ASSESSMENT REPORTING TEMPLATE

Name: Erin Kahunawai Wright  
Program Name: Native Hawaiian Student Services  
Unit: School of Hawaiian Knowledge  
UH User Name: ewright  
Phone: 956-4753

1. List the program’s student learning outcomes

Learning Goal 1 - Self-Appraisal: Students can identify and evaluate personal qualities, values, attitudes, strengths, interests, skills and acquired learning and use this self-appraisal to recognize their unique career, educational, and life planning processes.

Learning Goal 2 - Exploration, Assessment and Decision Making: Students can develop, respond, explore, assess, re-examine, and act upon their progress toward academic, career, and life goals to make informed decisions.

Learning Goal 3 - Personal Integration and Community Engagement: Students can engage in and reflect upon their participation in college and community activities to grow in self-understanding and acceptance, confidence, Hawaiian identities, and appreciation and respect for diverse cultures.

Learning Goal 4 - Adapting to Change: Students can adjust, adapt, respond to, and be resourceful in new situations and in rapidly changing conditions.

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

NHSS SLOs are published:
   a. School of Hawaiian Knowledge website (in process):  
      http://manoa.hawaii.edu/hshk  
   b. Student space in Kamakakūokalani 211  
   c. Student space in Queen Lili‘uokalani Center for Student Services 104

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

Please see attached Experience Map.

4. State the assessment questions and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.

Please see attached Explanatory Data Display of Exemplars.
5. **State the type(s) of evidence gathered.**

To assess student outcomes, we have gathered the following data:

a. Sign-in logs: student spaces, activities/programs, events  
   b. Basic surveys (primarily satisfaction-oriented) from NHSS activities  
   c. Staff advising logs  
   d. Staff activity logs  
   e. Final student presentations: Internship Program, Summer Enrichment Program  
   f. Kuder Career Assessments  
   g. Student artifacts (e.g., contracts, presentations, portfolios)

The information we have collected thus far is largely descriptive.

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

E. Kahunawai Wright, Director of NHSS & B. J. Nālani Balutski, Research & Evaluation Coordinator

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

We used qualitative approaches to analyzing the information we have collected because it is most appropriate for the data we have available. As mentioned in the previous report, we are a fairly new unit on campus and our assessment practices are all in-process. NHSS is in the middle of developing our full assessment plan which includes all aspects of our work (versus the focus on students for this report). As such, we have a range of data and data collection methods which address aspects of our learning goals. We are cognizant that our data and learning goals are not yet completely aligned and addressed.

For this report, we took the following steps to interpreting the data:

a. Created a descriptive data matrix display to consolidate all of the different data into one area for review and consideration; and

b. Created an explanatory data display of exemplars to see how our data addressed our learning goals (as well as our deficiencies and how we can better improve data quality).

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

The information in this section is primarily gleaned from sign-in logs and staff in-take logs and does not include qualitative information such as nature...
of involvement/interaction. For example, we have 716 participants for “Events” but our events range from fairs (minimal/passive involvement) to workshops (high/direct involvement). But we can provide some demographic information (if necessary) to demonstrate the diversity of students NHSS serves. Again, these numbers provide a snapshot of those students who utilize our various resources.

Events: 716  
Advising: 71  
Resource Centers: 390 (unique users as of Spring 2010)  
Internships: 23  
HLPE: 66  
Data Requests: 24  
NHSS Staff (non-client): 7

9. **Summarize the actual results.**

In a review of our learning goals and associated data, these are the general trends or themes which surface (and, again, the interpretation is based on the data we have):

a. The Resource Centers are significant points for Native Hawaiian students to utilize different resources;

b. The Summer Enrichment Program is successful in helping students successfully transition to a four year institution;

c. The Internship Program is successful in helping students develop professional skills and explore career opportunities;

d. NHSS is offering a variety of activities, programs, and services which address different academic, social, and cultural aspects of our students; and

e. NHSS staff participates in a variety of activities, programs, services, professional development, and community engagement.

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

From the initial interpretation, we have learned the following:

a. NHSS needs to create and offer more community engagement opportunities for students;

b. NHSS needs to create mechanisms to measure student learning for its academic services (i.e. academic advising, graduate support); and
c. NHSS needs to develop more programs for Native Hawaiian graduate students.

11. **Use of the results/program modifications: State how the program used the results or explain the planned use of results.**

The results will be primarily used to create a fuller NHSS assessment plan which fleshes out assessment practices which addresses the different aspects of NHSS.

Additionally, we will start conceptualizing and developing programs addressing the deficits we have identified in our very basic assessment.

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

As previously mentioned, the assessment process in this sense was very helpful in the developing our unit’s assessment plan by:

a. Talking through the different challenges and opportunities of assessment as a unit – so all staff members had the opportunity to share their feedback;

b. Thinking through the assessment cycle so we can “normalize” the process – assessment will be on-going, collective, and not report driven;

c. Thinking about the different ways in which we can gather assessment data;

d. Identifying basic programmatic deficiencies; and
d. Thinking about how we can get more student involvement in the process.

13. **Other important information**

**Introduction to Native Hawaiian Student Services**

Native Hawaiian Student Services is housed in Hawai‘inui‘akea School of Hawaiian Knowledge (HSHK) and partially funded through the U. S. Department of Education Title III Program (Kōkua a Puni). NHSS is focused on supporting Native Hawaiian student success across disciplines by providing programs and spaces which address academic enrichment and support, cultural engagement, career exploration, access to technology, peer support, and wellness programs. Organizationally, NHSS resides in the Dean’s Office under the general management of the Director of NHSS. NHSS is composed of the following units:
1) Hawaiian Studies and Hawaiian Language Academic Advising
2) Hawaiian Studies and Hawaiian Language Graduate Programs Assistant
3) Kōkua a Puni Enrichment
4) Kōkua a Puni Counseling
5) Kōkua a Puni Research and Evaluation

Functionally, NHSS serves two primary populations of students: HSHK undergraduate and graduate majors (Hawaiian Language and Hawaiian Studies) and Native Hawaiian students, in general. As such, our co-curricular program provides both academic services and general student support services.

Mission & Goals

As indicated in the plan submitted to OVCAA in September 2010, NHSS is a relatively young unit having been fully operational for just over a year. During this time, NHSS has been actively engaged in building organizational infrastructure while also creating and implementing its programmatic offerings. In July 2010, NHSS personnel participated in a two-day strategic planning session to begin visioning its mission, goals, long term organizational growth, and evaluation plan. So we are in the infancy of creating these important foundational tenets.

From this strategic planning session, NHSS staff created the following working mission statement:

*The mission of Native Hawaiian Student Services is to serve Native Hawaiian students and their families at the University of Hawai‘i at Mānoa through a comprehensive culturally respectful and academically knowledgeable program of student support and advising services.*

In the initial report submitted to OVCAA, we identified four broad goals which did not solely address student learning but rather more organizational issues given that we are still developing our full assessment plan in conjunction with the School of Hawaiian Knowledge. Upon review of the information we have collected thus far, we felt that we could address aspects of student learning while also providing a “snapshot” of our whole organization to provide a sense of the kinds of work NHSS is engaged in as well as the ways in which we are addressing student learning.

Assessment Plan

In addition to our in-process mission, another outcome of our strategic planning session was the NHSS student learning goals. Our experience map illustrates our first iteration of how our current activities attempt to address our student learning goals. We have also started to consider competencies and potential demonstrations of competencies. Part of the challenge that we will be facing is our desire to assess student learning which is not viewed as standard. For example, NHSS is interested in looking at how we can measure “kuleana” which can be defined and described in
a number of different ways – we have attempted to define it in Learning Goal 4. How can we meaningfully understand if we are addressing “kuleana” with our students? These are some complex questions we will continue to discuss in the upcoming weeks.

Generally, we will continue to flesh-out this plan by working through the following areas:

- Completing student learning goals, competencies, and demonstrations
- Completing organizationally-focused goals, competencies, and demonstrations
- Identify academic and general support areas missing assessment
- Determine data collection methods and processes
- Incorporate HSHK assessment practices into the NHSS plan
- Create a regularized assessment cycle that will be piloted in the next few weeks
### Native Hawaiian Student Services Experience Map

#### Learning Goal 1: Self-Appraisal
Students can identify and evaluate personal qualities, values, attitudes, strengths, interests, skills and acquired learning and use this self-appraisal to recognize their unique career, educational, and life planning processes.

#### Learning Goal 2: Exploration, Assessment and Decision Making
Students can develop, respond, explore, assess, re-examine, and act upon their progress toward academic, career, and life goals to make informed decisions.

#### Learning Goal 3: Personal Integration and Community Engagement
Students can engage in and reflect upon their participation in college and community activities to grow in self-understanding and acceptance, confidence, Hawaiian identities, and appreciation and respect for diverse cultures.

#### Learning Goal 4: Adapting to Change
Students can adjust, adapt, respond to, and be resourceful in new situations and in rapidly changing conditions.

### Activities

- Academic, Personal & Career Counseling
- Resource Centers
- Community Huaka’i
- Career Assessments
- Academic Skill Building Workshops
- Technology Workshops
- Peer Tutoring
- Residential Learning Program
- Wellness Fair
- HSHK Student Handbooks
- Campus & Community Partnerships
- Summer Enrichment Program

- Academic, Personal & Career Counseling
- Student Organization Advising
- Resource Centers
- Community Huaka’i
- Career Internships
- Summer Enrichment Program
- Peer Tutoring
- MA Writing Retreat
- Welcome Reception
- HSHK Student Handbooks
- Campus & Community Partnerships

- Academic, Personal & Career Counseling
- Student Organization Advising
- Resource Centers
- Community Huaka’i
- Summer Enrichment Program
- Residential Learning Program
- Wellness Fair
- HSHK Graduation
- Welcome Reception
- Scholarship Reception
- Campus & Community Partnerships

- Academic, Personal & Career Counseling
- Student Organization Advising
- Community Huaka’i
- Career Internships
- Residential Learning Program
- HSHK Orientation

### Competencies

- SWiBAT recognize the Resource Centers as a place to access different resources.
- SWiBAT take one career assessment to identify their skills, interests and values.
- SWiBAT understand the relationship between their learning experiences and
- SWiBAT use their career assessment results to explore different majors and careers and start to plan their academic and career paths.
- SWiBAT articulate how their experiences have developed their self-awareness.
- SWiBAT develop and apply skills in locating and effectively using information from community based resources to help them achieve their academic, career, and life goals that incorporate personal values,
<table>
<thead>
<tr>
<th>their academic, career and personal goals.</th>
<th>and problem solving skills effectively.</th>
<th>goals.</th>
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<tbody>
<tr>
<td>SWiBAT identify their academic, career, and personal accomplishments over one year.</td>
<td>SWiBAT develop and apply time management skills that work effectively.</td>
<td>SWiBAT develop and apply interpersonal skills that work effectively in group or partnership situations.</td>
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<td>SWiBAT recognize potential career choices.</td>
<td>SWiBAT identify their career path and course selections and degree attainment to get there.</td>
<td>SWiBAT engage in community activities that support their Hawaiian identity.</td>
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<td>SWiBAT evaluate their interests and become familiar with the education and career options that match their interests.</td>
<td>SWiBAT develop academic plan that includes projected transfer date and major.</td>
<td>SWiBAT articulate how their academic goals fit in their career and life goal.</td>
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<td>SWiBAT articulate the purpose of transferring to UHM.</td>
<td>SWiBAT access, register and complete the HLPE.</td>
<td>SWiBAT be resourceful and seek out new opportunities in their education and career path.</td>
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<td>SWiBAT identify the academic, career and life goals changes they have experienced and decide on the risks and benefits of the experiences.</td>
<td>SWiBAT support fellow cohort students during their transition to UHM.</td>
<td>SWiBAT identify the academic, career and life goals changes they have experienced and decide on the risks and benefits of the experiences.</td>
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### Assessment

- Counseling logs/notes
- Exit survey
- HLPE
- Student reflections/interviews/application
- Internship Program student learning contracts
- Academic portfolios
- Entry survey

- Counseling logs/notes
- Career, academic portfolio
- Resource Center survey
- Tutoring Survey
- 80% class attendance overall
- Student academic plan
- Internship Program student learning contracts

- Counseling logs/notes
- Resource Center survey
- List of community resources they’ve contacted
- Post-interview
- Student reflections/interviews
- Digital stories

- Counseling logs/notes
- Internship presentation
- Exit survey
- Exit interviews
- Student reflections/interviews
<table>
<thead>
<tr>
<th>Learning Goals &amp; Associated Competencies</th>
<th>Competency Overview</th>
<th>Data Description</th>
<th>Data Source(s)</th>
<th>Interpretation</th>
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<td><strong>Learning Goal 1: Self Appraisal</strong></td>
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<td>SWiBAT recognize the Resource Centers as a place to access different resources.</td>
<td>The Resource Centers is a centerpiece of NHSS. These Resource Centers were created to provide Native Hawaiian students with a safe space to gather, access resources, etc.</td>
<td>As of Spring 2010, NHSS Resource Centers have been utilized by 390 unique visitors which range in 1 – 60+ visits. Students indicate a variety of reasons for their visits: studying, launa (relax, hangout), tutoring, academic counseling, workshops, computers/printing, etc.</td>
<td>Resource Center log-ins</td>
<td>After being open for about a year, the Resources Centers are attracting a good amount of students. Also, students are accessing the different types of resources available in this space as demonstrated by the log-in.</td>
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<td>SWiBAT take 1 career assessment to identify their skills, interests and values.</td>
<td>The Kōkua a Puni (KAP) Internship program provides a number of different skills and professional development workshops for its students. Part of this curriculum is a career assessment supported by Kuder Career Assessment.</td>
<td>23 of 25 students participating in the KAP Internship Program took the online Kuder Career Assessment. They also integrated the results of the career assessment into their internship experiences as demonstrated in their final presentations.</td>
<td>Kuder Career Assessment program; final internship presentations; career portfolios</td>
<td>The interns have been able to explore their interests and gain valuable skills through their internship experience. A student majoring in Hawaiian Studies &amp; TIM interned at the Sheraton Cultural Services Department and was able to blend his two interests and gain valuable skills he hopes to apply once he graduates.</td>
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<td>SWiBAT access, register and complete the Hawaiian Language Proficiency Exam (HLPE).</td>
<td>Incoming students can take the HLPE to earn UH Mānoa language credits and/or to waive the UH Mānoa foreign/second language requirement. It is a newly developed and implemented initiative.</td>
<td>Testing dates and registration information is printed in the UH Mānoa Course Catalog. Sixty-six incoming students registered for the HLPE and 55 successfully completed the test.</td>
<td>HLPE records</td>
<td>Given this is its pilot year, 55 people seems to be a good start. An additional positive outcome is the Hawaiian Department has created a faculty committee around this initiative to insure its accuracy, grading/assessment, and implementation.</td>
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<td>Learning Goal 2: Exploration, Assessment and Decision Making</td>
<td>SWiBAT develop academic plan that includes projected transfer date and major.</td>
<td>The KAP Summer Enrichment Program is designed to support Native Hawaiian students at the community colleges to transfer to UH Mānoa and also to provide post-transfer support.</td>
<td>Advising logs</td>
<td>The Summer Enrichment Program model is showing success in helping Native Hawaiian students transfer to UH Mānoa and retaining them. While the number is small, the impact is still significant.</td>
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<td>Learning Goal 3: Personal Integration and Community Engagement</td>
<td>SWiBAT engage in community activities that support their Hawaiian identity.</td>
<td>NHSS provides a variety of activities which support different aspects of Hawaiian identity. Examples of activities are: community huaka‘i (community visits/work days), NH Student Welcome Reception, guest speaking events, Wellness Fair, and Mukiki Wai (Hawaiian language competition).</td>
<td>Events list; Sign-in logs</td>
<td>While we have provided a variety of activities to support community engagement for our students, we need to create more opportunities for our students to connect with our communities (if they are not already connected).</td>
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<td>Learning Goal 4: Adapting to Change</td>
<td>SWiBAT use career assessment results and career research to strengthen their transferrable skills</td>
<td>The Kōkua a Puni (KAP) Internship Program provides a number of different skills and professional development workshops, advising, and internship placement for its students.</td>
<td>Advising logs; final internship presentations</td>
<td>A participant majoring in Nursing was offered employment at her internship site as a result of her internship.</td>
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