

# FALL 2015 NATIVE HAWAIIAN STUDENT SURVEY



**O**ffice of **I**nstitutional **E**ffectiveness

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# **Fall 2015 Native Hawaiian Student Survey**

## **Executive Summary**

The Office of Institutional Effectiveness assisted in the development, administration, and analysis of a survey to all Native Hawaiian students at University of Hawai`i West O`ahu (UHWO) in Fall 2015. The purpose of the survey was to better understand the needs and experiences of Native Hawaiian students on campus. The survey was sent to 624 Native Hawaiian students, 121 of which responded, which is a response rate of 19.4 percent. Because the nature of the survey questions revolved around on campus experiences, respondents who have only taken UHWO courses online were taken out of the survey, thus leaving 99 respondents. Findings of this survey include the following:

- The majority of Native Hawaiian students do not use student services regularly, however the services most often used are academic advising, library study rooms, computer lab, and tutoring. Students agreed that the services they did use helped them to succeed in college.
- Students would like to see extended student services and library hours to include night and weekends.
- There is a need for childcare services or space.
- Overall, Native Hawaiian students are satisfied with campus facilities. Students would like to see fitness equipment, computer printing, student services in a Native Hawaiian Student Center as well as cultural activities, a keiki corner, kitchen facilities, and social space.
- Native Hawaiian students are satisfied with the number and quality of activities on campus. Some students also attend activities through service learning and community engagement opportunities through their courses, although a third reported there were no such opportunities in their courses.
- The majority of Native Hawaiian students agreed that faculty and staff are knowledgeable and sensitive to Native Hawaiian culture on campus. The majority of students reported Hawaiian culture is incorporated in their courses at least sometimes.

## **Student Participants**

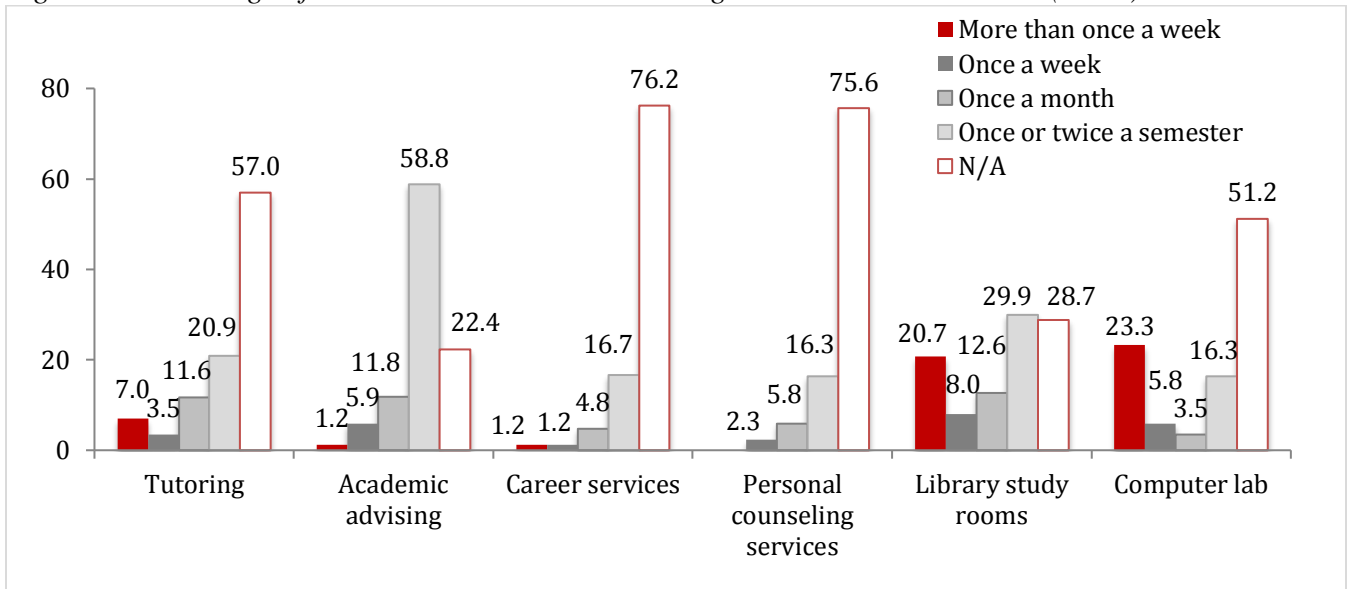
Of those who took the survey, the majority of students were full time, freshmen, and female. See below for a list of key characteristics of those who answered the survey:

- 70.9 percent are full time students
- 68.6 percent are women
- 60.5 percent are under 20 years of age; 15 percent were 21 to 30 years old; 8.1 percent are ages 31 to 40; 11.6 percent are 41 to 50; and 4.7 percent are over 50 years of age
- 50.0 percent receive Pell grants
- 73.3 percent are freshmen; 4.7 percent are sophomores, 16.3 percent are juniors; 5.8 percent are seniors
- 63.9 percent are first time freshmen

## Student Services

Survey responses show that the majority of Native Hawaiians who answered the survey do not utilize student services. The most utilized service was academic advising with 59 percent of students using once or twice a semester, 12 percent using once a month, and another 7 percent using academic advising at least once a week. The next most utilized services were library study rooms (21 percent of students using more than once a week), computer lab (23 percent using more than once a week), and tutoring (7 percent using more than once a week). Career services and personal counseling was the least used of the student services listed.

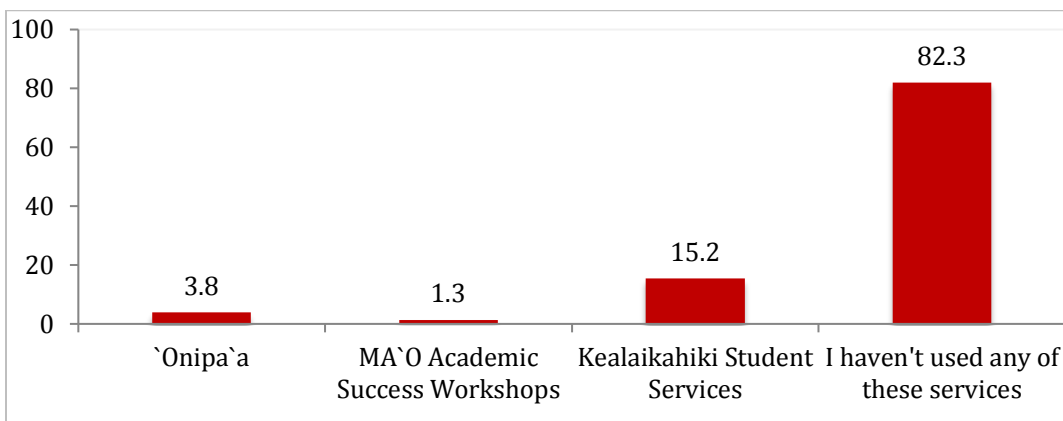
Figure 1. Percentage of Native Hawaiian students using various student services (n=87)



## Pueo Scholars Program

Of the 79 Native Hawaiian students who answered this question, only about 20 percent of students have used Pueo Scholars programs. Only one student who responded to the survey has participated in MA`O Academic Success Workshops, three students in Onipa`a, and 12 students who participated in Kealaikahiki Student Services (15 percent).

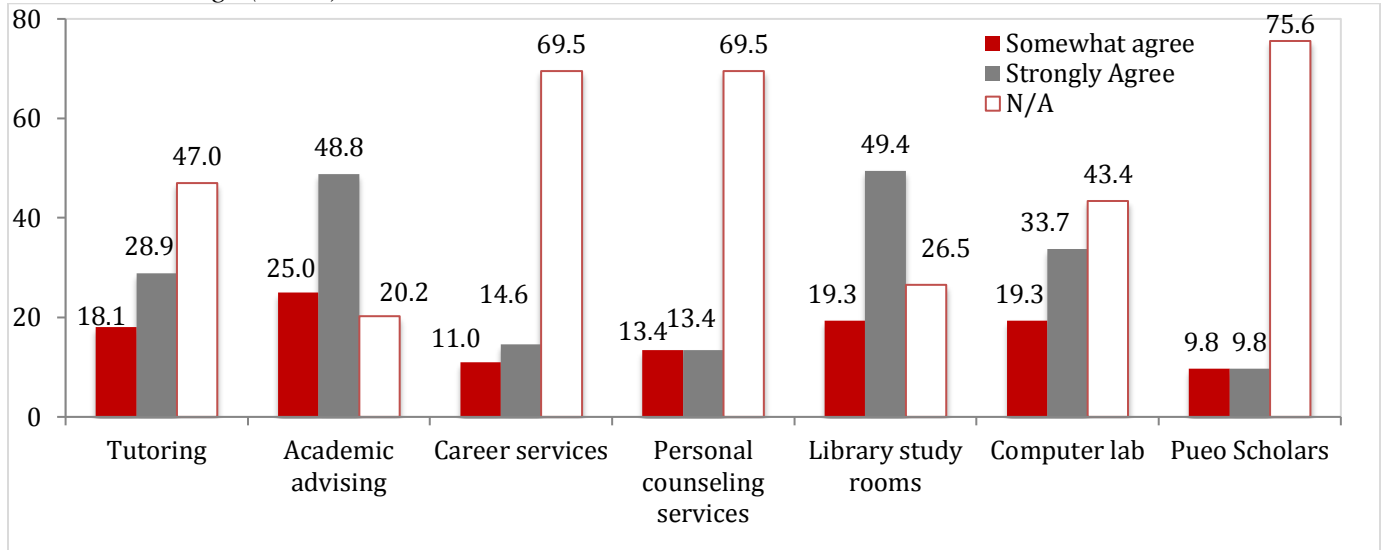
Figure 2. Percentage of Native Hawaiian students using Pueo Scholars programs (n=79)



### Student Services Helping Students to Succeed

Again, a large majority of students answering the survey did not use student services, especially Pueo Scholars, personal counseling, or career services. However, those who did use student services agreed that the services helped them to succeed in college (for all services only about 5 percent of students disagreed that these services helped them). Nearly half of the students strongly agreed that library study rooms and academic advising helped them to succeed in college. A third strongly agreed the computer lab helped them to succeed, and about 29 percent of students strongly agreed tutoring helped them to succeed in college.

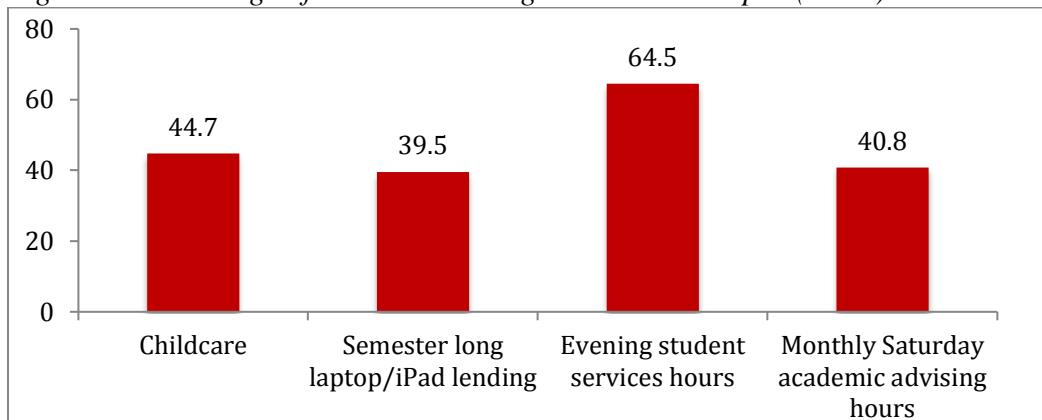
Figure 3. Percentage of Native Hawaiian students reporting student services programs helped them to succeed in college (n=84)



### Other Student Services

Besides what they already use, Native Hawaiian students were asked which services they hoped to see on campus. Students would like to see more services beyond regular daytime hours. About 65 percent hoped to see evening student service hours and 41 percent would like Saturday academic advising each month. Students commented that Saturday advising hours would be greatly appreciated due to their full-time jobs. Others hoped that library hours would also be extended to provide the space and resources to study, especially during exams.

Figure 4. Percentage of students wanting various on campus (n=76)

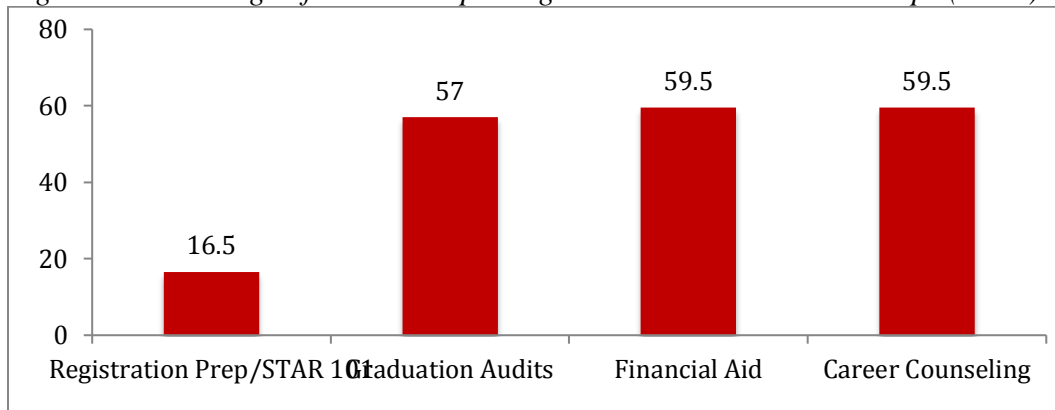


Another 45 percent wanted childcare services. Students commented that nontraditional students with several children would use the services and often have to decide their classes or campus based on childcare availability. Other suggestions for potential services include:

- Community activities on campus
- More outreach to distance education students
- More business courses during the morning
- Food: Another cafeteria option that is healthy and inexpensive, coffee stations
- Facilities: Sleeping area, gym, sidewalk to enter campus center instead of going around ends of buildings
- Computer tutoring to assist with class assignments such as google docs, PowerPoints, making videos, etc.

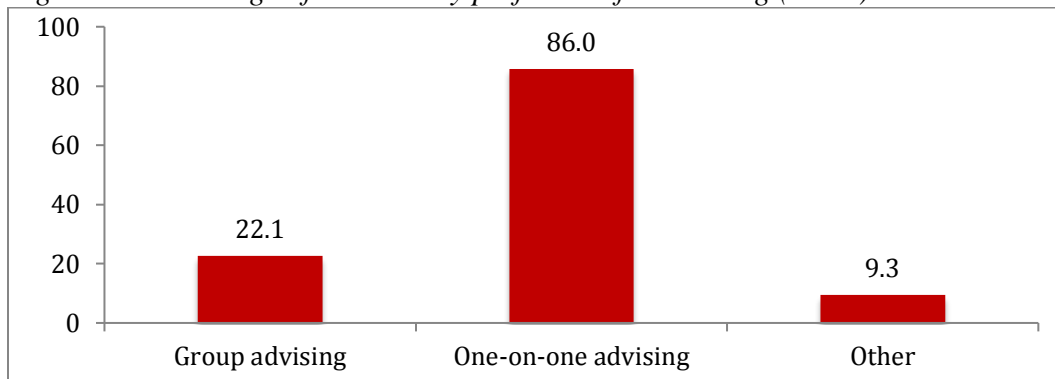
Students were also asked about workshops they would be interested in attending. About 60 percent would like workshops on financial aid, career counseling, and graduation audit (see Figure 5). Other suggestions include computer workshops (i.e. online courses, PowerPoints, videos, and computer basics), scholarship workshops in general and for Native Hawaiians, workshops geared towards nontraditional students, and sessions on graduate school information and relationship counseling.

Figure 5. Percentage of students reporting interest in various workshops (n=79)



Another question was about student advising. The majority of students who answered the survey preferred one-on-one advising, although some commented that they are okay with both group and one-on-one, depending on the issue at hand.

Figure 6. Percentage of students by preference for advising (n=86)



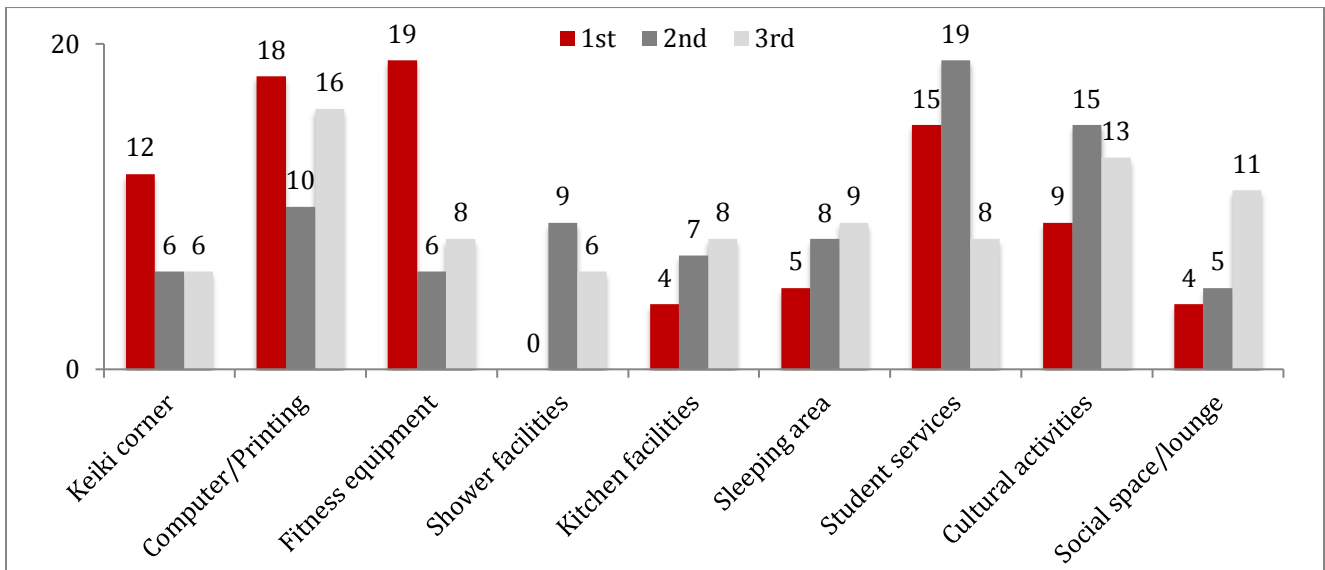
### Native Hawaiian Student Center Services

Students were asked to rank their top five types of services they would like to see in a Native Hawaiian Student Center. The services with the most first, second, and third choice votes were fitness equipment, followed by computer printing and student services (see Figure 7).

Twelve students chose a keiki corner as first choice. Two students commented on how difficult it is to work, go to school, and raise children. Having “a keiki center that is staffed with educated providers on campus would be beneficial” and would relieve stress while taking classes, could expose keiki to a college atmosphere, and could be a potential internship for early education majors.

Cultural activities also received considerable votes for second and third choice. Ranking fourth and fifth were kitchen services and social space. One student commented that a kitchen would be helpful to be able to prepare food if your budget doesn’t allow you to eat out. Other suggestions include career services, information about services available to those with disabilities, and a coffee shop. One student also thought that such a center should not be limited to only Native Hawaiians and creating a center with services perpetuated separation rather than unity.

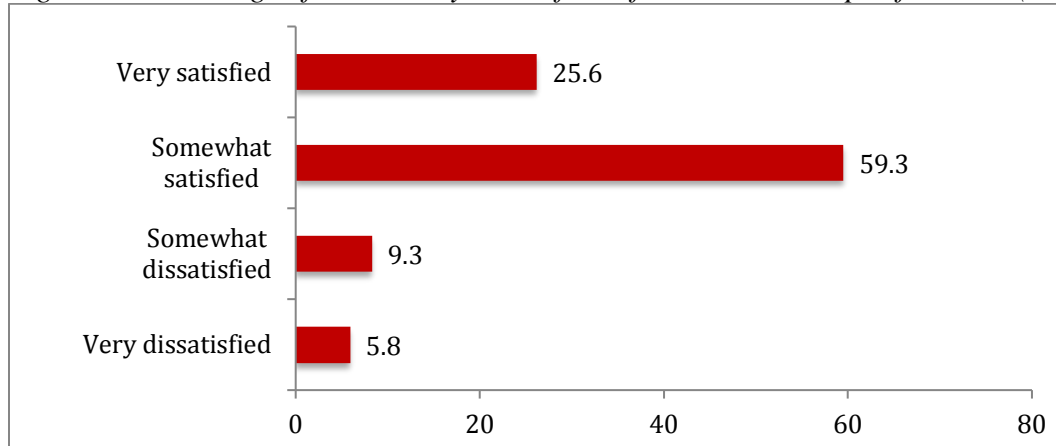
Figure 7. Number of students ranking various services of a Native Hawaiian Center (n = 86)



### Campus Facilities

The majority of students were satisfied with campus facilities overall, with a quarter being very satisfied. Less than 20 percent of students were dissatisfied. One student commented on the difficulty in finding quiet, not crowded spaces to study and work and that there is no spaces to work in pairs or groups. The same student also stated that he or she did not know of the services available and encourages more communication to students. Other facilities suggestions include: coffee shop/stations, gym, dorms, more parking in general and more handicap parking, more lounging spaces, an area dedicated to scholarship and financial aid help, and child care. Another student commented on the unfinished bookstore and café and hope that they are made useful soon.

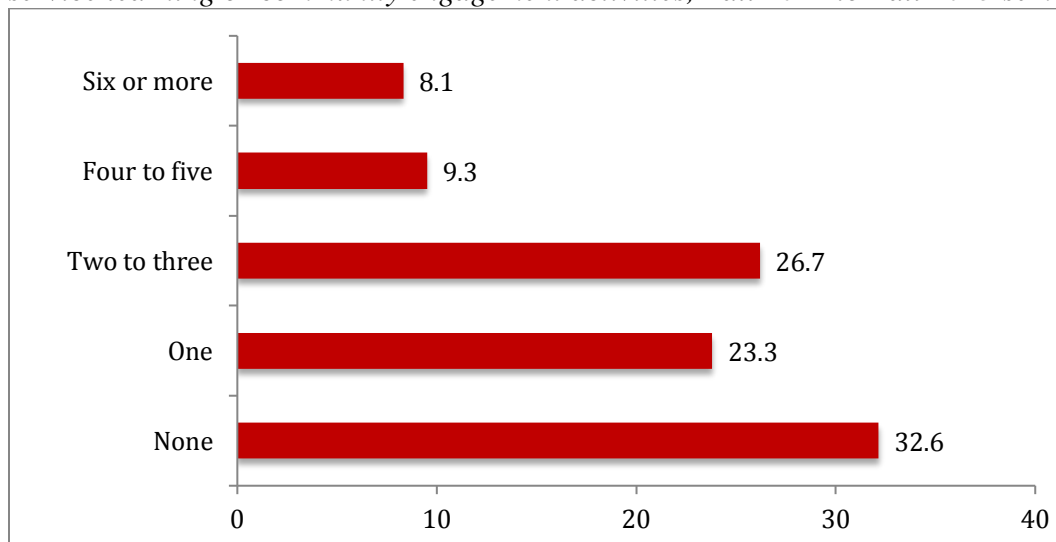
Figure 8. Percentage of students by level of satisfaction with campus facilities (n = 84)



### Service Learning

A third of students said that in none of their courses did they participate in service learning or community engagement activities. About a quarter of students had one course and another quarter had two or three courses with service learning or community engagement.

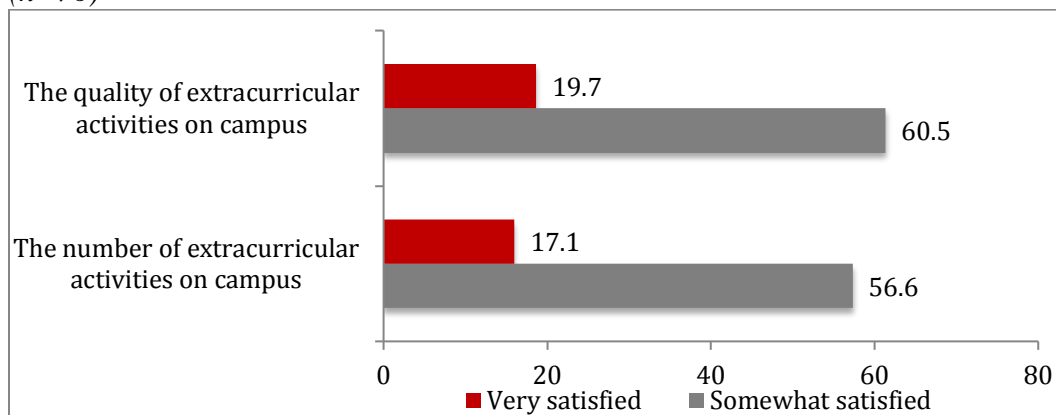
Figure 9. Percentage of students reporting number of courses in which students participated in service learning or community engagement activities, Fall 2014 to Fall 2015 semesters (n=86)



### Activities on Campus

Students were asked how satisfied they were with the number and quality of extracurricular activities on campus. The majority of students were satisfied with both, with almost 20 percent very satisfied with the number and quality of activities. Some students commented however that they do not participate in extracurricular activities due to their full-time work and otherwise tight schedules and that they cannot attend activities during the workday. One student expressed frustration with the lack of activities and suggested bringing in engaging speakers for the students and community. Another student said they are not on campus often and so find it hard to be involved with Hawaiian activities and is unaware of activities and services available to Hawaiian students.

Figure 10. Percentage of students by level of satisfaction with extracurricular activities on campus (n=76)



Despite the sometimes perceived lack of activities on campus, many students reported attending campus events and activities over the last year. Many of these activities were brought to students in part of the PIKO project to increase student engagement and retention. Table 1 lists the events and number of students who reported attending.

Table 1. Student attendance at campus events related to health, wellbeing, and culture

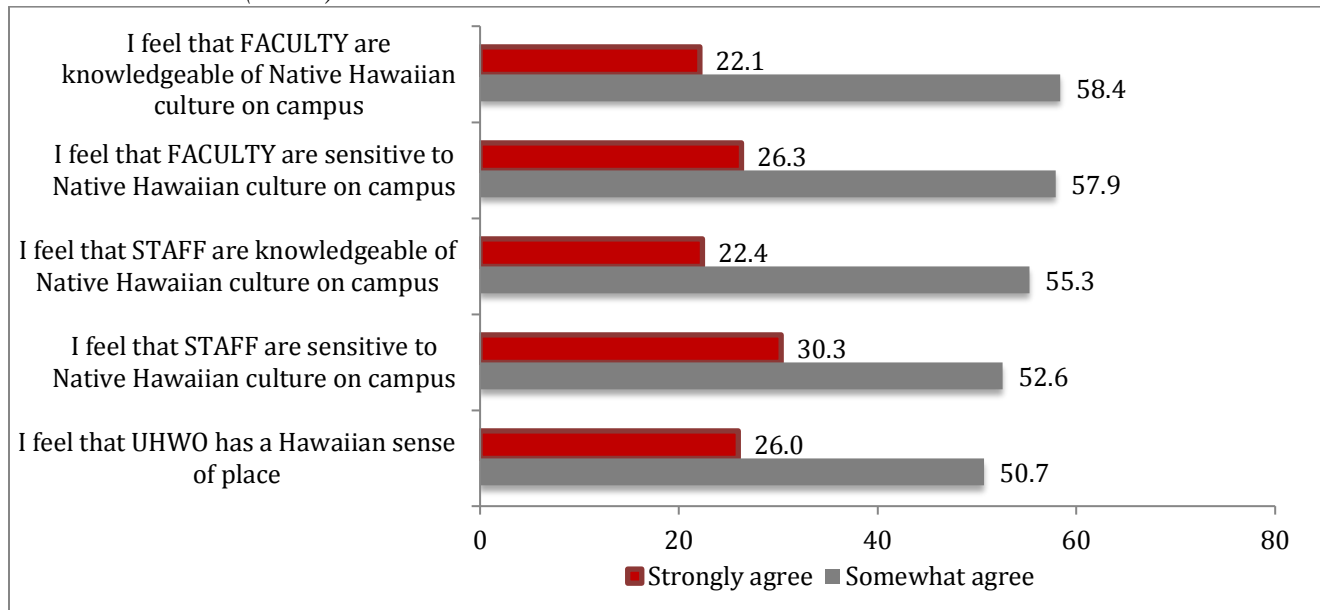
| Event (Fall 2014 to Fall 2015)                       | Number Attended |
|--|-----------------|
| E Ola Pono: Health and Wellness Fair                 | 21              |
| “Ola: Health is Everything” screening and discussion | 3               |
| Hale building demonstration                          | 14              |
| Ahu building demonstration                           | 4               |
| Oki Ka Piko Hale Halawai blessing                    | 11              |
| Hokulea celebration                                  | 10              |
| Mana Moana talk and seminar                          | 2               |
| Palehua service project                              | 3               |
| West Fest  | 31              |
| Earth Day  | 35              |
| Kapu Aloha Talk                                      | 2               |
| Walk a Mile in Her Shoes (Clothes Line Project)      | 14              |
| E Ola Kakou: Health and Wellness Fair                | 21              |
| Lashing Workshop                                     | 3               |
| Garden/Mala`ai workshops                             | 14              |
| Palehua Service Learning                             | 3               |
| Mana Moana: Pacific Storytelling in Film             | 6               |

### Native Hawaiian Culture on Campus

Students were asked several questions about Native Hawaiian culture on campus. The majority agreed that faculty and staff are knowledgeable and sensitive to Native Hawaiian culture on campus. However, one student expressed that students cannot be themselves or are afraid of discrimination or trouble because others are unaware of Hawaiian views, beliefs, and issues.



Figure 11. Percentage of students reporting level of agreement on statements about Hawaiian culture at UHWO (n=78)



Approximately 75 percent of students also felt that UHWO has a Hawaiian sense of place. Students shared their ideas of what a Hawaiian sense of place meant to them. Major themes include:

- Culture-based: There is a Hawaiian sense of place when the culture is not only visible but alive, incorporated, and practiced. People are respectful, appreciative and sensitive to the culture. This is a place that perpetuates the culture and language.
- Aloha: A Hawaiian sense of place has that feeling of aloha that is difficult to define. It includes warmth, safety, acceptance, openness, family and belonging, unity, hospitality, nourishment, malama, and kokua. Students describe it as “a place that embraces the individual and instills a sense of belonging for all students,” “a safe and sacred space of learning and engagement,” and “like being at home.”
- `Aina: A Hawaiian sense of place also includes actual place, land and environment. It is a connection to `aina and “a sense of community and caring for one another as well as a respect and connection to the environment.” It is also the protection of `aina, which “is all of our kuleana...”
- Other: One commented that a Hawaiian sense of place is supportive of Native Hawaiian political processes, and another stated it has more of a personal, genealogical meaning: “...something that is ingrained deep inside my na`au, it cannot be touched by the human hand. I am wealthy by carrying my Hawaiian sense of place within myself and the koko that runs through my veins, my inherent Hawaiian culture pass down from my ancestors to my parents that in turn pass to me and now I get to pass onto my children and they unto my grandchildren.”

About a third of students reported that faculty in their courses sometimes use Native Hawaiian culture and 20 percent reported their faculty did not use Native Hawaiian culture in their courses.

Students commented that their classes that did use the culture were those that dealt with Hawaiian or Pacific studies. One student asked for archaeological curriculum that is tied to hands-on excavation.

Figure 12. Percentage of students reporting faculty use of Native Hawaiian culture in courses (n=80)

