

## 2018 H-PEA Conference Schedule Summary

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8:00 – 9:00	Registration + Continental breakfast
9:00 – 10:00	Keynote: David Fetterman
10:00 – 10:15	Break
10:15 – 11:15	Sessions   Round 1
11:15 – 11:30	Break
11:30 – 12:30	Sessions   Round 2
12:30 – 1:15	Lunch + Business meeting
1:15 – 1:45	Poster contest
1:45 – 2:00	Break
2:00 – 3:00	Sessions   Round 3
3:00 – 4:00	Ice cream social + Officer election + Poster contest winner announcement

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Time	Grand Ballroom			
8:00 - 9:00	Registration and Continental Breakfast			
9:00 - 10:00	Keynote Address: David Fetterman			
10:00 - 10:15	Transition Break			
Time	Grand Ballroom	Grand Ballroom Small	Mauka	Makai
10:15 - 11:15	<b>ROUNDTABLES</b>  Diving Into the Latest Revision of the American Evaluation Association's Guiding Principles (Eric Barela, Thomas Kelly, Katherine Tibbetts)  Does Predictive Analytics Really Foretell Student Success? (Jan Lubin, Leighton Vila, Frank Palacat, Nalani Kaun)  Using Culturally Responsive, Congruent, and Honorable Program Evaluation Methodology as a Tool to Restore Indigenous Identity and Heal from Intergenerational Historical Trauma (Hannah Kivalahula-Uddin)	<b>DEMO (60 min)</b>  Theories, Design Strategies and Instruments for Evaluating Advocacy and Policy Change Initiatives (Annette Gardner)	<b>PAPERS</b>  The Benefits of Partnerships in the Assessment of Graduates' Impact (Jessica Miranda)  Working together across health disciplines, for greater collaboration in the future: How the interprofessional education curriculum is being developed and evaluated (Jacqueline Ng-Osorio, Kamal Masaki)	<b>DEMO (30 min)</b>  Benchmarking Institutional Outcomes: Tools to Improve the Effectiveness of Evaluation in the Education Policy Cycle (John Stanley, Christi Palacat)  <b>PAPER:</b> Unique Schools, Common Measures: The Challenges of Evaluating SEL and School Climate (Linda Toms Barker)
11:15 - 11:30	Transition Break			
11:30 - 12:30	<b>ROUNDTABLES</b>  Ea: Empowering a Native-Hawaiian Serving Organization Through Evaluation Capacity-Building (Melinda Lloyd, Sunnie Makua, Christopher Molina, Evaluation Kako'o Team)  Evaluating Social and Emotional Learning (SEL) Programs and School Climate (Linda Toms Barker)  Which works best? Exploring three qualitative methods to tell a culture-focused story (Sena Sanjines, Sonja Evenson, Kathryn Anbe, Liezl Houghlum, Sachin Ruikar)	<b>DEMO (60 min)</b>  Telling Stories to Illuminate and Educate (Annette Gardner, David Fetterman)	<b>DEMO (60 min)</b>  Reproducible Data Visualization in R and Rstudio (Geoffrey LaFlair)	<b>PAPERS</b>  Assessing the Effectiveness of the ERIC Scholarship on Student Retention (Kyle Van Duser)  Using Assessment Tools to Empower Faculty in Program Mergers (Mee-Jeong Park, M'Randa Sandlin, Yao Hill, Helen Spafford)
12:30 - 1:15	Lunch and Business Meeting			
1:15 - 1:45	Poster + Poster Contest 55 by 25 (Mongold)   Beyond Babysitting (Toms Barker)   Capacity Building (Scherff)   The 'Ohana Approach (Cohen, Marabella, Pruitt, Ng)			
1:45 - 2:00	Transition Break			

2:00 - 3:00	<p><b>ROUNDTABLES</b></p> <p>Empowering Frontline Staff Members at Lili'uokalani Trust through Quality Assurance (Carl Matsunaga, Margaret Kalama)</p> <p>The How's and Why of General Education Assessment (Jan Lubin, Frank Palacat, Nalani Kaun)</p> <p>Practical Measurement for a New Kind of Transition Course in the Commonwealth of the Northern Mariana Islands (Max Altman, Phillip Herman, Marisa Crowder)</p>	<p><b>DEMO (60 min)</b></p> <p>Power Your Evaluation with R Simulations (George Harrison)</p>	<p><b>IGNITE (5 min Presentations)</b></p> <p>Can evaluators play a role in the social impact measurement movement? Short answer...YES! (Eric Barela)</p> <p>Leveraging Collaborative Evaluations to Meet Academic and Community Needs (Jack Barile)</p> <p>Supporting a Pipeline of Culturally Responsive Evaluators (Linda Toms Barker)</p> <p>The Economic Impact of Federal Funds on a Local Community in Hawai'i (Judith Inazu, Debbie Gundaya)</p> <p>Are Your Reports Boring? (Sena Sanjines)</p> <p>Interactive dashboards aid data interpretation in higher education learning assessment (Monica Stitt-Bergh)</p>	<p><b>PAPERS</b></p> <p>Determining the Longitudinal Impacts of a Short-Term, Research-Based Field Experience on Participant Self-Efficacy (M'Randa Sandlin, Marie Kainoa Fialkowski, Rachel Novotny, Margaret Hattori-Uchima, Patricia Coleman, Chrystie Naeole)</p> <p>Let me tell you a story about Hawaiian Language Fluency: An examination of assessment quality at Ke Kula 'O Nāwahīokalani'ōpu'u Iki (Landry Fukunaga, Kaleihōkū Kala'i-Aguiar, Māhealani Kobashigawa)</p>
3:00 - 4:00	Ice Cream Social, Officer Election, Poster Contest Winner			

# 2018 H-PEA Conference Concurrent Session

## Presentation Abstracts

(Updated on 09/05/2018)

10:15 – 11:15

### Diving Into the Latest Revision of the American Evaluation Association's Guiding Principles

[Roundtable] – Grand Ballroom

**Eric Barela**, Measurement & Evaluation Senior Manager  
Salesforce.org

**Thomas Kelly**, VP Knowledge, Evaluation & Learning  
Hawaii Community Foundation

**Katherine Tibbetts**, Director of Research and Evaluation  
Liliuokalani Trust

*This session will introduce attendees with the latest revision of the American Evaluation Association's (AEA) Guiding Principles. These principles reflect the core values of AEA and are intended as a guide to professional ethical conduct for evaluators. They cover systematic inquiry, competence, integrity, respect for people, and common good and equity. This session will briefly present the revision process over the past year and will highlight the changes made, including the addition of a focus on equity. The bulk of this session will be a discussion about the resonance of the Guiding Principles and their potential use in everyday practice.*

### Does Predictive Analytics Really Foretell Student Success?

[Roundtable] – Grand Ballroom

**Jan Lubin**, Director, Planning and Program Evaluation  
Windward Community College

**Leighton Vila**, Title III Evaluator  
Windward Community College

**Frank Palacat**, Professor, Psychology  
Windward Community College

**Nalani Kaun**, Institutional Analyst  
Windward Community College

*Predictive Analytics has often been used to foretell which students will successfully complete their major program of study in college. However, sometimes the variables that are used do not tell the whole story. Retention models often concentrate on student achievement data with no consideration given to the affective domain. This roundtable discussion will help develop a paradigm that could be used to forecast student success in their pathway of choice using both student achievement and affective domain variables.*

### Using Culturally Responsive, Congruent, and Honorable Program Evaluation Methodology as a Tool to Restore Indigenous Identity and Heal from Intergenerational Historical Trauma

[Roundtable] – Grand Ballroom

**Hannah Kivalahula-Uddin**, PhD Candidate, ABD, Educational Psychology  
University of Hawai'i at Manoa

*Program evaluation has the potential to serve as a strategy to restore Indigenous identity and help Native Hawaiians, American Indians, and Alaska Natives heal from intergenerational historical trauma. This roundtable presentation will examine colonization, intergenerational historical trauma, and Indigenous identity; with emphasis placed on using culturally responsive qualitative program evaluation methodology, while effecting*

*the goal of “decolonization of the mind.” As Indigenous people, we must consciously work toward decolonization and liberation in all areas of our lives. This round-table discussion will be of interest those who work with Native Hawaiian, American Indian, or Alaska Native peoples; or anyone who has an interest in culturally responsive Indigenous program evaluation.*

## **Theories, Design Strategies and Instruments for Evaluating Advocacy and Policy Change Initiatives**

[Demonstration] – Grand Ballroom Small

**Annette Gardner**, Assistant Professor

University of California, San Francisco

*Increasingly, evaluators need to be able to design appropriate advocacy and policy change (APC) evaluations. They must be able to respond to increased foundation interest in supporting APC initiatives to achieve systems change and diffusion of advocacy capacity beyond the traditional advocacy community (such as service providers). This Demonstration is designed to expand individual evaluation capacity. Key concepts, definitions, designs, tools, empirical findings, and lessons learned are shared in this practice-focused workshop. Participants will also discuss the challenges to evaluation practice, such as the complexity of the context in which advocacy activities occur and the challenge of identifying causal factors.*

## **The Benefits of Partnerships in the Assessment of Graduates’ Impact**

[Paper Presentation] – Mauka

**Jessica Miranda**, Director of Assessment, Accreditation, and Accountability in COE

University of Hawaii at Manoa

*To reach the standards of teacher education accreditation, our College of Education engaged key partners to link graduates’ teacher performance data to their preparation program. This process led to the alignment of program assessments with the assessments our graduates encounter upon entering the workforce and highlighted the importance of establishing and nurturing mutually beneficial partnerships with external agencies. In this session, participants will learn strategies that can be used to develop meaningful partnerships with an external agency and about the benefits of adopting assessments that are consistent with evaluation measures that students will encounter post-graduation.*

## **Working Together across Health Disciplines, for Greater Collaboration in The Future: How the Interprofessional Education Curriculum is Being Developed and Evaluated**

[Paper Presentation] – Mauka

**Jacqueline Ng-Osorio**, Assistant Specialist in School of Nursing and Dental Hygiene

University of Hawai’i at Mānoa

**Kamal Masaki**, Professor

John A. Burns School of Medicine

*As healthcare becomes more complex, it is important that students in these fields are prepared to work collaboratively with other disciplines. The Hawaii Interprofessional Education work group (HIPE), utilizes the Interprofessional Education Collaborative competencies which describe the essential collaboration skills expected of a healthcare professional. Along with these competencies, programs are being required by accreditation organizations to also include interprofessional education. This presentation describes how HIPE has begun to develop a competency-based standard curriculum across the fields, and the evaluation process to monitor curriculum implementation and competency achievement of the students.*

## Benchmarking Institutional Outcomes: Tools to Improve the Effectiveness of Evaluation in the Education Policy Cycle

[Demonstration] – Makai

**John Stanley**, Director & Institutional Researcher, WSCUC Fellow

University of Hawai'i - West Oahu, WASC Senior College and University Commission

**Christi Palacat**, Undergraduate Research Assistant

University of Hawaii - West Oahu

*In this age of accountability and performance-based funding, educational program evaluators are increasingly asked to conduct comparative analyses and engage in benchmarking activities. This presentation shows how a higher education accrediting body is addressing the need for a transparent reporting system that offers evaluators ready access to comparative data on student outcomes. Using both panel and cross-sectional institution-level data collected by the federal Department of Education, the presentation features a range of statistical estimation models that gauge predicted versus actual student outcomes in the area of enrollment persistence, graduation rates, post-graduate employment and social mobility, and student loan repayment rates. Results are demonstrated using a cloud-based business intelligence reporting tool.*

## Unique Schools, Common Measures: The Challenges of Evaluating SEL and School Climate

[Paper Presentation] – Makai

**Linda Toms Barker**, Principal Research Associate

IMPAQ International

*There are many evidence-based programs to support social and emotional learning (SEL) and create positive learning environments, but how well do they work here in Hawai'i? Evaluation of SEL programs in a "real world environment" presents its own challenges. This presentation will describe: 1) the variation and unique characteristics among 11 schools funded by Hawai'i Community Foundation to adopt or expand SEL programs; 2) evaluation methods used to address commonalities and accommodate differences across the schools; 3) lessons learned from the first two years of implementation; and 4) evaluation results from the first two years of the grants.*

**11:30 – 12:30**

## Ea: Empowering a Native-Hawaiian Serving Organization Through Evaluation Capacity-Building

[Roundtable] – Grand Ballroom

**Melinda Lloyd**, Research and Evaluation Manager

Lili'uokalani Trust

**Sunnie Makua**, Research and Evaluation Manager

Lili'uokalani Trust

**Christopher Molina**, Community Building Facilitator

Lili'uokalani Trust

**Evaluation Kako'o Team**, Kipuka Kako'o

Lili'uokalani Trust

*This roundtable session shares the methods used and lessons learned through an evaluation capacity building effort in a statewide organization over the course of 3 years. This emergent work has three phases. First, building evaluation capacity with managers and frontline staff using direct instruction. Second, making explicit the implicit theories of change across several youth-development programs to develop a shared framework to and create evaluation tools to measure impact. Third, a review of the process to determine utility and to inform future evaluation capacity building efforts. Session participants will offer feedback on the process from the kūkākūkā (discussion).*

## Evaluating Social and Emotional Learning (SEL) Programs and School Climate

[Roundtable] – Grand Ballroom

**Linda Toms Barker**, Principal Research Associate  
IMPAQ International

*As more schools address social and emotional learning (SEL), it is increasingly important to identify practical evaluation strategies that can support program improvement in the context of schools' unique contexts and needs. Research already exists that identifies "evidence-based" programs, so the focus of program evaluation should be less on whether SEL programs "work", and more on how well they are being implemented, and how effective they are in addressing the needs of the school and its students. Bring your questions, ideas and lessons learned to share with others concerned with how best to evaluate their SEL programs.*

## Which Works Best? Exploring Three Qualitative Methods to Tell a Culture-Focused Story

[Roundtable] – Grand Ballroom

**Sena Sanjines**, Research and Data Analyst  
Kamehameha Schools

**Sonja Evenson**, Senior Evaluation Specialist  
PREL

**Kathryn Anbe**, Principal Research Associate  
Kamehameha Schools

**Liezl Houglum**, Principal Research Associate  
Kamehameha Schools

*Capturing participant voices and understanding their experience is at the heart of evaluation and of critical importance within culture-based educational programs. However, in complex program settings with limited evaluation resources, what is the best way to capture participants' experiences? This presentation describes a trial to explore, compare, and contrast three different qualitative methods aimed at capturing participants' story around the general concept of feeling connected to the Hawaiian culture. The presentation covers the selection of methods (focus group, participant observation, photo elicitation), design, and the approach to determining which method worked best for the needs of the program.*

## Telling Stories to Illuminate and Educate

[Demonstration] – Grand Ballroom Small

**Annette Gardner**, Assistant Professor  
University of California, San Francisco

**David Fetterman**, President and CEO  
Fetterman & Associates

*A picture may be 'worth a thousand words,' but a thousand words can paint a vivid portrait. Our Demonstration session, Telling stories to Illuminate and Educate, focuses on developing sound evaluation case studies and crafting a compelling and informative story. They can speak volumes to the reader. Case studies can be an evaluator's best friend and be used to demonstrate achievement of program outcomes, facilitate adoption of strategies and activities, and represent a multitude of programs and policies. This Demonstration will provide instructions and examples for developing case studies that assess, inform, and illuminate - creating a legacy for change and growth.*

## Reproducible Data Visualization in R and Rstudio

[Demonstration] – Mauka

**Geoffrey LaFlair**, Professor

University of Hawai'i at Mānoa

*Evaluators work with data and make visualizations to support their claims. These visualizations may be used in a number of mediums (e.g., reports and presentations). Additionally, the same type of visualization may be used in other projects. In this session, I demonstrate how R and Rstudio can be used to create reproducible visualizations that can be used across mediums and across projects. Participants are encouraged to install R and Rstudio, as well as the ggplot2, rmarkdown, and knitr packages. Instructions for installing R, Rstudio, and R packages can be found at <http://go.hawaii.edu/wKf>.*

## Assessing the Effectiveness of the ERIC Scholarship on Student Retention

[Paper Presentation] – Makai

**Kyle Van Duser**, Assistant Faculty Specialist

University of Hawai'i at Mānoa

*In this paper presentation, we describe a retention scholarship pilot program, the Educational Return on Investment Commitment (ERIC) Scholarship that we helped to design and implement at a mid-sized, public, research institution. Propensity score matching was implemented to help determine whether or not the scholarship was effective at increasing the retention rate when compared to a statistically match peer group. Findings demonstrate the ERIC scholarship was highly effective at increasing the retention rate and generating additional tuition revenue.*

## Using Assessment Tools to Empower Faculty in Program Mergers

[Paper Presentation] – Makai

**Mee-Jeong Park**, Associate Professor

University of Hawai'i at Mānoa

**M'Randa Sandlin**, Assistant Researcher of Public Issues Education

University of Hawai'i at Mānoa

**Yao Hill**, Assessment Specialist

University of Hawai'i at Mānoa

**Helen Spafford**, Professor

University of Hawai'i at Mānoa

*Faculty in colleges and universities often face administrative pressure to make programmatic changes, such as merging multiple programs into one. The presenters will demonstrate two powerful learning assessment tools to empower faculty and to facilitate the process: (1) generating common expectations for student learning through program student learning outcomes (SLOs) development and (2) charting the curriculum alignment with the SLOs and curriculum progression through curriculum mapping. These tools are demonstrated in an undergraduate and a graduate program scenario. The result of using the assessment tools empowered faculty in reaching shared vision of the newly merged programs in both scenarios.*

### Beyond Babysitting – After School STEM Hawaiian Style

[Poster]

**Linda Barker**, Principal Research Associate  
IMPAQ International

*In the past few years, Hawai'i's 21st Century Community Learning Centers (CCLC) afterschool programs have become increasingly creative in providing engaging educational enrichment activities to our keiki. As evaluators, we sometimes get very focused on collecting data and analyzing program participation and outcomes. But telling programs' stories is also an important part of our role. This poster offers a pictorial story about some of these wonderful opportunities for student learning. Science, technology, engineering and math (STEM) programs clearly don't need not be boring or dull!*

### The 'Ohana Approach: A Call for Culturally Relevant Evaluation Designs Based on CBPR Principles

[Poster]

**Shoshana Cohen**, Graduate Research Assistant  
University of Hawai'i at Mānoa

**Gianni Marabella**, Research Assistant  
Willamette University

**Anna Pruitt**, Graduate Research Assistant  
University of Hawai'i at Mānoa

**Loren Ng**, Research Assistant  
University of Hawai'i at Mānoa

*The City and County of Honolulu's Housing First Program Housing Year 3 Evaluation Report pointed to the program's efforts to balance local cultural traditions with program fidelity. Similarly, program evaluators of such programs must adjust their evaluation designs to reflect program cultural adaptations. With 49% of Housing First (HF) clients being Native Hawaiian/Pacific Islander (NHPI), taking a family/'Ohana oriented evaluation approach that uses CBPR methods and honors holistic cultures of NHPIs has transformative potential for families as well as the extended community. This poster briefly defines the "'Ohana Approach" and presents an evaluation design for HF based on these principles.*

### 55 By 25: Degree Production and Educational Attainment in the 50th State

[Poster]

**David Mongold**, Senior Analyst  
UH IRAO

*This session will examine the 55 by 25 initiative at the University of Hawai'i: having 55% of the workforce with a two or four-year college degree by the year 2025. Progress toward the educational attainment goal will be examined, along with degree production targets set for the University campuses intended to help close the educational attainment gap. The data modeling used to set degree the production targets and the allocation of those targets across campuses will be presented. Future direction of the initiative and the role of IR in policy and planning decision making will be highlighted.*

## Capacity Building for Evaluating Professional Learning in the Pacific Islands

[Poster]

**Lisa Scherff**, Managing Researcher

REL Pacific at McREL International

*This poster will present a logic model for evaluating professional learning models and describe how it can be used by stakeholders to build capacity to design, implement, and evaluate professional learning experiences in their local contexts.*

**2:00-3:00**

## Empowering Frontline Staff Members at Lili'uokalani Trust through Quality Assurance

[Roundtable] – Grand Ballroom

**Carl Matsunaga**, Director of Special Projects

Lili'uokalani Trust

**Margaret Kalama**, Manager of Special Projects

Lili'uokalani Trust

*Since 2015, Lili'uokalani Trust (LT) has focused upon ending the cycle of poverty for Native Hawaiian kamal'i (children). This focus requires the use of ecological strategies that are intentional, meaningful, and impactful to provide high-quality programs. We have initiated the process of defining what quality looks like at LT, and in turn designing, implementing, and monitoring a quality assurance structure to ensure high-quality programs and services. This session will focus on our lessons learned from developing quality assurance processes and tools for individual casework and efforts to build ownership of the process with frontline staff members and their managers.*

## The Hows and Why of General Education Assessment

[Roundtable] – Grand Ballroom

**Jan Lubin**, Director, Planning and Program Evaluation

Windward Community College

**Frank Palacat**, Professor, Psychology

Windward Community College

**Nalani Kaun**, Institutional Analyst

Windward Community College

*In order to facilitate transfer of Windward CC students to any 4-year institution, the use of established hallmarks at the University of Hawai'i 4-year campuses is one alternative of assessing Windward CC's General Education SLOs. In order to determine whether these hallmarks are a viable assessment, a deeper discussion is necessary on how and why we are assessing General Education.*

## Practical Measurement for a New Kind of Transition Course in the Commonwealth of the Northern Mariana Islands

[Roundtable] – Grand Ballroom

**Max Altman**, Managing Researcher  
REL Pacific at McREL International

**Phillip Herman**, Executive Director  
REL Pacific

**Marisa Crowder**, Research Associate  
REL Pacific

*In this roundtable presentation, we discuss the process of planning for implementation of practical measurement approaches for a mathematics transition course currently being designed in the Commonwealth of the Northern Mariana Islands (CNMI).*

## Power Your Evaluation with R Simulations

[Demonstration] – Grand Ballroom Small

**George Harrison**, Assistant Professor of CRDG  
University of Hawai'i at Mānoa

*How many participants will we need to detect an effect? Should we be allocating more or fewer resources to our sampling? These are planning questions that a power analysis can help us address. This session demonstrates the use of R simulations for estimating the statistical power parameters needed for planning impact-evaluations. Attendees are encouraged to install R and Rstudio, both of which are free, before the demonstration by following the instructions at <http://go.hawaii.edu/wKf>.*

## Can Evaluators Play a Role in The Social Impact Measurement Movement? Short Answer...YES!

[Ignite Session] – Mauka

**Eric Barela**, Measurement & Evaluation Senior Manager  
Salesforce.org

*This ignite presentation will shed light on the burgeoning social impact measurement movement and the important role evaluators can play in it. The establishment of social enterprises and impact investing has led to a call for social impact measurement, the practice of determining how resources are being used to affect positive social change. Evaluators are uniquely positioned to help organizations with this because we help our clients determine their social impact every day. In addition to briefly explaining social impact measurement and its similarities to evaluation, strategies for taking advantage of the opportunities this new movement presents will be offered.*

## Leveraging Collaborative Evaluations to Meet Academic and Community Needs

[Ignite Session] – Mauka

**John Barile**, Associate Professor  
University of Hawai'i at Mānoa

*University-based evaluators are often faced with the challenge of meeting the research expectations of their department while also providing meaningful opportunities to students and effectively collaborating with community-based institutions. This presentation will provide a framework and concrete examples of how multiple goals can be met through community-academic partnerships using collaborative evaluation approaches. This presentation will review a framework for assessing partnerships and outline modes to simultaneously meet multiple goals for multiple stakeholders.*

## Supporting a Pipeline of Culturally Responsive Evaluators

[Ignite Session] – Mauka

**Linda Toms Barker**, Principal Research Associate

IMPAQ International

*As evaluators from Hawaii and the Pacific region, we recognize the importance of cultural responsiveness. Most of us make an effort to bring cultural sensitivity and awareness to our work. Perhaps we can do more, learn more, try harder – get away from our desks, attend conferences, share ideas with our colleagues. But is this enough? Our evaluation community would truly benefit from the emergence of new evaluators who bring cultural responsiveness to our work. This presentation will look at ways that H-PEA has supported a pipeline of culturally responsive evaluators, and get us thinking about how we could do more.*

## The Economic Impact of Federal Funds on a Local Community in Hawai'i

[Ignite Session] – Mauka

**Judith Inazu**, Interim Director of Social Science Research Institute

University of Hawai'i at Mānoa

**Debbie Gundaya**, Professor

University of Hawai'i at Mānoa

*A relatively straightforward method for documenting the extent to which grant funds contributes to the economy is outlined. This NSF project focused on education, research, and capacity building within a local community on Hawai'i island. Another goal was to illustrate the extent to which federal funds, in and of themselves, contributes to the local economy. An Input-Output model developed by the Hawai'i DBEDT office was used to answer the question: "For each dollar spent in the community, how much economic activity is generated?" Results show that approximately \$2.00 was generated for every dollar expended in the community. Caveats and limitations to this approach are discussed.*

## Are Your Reports Boring?

[Ignite Session] – Mauka

**Sena Sanjines**, Research and Data Analyst

Kamehameha Schools

*Your reports are probably long and maybe boring and sometimes leave you wondering, "Did they even read it?" If you're thinking "that's not me" then you may be part of a shift taking place in evaluation to flip reporting on its head. This session will blow through the sexiest findings from a year-long doctoral study that looked at the use of data visualizations in research and evaluation reports referenced in legislative testimony. You will leave this session knowing the answer to the question: Did data visualizations make a difference in use of reports?*

## Interactive Dashboards Aid Data Interpretation in Higher Education Learning Assessment

[Ignite Session] – Mauka

**Monica Stitt-Bergh**, Associate Specialist

University of Hawai'i at Mānoa

*An interactive dashboard can aid interpretation and use of assessment findings. Apps such as PowerBI (free from Microsoft) create dashboards that allow faculty and other stakeholders to query findings and answer pressing questions with more flexibility than data placemats or static presentations of results. Using examples from higher education, the presentation will illustrate how an interactive dashboard allows stakeholders to examine findings by characteristics such as ethnicity, gender, number of courses taken, year, location—or other categories the stakeholders value. This presentation will address the benefits to assessment/evaluation specialists and stakeholders, especially when developing recommendations and plans for acting on the findings. Although the context is higher education, the method is applicable to a wide variety of sectors and evaluations with multiple data sources and complex data sets.*

## Determining the Longitudinal Impacts of a Short-Term, Research-Based Field Experience on Participant Self-Efficacy

[Paper Presentation] – Makai

**M'Randa Sandlin**, Assistant Researcher of Public Issues Education  
University of Hawai'i at Mānoa

**Marie Kainoa Fialkowski**, Assistant Professor of Human Nutrition  
University of Hawai'i at Mānoa

**Rachel Novotny**, Professor of Human Nutrition  
University of Hawai'i at Mānoa

**Margaret Hattori-Uchima**, Dean of School of Nursing and Health Sciences  
University of Guam

**Patricia Coleman**, Program Leader for Nutrition & Health Programs  
Northern Marianas College

**Chrystie Naeole**, Assistant Professor of Biology  
Chaminade University

*Short-term training programs develop participants' competencies in a subject area. [Program] is a short-term training program with long-term aspirations. The purpose of this study was to determine the longitudinal impacts of the incorporated, research-based field experience on participants' self-efficacy. Qualitative data collection and analysis methods were used. Educationally, the program increased awareness, motivation, and confidence. Career-wise, the program affirmed or redirected goals and created a desire to be well-rounded. [Program] impacted the education and career goals of alumni and affected participants' self-efficacy. We recommend short-term, research-based field experiences be offered to undergraduate students to develop self-efficacy regarding their anticipated career.*

## Let Me Tell You a Story about Hawaiian Language Fluency: An Examination of Assessment Quality at Ke Kula 'O Nāwahīokalani'ōpu'u Iki

[Paper Presentation] – Makai

**Landry Fukunaga**, Senior Education Program Analyst  
Kamehameha Schools

**Kaleihōkū Kala'i-Aguiar**, Hope Po'okumu  
Ke Kula 'O Nāwahīokalani'ōpu'u Iki

**Māhealani Kobashigawa**, Education Specialist  
Ka Haka 'Ula O Ke'elikōlani at University of Hawai'i at Hilo

*This presentation will describe the journey of Ke Kula 'O Nāwahīokalani'ōpu'u Iki, a Hawaiian language medium school on the Big Island of Hawai'i, as the first school to navigate through the Growth-Focused Assessment Validation and Process Review. The results for the reliability of the instrument were excellent with an internal consistency of  $\alpha \geq .90$  for all grade levels; an acceptable standard error of measurement for grades 3 – 8, and a test-retest reliability coefficient of  $\alpha \geq .80$  for all grade levels. The CBM also demonstrated evidence of content validity and response process validity for grades 1 – 8.*