

**PROJECT SHINE  
Learner Survey**

**Site**

**Hawaii**

**Institutions represented: Chaminade University/Kap'iolani Community College/ U of H at Manoa**

		<b>Spring 2002</b>	<b>Consortium</b>
<b>Forms returned and aggregated in this report:</b>		<b>80</b>	<b>411</b>
<b>A. Tutors:</b>	1. Help many learners in the English or citizenship	81%	48%
	2. Tutor a small group of learners.	88%	55%
	3. Tutor learners individually.	78%	44%
<b>B. As a result of participation in this program, learners:</b>	1. Know more words in English.		
	A Lot	38%	39%
	Some	49%	47%
	Not Much	14%	17%
	2. Understand more English.		
	A Lot	31%	26%
	Some	50%	53%
	Not Much	19%	15%
	3. Feel more confident speaking English.		
	A Lot	20%	24%
	Some	58%	47%
	Not Much	23%	21%
	4. Can express themselves better in English.		
	A Lot	15%	18%
	Some	50%	52%
	Not Much	34%	24%
	5. Know more about US History.		
	A Lot	30%	32%
	Some	53%	41%
	Not Much	18%	13%
	6. Know more about American society.		
	A Lot	15%	22%
	Some	50%	52%
	Not Much	34%	16%
	7. Enjoy learning more.		
	A Lot	23%	49%
	Some	30%	25%
	Not Much	48%	22%
	8. Know more about young people in the US.		
	A Lot	1%	18%
	Some	16%	44%
	Not Much	68%	26%
<b>C. After working with their tutor, learners feel better able to:</b>	1. Answer the phone	80%	60%
	2. Take public transportation	80%	61%
	3. Ask for directions if they are lost	78%	64%
	4. Participate in their English/citizenship class	100%	78%
	5. Talk with family members who speak English	60%	48%
	6. Talk with people at work	71%	43%
	7. Talk with their children's or grandchildren's teacher	36%	37%
	8. Talk with their neighbors	33%	43%
	9. Help young people in their community	8%	18%
	10. Use community services without translation help	11%	27%
	11. Ask and answer questions at hospital/health	14%	31%
	12. Get a driver's license	21%	24%
	13. Get a job	31%	27%
	14. Read the newspaper	31%	34%
	15. Take the citizenship exam	88%	49%
	16. Vote	69%	36%

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**Community Partner Survey**

**Site:** Hawaii  
**Institutions represented:** Chaminade University/Kap'olani Community College/University of Hawaii at Manoa

Forms returned and aggregated in this report: 3 3 3 6 52

1. How did organizations first become involved in the SHINE program?  
 A. Heard about it from staff/faculty 100% 100% 100% 100% 65%  
 B. Heard about it from students 0% 0% 0% 0% 6%  
 C. Saw printed materials 0% 0% 0% 0% 6%  
 D. Other 0% 0% 0% 0% 31%

*Small groups (2) or one-on-one = greater learning ability, concentration and attention.*  
*SHINE students who tutored small groups got more involved with the students and the English program.*

2. How long have organizations been part of Project SHINE?  
 A. One semester or less 100% 0% 100% 50% 58%  
 B. Two semesters/three quarters 0% 100% 50% 31%  
 C. Longer than one year 0% 0% 0% 0% 8%  
 D. Other 0% 0% 0% 0% 4%

*Tutoring in small groups worked better. The seniors like to be together sharing. One-on-one tutoring is best for low-level learners.*

3. Describe the work done by most of the SHINE students in these organizations?  
 A. Tutored people in English 100% 100% 100% 100% 96%  
 B. Helped people with Citizenship 100% 100% 100% 100% 62%  
 C. Other 0% 0% 0% 0% 17%

*Depending on the bilingual abilities of the students and the tutors, different set-ups may be more appropriate at different times.*

4. How did SHINE students work in these organizations?  
 A. Tutored one-on-one 100% 100% 100% 100% 88%  
 B. Tutored small groups 100% 100% 100% 100% 77%  
 C. Assisted classroom instructors 0% 0% 0% 0% 33%  
 D. Provided instruction to whole class 67% 33% 50% 17%  
 E. Other 0% 0% 0% 0% 10%

*Small groups of 3 or 4 gave the Asian students opportunity to practice speaking and reading without fear of failure in a large group.*

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**Community Partner Survey**

	Fall 2001	Spring 2002	Academic Year	Consortium
5. How many SHINE students participated in community organizations this semester?	99	130	229	475
6. How many SHINE students did NOT complete their SHINE service?	18%	10%	14%	13%
A. Too much time involved	0%	0%	0%	0%
B. Scheduling conflict	0%	0%	0%	10%
C. Conflicted with what were their work/activities	0%	0%	0%	19%
D. Transportation problems	0%	0%	0%	4%
E. Lack of interest	0%	0%	0%	2%
F. Other	100%	0%	50%	21%
7. How long did most SHINE students tutor or coach in these organizations?	0%	0%	0%	0%
A. One time	0%	0%	0%	2%
B. One to two weeks	0%	0%	0%	17%
C. Three to seven weeks or less	0%	0%	0%	67%
D. Eight to twelve weeks	100%	100%	100%	12%
E. Thirteen weeks or longer	0%	0%	0%	0%
F. Other	0%	0%	0%	0%
8. How many learners in these organizations worked with SHINE students?	110	115	225	1429
9. Of those learners who worked with SHINE students, how many were over 50 years old?	92%	84%	88%	71%
10. How many elder learners did NOT complete their work with SHINE students?	0	0	0	1%
A. Illness	0%	0%	0%	6%
B. Scheduling Conflict	0%	0%	0%	10%
C. Transportation Problems	0%	0%	0%	8%
D. Family Problems	0%	0%	0%	2%
E. Lack of Interest	0%	0%	0%	4%
F. Other	0%	0%	0%	23%

12. Did the inclusion of SHINE impact the agency in any positive or negative impacts:

(Our agency was able to provide adult learners with better ESL services.

Expanded (elder learners) thinking of mainstream culture and built relationships between (learners) and those from the community.

Allowed me to actually start a prelitererate citizenship course.

The number of (student) participants was chaotic at times but the energy of the students and the positive nature of the work they are doing offsets any negative impacts.

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	Fall 2001	Spring 2002	Academic Year	Consortium
11. Did having SHINE students positively affect the organizations?	100%	0%	50%	94%
	0%	0%	0%	2%
A. Ability to serve more older learners (+50)	100%	100%	100%	58%
B. Ability to provide a greater number of programs/services	100%	100%	100%	38%
C. Ability to provide higher quality services (e.g., more individualized instruction, mentorship, etc.)	33%	33%	33%	65%
D. Other	0%	0%	0%	17%
12. Did the inclusion of SHINE impact agencies in other ways?	0%	33%	17%	54%
	0%	0%	0%	19%
13. Did SHINE students positively affect the older learners in these organizations?	100%	100%	100%	92%
	0%	0%	0%	0%
A. Increased interest in learning English	67%	67%	67%	54%
B. Increased use of English	100%	100%	100%	62%
C. Increased confidence	100%	100%	100%	65%
D. Improved language skills	100%	100%	100%	63%
E. Improved attendance	33%	33%	33%	21%
F. Increased small group/class participation	33%	33%	33%	29%
G. Increased knowledge of U.S. history/civics	100%	100%	100%	50%
H. Better prepared for citizenship test	100%	100%	100%	60%
I. More older learners passing citizenship test	100%	100%	100%	27%
J. Increased community involvement	67%	67%	67%	21%
K. Other areas of growth	0%	0%	0%	8%

17. Describe any changes you would make in the way SHINE is involved in the future:

We wish to increase the number of SHINE tutors.

We plan to use an in-house intern to coordinate shine students/learners

Extend length of student service

I would invite students to attend (our agency's) tutor orientation sessions in order to clarify expectations.

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	Fall 2001	Spring 2002	Academic Year	Consortium
14. How many older learners who worked with SHINE students took the citizenship test?	8	16	24	94
15. Of those older learners who took the citizenship test, how many passed?	75%	69%	71%	83%
16. Do these organizations use standardized tests to assess ESL learners?	0%	0%	0%	42%
	100%	100%	100%	50%
17. Do these organizations plan to include SHINE students in the future?	100%	100%	100%	94%
	0%	0%	0%	6%
18. Which of the following Project SHINE resources were found helpful?				
A. Recruitment, training and placement of tutors/coaches	100%	100%	100%	62%
B. SHINE staff support of tutors/coaches	100%	100%	100%	62%
C. SHINE materials	33%	67%	50%	33%
D. Ongoing assistance	100%	100%	100%	58%
E. None	0%	0%	0%	4%
F. Other	0%	0%	0%	15%
19. How satisfied were community partners overall with the assistance received from Project SHINE?				
A. Very satisfied	67%	100%	83%	62%
B. Satisfied	33%	0%	17%	33%
C. Somewhat satisfied	0%	0%	0%	2%
D. Not at all satisfied	0%	0%	0%	0%
E. Not able to say	0%	0%	0%	2%