Native Hawaiian Center at Puʻuloa

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY OF HAWAIʻI
LEEWARD COMMUNITY COLLEGE
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 ʻĀina.

Our Kīpuka team is committed to provide support services infused with ʻIke Hawaiʻi (contemporary application of ancestral knowledge and innovation rooted in the need to create abundance for our communities with a goal to normalize indigenous knowledge) in an environment rich with the heritage of ‘ohana whose target population of Native Hawaiians (NH) as stated in the College’s mission says: We advance the educational goals of all students with a special commitment to Native Hawaiians.

Unit Description

For this report, the NHCP initials are used to identify our unit.

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 its staff cultivates leadership, community and ʻIke Hawaiʻi for “all students with a special commitment to Native Hawaiians”.

Description of Programs

The programs housed in NHCP include Lauhoe (formerly Lanakila) Kahua Hoʻomau Ola 13 Year, Ke Ala ʻAnuʻu a STEM-focused program, and the Ke Ala ʻIke Scholars excellence program for students ready to graduate. The first three are grant funded while the latter utilizes the expertise and services of the NHCP staff.

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 Hawai‘i. 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.

**Lauhoe Program**

The Lauhoe program (formerly known as Lanakila) 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 change of name reflects the addition of including part-time students into the mix. 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.

**Ke Ala ‘Anu‘u**

Leeward Community College (LCC) and the University of Hawai‘i West O‘ahu (UHWO) have partnered to expand and enhance the STEM learning experiences and improve the educational outcomes of Native Hawaiians through this collaborative and integrated "Ke Ala 'Anu'u/The Path of Steps" project. This project (our newest venture) endeavors to increase: Native Hawaiian enrollment in and graduate with STEM-related fields, their fall-to-fall retention rates at both campuses, the number and percentage of Native Hawaiians matriculating into STEM-related degree programs at UHWO, and the number and percentage of UHWO Native Hawaiian students who graduate on-time with a STEM-related degree. A key strategy is the implementation of Hawaiian Culture-Based Education Bridging Programs with institutional STEM pathways to ease transition and matriculation between the LCC and UHWO.
Ke Ala ʻIke Scholars Program

The Ke Ala ʻIke 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 ʻIke 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

Quantitative Indicators AY 2020-2021

Overall Analysis

The NHCP serves all students whether their school home base is Leeward CC or any other UH System college or 4-year university. For the AY 20-21, NHCP served approximately 4,199 (Appendix B. Please contact momi@hawaii.edu for appendices) students per our Check-In Station data that do not include any email, phone call or text messaging communication. As the acronym implies, our focus is on increasing the overall well-being of Native Hawaiian students on their academic journey and career choices.
Data gathered for this report comes from OPPA, and one Check-In station located in the Welina Lounge in the DA 106 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 for students. 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 20-21 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 pandemic that affected the state and UH system beginning in mid-March 2020 and continued into latter part of 2021 as of this writing has continued to exacerbate 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”. Anecdotally students mentioned the impact of COVID on their mental and emotional well-being of feeling isolated, fearful, sad, depressed and lacking motivation. 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 continued into the Spring 2021 semester with online synchronous and asynchronous modalities with nearly no face-to-face classes, 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. That sustained support came in the form of weekly updates, near daily counseling appointments, phone calls, text messaging, zoom meetings became the immediate means the program specialists employed to help students succeed.

While every SAO suffered declines the rate was not the same and some areas held up relatively well. For SAO 1, the data shows a 54% decline in the number of students who use NHCP services while SAO 2 saw a sharp decrease of 27%. SAO 3 was no better

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

What the data shows is a contraction in the NHCP’s SAO 1, usage of our Center. The number of unduplicated students who selected NHCP as one of their campus supports tells most of the tale indicating a drop from 1372 in AY 19-20 to 632 in AY 20-21 for unduplicated headcount. There are a number of factors that may contribute to this decrease such as a significant reduction in face-to-face classes, moving instruction to mostly online delivery due to the COVID pandemic crisis, students deciding to forgo their education in these uncertain times, uncertain financial situation, and more health clearance requirements. (Appendix D. Please contact momi@hawaii.edu for appendices)
It’s also important to note that in the summer of 2020, there was a severe scare about the ominous emergence of the Delta Variant of this disease whereby the amount of new coronavirus cases and the death toll seemed to be skyrocketing, more lockdowns ensued and just the terrifying prospect of life on the edge, so to speak.

Moreover, late that summer we moved back to our newly renovated space, scrambling to secure our offices, ensuring that the Welina Lounge and Quiet Study Area would be ready for students and the new academic year, fall 2020.

With significantly fewer students on campus and teleworking by college employees the campus atmosphere resembled a small “ghost town”. The environment at NHCP which is generally an active site created to welcome students that are walk-ins or with appointments saw no students with weeks going by without seeing a single student on campus let alone at NHCP.

However we scrambled to keep track of students using our services if only remotely. The demand for NHCP in AY19-20 among all students and NH student users declined from 16% - 7%, and 35% - 19%. This is a significant change from the previous academic year where most of the time did not include the COVID crisis and its accompanying fear. (Appendix D. Please contact momi@hawaii.edu for appendices)

Interestingly, the data shows an increase in female usage of +7 points (from 65% to 72%) while the male usage rate contracted to -8 points (from 31% to 23%). Though the female usage was an increase it was commensurate with the decrease in the “Headcount (unduplicated); All NHCP”. This male usage rate contraction 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 particularly in this COVID crisis. (Appendix D. Please contact momi@hawaii.edu for appendices)

NHCP data also notes the effectiveness indicator reduced to 13%. In terms of the total number of visits in the Welina Lounge at 4,199 means that the staff of 2 (one full-time APT and one full-time faculty) 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 73% (even given the overall decline from the previous year; again this is commensurate with the overall decline from 810 to 463) while our non-Hawaiian population stands at a respectable 27%. 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 B and Appendix D. Please contact momi@hawaii.edu for appendices)
For this report the term “Academic Advising” in the “Efficiency” category is used to encompass all student support services provided by Kīpuka to include but not limited to financial aid/scholarships, career exploration, facilitate registration for the next semester, create an academic plan to keep them on track, engage in weekly seminars that address challenges they may face, and assist them to overcome barriers that will afford a successful outcome. Efficiency indicators show a marked contraction for NHCP usage. (Appendix D. Please contact momi@hawaii.edu for appendices)

Where in the previous year students mostly used our support services for academic reasons primarily in a F2F environment, in the AY 20-21 with COVID students overwhelmingly used NHCP for advising services especially in our structured programs provided by the program specialists. (Appendix D. Please contact momi@hawaii.edu for appendices)

As noted above, when instruction moved online and UH campuses restricted F2F classes to a bare minimum coupled with state-wide mandates to restrict residence movements in public, there were virtually no students on campus. But our remote capability particularly in our structured programs, that is using more zoom, direct phone calls, email, and text messaging to keep students informed but also to demonstrate compassion for their particular needs became our priority.

Interestingly, despite or because of the COVID-19 restrictions, NHCP saw a significant expansion for advising and counseling services by the Program Specialists and the two NH Success Counselors from AY 19-20 to AY 20-21. (Appendix D. Please contact momi@hawaii.edu for appendices)

Moreover, there was an increase of 13% for all students and 88% (Appendix D) increase for NH students. NHCP continues to advocate for a full-time second counselor. The actual assigned population for our permanent program counselor includes all NH Students who major in AA Liberal Arts Degree. The current program counselor had a caseload of 1038 attended appointments which is a 97% attendance rate. (Appendix Q. Please contact momi@hawaii.edu for appendices)

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

(Source: Appendix E, Appendix D. Please contact momi@hawaii.edu for appendices)

This report finds that NHCP enrollment in all structured programs dropped precipitously. The total number of enrolled students fell by 27 points from the previous year. Perhaps, the move to remote instruction due to COVID restrictions might have caused incoming and continuing students to not enroll. Clearly other factors were at play such as loss of employment, struggling to maintain good grades, and trying to avoid campus situations where they were unable to maintain social
distance of at least 6 feet among a variety of other reasons. The following narrative demonstrates a clear contraction of the number of students who enrolled in NHCP structured programs for the AY 20-21.

For KHO the application pool declined by 53% from the previous year corresponding with the 21% drop in actual enrollment. Recruitment, enrolling, and onboarding students had to be done completely online as Fall 2020 was the first full college semester of the COVID-19 pandemic. High school counselors reported that it was challenging to get senior students to graduate high school (from Spring ‘20 just at the start of COVID pandemic), nevertheless think about enrolling in college. There was one bright spot. On the brink of losing this program, NHCP got a last minute infusion of funds and personnel support from KS and the UHMānoa Center on Disabilities, respectively, to carry us to June 2022.

Our newest Title III Ke Ala ‘Anu’u project literally stepped into the pandemic just as the project was at the start of outreach and recruitment. As of this writing Project personnel hire has only been partially complete. As for students, the project recruited a tentative pool of three applicants and ended with one successful candidate now enrolled at UHWO. As a bridge program the focus is on Native Hawaiians matriculating into STEM-related degree programs at UHWO. The STEM (PEEC II) grant-funded program ended last year.

But there is one bright spot: the Lauhoe program. For FYE students, Lauhoe saw a 20% increase in student enrollment due to active outreach to area high schools, to Leeward counselors and continuous enrollment through the first few weeks of the Fall semester.

Though Ke Ala ‘Ike Scholars program participation drop precipitously at 79%, NHCP managed to have a small completion ceremony in October to recognize and honor those who wanted to continue with the program requirement and in May have a F2F graduation ceremony on campus all with the appropriate COVID protocols in place.

Of significant note, is that all programs save the Ke Ala ‘Ike Scholars are grant funded. Ke Ala ‘Ike, utilizes the expertise and services of the NHCP staff. 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 Lauhoe 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. And STEM remains a significant part of NHCP with the infusion of the latest Title III Ke Ala ‘Anu’u grant.

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 Hawaiʻi in all aspects of NHCP closely aligning with the UH System’s aspiration to becoming an indigenous-serving institution. Moreover, as our current COVID situation could become the new normal it is imperative that securing additional positions to counsel and retain students can only be the right thing to do.

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

(Source: Appendix A and Appendix E. For Appendix E, comparisons are made between AY 19-20 to AY 20-21 by doing a cumulative summation of each program’s percentages to arrive at an average percent score. Please contact momi@hawaii.edu for appendices.)

Overall, the NHCP data demonstrates that when NH students enroll in the structured programs there was an increase in the rates of persistence, graduation, STEM, Ke Ala ‘Ike transfer, and degrees and certificates awarded. Yet even when the points dipped, the rate was still high. Decreases noted in transfer and Pell participation. Program data are noted below.

**Fall to Spring persistence** rate dipped at 7%, yet, enrollment in the programs of NHCP still demonstrated a significant high rate of persistence of 79% for all and 90% for NH. (APPENDIX E)

**Fall-to-Fall persistence** rate saw a 5 point increase for all with a slight 1 point decrease for NH yet still showing a high rate of persistence of 57% for all and 60% for NH. (APPENDIX E)

The **graduation** rate for NHCP structured programs increased by 17 points for all and 20 points for NH showing very promising results when students take advantage of our programs. (Appendix E. Please contact momi@hawaii.edu for appendices.)

The **transfer** rate for NHCP structured programs **decreased** at 18 points for all and 13 for NH. Many students may have decided to forgo applying to a four year institution (Appendix E. Please contact momi@hawaii.edu for appendices.). For comparison, the overall UHCC system decline from 2018-2019 was 16%. (IRAPO, Fall 2020, UHM, Classified Transfers) A cursory research on Google revealed that many community colleges across the country are struggling with transfers to four year institutions but the full impact is yet to be revealed.

Though **Pell** participation rates from AY 19-20 to AY 20-21 **decreased** by 22% for all and 21% for NH, the drop was not as precipitous as the previous year at 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. (Appendix E. Please contact momi@hawaii.edu for appendices.)

Ke Ala ‘Ike transfer expanded to 80% for all and 66.7% for NH from last year at 60% and 58.8% respectively; and STEM at 66.7% for all and 66.7% for NH from last year at 50% and 33.3%, respectively. (Appendix E. Please contact momi@hawaii.edu for appendices.)

And finally the number of degrees and certificates awarded jumped from 58.8% last year to 85.7%. (Appendix E. Please contact momi@hawaii.edu for appendices.)

**Analysis of Major Functions/Services**

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 rigorous 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 (73%). 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 (27%). 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. Please contact momi@hawaii.edu for appendices.)

In the Summer of 2020, we moved back into our newly renovated space with a significant increase in square footage, we are hoping NHCP’s location has spread via word-of-mouth among potential students and our outreach through our structured programs will certainly play a big part.
**Weaknesses**

NHCP is still heavily dependent on extramural funds, an untenable situation to continue into the future. Thus 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 request list three years in a row (AY 17-18, and AY 18-19, and AY 19-20), it was not given top priority by the College even though the College’s mission states that it advances “the educational goals of all students with a special commitment to Native Hawaiians.

The current counselor’s position is unique at Leeward CC (maybe in the UHCC system) because this position targets a specific ethnic group, Native Hawaiians, rather than a specific program. The counselor’s assigned population includes NH in the AA Liberal Arts degree program meaning 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. This population amounts to about 32% of Liberal Arts students of Hawaiian ancestry. For a broader perspective in terms of actual numbers for both Fall 2020 and Spring 2021, it is a total of **1192** NH students out of 3749 Non-NH Liberal Arts students. Thus this caseload warrants another counselor that will alleviate the demands already carried by just one. ((Appendix Y. Please contact momi@hawaii.edu for appendices.)

Without this support and as the programs grow there will be more demands on the counselor’s time with less time for targeted planning.

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

   a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

   b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

   c) Assessment Results.

   d) Changes that have been made as a result of the assessment results.
4. **Action Plan**

Note: timeline for all goals 1 & 2 are AY 21-22

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 toward becoming a model indigenous-serving institution.

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 the number of institutionalized positions at NHCP**

**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. Moreover, a second counselor will provide time to plan, strategize, and implement current methods of outreach, recruitment and retention. As noted above the current assigned population is one of the highest at Leeward CC that amounts to 1192 students for AY 20-21.

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

This position will be responsible for coordinating 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 with a particular focus on Native Hawaiian students.

**GOAL 2: Increase Marketing of Programs in NHCP Digitally**

A. Create short 30-60 second videos that appeal to students of all age groups but particularly to the 18-44 age group. (Appendix A. Please contact momi@hawaii.edu for appendices.)
B. Interview alumni of Leeward CC formerly in the NHCP programs in a “Where are they now?” series talking story about their journey at Leeward and how NHCP supported their endeavors.

C. Continue to use and improve our student resource padlet that provides timely information online from college updates to COVID safety protocols to cultural enrichment—similar to a campus bulletin board.

D. Continue to use and improve NHCP virtual office which is used to connect and provide a platform to students unable to come to campus at this time.

E. Create a bitly directory link to track touches (number of times people clicked on to NHCP).

GOAL 3: Continue to refine each of the structured programs to improve student success

A. Expand online recruitment efforts to Leeward CC’s area high schools.

B. Establish a welcome tradition for all incoming students by creating a video that introduces the resources of NHCP and cultural enrichment activities.

C. Create a deeper collaboration with LCC counselors with short 30-60 second videos about program requirements.

D. Record all program weekly seminars to provide access to students unable to attend; this provides as an alternative choice to make requirements of the program accessible on Laulima using Youtube.

E. Continue to create and refine online (videos) and hands-on aids (materials) for the College’s Oli, Hālau Puʻuloa.

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

G. Create online surveys for students to evaluate Program Specialists’ effectiveness.

H. 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.
Supporting Goals

- University of Hawai‘i Mission (BOR Policy 4.201): "Ensures 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**

A. Increase marketing strategies in an online environment that improve program website, social media and publicity materials with our newly hired media specialist. *Worked successfully with Leeward CC’s marketing unit to update the look and feel of NHCP online webpage; Added social media to provide the Leeward CC and general public community easier access to NHCP resources; Launched a facebook page (to establish a footprint to reach family and the kupuna population), an Instagram account, and micro blog.*

B. Continue to reach students by engaging colleagues and campus partners through an online format to bring awareness of the services provided by NHCP. *Launched and provided an Instagram account; Used our Welina Lounge TV as a means for visitors to get a sense of who NHCP is; Used Canva (a publicity platform) to update NHCP’s activities to our College.*

C. Continue to increase visibility of the support services through online marketing strategies provided by NHCP. *Utilized YouTube to increase the visibility of NHCP by recruiting instructors to show videos (with a giveaway gift) in their classes about the resources of NHCP to students.*
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. Worked successfully on the UH System wide HPOKA Webinar Series of “He Ukana Aloha Kā Kilauea” presented via zoom collaborating with community partners, Leeward CC colleagues, past and present Leeward CC students that increased the visibility of not only Leeward CC but the NHCP as well.

**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. This proved to be difficult given the current COVID pandemic, but is ongoing.

B. Continue to create and implement online strategies which support student’s enrollment at Leeward CC. This proved to be difficult given the current COVID pandemic, but is ongoing.

C. Continue to recruit, hire and train peer mentors as part of a personalized and proactive support approach. Completed successfully, hired 6, but is ongoing.

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. Seminars include a deeper focus on ‘Ike Hawai‘i incorporating Hawaiian values such as mo‘okū‘auhau (examining one’s origins), and the use of more Hawaiian language terms.

E. Continue to expand intentional pathways between the FYE programs and Ke Ala ‘Ike Scholars program. Will increase the program specialist’s (NHCP Coordinator) appearance in structured programs.

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. Worked very successfully with KS to secure grant funding for AY 21-22 that provided recruitment and enrollment for the next cohort of KHO participants.

**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. 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. 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 2021-2022 are as follows:

Physical

- 55” Flat Screen TV mounted on wheels
- Six 6’ tables to serve as desks for peer mentors
- Six chairs
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 1.0 FTE Media Graphic Designer (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.

Please contact momi@hawaii.edu to see supporting tables/charts and appendices for goals, data supporting request, cost estimate, and other funding.