1. Program or Unit Description

Mission
The Kīpuka, Native Hawaiian Center at Puʻuloa (NHCP) mission statement:

The Mission of the NHCP is to provide a trusted Kīpuka, where students learn and cultivate a sense of belonging rooted in Aloha ‘Āina.

Our Kīpuka team is committed to provide support services infused with ‘Ike Hawaiʻi (Hawaiian knowledge informed by various aspects of Hawaiian culture) in an environment rich with the heritage of ‘ohana.

Unit Description
Our Kīpuka is a place of respite from the storm; a place that over time and given the right conditions gradually infiltrates its devoid surroundings sparking it with vitality and spreading the tentacles of its life force as it touches negative spaces. The Kīpuka that is the Native Hawaiian Center at Puʻuloa is a trusted thriving sanctuary that gives needed support services for all students to learn and grow. Out of something that has come to symbolize a lack of life and something entirely lacking vitality, the sparkling life-giving Kīpuka emerges. Thus the programs inculcate a sense of belonging to this place, in this college, and in this world. The Kīpuka is a place where the NHCP team cultivates leadership, community and ‘Ike Hawaiʻi for “all students with a special commitment to Native Hawaiians”.

Description of Programs
All four programs provide students with the opportunity to prepare for transfer to four-year colleges and universities, professional careers and/or Career and Technical Education (CTE). Through these programs students develop cognitive and tactile skills and then apply them to gain employment, to analyze the world and gain a sense of community and civic responsibility. Kīpuka programs emphasize a myriad of support services (from navigating Leeward CC’s procedures to providing academic advising and personal counseling) infused with ‘Ike Hawaiʻi. With weekly seminars embedded in programmatic curriculum, students develop a sense of belonging within a defined community of learners.

Aligned with the College’s mission, the NHCP increases all student success outcomes with a special commitment to Native Hawaiians.

Programs within the NHCP include Lanakila, Kahua Hoʻomau Ola 13th Year, the PEEC II STEM-focused program, and the Ke Ala ‘Ike Scholars excellence program. The first three are grant funded while the latter utilizes the expertise and services of the NHCP staff. The PEEC II program transitioned out of NHCP in mid-Spring 2020 after the coordinator left for another position.

Lanakila Program
The Lanakila program is a Liberal Arts-Based First Year Experience (FYE) Cohort for all prospective college students, the goal of which is to increase the campuses’ capacity to serve Native Hawaiian students by increasing enrollment, persistence, success, graduation and transfer rates.
among them. The program identifies barriers that hinder student success, and provides an academically rigorous and culturally-enriched program directly to students to promote on-time graduation within 3 years.

**Kahua Ho’omau Ola 13th Year Initiative**
The Kahua Ho’omau Ola (KHO) 13th Year Initiative is a First Year Experience (FYE) Cohort that incorporates a Liberal Arts and CTE combination of academic courses for prospective non-college bound students. Working in tandem with community partners as referrals, this program identifies barriers to student success and provides intentional support services anchored in ‘Ike Hawai‘i.

**PEEC II STEM-focused (STEM)**
The Pre-Engineering Education Collaborative (PEEC) II began at Leeward Community College in 2016 and aims to support pre-engineering students through a summer bridge program, professional development, cultural workshops, conference attendance, and mentorship. Scholars participate in a summer bridge program, where they enroll in math and engineering research courses and are supported by faculty, staff, and peer mentors, with the goal of better preparing them for their transition to and completion of a bachelor’s degree at the University of Hawai‘i at Mānoa.

**Ke Ala ‘Ike Scholars Program**
The Ke Ala ‘Ike Scholars Program was launched in 2009 as a Hawaiian culture-based “Excellence Program” designed to provide an incentive for Leeward students who commit to cultural growth and academic achievement on the way toward earning any Associate degree or certificate. Scholars engage in programmatic requirements to earn a place in the Ke Ala ‘Ike Scholars graduating class and are granted the privilege of wearing a kīhei (mantle of accomplishment) at Leeward Community College’s Commencement Exercises.

**Other Services**
This section includes services that can include but is not limited to tutoring, and social work. The interaction can be a combination of quick questions, intermittent help, and more extensive assistance to students. These services are not always comparable nor easy to track because many contacts tend to be brief (responses to quick questions), or fluid (discussions with multiple students who may come and go during a given time period).

**Support Area Outcomes (SAOs)**
Analysis of the NHCP’s demand, efficiency and effectiveness indicators is based on the SAO’s 1) unit utilization, 2) structured programs enrollment and 3) persistence, graduation and transfer rates indicative of the value of the NHCP.

SAO 1. increase the number of students who will utilize NHCP services each year.

SAO 2. increase the number of students who will enroll in NHCP “structured programs” each year.

SAO 3. increase persistence, graduation, and transfer rates for students at the NHCP.
2. Analysis of the Program/Unit

Overall Analysis
Data gathered for this report comes from OPPA, and one Check-In station located in the Welina Lounge in DHP 105 at NHCP. NHCP requires students to check-in allowing them to select services that they will be using for the day indicating the NHCP as an important place of support. This invaluable feedback provides us with data that illustrates the voice of the students. It expresses the services that are being used and those areas that need evaluation. This report focuses on AY 19-20 and data from the previous academic year. NHCP data indicate that the program remains relevant to all Leeward CC students and demonstrates that this unit in many areas exceeds expectations while also adequately meets the demands of students at Leeward CC.

COVID-19 Implications
The COVID-19 crisis that affected the state and UH system beginning in mid-March 2020 has exacerbated hardships for residents and our students ranging from financial to emotional well-being along with feelings of the fear of negative future implications of returning to pre-COVID-19 “normalcy”. With this in mind, NHCP stepped up and doubled our efforts to provide support services to all NHCP users and those in the structured programs. When instruction moved from face-to-face to online modalities near the end of the Spring 2020 semester, the program specialists understood the need to provide constant support and updates to our students many of whom were not equipped to tackle this “new” online environment. Weekly updates, near daily counseling appointments, phone calls, zoom meetings became the immediate means the program specialists employed to help students succeed. NHCP stands ready to meet the demands ahead.

SAO 1. increase the number of students who will utilize NHCP services each year.
What the data shows is an astonishing 99% increase in the number of unduplicated students who selected NHCP as one of their campus supports and in number of usages (691 in AY 18-19 to 1372 in AY 19-20). Despite a significant challenge of operating as a cohesive unit due to the renovation that required moving to disparate smaller spaces that contributed to fewer student usage of NHCP the previous year, the demand for NHCP in AY 19-20 among all student and NH student users doubled from 8% to 16% and 17% to 35%. Moreover, the data shows the steady increase in female usage of over 10% while male usage declined by a similar percentage. This decline may be due to potential male heads-of-household students foregoing a formal education to enter the workforce allowing females to seek out higher education possibilities. NHCP data also notes the effectiveness indicator at a whopping 103% increase from the previous year in the number of NH student usage. In terms of the total number of visits in the Welina Lounge at 4,823 means that the staff of 2 (one full-time APT and one grant-funded APT) sees, welcomes, spends time with, supports, helps, advises, talks to, feeds, counsels and provides for an environment of aloha that includes respect, honor and compassion. The Native Hawaiian target population are the majority of the users at approximately 59% while our non-Hawaiian population stands at a respectable 41%. The NHCP has demonstrated relevance and value in terms of supporting its key population with academic and
cultural resources while also carving out a space for our non-Hawaiian student population. (Appendix D)

Efficiency indicators remain strong. Students used NHCP primarily for academic reasons at 55%, noting more than a 10% decline from the previous year that may be due to COVID-19 pandemic related issues. When instruction moved online and UH campuses restricted F2F classes to a bare minimum for the last few weeks of the academic year, along with state-wide mandates to restrict residence movements in public, there were virtually no students on campus.

Interestingly, despite or because of the COVID-19 restrictions, NHCP saw a combined 11% increase in the need for counseling services by the NH Success Counselors from AY 18-19 to AY 19-20. Moreover, there was an increase of 35% for all students and 73% for NH students.

Counseling appointments at 2,465 provided by program counselors and program specialists represents a slight increase of 34% usage of this valuable service to all our users. NCHP users would recommend the resources to their family and friends (13%, Appendix A). NHCP continues to advocate for a full-time second counselor. The assigned caseload of over 1200 students to one counselor is not tenable in the long term. (Appendix D)

**SAO 2. increase the number of students who will enroll in NHCP “structured programs” each year.**

The indicators demonstrate a significant 45% increase of the number of students enrolled in the four programs from the previous year satisfying this area outcome. Of note is that the KHO program saw a significant increase of 200% enrollment from the previous year due to a “pound-the-pavement” outreach strategy to counselors and advisors in area high schools and non-profit organizations that identified non-college bound adult learners in their community. The STEM (PEEC II) program enrollment increased by 44% from the previous academic year while the Ke Ala ‘Ike Scholars program increased by 160% both increases may have been due to more targeted recruitment and outreach. Lastly, the Lanakila program dipped by 23%. This may be due to no Spring recruitment as in the previous academic year something that will be considered for future enrollment.

Of significant note, is that all programs save the Ke Ala ‘Ike Scholars are grant funded. NHCP expected a 75% reduction in programs because three grants were to terminate in 2020. But all were extended until 2021 which is not reassuring given that the funding could disappear by the end of 2021. But the Lanakila program became the recipient of a new 5-year Title III grant from 2019-2024 meaning that it is still heavily reliant on grant funding. STEM moved out of NHCP with the resignation of the program specialist in April 2020. The remaining program, Ke Ala ‘Ike, utilizes the expertise and services of the NHCP staff. Thus, of the three remaining programs two are grant funded with one that will terminate in 2021.

To continue to be efficient as enrollment in NHCP structured programs increase and as students find the support services valuable and relevant requires stable dependable resources to operate each program. One key factor is that the NHCP continues to advocate for a second counselor and a program specialist. With these positions in place, the current counselor would have more time to
focus on increasing our persistence, graduation and transfer rates while infusing ‘Ike Hawai’i in all aspects of NHCP closely aligning with the UH System’s aspiration to becoming an indigenous-serving institution. (Appendix D)

**SAO 3. increase persistence, graduation, and transfer rates for students at the NHCP (in structured programs)**

Overall, NHCP data demonstrates that when NH students enroll in the programs there is an increase in the rates of persistence, and transfers with just the slightest dip in graduation rates. And as a highly driven unit, NHCP shall respond to these challenges with creativity and optimism as noted in our action plan below. Program data shows outcomes as noted.

Though **Pell** participation rates from AY 18-19 to AY 19-20 decreased by 41% for all and 24% for NH, there is still significant indication that participation in Pell along with enrollment in NHCP programs help to narrow the achievement gap between low- and moderate-income students and those of greater means.

Though the **Fall to Spring** persistence rate dipped by a slight 4%, enrollment in the programs of NHCP still shows a significant high rate of persistence of 86% for all and 87% for NH.

The **Fall-to-Fall** persistence rate saw a 14 point decline for all with an increase of 3% for NH with a high rate of persistence of 52% for all and 61% for NH.

The **graduation** rate for NHCP structured programs also dipped to about a combined rate of about 3%. Unduplicated graduates decreased slightly at 1%-2%.

The **transfer** rate for NHCP structured programs increased at 5% for all and nearly doubled from 8% to 15% for NH. Ke Ala ‘Ike transfer at 60% for all and 58.8% for NH; and STEM at 50% for all and 33.3% for NH.

And finally the number of **degrees and certificates** awarded held steady at 58%. (Appendix D)

The NHCP is directly aligned with the College and University of Hawai‘i Mission Statement. Leeward’s Mission asserts that “We advance the educational goals of all students with a special commitment to Native Hawaiians.” Moreover, our program also directly addresses the University of Hawai‘i Mission & Purpose (RP 4.201.C.3) which articulates “…embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and support vigorous programs of study and support for the Hawaiian language, history, and culture. ”University of Hawai‘i Mission (BOR Policy 4.201): [E]nsures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture.”

**Strengths**
The Native Hawaiian target population are the majority of the users (59%). The NHCP has demonstrated relevance and value in terms of supporting its key population with academic and cultural resources. Moreover, inclusivity as a principle and practice has been shown by the
increasing number of non-Hawaiian users (41%). NCHP users would recommend the resources to their family and friends (12%). Other ways to strengthen our relevance is to promote NH student success through a variety of strategies and interventions, and increase the number of students and usage of the NHCP. Given the COVID-19 era in which we now live we will need to be very creative on how to optimize the online environment to ensure a successful journey for our students. See the Action Plan on how these can be further strengthened. (Appendix A & B)

**Weaknesses**

Challenges of facility reduction in square footage decreased our ability to engage more students in AY 18-19 but increased in the AY 19-20. This may be due to students becoming more familiar with our “new” location as word-of-mouth information spread among potential students and our outreach through our structured programs played a part. NHCP is still heavily dependent on extramural funds and in the near future we need to stabilize the support staff so that best qualified professionals can commit their efforts to growing a robust and comprehensive set of culturally rich support services. See the Action Plan on how these can be addressed.

Although the NHCP bid for another full-time academic counselor dedicated to our Kīpuka became the number one priority of the instructional division’s and unit’s resource list (two years in a row: AY 17-18 and AY 18-19), it was not given top priority by the College. Though the current counselor was assisted by two grant funded counselors (one counselor for 6 weeks and another transferred from Wai‘anae Moku for 7 months) both left when other opportunities arose and the grant ended their tenure. Without this support and as the programs grow there will be more demands on the counselor’s time.

Moreover, the caseload of the current counselor is one of the highest at Leeward CC whereby she was assigned well over 1200 students for AY 19-20. Because this position is for a specific population, NH, rather than a specific program her appointments are with students whose academic focus ranges from all the Exploratory Programs as well as to STEM to Teacher Education to engineering to name a few. An additional counselor allows increased access for students in the four NHCP structured programs and would also increase retention, persistence, graduation, and transfer rates while alleviating the heavy caseload to allow for more creative program initiatives particularly centered on ‘Ike Hawai‘i.

3. **Program Student Learning Outcomes or Unit/Service Outcomes**

See above.

4. **Action Plan**

Our value to the College comes from strategically and effectively contributing to the student success agenda. Students enrolled in NHCP “structured programs” will experience better persistence, graduation, and transfer rates than Leeward’s general student population. The NHCP
and its focus on ‘Ike Hawai‘i aligns with the College and System goals to indigenize the UH System. To continuously increase annual student usage mitigates threats to the central function that NHCP provides to the College and our students and shows how valuable and relevant we are to Leeward CC students in general. Our action plan consists of three goals that supports the College’s Wildly Important Goal: Keeping the Students We Have as follows:

**GOAL 1: Increase visibility of the NHCP through multifaceted media strategies**

*Action Plan*

A. Increase marketing strategies in an online environment that improve program website, social media and publicity materials with our newly hired media specialist.

B. Continue to reach students by engaging colleagues and campus partners through an online format to bring awareness of the services provided by NHCP.

C. Continue to increase visibility of the support services through online marketing strategies provided by NHCP.

D. Continue to increase student engagement by providing relevant cultural events and activities toward student success through outside venues who have developed online access to their spaces.

**GOAL 2: Continue to refine each of the structured programs to improve student success**

*Action Plan*

A. Continue to increase and expand online recruitment efforts to Leeward CC’s service are high schools and to begin earlier in the Spring semester for Fall.

B. Continue to create and implement online strategies which support student’s enrollment at Leeward CC.

C. Continue to recruit, hire and train peer mentors as part of a personalized and proactive support approach.

D. Continue to refine weekly seminars using an online format as part of a personalized and proactive support approach and equip classroom DA 104 as a smart classroom for program usage.

E. Continue to expand intentional pathways between the FYE programs and Ke Ala ‘Ike Scholars program.

F. Continue to identify and cultivate relationships with Native Hawaiian serving schools, organizations (i.e., Hawaiian Civic Clubs, Hawaiian Homestead Associations, etc), public agencies, private businesses, and non-profit agencies in order to strategically recruit and assist Native Hawaiians to enroll in courses at Leeward CC to reach adult learners and high-risk prospective students.
GOAL 3: Increase the number of institutionalized positions at NHCP

Action Plan

Hire 1.0 FTE BOR appointed Counselor, Native Hawaiian Student Success (11 mo. Faculty)

To improve student persistence, graduation and transfer rates and to allow more time to create and embed initiatives that deepen ‘Ike Hawai‘i while advancing student academic goals, NHCP advocates for a second counselor for the four programs in the unit. As noted above the current caseload is one of the highest at Leeward CC whereby the current counselor was assigned well over 1200 students for AY 19-20.

Hire a 1.0 FTE Program Specialist for Native Hawaiian Success (APT, band A)

This position will be responsible to coordinate the three NHCP programs. Moreover this individual will network with community organizations, attend college fairs, partner with relevant campus offices to expand its reach to area high schools, non-profit and Native Hawaiian organizations, and coordinate related recruitment activities. In addition, this position would perform specialized retention and recruitment activities targeting all interested prospective students for the three NHCP programs to also include Hawaiian Studies majors and Native Hawaiian students for Leeward Community College.

Supporting Goals

-University of Hawai‘i Mission (BOR Policy 4.201): [E]nsures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture.”

-2015-2021 UH Strategic Directions (rev. 2018): Hawai‘i Graduation Initiative (HGI) Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities. Mission-Focused System (MFS): Realize the University’s commitments to becoming a foremost indigenous-serving university... support[s] vigorous programs of study and support for the Hawaiian language, history and culture.”

-UHCC Strategic Directions (rev. 2/2017): Native Hawaiian Graduation - Further develop Native Hawaiian student success centers on each campus that incorporate peer and professional advising and mentoring, cultural activities, student leadership development, and other support systems based on Native Hawaiian values and practices;

-Leeward CC Mission: “We advance the educational goals of all students with a special commitment to Native Hawaiians.”

Review of last year’s action plan

GOAL 1: Increase visibility of the NHCP through multifaceted media strategies
Action Plan

A. Hire **media specialist** to develop, implement, evaluate and improve marketing strategies that improve program website, social media and publicity materials. *A grant-funded Media Specialist was hired until Sept. 30, 2020.*

B. Continue to reach **students** in classrooms by engaging **colleagues** and campus partners to bring awareness of the services provided by NHCP. *Ongoing strategy with attention to an online environment.*

C. Increase visibility of the support **services** provided by NHCP. *Ongoing strategy with attention to an online environment.*

D. Increase student engagement by providing relevant cultural **events** and activities toward student success. *Ongoing strategy with attention to increase outreach in an online environment.*

**GOAL 2: Continue to refine each of the structured programs to improve student success**

Action Plan

A. Increase and expand **recruitment** efforts to Leeward CC’s service are high schools and to begin earlier in the Spring semester for Fall. *Ongoing strategy with attention to increase outreach in an online environment.*

B. Create and implement strategies which support student’s **enrollment** at Leeward CC. *Ongoing strategy with attention to increase outreach in an online environment.*

C. Recruit, hire and train **peer mentors** as part of a personalized and proactive support approach. *Hired 6 for fall 2019 and continued with 4 for Spring 2020.*

D. Create, develop, and implement weekly **seminars** as part of a personalized and proactive support approach. *Done. Found that it created a bond among the program's cohorts that increased their sense of belonging.*

E. Continue to expand intentional pathways between the FYE programs and Ke Ala ‘Ike Scholars program. *More can be done.*

F. Identify and cultivate relationships with Native Hawaiian serving schools, **organizations** (i.e., Hawaiian Civic Clubs, Hawaiian Homestead Associations, etc), public agencies, private businesses, and non-profit agencies in order to strategically recruit and assist Native Hawaiians to enroll in courses at Leeward CC to reach adult learners and high-risk prospective students. *Ongoing strategy with attention to increase outreach in an online environment.*

G. Utilize a **Card Reader** to efficiently track student usage of the services provided in the NHCP. *In the process of cultivating other ideas that align with program needs.*
**GOAL 3: Increase the number of institutionalized positions at NHCP**

**Action Plan**

**Hire 1.0 FTE BOR appointed Counselor, Native Hawaiian Students (11 mo.Faculty)**

The College has only one full-time counselor for the 2,332 Native Hawaiian students enrolled at Leeward CC (for AY18-19, OPPA, Appendix A). During the 2018-2019 school year, there was only one newly hired counselor who serviced this population out of NHCP from May 3, 2018 to May 2, 2019. In January of 2019 a senior counselor joined NHCP. The counselors conducted a total of 849 appointments as well as fielding hundreds of email interactions with students and student-related actions. Thus, 1.0 FTE is insufficient to support and counsel both 26% of the college’s population and the specific needs of all the structured programs in the NHCP at the same time. *The NHCP was not able to secure this much needed position at this time.*

**Hire a 1.0 FTE Native Hawaiian Recruitment and Retention Specialist (APT, band A)**

The current full-time counselor also assists the Hawaiian Studies program on an ad hoc basis. However, 1.0 FTE is insufficient to support both 26% of the college’s population, the specific needs of all the structured programs in the NHCP and single-handedly counsel and recruit Hawaiian Studies majors. This position would perform specialized retention and recruitment activities targeting potential Hawaiian Studies majors and Native Hawaiian students at Leeward Community College. Moreover, this individual will network with community organizations, attend college fairs to recruit Native Hawaiian students and potential Hawaiian Studies majors, partner with campus Retention Office to expand its reach to Native Hawaiian organizations, coordinate related recruitment activities, and collaborate with the NHCP. *The NHCP was not able to secure this much needed position at this time.*

**5. Resource Implications**

The kinds of resources needed to carry out the Action Plan for NHCP for AY 2020-2021 are as follows:

**Physical**

Monies for smart classroom equipment for DA 104

Monies for HEPA airfilters for 4 classrooms, 11 employee offices and Welina Lounge and Quiet Study areas.

**Human**

Salary for 1.0 FTE BOR appointed Counselor, Native Hawaiian Students (11 mo.Faculty)

Salary for 1.0 FTE Program Specialist for Native Hawaiian Success (APT, band A)

Salary for 4 Student Peer Mentors (A3);

Monies for professional development for program specialists
Financial

Increase annual Instructional/Supply Budget from $23K back to $30K.

All are aligned with the UH System, UHCC and Leeward CC goals: University of Hawai‘i Mission (BOR Policy 4.201); 2015-2021 UH Strategic Directions (rev. 2018); UHCC Strategic Directions (rev. 2/2017); Leeward CC Mission.

All SAO data are located in Appendix D. Where indicated numbers are unduplicated.

Appendices data are as follows:

**Appendix A**, NHCP Check-In Station ARPD AY19-20

Contains data regarding number of usages, reasons students visit NHCP, student identification numbers, user names, time stamp and program data.

**Appendix A.1**, Tao.Kīpuka NHCP 3-yr. ARPD Data AY 19-20 2020 11 24

Contains 3 year data from AY 17-18, 18-19 and 19-20.

**Appendix B**, OPPA ARPD 19-20 Check-in Station

Contains Fall ‘19 and Spring ‘20 number of users of NHCP

**Appendix B.1**, NHCP Check-In Station. ARPD Data 19-20

Contains REASON FOR NHCP USAGE BY STUDENTS, Duplicated 4823

**Appendix C**, Counselor DATA.TAOFENG, OPPA.AY19-20

Contains screen shot email from OPPA regarding counselors data

**Appendix D**, Charts.Tables.ARPD‘20

Contains Quantitative Indicators for 3 years: AY 17-18, 18-19, and 19-20. Data from OPPA.

**Appendix E**, TAO.NHCP ARPD AY2019-20 Data—Demographics & Performance 2020 11 24

Contains tables, graphs of headcounts, PELL, persistence, graduation, transfer, degrees & certificates.

**Appendix F**, Senior Counselor Assigned No. of students. Email.screenshot.

Data gathered for the SAO #2 and #3 comes from the OPPA using student identifiers such as identification numbers and usernames and the NHCP Check-in Station. For SAO #3, the
Quantitative Indicators table has two Appendices A & D. The difference between the two methods given are about a 6-point average variation.

☐ I am NOT requesting additional resources for my program/unit.