KEALAIKAHIKI 2013-2014 ASSESSMENT REPORT

MISSION

The Kealaikahiki Native Hawaiian Student Support Services Program promotes the academic success and degree completion of Native Hawaiian students at the University of Hawai‘i West O‘ahu. Kealaikahiki provides tutoring and mentoring services and helps to increase Hawaiian identity through cultural, community, and leadership activities. Our program provides services fostering Native Hawaiian values and perspectives of our students.

GOALS

- Increase retention and graduation rates of Native Hawaiian students at the University of Hawai‘i West O‘ahu.
- Increase sense of belonging and cultural identity for Native Hawaiian students.
- Increase faculty, staff, and community awareness of Native Hawaiian values, learning, and understanding.
- Institutionalize the Kealaikahiki program.

DEPARTMENTAL DASHBOARD

- Native Hawaiians comprised 26% of the student population in Fall 2010, Fall 2011, and Fall 2012, maintaining a steady enrollment.
- The CUM GPAs for Native Hawaiian students compared to non Native Hawaiian students respectively for Fall 2010 = 2.68 and 3.00; Fall 2011 = 2.65 and 3.03; Fall 2012 = 2.74 and 2.98.
- The Native Hawaiian one-year retention rate for first time freshmen students for Fall 2009 = 50%; Fall 2010 = 42.3%; Fall 2011 = 60%. Two-year retention rate for Fall 2009 = 46.9%; Fall 2010 = 38.5%. Three-year retention rate for Fall 2009 = 37.5%.
- The Native Hawaiian one-year retention rate for transfer students for Fall 2009 = 58.9%; Fall 2010 = 65.7 %; Fall 2011 = 64.5%. Two-year retention rate for Fall 2009 = 40.0%; Fall 2010 = 39.2%. Three-year retention rate for Fall 2009 = 16.7%.

POINTS OF PRIDE

- 62% increase in tutor sessions in Spring 2013 compared to Spring 2012
- 11% increase in participation of annual Spring semester E Ola Pono: Health & Wellness Fair in Spring 2013 compared to Spring 2011
- 132.5% increase in finals event participation in Spring 2013 compared to Spring 2012
Increase in community service participation from 6 students in Fall 2012 to 16 students in Fall 2013

Conducted first time study of Native Hawaiian students only retention rate in Fall 2013. As a result of follow-up, 20 Native Hawaiian students who would not have returned for the Fall 2013 semester, registered.

Program Objective 1

Students who participate in the Kealaikahiki tutoring program in Fall 2013 will have a higher pass rate (“D” or better) in the courses they received tutoring than those that did not participate.

Methods and Measures

- The final grades of students who received tutoring provided by Kealaikahiki will be compared with those who did not receive tutoring for the same courses.
- Kealaikahiki Attachment B

Findings

In Fall 2013 the Kealaikahiki tutoring program had a total of 287 tutoring sessions amongst 93 students. Of these tutoring sessions:

- 68 students passed with a “D” or better in the subject they received tutoring in
- 47 students had more than one session throughout the semester
- 28 participating students were Native Hawaiian

The following provides a total of the number amount of tutoring sessions per course type:

- 3 CHEM
- 4 ENG
- 5 HAW
- 1 HIST
- 1 HPST
- 1 HUM
- 1 HWST
- 58 MATH – largest
- 4 PACS
- 1 PHYS
- 2 PUBA
- 2 SOC
- 1 SSCI
- 1 WS

*Note the following for data that could not be used:
• 6 sessions were excluded because they were staff not enrolled in any course
• 5 students received a “W”
• 4 students utilized tutoring for COMPASS which is not a course or a grade received
• 6 student sessions either received tutoring for a non UHWO course or there was an error in logging in.

**Conclusions/Status**

When compared to students who did not participate in the Kealaikahiki tutoring program those who did:

• MATH 196A: 17 out of the 22 students participated in tutoring; 2 (12%) students that participated received an “F” compared to 1 (20%) that did not participate
• MATH 241: the only student to receive an “A” in the course participated in the tutoring sessions.
• PACS 108: two students that did not participate received an “F” compared to only one student who received tutoring
• SOC 362: 3 students who did not participate received an “F” while all students who did participate received an “A”
• SOC 470: one student who did not participate received an “F”
• SOC 100: 3 students who did not participate received an “F” compared to the student who did received an “A”

In conclusion, students have a higher chance of receiving a passing grade if they participate in the Kealaikahiki tutoring program.

**Program Objective 2**

Seventy-five percent (75%) of students who participate in any Fall 2013 Kealaikahiki service activity will report that the service activity met or exceeded expectations.

**Methods and Measures**

• Students will be surveyed after each service activity to measure their satisfaction with Kealaikahiki activities.
• A total of 50 students who participated in Fall 2013 activities responded to an assessment survey of activities.

**Findings**

On the survey students were asked whether or not the service activity met or exceeded expectations.

• 45 of the 50 students responded “yes” the service activity they participated in met and/or exceeded expectations
• Surveys related to tutoring provided by Kealaikahiki received the highest amount of feedback
  o Students commented that they would benefit from the following:
    ▪ Extended tutoring hours
    ▪ Increase in the number of tutors and tutoring in more subject areas
Conclusions/Status

- Kealaikahiki currently provides tutoring in Hawaiian language, Hawaiian Studies, Hawaiian-Pacific Studies, math, science, and writing. All of the Kealaikahiki student tutors are of Hawaiian ancestry and the heavily utilization of program tutoring services in addition to the survey responses demonstrates students are seeking and are more likely to participate in tutoring from a peer of the same ancestral background and understanding.
- Based on the survey, overall, students are satisfied with the services provided by the program.
- Please provide any revisions and edits, I can complete them immediately!

Program Objective 3

For the Fall 2013 semester, eighty percent (80%) of faculty who attend a Kealaikahiki faculty informational session will report that the program presentation was useful.

Methods and Measures

- Faculty will be surveyed after each Fall 2013 informational session to gauge whether or not the activity increased their awareness of Hawaiian learning.
- Kealaikahiki Native Hawaiian Student Support Services provided a presentation on Native Hawaiian ways of learning and knowing and learning styles at the New Faculty Orientation in Fall 2013. Faculty were surveyed following the orientation.

Findings

Two surveys were sent to participating faculty; one for lecturers and one for full-time faculty. Participants of the New Faculty Orientation were asked to rate the presentations and the speakers throughout the day on a scale from 0; being the lowest to 5; being the highest.

- Lecturer Survey
  - Kealaikahiki received a rating of 4.9 out of 5 on the program presentation
  - 90.9% of lecturers were "glad that Kealaikahiki’s presentation” was included as a part of the New Faculty Orientation
  - 90.1% of lecturers found the presentation extremely useful
- New Full Time Faculty
  - Kealaikahiki received a rating of 4.5 out of 5 on the program presentation
  - 50% of new full time faculty were “glad that Kealaikahiki’s presentation” was included as a part of the New Faculty Orientation
  - 50% of new full time faculty found the presentation extremely useful

Conclusions/Status

Out of a total of 14 different presentations from other programs and services on campus at the New Faculty Orientation, Kealaikahiki Native Hawaiian Student Support Services received the highest assessment ratings from both lecturers and new full time faculty.

Following the New Faculty Orientation, five participants have partnered with Kealaikahiki Native Hawaiian Student Support Services to incorporate Native Hawaiian resources and practices into either their curriculum and/or course activities.
Dr. Brenda Machosky, the CTLE coordinator and coordinator of the New Faculty Orientation also continues to work with Kealaikahiki Native Hawaiian Student Support Services to increase cultural professional development opportunities for faculty and staff alike.

Due to the success and supportive feedback following New Faculty Orientation, Kealaikahiki will be hosting Pili ʻĀina (translated pili ʻāina means being close to the land; a metaphorical interpretation of having our faculty & staff becoming engaged with our students and the communities they come from), a two day faculty and staff professional development workshop incorporating place based knowledge into the orientation.

**PLANS FOR COMING YEAR**

- Conduct the Native Hawaiian Student Call Persistence study before the registration deadline for each semester in order to increase the persistence rate of Native Hawaiian students.
- Present a workshop for faculty and staff sharing best teaching and learning practices for Native Hawaiian students.
- Review assessment tools measuring Native Hawaiian services and activities.

**ATTACHMENTS**

Kealaikahiki Attachment C: Event Statistics
Kealaikahiki Attachment D: Native Hawaiian Retention Call Report