Summary of progress made during past year towards achieving program goals and college goals

During the past year, Hālau faculty and staff have been engaged in achieving program and college goals via the following activities:

Outreach to prospective and continuing students: to promote Leeward’s diverse degree pathways and Hawaiian support services, the Hālau faculty and staff have conducted outreach to over 6,200 members of the campus and community since their debut in 2008.

Expanded NH serving counseling services: Through extramural funding, Hālau based counselors increased by 200% (added 2.0 FTE effective May 2013 – Sept. 2014). In 2012, a Title III was written to address unmet needs of two sub-populations: Native Hawaiian STEM majors and men -- both groups are underrepresented at the College. With the addition of two Federally funded Hawaiian serving counselors, the number of student appointments increased over 300% (596 in 2009 - 2010 [first year providing Hawaiian program counseling services] to 2,452 between May 20, 2013 to Dec. 31, 2013.) The College will lose Title III funds for these additional counselors in September 2014.

Continued collaboration with on and off-campus partners: To offer diverse programming and support resources to our students, as well as to build a large network within the Native Hawaiian community from which to draw new students, we have established and cultivate mutually beneficial relationships with the following organizations:

* Liko A’e Scholarship
* MA’O Organic Farms
* Queen Lili’uokalani Children’s Center
* UH System Pre-Engineering Education Consortium (PEEC)
* Office of Hawaiian Affairs
* Mālama Learning Center: Hawai’i Green Collar Institute
* Marae Ha’a Koa (Mākaha Community Learning Center)

Increasing NH Graduates: We are very clear about our kuleana (responsibility, privilege) to mālama (nurture) Hawaiian students so that they become college graduates and leaders in the community. Thus, we are proud to sponsor the Ke Ala ‘Ike Native Hawaiian Excellence program so that all students may grow in their Hawaiian cultural experiences, as well as strive toward academic excellence. We are humbled to see that a growing number of Native Hawaiians and
non-Hawaiians who are seeking the privileges which this program provides which includes: timely and relevant information about academic and cultural resources, culturally derived regalia (kihei) at Commencement, special ceremony for graduates’ family and guests, and the distinction of representing Hawai‘i’s “first peoples” as the first group to process into the College’s Commencement Exercises. Hālau faculty and staff actively work to increase Native Hawaiian graduates and transfers to baccalaureate institutions.

**Ke Ala ‘Ike Graduates:** 371% increase from first class (7 in 2009) to last class (33 in 2013).

**Associate Degrees & Certificates earned by Native Hawaiians in 2013**
- Spring 2013: 226 degrees/certificates earned by 149 unduplicated students
- Fall 2013: 167 degrees/certificates earned by 129 unduplicated students

**Increased capacity to serve Native Hawaiians at Leeward CC:** to continue to offer diverse and rich services and to secure resources needed to expand the Hālau personnel base of 2.0 FTE, extramural funds have been successfully secured since 2008. Without these valuable resources, the Hālau would be limited to its Coordinator and Counselor positions. Additional challenges have occurred by not having any dedicated fiscal support to expend and reconcile the Hālau’s six funding accounts.

**U.S. Department of Education (Title III):** ($1.9 million) to increase NH success in STEM, increase faculty who use NH concepts in teaching Math & Science, renovation of the Hālau facility, architectural plans Biology lab – make “shovel ready” for renovation; through September 2014.

**Native Hawaiian Career & Technical Education Program:** ($643K) successfully competed with other NH serving programs to re-fund Leeward’s “Legacy Program:” The Ho‘oulu Project employs four professional staff and four peer mentors who provide academic support and professional development of NH CTE & STEM majors; through September 2015.

**National Science Foundation (UH Pre-Engineering Education Consortium)** ($600K) hired NH Engineering Student Recruiter (APT) to increase NH in the ASNS engineering pathway; through September 2015.

**National Science Foundation (Tribal Colleges & Universities Program):** ($500K) to hire a NH ASNS Recruiter, create new curricula for a STEM Summer Bridge program, and to re-design math & science courses which data show to be “gatekeeper” courses in the ASNS degree; pending October 2014 through September 2017.
Assessment progress for past year


<table>
<thead>
<tr>
<th>Success Factors</th>
<th>Ke Ala 'ike</th>
<th>LEEWARD CC General Population</th>
<th>NH General Population</th>
<th>Ho'oulu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size</td>
<td>181</td>
<td>7,095</td>
<td>1,733</td>
<td>77</td>
</tr>
<tr>
<td>Average Term G.P.A.</td>
<td>2.5</td>
<td>2.7</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Offered Financial Aid</td>
<td>43% (78)</td>
<td>35% (2,459)</td>
<td>45% (779)</td>
<td>71% (55)</td>
</tr>
<tr>
<td>Home Campus LEEWARD CC</td>
<td>58% (104)</td>
<td>80 (5,603)</td>
<td>82% (1,426)</td>
<td>92% (71)</td>
</tr>
<tr>
<td># Semesters at LEEWARD CC</td>
<td>4.2</td>
<td>3.8</td>
<td>3.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Successful Course Completion</td>
<td>78%</td>
<td>79%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>UAP Status</td>
<td>8.8% (16)</td>
<td>12.5% (890)</td>
<td>15% (257)</td>
<td>7% (5)</td>
</tr>
<tr>
<td>Average Age</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Male vs. Female</td>
<td>41% v. 59%</td>
<td>40% v. 59%</td>
<td>31% v. 67%</td>
<td>47% v. 53%</td>
</tr>
<tr>
<td>NH vs. non-Native Hawaiian</td>
<td>93% v. 7%</td>
<td>26% v. 74%</td>
<td>100%</td>
<td>98% v. 2%</td>
</tr>
</tbody>
</table>

Hālau Based Counselor Demographic and Session Study (May 20 – Dec. 31, 2013)

- 979 Unduplicated Students served via scheduled appointments (does not include walk-ins)
- 71% Native Hawaiian/Part-Native Hawaiian
- Even distribution of Males and Females served by Hālau counselors (49% each, 2% N/A or transgendered students served)
- Majors: 73% Liberal Arts, 3% AA HWST, 4% ASNS
- The number of student appointments increased over 300% (596 in 2009 - 2010 [first year of Hawaiian program counseling services] to 2,452 between May 20, 2013 to Dec. 31, 2013.)

<table>
<thead>
<tr>
<th>6 months' workload</th>
<th>Unduplicated Students</th>
<th>Sessions Per Day</th>
<th>Time (hours) Per Day</th>
<th>Unduplicated Students/Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piikea</td>
<td>461</td>
<td>8</td>
<td>7.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Rick</td>
<td>468</td>
<td>8</td>
<td>5.9</td>
<td>4.4</td>
</tr>
<tr>
<td>Kalei</td>
<td>343</td>
<td>6</td>
<td>4.1</td>
<td>3.8</td>
</tr>
</tbody>
</table>

- 545 unduplicated users (who signed in at our “Check-In Station”)
- 54% Native Hawaiian users
- 86% Leeward CC Home Campus
- 55% Female, 44% male
- 15% Wai'anae, 14% ‘Ewa Beach, 13% Mililani, 12% Kapolei, 11% Waipahu
Description of current issues, problems, and opportunities

The largest issue the Hālau program is facing is the lack of permanent personnel to sustain, expand, and improve its programs and services.

Since two full-time support positions were secured in the Biennium Budget 2007 – 2009 cycle, Leeward has experienced a 65% increase in its Native Hawaiian enrollment. Through “proactive and personalized” recruitment and retention strategies, Native Hawaiian students have comprised the College’s largest ethnic group (27% of student body) since 2010. In fact, in all but three of the last 24 years, Leeward has been the largest (Fall 2013: 2,121 students) Native Hawaiian serving community college in the UH System!

External research on socioeconomic and demographic data continues to show that ‘Ewa and Wai‘anae are districts which are experiencing the State’s highest need for increasing education attainment and workforce training (UH System Second Decade Report, 2012). As ‘Ewa and Wai‘anae’s only “open-door” post-secondary institution, Leeward is uniquely positioned to reduce the socioeconomic measures that have often unfairly called attention to these districts’ deficits rather than their assets.

Also using data from State of Hawaii Department of Business, Economic Development, and Tourism (DBEDT) “Native Hawaiian Population by County, Island, and Census Tract in the State of Hawai‘i 2010” report, we have learned that while both ‘Ewa and Wai‘anae districts have significant Hawaiian populations, the latter is home to the world’s highest number and concentration of Native Hawaiians, “Almost all of the top areas with the largest population of Native Hawaiian ‘race alone or in combination’ that were located on Oahu were in the Waianae portion of the island,” (DBEDT, 2011. Pg. 8)

Other published research show that Native Hawaiians are overrepresented in terms of poverty, unemployment, chronic disease, homelessness, domestic abuse, drug addiction, incarceration, and foster care. Our counselors (one permanent and two grant-funded) spend much of their appointment time mitigating these challenging life circumstances that make successful college enrollment, persistence, graduation and university transfer seem incredibly daunting.

With Leeward’s student success interventions such as New Student Orientation/Advising, Maka‘ala, UAP, and Graduation Preparation serving students “at scale” (i.e. impacting all within a targeted population,) combined with the fact that the Native Hawaiian target population has already increased by 65% since 2008, and compounded by two newly introduced degree pathways (ASNS & AA HWST), which have already shown dramatic NH enrollment increases: ASNS majors by 88% (24 to 45) and AA HWST majors by 172% (18 to 49), it is highly unlikely that one counselor can adequately serve the needs of a large, growing, and high-needs target population. Another permanent counselor is needed.
Plans for next year to respond to current situation and meet goals from CRE

Despite the challenges the Hālau has faced due to its lack of permanent personnel and formalized organizational structure, the faculty and staff continue to work toward Hawaiians' ability to thrive in their homeland and increasing knowledge of and appreciation for Hawaiian language, history, natural resources, and culture for all who call Hawaiʻi their home.

1) **Continue to engage in “proactive and personalized” recruitment and retention strategies:** (Aulii, Piikea, Rick, Kalei, Kalani, Hannah.) The College’s annual enrollment and persistence reports will reveal whether we have been effective in these activities.

2) **Continue to collaborate with on and off-campus partners** to 1) increase student enrollment and success and 2) leverage resources so that we increase and diversity offerings. (Aulii, Piikea, Rick, Kalei, Kalani, Hannah.) Our roster of partners and collaborators will demonstrate whether we have been effective in this endeavor.

3) **Continue to increase Native Hawaiians' graduation and transfer rates** (Aulii, Piikea, Rick, Kalei, Kalani, Hannah.) The College’s annual graduation and transfer reports will reveal whether we have been effective in these activities.
# Request for Resource Allocations

## PERSONNEL (Positions and Release time)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Native Hawaiian Retention Specialist</td>
<td>University of Hawai‘i Mission (BOR Policy, Chap. 4-1.c) College Mission Statement Strategic Plan Goal A Student Success Committee Goal: Increase graduates and transfers by 25%</td>
<td>65% Native Hawaiian Enrollment Increase since 1st NH Program Counselor (2008) 300% increase in counseling sessions since 1st year serving NH students due to increase of 2.0 FTE (Title III funded counselors).</td>
<td>$60,000</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Fiscal Specialist</td>
<td>Strategic Plan Goals A, C, &amp; E</td>
<td>Since the Hālau was established in 2008, it has been successful in securing over $4.6 million in extramural funds. The Hālau no dedicated fiscal support to manage procurement and reconciliation of its six fiscal accounts. This issue has created additional &amp; unanticipated work for the secretaries who are assigned to the Dean of Arts &amp; Sciences, instructional divisions who partner with the Hālau, LCC-Waiʻanae, and Vice Chancellor for Academic Affairs</td>
<td>$40,000</td>
<td></td>
</tr>
</tbody>
</table>