



*Visionary Evaluation for a Sustainable, Equitable Future*

## 2021 Annual Conference

September 20-24 via Zoom

Register at [h-pea.org/events!](https://h-pea.org/events!)



# Conference Schedule (public version)

(Schedule subject to change. **All times are in Hawai'i Standard Time, HST**)

Culturally Relevant Evaluation and Assessment (CREA) Hawai'i is an H-PEA collaborator and H-PEA is proud to host a CREA-sponsored stand in our annual conference for the 3rd year running.

Attendees: please log in at [h-pea.org](https://h-pea.org) to view the attendee conference schedule with Zoom links.

## Daily Schedule & Abstracts

[Monday, September 20](#)

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## Monday, September 20

| Time in HST                                 | Event                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30am – 12:00pm*<br><br>* Includes a break |  <b>Invited workshop - Systems-oriented Evaluation for a Transforming World</b><br>Dr. Beverly Parsons<br><i>This workshop is limited to 75 people. Pre-registration is required before 9/20/2021. Conference attendees may register: consult the schedule for attendees to locate the pre-registration link (requires member login).</i> |

### Workshop Description:

Participants will explore how the basic differences in the systemic design of natural, human, and mechanistic systems create complexity that can either bring about equity and environmental rejuvenation or the opposite. They will learn criteria to determine if their evaluation design for a specific situation is likely to lead to equity and environmental regeneration, be indifferent to it, or promote inequity and environmental degeneration at a systemic level. The workshop will be a mix of presentation, discussion, and small group work. Participants also will work with a basic template that they can adapt for any evaluation that seeks to affect the systemic nature of a situation.

The exploration will include the following topics:

- a) Thinking in systems
- b) Thinking evaluatively
- c) Cultural and ecological systemic contexts for evaluation
- d) Types of systems change including systemic adjustments, adaptations, and transformations
- e) The evolving roles for evaluators in complex situations

Periodically, participants will work in breakout groups to apply the topics to their situations. The breakout groups are intended to build new/stronger connections among participants to support one another in ongoing learning and practice after the workshop. We learn to effectively use a systems orientation over a lifetime rather than in a single workshop.

Tuesday, September 21

| Time in HST           | Event                                                                                                                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                                                                                                   |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30am – 10:30am      |  <b>Huaka'i (field trip) to Waikalua Loko I'a Fishpond</b><br><i>\$10, pre-registration required. Participants will miss the first round of concurrent sessions.</i> |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                                                                                                   |
| 8:30am – 9:00am       | <b>Welcome, Announcements and Instructions</b>                                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                                                                                                   |
| <b>AEA Competency</b> | <br><b>Methodology (indigenous)</b>                                                                                                                                  | <br><b>Methodology (tools and analysis)</b>                                                                           | <br><b>Methodology (participatory)</b>                                    | <br><b>Planning and Management</b>                                             |
| 9:00am – 10:00am      | <i>Roundtable: Indigenous methods as research approach for Pacific Island STEM students in higher education [Wetzell, L.]</i>                                                                                                                         | <i>Roundtable: Using Bayesian Regression Models in Small Sample Size Contexts to Support System-level Education Decision-making in the Federated States of Micronesia [Rentz, B. &amp; Tydeman, C.]</i> | <i>Roundtable: SenseMaker: A narrative evaluation methodology piloted with four 'āina programs across Hawai'i [Mahi, D., Nichols, K., &amp; Kupihea, K.]</i> | <i>Roundtable: Cannabis Legalization: Evaluation Implications for Hawaii [Onoye, J., Miao, T, Redulla, J. &amp; Helm, S.]</i>                                     |
| 10:00am – 10:30am     | Break                                                                                                                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                                                                                                   |
| <b>AEA Competency</b> | <br><b>Methodology (indigenous)</b>                                                                                                                                | <br><b>Methodology (tools and analysis)</b>                                                                          | <br><b>Context</b>                                                       | <br><b>CREA-sponsored</b>                                                     |
| 10:30am – 11:30am     | <i>Roundtable: Sense-Making Wellbeing After COVID-19: A Holistic Analysis of Native Hawaiian Wellbeing using Kūkulu Kumuhana [Pantumsinchai, P.]</i>                                                                                                  | <i>Roundtable: Enhancing Validity/Reducing Bias in Qualitative Research [Toms Barker, L.]</i>                                                                                                           | <i>Roundtable: Advancing Equity-Centered Evaluation: Exploring Power, Privilege, and Racism in Evaluation Practice [Lee-Ibarra, J.]</i>                      | <i>Roundtable: What does Indigenous data sovereignty mean for Native Hawaiians? [Watkins-Victorino, L., Tibbetts, K., Morelli, P., Spencer, M. &amp; Lee, P.]</i> |

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11:30am – 12:30pm |  <p>Networking session: Diversity, Equity, and Inclusion (Joyce Lee-Ibarra, facilitator):<br/>Get to know fellow H-PEA members by reflecting on your social identity, how that identity shapes self-perception, others' perceptions of you, and how it influences your work as an evaluator</p> |
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## Wednesday, September 22

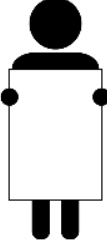
| Time in HST           | Event                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:45am – 9:00am       | <b>Welcome, Announcements and Instructions</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                |
| 9:00am – 10:00am      |  <p><b>Panel - Cross Pacific Conversations</b><br/>Panelists: Dr. Lisa Linda Natividad, University of Guam; Dr. Rainer Moreno-Lacalle, St. Louis University, Philippines; and Josie Howard, We Are Oceania. Discussant: Dr. Pālama Lee</p> |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                |
| 10:00am – 10:30am     | Break                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                |
| <b>AEA Competency</b> |  <p><b>Planning and Management</b></p>                                                                                                                                                                                                     |  <p><b>Methodology<br/>(tools and analysis)</b></p>                                                          |  <p><b>Methodology<br/>(data viz)</b></p> |  <p><b>CREA-sponsored</b></p>                               |
| 10:30am – 11:30am     | <i>Skill-building Workshop: Using Logic Model Software to Track Program Implementation and Outcomes [D'Amelio, E. &amp; Miller, K.]</i>                                                                                                                                                                                     | <i>Roundtable: Surveying the Pathway: Examining Psychosocial Measures and STEM Persistence and Success across the Islands of Opportunity [Genz, J., Tamaira, M., Evensen, S., Scanlan, S.]</i> | <i>Skill-building Workshop: Lessons learned developing indigenous data visualizations [Sanjines, S. &amp; Lloyd, M.]</i>     | <i>Roundtable: Evaluator Privilege and Responsibility through the Lens of the Aloha Framework [Tibbetts, K., Lee, P., &amp; Symonette, H.]</i> |
| 11:30am – 12:30pm     |  <p>Networking session: Visionary Evaluatives [Gen Manset and Dr. Beverly Parsons, facilitators]: Continue the conversation from Monday's workshop and discuss what it means to live as a "visionary evaluator".</p>                     |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                |



Thursday, September 23

| Time in HST       | Event                                                                                                                                                                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                             |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:45am – 9:00am   | <b>Welcome, Announcements and Instructions</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                             |
| AEA Competency    | <br>Context                                                                                                                                                                                                                         | <br>Methodology<br>(participatory)                                  | <br>Methodology<br>(tools and analysis)                                      | <br>Planning and Management                                                              |
| 9:00am – 10:00am  | <i>Roundtable: The Native Hawaiian Cycles of Poverty Systems Map and Visionary Evaluation [Riley, K., Molina, C., Fuata, G., Tibbetts, K., Enos, K., &amp; Parsons, B. (discussant)]</i>                                                                                                                             | <i>Roundtable: Stories from the Harvest: Evaluator Reflections from Using Outcome Harvesting [Gowensmith, D., Keliikoa, L. B., &amp; Peltzer, N.]</i> | <i>Roundtable: Using the Native Hawaiian Data Portal: A Tool For Data Discovery [Kekahio, W., Watkins-Victorino, L., Lee, P., &amp; Tibbetts, K.]</i>           | <i>Skill-building Workshop: Learning from the Future: Building foresight capacity into evaluators' competencies and practice [Gardner, A., Kelly, T., &amp; Barela, E.]</i> |
| 10:00am – 10:30am | <b>Break</b>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                             |
| AEA Competency    | <br>Methodology<br>(data viz)                                                                                                                                                                                                       | <br>Methodology<br>(tools and analysis)                             | <br>Methodology<br>(indigenous)                                              | <br>CREA-sponsored                                                                       |
| 10:30am – 11:30am | <i>Skill-building Workshop: Interactive Qualitative Dashboards: A novel approach to displaying qualitative data in Excel and Google Sheets [Engelman, S. &amp; Withee, T.]</i>                                                                                                                                       | <i>Roundtable: Evaluating Pandemic-Induced Student Enrollment Changes in Hawai'i Schools. [Murphy, M &amp; Oeda, K.]</i>                              | <i>Roundtable: Pololei and Pono: Evaluating the Ho'opono Program through Form and Essence [Lloyd, M., Paglinawan, K., Tanaka-Pabo, Y., &amp; Feliciano, M.]</i> | <i>Exploring and Strengthening H-PEA Support for Culturally Relevant and Equitable Evaluation [Kelly, T., Hill, Y., Lee, P., &amp; Tibbetts, K.]</i>                        |
| 11:30am – 12:30pm |  Networking session: Emerging Evaluators [Sena Sanjines and Sara Bolduc, facilitators]: Come mingle and play with evaluation practitioners. This is an opportunity for aspiring, emerging, and established evaluators to connect. |                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                             |

Friday, September 24

| Time in HST                                                                                               | Event                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:45am – 10:15am<br><br> | <b>Welcome and Concurrent Poster Session [View <a href="#">Abstracts</a>]</b><br>1. <a href="#">Advanced Degree Institutional Learning Achievement Investigation</a> (M. Stephens-Chu, Y. Hill, K. Aune et al.)<br>2. <a href="#">Approaches to Building Program Evaluation Capacity in Three Pacific Jurisdictions</a> (N. Saelua & M. Yu)<br>3. Board and Stone Evaluation (S. Soong, M. Akana, & E. Kawa'a)<br>4. Building the plane as I fly: A process evaluation of a higher education professional development program that prepared science faculty to teach online (A. Sickel)<br>5. Christmas cookies through the years (K. Philippoff, A. Philippoff, J. Philippoff et al.)<br>6. <a href="#">Cross-cultural classroom: Assessing student opinion of online, case-based learning modules, utilizing MRI and XR technology, in JABSOM and Turkish medical students</a> (N. Nakamatsu)<br>7. Evaluating the Plan Quality of Climate Change Consideration in the 2018 State of Hawai'i Hazard Mitigation Plan (P. Harirchi)<br>8. <a href="#">Evaluation of an Online Assessment Leadership Training Program</a> (A. Alarilla & Y. Hill)<br>9. <a href="#">Examining College and Career Readiness and Success in Three Pacific Region Jurisdictions</a> (B. Rentz, S. Arens, & M. Crowder)<br>10. <a href="#">Integrated Planning for Student Success: Kapi'olani Community College's Continuous Improvement Journey</a> (J. Sickel & K. Plamann Wagoner)<br>11. <a href="#">Ka Pilina No'eau: Evaluating the treatment fidelity of a Native Hawaiian after-school STEM program</a> (M. Dabrowski)<br>12. Native Hawaiian Cultural Equity Initiative (J. Carranza)<br>13. <a href="#">Positive Impacts of Loan Program's Financial Stability of Borrowers Mitigated by Global Pandemic</a> (K. Anderson)<br>14. <a href="#">Rapid cycle assessments in evaluation</a> (M. Meyer, M. Willingham, & N. Sultana)<br>15. <a href="#">Student Representation in Undergraduate Research Funding Proposals at the University of Hawai'i at Mānoa</a> (S. Yang)<br>16. <a href="#">University of Hawai'i Online 5-Week Professional Development Program Evaluation and Iterative Improvements</a> (D. So Hirata)<br>17. Workforce Development Program Evaluation (M. Goldberg, M.L. Park, A. Chung et al.) |
| 10:15am – 10:30am                                                                                         | Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10:30am – 11:30am                                                                                         |  <b>Closing Keynote Address</b><br>Dr. Beverly Parsons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 11:30am – 12:00pm                                                                                         | <b>Closing Remarks, Officer Nomination, Conference Evaluation</b><br>H-PEA President, Dr. Yao Hill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

# HPEA 2021 Virtual Conference Concurrent Session Abstracts

Abstracts are listed in alphabetical order by presentation title.

|             |         |                         |      |
|-------------|---------|-------------------------|------|
| Methodology | Context | Planning and Management | CREA |
|-------------|---------|-------------------------|------|

## **Advancing Equity-Centered Evaluation: Exploring Power, Privilege, and Racism in Evaluation Practice** (roundtable)

The ongoing racial justice reckoning in the United States has laid bare the extent to which systems and institutions center White dominant frameworks and perpetuate power asymmetries. Evaluation has not been immune to these frameworks or power dynamics. Despite Hawaii's racial/ethnic diversity, we are just as susceptible to advancing inequitable evaluation practices as our counterparts on the continent.

In this session, we will consider: (a) ways in which White perspectives have historically been centered in evaluation; (b) power dynamics and paradigms that have resulted from centering these perspectives; and (c) strategies for and examples of equity-centered evaluation practices.

## **Cannabis Legalization: Evaluation Implications for Hawaii** (roundtable)

Legislation to legalize recreational marijuana use legislation has been repeatedly proposed in Hawaii, following national trends. This roundtable presents recreational use models and regulatory aspects from other states. Discussion centers on evaluation strategies at the intersection of behavioral health, juvenile/criminal justice, and school/workplace settings. Targeted questions include: What health, public safety, and economic impacts should be prioritized in evaluating impacts of cannabis legalization? How do data around youth substance use prevention/treatment inform policy and programs? How can relational design approaches improve evaluation methods prospectively for impending legalization of cannabis? What issues around health equity and social justice must be considered?

## **Cross-Pacific Panel** (panel)

The panel brings together Indigenous evaluators from three areas in the Pacific: Guam (Guahan), Philippines, and Micronesia. Raised in these cultural contexts, panelists will provide an overview of their evaluation(s), discuss culturally relevant strategies used when working with these Indigenous Peoples, and illuminate some of the challenges to evaluation in order to maximize culturally relevant and meaningful impact.

## **Enhancing Validity/Reducing Bias in Qualitative Research** (roundtable)

This roundtable discussion will begin with a brief overview of research on common types of bias and threats to validity inherent in qualitative research. Then participants will apply this information to identifying possible types of bias that may be present in their own work. Then the group will discuss ways to increase validity in these examples and how to continue to improve the validity of their own qualitative research.

## **Evaluating Pandemic-Induced Student Enrollment Changes in Hawai'i Schools** (roundtable)

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Both public and private schools in Hawai'i documented declines in student enrollment between the 2019-20 and 2020-21 school years. Little is known, however, about the character of these declines. Using school-level data from the Hawai'i Department of Education (HIDOE) and the Hawai'i Private Schools Association, we explore which school sites experienced the largest changes in student enrollment. We then examine the school-level characteristics from Fall 2019 (i.e., prior to the pandemic) that predicted a decline in public student enrollment using regression analysis. Our results illustrate which Hawai'i schools experienced the largest shift in students in the wake of the pandemic.

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**Evaluator Privilege and Responsibility through the Lens of the Aloha Framework, CREA-HI (roundtable)**

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"Evaluator roles typically confer social power. We redefine reality. We legitimate certain points of view and conceptions of problems. We make judgments that lend support to or challenge how our society is structured and functions. We lead processes to generate recommendations that endorse or repudiate how societal resources are distributed and to whom." (Symonette, Miller, & Barela, 2020, p. 118). In Hawaiian culture, privilege and responsibility are inextricably entwined in the concept of kuleana. This interactive session explores how the Aloha Framework helps evaluators leverage their privilege to fulfill their responsibility to promote social justice and equity.

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**Exploring and Strengthening H-PEA Support for Culturally Relevant and Equitable Evaluation, CREA-HI (roundtable)**

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Since it's founding in 2005, the Hawai'i-Pacific Evaluation Association has sought to promote culturally relevant and equitable evaluation (CREE). This roundtable will provide participants with a brief history of H-PEA support for CREE and a forum to explore and recommend future directions. A summary of the discussion and recommendations will be shared with all H-PEA members and discussed with the H-PEA board and conference planning committee members for their use in designing future H-PEA activities.

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**Indigenous methods as research approach for Pacific Island STEM students in higher education (roundtable)**

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Using an Indigenous methods approach, my research questions explore the roles of Place, motivation, and self-identity for Pacific Islander (PI) students in higher education from the National Science Foundation's Advanced Technological Education (NSF-ATE) grant project. This work-in-progress has reached a complex level with questions related to selection of appropriate approach(es) to encourage authentic answer responses, efficiently navigating funding, and sharing results in a culturally responsive manner. Proposed solutions include implementing focus groups, case studies and/or digital storytelling, collaborating with an advisory group, training and involving PI interviewees in the design and analysis process.

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**Interactive Qualitative Dashboards: A novel approach to displaying qualitative data in Excel and Google Sheets (skill-building workshop)**

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Are you looking for a dynamic way to display qualitative data? This skill-building workshop will demonstrate how to develop an interactive dashboard to showcase your qualitative data. Dashboards are not confined to just quantitative data anymore! This workshop will provide you with hands-on, step-by-step instructions to turn your static qualitative reports into a dynamic dashboard that will "wow" your clients. We will demonstrate how to use a combination of PivotTables and Slicers in Excel and Google Sheets to create well-designed dashboards that allow your stakeholders to slice-and-dice your qualitative data in seconds. You will leave the workshop with clear steps that you can immediately implement to

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revamp the way you have been organizing and displaying qualitative data. In addition, we will provide you with 3 free qualitative dashboards that you can download and use as inspiration for your own work.

#### **Learning from the Future: Building foresight capacity into evaluators' competencies and practice** (skill-building workshop)

A key learning from the pandemic is that we can't take the future for granted. Evaluators need to be flexible in the face of great change and uncertainty. Foresight or the act of systematically looking in to the future is increasingly a 'must have' skill for anticipating whether evaluation designs will succeed. It is not enough to 'look in the rear view mirror'; evaluators must 'future proof' their designs and recommendations and consider the implications of their findings for organizational strategic planning. In this Demonstration, participants will be introduced to foresight concepts and methods and their fit with evaluation practice. They will engage in a 'futures wheel' exercise that explores the future implications of evaluation assumptions and issues—a systems thinking activity.

#### **Lessons learned developing indigenous data visualizations** (skill-building workshop)

This workshop walks through the steps two evaluators took when attempting to contextualize common outcomes and measures using images. The process drew on lessons learned from the "Indigenous data visualization: A decolonization origin story" workshop held by the Colorado Evaluation Network in May 2021. The session includes sources used to develop images and an overview of the processes used to check understandings and values attached to the images. The session will also include a guided discussion of considerations when pursuing the use of icons and images to support evaluations conducted with indigenous communities.

#### **Pololei and Pono: Evaluating the Ho'opono Program through Form and Essence** (roundtable)

Privileging Hawaiian worldview and self-determination highlights and relieves potential tensions between what is pololei (correct) and pono (righteous) when evaluating Hawaiian programs. 'Anake Lynette Paglinawan describes form coming from the po'o (head) and essence emanating from the na'au (gut). Form and essence are both essential elements of a valid and pono evaluation. We review how this was illustrated through the process of evaluating Ho'opono, an 'ohana strengthening program, following the Evaluation with Aloha framework.

Using mo'olelo (stories), we will share our journey of co-learning as program and evaluation staff. We are looking forward to kūkākūkā (focused discussion) with roundtable participants!

#### **SenseMaker: A narrative evaluation methodology piloted with four 'āina programs across Hawai'i** (roundtable)

SenseMaker (SM) is a narrative-based, community-driven evaluation methodology that allows program participants to directly give voice to their own experience through storytelling and "self-signifying" the meaning of their own stories. It allows programs to collect and present quantitative and qualitative data visually and facilitates nuanced analysis of people's experiences.

SM is being piloted for the first time in Hawai'i nei with four cultural programs. The programs are located on O'ahu (Ke'ehi, Maunawili), Hawai'i Island (Pa'auilo), and Maui (Hāna). The goal of the collaborative is to understand the impact of connection to 'āina and place on participants' wellbeing.

#### **Sense-Making Wellbeing After COVID-19: A Holistic Analysis of Native Hawaiian Wellbeing using Kūkulu Kumuhana (roundtable)**

Moving forward from the COVID-19 pandemic, how can we ensure the wellbeing of Hawai'i's people beyond the economy or the educational system? The Kūkulu Kumuhana framework provides a holistic understanding of Native Hawaiian wellbeing: Ea (self-determination), 'Āina Momona (healthy lands/healthy people), Pilina (sustaining relationships), Waiwai (collective wealth), 'Ōiwi (cultural identity), and Ke Akua Mana (spirituality). We analyzed the 2021 'Imi Pono Hawai'i Wellbeing survey and worked through the overlapping nature of each dimension in practical application. The sense-making process made us think deeply about the intricacies of wellbeing and the delineation of dimensions while maintaining its harmonious yet ambiguous nature.

#### **Stories from the Harvest: Evaluator Reflections from Using Outcome Harvesting (roundtable)**

Outcome Harvesting is a participatory evaluation approach that seeks to understand program outcomes. Over the past year, our two separate evaluation teams utilized Outcome Harvesting in evaluations of community food systems initiatives. Our experiences yielded insights about the participatory nature of Outcome Harvesting, contexts appropriate for its use, and strengths and limitations of the method. Our objective for this roundtable discussion is to share what we learned from conducting Outcome Harvesting evaluations. After reflecting upon our own experiences, we will invite participants to join us in discussing appropriate contexts, participant engagement, substantiation, bias, adaptation, and evaluation use.

#### **Surveying the Pathway: Examining Psychosocial Measures and STEM Persistence and Success across the Islands of Opportunity (roundtable)**

This proposed roundtable will review the process and development of a three-factor psychosocial scale specific to the Islands of Opportunity Alliance—LSAMP (IOA-LSAMP) program and examining the relationship between the scale and STEM persistence and success in a Pacific STEM program context. Based on experiences and data collected for the IOA-LSAMP, we hope to engage in a lively discussion of insights into developing high-quality methods of connecting programming activities to academic outcomes in the STEM pathways for underrepresented minorities (URMs), specifically Native Hawaiians and Pacific Islanders (NHPI).

#### **The Native Hawaiian Cycles of Poverty Systems Map and Visionary Evaluation (roundtable)**

Dhillon, Parsons, and Keene (2020) encourage us to become "Visionary Evaluatives" who they describe as "people who recognize the shifting state of the world and believe that they have a personal and professional responsibility to contribute to a sustainable, equitable future through the use of evaluative inquiry." (p. 8).

This interactive session explores findings from the Native Hawaiian Cycles of Poverty systems map and how they can be applied in evaluation (and

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research) to promote social justice and equity for current and future generations through systems reform.

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**Using Bayesian Regression Models in Small Sample Size Contexts to Support System-level Education Decision-making in the Federated States of Micronesia** (roundtable)

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This roundtable will discuss how researchers have used Bayesian regression models to inform education decision-making around college readiness: specifically, how using Bayesian models helped inform system-level education decision-making around college readiness on Pohnpei in the Federated States of Micronesia and how the methods used can inform education research practices more broadly.

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**Using Logic Model Software to Track Program Implementation and Outcomes** (skill-building workshop)

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This skill building interactive session will show participants how to use a free education logic model software program to track program resources, activities, outputs, and outcomes. Once all program information is entered, users are prompted to draw color-coded lines between each component, illustrating their cause-and-effect relationships. The end result is a printable logic model that functions as a map for educators and their teams, visually connecting intended activities with intended outputs and outcomes.

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**Using the Native Hawaiian Data Portal: A Tool For Data Discovery** (roundtable)

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Research and data for and about Native Hawaiians are essential to achieve collective and individual wellbeing and requires accessible and accurate data to inform needs assessments, strategic planning, and policy decisions. In 2019, Kamehameha Schools and Lili'uokalani Trust socialized a data portal prototype at the H-PEA conference. Participants provided important end-user experience and suggestions to make the data more accessible to evaluators. With their incorporated feedback, today the portal is an open and accessible source for data on Native Hawaiians. This interactive session focuses on how the portal can be utilized to access data for applied research efforts.

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**What does Indigenous data sovereignty mean for Native Hawaiians? CREA-HI** (roundtable)

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There is a growing body of work on the importance of data sovereignty for Indigenous peoples. The State of Open Data initiative defines Indigenous Data Sovereignty (IDS) as the right of Indigenous people to control the data from and about their communities. The US Indigenous Data Sovereignty Network further defines it as the right of a nation to govern the collection, ownership, and application of its data. This roundtable examines definitions, terminology, and strategies associated with IDS. Participants will have the opportunity to discuss its application, importance, and future steps. Given time limitations, this roundtable focuses on Native Hawaiians.

# HPEA 2021 Virtual Conference Poster Session Abstracts

Abstracts are listed in alphabetical order by presentation title.

## **Advanced Degree Institutional Learning Achievement Investigation: Methods and Opportunities for Action**

This poster presents the process and results of an institutional assessment project that investigated advanced degree program learning achievement through a meta-analysis of the 2018-2020 program assessment reports at the University of Hawai'i at Mānoa. The poster presents the results of this analysis and highlights the communication and collaboration strategies among key constituencies on campus in an effort to enhance the quality of graduate program learning assessment.

## **Approaches to Building Program Evaluation Capacity in Three Pacific Jurisdictions**

This poster session will provide an overview of support provided to Chuuk, the Commonwealth of the Northern Mariana Islands, and American Samoa to support their capacity to conduct evaluations of and make research-informed decisions about their programs and initiatives.

## **Board and Stone Evaluation**

Board and Stone is a place-based, family-centered cultural practice class where participants not only learn how to make poi, the primary food staple for Hawaiians, but also traditional hand-carved Hawaiian implements used to make poi. The Board and Stone evaluation highlights the movement of the program as it emerged in Hawaiian communities over the past 10 years, and examines how program participation has given individuals and families the opportunity to not only connect to their culture, but find and redefine themselves and their families by learning the ways of their ancestors.

## **Building the plane as I fly: A process evaluation of a higher education professional development program that prepared science faculty to teach online**

This presentation shares lessons learned from designing and implementing a professional development program that prepared science faculty at a U.S. university to teach online in response to the Coronavirus Pandemic. Referring to Stufflebeam's (2003) Context-Input-Process-Product model, data including planning documents, instructional materials, and a participant survey were used to engage in a process evaluation. The presentation will discuss the extent to which the initial program goals were met by the design of the instructional products, how and why some goals shifted during the implementation of the program, and how the design of the program might be improved in the future.

## **Christmas cookies through the years: An investigation into the impermanence of taste**

An investigation was undertaken to examine 28 years of Christmas cookie ratings by a single family. Over this time period 185 different cookies were baked in categories including chocolate, oatmeal, sugar, cream cheese, and fruit. Cookies were rated by all individuals present at Christmas time on an ordinal scale according to the number of cookies made in that particular year. Ratings were examined for taste changes over time, nutritional value, best value for the money, and the relative broadness or specificity of their appeal.

## **Cross-cultural classroom: Assessing student opinion of online, case-based learning modules, utilizing MRI and XR technology, in JABSOM and Turkish medical students**

MRI and extended reality (XR) technology were used to create modules to enhance the learning experiences of medical students. Modules were presented via Zoom to medical students at the John A. Burns School of Medicine (JABSOM) (n= 78; 62% survey response rate) and Turkish medical students (n= 16; 100% survey response rate), who completed a survey to assess student opinion. A non-parametric Mann-Whitney U test was performed and data was reported as (median; min-max). Significant differences (two-tailed P) less than 0.05 were significant. Although both cohorts positively received the activities, results revealed significant differences between JABSOM and Turkish student opinion.

### **Evaluating the Plan Quality of Climate Change Consideration in the 2018 State of Hawai'i Hazard Mitigation Plan**

Evaluations have been identified as having many benefits for the field of planning. Plan quality evaluations (PQEs) are an evaluation approach that use content analysis, in determining the extent to which a planning document includes predetermined elements of high quality plans. This study aims to address the gap of limited longitudinal evaluations of plans in Hawai'i by evaluating climate change considerations in the 2018 State of Hawai'i Hazard Mitigation Plan. The results of this study can be used to foster collaboration between stakeholders regarding climate change adaptation and mitigation during the hazard mitigation planning process.

### **Evaluation of an Online Assessment Leadership Training Program**

Professional development (PD) activities are part of many programs in the forms of staff training, faculty professional development, leadership development and so on. Using the evaluation methods used in the Assessment Leadership Institute at University of Hawaii at Manoa as an example, this roundtable session will engage participants in the discussions of strategies that keep program participants engaged in the evaluation process, strategies of collecting information that can guide in-time adjustment to both the program and the evaluation method, as well as the multiple tools and strategies to demonstrate the impact of the PD on participants.

### **Examining College and Career Readiness and Success in Three Pacific Region Jurisdictions**

Improving the college readiness and success of public high school graduates is an important objective of education leaders and other stakeholders for U.S.-affiliated jurisdictions and territories in the Pacific. This poster session will present the rationale, methodology, results, and limitations of three studies that aimed to examine factors related to students' college readiness and success in Guåhan (Guam), the Republic of the Marshall Islands, and Palau.

### **Integrated Planning for Student Success: Kapi'olani Community College's Continuous Improvement Journey**

In early 2019, ACCJC reaffirmed Kapi'olani Community College's accreditation status, but mandated a follow-up report and provided an 18-month window to focus on two continuous improvement recommendations before a follow-up visit would re-evaluate the institution. The College embraced this opportunity to re-imagine evaluation, assessment, and related processes through integrated planning. Program review cycles were aligned with course assessment cycles; an archaic platform was replaced with a custom-tailored approach to scheduling and tracking SLO assessment, a continuous improvement system for programs, units, and campus governance organizations was implemented, and the Kapi'olani CC Integrated Planning for Student Success model was developed. The process and its components focus on inclusivity, transparency, and accountability. This session will introduce the timeline, processes, tools, and takeaways as well as our current status and plans for continued improvement.

### **Ka Pilina No'eau: Evaluating the treatment fidelity of a Native Hawaiian after-school STEM program**

Ka Pilina No'eau is a grant funded after-school program for elementary students that teaches science and mathematics concepts through traditional Native Hawaiian knowledge and skills. This evaluation explored five aspects of treatment fidelity: adherence, quality, exposure, participant responsiveness, and

program differentiation. Results revealed program implementation varied depending on school and cohort level because of four main factors: instructor teaching styles, asynchronous training modules, attendance differences, and omitted lesson components. This evaluation provides a framework for evaluating the treatment fidelity of an after-school STEM program.

### **Native Hawaiian Cultural Equity Initiative**

A proposed legal initiative conceptually designed to systematically address the problem of overrepresentation and disparate treatment of Kanaka Maoli within the Hawai'i Child Welfare system (HCWS). The proposal is a strategic combination of (a) Kanaka Maoli Epistemology & Culturally Responsive Evaluation Methodology, (b) federal and state cultural preservation and consultation laws, (c) government-centered racial equity policies and toolkits, (d) community-based partnerships and (e) the Kanaka Maoli customary and traditional rights, principles, beliefs, practices, and exercise of indigenous self-determination, cultural identity, belonging, and the interdependent relationships to land, ancestors, family, and community.

### **Positive Impacts of Loan Program's Financial Stability of Borrowers Mitigated by Global Pandemic**

The Office of Hawaiian Affairs (OHA) conducted an outcome evaluation of the Native Hawaiian Revolving Loan Fund program. Data was collected via a survey of all Native Hawaiian borrowers with loans active as of Nov. 2020. The evaluation focused on the impact of OHA loans on Native Hawaiian 'ohana financial stability and Native Hawaiian-owned business prosperity. Due to the economic impacts of the COVID-19 pandemic on 'ohana and businesses, the evaluation was designed to also assess these potential effects.

### **Rapid cycle assessments in evaluation: Developing a tool for evaluating community integration services across managed healthcare organizations in Hawai'i**

To improve the effectiveness of evaluations in healthcare settings, there is a need to collect more rapid, responsive, and relevant data that can inform real-time decision-making for continuous quality improvement. Rapid cycle assessments (RCAs) increase the speed of data collection and feedback to stakeholders, and allow for quicker turnaround from research to scaling, improving, or implementing programs. This poster will provide an overview of RCAs and describe our use of RCAs in an evaluation of a community integration services program (CIS) within the MedQUEST 1115 Waiver Demonstration, including information about RCA development, data analysis options, and data reporting to stakeholders.

### **Student Representation in Undergraduate Research Funding Proposals at the University of Hawai'i at Mānoa**

The University of Hawai'i at Mānoa (UHM) has one of the most diverse student populations in the nation. Here, we explore the demographics of students submitting grant proposals to conduct faculty-mentored research/creative work via the Undergraduate Research Opportunities Program (UROP) at UHM over UROP's 10-year history. Data showed that Native Hawaiian students were less likely to submit a proposal, and two-year survey data revealed that Native Hawaiian students and faculty interacted less on finding a project topic, which may have limited the number of proposal submissions. UROP intends to utilize this information to improve access for Native Hawaiian students.

### **University of Hawai'i Online 5-Week Professional Development Program Evaluation and Iterative Improvements**

The annual University of Hawai'i (UH) Online 5-Week Professional Development (PD) Program was created in 2018 in alignment with UH's strategic directions (University of Hawai'i, 2015) to support faculty across the system with developing online courses in an accelerated, 5-week format. In 2020, through participation in the UH Mānoa Leadership Assessment Institute, the instructional design team collected and analyzed participant data in order to identify successful strategies and areas for revisions of future program offerings. A design thinking approach was applied to guide the iterative

improvement process. Results showed that the greatest strength of the PD program was the instructional designer and facilitator support alongside the implementation of the UH Online 5-Week Laulima learning management system course template. Participants identified learning Laulima's tools and tips as an area that could be improved upon.

### **Workforce Development Program Evaluation: A Two-Prong Approach**

This presentation focuses on a workforce development program evaluation with the aim to help participants gain exposure, knowledge, and skills related to the prevention and treatment of opioid and other drugs. The evaluation found results indicating Fellows were highly satisfied and reported program participation would be helpful to their future careers and communities. This program's evaluation is critical to the human services field and educators since workforce development is a critical need for Hawai'i and higher education institutions have a unique opportunity to implement programs that have a two-prong purpose: developing participants' knowledge and skills and supporting community organizations.