Charting a Native Hawaiian Post-Secondary Journey:
Findings from the UH Comprehensive Title III Evaluation
Overview
Federal Title III Program

• The United States Department of Education (USDOEd) provides dedicated funding to minority-serving colleges & universities to better support educational opportunities for certain ethnic populations.

• The Title III Program is available to colleges & universities whose student populations are 10% or more Native Hawaiian, or 20% or more Alaska Native.

• Stated briefly, the Title III program’s goal is that funding will increase institutional capacity to better support Native Hawaiian student success, with a longer-term objective of sustainability & self-sufficiency.
• All ten UH campuses have received multiple Title III grants
• Some campuses were recipients of Title III predecessor funding
• For the period spanning SY2008-09 to SY2014-15, a total of 44 Title III programs have operated at UH.
Institutional Capacity

Implies a comprehensive change across a campus or system via:

- Engaging & supporting students
- Supporting faculty/staff prof. growth
- Improving curricula, spaces & systems
- Revising/acquiring educ. materials

Ultimately tied to two outcomes:

- Program effectiveness
- Sustainability
“Success” defined in both conventional & culturally grounded ways:
- Persistence
- Achievement
- Completion
- Sense of belonging
- Identity formation
- Collective kuleana
- Leadership
- Timely graduation
Data
Grant Documents

Over 500 documents reviewed, including:
• Grant proposals
• Grant awards
• Annual progress reports
• Newsletters, system reports & program materials
• External evaluations
Over 80 individuals participated in...

*Eleven focus groups of:*
- Students
- Faculty & staff
- Title III leaders

*Interviews with:*
- Title III directors
- Campus administration
- Former faculty/staff & students
Stakeholder Survey Results

Grant Documents

Data Sources

Stakeholder Interview & Focus Group Transcripts

Student survey:
- All students attending any campus during evaluation period
- On-line 20-minute survey
- Over 1,900 respondents

Staff survey:
- All current staff at all campuses
- On-line 5-minute survey
- Over 1,000 respondents
Over **140,000** student records, representing the 17 semesters under study:

- Student demographics
- Student SES indicators
- Pre-college achievement
- Semester-by-semester:
  - student statuses
  - persistence indicators
  - achievement indicators
  - completion indicators
Data Sources → Outcomes

- Grant Documents
- Stakeholder Survey Results
- Stakeholder Interview & Focus Group Transcripts
- Student Records

Institutional capacity
- Impact/Effectiveness
- Sustainability

Student Success
- Persistence
- Achievement
- Completion
- Sense of Belonging
- Identity Formation
- Collective Kuleana
- Leadership
- Institutional capacity
- Impact/Effectiveness
- Sustainability

Student Success
- Persistence
- Achievement
- Completion
- Student Records
- Stakeholder Interview & Focus Group Transcripts
Findings
Findings

Focus Groups & Interviews
Validation & Clarity

• A significant take-away from these discussions was a validation of the outcomes under evaluation: both conventional & culturally responsive.

• Participants also provided clarity about the real-life post-secondary experience among Hawai‘i’s undergraduates: the pathways to “success” aren’t always easy and rarely occur neatly.
Focus Groups/Interviews: Evolution

• Similar pathways were noted across multiple campuses throughout their Title III journeys:
  o Renovations
  o Curriculum development
  o Staff/faculty development
  o Student Affairs & focus on student success

• Also, leadership transitions also witnessed turning points for many Title III efforts
Focus Groups/Interviews: Possibilities

• A “magic wand” question elicited some interesting responses:
  o Adopt a “village model”
  o Transforming campuses so that they are immediately recognizable as Native Hawaiian places of learning
  o Free tuition for all Native Hawaiians

• Conversely, for several individuals, acquiring basic resources was the greatest priority.
Findings

Document Review

<table>
<thead>
<tr>
<th>Legislative Allowable Activities</th>
<th>Num. Line Items</th>
<th>Total budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>275</td>
<td>$60,261,496</td>
</tr>
<tr>
<td>Administrative management</td>
<td>34</td>
<td>$2,588,141</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>48</td>
<td>$8,288,793</td>
</tr>
<tr>
<td>Direct student services</td>
<td>51</td>
<td>$19,222,532</td>
</tr>
<tr>
<td>Educational materials</td>
<td>37</td>
<td>$1,862,030</td>
</tr>
<tr>
<td>Professional development</td>
<td>40</td>
<td>$1,735,737</td>
</tr>
<tr>
<td>Renovation</td>
<td>33</td>
<td>$22,569,120</td>
</tr>
<tr>
<td>STEM equipment</td>
<td>13</td>
<td>$1,585,849</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>$2,409,294</td>
</tr>
</tbody>
</table>
Document Review: Renovations

• Approximately $22.5 million has been granted for renovations
• All 10 UH campuses have been beneficiaries of renovation grants
• Projects have included: technology in classrooms, distance learning equipment, Hawaiian hale, studios and labs, and gathering spaces

“...to have a place that students can always go to, knowing that someone will always be there...it can make a difference.”
- Student
Document Review: Prof. Development

“Meaningful training for faculty about living in Hawaii, honoring Hawaiian culture ... sometimes it helps them know how much they don’t know.”
- Faculty member

• Between 2008 and 2016:
  — Over 40 formal professional development activities
  — Over 300 faculty/staff participants

• During the same period, the UH system witnessed a 27% increase in Native Hawaiian faculty & staff
Findings

Student & Faculty/Staff Surveys
Student Survey: Identity Formation

Using Phinney’s revised Multi-group Ethnic Identity Measure (MEIM) provides a subtle but statistically impressive measure of identity formation.
The Sense of Belonging scale from the *Culturally Engaging Campus Environments* (CECE) consists of only three questions.

Combining the scale from the CECE tool and the National Longitudinal Survey of Freshmen (NLSF) provides another index of sense of belonging.
Failing to discover a leadership index that aligned with a Hawaiian worldview, the team fashioned a scale based on a similar scale on the NLSF, which proved to sound after testing.

This leadership scale aligns with proactive behaviors with respect to education.
The term “collective kuleana” describes how students feel kuleana to the larger collective (although it has been defined differently elsewhere).

It, too, was adapted from the NLSF and tested for its validity.
Faculty & Staff Survey

Institutional Capacity
• Over 85% felt positively about UH’s capacity to support student success, whether overall or with respect to Native Hawaiian students
  o Nearly two-thirds had witnessed improvement in that capacity over time
• One-quarter of respondents saw no change in capacity during their time at UH

Individual Capacity
• Over 95% felt positively about their own capacity to support student success overall
  o That percentage drops slightly with respect to capacity to support Native Hawaiian student success
  o Most attributed improvements in their capacity to support NH students to specialized professional development opportunities
Findings

Impact Analyses w/Administrative Data
Impact Analyses

• Via data-sharing requests to IRAO and HIDXP, we examined a data set of administrative records for **142,807 students**, covering **17 semesters** spanning **Fall 2008 to Fall 2016**

• From these, we created over 500 additional variables to help ascertain achievement of various outcomes.

• The data are divided into two focus areas:
  o UNDERclassmen (first two years of college)
  o UPPERclassmen (last two years of college)
Impact Analyses: FYE programs

Looking over data semester-by-semester, analyses focus on selected measures of collegiate student success, including:

• Persistence:
  • Completion of first year
  • Return for & completion of second year

• Achievement:
  • First- & second-year cumulative GPAs

• Completion:
  • Completion of a 2-year degree...OR...
  • ...transfer to a 4-year institution
## Analyses: Title III Underclassmen

<table>
<thead>
<tr>
<th>Persistence</th>
<th>On-time</th>
<th>Ever</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished FIRST YEAR (%)</td>
<td>73.3 ↓</td>
<td>74.7 ↓</td>
<td>+</td>
</tr>
<tr>
<td>Returned for SECOND YEAR (%)</td>
<td>48.0 ↓</td>
<td>52.5 ↓</td>
<td>+</td>
</tr>
<tr>
<td>Finished SECOND YEAR (%)</td>
<td>42.4 ↓</td>
<td>47.5 ↓</td>
<td>+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Cumulative</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year GPA (#)</td>
<td>2.49 ↓</td>
<td>+</td>
</tr>
<tr>
<td>Second Year GPA (#)</td>
<td>2.75 ↓</td>
<td>+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion</th>
<th>In 2 yrs</th>
<th>In 3 yrs</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Certificate in 2 Years (%)</td>
<td>0.9 ↓</td>
<td>2.3 ↓</td>
<td>+</td>
</tr>
<tr>
<td>Completed Associates in 2 Years (%)</td>
<td>2.0 ↓</td>
<td>9.6 ↓</td>
<td>+</td>
</tr>
<tr>
<td>Transferred to UH 4-yr campus (%)</td>
<td>6.7 ↓</td>
<td>11.6 ↓</td>
<td>+</td>
</tr>
</tbody>
</table>
Impact Analyses: Transfer Programs

Using the same semester-by-semester technique, the analyses examine various covariates’ influences on more measures of student success, including:

• Persistence:
  • Completion of the third & fourth years

• Achievement:
  • Third- & fourth-year cumulative GPAs

• Completion:
  • Bachelors degree
## Analyses: Title III Upperclassmen

<table>
<thead>
<tr>
<th>Persistence</th>
<th>On-time</th>
<th>Ever</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished THIRD Year (%)</td>
<td>82.9 ns</td>
<td>82.9 ↓</td>
<td>tbd</td>
</tr>
<tr>
<td>Finished FOURTH Year (%)</td>
<td>72.5 ↑</td>
<td>76.2 ↑</td>
<td>tbd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Cumulative</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third-year GPA (#)</td>
<td>3.02 ↑</td>
<td>tbd</td>
</tr>
<tr>
<td>Fourth-year GPA (#)</td>
<td>3.02 ↑</td>
<td>tbd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion</th>
<th>Result</th>
<th>Model Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Bachelors in 4 Years (%)</td>
<td>11.0 ↓</td>
<td>tbd</td>
</tr>
<tr>
<td>Completed Bachelors in 5 Years (%)</td>
<td>25.8 ↓</td>
<td>tbd</td>
</tr>
<tr>
<td>Completed Bachelors in 6 Years (%)</td>
<td>20.5 ↓</td>
<td>tbd</td>
</tr>
<tr>
<td>Completed Bachelors EVER (%)</td>
<td>38.8 ↓</td>
<td>tbd</td>
</tr>
</tbody>
</table>
Conclusions
Conclusions

• The **multiple-methods approach** adopted in the evaluation not only provided validation and clarity to assumptions and claims in prior studies, but also provided much needed context to observations and findings that arose throughout the project.

• There is clear evidence that Title III has had a **measurable and notable impact** across the UH system. *(Ref: effectiveness)*

• **Sustainability** has been achieved in some areas, but the majority of Title III projects and programs fail to achieve that goal. *(Ref: capacity)*

• **Na ka Hawaiʻi, no ka Hawaiʻi** ... By nearly all accounts, palpable shifts in energy and momentum occurred when Title III was in the hands of **trusted leaders**. *(Ref: capacity)*
Conclusions (cont’d)

• Proxy measures of Title III engagement (programs, resources, events) show significantly higher levels of **positive psycho-social outcomes** among participants/users. The effect is significant for both Native Hawaiians & non-Hawaiians. *(Ref: student success)*

• Multi-variate analyses of academic records suggest that students enrolled in Title III **First-Year Experience** programs are more likely to complete their first two years & obtain an associate’s degree than their peers. *(Ref: student success)*

• Among upper classmen, the effect of Title III-funded community college-to-university **transition/bridge programs** is still being examined. *(Ref: student success)*
Limitations

• Title III funding supports programs, materials, spaces, and personnel in **student success initiatives**, however presently, no consistently applied system-wide method is used to track student engagements **outside of the classroom**.

• Without **complete usage data**, the full impact of the Title III program cannot be fully assessed. Accordingly, these findings should be considered conservative estimates of the overall impact of Title III projects and programs over the period evaluated.
For more information:

UH Title III Evaluation Project

email: titleiii@hawaii.edu

http://www.hawaii.edu/hawaiipapaokeao/titleiii/
Questions & Manaʻo
Mahalo nui
## Evaluation Core Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punihei Lipe</td>
<td>Project Co-Lead &amp; Coordinator</td>
</tr>
<tr>
<td>Mahealani Nishimura</td>
<td>Project Administrator</td>
</tr>
<tr>
<td>Leslie Opulauoho</td>
<td>Graduate Fellow/ Researcher</td>
</tr>
<tr>
<td>Kawena Elkington</td>
<td>Graduate Research Assistant</td>
</tr>
<tr>
<td>Vera Zambonelli</td>
<td>Web Designer/ Media Specialist</td>
</tr>
<tr>
<td>Nolan Malone</td>
<td>Project Co-Lead &amp; Evaluator</td>
</tr>
<tr>
<td>Princess Soares</td>
<td>Institutional Research Analyst</td>
</tr>
<tr>
<td>Loke Kenolio</td>
<td>Graduate Fellow/ Researcher</td>
</tr>
<tr>
<td>Nainoa Souza</td>
<td>Graduate Research Assistant</td>
</tr>
</tbody>
</table>