TO: Gail Makuakane-Lundin; Interim Vice Chancellor for Student Affairs
Kelly Oaks; Interim Assoc. Vice chancellor for Student Affairs & Dean of Students

FROM: Ginger Hamilton; Interim Director of Kīpuka

This report is a summary of the activities and services provided by Kīpuka Native Hawaiian Student Center during the 2012-14 academic years. Funding for the Center is provided by general funds through the Division of Student Affairs, the Title III Hanakahi Grant and the Cooperative Halaulani Grant through Hawai‘i Community College.

The Hanakahi grant has enabled the University of Hawai‘i Hilo (UH Hilo) to continue to positively impact it’s capacity to serve Native Hawaiian (NH) students through the following Activities: Activity One-Facilitating Student Engagement Through Living Learning Communities and Activity Two-Student Services Outcomes-Strengthening Student Leadership Development.

The Hālaulani grant has allowed UH Hilo to outreach to transfer students through Activities 1 and 2: Strengthening Student Transfer Success at HawCC and Bridging the HawCC and UH-Hilo Teaching and Learning Communities.

The report will focus on the following programs/services:

I. The Kanilehua Living and Learning Community (LLC) which opened it’s doors to students this Fall, 2013 and the Kanilehua Learning Community Coordinator was hired.
   • Demographic information on the residents
   • Description of Programs/Activities

II. The Kahoeākaoholo‘i Native Hawaiian Leadership component to provide intensive support services to a new cohort of students.
   • Overview of the Kalākaua Technology Laboratory
   • Tutoring and Peer Mentorship Program
   • Mālama Kāiāulu Community Service Program
   • Academic Advising
   • Keaomālamalama Hawaiian Club
   • Kahoeākaoholo‘i Native Hawaiian Leadership & Academic Success Program
   • Eia Hawaii Lecture Series

III. The Ho’okele Transfer and Retention Program
IV. Eia Hawaii Lecture Series
V. Scholar-in-Residence Program
VI. Other Events/Activities
I. Hale Kanilehua Living and Learning Community—compiled by Ho`oleina Ioane, Kanilehua LLC Coordinator

The Hale Kanilehua Living and Learning Community (LLC) is a residential program focusing on the engagement and retention of Native Hawaiian students through academic support, residence hall programming, and culturally based activities. Students participating in living and learning communities, such as Kanilehua, have been found to be more socially and academically engaged and were more likely to continue on to the following year. This program sought to accommodate 40 University of Hawai‘i at Hilo and Hawai‘i Community College students; 20 of which should be Native Hawaiian Freshmen. This program also focuses on supporting students in Hawaiian Studies and Science, Technology, Engineering, and Math (STEM) programs. This program, under the Kīpuka Native Hawaiian Student Center, began the Fall of 2013 and was facilitated by one Resident Assistant, one Senior Resident Assistant, and one Resident Manager/Living Learning Community Coordinator. Staffing for the program expanded in March 2014 to include four more student staff members, including two Tutors and two Peer Mentors.

Demographic Information

In its inaugural semester in Fall 2013, a total of 31 students participated in the Hale Kanilehua LLC. Of the 31 total participants there are 21 Freshmen, 7 Sophomores, 2 Juniors, and 1 Senior. Two of the students are enrolled at Hawai‘i Community College while the remaining 29 are University of Hawai‘i at Hilo students. The Spring 2014 semester brought in a small increase of students, with a total of 40 students involved in our program. This group consisted of 22 Freshmen, 10 Sophomores, 4 Juniors, and 4 Seniors. Three students are enrolled at Hawai‘i Community College, with the remaining 38 students at UH Hilo.

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>21</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>67.74%</td>
<td>22.58%</td>
<td>6.45%</td>
<td>3.23%</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>22</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>55.00%</td>
<td>25.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td></td>
</tr>
</tbody>
</table>

Academic Attainment

Living and learning communities are developed to assist students with finding peers who possess similarities. In this case, we focus on creating a community of students who are studying in the Science, Technology, Engineering, Math (STEM), or Hawaiian Studies programs. This allows students to easily locate peers who are in the same program as they are and who they can utilize for academic support and guidance.

In the Fall of 2013 Kanilehua LLC had 15 students enrolled in STEM programs, 9 students are enrolled in Ka Haka ‘Ula ‘O Ke‘elikōlani, and 3 students are enrolled in both. The average cumulative GPA for this semester is 2.67, with 6 students on Academic Probation.

In the Spring 2014 semester, of the 40 students in our program, 15 are studying STEM programs, 12 Hawaiian Studies, and 6 enrolled in both. The average cumulative GPA for this semester is 2.59, with 32 of 40 students completing the semester with satisfactory grades. 6 students were placed on Academic Probation and 2 students were dismissed.
Retention Information
The Fall 2013 semester saw 31 participants in the Kanilehua Living Learning Community. 30 of 31 students continued on to the Spring semester, giving a retention rate of 97%. The one student that did not continue returned home for medical reasons and expressed that she would like to continue at another institution in the future.

Of the 40 students participating in the Spring 2014 semester, three students will not be continuing to the Fall 2014 semester. Two of these three were dismissed based on academic performance. The third student has decided to discontinue their education due to personal reasons. This student also does not see themselves continuing their education at any institution in the near future. 37 of 40 students will continue from Spring 2014 to Fall 2014, giving a retention rate of 93%.

Description of Programs/Activities
The University Housing department hosts an event six days a week, to provide residents with opportunities to engage with their communities while making personal connections and learning valuable skills. Each educational event focuses on promoting a number of resiliency habits that will help to develop students who possess the integrity and tenacity to endure the challenges faced throughout their academic careers. Specifically in Kanilehua LLC, Resident Assistants and Peer Mentors/Tutors have placed an emphasis on providing programming that will enhance the First Year experience and promoting a strong cultural foundation. Events are advertised and hosted within the residence halls to make them accessible to residential students. All event attendees are highly encouraged to sign in prior to the event so that attendance can be tracked. Attendees also provide their email addresses so that they can be notified of future events.

ʻAi Pono: ʻUlu- Thursday, September 5th 7:00pm-8:30pm
This event focused on promoting healthy lifestyles for the semester and placing emphasis on goal setting. The hosting Resident Assistant, supported made a short presentation on ʻUlu-growing practices, traditional uses, health benefits, and recipes on how to prepare ʻulu. Resident Assistants discussed the importance of making healthy life choices and promoted various campus resources available to students, such as Health Services and the Student Life Center. Event participants were given post-it notes, on which they wrote their health goals for the semester. These goals were posted in the hall lounge so that residents can hold each other accountable and create a support system to achieve their goals. The sixteen students that attended this event developed their goals based on the S.M.A.R.T. criteria and discussed these goals with their peers as they sampled ʻulu prepared in various ways. Recipe cards were provided to the participants with the various ways that ʻulu had been prepared at the event. (Source: University Housing)
Kōnane- Thursday, September 26th 7:00pm-9:00pm

This event challenged the critical thinking and problem solving skills through learning the history and playing of Kōnane. The Resident Assistant hosting the event made a presentation on the history and cultural significance of Kōnane and explained the rules of play. Participants were given a 18”x18” piece of plain cotton material, acrylic paints, and sections of Banana stalk. Sections of Banana were dipped in the acrylic paints and stamped on to the material to make a playing board. Participants then used black and white stones on their material boards and practiced playing Kōnane. Assessment of the event was conducted as participants played against one another and Kanilehua staff took note of their understanding of concepts. This event provided participants with their material “board” that they were allowed to take with them and continue honing their skill. 18 students attended this event facilitated by three Kanilehua staff members. (Source: University Housing)

Halema‘uma‘u Trip- Tuesday, November 5th 6:00pm-9:00pm

In collaboration with the Minority Access and Achievement Program (MAAP), our students were able to take an evening trip into Volcanoes National Park. The drive up into the park allowed the Kanilehua staff to share history and legends of the places that we passed through. Kanilehua students were able to prepare protocol that they presented at Halemaʻumaʻu as the group viewed the glow of the lava. MAAP participants were able to experience a small portion of Hawaiian culture and share stories of their cultures as well. Students of Geology and Agriculture academic programs shared their knowledge of this place from their respective disciplines. 24 students participated in this trip, facilitated by three MAAP staff and three Kanilehua staff.

Newspaper Fashion Show- Thursday, November 7th 7:00pm-9:00pm

In this event, students were broken up into groups and given a stack of old newspaper and masking tape. Each group was tasked with choosing one participant from their group as a model, who would then be dressed up as an animal utilizing the newspaper and tape. The models then would walk the runway, created in the lounge, and answer questions from judges based on their platform of sustainability. This event was a creative and entertaining way to raise awareness of sustainability issues and discuss various ways that students can alleviate many of these issues. This activity was attended by 36 participants and facilitated by 3 staff members.

Holiday Wreath Workshop- Wednesday, December 11th 3:00pm-5:00pm

This workshop was led by student Dane Dudoit who taught participants about making holiday wreaths utilizing plants native to Hawai‘i. This workshop has begun a few days prior to the workshop where Dane invited participants to join him in picking foliage that would be used in his crafts. He taught cultural protocol used when taking resources from an area and which plants the group was looking to pick. The group learned the name and cultural significance about each plant that they were picking. Being in this living laboratory allowed students a chance to to experience the flora and fauna that thrive in this environment. Participants then reconvened for the wreath workshop, where Dane lead small groups on utilizing the natural resources that they gathered to create holiday wreaths. Students were able to demonstrate the wreath making while sharing information on the cultural significance and other uses for each plant. Students discussed the importance of familial relationships and continuing traditions of their families. This workshop was attended by 11 students and 5 staff members.

Mala Workday- Saturday, January 25 9:00am-12:00pm

Students worked on clearing and building the foundation for this mala, or garden, throughout the year. On this large scale workday, we were able to bring in Hawaii CC instructor Keali‘i Lilly to share his experiences in mahi‘ai, traditional farming techniques. Keali‘i taught participating students protocol that he uses with his students to promote growth and well being.
for the plants and workers. Students were also able to learn about planting and propagation
techniques that he has found successful and utilized in mala for both his classes and for his family.
Keali‘i was also able to bring some of his students who have helped to start mala on the Hawaii
CC campus and who were able to share their experiences. Students were able to further develop
plans on the formation and layout of the mala while also networking with other students,
instructors, and kupuna. This workday was attended by 32 participants.

ʻAi Pono: ‘Uala- Wednesday, January 29 7:00pm-9:00pm

In succession to the ‘Ai Pono: ‘Ulu program done in the Fall, this event continued
promoting healthy lifestyles for the semester and placing emphasis on goal setting. Resident
Assistants discussed the importance of making healthy life choices and promoted various campus
resources available to students, such as Health Services and the Student Life Center. Students
evaluated their goals from the previous semester and discussed their results. The facilitating
Resident Assistant then discussed healthy eating habits and including locally grown produce into
diets. Resident Assistants then helped students to propagate ‘uala cuttings in small pots and
develop goals to care for their plants based on the S.M.A.R.T. criteria and discussed these goals
with their peers. Resident Assistants demonstrated one healthy way of preparing ‘uala for
students and passed out samples. 13 students attended this program. (Source: University Housing)

Resume and Cover Letter Workshop- Tuesday, February 25th 6:00pm-8:00pm

This program focused on career development through the introduction and revision of
resume and cover letters. This workshop lead by Practicum student and Peer Mentor/Tutors
presented information on how to build a resume and cover letter and provided examples of good
and poor examples of resume and cover letters. The facilitating staff also invited career
counselors to offer information and reviewed students’ existing resume and cover letter. Staff
offered information on Career Services and resources for job searches both on and off campus.
This event was attended by 16 students.

Tshirt Printing- Wednesday, March 19th 7:00pm-9:00pm

This event aimed to provide an opportunity for students to utilize common plants to
create and print a design on a Tshirt. Students learned about the traditional Hawaiian printing
techniques and various methods in which this was done. Resident Assistants showed students
patterns and designs that were used on traditional items and explained how these items were
utilized. Resident Assistants also identified which plants they had gathered for the students to
print with and explained symbolisms of what each plants represent. Students were then
encouraged to create a design for their Tshirt using the various plants and colors to represent
themselves and where they come from. Each student printed on their Tshirt and shared their
designs with the rest of the group. 8 students participated in this event.

Merrie Monarch Hō‘ike- Wednesday, April 23rd 5:00pm-10:00pm

Each year the annual Merrie Monarch Hō‘ike is a highly anticipated event that many Hilo
residents and guests from around the world look forward to attending. Being able to experience
this show as well as take part in the events occurring in the community is very beneficial to our
students as it is often a place to connect with influential members of our community. Students
were able to experience the Merrie Monarch Hō‘ike which showcased performances by world
renown groups both local and international. Students were transported to the Edith Kanaka’ole
Tennis Stadium and were able to browse craft booths and create connections with various cultural
resources as they waited for the Hō‘ike to start. Watching the show allowed students to
experience performance art, traditional dress, and crafts of different indigenous groups that are
not commonly present in Hawai‘i. Students were able to identify similarities and differences
between Hawaiian culture and the other cultures presented. This event was attended by 33 students.

II. **Kaumo’ali Student Development Program**  
**Student Development Program Report**  
**Fall 2012 – Spring 2014**  
**Compiled By:** Ian Kaleo’okalani Pilago, Student Development Specialist

**General Description**  
The Kīpuka Native Hawaiian Student Center’s Kaumo’ali Student Development Program provides comprehensive programs, activities and support services that promotes and increases Native Hawaiian student academic success at the University of Hawai’i at Hilo. The Student Development Specialist is responsible for the management of the Kalākaua Technology Laboratory, is the primary supervisor for student staff, coordinates and supervises the Mālama Kaīlulu Community Service Program activities, provides academic advising, supports the Kahoeākamohoali’i Native Hawaiian Leadership Program and is the Faculty / Staff advisor for the Keaomālalamaalama Hawaiian Club. Description for each program is provided within the Core Programs section of this report, and data and outcomes for each program is provided in corresponding tables.

**Goals**  
The goal of this program is to increase Native Hawaiian student retention and academic success. To accomplish this, the program offers comprehensive and effective programs, activities and support services in a socially and academically supportive environment.

**Core Programs**  
The following are brief descriptions of the core programs, activities and support services that are offered to students. These programs were strategically developed and implemented to address identified needs and challenges of Native Hawaiian students. Traditional and culturally relevant and appropriate approaches to education, support and guidance provide the focus and foundations for these programs. Also, to maintain the effectiveness and functionality, the programs are in continual renewal, development and improvement.

1. **Kalākaua Technology Laboratory**  
Located in PB10-1, Kalākaua is an academically and socially supportive learning environment and is the core of the student services provide by Kīpuka. Within this laboratory, student can study, have access to computers, print, copy, bind / laminate documents, relax, and get tutoring services (in all primary subject areas – such as Math, Science, English, and ‘Ōlelo Hawai‘i.) Table I provides information regarding the number of student accesses to the lab and the purposes for the visits.

<table>
<thead>
<tr>
<th>Semester</th>
<th># Visits</th>
<th># Students</th>
<th># Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>100</td>
<td>49</td>
<td>219.51</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>1733</td>
<td>171</td>
<td>2121.73</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1712</td>
<td>201</td>
<td>1879.06</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>1322</td>
<td>164</td>
<td>1369.88</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2236</td>
<td>220</td>
<td>2816.78</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>1681</td>
<td>170</td>
<td>3023.54</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2920</td>
<td>257</td>
<td>4546.93</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>2711</td>
<td>209</td>
<td>4432.03</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>2187</td>
<td>193</td>
<td>4517.7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1944</td>
<td>186</td>
<td>3,635.4</td>
</tr>
</tbody>
</table>
2. Tutoring and Peer Mentorship

Tutoring and Peer Mentor support is one of the essential services provided by the Kaumoʻali Student Development Program. The primary areas of focus are ʻŌlelo Hawai‘i, Math, English, Science, and Hawaiian Studies. If it is within their expertise, tutors also provide support in other subject areas, such as Psychology and Sociology Statistics and Methods courses. The standards for tutors include a high proficiency in specified subject areas, a maintained 3.0 minimum GPA, strong and positive interpersonal skills, reliability, strong customer service capabilities, self-motivation, and in some cases a referral from instructors. Table II provides specific information regarding the subject areas, amount of students that sought tutoring and the total number of tutoring hours accumulated.

<table>
<thead>
<tr>
<th>Tutoring Type</th>
<th># Students</th>
<th># Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʻŌlelo Hawai‘i</td>
<td>180</td>
<td>200.75</td>
</tr>
<tr>
<td>English</td>
<td>72</td>
<td>55.5</td>
</tr>
<tr>
<td>Math</td>
<td>78</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>70</td>
<td>84.5</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>428</strong></td>
<td><strong>435.75</strong></td>
</tr>
</tbody>
</table>

3. Mālama Kai‘ulu Community Service Program

This program provides cultural relevant community service opportunities for students interested in social and community engagement and activism. Students that participate the activities can use the hours they accumulate to fulfill the community service hours that may be required for scholarships, and / or course requirements. Students are provided with transportation, refreshments, and for overnight projects, meals. All activities under Mālama Kai‘ulu have a cultural, environmental and historical focus and supports Hawaiian-based community groups, educational entities and / or ʻohana that concentrate their efforts on community improvement, culturally based education, and / or environmental health. Each semester a minimum of (3) daylong activities and (1) overnight activities are planned, coordinated and supervised by the Student Development Specialist.

Table III provides details of each project, the date of the projects and the amount of volunteers that participated in each project. NOTE: The Kīpuka mala activities are scheduled bi-monthly throughout each semester, so the number provided reflects the total number of volunteer for the entire semester(s).
Table III: Mālama Kāiʻulu Community Service Program Fall 2012 – Spring 2014

<table>
<thead>
<tr>
<th>Project</th>
<th>Location</th>
<th>Semester</th>
<th># Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hakalau Forest Reserve</td>
<td>Saddle Road</td>
<td>Spring 2014</td>
<td>15</td>
</tr>
<tr>
<td>Nāpua Noʻeau Family Affair</td>
<td>Hilo, HI</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Mālama Kanaloa</td>
<td>Hilo, HI</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Mālama Makaliʻi Festival</td>
<td>Kawaihae, HI</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Kīpuka Mala</td>
<td>Hilo, HI</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Kāpūlehu Dry Land Forest Restoration</td>
<td>Kona, HI</td>
<td>Fall 2013</td>
<td>28</td>
</tr>
<tr>
<td>Kahaluʻu / Maluaka</td>
<td>Kona, HI</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Kīpuka Mala</td>
<td>Hilo, HI</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Kumukahi Ceremony</td>
<td>Puna, HI</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Pohāhā I Kalani Waipiʻo Lōʻi Kalo Project</td>
<td>Waipiʻo, HI</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Kīpuka Mala</td>
<td>Hilo, HI</td>
<td>Spring 2013</td>
<td>24</td>
</tr>
<tr>
<td>Kīpuka Bash</td>
<td>Hilo, HI</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Merry Monarch Parade</td>
<td>Hilo, HI</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Hawaiian Family Affair</td>
<td>Hilo, HI</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Mālama Makaliʻi Ocean Festival</td>
<td>Kawaihae, HI</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Haleolono Fishpond Reconstruction Project</td>
<td>Keaukaha, Hilo</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Kīpuka Mala</td>
<td>Hilo, HI</td>
<td>Fall 2012</td>
<td>18</td>
</tr>
<tr>
<td>Kumukahi Ceremony</td>
<td>Puna, HI</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Keʻei Community Service Project</td>
<td>South Kona, HI</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Imu Project</td>
<td>Hilo, HI</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Kīpuka Mala</td>
<td>Hilo, HI</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td><strong>Total # of Volunteers</strong></td>
<td></td>
<td></td>
<td><strong>533</strong></td>
</tr>
</tbody>
</table>

4. Academic Advising
Academic advising is provided to students that need assistance with the following: establishing an academic planning, transferring to another institution, changing / adding a degree or certificate, financial aid counseling, registration, scholarship information, transfers, general advising, financial aid / dismissal appeals and academic probation. Table IV provides information regarding the number of students that sought advising from October 01/2012 through October 30/2013.

Table IV: Academic Advising Data Fall 2012 – Spring 2014

<table>
<thead>
<tr>
<th>Semester</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>28</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>

Average: 31 students per semester
5. Keaomālamalama Hawaiian Club (KHC)
A Registered Independent Student Organization at the UH Hilo since 2006, the focus of KHC has been the promotion and perpetuation of Native Hawaiian culture, history and traditions through hands on and interactive community engagement (both on and off campus). The co-curricular activities coordinated through KHC are designed and implemented to provide students with opportunities to develop leadership skills, recognize and address environmental challenges unique to Hawai‘i, network with individuals and community groups, apply University learning into real-world situations, and to learn how use cultural approaches within education and civic engagement. Table VI provides details of Keaomālamalama activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Focus</th>
<th>Date</th>
<th># Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kumukahi Huaka‘i</td>
<td>Puna, HI</td>
<td>Ceremony</td>
<td>09/22/2013</td>
<td>15</td>
</tr>
<tr>
<td>Imu</td>
<td>Hilo, HI</td>
<td>Fundraising</td>
<td>03/08/2013</td>
<td>16</td>
</tr>
<tr>
<td>Beach Cleanup</td>
<td>Hilo, HI</td>
<td>Community Service</td>
<td>11/12/2012</td>
<td>25</td>
</tr>
<tr>
<td>Ke‘ei Camping</td>
<td>Kona, HI</td>
<td>Community Service</td>
<td>10/12-14/2012</td>
<td>28</td>
</tr>
</tbody>
</table>

6. Kahoeākamohoali‘i
This is a Native Hawaiian Leadership program designed for Freshmen accepted and enrolled in Hawaiian Studies and / or STEM fields at the University of Hawai‘i at Hilo. The goals of this program are to encourage academic success, promote Hawaiian intellectualism, support positive interpersonal and social skills, encourage social engagement and activism, and to develop the capacity of Native Hawaiians to become leaders. Activities include recommended course work, participation in cultural workshops and hands on projects, participate in consistent advising with designated Kipuka staff and the planning and implementation of a leadership conference, consistent academic advising, and maintaining a 3.0 GPA.

<table>
<thead>
<tr>
<th>Cohort #</th>
<th>Semester</th>
<th># Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort I</td>
<td>Fall 2011 / Spring 2012</td>
<td>29</td>
</tr>
<tr>
<td>Cohort II</td>
<td>Fall 2012 / Spring 2013</td>
<td>31</td>
</tr>
<tr>
<td>Cohort III</td>
<td>Fall 2013 / Spring 2014</td>
<td>26</td>
</tr>
<tr>
<td>Cohort IV</td>
<td>Fall 2014 / Spring 2015</td>
<td>30</td>
</tr>
</tbody>
</table>

Program Overview

UNIV 101 Course (all participants are required to enroll in this course)
Designed especially for the first-time college student who is a Hawaiian Studies or STEM major, this three-credit course is intended to help students achieve their academic and leadership goals by introducing them to the knowledge, skills and attitudes that promote academic and leadership success. This course familiarizes students with the communication skills (both written and verbal), critical thinking abilities, cross-cultural competencies, leadership behaviors, and self-awareness/self-management strategies that maximize their successful transition into college. One critical component of the course is the development of appropriate cultural protocol knowledge and skills pragmatic to the various contexts in which the students will need to function. Roughly the first half of the course examines basic cultural competencies and strategies for personal and academic success, while the second half of the
course focuses on developing leadership capacity. However, throughout the course, linkages between personal effectiveness as a student and interpersonal effectiveness as a leader will be highlighted and repeatedly emphasized.

Cohort I: Fall 2011 / Spring 2012. Total 29 students
- Activities: Kumukahi Ceremony Fall 2011/Kalaimāno / Kīholo community service / educational retreat with Keaomālamalama Hawaiian Club Spring 2012/Leadership retreat Spring 2012
- Retention: 17 of 29 students are enrolled as of Fall 2013. 58% persistence from Fall 2011
- Academic Attainment: 3-Dean's List, 1-no registered for Fall 2014, 2-transferred to HawCC, and 2 are currently on Academic warning

Cohort II: Fall 2012 / Spring 2013. Total 29 students
- 3-course cohort: Papa ‘Ohana 111, Geography 102, Interdisciplinary Studies 194
- Activities: Large group huaka‘i to Volcano / Kāʻu – coordinated with 3 teachers/Lectures, presentations and workshops focused on leadership development/Training and education in Hawaiian protocols, history and cultural practices/Kumukahi Ceremony/Small group community service projects w/ presentation/Keʻeʻi 3-day community service / educational retreat with Keaomālamalama Hawaiian Club
- Retention: 29 of 31 students are enrolled for Fall 2014. 93% persistence from Fall 2012.
- Academic Attainment: 6-Dean’s List, 2-not registered for Fall 20214, 2-transferred to UH Manoa, 1-Academic Warning, and 1-returned to UH Hilo

Cohort III: Fall 2013 / Spring 2014. Total 26 students
- 6 of 26 are enrolled into Papa ‘Ohana 111, Geography 102, and University 101
- Activities: Kumukahi Ceremony, Hale o Lono service learning project, Honoliʻi Paka Keiki Surf for the Earth
- Completed advising and registration for Spring 2014
- Retention: 21 of 26 students are enrolled for Fall 2014. 81% persistence from Fall 2013.
- Academic Attainment: 1-Dean’s List, 1-Inactive, 2-Dismissal, 2-transferred to UH Manoa and 1-HawCC, 5-Academic Probation/Warning

Cohort IV: Fall 2014/Spring 2015 (in the process of recruiting 30 students)

Other successes
- Students from Cohort I, II, and III are interacting and participating in activities outside of Kahoeākamohaliʻi projects, such as participating in Keaomālamalama Hawaii Club activities and Kanilehua Living Learning Community Projects
- Activities and projects for the upcoming Academic year are in the planning stages
- 90% of students participated in Hawaiian Leadership Seminars, Hawaiian Leadership Conference and Service Learning projects, and indicated increased leadership skills development and engagement in post-secondary education.
III. Ho`okele Student Transfer Support Program-Compiled by Keola Birano, Native Hawaiian Retention & Transfer Specialist

General Description
Ho`okele is a program focused on supporting Native Hawaiian students transferring from Hawaii CC. Through our activities (advising, peer mentoring, workshops, summer bridge) we strive to make the transition process as smooth as possible and help students work toward graduation.

Staffing
Since July 2012, Ho`okele has been staffed with 1 staff adviser, 3 peer mentors and 1 stats tutor.

Staff Adviser: Coordinates all program activities, which include workshops and a summer bridge activity. Serves as a general and transfer adviser for program participants. Support all transfer activities (Na Ka Eleu) held at the University and the Community College.

Peer Mentor: Assist in promotion and recruitment of participants. Provide mentorship for assigned students based on similar academic backgrounds. Plan social, cultural and academic activities to strengthen participants and aid in student success.

Stats Tutor: Tutor Psychology and Sociology students taking stats classes.

July 2012 – June 2013 Summary

Advising Appointments
Spring 2013
56 = Appointments
28 = Individuals

Summer 2013
10 = Appointments
8 = Individuals

Program Activities
After workshops were conducted in Spring 2013, surveys were handed out to learn what could be done to improve. The first four questions were based on a five-point Likert scale with an additional option of N/A. In addition, the remainder of the questions was open ended to allow the participants to freely express their opinions.

These are the survey questions participants answered:
. This presentation gives me confidence that I can be successful in college.
. This presentation increased my belief that I belong in college.
. The presentation has given me a tool I can use to achieve my educational goals.
. I have a place to go if I need help with the subject matter presented.
. How did you find out about this presentation?
. What did you like best about today’s presentation?
. Suggestions for improvement
. Other comments (including suggestions for future topics and presenters)

January 4, 2013 “Get to know Kīpuka”
Purpose: Help students understand the support services available at Kīpuka.
Speaker: Keola
Summary: Students were shown a power point presentation introducing them to all the services
offered through Hoʻokele and Kīpuka. In addition, information about the various student support services was disseminated. Students met with Kipuka staff, peer mentors and tutors. Advising was done at the end of the power point presentation.

Attendance: 3 students
Evaluations are based on 3 students
3 Native Hawaiians, Transfer Students from Hawaii CC
Question 1: Mean = 4.6
Question 2: Mean = 5
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Email - mentioned 2x, Flyer, Friend, Lead by the Spirit
Question 6: Info on service learning and supporting environment they provide they provide. Very informational - helpful for my confidence in asking for help, know where to go. The warmth of aloha surrounds me.
Question 7: Keep up the good works!
Question 8: Growth with beauty and technology.

Feb 7, 2013 “Financial Aid Workshop”
Purpose: Help students understand what is required when filling out their financial aid.
Speaker: Kolby Santiago
Summary: Speaker gave a power point presentation on financial aid at UH Hilo. Focused on satisfactory progress and dates to remember. She answered questions at the end.
Attendance: 4 students
Evaluations are based on 3 students
3 Native Hawaiians, 2 Transfer Students from Hawaii CC
Question 1: Mean = 4
Question 2: Mean = 4
Question 3: Mean = 4.6
Question 4: Mean = 4.6
Question 5: Flyer - mentioned 2x, Email, Kainoa
Question 6: Info on loans, questions answered, learning about consolidating loans, the steps to do for financial aid. It’s okay to file before filing taxes.
Question 7: Blank
Question 8: Blank

Feb 19, 2013 “Tax Clinic Workshop”
Purpose: Learn how to utilize on-line tax preparation program. In addition, fill out taxes.
Speakers: Goodwill Representatives
Summary: Students were able to do their taxes on-line with help from the speakers.
Attendance: 6 students
Evaluations are based on 7 students
3 Native Hawaiians, 2 Transfer Students from Hawaii CC
Question 1: Mean = 4.7
Question 2: Mean = 4.1
Question 3: Mean = 4.8
Question 4: Mean = 5
Question 5: Flyer - mentioned 6x, Facebook, Email - mentioned 2x, Keola
Question 7: Blank
Question 8: Blank
March 6, 2013 “Test Taking Strategies”
Purpose: Know the best practices when taking a test. Understand the services offered through Kilohana.
Speakers: Kilohana representative
Attendance: 0 students

March 7, 2013 “UHH Psychology Program”
Purpose: Understand how to prepare and what to be aware of as a Psychology major.
Speaker: Cheryl Ramos
Summary: Speaker discussed the required classes you have to take for the program. Shared what classes can be taken at Hawaii CC that should transfer to UH Hilo. Speaker answered student questions.
Attendance: 9 students
Hālauʻanani gave evaluations.
5 Native Hawaiians, 0 Transfer Students from Hawaii CC

March 11, 2013 “Balance Your Life”
Purpose: Understand what Counseling Services offers. Learn some basic stress management skills.
Speaker: Andrew Polloi
Attendance: 0 students

April 2, 2013 “Pathways Toward Teaching”
Purpose: Understand how to prepare for the Masters of Arts in Teaching program.
Attendance: 2 students
Speakers: Travis Nakayama
Summary: Speaker went over common admission questions. Shared what can be done to prepare for a Masters in Teaching.
Evaluations are based on 2 students
2 Native Hawaiians, 2 Transfer students from Hawaii CC
Question 1: Mean = 4.5
Question 2: Mean = 4.5
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Email. Uncle Keola.
Question 6: Small group, relaxed/open setting. Easy to converse.
Question 7: Student speaker.
Question 8: Blank

April 8, 2013 “West Hawaiʻi – Open House”
Purpose: Table information for students interested in transferring to UH Hilo.
Attendance: 10 students
Speaker: Keola (Tabling)
Summary: Tabled and shared with students the support programs at UH Hilo. Answered any transfer questions they may have.
No evaluations were given because I was tabling
0 Native Hawaiians
Demographic
Mid-Semester Evaluations
Spring 2013
Total: 5 students
Follow up: 4 students followed up with

Academic Attainment
Spring 2013
Avg GPA: 3.01
# of Satisfactory GPA: 4 out of 5

Financial Aid
Spring 2013
# Applied: 4 out of 5 applied
# Received Aid: 4 out of 5 received

Retention
Spring 2013
5 out of 5 students still enrolled

July 2013 – June 2014 Summary
Advising Appointments
Fall 2013
96 = Appointments
59 = Individuals

Spring 2014
98 = Appointments
50 = Individuals

Summer 2014
7 = Appointments
6 = Individuals

Program Activities
After workshops were conducted in Fall 2013 and Spring 2014, surveys were handed out to learn what could be done to improve. The first four questions were based on a five-point Likert scale with an additional option of N/A. In addition, the remainder of the questions was open ended to allow the participants to freely express their opinions. Important to note that at one point during the semester I started changing the surveys to be more focused on the learning outcomes of each individual workshop.

These are the survey questions participants answered:
1. This presentation gives me confidence that I can be successful in college.
2. This presentation increased my belief that I belong in college.
3. The presentation has given me a tool I can use to achieve my educational goals.
4. I have a place to go if I need help with the subject matter presented.
5. How did you find out about this presentation?
6. What did you like best about today’s presentation?
7. Suggestions for improvement
8. Other comments (including suggestions for future topics and presenters)
September 12, 2013 “Research 101”
Purpose: Understand how to do reliable and efficient research at the library.
Attendance: 5 students
Speaker: Noah Dolim
Summary: Through power point presentation students learned how to do credible research. Students also learned how to utilize the library more efficiently. Questions were answered during the presentation.
Evaluations are based on 5 students
5 Native Hawaiians, 3 Transfer students from Hawaii CC
Question 1: Mean = 5
Question 2: Mean = 5
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Email mentioned 3x, Kipuka, Flyer mentioned 2x, Friend mentioned 2x, Work
Question 6: Knowing about the different truncation and wildcard symbols. I learned a few new websites to go to when I need help. I liked the little cheat sheet (search tips) and actually seeing how to get to each site. Information updating on Mookini website. I liked the examples and the demonstration of how to do the searches. I also like the worksheet provided.
Question 7: Blank
Question 8: Blank

September 24, 2013 “Meakanu Hawai‘i”
Purpose: Native plants and their uses.
Speaker: Ku‘upua Kiyuna
Summary: Speaker shared her knowledge about the various plants in our mala and what they offer. Students were able to walk around mala and see first hand what the plant looks like.
Attendance: 9 students
Evaluations are based on 7 students
9 Native Hawaiians, 3 Transfer students from Hawaii CC
Question 1: Mean = 4.6
Question 2: Mean = 5
Question 3: Mean = 4.8
Question 4: Mean = 5
Question 5: Flyer mentioned 3x, Email mentioned 3x, Friend mentioned 2x
Question 6: Learning all the different uses. That we got to go in the mala. Very informative. Learned cultural aspects of Hawaiian plants. The medicinal uses of Hawaiian plants. I learned a lot of medicinal information about plants. Although I will not be rubbing all the different plant sap on my wounds, at least I know the plants in the mala can be. I think I will try lighting a kukui nut on fire. It was quick and sweet with a lot of little helpful info. Learning new uses.
Question 7: Maybe hands on. Work with the plants-hands on. Have the students help prepare “food samples” of plants that were mentioned. No need improvement. Prepare food from mala.
Question 8: Make more workshops. Could you email me your info for the meakanu. This was a good time for me I have most of my work and class in the afternoon. Noni was mentioned twice in conjunction with other plants, is noni only used for medicine. I don't see many noni recipes.

October 3, 2013 “Transfer Wala‘au”
Purpose: Help students understand the process of transferring to UH Hilo through a student perspective.
Speaker: Marcy Martinez
Summary: Speaker shared her personal experience transferring to UH Hilo. Focused on the many obstacles she faced and how she was able to overcome them. She handed out Ho'okele brochures and contact information for students to refer if they have any questions about transferring.

Attendance: 10 students
Evaluations are based on 5 students
6 Native Hawaiians, 0 Transfer students from Hawaii CC
Question 1: Mean = 4.8
Question 2: Mean = 5
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Friend 2x, Flyer 2x, Email 2x
Question 6: Presenters were very clear – relevant. Info offered. Very informative. Friendly, answered my question, felt comfortable. Very good like all the information.
Question 7: None at this time.
Question 8: Should have more sessions.

October 8, 2013 “Got Presentation”
Purpose: Help students understand how to utilize the power point application.
Speaker: Kamuela Miller
Summary: Speaker presented an interactive power point presentation that taught students how to use power point effectively.
Attendance: 7 students
Evaluations are based on 7 students
7 Native Hawaiians, 4 Transfer students from Hawaii CC
Question 1: Mean = 4.7
Question 2: Mean = 4.4
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Friend 4x, Flyer, Email 3x, Kipuka
Question 6: Very informative. Recap of what was presented through a game. Motion. I learned a lot of fun programs for making a powerpoint. The jeopardy activity. The knowledge.
Question 7: Have more workshops.
Question 8: Should have more sessions.

October 30, 2013 “Counseling Psychology Masters Program”
Purpose: Inform students of the steps they need to take if planning on applying for the Masters in Psychology program.
Speaker: Dr. Frueh
Summary: Speaker shared what students needed to do to prepare for graduate school and specifically the Masters program in Counseling Psychology.
Attendance: 6 students
Evaluations are based on 6 students
6 Native Hawaiians, 4 Transfer students from Hawaii CC
Question 1: I know the steps I need to take to apply for the Master’s program in Counseling Psychology. Mean = 4.3
Question 2: This presentation increased my belief that I could go beyond a bachelors degree. Mean = 4.8
Question 3: I now know who to contact if I have questions about the Master’s program. Mean = 4.6
Question 4: I understand what types of jobs I can get with a Master’s degree. Mean = 4.
November 6, 2013 “Stress Management”  
Purpose: Help students figure out how to deal with their stress in a healthy way.  
Speaker: Andrew Polio  
Summary: Speaker shared the different ways that stress can be viewed and how that can help students not fear stressful situations.  
Attendance: 4 students  
Evaluations are based on 4 students  
4 Native Hawaiians, 3 Transfer students from Hawaii CC  
Question 1: Mean = 4.7  
Question 2: Mean = 4.6  
Question 3: Mean = 5  
Question 4: Mean = 5  
Question 5: Friend, Flyer, Email 2x, Hoʻokele  
Question 6: Feedback on how to change your thinking with stress. Speaker easygoing attitude.  
Great flow. Gave great tools for time management.  
Question 7: Longer workshop.  
Question 8: NA

November 8, 2013 “Transfer Fair”  
Purpose: Inform Hawaii CC students about our Hoʻokele program.  
Speaker: NA (Tabling)  
Summary: Did tabling for about 3 hours  
Attendance: 13 students  
No evaluations were used.

November 13, 2013 “Eddie Aikau”  
Purpose: Share with students the story of Eddie Aikau who was a great example of what it means to live your dream.  
Speaker: NA  
Summary: After showing the video we discussed the example Eddie Aikau was and how we can apply it to our everyday lives.  
Attendance: 13 students  
No evaluations were used.  
11 Native Hawaiians, 1 Transfer students from Hawaii CC

November 15, 2013 “EʻImi I Kou Ala”  
Purpose: Give Hawaii CC students the opportunity to understand the various support programs and majors offered at UH Hilo.  
Speaker: Student Panel  
Summary: After the student panel students were allowed to check out the different tables that were set up by support programs and majors.  
Attendance: 17 students  
Evaluations are based on 13 students  
10 Native Hawaiians, 0 Transfer students from Hawaii CC  
Question 1: This event has given me an idea of what to expect if I choose to attend UH Hilo.  
Mean = 4
Question 2: I have contact information of someone who can answer my questions about programs at UH Hilo. Mean = 4
Question 3: I’m aware of the different career opportunities available to me if I graduate from UH Hilo. Mean = 4
Question 4: I believe UH Hilo is a place I can achieve my academic and career goals. Mean = 4.2
Question 5: Friend, Email 3x, Class Instructor 8x
Question 7: More microphones. More degree majors.

December 6, 2013 “Na Ka ’Eleu”
Purpose: Orientation for Hawaii CC transfer students.
Speaker: Various speakers from student support programs.
Summary: Students were given important information to help them succeed as a newly transferred student.
Attendance: 14 students
Evaluations were given by Academic Advising center.
8 Native Hawaiians, 0 Transfer students from Hawaii CC

December 7, 2013 “Holiday Party”
Purpose: Give students the opportunity to unwind and celebrate the ending of the semester.
Speaker: NA
Summary: Students enjoyed crafting and creating rope. Students also got to sing karaoke and enjoyed the potluck. Families were invited.
Attendance: 3 students
Evaluations weren’t handed out.
3 Native Hawaiians, 3 Transfer students from Hawaii CC

January 27, 2014 “Coffee Talk”
Purpose: Create a plan for this support group of Hawaii CC transfer students.
Speaker: Marcy Martinez
Summary: Went over rules of the support group and asked students what type of topics they would like to cover.
Attendance: 1 student
Evaluations are based on 1 student
1 Native Hawaiians, 0 Transfer students from Hawaii CC
Question 1: I believe I can speak my mind during coffee talk. Mean = 5
Question 2: I feel like I have a support system with members of Coffee talk. Mean = 5
Question 3: I learned something new at Coffee Talk. Mean = 5
Question 4: Email
Question 5: Open conversation.
Question 6: Movies and school activities.

February 6, 2014 “Financial Aid Workshop”
Purpose: Help students understand what they need to do with the Financial Aid deadline coming up.
Speaker: Kolby Santiago
Summary: Speaker shared tips and advice on how to fill out their FASFA report.
Attendance: 13 students
Evaluations are based on 11 students
5 Native Hawaiians, 5 Transfer students from Hawaii CC
Question 1: I know when I need to submit my FASFA. Mean = 5
Question 2: I understand how to fill out the online FASFA. Mean = 4.7
Question 3: I know whom to contact if I have financial aid questions. Mean = 4.8
Question 4: My financial aid questions were answered. Mean = 4.9
Question 5: Friend 2x, Email, MAAP 2x, Boss, Work, Program, Jenna
Question 6: Very easy to follow. Detailed explanation. She was very attentive to questions being asked. Possibility for free money. Grace period and second chances. Thorough and helpful. Understanding the background of FASFA and the effectiveness of their service. Enlightenment. Clear and understandable. Answered personal questions and gave inside scoops. Lots of information and answers to questions were great.
Question 7: Cut it in half. Give scenario and ask how to solve it.

February 19, 2014 “Coffee Talk”
Purpose: Help students understand how to use their student id.
Speaker: Marcy Martinez
Summary: Speaker handed out information of the different places students can go to find great deals with their id card.
Attendance: 2 Students
Evaluations are based on 2 students
2 Native Hawaiians, 2 Transfer students from Hawaii CC
Question 1: Mean = 5
Question 2: Mean = 5
Question 3: Mean = 4.5
Question 4: Friend, Flyer 2x, Email
Question 5: Marcy. Lots of information. Great information on student id.

February 25, 2014 “Lei Po’o”
Purpose: Teach students the cultural art of Lei Po’o.
Speaker: Ku’upua Kiyuna
Summary: Speaker did hands on activities to help students create their own Lei Po’o.
Attendance: 12 students
Evaluations are based on 10 students
12 Native Hawaiians, 5 Transfer students from Hawaii CC
Question 1: I will be able to use the information I have been taught in this workshop. Mean = 5
Question 2: The presenter made the information easy to understand. Mean = 5
Question 3: I would attend another cultural workshop if offered. Mean = 5
Question 4: Friend 4x, Flyer 4x, Email 3x, Keola, Email, Was here chillin

March 4, 2014 “Liko A’e”
Purpose: Share with student’s scholarship information on Liko A’e.
Speaker: Liko A’e representative.
Summary: Speaker shared the steps students need to take to apply for the scholarship and also answered questions.
Attendance: 12 students
Evaluations were not handed out.
12 Native Hawaiians, 9 Transfer students from Hawaii CC
March 11, 2014 “Stress Management”
Purpose: Help students figure out how to deal with their stress in a healthy way.
Speaker: Intern from Masters In Psychology Program
Summary: Speaker shared the different ways that students can deal with stress.
Attendance: 5 students
Evaluations are based on 4 students
4 Native Hawaiians, 4 Transfer students from Hawaii CC
Question 1: I learned a skill I can use to deal with stress. Mean = 4.7
Question 2: I have a place to go if I feel overwhelmed and stressed. Mean = 5
Question 3: This presentation has given me a tool I can use to achieve my educational goals. Mean = 4.7
Question 4: Email, Class Instructor, Work, Kīpuka
Question 7: More advertising.

April 2, 2014 “Star”
Purpose: Help students understand how to use Star.
Speaker: Marcy Martinez
Summary: Speaker created handouts for students to keep that would help them remember what was taught. No student attended this workshop.
Attendance: 0 students

April 10, 2014 “Kū'iʻAi”
Purpose: Teach students the cultural practice of Kū'iʻAi.
Speaker: Noah Dolim
Summary: Speaker shared the best ways you could pound kalo to create paʻi ai. After demonstrating students were able to Kū'iʻAi and eat with the potluck food that was brought and offered.
Attendance: 21 students
Evaluations are based on 12 students
20 Native Hawaiians, 5 Transfer students from Hawaii CC
Question 1: Mean = 4.9
Question 2: Mean = 4.9
Question 3: Mean = 4.9
Question 4: Word of mouth, Friend 3x, Flyer 3x, Email 5x, Hoʻo, Kīpuka 2x, Peer mentor, Coconut wireless, Class instructor
Question 7: More

April 25, 2014 “West Hawaiʻi Campus Tour”
Purpose: Give students the opportunity to see what type of support services and programs UH Hilo offers.
Speaker: N/A
Summary: Students did a tour of Hale ʻolelo and the entire campus. They also had a short workshop at Kipuka explaining the services we offer, specifically Ho'okele.
Attendance: 3 students
Evaluations are weren't handed out.
3 Native Hawaiians, 0 Transfer students from Hawaii CC
May 2, 2014 “Na Ka ‘Eleu”
Purpose: Orientation for new Hawaii CC transfer students.
Speaker: Academic advising and various support service representatives on campus.
Summary: It’s an orientation involving various academic support service programs. Activities included a campus tour, student panel and tabling by academic programs.
Attendance: 28 students
Evaluations were collected by academic advising center.
10 Native Hawaiians, 28 Transfer students from Hawaii CC

Ho'okele Summer Bridge
Evaluations were handed out on August 19th to learn what could be done to improve the day of instruction and introduction to UH Hilo. The first four questions were based on a five-point Likert scale with an additional option of N/A. In addition, the remainder of the questions was open ended to allow the participants to freely express their opinions.
These are the survey questions participants answered:
1. This program has given me confidence that I can be successful in college.
2. This program increased my belief that I belong in college.
3. The program has given me a tool I can use to succeed in college.
4. The program has introduced me to people that will help and support me during my time at UH Hilo.
5. How did you find out about this presentation?
6. What did you like best about today’s presentation?
7. Suggestions for improvement

August 19, 2013 “Ho'okele Summer Bridge”
Purpose: Campus Tour, Support Services Tabling, Learning Workshop.
Speakers: Keola, Noah, Ku'upua
Summary: Speaker shared a power point presentation on learning how to learning. The workshop focused on motivation, memory and learning styles. Presentation was interactive, which included handouts and hands on activities. Students were able to do a campus tour introducing them to the various support services on campus as well as the class buildings. In addition, student support service programs did tabling for our students. Lunch was provided as well as door prizes.
Attendance: 12 students
Evaluations are based on 12 students
12 Native Hawaiians, 11 Transfer students from Hawaii CC
Question 1: Mean = 4.9
Question 2: Mean = 4.9
Question 3: Mean = 5
Question 4: Mean = 5
Question 5: Mother, Email (9x), Transfer Student Orientation, Mail (2x), Phone Call (2x), Halaulani, HLS, Other
Question 6: Helped me figure out things I did not understand about campus life and the UH system. Presentation contained informative information about various services at the university. Everything. Campus Tour. It was all beneficial. Free assistance for students and wonderful staff. Shared with me everything on campus and resources I need to succeed. The campus tour and advising. The people leading the groups and all information was great. Information on what is offered through Kipuka. The comfortable aloha feeling by the presenters. The tour and the presentation about learning.

August 20, 2013 “Hoʻokele Summer Bridge”
Purpose: Service Project, Potluck, Words Of Advice From Former Transfer Students
Speakers: Keola, Noah, Kuʻupua, Fern
Summary: Students were taken to a community service site off campus where we spent about 2 hours working on the land. Afterwards, we returned to Kipuka and had lunch. During lunch door prizes were handed out. At the end of the lunch, words of advice were given from former transfer students on how to succeed at UH Hilo.
Attendance: 10 students
Evaluations were not given
10 Native Hawaiian, 9 Transfer students from Hawaii CC

Demographics
Mid-Semester Evaluations
Spring 2014
Total: 12 students
Follow up: 10 students followed up with

Academic Attainment
Spring 2014
Avg GPA: 2.43
# of Satisfactory GPA: 40 out of 54 students

Financial Aid
Fall 2013
# Applied: 31 out of 32 applied
# Received Aid: 31 out of 32 received

Spring 2014
# Applied: 46 out of 54
# Received Aid: 46 out of 54

Retention
Spring 2014
48 out of 54 students still enrolled
2 out of 6 students were dismissed because of poor academic progress
- One student reported difficulties due to balancing time between raising children, working full-time, caring for who have cancer and having transportation problems. Assisting student with an appeal.
- Another student hasn’t responded back.
4 out of 6 students stopped coming on their own
- One student has not registered for Fall 2014 yet, and hasn’t responded to followup.
- One student who applied for the program never enrolled.
- One student utilized the program only once.
- One student decided to wait until Fall 2014 to enroll.
IV. EIA HAWAI`I LECTURES

The Eia Hawai`i Lecture Series is a program that is planned and implemented as a collaboration between the University of Hawai`i at Hilo, Kīpuka Native Hawaiian Student Center, Keauhou-Kahalu‘u Education Group, Kamehameha Schools, and the Kohala Center. These events serve to provide opportunities to bring awareness, appreciation, and understanding of the Native Hawaiian people and their culture to the campus community, and to engage the Native Hawaiian students in embracing their identity and culture. Seven lectures were presented during the academic year from 2012-13 and another seven lectures during the academic year 2013-14. Evaluations were collected at the end of each session and participants rated the lectures on the following items using a 5 point likert scale (5 corresponding to strongly agree).

1. This presentation increased my understanding of Hawaiian Worldviews.
2. This presentation increased my awareness of the connection of Hawaiian culture to the environment
3. This presentation inspired me
4. I was able to connect the content of the presentation to my life

The results of the questionnaires indicate that for every response and on every lecture the average scores were above 4.0.

The Eia Hawai`i presentation schedule and attendance record is as follows:

2012-2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title of Lecture</th>
<th># Students</th>
<th># Faculty</th>
<th># Community</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-27-12</td>
<td>Noa Lincoln</td>
<td>Redefining the Kalu`ulu: Past, Present, Future</td>
<td>36</td>
<td>11</td>
<td>14</td>
<td>61</td>
</tr>
<tr>
<td>10-25-12</td>
<td>Dr. Kekeha Solis</td>
<td>I Ka ‘Olelo No Ke Ola; To Animate the Language</td>
<td>45</td>
<td>12</td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>11-15-12</td>
<td>Aulani Wilhem Kalani</td>
<td>Kuaihelani: Cultural Reclamation of Midway Atoll</td>
<td>68</td>
<td>8</td>
<td>10</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Makekau-Whittaker Hawane Rios</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-24-13</td>
<td>Earl Kawa`a</td>
<td>Kūpuna Talk-Story About Health &amp; Wellbeing</td>
<td>39</td>
<td>11</td>
<td>2</td>
<td>52</td>
</tr>
<tr>
<td>2-14-13</td>
<td>Dr. Noenoe Silva</td>
<td>Recovering the Mō`olelo of our Kūpuna</td>
<td>50</td>
<td>18</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>3-14-13</td>
<td>Dr. Keanu Sai</td>
<td>1893 Executive Agreements &amp;</td>
<td>68</td>
<td>17</td>
<td>76</td>
<td>161</td>
</tr>
<tr>
<td>Date</td>
<td>Presenter</td>
<td>Title</td>
<td># Students</td>
<td># Faculty</td>
<td># Community</td>
<td>Total #</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>4-11-13</td>
<td>Norman Pi<code>ianai</code>a, Leighton Tseu &amp; John Benson</td>
<td>Kanaloa: Hawaiian Men of the Sea</td>
<td>32</td>
<td>9</td>
<td>15</td>
<td>56</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-26-13</td>
<td>Ku`ulei Keakealani</td>
<td>Nā Mo<code>olelo o Nā </code>Āina Aloha</td>
<td>84</td>
<td>11</td>
<td>13</td>
<td>108</td>
</tr>
<tr>
<td>10-24-13</td>
<td>Shorty Bertelmann, Maulili Dickson, Tava Taupu, John Keolanui, Chadd Paishon</td>
<td>A Mau Loa</td>
<td>57</td>
<td>11</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>11-14-13</td>
<td>Jenny &amp; Raymond Estrella, Kulani Jeremiah-Wong</td>
<td>Ava Konohiki</td>
<td>40</td>
<td>13</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>1-23-14</td>
<td>Aku Hauanio</td>
<td>Kau Lā`au: Traditional Ulua Fishing Techniques</td>
<td>33</td>
<td>8</td>
<td>18</td>
<td>59</td>
</tr>
<tr>
<td>3-13-14</td>
<td>Lily Dudoit</td>
<td>Keauhou, Where the Current Continues to Renew Itself</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>4-10-14</td>
<td>Hi`ilei Kawelo</td>
<td>Mahi ʻa: Revitalization of the Fishpond Practitioner</td>
<td>27</td>
<td>2</td>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>
V. Scholar-in-Residence Program

The Scholars-in-Residence Program was designed to bring in established Native Hawaiian practitioners and experts to perpetuate the traditional as well as more contemporary Hawaiian-focused cultural practices, arts, crafts, and knowledge, and to inspire others within the University community (students, faculty, staff) to learn and continue to practice the knowledge and skills that they acquire. This program also promotes and facilitates networking and interaction among the participants and the scholars and encourages a culture of innovation, and leadership and ensures the sustainable practices and preservation of art forms or knowledge that are almost lost. Two Scholars-in-Residence were hosted during the Spring 2014 semester.

Marques Hanalei Marzan

Hanalei Marques Marzan is an expert Hawaiian fiber artist who currently works with the Bishop Museum Cultural Resources Division. Has learned and been trained under noted expert weavers in Hawai`i as other indigenous Pacific artists. He presented his knowledge on adornments through powerpoint presentations, demonstrations, and workshops. He bridges traditional We are fortunate to have an expert such as Mr. Marzan share his mana`o with the people of Hawai`i Island. He bridges traditional techniques with new innovative arts forms.

a. Kupe`e `Ilio: Workshop & Powerpoint Presentation on Hawaiian Adornments

Monday, March 10, 2014 at 5 pm-8 pm

A Powerpoint presentation was shown on how people communicate with our forbearers through body adornment and how the act of adorning oneself unlocks our access point into the spiritual realm. This was followed by a hands-on activity of making adornments of spiritual transfiguration that could be used as kupe`e for hula.

Attendance: 18 (20 limit)

Evaluations:
Evaluation Results (on a likert scale of 1-5; 5 being strongly agree) mean score was 5 for all items

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>This presentation increased my understanding of Hawaiian culture &amp; traditional practices</td>
<td>5.00</td>
</tr>
<tr>
<td>This presentation increased my awareness of the importance of Hawaiian adornments &amp; their uses</td>
<td>5.00</td>
</tr>
<tr>
<td>Helped me gain applied knowledge &amp; skills in making the kūpe<code>e </code>īlio</td>
<td>5.00</td>
</tr>
<tr>
<td>I was able to connect the content of the presentation to my life</td>
<td>5.00</td>
</tr>
</tbody>
</table>

How did you find out about this presentation?
Invitations were sent to selected people

What did you like best about today’s presentation?
• The interconnectivity with my fellow kuku`ena
• Powerpoint brought it to me and ma ka hana ka `ike, the practice drove it home
• The final product & knowledge gained
• I learned things I didn’t know – Leiole, how to string, kāhiko
• The actual demonstration on how to put them all together was very interesting. Never thought that the variations of the size and shapes of the tooth makes the necklace so unique.
• Hands on
• Great
• The photos from Bishop Museum (special collections)
• Learning to make the necklace and the X site
• Ka ‘ao’ao hana no’eau, ka ili ‘ana o ka ‘ike mai Hanalei mai
• Hands on activities and interactive with other kuku’ena
• Reflection on the function & meaning of adornment
• Hands on practice
• Hands on experience

Suggestions for improvement:
• None
• n/a
• I wish there was more time
• Nothing, this was awesome
• None
• ‘a’ohe. Ua keu a ka maika’i!

Other comments:
• More classes like this
• Pīha wau I ka hau‘oli – mahalo for this program
• Mahalo nui loa
• All was great
• Good presentation. Good company.
• Mahalo
• The activity felt way personal, the lei niho ‘ilio is my own design and effort
• Mahalo a nui!
• More like this
• Ua maika’i loa

b. ‘Ie’ie Weaving & Innovative Sculpture

Tuesday, March 11 & Wednesday March 12, 2014 5 pm-8 pm

Hanalei presented a powerpoint presentation which provided a visual presentation on twined materials from Hawaiian antiquity and basketry and a workshop on ‘ie’ie weaving (coverings around gourds) and innovative sculpture. Participants learned the fundamentals of the Hawaiian practice of twining by carrying the innovations of the present into the future through a hands-on exploration of technique and design with the use of split reeds and gourds.

Attendance: 25 (25 limit)

Evaluation Results (on a likert scale of 1-5; 5 being strongly agree) mean score was 5 for all items

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>This presentation increased my understanding of Hawaiian culture &amp; traditional practices</td>
<td>5.00</td>
</tr>
<tr>
<td>This presentation increased my awareness of the importance of Hawaiian weaving basketry &amp; their uses</td>
<td>5.00</td>
</tr>
<tr>
<td>Helped me gain applied knowledge &amp; skills in doing ‘ie’ie weaving</td>
<td>5.00</td>
</tr>
<tr>
<td>I was able to connect the content of the presentation to my life</td>
<td>5.00</td>
</tr>
</tbody>
</table>

How did you find out about this presentation? (Circle all that apply)
By invitation only

What did you like best about today’s presentation?
• The patience of the guest speaker
• Everything
• It was fun, good instructor. Free food and I could finish my project.
• The hands on learning and examples. The instructor was very educational
• Enjoyed the instructor and he was very patient.

Suggestions for improvement:
• More time
• None, awesome!
• None

Other comments:
• Lauhala weaving would be fun to do
• Lauhala weaving, konane.
• Mahalo ui loa

Keali‘i Reichel

Keali‘i Reichel is one of Hawai‘i’s most popular recording artists, and the award-winning kumu hula of Hālau Ke‘alaokamaile. His music, chant and hula represent the best of traditional and contemporary poetry and dance in Hawai‘i today. He is also the winner of numerous Nā Hoku Hanohano Awards. Keali‘i was born and raised on Maui and is the founding director for Pūnana Leo O Maui. Keali‘i has opened concerts for Bonnie Raitt, LeAnn Rimes, Celine Dion and Sting, and has played such diverse venues as Carnegie Hall and the Hollywood Bowl, and consistently sells out concerts from Honoka‘a to Honolulu, Seattle to San Diego, Okinawa to Osaka. Keali‘i is also an practitioner of kana cordage which includes traditional forms of hāwele, kōkōpu’upu‘u, and pū‘ali.

a. Presentation: The Culture of Mele for Wellbeing
April 11–6-8 p.m. Hale ‘Ōlelo, Lumi Pāhiaha
The role of haku mele/hīmeni to local and international audiences as your contribution to personal and collective wellbeing.

Attendance: 132 (limited to 150)

b. Workshop: Introduction to Kana cord culture, making of the hāwele.

April 12-1-3 pm. UCB 127
Attendance: 18 (limited to 20)
Evaluation:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>This presentation increased my understanding of Hawaiian culture &amp; traditional practices</td>
<td>5.00</td>
</tr>
<tr>
<td>This presentation increased my awareness of the importance of Hawaiian cordage &amp; their Uses</td>
<td>5.00</td>
</tr>
<tr>
<td>Helped me gain applied knowledge &amp; skills in making the hāwele</td>
<td>5.00</td>
</tr>
<tr>
<td>I was able to connect the content of the presentation to my life</td>
<td>5.00</td>
</tr>
</tbody>
</table>

How did you find out about this presentation? (Circle all that apply)

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flyer</td>
<td>2</td>
</tr>
<tr>
<td>Email</td>
<td>5</td>
</tr>
<tr>
<td>Newspaper</td>
<td>0</td>
</tr>
<tr>
<td>Class Instructor</td>
<td>7</td>
</tr>
<tr>
<td>Friend</td>
<td>7</td>
</tr>
<tr>
<td>Facebook</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Answers</td>
<td>4</td>
</tr>
</tbody>
</table>
What did you like best about today’s presentation?
- Lines & knots and how it relates to our lawai’a practices.
- Hands on experience
- I could finish it. He was fun.
- Hands on lesson. Instructor was knowledgeable & fun
- Ease, style of instruction
- Hands on so much easier to learn
- Sharing cordage culture
- Interactive between kumu & other participants
- Hands on
- Learning a new techniques of making hāwele
- All of it
- Cordage influence on well being
- I love that you guys create these opportunities for people like me. I have no other way to learn these amazing things, so I am beyond grateful. Mahalo piha.
- Hands on
- Everything

Suggestions for improvement:
- More classes like this
- Nothing
- Make longer
- None
- None, more time to learn more
- More, please!

Other comments:
- Awesome!!
- I would like a hula workshop
- Ua maika’i loa, mahalo nui!
- Mahalo nui
- We should have more workshops like these
- I love Keali‘i Reichel
- It was so wonderful. Mahalo
- Maika‘i, maika‘i, maika‘i
- Mahalo nui
- I love Kipuka workshops/activities. Mahalo nui.
- Maika‘i loa!!!

c. Presentation: Introduction to Kana via Kokopu'upu'u/Taga innovation presentation.
April 13; 9 a.m.- 12 UCB 127
Lecture/demo presentation of cord work
Attendance: 63 (limited to 75)
Evaluation:
This presentation increased my understanding of Hawaiian culture 5.00
This presentation increased my awareness of the importance of Hawaiian cordage & innovative uses 4.95
Helped me gain better awareness of contemporary Hawaiian practices 5.00
I was able to connect the content of the presentation to my life 4.85

How did you find out about this presentation? (Circle all that apply)

<table>
<thead>
<tr>
<th>Flyer</th>
<th>Email</th>
<th>Newspaper</th>
<th>Class Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Friend</td>
<td>Facebook</td>
<td>Other</td>
<td>Multiple Answers</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

What did you like best about today’s presentation?
- Everything
- The intimate discussion of process & material exploration in the learning
- Connection to Mo’olelo and
- Feeling the connection as Keali`i spoke of the koko pu`upu`u for the kupuna and my desire to weave large “nests” that can hold a person
- Making the connection to my universe. Hearing about the process Keali`i and Tangaro have gone through and continue to go through
- The makawalu understanding
- It was funny
- All of it.
- Being able to touch the pieces
- The mana behind each item of cordage
- Examples of cordage. Names of knots
- All of it.
- It helped me put it into perspective of how I should be aware of my universe
- Everything – it really made an impression on the way I think about my life as a Hawaiian and also life in general
- New & exciting. Their personal story!
- The innovation
- The spiritual connection the cord represents
- Kana!
- Entertaining & informative introduction to topic
- Learning about their processes and how they arrived at where they are now
- Many visuals and we are allowed to be close to them and touch them
- Fun, educational
- It was funny. I got to touch and see what we were learning about

Suggestions for improvement:
- More, please!
- Fashion Show
- More, wonderful
- None
- Teach some hands-on stuff
- None
- No suggestions. Everything was perfect
- More like this

Other comments:
- Dyes – Mordants tricks. Umeke
- None
- Mahalo
• I loved it
• Excellent presentation
• Great topics, kapa?
• More hana noe`au
• Mahalo nui for this opportunity
• Anything Hawaiian
• Mahalo nui
• Hana hou
• I would like to see a hula workshop

VI. Other Events/Activities (Fall 2013-Spring 2014)

August 6  Transfer Summit to discuss transfer partnership, data, articulation, challenges between UH Hilo and HawCC.

August 23 Kīpuka New Student Reception

Sept. 3  Papā ʻŌlelo Hawaiʻi Kīpuka offered a noncredit, introductory Hawaiian language class every Tuesday, 5pm-6pm. Hawaiian language basics, incorporating conversational devices, and fundamental topics of Hawaiian culture (including hula and mele). (beginning Sept. 3rd). Focused on bringing Hawaiian language awareness to the participants that are enrolled in the course. Kamalani Johnson taught the course. He was a Hawaiian Language tutors for Kīpuka and was recommended by Ka Haka ʻUla o Keʻelikolani. His recommendation would be to incorporate outside instruction, focusing on the natural environment, and to send notices about the course earlier to encourage more participation. Attendance: There were 12 who took the course including 2 Administrators, 4 faculty, 3 staff, and 3 community members

Sept. 9 Hūlili Conference which focused on transfer issues for the UH system was attended by Keola Birano & Ginger Hamilton

Sept. 12 Lauhala & Jaki-ed: The Art of Hawaiian & Marshallese Weaving workshop with Marques Hanalei Marzan, Cultural Resource Specialist at Bishop Museum and traditional weavers from the Marshall Islands, Patsy Jidas and Susan Jeta, cosponsored event with Hoʻokahua Program, PISC, and MAAP. Attendance: 75 Kīpuka was cosponsor for this event

Sept. 17 & 18  AVCO Tech Fair in Honolulu, attended by Kamuela Miller for professional development

Oct. 1  Transfer Summit to discuss transfer partnership, data, articulation, challenges between UH Hilo and HawCC

Oct. 24  Dokkyo High School from Japan- Kīpuka hosted a cultural exchange program with this group of approx. 140 students

Oct. 31  Kahuku High School visitation counselor/coach Uila Vindiola 16 students participating in state volleyball tournament-Kīpuka overview & campus tour

November 20  Scholarship ʻAha -Kona, Information table on Kīpuka

November 21  Scholarship ʻAha-Hilo Information table on Kīpuka

January 10  New Student Orientation; Kīpuka participated in the Involvement & Majors Fair and hosted an information booth at the center

January 31  Kapiolani Community College Visit, contact-Shannon Sakamoto, Kipaepae at Papaʻa Hale

January 31  ʻAwa Jam session with special guest musician Lito Arkangel at the Kanilehua LLC

February 15  Admissions Open House Day, Kīpuka had a information table
February 16  Aloha Kanaloa Cultural Festival-Moku Ola
February 27  Miloli`i Visitation 10 students and 3 teachers, provided overview of Kīpuka services and tour of campus.

March 1  Hawaiian Family AfFAIR service learning project-face painting booth
March 8  Manoa Educational Talent Search program brought students from Wai`anae/Nānākuli High Schools for a visit, Kīpuka hosted the group and provided a tour.
March 14  Mellon-Hawai`i Doctoral and Postdoctoral Fellows (Eomailani Kukahiko-Education, Bryan Kuwada-English, Kaiwipnakauikawekiu Lipe-Ed. Administration, Dr. Brandy McDougal-Am. Studies); cosponsored campus presentations on the Fellows’ research projects with the Ho`okahua Program, the Kohala Center, the Andrew W. Mellon Foundation and Kamehameha Schools.
March 24  Co-sponsored Pūlama I ke Ola: Health Careers Conference, outreach to BI Charter schools and KS Scholars w/focus on NH physical health (speakers Kimo Alameida, Harold Barkhoff and health professionals from the community)

March 27-28  Kaho`olawe Service Learning Huaka`i: Sponsored 6 students and 1 staff member (Alohalani Housman)
March 29-30  Native Hawaiian Education Association (NHEA) Convention Kīpuka sponsored 2 staff members (Kaleo Pilago & Sam Gaison-Evangelista) and 6 students (MaryAnn Baricuatro, Jamie Takushi, Kamalani Johnson, Noah Dolim, Ciera Pagud, and Kapuaonaona Roback) to attend this conference. The students presented on “He Pūko’a Kani ’Āina: Pillars of Student Leadership”

April 10  Hosted meeting with John A Burns School of Medicine representatives
April 11  Kipaepae Welina for the welcoming of Keali`i Riechel
April 17  Annual Kīpuka Bash-invited speaker Mayor Billy Kenoi wasn’t able to attend but presented Kīpuka with a certificate, performances by
May 8  6th Annual Maweke Rites of Passage Sunrise Ceremony at Moku `Ola
May 18-24  World Indigenous Peoples Conference on Education (WIPCE) Kīpuka staff participated in the following:
  • Opening Keynote with Taupouri Tangaro; 5-18
  • Kuku`ena Presentation; 5-20
  • Kīpuka Presentation on Kīpuka: A Native Hawaiian Place of Learning; 5-22

June 4  Leeward Community College Ho`oulu Program Visitation (Kalani Flores-coordinator) 9 students 6 staff
June 19  Honolulu Community College Po`ina Nalu Program Visitation Makawalu Conference, 13 students 3 staff

Ongoing Projects

Kīpuka website

Kīpuka Filemaker pro database