

*Meharokala Heind*

UHM Native Hawaiian Student Services  
Assessment Project

A Report to the Vice-President for Student Affairs  
University of Hawai'i at Mānoa

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Honolulu, Hawai'i  
April 2000

# **UHM Native Hawaiian Student Services Assessment Project**

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## Acknowledgements

Thanks are due to many people who helped in the preparation of this report. Dozens of faculty, staff and administrators at UHM and throughout the UH system cooperated in completing survey forms, answering follow-up questions and providing background information, as well as participating in interviews. Native Hawaiian students at UHM were also very helpful in providing information via the student survey and conversations with me. The Kamehameha Schools, through its two on-campus counselors, helped with preparing the student survey and generously arranged its duplication and distribution to the students who are recipients of Kamehameha Schools financial aid at UHM. The counselors also provided valuable information and insights into the situations their students face.

Excellent administrative support was efficiently provided by the SEED staff, and their help with distributing the program surveys and dealing with the technical aspects of producing this report is greatly appreciated. During the time I was temporarily in residence in the office every courtesy was extended to me, and that made my task easier.

Special thanks are due to the Advisory Committee members for agreeing to help with the project. From the outset they were available for consultation on the process to be used, the content and form of the program survey, and the report itself. In addition, because of the depth and range of their experiences as and with Native Hawaiian students, they contributed enormously to my understanding of the needs of Native Hawaiian students.

While this report could not have been written without the help of all those mentioned above, final responsibility for its contents rest with me as the Project Director. I have the utmost respect and admiration for everyone at the University who works to support Native Hawaiian students, often without recognition, and for the students themselves who strive to accomplish their educational goals for the greater good of all Native Hawaiians.

Mahalo a nui loa iā 'oukou a pau.

'O wau nō me ka ha'aha'a,

Alberta Pualani Hopkins  
Project Director

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## Report Outline

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## 1. Introduction

The Native Hawaiian Student Services Assessment Project was undertaken at the request of Dr. Amefil Agbayani, Director of Student Equity, Excellence and Diversity (SEED) - University of Hawai'i at Mānoa, to Dr. Doris Ching, Vice President for Student Affairs - UHM. In response to this request, Vice-President Ching hired project director, Alberta Pualani Hopkins, retired Associate Professor in Hawaiian Language and Culture and former Acting Dean of Students - UHM, to: 1) conduct an assessment of student services currently available to Native Hawaiian students at the University of Hawai'i at Mānoa; 2) identify areas of programmatic and student concerns that need to be better addressed; and 3) prepare a report of the findings together with recommendations to improve the delivery of services to Native Hawaiian students at UHM. The project commenced in December 1999 and was completed in April 2000.

## 2. Project methodology

**2.1 Advisory Committee:** At the request of the project director, Vice-President Ching appointed an advisory committee (see p.ii) to assist in designing the project and reviewing the findings and recommendations. The committee was consulted prior to the commencement of the project regarding methodology and survey construction, and reviewed a draft of the report before it was finalized. Because of the breadth and depth of the committee members' experiences with the academic and student services programs that impact on Native Hawaiian students at UHM, they were able to contribute valuable insights to the form and content of the assessment and the final report.

**2.2 Review of relevant reports and data:** Interest in the presence and well-being of Native Hawaiian students at UHM is not a new phenomenon. As far back as 1972 concerned UHM administrators were studying their situation, and the Hawaiian Studies Task Force which culminated in the Ka'ū Report of 1986 was a major system wide effort to address the need for a comprehensive academic program of Hawaiian Studies, as well as recruitment and retention issues. At the same time the Sociology Department and the Social Science Research Institute at UHM completed a report for Alu Like, Native Hawaiian Students at the University of Hawai'i: Implications for Vocational and Higher Education. The University of Hawai'i's report to the 1995 Legislature regarding the promotion and preservation of Hawaiian culture and language also addresses recruitment and retention issues. In addition, various University offices collect and compile statistics regarding Native Hawaiian students. In preparing this report, the project director reviewed relevant reports and data, with a view to incorporating major findings and recommendations in this assessment.<sup>1</sup>

**2.3 Surveys:** Two different surveys were prepared and distributed, one to UHM academic and student services programs that are known to provide either classes or services to Native Hawaiian students, and one to Native Hawaiian students.<sup>2</sup>

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<sup>1</sup> A list of references consulted in preparing this report is attached as Appendix A.

<sup>2</sup> The surveys and a list of the programs that responded are attached as Appendices B and C.

A total of 36 UHM based programs responded to the survey, including student organizations and externally funded programs that support recruitment and retention. The survey for student services programs was also sent to other UH system campuses, and the data collected was used for comparative purposes and to provide the project director with a broader view of the range of approaches to Native Hawaiian student support services.

The student surveys were distributed by the Kamehameha Schools to all UHM students who are recipients of their financial aid program. Approximately 850 surveys were mailed out, and copies of the survey were made available for distribution to other Native Hawaiian students who were not included in the mailout. A total of 104 students returned the completed survey in time for the results to be included in this report. It is expected that more will be returned, and all the surveys will be made available to the appropriate Office of Student Affairs staff for further analysis.

**2.4 Interviews:** In addition to collecting and analyzing the survey data, the project director conducted face to face interviews with individuals who are involved in the delivery of academic or support services to Native Hawaiian students. In some instances, there were multiple interviews and consultations. Those interviewed included:

Amefil Agbayani - Director, Student Equity, Excellence and Diversity (SEED)  
Moana Balaz - Graduate Student Counselor, Kamehameha Schools (KS)  
L. Ku'umealoha Gomes - Director, Kua'ana Student Services (KSS)  
Ioane Ho'omanawanui - Native Hawaiian Student Recruitment Project (Kūle'a)  
Lilikalā Kame'eleihiwa - Director, Center for Hawaiian Studies  
Lokelani Kenolio - Site Coordinator, Nā Pua No'eau  
Kalani Makekau-Whittaker - Hawaiian Language Coordinator, Dept. of  
Hawaiian and Indo-Pacific Languages  
Guy Nishimoto - Undergraduate Student Counselor, Kamehameha Schools (KS)  
Pi'ilani Smith - President, Associated Students of the University of Hawai'i  
(ASUH)

### **3. Brief historical background**

While there has been a long history of caring faculty and administrators providing informal support for Native Hawaiian students at UHM, the report by Kathryn Wery and Norman Pi'ianāi'a entitled Where are the Hawaiians?, published in 1973, was the first systematic study to address the fundamental issue of under representation of Native Hawaiian students at UHM. Despite that report, it was not until 1988 that a position was created to address specifically the issues of recruitment and retention of Native Hawaiian students. The one-person program known as Operation Kua'ana initially reported to both the Center for Hawaiian Studies (CHS) and the Office of Student Affairs (OSA), but the dual responsibility of advising Hawaiian Studies majors and developing and implementing recruitment and retention programs for Native Hawaiian students campus wide resulted in confusion between the activities of CHS and Kua'ana and was too heavy a burden for the one professional position to bear. Consequently the program now known

as Kua'ana Student Services was placed exclusively under the auspices of OSA and currently reports to the Office of the Vice President for Student Affairs through the Office for Student Equity, Excellence and Diversity (SEED).

## **4. Current programs**

### **4.1 OSA programs**

4.1.A. Kua'ana Student Services: As noted above, Kua'ana Student Services (KSS) is the OSA program specifically charged with developing and implementing programs for the recruitment and retention of Native Hawaiian students. It is staffed by two APT positions, an Educational Specialist III, L. Ku'umeaaloha Gomes, the program director, and a Student Specialist I, Ioane Ho'omanawanui, who is currently charged with developing recruitment programs for Native Hawaiian students (Kūle'a Project), under the supervision of Operation Manong. The budget for KSS for FY2000 is \$94,684, of which \$70,704 is staff salaries, \$15,000 for student employees, and \$8,980 for program operating expenses. There is also a projected budget overrun of \$13,000 for student employees, so the final actual expenditure for FY2000 will be approximately \$107,000.

Because there is no other support staff, the Director, in addition to programmatic responsibilities, also deals with administrative functions including office and fiscal management, and supervision of the student employees who provide much of the day-to-day staffing of the office. As a result the areas of Native Hawaiian student data collection and analysis, strategic planning and development of recruitment and retention goals and programs, and program evaluation have all been put on hold, and program efforts are directed solely to the delivery of services to students. These include: the awarding and distribution of 110 tuition waivers and the implementation of the concomitant community service requirement; initial academic counseling for tuition waiver recipients and other students and referrals to other student services resources; managing a Hawaiian language tutorial program; organizing an annual financial aid fair (Hāpai Pū); and participating in recruitment activities coordinated by other OSA offices.

4.1.B. College Opportunities Program: Another OSA program which merits special mention in respect to recruitment and retention of Native Hawaiian students is the College Opportunities Program (COP). It is a summer and first year residential program for students whose UHM application for admission was denied or conditional, but who are deemed capable of succeeding in higher education. A free summer residential program includes selected summer session courses and group activities to upgrade academic and social skills. Successful completion of the summer program is required for Fall admission as regular UHM freshmen. COP requires these first-year students to live in university residence halls and provides ongoing retention support services. In the summer of 1998, 40 of the 91 students (43%) in the COP program were Native Hawaiians.



4.1.C. Operation Manong: OM conducts programs and activities which ensure equal access and opportunity to higher education for underrepresented ethnic groups. Activities include recruitment presentation and campus visits, a six week summer enrichment program at UHM for middle school students (PREP), future teachers workshop for high school students in conjunction with the DOE, a graduate student/faculty mentoring project and a resource/computer center. Native Hawaiian students have access to these programs and activities; in 1998-1999 approximately 880 students used these services (10-20% NH).

4.1.D. Other OSA programs: OSA offers a full range of student services programs available to all UHM students. The findings from the College Student Experiences Questionnaire (CSEQ) administered in March 1999 indicate that Native Hawaiian students had about the same level of knowledge about the existence of these programs, approximately comparable levels of usage, with the exception of Career Services and Financial Aid where they were considerably higher in use, and generally the same or higher levels of satisfaction as students of other ethnicities.

The student survey mentioned above that was undertaken for this project produced similar findings. Four OSA programs were used by 20 or more of the 104 students who responded. Of these, 83 (78%) used the Financial Aid Office; 84% of the users were satisfied with the service. 37 students (35%) used Kua'ana Student Services and 76% were satisfied. Student Health Services was used by 29 students (27%) with a satisfaction rate of 93%, and the Center for Student Development and Counseling was used by 22 students (21%) with 91% satisfaction.

#### **4.2 Academic units' programs**

There are seven recruitment and retention programs in academic units at UHM that include Native Hawaiian students in their target population. These are: the Native Hawaiian Leadership Project, situated in the College of Business Administration but not limited to its students; the Ānuenuē and Ka Lama cohorts in the College of Education; the Haumana Biomedical Program/MARC Honors Program in the Pacific Biomedical Research Center; 'Imi Ho'ola and the Center for Native Hawaiian Excellence in the John A. Burns School of Medicine; and the Preadmission Program in the William S. Richardson School of Law. (See Appendix D for short descriptions.) These programs all cater to Native Hawaiian students, although not exclusively in some programs, who show interest and promise of success in specific academic and professional areas, and they offer a wide range of support in both undergraduate and graduate programs.

#### **4.3 Related programs**

4.3.A. Nā Pua No'eau: this UH system program is funded by the federal Native Hawaiian Education Act and the state Office of Hawaiian Affairs, and the UHM staff is currently housed in the Student Services Center. It is intended for Native Hawaiian students from kindergarten through high school and brings them into contact with UH faculty and Native Hawaiian college students in campus and other educational settings. It provides

the college students with employment, volunteer, and leadership opportunities; about 60 Native Hawaiian UHM students were employed or volunteered as support staff or counselors in 1998-1999.

4.3.B. Kamehameha Schools Post High Counseling Program: although this program is funded by, and is under the auspices of, the Kamehameha Schools, two of its counselors are physically located in the Student Services Center. Between them they provide counseling and referrals to other on-campus support for approximately 900 Native Hawaiian UHM student recipients of Kamehameha Schools financial aid.

## 5. Needs

### 5.1 Recruitment needs

Although Native Hawaiian students comprised 8.7% of the UHM student body in Fall 1997 as compared to 5.1% in 1987, shortly before the creation of the recruitment and retention position that was the forerunner of Kua'ana Student Services, they are still grossly underrepresented in comparison to their numbers in the public school system (25%) and in the general state population (approximately 20%). Even more alarming, Native Hawaiian graduate students at UHM comprise a mere 5.9% of the total graduate student population. Another disturbing statistic is that while Native Hawaiians over the age of 18 in 1990 exceeded the rest of the population in terms of high school graduation or the equivalent, 44.6% as compared to 29%, the rate for holders of a baccalaureate degree or higher plunges drastically to 8% compared to 21.8% for non-Hawaiians.<sup>3</sup> It is clear that recruitment of Hawaiians into tertiary institutions must thus remain a priority if the socio-economic status of Native Hawaiians is to improve, and the heretofore largely neglected area of graduate student recruitment and retention particularly deserves attention.<sup>4</sup>

Although many factors impact on the ability and willingness of Native Hawaiian students to enter UHM or matriculate into graduate programs, most of them can be classified into three major categories: financial, academic, and social/cultural.

5.1.A. Financial factors: Even before a student enters UHM he or she encounters the need for money; e.g., SAT testing fees, college application fees. Making an investment at the outset with no guarantee of admission to the university can be discouraging to students and their parents if they are in tight financial straits. In addition, going to college usually means delaying entrance into the full-time work force. Where students live with their families as dependents this often means that the student will not be contributing as much financially as might be expected; on the contrary the student will remain dependent on the family for at least partial support. Native Hawaiian students and their families need

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<sup>3</sup> Statistics from UH Institutional Research Office; SEED; U.S. Census, 1990.

<sup>4</sup> There are currently programs in the School of Medicine and the School of Law that address access for promising Native Hawaiian students.

help when the student is still in middle school or in early high school to: 1) do a cost/benefit analysis of a college education; and 2) explore all the available options for financing a college education. Once a student is admitted, the University needs to offer assistance to potential students and their families in identifying and applying for financial aid.

5.1.B. Academic factors: The academic factors that interfere with recruitment of Native Hawaiian students include: 1) insufficient college preparatory high school courses or insufficient grade averages in those courses; 2) class ranking below the required upper 40%; 3) and SAT-I or ACT scores below the admission level (usually 510 in verbal and 510 in math). Native Hawaiian high school students need counseling in selecting courses that will meet the UHM's admission requirements, help as necessary in passing these courses with grades of B or better; preparation for taking SAT-I or ACT exams. UHM needs to evaluate the validity of SAT-I and ACT scores as markers for successful completion of college by Native Hawaiian students.<sup>5</sup>

5.1.C. Social/cultural factors: in deciding whether or not to attend college, Native Hawaiian students are influenced by family, friends, the teachers and counselors they encounter in the course of their education, and their own cultural values. A major concern is that they will not fit in, an important consideration for someone from an affiliation oriented culture. The Kūle'a Project report states, "there is a real perception among many Native Hawaiians that the University is a place where they are neither welcomed nor accepted. The social experience that students undergo at the University is also perceived to be potentially harmful and contrary to cultural and ethical values."<sup>6</sup> The under representation of Native Hawaiians as teachers and counselors in the public schools means a lack of role models to inspire and actively encourage Native Hawaiian students to seek higher education. In addition to increasing the number of Native Hawaiian teachers and counselors in the school system, Native Hawaiian college students and faculty should be involved in visiting school campuses and communities to meet with students and their families. Programs like Nā Pua No'eau that bring them on campus should be supported and expanded and linked into other University recruitment efforts.

## **5.2. Retention needs**

In Fall 1998 there were 231 classified Native Hawaiian freshmen, 12% of the total freshmen enrollment, but Native Hawaiians only constituted 10% of the total undergraduate population. Retention rates after year one for the Fall 1990 to Fall 1997 cohort showed 73.5% retention for Native Hawaiian students as compared to 80.7% for the total undergraduate population . This means that 26.5% of the Native Hawaiian students drop out after one year while the overall average is 19.3%. After two years, 65% of the Native Hawaiian students are still in school compared to 73 % of the overall group. This means that 35% of the Native Hawaiian students have dropped out compared to 27% overall. In fact the difference in dropout rates between Native Hawaiian students and

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<sup>5</sup> See Native Hawaiian Students at the University of Hawai'i: Implications for Vocational and Higher Education, Alu Like, Inc., Honolulu, June 1988, p32; p97.

<sup>6</sup> Kūle'a Report, Operation Manong/University of Hawai'i at Mānoa, January 2000, p2.

non-Native Hawaiian students is greater than these percentages indicate, since the data available for comparison and used above include the Native Hawaiian dropout statistics in calculating the overall percentages.

Graduation rates also reflect the disparity between Native Hawaiians and the rest of the student population with 42.9% of Native Hawaiians graduating within 6 years compared to 54.9% for the total group. While these statistics do not speak directly to retention, they indicate that 57.1% of Native Hawaiians are not completing their degrees within six years as compared to 45.1% of the overall student population. Data on completion rates for the 57.1% who had not graduated at the end of six years is not readily available, but it is safe to assume that at least some of them left school without completing their degrees.

The factors impacting on retention rates and length of time to graduation can be classified in the same categories that apply to recruitment: financial, academic, and social/cultural. However, it is probably a combination of circumstances that results in students dropping out of UHM. The University needs to do research with dropouts to better understand and address the problem.

5.2.A. Financial factors: 78% of the students surveyed used Financial Aid Services with 84% being "satisfied" or better with the service they received. However, despite the FAS' and other programs' efforts to help, the amount of financial aid available to Native Hawaiian students is insufficient to meet their needs. Kua'ana Student Services receives about 300 applications a year for its tuition waivers; last year 191 applicants met the stringent needs requirement, but there were only 110 tuition waivers available. The Financial Aid Office is able to assist the neediest students through federal programs, so Kua'ana tries to award to those who do not meet the federal qualifications. A few students are helped by special programs in the academic units. Kamehameha Schools limits its grants to a semester maximum of \$2,000 per undergraduate, \$3,500 to full-time classified graduates, and \$5,000 for medical students; in most cases grantees do not receive the maximum. At best, the awards barely cover tuition and books. In addition, Kamehameha Schools, in its formula for considering the amount of any award, does not include the cost of living on campus in calculating the cost of attending the University. Native Hawaiian students, even those who receive some financial aid or are able to qualify for loans, often find themselves having to work on or off-campus to make ends meet; if they cannot fund on-campus or other in-town housing, students from rural areas are forced to make a four to six hour daily commute to and from campus. The cumulative effect of financial hardship takes its toll as the semesters go by, and students stop out or drop out for financial reasons. Both the program and student surveys identified financial aid as a major need, and specifically mentioned gap areas where little or no aid is currently available; i.e., summer session, unclassified students, graduate students who are writing their theses or dissertations, fees for graduate and professional school entrance exams. In order to increase Native Hawaiian student retention at both the undergraduate and graduate levels, more financial aid in the form of tuition waivers and other funding must be made available, and access to financial aid must be enhanced by informing students of what is available and helping them with application processes. The University

also needs to pursue more aggressively every possible source of financial support to meet the direct and related costs of a student's college education.

5.2.B. Academic factors: Program and student surveys both indicate that Native Hawaiian students need help improving their writing and study skills, including time management. In addition, the areas of math and science are identified as subjects where students need tutorial help. Kua'ana Student Services offers free tutoring in Hawaiian language to any student requesting it, regardless of ethnicity, and that subject was not identified as an area of need. Fifty-seven of the 104 students indicated that they consult faculty, academic advisors and counselors for help with their courses and planning their programs, but the need for one-on-one intensive tutoring is not being met by faculty during their limited office hours. In addition language barriers sometimes impact the effectiveness of the faculty member's attempts to be helpful. The University needs to develop tutoring programs in math and science for Native Hawaiian students and to connect them with other academic support available on campus.

5.2.C. Social/cultural factors: Many social and cultural factors impact on the Native Hawaiian student's ability to succeed at the University. Particularly for those who live at home, expectations to help out as part of the family unit are high and have implications for the student's allocation of financial resources and time management. This is often compounded by a long and tiring daily commute. Recipients of tuition waivers administered by Kua'ana Student Services must make time for a community service requirement. A sense of social isolation on campus also exists and is reflected in the need for "hangout" places and peer support groups expressed in both the programs and student surveys. The surveys also show that while many students utilize the support programs, they need help in identifying available services and negotiating the maze of University procedures necessary to obtain academic and support services. The University needs to assist students with time management, provide more flexible community service options, allocate space for students to gather to study together and provide other peer support for each other, and publicize and improve accessibility to the many programs that are already in place to help them.

## **6. Recommendations**

There are many specific recommendations that can be made regarding both recruitment and retention of Native Hawaiian students at UHM. Indeed, starting with the Wery and Pi'ianāi'a report of 1973, and continuing through the Ka'ū Report of 1986, the Alu Like report of 1988, and the five year review of Kua'ana Student Services of 1995, thoughtful and practical recommendations have always been included as a major component of the reports. While a few of the recommendations have been implemented, the majority of them are still awaiting attention. Among other reasons, this has been due to: 1) a shortage of staff in Kua'ana Student Services, the program specifically assigned to address these issues; 2) insufficient space to create a welcoming and functional environment for working with Native Hawaiian students; and 3) a lack of coordination of efforts being made in various units on campus.

Hence, the major recommendation of this report is that the delivery of student services to Native Hawaiians by the Office of Student Affairs be reorganized as follows:

- 1) the creation of the Native Hawaiian Student Services Center;
- 2) increased promotion and utilization of existing UHM student services programs; and
- 3) the establishment of the UHM Native Hawaiian Student Services Council.

### **6.1. Native Hawaiian Student Services Center**

The principal mission of the Native Hawaiian Student Services Center (NHSSC) is the development, implementation and evaluation of recruitment and retention programs to increase the number of successful Native Hawaiian undergraduate and graduate students at UHM. NHSSC incorporates disparate programs and positions in a combined recruitment/retention program. Bringing them into physical proximity will increase visibility, encourage interaction resulting in a seamless holistic approach, increase efficiency in the delivery of services, and provide students with convenient access to service providers and an opportunity for both scheduled and informal interchange with staff and each other. The present Kua'ana Student Services positions would be augmented by two additional positions to form the planning and implementation core of the Center, and the related programs (see 6.1.B) would be involved primarily in the planning process to the extent the demands of their own programs allowed. The Native Hawaiian Student Services Council would also participate in developing short and long term plans for recruitment and retention.

The NHSSC should be housed in the Student Services Center in a self-contained space large enough to accommodate the existing two Kua'ana Student Services positions, two additional University funded positions, the Nā Pua No'eau program, the two Kamehameha Schools Post High Counseling Program counselors, a student common room, and any staff that may be hired to carry out externally funded projects.

The administrative organization of the NHSSC is innovative. The four NHSSC positions (see 6.1.A.1 - 6.1.A.4) would form a program management team, collectively answerable to the Director of SEED, through the new position of Center Coordinator. The current Student Specialist I position would also be directly supervised by the Center Coordinator.<sup>7</sup> Regularly scheduled staff meetings including everyone sharing the Center's space will facilitate the efficient operation of the Center, and allow for "checking in" with each other on any issues or concerns regarding the Center's day-to-day operations.

#### **6.1.A. NHSSC Staff**

Although the job descriptions below assign primary responsibility for specific programmatic and administrative functions to individual positions, it is envisaged that the four positions will work cooperatively as a team to accomplish all of the Center's goals,

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<sup>7</sup> See Appendix E for organization chart. Note that the organization chart does not include Nā Pua No'eau and the Kamehameha Schools counselors although they will be physically located in NHSSC .

and that there will be flexibility in working together to complete necessary tasks in a timely manner as the occasion arises.

6.1.A.1. Center Coordinator: this would be a newly created Student Specialist III position. Responsibilities would include coordinating the programmatic and administrative functions of the Center, preparing and submitting periodic reports on the Center's activities to the Director of SEED and direct supervision of the current KSS Student Specialist I position. This is a key position requiring a high level of both administrative and personnel management skills, as well as familiarity and experience with Native Hawaiian student services. Because the Center is unique in bringing together positions that are answerable to OSA through SEED with other related programs that report to external management, the Coordinator must be sensitive to administrative boundaries.

6.1.A.2. Direct Services Coordinator: this would be a newly created Junior Specialist faculty position. It would have primary responsibility for the direct delivery of services to students. Included would be the management of the tuition waiver program and the related community service requirement, development and management of other current and future retention programs, and referral of Native Hawaiian students to other on-campus student support services.

6.1.A.3. Planning and Assessment Coordinator: this Education Specialist III position is currently the Program Director of Kua'ana Student Services. In the NHSSC reorganization, this position will no longer have major administrative responsibilities but will instead have primary responsibility for campus and community needs assessment, evaluation and grant writing. This is a component that has been consistently recommended over the last fifteen years, and it is essential for comprehensive recruitment and retention planning and program development. Duties include collection and analysis of existing data re: Native Hawaiian recruitment and retention, and development of a plan for systematic collection and analysis of data not currently available, particularly in regard to dropouts, community college transfers, and matriculation into graduate programs. This position, in collaboration with the rest of the NHSSC team, would design evaluation tools for newly developed and implemented recruitment and retention activities. It would also provide staff support to the Native Hawaiian Student Services Council.

6.1.A.4. Recruitment/Retention Program Specialist: this Student Specialist I position is currently part of the Kua'ana Student Services budget and position count, but is performing Native Hawaiian recruitment activities under the supervision of Operation Manong. In the NHSSC, this position will continue to develop and implement recruitment programs with the help of the rest of the NHSSC team, and will also have primary responsibility for the NHSSC Student Common Room and its related activities. The position will be supervised by the Center Coordinator position.

6.1.B. Related programs: as noted in Section 4.3, there are currently two non-OSA programs that relate to Native Hawaiian students housed in the Student Services Center,

Nā Pua No‘eau and the Kamehameha Schools Post High Counseling Program. The NHSSC incorporates these programs both in its physical space and its program planning. The two programs have experience and expertise in recruitment and retention and have the potential of providing valuable insights and contacts. In addition they provide services to, and employ, many Native Hawaiian students who would frequent the Center and become acquainted with the other services available to them.

OSA, in conjunction with other programs in the University system, is currently applying to a number of federally funded programs to benefit Native Hawaiian students. In the future, accumulation of research data should increase NHSSC's grant writing capacities. Plans for NHSSC physical facilities allow for a modest allocation of space to house staff associated with these externally funded programs.

6.1.C. Physical facility: as stated above, NHSSC should be housed in the Student Services Center in a self-contained space. In order to accommodate the programs and positions involved, a minimum of ten enclosed offices or rooms are required in addition to reception and common cubicle areas. One of the rooms should be large enough to serve as a Student Common Room, where Native Hawaiian students can "hang out," and have access to computers and a printer.

6.1.D. Budget: the current budget for Kua‘ana Student Services will form the basis for the NHSSC budget. Additional funds will be required to pay for the new Program Coordinator position and the Junior Specialist position, as well as a modest amount for the acquisition of computer equipment for the new position and the Student Common Room.

## **6.2 Other UHM student support providers**

The NHSSC is not intended to provide all the necessary support to ensure student success. There is a wealth of available services at UHM, and one of the functions of the Direct Services Coordinator is to identify them and to connect students to those that will meet their needs. Besides the programs specifically identified in Appendix 7.4, all OSA programs are charged with assisting all UHM students. In addition there are computer labs, special English tutorial programs, and Special Student Services in Arts & Sciences. Besides direct referrals of Native Hawaiian students, NHSSC should consult with programs regarding ways to improve delivery of services to Native Hawaiian students, and should be proactive in approaching programs where students perceive difficulties.

## **6.3.UHM Native Hawaiian Student Services Council**

The Council would be comprised of representatives of academic and student services programs that are key players in Native Hawaiian recruitment and retention at UHM. (See Appendix D.) The Council would select its own chair, and staff support would be provided by the NHSSC Planning and Assessment Coordinator. The Council would address issues of common concern and provide the NHSSC Management Team with advice regarding recruitment and retention planning and evaluation. Possible



projects include the design and production of a comprehensive brochure of available student services for Native Hawaiians, a review and update of the Ka'ū and Alu Like reports' recommendations, the development of mentoring programs, and a study of barriers to successful entry and completion of graduate and professional programs.

#### **6.4. Recruitment recommendations**

While the development and implementation of recruitment and retention programs should be the domain of the NHSSC, the following suggestions for possible recruitment activities are derived from the program and student surveys and interviews and the project director's research and experience, and are offered merely for consideration. The same is true of the retention recommendations that follow in Section 6.5.

##### **6.4.A. Early recruitment**

1. Identify middle and high schools with high Native Hawaiian student enrollments and low UHM admissions, as in the Kūle'a Report. Find out where the students are going after high school graduation. Target these schools for special recruitment visits and programs as in #2.

2. Develop school/community workshops for middle and early high school students and their families using UHM Native Hawaiian faculty and students and technical OSA support staff to provide Native Hawaiian perspective on the cost/benefit of a college degree; impact on family and friends; UHM admission requirements, financial aid options and how to access them. Native Hawaiian faculty and students can use this to meet requirements for community service.

3. Consider following up with Nā Pua No'eau clientele in the form of basic information mailout about attending UHM from a Native Hawaiian perspective. Think user friendly!

##### **6.4.B. High school recruitment**

1. Work with School and College Services (SCS) to participate in Counselors and Principals Workshops to address recruitment strategies.

2. Survey high school counselors re: Native Hawaiian students' use of counselors, proactive recruitment programs in place; ways UHM can help increase applications and admissions.

3. Encourage high school Native Hawaiian students to participate in SCS campus visit and shadowing programs.

4. Bring Native Hawaiian students from target schools on campus for a day of shadowing UHM Native Hawaiian students.

5. Develop kua'ana/kaina program linking UHM Native Hawaiian students with high school students.

6. Work with Admissions and Records to insure that SAT and ACT scores continue to be kept in perspective in admissions decisions in light of research findings re: questionable validity of these scores as markers of success in college.

#### 6.4.C. Community College recruitment

1. Research community college transfer issues: who comes, who doesn't, why?
2. Develop plan to act on research findings.
3. Work with SCS on community college transfer visit (Rainbow Bridge).
4. Support programs such as Ka Lama Academy (see Appendix D).

#### 6.4.D. Graduate school recruitment

1. Research seniors re: plans for graduate/professional school, barriers to continuing.
2. Develop plan to act on research findings.
3. Identify and seek funds to help with entrance exam fees (GRE, LSAT, MCAT, GMAT) and prep class fees; e.g., Native Hawaiian lawyers and physicians as possible source for funds for NHSSC U.H. Foundation account.

### 6.5. Retention recommendations

#### 6.5.A. Basic research

1. Collate and analyze existing data in UH system.
2. Develop plans for systematic collection and analysis of data not currently available, particularly in regard to:
  - a) tracking students who do not graduate within six years
  - b) dropouts re: contributing factors
  - c) community college transfers
  - d) entrance into and completion of graduate and professional programs.

#### 6.5.B. Early outreach

1. Produce comprehensive student services brochure and website.

2. Send post-admission informational letter to first time UHM admissions, offering program and peer support, if desired.
3. Expand existing financial aid informational program to include tax workshop.
4. Seek more financial aid in the form of tuition waivers and other funding, including private funds for special purposes.
5. Develop and support peer tutoring programs in math and science (community service credit for tuition waiver holders).
6. Encourage and facilitate special interest peer support groups (e.g., first generation college students; single parents) and peer mentoring relationships
7. Develop faculty/student (upper classmen) mentoring groups (community service for faculty)

## **7. Appendices**

A. References

B. Program Surveys

C. Student Surveys

D. Native Hawaiian Student Related Programs

E. Organization Chart

## Appendix A

### References

Harms, Joan. 1990/1999 College Student Experiences Questionnaire (CSEQ) Report on Student Services, University of Hawai'i, 1999.

Ka'ū: University of Hawai'i Hawaiian Studies Task Force Report, University of Hawai'i, December 1986.

Kua'ana Student Services Program Review, University of Hawai'i, 1995.

Kūle'a Report, Operation Manong/University of Hawai'i, January 2000.

Native Hawaiian Students at the University of Hawai'i: Implications for Vocational and Higher Education, Honolulu: Alu Like, June 1988.

Promotion and Preservation of the Hawaiian Culture and Language, Report to the 1995 Legislature, University of Hawai'i, December 1994.

Wery, Katherine H. and Norman A. Pi'ianāi'a. Where are the Hawaiians? An Inquiry into the Effectiveness of Education for Disadvantaged Hawaiian Students on the Nine Campuses of the University of Hawai'i, The Hawaiian Students Research Project, 1973.

## Appendix B

### Native Hawaiian Student Services Survey

*Note: for purposes of this study, "Native Hawaiian" refers to students who self-identify as being part Hawaiian or Hawaiian.*

*If you need more space, please continue on the back of the survey or attach additional sheets.*

Name of informant \_\_\_\_\_  
Program \_\_\_\_\_  
Phone \_\_\_\_\_ E-mail \_\_\_\_\_

1. What services does your program provide?  
Do you have any eligibility requirements or priority criteria (e.g., income, ethnic background, academic standing)?  
If available, please send a brochure or brief description of your program.
  
2. Are these services provided to students in general or only to Native Hawaiian students? \_\_\_\_\_  
About how many students were provided services in 1998-1999? \_\_\_\_\_  
About how many were Native Hawaiian? \_\_\_\_\_  
If the information is available, how many students contacted your program for information? \_\_\_\_\_  
How many were Native Hawaiian? \_\_\_\_\_  
Other ethnic/racial groups? \_\_\_\_\_
  
3. Has your program discerned special needs that Native Hawaiian students have? Yes \_\_\_\_\_ No \_\_\_\_\_  
If "yes," please describe these needs.

What resources/staff activities do you currently have to meet these needs?

4. Are you aware of student services programs or academic programs that might be of special interest or usefulness to Native Hawaiian students? Yes \_\_\_ No \_\_\_  
If "yes," what are these programs?

Does your program refer students to these programs? Yes \_\_\_\_\_ No \_\_\_\_\_  
Do you network with and/or work with any of these programs? Yes \_\_\_ No \_\_\_  
Which ones do you work with? In what ways?

5. What, if anything, does your program need to provide more support to Native Hawaiian students?

6. Do you have any recommendations to improve/increase support services for Native Hawaiian students beyond the scope of your own program?

7. Other comments:

Academic/Student Services Programs  
Responses to Native Hawaiian Student Services Survey

Admissions and Records  
Art Department  
Associated Students of the University of Hawai'i  
Career Services  
Cashier's Office  
Center for Hawaiian Studies  
Civil Rights Counselor  
Co-curricular Activities, Programs and Services  
College of Education  
College of Education Hawaiian Immersion Cohort Program  
College of Engineering  
College of Tropical Agriculture & Human Resources  
College Opportunities Program  
Counseling and Student Development Center  
Dean of Students  
Dean of Students - Hawai'i Community College  
Financial Aid Services  
Graduate Division  
Graduate Education Mentoring Program  
Graduate Students Organization  
Haumana Biomed/MARC Program  
Hawaiian Language Department  
Hawaiian Leadership Development Program – UHH  
'Imi Ho'ola  
Intercollegiate Athletics  
Kamehameha Schools Post High Counseling Program  
KOKUA  
Kua'ana Student Services  
Law School Preadmission Program  
Minority Access & Achievement/PALS – UHH  
Nā Pua No'eau  
Native Hawaiian Center for Excellence  
Native Hawaiian Vocational Education Program – Honolulu Community College  
Native Hawaiian Vocational Education Program - Kapi'olani Community College  
Operation Manong  
Outreach College  
School and College Services  
School of Hawaiian, Asian and Pacific Studies  
School of Nursing  
School of Travel Industry Management  
Sexual Harassment Counselor  
Special Events/Commencement Office  
Women's Center



## Appendix C

### UHM Native Hawaiian Student Services Survey Student Survey February 2000

Aloha, e ka haumana!

The Office of the Vice President for Student Affairs is conducting a study of student services used by Native Hawaiian students at UHM. Your responses will be helpful to us in improving and increasing student services for Native Hawaiian students.

Mahalo for your kokua!

Pua Hopkins, Project Director

**Student Status (please check applicable categories):**

Undergraduate \_\_\_\_\_ Transfer \_\_\_\_\_ Graduate \_\_\_\_\_

# of semesters at UHM \_\_\_\_\_ Academic major: \_\_\_\_\_

Live on campus \_\_\_\_\_ Live off campus \_\_\_\_\_

- 1. Please list the student service programs you have used and rate each one from 1 to 5 (1=not satisfied; 2=somewhat satisfied; 3=satisfied; 4=very satisfied; 5=totally satisfied). Examples of programs are Counseling and Student Development Center (CSDC); Financial Aid; KOKUA; Kua'ana Student Services; Student Health**

**Rating**

**Program**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 2. Where else do you go for information about UHM or for help with academic and personal problems?**

3. Do you have any university related needs for which you haven't found help?  
What are they?

4. How can we improve/increase our support services to meet your needs?

5. In addition to the student support services programs, are you or were you involved in any programs listed below? Check all that you were involved in.

<input type="checkbox"/> ACE	<input type="checkbox"/> Haumana Biomed	<input type="checkbox"/> RAP
<input type="checkbox"/> COP	<input type="checkbox"/> Honors	<input type="checkbox"/> Regents Scholar
<input type="checkbox"/> Dorm Activities	<input type="checkbox"/> 'Imi Ho'ola	<input type="checkbox"/> Work Study
<input type="checkbox"/> East West Center	<input type="checkbox"/> Mortar Board	<input type="checkbox"/> Other: Name _____
<input type="checkbox"/> Grad Mentor	<input type="checkbox"/> Presidential Scholar	

6. Other comments:

## Appendix D

### Native Hawaiian Student Related Programs

March 2000

#### I. University of Hawai'i at Mānoa

This list includes 1) academic programs with large NH student enrollments; 2) student support services and recruitment and retention programs based in academic units and which include NH students in their target populations; 3) NH student support services in the Office of Student Affairs; and 4) externally funded NH student recruitment and retention programs housed at UHM. It does not include academic and student support services available to the student population in general, although recent student surveys indicate that NH students utilize these services.

##### 1. Academic programs with large Native Hawaiian student enrollments

1. Center for Hawaiian Studies - B.A. in Hawaiian Studies: 1998-99 majors: 147 (approximately 90% NH). **Contact:** Lilikalā Kame'eleihiwa
2. Dept. of Hawaiian and Indo-Pacific Languages - B.A. in Hawaiian Language; Certificate in Hawaiian Language: 1998-99 student enrollment for all Hawaiian Language courses (approximately 50% NH) - 2300. **Contact:** Kalani Makekai-Whittaker

##### 2. Student support services and recruitment and retention programs based in academic units

1. College of Business Administration - Native Hawaiian Leadership Project: funded by the Native Hawaiian Higher Education Act for 1998-2001; awards scholarships (approximately 30) for undergrads and grads in any field, provides travel expenses for NH junior faculty to present research at conferences, funds graduate teaching assistantships, NH Education majors who are student teaching. **Contact:** Manu Ka'iana
2. College of Education - Ānuenue Cohort: prepares preservice teachers to become teachers in Hawaiian Language Immersion programs statewide. 1998-1999 students:20 (17 NH) **Contact:** Kerri-Ann Hewitt
3. College of Education and Leeward Community College - Ka Lama Cohort (Ka Lama o ke Kaiāulu Education Academy): goal is to increase enrollment of Leeward students at COE to provide a base of teachers for Leeward schools who are residents. Provides student support for 20 NH currently enrolled at LCC, helping them 1) to complete AA; 2) to meet COE core requirements; and 3) successfully complete COE admission process. **Contact:** Larrilynn Holu-Tamashiro

4. Pacific Biomedical Research Center – Haumana Biomedical Program/MARC Honors Program: Haumana Biomed provides 2 year research experience for minority undergraduates who are considering a career in biomedical field. Includes \$8,100 annual student salary; MARC Honors provides rigorous research training for outstanding undergraduates who are PhD bound; includes tuition waiver, \$9,492 yearly stipend. For both programs, 1998-1999 students: 22 (33% NH) **Contact: Healani Chang**
  
5. John A. Burns School of Medicine - 'Imi Ho'ola: a post-baccalaureate program for students from disadvantaged backgrounds; students are conditionally accepted into JABSOM, pending successful completion of 12 month program, including biomed courses in JABSOM (enrolled as unclassified graduates). 10 students per year (average 40% NH). **Contact: Nanette Judd**
  
6. John A. Burns School of Medicine - Native Hawaiian Center for Excellence: goal is to increase the number of NH practicing medicine. Provides recruitment from primary school to college age students (including neighbor islands), retention support for 30 NH students currently enrolled and 19 NH residents in training in Hawai'i; also focuses on preparing NH physicians to become medical school faculty; curriculum development around NH health issues and research by NH researchers on NH health care issues. **Contact: Doric Little**
  
7. William S. Richardson School of Law - Preadmission Program: selects 12 students per year for one-year curriculum including regular SOL courses and companion tutorials and a Pre-Admission Seminar. Successful completion results in automatic matriculation into regular 3-year JD program. 1998-1999 cohort was 50% NH (6 students). **Contact: Chris Iijima**
  
3. **Native Hawaiian student support services - Office of Student Affairs**
  1. College Opportunities Program: summer and first year residential program for students whose UHM application was denied or conditional, but who are deemed capable of succeeding in higher education. Summer residential program is free; includes summer session courses and group activities to upgrade academic and social skills. Successful completion of summer program required for Fall admission as regular UHM freshmen with ongoing retention support services. Summer 1998 students: 91 (43% NH). **Contact: Bill Chambers**
  
  2. Kua'ana Student Services: focuses on retention activities; recruitment programs are designed and implemented by a KSS staffer currently under the supervision of Operation Manong. 1998-1999: 500 NH students serviced. **Contact: Ku'umeaaloha Gomes; Ioane Ho'omanawanui (Recruitment)**
  
  3. Operation Manong: conducts programs to ensure equal access and opportunity to Higher education for underrepresented ethnic groups. Includes recruitment presentations and campus tours; summer enrichment program at UHM for middle school students; future teachers workshop for high school students; graduate

student/faculty mentoring; computer/resource room. 1998-1999 student participation: 880 (10-20% NH). **Contact:** Clem Bautista

#### 4. Externally funded programs housed at UHM

1. Kamehameha Schools College Retention Program: Provides on-campus support services for approximately 900 NH student recipients of Kamehameha Schools financial aid. **Contact:** Moana Balaz; Guy Nishimoto
2. Nā Pua No'ēau: this program is intended for Native Hawaiian students from kindergarten through high school; it brings them into contact with UH system faculty and Native Hawaiian students in educational settings and provides the NH college students with employment and leadership opportunities; it functions as an early college recruitment program. 1998-1999: approximately 50 NH UHM students employed/volunteered as counselors, support staff. **Contact:** Lokelani Kenolio

## II. Other UH system programs

This list only includes programs that responded to a survey distributed by the UHM Native Hawaiian Student Services Assessment Project and is not intended to be exhaustive.

1. UH-Hilo - Hawaiian Leadership Development Program (HLDP): Provides retention support services for NH students, including counseling and advising, designated courses including University 101, Interdisciplinary Studies, and Hawaiian Leadership. 1998-1999 students: 79 (100% NH) **Contact:** Gail Makuakane-Lundin
2. UH-Hilo - Minority Access and Achievement Program/Peer Assistant Linkages & Support (PALS): assists first year students by linking them with upper division students from similar backgrounds who provide retention support services. 1998-1999 students: 41 (50% NH) **Contact:** Ginger Hamilton
3. Hawai'i Community College – Community Based Education Learning Center Program (Halau Ho'ona'auao): supports NH community in pursuit of higher education and provides programs and services in collaboration with community organizations; Title III program (no information available on this program). **Contact:** John Carroll
4. Honolulu Community College - Native Hawaiian Vocational Education Program (Po'inā Nalu): goal is to help NH students into vocational education programs at community college level; provides summer program for 30 incoming freshmen in strengthening academic/social skills; on-going support services during academic year. 1998-1999 NH students: 316. **Contact:** Leon Florendo

5. Kapi'olani Community College - Native Hawaiian Vocational Education Program  
Kūlia Ma Kapi'olani: goal is to increase recruitment and retention of NH students in vocational education at community colleges; provides retention support services including advising & counseling, references to other resources. 1998-1999 NH students: 487. **Contact:** Mike Ane
  
6. Leeward Community College/Waianae - Ka Lama cohort (See I.2.3 above)

Appendix E

PROPOSED ORGANIZATIONAL STRUCTURE

