URL: http://www.hawaii.edu/diversity/Kua’ana
   
   [ ] 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 1st Year Retention Rate</th>
<th>SLO #2 Native Hawaiian 4-year Graduation Rate</th>
<th>SLO#3 Native Hawaiian STEM Enrollment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Outreach</td>
<td>X</td>
<td></td>
<td></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>Peer Mentoring</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 was outreach provided to Native Hawaiian students from target high school and community colleges?

(2) To what extent was scholarship support provided to Native Hawaiian undergraduate and graduate participants?

(3) To what extent were Native Hawaiian scholarship participants retained in their respective degree programs at UHM?

(4) To what extent did Native Hawaiian scholarship participants graduate in 4 years from UHM?

(5) To what extent did Native Hawaiian scholarship participants pursue STEM degrees at UHM?

5. State the type(s) of evidence gathered

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

• Evaluation participants included 2 staff and 25 participants. Staff provided the evaluator with a complete contact list of students so that the evaluator could distribute participant surveys via Survey Monkey.

• Staff were also asked to identify at least 6 students who had participated in Kua’ana for at least a year, and who represented a variety of STEM majors, for participation in a follow-up focus group.

• Lastly, the evaluator interviewed both the Project Director and the Project Coordinator individually.

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

The SEED Evaluator and Kua’ana Staff (Director, Coordinator).

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 primary methods of collection were participant surveys, participant focus groups, staff interviews, and annual progress reports. The evaluation occurred in four stages: 1) participant surveys were distributed and completed in Summer 2008, 2) participant focus group sessions were conducted in Fall 2008, 3) analysis of the survey and focus group data was completed in Spring 2009, and 4) writing of the evaluation report was completed in Winter 2009. 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>63</td>
<td>25</td>
<td>40%</td>
</tr>
<tr>
<td>Participant Interviews</td>
<td>10</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Staff Interviews</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>33</td>
<td>44%</td>
</tr>
</tbody>
</table>

9. Summarize the actual results.

(1) Through extensive outreach and collaboration with other campus-based and community-based programs, Kua’ana helped to increase the UHM-going rate of Native Hawaiian high school students from Hawai’i high schools by more than 20%.

(2) Kua’ana provided scholarship support to 63 Native Hawaiian students pursuing STEM degrees at UHM, thereby increasing the total number of Native Hawaiian students receiving support through Kua’ana Native Hawaiian Student Development Services by more than 50%.

(3) Kua’ana was successful in increasing the retention rate of participating Native Hawaiian students at UHM, from a baseline of 73% to an impressive 97%, indicating a 24% increase.

(4) Kua’ana was successful in increasing the graduation rate of both undergraduate and graduate Native Hawaiian students in STEM majors. The overall graduation rate of Kua’ana participants was 23%, which is approximately 5 times higher than the baseline of 5%.

(5) Kua’ana was extremely successful in increasing the number of Native Hawaiian students pursuing degrees in math- or science-related disciplines at UHM: 63, or 100% of Kua’ana scholarship participants, pursued a STEM degree, which is over triple the number of students initially targeted.

10. What was learned from the results?

• As a result of the scholarship support provided by Kua’ana, more than 70% of students indicated that they did not have to take out student loans, rely on financial help from their
parents or family, or find part-time employment to cover their college expenses, including tuition, fees, books, room, and board.

• The participatory design of the *huaka‘i* and the communal participatory decision-making process in which students and community members engaged was a hallmark of the program. The *huakai* enabled students to apply their academic knowledge and experiences (learned in their STEM degree program) to a specific community-based project in ways that were culturally sensitive (reinforced by the community mentors). This aspect of the program was by far the most important and most appreciated component of the program by Kua‘ana participants and community mentors from the community non-profit organizations.

• Kua‘ana participants benefitted from the retention services that the KO program provided, thus enabling them to graduate earlier and more often than their peers. The program was able to recruit and retain 63 out of 65 students over a 3 year period. This statistic is exceptional, given the underrepresentation of Native Hawaiian students enrolled in STEM disciplines, and the well-known academic rigor of many STEM undergraduate and graduate programs.

• When asked what three things about the program helped them the most, the majority of participants identified the following:
  o The peer mentorship and opportunity for quality interaction with other Native Hawaiian students in STEM. Interaction among students from different STEM disciplines enabled the cross-fertilization of ideas and enabled students to learn from each other and from other fields. They valued learning outside the scientific “box” they were in.

  o The *huakai*, which provided participants with an opportunity to learn about their culture and apply their scientific and academic knowledge in a real-world setting.

  o The school outreach activities that enabled them to serve as a role model to high school students interested in STEM.

11. Use of results/program modifications:

State how the program used the results

—or—

Explain planned use of results

*Please be specific.*

• Given student schedules and logistical issues, participants and staff agreed that outreach efforts were more successful with schools that were within close proximity to the UHM campus. Participants and staff also agreed that a long term commitment to the schools would foster a deeper relationship between the schools and the program.
• Participants in the evaluation focus group expressed—regardless of STEM major, level (undergraduate senior, first year master’s, or doctoral student), or previous academic experiences—the desire for **more effective mentoring from faculty**.

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 Kua’ana services, it is recommended that Kua’ana 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 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**