

PŪKO'A 2005 REPORT

Submitted by

The Pūko'a Council

The University of Hawai'i's System-Wide Native Hawaiian Council

January 2006

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Not for circulation

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Pūko'a Executive Committee

Lilikalā Kame'eiehiwa, Professor, Center for Hawaiian Studies, University of Hawai'i at Mānoa
Kapā Oliveira, Instructor, Hawaiian and Indo-Pacific Languages and Literature, University of Hawai'i at Mānoa
Niniau Simmons, University of Hawai'i at Hilo
Kalani Makekai-Whittaker, Coordinator, Title III, Kīpuka, University of Hawai'i at Hilo
Kihei Nahale'a, _____, Hawaiian Studies, Hawai'i, Community College
Noenoe Wong-Wilson, _____ Hawaiian Studies, Hawai'i Community College
Kaipo Frias, Instructor, Title III, I Ola 'o Hāloa, Hawai'i Community College
Jan Petersen, Professor, Language Arts, University College, Honolulu Community College
Jonathan Kama Wong, Title III, Education Specialist, Honolulu Community College
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Ilei Beniamina, Assistant Professor/Counselor, Student Services, Kaua'i Community College
Dennis Chun, Instructor, Hawaiian Studies, Kaua'i Community College
Momi Kamahale, Instructor, Hawaiian Studies, Leeward Community College
Janet Ka'eo Bradford, Director, Ho'oulu Project, Leeward Community College
Lui Hokoana, Director, Liko A'e Program, Maui Community College
Ki'ope Raymond, Associate Professor, Hawaiian Studies, Maui Community College
Keliko Hoe, Instructor, Hawaiian Language and Culture, Windward Community College
Kalani Meinecke, Assistant Professor, Hawaiian Language and Culture, Windward Community College

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Mahalo goes to the present administration of the University of Hawai'i in responding to the needs of Native Hawaiians and the Native Hawaiian communities as set forth in its ten-year strategic plan. We appreciate the support of David McClain, Interim President, who in a December 2004 message reiterated that the University of Hawai'i's strategic plan is grounded in Native Hawaiian values, including the notion of ahupua'a as a resource management model.

Mahalo also goes to Michael T. Rota, Associate Vice President for Academic Affairs, for his support, historical knowledge, and staff in the development of this report. Over the many years of service to the University of Hawai'i, he has reminded us all of the University's responsibility to address some of the educational and workforce needs of Native Hawaiians.

One of the impetus for this report stems from Evan Dobbelle, past President of the University of Hawai'i. In 2001, he tasked the University to develop a plan that address Native Hawaiian curriculum, students and faculty, and asked that Hawaiians throughout the system initiate discussions. This was one of the first charges to Pūko'a. Dobbelle provided the initial funding to bring together the Pūko'a Council.

Mahalo to each members of the Pūko'a Council for their inspiration, commitment, and work done on strengthening Native Hawaiian students and education, whether in student support services, academic support services, academic/instructional programs, research programs, or administration. Mahalo nui loa goes to those members of the Council that contributed to this report: Michael Ane, Kanani Baker, Janet "Kaeo" Bradford, Healani Chang, Dennis Chun, Kamuela Chun, Kimo Chun, E. Doodie Downs, L. Ku'umeaaloha Gomes, Kinohi Gomes, Kelli Goya, Mehanaokalā Hind, Keliko Hoe, Lui Hokoana, Nanette Judd, Joshua Ka'akua, Kekuhi Kanahale-Frias, Winston Kong, Jill Kouchi, Margaret Maaka, Gail Makuakane-Lundin, Nālani Minton, Diana Paloma, Trude Pang, Janice Petersen, Maya Saffery, David Sing, Noenoe Wong-Wilson. They took the time to share their working knowledge about Native Hawaiian students and support programs, about Hawaiian academic programs, and their perspectives on where Native Hawaiians in the University of Hawai'i should be in ten years.

Mahalo also to those in the University of Hawai'i for their contributions to this report, especially Sandra Tamashiro in the Office of Institutional Research, Melinda Wood at the University of Hawai'i West O'ahu, and Amanda Louis, a summer intern at the University of Hawai'i at Hilo.

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The Pūko'a Council

Native Hawaiians in the University of Hawai'i have long advocated for Native Hawaiian educational opportunities and excellence. A system-wide Native Hawaiian council for the University of Hawai'i was formed in 2001 when then President Evan Dobbelle made available funds to support Native Hawaiian academic excellence and access. In January 2002, all Native Hawaiian faculty, staff, administrators, students and those working in programs that supported Native Hawaiian students were invited to gather at Malaekahana, Ko'olauloa, O'ahu, and formed a University of Hawai'i's system-wide Native Hawaiian council. For three days more than 60 participants identified and discussed a broad range of educational issues affecting Native Hawaiians.

He Pūko'a e Kani ai ka 'Āina
A grain of coral eventually grows into land

This council was named Pūko'a for the above 'Ōlelo No'eau, or ancestral proverb, to describe its work at the University of Hawai'i. Another shorter version of that proverb is, "*Pūko'a Kani 'Āina: A Hard Rock of the Land.*" Said of a strong fighter who overcomes opposition but is himself impossible to overcome.

The Pūko'a Council was recognized by the University of Hawai'i in 2001 and added to its organizational chart in November 2004.

In its vision statement, the Pūko'a Council declares:

"We, the Kānaka Maoli within the University of Hawai'i system, are the Native people of this land, unique by virtue of our ancestral ties to the 'āina, our history, language, culture, knowledge and spirituality. Pūko'a envisions a University of Hawai'i committed to the empowerment, advancement and self-determination of Kānaka Maoli, through distinctly Hawaiian instruction, research and service. Therefore, Pūko'a promotes the superior development of all aspects of Kānaka Maoli identity, including a pono, spiritual, intellectual, cultural, economic and social well-being."
(Kamakakūokalani, March 28, 2002)

The collective mission of Pūko'a is to:

1. Increase the number of Native Hawaiian students, faculty, staff and administration in the university system to 23 per cent, which mirrors the percentage of Hawaiians in Hawai'i's population.
2. Promote a high standard of excellence in the study of Hawaiian language and culture.
3. Advocate for parity for Native Hawaiians and Native Hawaiian serving programs.
4. Insure integrity in the use of funds designated for Native Hawaiians.

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5. Assist the university in leveraging appropriate funding for Native Hawaiian programs.
6. Increase collaboration and partnerships between the University of Hawai'i campuses.

Pūko'a's membership is open to the faculty and staff of the University of Hawai'i system's Native Hawaiian serving programs, and to Native Hawaiians who teach or on staff in other university programs and departments. Pūko'a has no elected officers and reaches decisions on policies and recommendations through its executive council, which meets every other month. The membership of each campus elects two representatives to the Pūko'a Executive Council, providing equal representation for each campus, whether it is a community college or four-year university. All members can attend executive council meetings, but only the elected representatives or their proxies can vote. The executive council approves motions and policies in the traditional Hawaiian way, by consensus. See appendix for a list of executive committee members and all members.

Since its inception, Pūko'a has looked at various educational issues affecting Native Hawaiian students. In June 2004, Pūko'a developed biennium budget requests and eight-year plans, 2005-2013, supporting the University's goal of becoming a globally connected Hawaiian place of learning. This included requests from each of the campuses ten campuses within the system. In early March 2005, with the goal of allowing students to transfer between campuses without losing credits, Pūko'a members met at Kamakākūokalani, Center for Hawaiian Studies at UH Manoa to discuss the articulation of Hawaiian Studies and Hawaiian Language courses throughout the system. A subcommittee of Pūko'a was also formed and met several times to discuss student recruitment and retention strategies. Its recommendations are included in this report including the need for system wide coordination in recruitment activities and retention activities, including targeting transfer students.

Table of Contents

Acknowledgements

Preface

Table of Content

Executive Summary include UH strategic plan

The Pūko'a Council

Native Hawaiian Population

Native Hawaiians in the University of Hawai'i

 Ka Manawa Mua (Past)

 Ka'u Task Report, 1986

 Native Hawaiian Community Colleges Advisory Report, 1988

 Keia Manawa (Present)

 Native Hawaiian Students

 Native Hawaiian Student Support Services

 Hawaiian Academic and Instructional Programs

 Native Hawaiian Administrators, Faculty, and Staff

 Facilities

 Native Hawaiian Research

 The University's Contributions to Native Hawaiian Communities

 Ka Manawa Hope (Future)

 Puko'a response to the University's strategic plan and actions

 Recommendations for a Plan to Address Systemic Issues Related to Native Hawaiians.

Appendices

Preface

The Pūko'a Council was tasked the university to develop a plan that addresses Native Hawaiian curriculum, students and faculty, and asked that Hawaiians throughout the system initiate discussions. Such a plan would also address some of the critical issues in workforce development including the fact that Hawai'i is producing an insufficient number of qualified workers, and an insufficient number of individuals prepared for further education or training. Hawai'i is far behind when looking at actual student performance in skills critical to success in post-secondary education and the new jobs. This is evident by the majority of individuals entering the community colleges needing academic remediation to be successful.

The goals of the plan would include bringing more Native Hawaiian students to campuses, retaining and graduating more Native Hawaiian students, developing post-baccalaureate degree programs in Hawaiian Studies, Hawaiian Language and Indigenous Studies, fostering more Native Hawaiian scholars to teach and conduct research at the University of Hawai'i, and reducing the gaps between anticipated workforce demands and the supply of native Hawaiians with post-secondary degrees, certificates, and training. This plan will attempt to create a seamless system for Native Hawaiians from high school into postsecondary education including graduate and professional positions in every field and into the work force.

Since November 2004, a subcommittee began developing an update to Ka'ū, University of Hawai'i Hawaiian Studies Task Force Report (December 1986) and the Native Hawaiian Community Colleges Advisory Committee Report (Spring 1988). The initial members on this Pūko'a Report committee include Jan Petersen (Honolulu CC), Keala Chock (Honolulu CC), Janet "Ka'eo" Bradford (Leeward CC), Gail Makuakane-Lundin (UHH), Mehanaokalā Hind (UHM), T. Kamuela Chun (UH), Keliko Hoe (Windward CC) and Lilikalā Kame'eleihiwa (UHM).

This update, referred to as the Pūko'a Report, is the basis for a strategic plan to address a number of educational issues pertaining to Native Hawaiian students, Native Hawaiian student and academic support services, academic programs (instructions, curriculum development, certificate and degree offerings), Native Hawaiians employed in executive, management, faculty, APT, and civil service positions, Native Hawaiian research, facilities to support Native Hawaiian programs (academic and support services), and the University's contributions to the Native Hawaiian community. This update also supports the University of Hawai'i in meeting goal three of its strategic plan, presented below.

In the first set of committee meetings, members discussed each of the issues and develop a list of findings (current status), potentials, considerations, and recommendation topics. For example with Native Hawaiian students, the report shows areas of growth or decline in enrollment from fall 1991 to fall 2005. Fall 1991 was chosen because it's the

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first year data for Hawai'i Community College is separated from University of Hawai'i at Hilo. Besides enrollment rates, this report looks at retention rates, academic preparedness, GPA, transfer rates, length of time to complete degree, declared majors, distribution of eligible Native Hawaiian high school students on island to campuses, and campuses' recruitment and retention plans. This report includes recommendations from the Pūko'a Council and campuses on strategies to increase the enrollment, retention and success rates of Native Hawaiians. Success rates measured as the sum of graduation and continuation rates. The committee also reports on past strategies, strengths and challenges, and makes recommendations accordingly including resources needed.

Tied to Native Hawaiian students' status is the academic and student support services available or not available. The report will include support services targeting Native Hawaiian students, services provided, strategies used to increase academic preparedness, enrollment and/or retention, projected number of participant, and student satisfaction. The report also include findings on campuses' general support services, Native Hawaiians not served by campus programs, strengths and challenges of programs, number of employees in Native Hawaiian support programs, and institutional commitments.

While concerns for Native Hawaiian students are a priority in this report, issues around the number of Native Hawaiian faculty and staff, growth of Hawaiian language and studies programs and degree offerings, and facilities are also important for the University of Hawai'i to act upon.

The report committee did its best to ensure this report is a collective effort and truly represents the voice of the broader University of Hawai'i Native Hawaiian community which is represented by the Pūko'a Council. Equally important to the committee is that this report be a useful tool in assisting the University of Hawai'i in fulfilling its mission and meeting its strategic plan, specifically:

Goal 3: A model local, regional, and Global University.

Transform the international profile of the University of Hawai'i system as a distinguished resource in Hawaiian and Asian-Pacific affairs, positioning it as one of the world's foremost multicultural centers for global and indigenous studies.

Objective 1: To establish the University of Hawai'i and the State of Hawai'i as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region, the Americas, and the rest of the world.

Action Strategies

- Identify and capitalize on strategic international markets for profit-generating programs (short-term training, distance learning, and technical assistance) based on existing partnerships and UH program strengths and capacity.

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- Encourage interaction between international students and students from local ethnic groups. Continue support for the study of diverse cultures and languages to support Hawai'i students who wish to explore their cultural roots.
- Expand on- and off-campus intercultural and education abroad opportunities for students; facilitate worldwide networking and intercultural exchanges involving faculty, visiting scholars, administrative staff, and students.
- Develop administrative and financial support for international education, integrating teaching and research with international programs and partnerships.
- Play an active leadership and participatory role in Oceania/Asia/Pacific-focused organizations.
- Increase and celebrate relationships with the East-West Center and strengthen mutually beneficial affiliations with highly regarded institutions, businesses, and entrepreneurs in the Asia-Pacific region.

Objective 2: To strengthen the crucial role that the University of Hawai'i system performs for the indigenous people and general population of Hawai'i by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies

- Serve as a resource and facilitate the discourse for an equitable and peaceful reconciliation process between the United States government and the Hawaiian people.
- Provide positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians; solicit consultation from Pūko'a, the system-wide council of Native Hawaiian faculty, staff, and students.
- Increase representation of Native Hawaiians in all facets of the University of Hawai'i relative to the University's efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
- Support full participation of Native Hawaiians in all matters of the University; such initiatives or programs may or may not be conducted exclusively for Hawaiians.

- Promote the use of the Hawaiian language within the University system, as appropriate and consistent with the Hawai'i State Constitution.
- Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history within the University of Hawai'i system, as consistent with the Hawai'i State Constitution.
- Encourage Native Hawaiians to practice their language, culture, and traditions throughout the University system and provide Hawaiian environments and facilities for such activities.
- Employ outreach to address the needs of Native Hawaiians, the state of Hawaii, and the world at large in the areas of Hawaiian language, culture, and history.

Native Hawaiian Population

Over the past years, there was a sentiment developed that representation of Native Hawaiians in higher education, especially the University of Hawai'i, should at the least match or exceed their representation in the State of Hawai'i. The Census 2000 reported 401,162 Native Hawaiians in the United States; that is about 0.1 percent of the nation's population. Sixty percent of all Native Hawaiians live in the State of Hawai'i. Hawai'i, along with nine other states in the union accounting for eighty-eight percent of the Hawaiian population. (OHA, June 2002)

The Census 2000 reported 1,211,537 people residing in the State of Hawai'i. Of that number 239,655 (19.85 percent) were identified as Native Hawaiian. By comparison, Hawai'i Health Survey estimates the state's population to be 1,156,014 people, of which 254,911 (22.1 percent) are Native Hawaiians. There is a 5 percent (55,523 people) population count difference between the Census 2000 and Hawai'i Health Survey 2000. (OHA, June 2002)

Note, the U.S. Census Bureau's definition of Hawaiian and Part-Hawaiian changed over the past decades, affecting the way the Census Bureau established race categories for the population and likely, how the public reported their race and ethnicity for the Census. This may be the case for the low count of Native Hawaiians in the year 1970, 71,274, and the largest increase of Native Hawaiians in the year 2000, when more than one race could be selected.

In August 2005, The Honolulu Advertiser reported that the number of Native Hawaiians and other Pacific Islanders living in Hawai'i declined during the previous four years even as all other race categories increased, according to estimates released yesterday by the U.S. Census Bureau. The Census Bureau estimated that on July 1, 2004, there were 279,651 people who could consider themselves Native Hawaiians and Pacific Islanders. That was down 1.3 percent from the 283,430 in the category on April 1, 2000. Statewide, the 2004 estimates show total population rising to 1,262,840 in 2004, about 4.2 percent higher than the 1,211,537 posted as the official population in the 2000 U.S. Census. The 2004 estimates also showed that the four other race categories — Asians, whites, blacks/African-American, and Native Americans/Alaska natives all increased their numbers in Hawai'i.

Eugene Tian, an economist and research and statistics officer for the state Department of Business, Economic Development and Tourism, said an analysis of the numbers indicates that Native Hawaiians and Pacific Islanders may be leaving Hawai'i. He noted that the age groups on the decline are children and adults of prime child-rearing age, between 20 and 40. "From the data, it looks like they're migrating out of the state," he said. (Honolulu Advertiser, August 12, 2005)

State Health Director, Chiyome Fukino, said information her staff gathered could back up Tian's theory. The birth rate and death rate for Native Hawaiians have remained 'fairly constant' over the last four years, Fukino said. "It can be presumed, but not proven, that out-migration, meaning the movement of people from Hawai'i to the Mainland, is possibly contributing to this decrease in the population," she said. (Honolulu Advertiser, August 12, 2005)

Population Distribution

The distribution of a population often mirrors the regional concentration of resources such as jobs, housing, and public services. However, for some Native Hawaiians, among whom cultural ties to the land and sea are often strong, rural areas may provide social and spiritual benefits that extend beyond the practical, economic advantages associated with urban life. (Kana'iaupuni, S.K., N. Malone, K. Ishibashi)

- Of the state's total population of Native Hawaiians, the majority (about 63.9 percent) resides on the island of O'ahu. Because it is the most urban of the Hawaiian Islands and serves as the home of the state's capitol (Honolulu), O'ahu has historically been the center of the state's labor market, development, and population growth.
- More than one in five Native Hawaiian in the state resides in the Leeward district of O'ahu.
- Although residents of rural areas such as the islands of Moloka'i and Ni'ihau are predominantly Native Hawaiian, these sparsely populated regions account for a small fraction of the state's total Native Hawaiian population (1.9 percent and 0.1 percent, respectively).

(Kana'iaupuni, S. K., N. Malone, and K. Ishibashi. 2005. *Ka Huaka'i: 2005 Native Hawaiian Educational Assessment*. Honolulu, HI: Kamehameha Schools, Pauahi Publications)

Distribution of Native Hawaiians by Counties, Hawai'i Health Survey 2000*

	State	Hawai'i	Kaua'i	Maui	O'ahu
Total Population	1,156,014	148,574	68,790	117,115	874,854
Native Hawaiians	254,910	42,805	13,156	30,390	168,560
Percent of Total	22.1%	28.81%	19.13%	25.95%	19.27%

Source: Office of Health Status Monitoring, Hawai'i State Department of Health

* Ethnicity is based on the ethnic composition of the mother and father of the individual. If anyone declares that they have any part Hawaiian, they are automatically categorized as Part-Hawaiian.

Distribution of School Age Native Hawaiians by Counties, 2000

Age Distribution	State		Hawai'i		Kaua'i		Maui		O'ahu	
	#	%	#	%	#	%	#	%	#	%
State Total	1,156,014	100.00	141,840	100.00	56,354	100.00	120,478	100.00	837,342	100.00
0 – 14 years	247,831	21.4	33,709	23.8	13,031	23.1	27,469	22.8	173,622	20.7
15 – 17 years	45,271	3.9	5,815	4.1	2,229	4.0	4,474	3.7	32,753	3.9
18 – 24 years	103,656	9.0	10,365	7.3	4,626	8.2	9,741	8.1	78,924	9.4
Native Hawaiian Total	254,910	100.00	42,805	100.00	13,156	100.00	30,390	100.00	168,560	100.00
0 – 14 years	85,232	33.4	15,628	36.5	4,895	37.2	11,123	36.6	53,585	31.8
15 – 17 years	15,196	6.0	2,447	5.7	973	7.4	1,836	6.0	9,939	5.9
18 – 24 years	29,792	11.7	4,150	9.7	1,600	12.2	3,379	11.1	20,662	12.3

Source: Office of Health Status Monitoring, Hawai'i State Department of Health.

Note: Total numbers and percentages are of all ages including those 25 and older.

Distribution of Native Hawaiians in Public High Schools by District, Fall 2003

(Does not include Public Charter Schools)

Hawai'i District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Hilo High	1,511	322	563	37.3%
Kea'au High	923	211	333	36.1%
Kealakehe High	1,440	286	407	28.3%
Kohala High	296	74	96	32.4%
Konawaena High	888	175	337	38.0%
Waiākea High	1,292	331	359	37.8%
Honoka'a High & Intermediate	817	144	295	36.1%
Ka'ū High & Pāhala Elementary	455	67	200	44.1%
Laupāhoehoe High & Elementary	250	17	85	34.0%
Pāhoa High & Elementary	788	103	339	43.0%

Maui District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Baldwin High	1,651	369	470	28.5%
King Kekaulike High	1,379	292	371	26.9%
Lahainaluna High	1,000	216	203	20.3%
Maui High	1,669	319	299	17.9%
Hana High & Elementary	388	23	318	82.0%
Lāna'i High & Elementary	636	50	158	24.8%
Moloka'i High & Intermediate	704	120	501	71.2%

Kaua'i District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Kapa'a High	1,137	251	371	32.6%
Kaua'i High	1,285	261	234	18.2%
Waimea High	863	191	271	31.4%
Ni'ihau (K-12)	24*	3	39	97.5%

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Honolulu District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Farrington High	2,424	481	298	12.3%
Kaimukī High	1,347	263	196	14.5%
Kaiser High	1,034	245	173	16.7%
Kalani High	1,086	227	111	10.2%
McKinley High	1,883	342	222	11.8%
Roosevelt High	1,574	338	289	18.4%
Ānuenu (K-12)	350	N/A	296	84.6%
Hawai'i Center for the Deaf and Blind (K-12)	76	N/A	17	22.3%

Central District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Aiea High	1247	293	218	17.5
Leilehua High	1761	361	332	18.9
Mililani High	2341	470	261	11.2
Moanalua High	2005	428	196	9.8
Radford High	1319	283	66	5.0
Waialua High & Intermediate	772	112	208	26.4

Leeward District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Campbell	1854	379	339	18.3
Kapōlei	1928	346	450	23.3
Pearl City	1973	443	284	14.4
Wai'anae	1921	366	1005	52.3
Waipahu	2338	452	228	9.8
Nānākuli High & Intermediate	1357	159	896	66.0

Windward District	Fall 2003 Enrollment	Total # of Seniors	Fall NH Enrollment	Percentage of Total Enrollment
Castle High	1789	385	694	38.8
Kailua High	986	214	480	48.7
Kalāheo High	1115	247	243	21.8
Kahuku High and Intermediate	1891	299	682	36.1
Olomana	161	N/A	95	59.0

Source: 2003-2004 School Status and Improvement Report, Hawai'i State Department of Education.

Educational Attainment

In 2002, the Hawaiian Community Survey questioned 1,600 Hawaiian households across the state about the post-high school plans of their school-aged children. More than four out of five parents (86%) expect their children to continue their educations beyond high school. Among these parents, roughly three-fourths (74.4%) feel that their children will complete an undergraduate degree at a four-year college or university. (Kamehameha PACE)

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Data suggest that poor K-12 educational experiences lead to relatively low college enrollment and completion rates among Native Hawaiians. Similarly, for those Hawaiians who *do* enter college, their distribution among academic departments suggests under-representation in key high-prestige disciplines. Owing to the significant effect of post-secondary degrees in the labor market, the socioeconomic prospects and self-sustainability for future generations of Native Hawaiians are threatened. (Kana'iaupuni, S. K., et al, 2005)

In January 2004, Kamehameha Schools presented preliminary findings of career and occupational interests of students in Hawai'i. They began gathering data in November 2003, to assist students in preparing for post-secondary education, training, and employment through career awareness and development activities. They surveyed 681 students, of which 368 were Native Hawaiians. The top five occupations (from first to fifth) that Native Hawaiian students identified pursuing by islands were:

- Hawai'i: Business, Physician and Culinary Arts (tied in second), Education/Teaching, Law Enforcement, and Courts.
 - Kaua'i: Business, Culinary Arts, Computer Technology, Fire Fighter, and Nursing.
 - Maui: Nursing, Medical, Education/Teaching, Business, and Engineering.
 - O'ahu: Physician/Doctors, Business, Education/Teaching, Nursing, and Law
- (Source: Career Education and Lifelong Learning Department, Extension Education Division, Kamehameha Schools, January 2004)

Although Native Hawaiian parents have high educational ambitions for their children, Native Hawaiians are underrepresented among college students and graduate or professional students. Native Hawaiians constitutes 23.1 percent of the state's college-age population (18 to 24 years of age) in 2000, yet they accounted for just 17.5 percent of college students. Next to Chinese students, who comprised a relatively smaller share of the state population, Native Hawaiians constituted the smallest proportion of undergraduate students among the state's major ethnic groups. Just 10.8 percent of graduate students were Native Hawaiian, meaning that Native Hawaiian representation among graduate students was about half their representation in the larger state population. (Kana'iaupuni, S. K., et al, 2005)

In 1990, only 9.1% of Native Hawaiians 25 years or older had obtained a bachelor's degree or higher, compared to 30.3% of Chinese, 25.2% of Japanese, and 30.2% of Whites. A decade later, however, data from Census 2000 show a 3.5 percentage point increase in the percentage of Native Hawaiian adults with a college degree: 12.6%. However, in spite of the rise in college-educated Hawaiians in the state, their rate of post-secondary educational attainment remains less than half that of the state average (26.2%). Native Hawaiians are greatly outpaced by Chinese (27.1%), Japanese (30.0%) and Non-Hispanic Whites (37.3%) relative to the acquisition of a bachelor's degree or higher. (Kamehameha PACE)

Educational Attainment for Individual 18 and Over, Year 2000

Educational Attainment	State Total	Native Hawaiian	Caucasian	Chinese	Filipino	Japanese	Other
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Total	862,912	154,482	206,748	52,720	130,918	212,350	105,693
No School/ Kindergarten	1,407 (0.2)	58 (0.0)	53 (0.0)		642 (0.5)	191 (0.1)	463 (0.4)
Grades 1-8	33,151 (3.8)	2,901 (1.9)	2,432 (1.2)	1,297 (2.5)	12,831 (9.8)	10,289 (4.8)	3,401 (3.2)
Grades 9-11	34,054 (3.9)	9,855 (6.4)	4,791 (2.3)	14,339 (27.2)	6,911 (5.3)	5,434 (2.6)	4,413 (4.2)
Grade 12 / GED	297,299 (34.5)	79,798 (51.7)	50,537 (24.4)	14,339 (27.2)	48,118 (36.8)	65,032 (30.6)	39,475 (37.3)
College 1-3 Years	216,717 (25.1)	36,169 (23.4)	58,609 (28.3)	10,495 (19.9)	29,967 (22.90)	52,873 (24.9)	28,604 (27.1)
College 4 + Years	257,840 (29.9)	23,546 (15.2)	87,817 (42.5)	22,357 (42.4)	25,173 (19.2)	74,303 (35.0)	24,643 (23.3)
Unk. / Ref.	22,444 (2.6)	2,155 (1.4)	2,510 (1.2)	1,582 (3.0)	7,277 (5.6)	4,227 (2.0)	4,694 (4.4)

Source: Native Hawaiian Data Book, Office of Hawaiian Affairs, June 2002)

In 2003, Kamehameha Schools issued a report about the factors contributing to college retention in the Native Hawaiian population. The study looked at graduates, over three years, from Kamehameha Schools that received its scholarships. The study had a sample of 376 students and looked at college completion. The study showed a positive relationship between college completion and variables such as financial aid, high school g.p.a., parent's educational level, life satisfaction, and self-efficacy. Family/job responsibility negatively related to college completion. Students who reported high levels of problems related to family and job responsibilities were less likely to complete college. Interestingly, there was positive correlation between higher levels of financial aid and higher self-efficacy and life satisfaction.

Population Forecasts

Ka Huaka'i: 2005 Native Hawaiian Educational Assessment (2005, Pauhi Press, Honolulu) forecasts the Native Hawaiian population to increase substantially in the coming years. This anticipated growth has important implication for the development of adequate infrastructure, services, and opportunities – educational and otherwise – to meet the present and future needs of the Native Hawaiian population. The demographic information in this section implies that current directions in Native Hawaiian education must plan for future increases in the population. (Kana'iaupuni, S.K., N. Malone, K. Ishibashi)

The population of Native Hawaiians is expected to grow substantially and steadily over the next fifty years

- The Native Hawaiian population in the state of Hawai'i will more than double in the next fifty years, increasing from 239,655 in 2000 to 536,947 in 2050.
- Projections indicate that, on average, the Native Hawaiian population will grow by 8.4 percent every five years for the next fifty years.
- The adult population will increase at a slower rate than that of the overall Native Hawaiian population... Native Hawaiian population growth will be dominated by increases among young children.

Although population projections suggest substantial growth in the number of Native Hawaiians in upcoming decades, Native Hawaiian representation within the larger state population is expected to increase only slightly over the next twenty years.

- In 2000, Native Hawaiians numbered 239,655 and constituted 20.2 percent of individuals residing in the state.
- By 2020, the Native Hawaiian population is expected to increase by 37.5 percent to 329,496; at that time Native Hawaiians will account for 21.2 percent of the total state population.

Together, these figures suggest that the growth of the Native Hawaiian population will slightly outpace overall increases in the state population. (Kana'iaupuni, S.K., N. Malone, K. Ishibashi)

NATIVE HAWAIIAN STUDENTS IN THE UNIVERSITY OF HAWAI‘I

Overview:

Findings:

Native Hawaiian Student Enrollment

Within the University of Hawai‘i system – the postsecondary choice for the majority of High school graduates in the state – Native Hawaiian enrollment increased over the past 14 years. From fall 1991 to fall 2004, the number of Native Hawaiians enrolled in the University of Hawai‘i increased by 1,796 (4,976 to 6,772), a 36% increase. Largest increase occurred at UH Mānoa (389/31%), followed by Windward CC (275/96%), Maui CC (222/49%), Hawai‘i CC (211/43%), Honolulu CC (188/38%), Leeward CC (181/25%), Kapi‘olani CC (149/26%), UH West O‘ahu (80/104), UH Hilo (71/16%), and Kaua‘i CC (41/19%).

However, Native Hawaiians are still underrepresented at the University of Hawai‘i. With 23 % of the State’s population Native Hawaiians, Native Hawaiian college enrollment rates within the University of Hawai‘i are also not near parity with their representation of the total state population and their representation in the public high schools, except at Hawai‘i Community College, Kaua‘i Community College, and Windward Community College. (UH System – 13.4%, UHM – 7.9%, UHH – 15.8%, UHWO – 18.8%, HawCC – 28.5%, HonCC – 15.7%, KapCC – 10.0%, KauCC – 22.1, LeeCC – 14.9%, MauCC – 22.5, WinCC – 31.5%)

- *Economic Status*
- *Academic Preparedness*
- *Sustainability of programs*
- *Percentage of NH low income, first generation students.*

In speaking with representatives from the various campuses, there appears to be no comprehensive and coordinated outreach and recruitment plans targeting Native Hawaiians at any of the campuses in regular student service “G” funded programs. In the past, at the community college level, outreach and recruitment activities were primarily conducted through the Native Hawaiian Vocational Education Project, but that has changed recently, as the funding agency shifted its focus to retention and graduation activities. Some campuses have all but stopped initiating recruitment visits to local high schools.

Native Hawaiian Student Retention

Some externally funded programs have experienced great results in increasing the retention and success rates of Native Hawaiian students. In the past three years the School of Engineering at UHM ran a pilot project with LSAMP (Louis Stokes Alliance for Minority Participation) funds. This program increased their Native Hawaiian student retention rate at the end of the junior year from below 20% to above 80%. The technique at the heart of this success was the formation, before the start of the freshman year, of a cohort of students who attended class together, studied together, and received any needed academic help together. However, when looking at the overall numbers of Native Hawaiians, most externally funded programs work with small cohorts of students.

So, Puko'a asks how can programs that demonstrate success be duplicated or expanded to work with a greater number of students.

The Retention /Continuation Rate equals the percentage of first-time freshmen in a given fall semester who returned to the campus in a subsequent fall semester. The graduation rate is the cumulative percentage of first-time freshmen in a given fall semester who graduated within a designated period of time, measured as of the summer term. The designated period of time is 150% of the normal time to completion. For example, students in a 2-year program would graduate within 150% time if they graduate within 3 years. The success rate is the percentage of first-time freshmen in a given fall semester who have either graduated or are still enrolled. The success rate is calculated by adding the graduation and continuation rates together. Retention, Graduation, & Success numbers are based on first time, full time, degree seeking freshman at each respective institution. Each campus was also compared against peer institutions based on their enrollments, degree offerings, and faculty ratio. At the top of the graph are the ranking of the institution when compared to their peer institutions and the percentage number representing the graduation rate of the highest ranked peer institution.

Academic Year 2003-04

Campus	Ranking Compared to Peer Institutions	Population	Success Rate	Graduated	Still Enrolled
UH Mānoa	8 of 13 – 92%	Total Pop.	65%	54%	11%
		NH Students	52%	42%	10%
UH Hilo	7 of 10 – 55%	Total Pop.	36%	31%	5%
		NH Students	32%	28%	5%
UH West O'ahu		Total Pop.			
		NH Students			
Hawai'i CC	7 of 16 – 50%	Total Pop.	34%	20%	14%
		NH Students	30%	18%	12%
Honolulu CC	14 of 16 – 16%	Total Pop.	37%	15%	22%
		NH Students	34%	15%	19%
Kapi'olani CC	17 of 20 – 48%	Total Pop.	40%	10%	30%
		NH Students	30%	8%	22%

Kaua'i CC	12 of 16 – 46%	Total Pop.	36%	31%	5%
		NH Students	32%	28%	5%
Leeward CC	15 of 18 – 44%	Total Pop.	38%	12%	26%
		NH Students	29%	13%	16%
Maui CC	14 of 20 – 42%	Total Pop.	36%	18%	18%
		NH Students	30%	14%	16%
Windward CC	12 of 16 – 42%	Total Pop.	28%	9%	19%
		NH Students	30%	7%	23%

For example: At UH-Manoa the number of students who were enrolled or had graduated after 6 years was 65% for the total population (54% graduated and 11% were still enrolled after 6 years) and 52% for Native Hawaiians. When compared to peer institutions based on graduation, UHM ranked #8 out of a group of 13. The graduation rate for the #1 ranked peer institution was 92%. At UHM there were 1,579 Native Hawaiians enrolled comprising 7.9% of the student population. Data from the University of Hawai'i Institutional Research Office.

The statistics used to demonstrate the dismal graduation and retention rates for Native Hawaiians are from the UH system only. However, when we looked at graduation rates from Chaminade University of Honolulu and Hawaii Pacific University, Native Hawaiian students were more likely to be retained and graduate when compared to UH data but they still fared below their non-Hawaiian peers. In 2002 Kamehameha schools reported that Native Hawaiian students who attended college on the U.S. continent completed college at a higher rate than their NH peers attending school in Hawai'i. In the same report Kamehameha schools also found that Native Hawaiians living on the U.S. continent had a higher college graduation rate than their NH peers who were raised in Hawai'i. However, these two groups still were not up to par with their non-Hawaiian counterparts when comparing their graduation rates.

Summary:

- NH college enrollment is close to parity with their representation of the total HI population within the UH system except at University of Hawai'i at Manoa and Kapi'olani Community College.
- NH college success rates are lower than their non-Native Hawaiian peers at every campus except Windward Community College.
- As a system and individually as campuses, UH performs below peer institutions when ranked by graduation rates.
- *GPA needed to recommend support programs*
- *Cohort data shows dramatic success, but most cohorts work with small numbers of NH. Overall data on retention rates is still the same.*

Native Hawaiian Success Rates

- NH college success rates are lower than their non-Native Hawaiian peers at every campus except Windward Community College.
- As a system and individually as campuses, UH performs below peer institutions when ranked by graduation rates.

- Native Hawaiians have low rates of representation in several prominent fields including natural sciences, information and computer sciences, mathematics, and business administration. In total, 7.4 percent of all degrees earned between school years 1996-97 and 2000-01 were awarded to Native Hawaiian students. However, Native Hawaiians accounted for just 4.0 percent of degrees in the natural sciences, 2.7 percent of computer science degrees and 3.1 percent of mathematics degrees. Native Hawaiians were similarly underrepresented in fields such as architecture (4.3 percent), engineering (3.1 percent), and business administration (4.1 percent). In contrast, subject areas with high concentrations of Native Hawaiian students included social sciences (8.5 percent); Native Hawaiian, Asian and Pacific studies (27.5 percent), education (10.7 percent), social work (12.0 percent), law (14.1 percent), and library sciences (15.7 percent).
Include CC programs.

Recommendations

Puko'a advocates for a comprehensive, system-wide Native Hawaiian Student Services plan. It is important to note that while there are issues unique to specific campuses in regards to student services, there are also issues that are universal to the recruitment and retention of Native Hawaiian students. The University cannot be driven by a funding need, but rather an honest review of what specific recruitment and retention trends for Native Hawaiians students are. The plan should determine how much money is needed, but the money should not drive the plan.

Puko'a recommends the following:

1. Native Hawaiian serving student service personnel system-wide meet regularly to review and discuss statistics on Native Hawaiian students, and the inferences of these stats;
2. Native Hawaiian serving student services personnel evaluate their programs including delivery of services, then meet to review evaluations, and identify a few best practices that have the potential for replication on other campuses.
3. Native Hawaiian serving student services personnel advocate for research activities to be conducted that focus on issues related to student services for Native Hawaiian students.
4. Student Services develop and advocate for student service internship programs for Native Hawaiian students who are interested in student services and student services admin.

See Athletic model, Jenny Matsuda and Dean Cambra of Arts and Sciences, Interdisciplinary model. Include Puko'a Student Services Committee's Strategic Plan on Recruitment and Retention.

Native Hawaiian Student Services

Overview

A comprehensive review of support services within the University of Hawai'i system for Native Hawaiians students done in 1986 found that, very little had been done to analyze the effectiveness of retention practices of individual campuses and that it was not known whether programs which were intended to increase the retention rate at these campuses actually did so. In addition, the review also found that:

- There was a significant lower college completion rate for Hawaiian students than Caucasians, Chinese, and Japanese students as a group; 35% versus 60%.
- There was a void of services, programs, and strategies that positively affect the retention of Hawaiian students within the UH system.
- There was an under representation of Hawaiian students in the UH system, especially at the baccalaureate degree granting campuses.
- There was no comprehensive plan to provide for the services and support that are needed to improve access and persistence of Hawaiian students.

Based upon these findings, three recommendations were made. The first recommendation was for the UH Office of the Vice President for Student Affairs to develop a plan to collect and analyze data on Hawaiian student retention, design a program that would be integrated into the retention practices of the campuses, provide the means for Hawaiians to be tutored by Hawaiians, and create a process to inform incoming Hawaiian students of resources on campuses including identifying faculty available to give them support. The second was for each community college to have one position for recruitment and retention of Hawaiian students. The third was for the formation of an advisory committee to the Vice President for Student Affairs and/or the

Vice President for Academic Affairs for the recruitment and retention of Hawaiian students.

Current Overview of Native Hawaiian Student Services

Native Hawaiian student services programs have grown in numbers and currently exist on each of the UH system campuses. Most of the campuses have more than one program with different functions and responsibilities which may include recruitment, retention, i.e., counseling, advising and/or academic support services, i.e., tutoring, instructional support. Organizationally, these programs may be in Student Services/Affairs, Academic Affairs, Hawaiian Studies, or other academic departments. Staffing and operational support is by general, federal, or special funds with the majority of the programs funded by Native Hawaiian serving federal grants. Other primarily federally funded student services programs support Native Hawaiian students who are first-generation and/or disadvantaged.

In 2003, a Student Services Committee was created within the Pūko'a Council with representation from all UH Hawai'i campuses except UH-West O'ahu. The purpose of the Committee was to do a systematic review of Native Hawaiian student services and to develop a comprehensive system-wide plan for Native Hawaiian recruitment and retention. A draft recruitment plan has been developed and includes a recruitment mission and seven (7) recruitment strategies including: 1) publicizing programs, services, and staff who serve Native Hawaiians through various media/marketing materials to highlight the strengths of every campus, 2) coordinating and providing outreach services as a system team to provide college access, 3) support and develop early college awareness programs, 4) assist Native Hawaiians transition through educational programs,

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5) collect, access, and analyze data of Native Hawaiian students, 6) provide professional/training for all faculty and staff to better serve the Native Hawaiian population, and 7) assure that the policies and practices of the university reflect its commitment to Native Hawaiians as stated in the University's mission and strategic plan. A draft retention plan is still being developed.

In June and July 2005, a survey was conducted in person, by phone and by email with individuals identified as Native Hawaiian student services practitioners at UH campuses. The survey was to address whether the recommendations made in 1986 had been implemented and to determine the current status of Native Hawaiian student services across the UH system and on each of the ten campuses.

Findings of University of Hawai'i Native Hawaiian Student Services (NHSS)

UH Manoa

Native Hawaiian student services is the primary responsibility of two programs at the UH Manoa campus. Kua'ana Student Services is located in the Office of Student Affairs, Student Excellence, Equity and Diversity. The program receives general funds for recruitment and retention activities, and federal funds from the U.S. Department of Education and the Office of Hawaiian Affairs for a high school literacy and mentoring program. The program has one FTE general-funded academic support specialist. A recent reorganization at the UH Manoa campus resulted in the creation of a Native Hawaiian student services program reporting to the Vice Chancellor for Academic Affairs and located in the Center for Hawaiian Studies. The program receives general funds and provides advising and tutoring primarily for students in the Center for

Hawaiian Studies unit of the School of Hawaiian, Asian, and Pacific Studies. Staffing includes four FTE faculty and one FTE APT position. Services currently not provided include Native Hawaiians who are academically underprepared and graduate students needing help with writing and research.

UH Hilo

The Kipuka Native Hawaiian Student Center provides comprehensive Native Hawaiian student services on the UH Hilo campus. Located in the Office of Student Affairs, the program receives general funds for recruitment and retention and federal funds from the U.S. Department of Education Title, III Program for retention activities, i.e., academic advising, career counseling, and tutoring. The program's general funded staff includes one FTE faculty specialist, and a .5 FTE APT position. The remaining staff is federally funded and includes one FTE educational specialists, two FTE technology support specialists, and one FTE administrative assistant. Funding was recently allocated to institutionalize the educational specialist and administrative assistant positions and to target the recruitment of Native Hawaiian students. Native Hawaiians students also are served by the general funded Minority Access and Achievement Program which provides academic advising, counseling, tutoring and mentoring support by one FTE educational specialist, and by the federally funded Student Support Services Program which provides academic advising, counseling, and tutoring support by one FTE educational specialist and two FTE faculty specialist.

Hawai'i Community College

I Ola Haloa a U.S. Department of Education Title III funded program is the primary program that provides support services for Native Hawaiian students at Hawai'i

Community College and is organizationally located in the Hawaiian Studies Program. Services include academic advising, counseling, and instructions by a one FTE instructor-coordinator (need to clarify rest of staffing). Additional support is provided by one FTE counselor through the Liko A'e Program a U.S. Department of Education Native Hawaiian Education grant program that provides scholarships for Native Hawaiian students attending postsecondary institutions.

Honolulu Community College

Two federally funded programs located in Academic Affairs provide native Hawaiian student services. Kupu Ka Wai, a Title III funded program provides academic advising, career/college planning, counseling, cultural enrichment, and computer lab services. Staffing includes 1-FTE general funded faculty, 1-FTE federally funded instructor, and 3-FTE federally funded specialists. Po'ina Nalu, a federally funded Native Hawaiian Vocational Education Program, provides support for students majoring or pre-majoring in Technology programs including academic, career and financial aid advising, academic and cultural enrichment, and referral services. Staffing includes 1-FTE instructor and 1-FTE support specialist.

Kapi'olani Community College

Native Hawaiian student services are provided under the direction of the academic dean of the college. The Native Hawaiian Project provides academic support, tutorial resources, financial aid assistance, internship development and job placement services for students in career and technical education programs. Staffing includes 2-FTE counselors. Malama Hawai'i is an academic program that receives both general and federal funds through the U.S. Department of Education Title III program. Services to

students include academic advising, tutorial assistance, financial aid assistance, computer lab services and cultural and recreational activities. (Need to clarify staffing).

Leeward Community College

Native Hawaiian students services include 1-FTE general funded counselor who provides academic and personal counseling located in the Office of Student Services. Additional services is provided by federally funded programs under academic affairs including Ho`oulu, a Native Hawaiian Vocational career and technical education program that provides support for students majoring or pre-majoring in Technology programs. Services include academic, career and financial aid advising, academic and cultural enrichment. Staffing include 1-FTE instructor. Halau 'Ike O Pu'uloa/Ke Ala 'Ike is a Title III funded program organizationally within academic affairs that provides academic instruction and support. Staff includes 1-FTE instructor. Funding for the program will terminate on September 30, 2005 with no commitment to general funds to support the program.

Windward & Kaua'i Community College

I NEED TO FOLLOW-UP WITH RESPONSES

UH West-O'ahu & Maui CC

NO RESPONSE

A summary of the survey concluded the following about Native Hawaiian Student

Services (NHSS) programs:

- The organization of support services for Native Hawaiian students are found equally in Student Services/Affairs and Academic Affairs. There appears to be uncertainty and tension as to whether NHSS programs should organizationally be in student affairs or academic affairs.

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- The most common services provided by NHSS programs are tutoring, community service/volunteer programs, financial aid, academic advising, counseling, internships/job placement, and computer access.
- The majority of NHSS programs receive federal funds, i.e., Title III, Native Hawaiian Vocational Education Program, Native Hawaiian Education Program, Alu Like, Inc. UH Manoa and campuses with Na Pua No'eau programs receive funding through the Office of Hawaiian Affairs.
- The target population of four out of five NHSS programs are for Native Hawaiian students in general, although the programs at Kapi'olani, Leeward and Kua'ana at UH Manoa have a strong focus on Native Hawaiian students in technological careers fields. The NHSS program that will be housed in the UH Manoa Center for Hawaiian Studies, will have a focus on students in Hawaiian Studies and Language.
- The staffing of NHSS programs across the system range from one to six positions. The positions differed from campus to campus with the majority being funded by federal grants.
- The strength of NHSS programs as reported by three of the ten campuses is in career services and include program that involve work experience, internship opportunities, job placement, career counseling, and career development that are helpful to the Native Hawaiian community. Other strengths identified included mentoring, tutoring, and degree completion.
- The challenges and needs for NHSS in general, were campus specific. Challenges included academics versus student affairs mentality, lack of scholarships, lack of funding, and cultural insensitivity on the part of faculty and administrators. Needs included cross-program support, student-focused mentality, and input from Native Hawaiian faculty and staff. Several programs reported the need for more space in order to create a place for Native Hawaiian students and a liaison between administration/policy makers and the Native Hawaiian campus community.
- The offices or programs NHSS programs report working closely with are primarily in students affairs including counseling, financial aid, and academic affairs, i.e., Upward Bound, Na Pua No'eau. They also report working with Hawaiian organizations both on and off-campus including Kamehameha Schools, Liko A'e, Alu Like, and OHA.
- The Native Hawaiian students identified as not being currently being served by NHSS program include students transitioning from undergraduate studies to graduate studies, liberal art students on campuses with vocational Native Hawaiian programs, and students who do not live on campus.

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- The majority of NHSS programs do not assess or evaluate their programs on a regular basis nor do they collect and analyze program and institutional data on Native Hawaiian students.
- The affects NHSS programs have had on campuses and/or Native Hawaiian students include the retention of Native Hawaiian students by providing role models, places/spaces where Hawaiian student can gather, and cultural activities.

Recommendations

Based on the results of the survey and current status of Native Hawaiian Student Services across the UH system and on the ten campuses, the following recommendations are being made:

1. The development of a comprehensive systemwide strategic plan and definition for Native Hawaiian Student Services that supports the retention and graduation of Native Hawaiian students.
2. The creation of a position to collect and analyze data on Native Hawaiian students demographics and to assess and evaluate Native Hawaiian Student Services system-wide.
3. The institutionalization of NHSS federally-funded programs including staff and activities on all UH campuses and the provision of an operations budget.
4. The establishment of additional scholarships, grants and other resources to support Native Hawaiian student retention.
5. The establishment of a “center” for Native Hawaiian Student Services on all UH campuses.

Native Hawaiian Administration, Faculty, and Staff

Overview

Native Hawaiian administration, faculty, and staff still continue to be underrepresented at the University of Hawai'i. In 1986, the Ka'ū Task Force Report found that Native Hawaiians comprised only 4% of the total University employee population. By 2003, 17 years later, Native Hawaiian only grew to 8% of the total employee population at the University of Hawai'i. The University of Hawai'i has done little to strengthening their commitment to Native Hawaiians in the areas of staffing. In those 14 years, Native Hawaiian student enrollment increased from 3,864 (9.0% of the total student population) in 1987 to 6,772 (13.4% of the total student population) in 2004.

Retention statistics show that as a system and individually as campuses, Native Hawaiian students perform below when compared to their non-Native Hawaiian peers. The low number of Native Hawaiian administrators, faculty, and staff may be a major contributing factor to the low levels of academic success among Native Hawaiian students, in terms of lack of appropriate role models.

Federal and special funded Native Hawaiian-serving programs have created some job opportunities for Native Hawaiians, as qualifications usually include understanding of and/or experience in working with Native Hawaiians. Such programs expanded and provided services to Native Hawaiian students in areas such as career/technical training, Hawaiian Language and Hawaiian Studies academic programs, and student services. However, these federal and special funds are a temporary solution to helping create permanent job opportunities for Native Hawaiians. The number of positions institutionalized by the University of Hawai'i is alarming low and therefore a number of programs that serviced Native Hawaiian students were terminated upon completion of the grant.

Overall, based on the 1986 Ka'ū Task Force report along with current data, little has been done to establish a true presence of Native Hawaiian administration, faculty, and staff in the University of Hawai'i system. In terms of Native Hawaiian involvement in campus strategic planning committees and executive committees, few Native Hawaiian faculty and staff have not been asked to participate in a consistent manner across campuses. The needs and problems facing Native Hawaiian programs can be best understood by focusing on campus wide support services. Summarized below is an in-depth look into staffing issues within the University of Hawai'i and recommendations to help the University increase representation of Native Hawaiians in all facets of the University of Hawai'i relative to the University's efforts on affirmative action and equal employment opportunities in its educational mission and as an employer; and as an effective Native Hawaiian student retention tool.

Findings

In the 2004, "Measuring our Progress" update of interim President David McClain's strategic plan, the University of Hawai'i hopes to position itself as the world's foremost multicultural centers for indigenous studies. The University plans on achieving this goal through strengthening their commitment to perpetuating Hawaiian culture and language initiatives.

As Native Hawaiian student registration in Hawaiian studies and language courses continue to grow, Native Hawaiians continue to be under represented in the numbers of staff, faculty, and administrators in the University of Hawai'i system. Of the 8,320 (100%) employees in the UH system, only 638 (8%) are Hawaiian/part-Hawaiian. This percentage is far below the 22.1% of Native Hawaiians who reside in the State of Hawai'i or the percentage (13.4%) of Native Hawaiians students enrolled in the University. This is a great concern for the Pūko'a Council.

The additional increase in student registration also contributed to staffing problems in both academic and student support programs. These programs are inadequately staffed and the severe under representation of Native Hawaiian faculty and staff is directly associated with the low levels of academic success among Native Hawaiian students. The conscious desire to marginalize Native Hawaiian students is reflected in the poor retention rates as compared to their non-Hawaiian counterparts. Moreover, the ethnic inequalities that exist among University of Hawaii faculty, staff, and administration, still contribute to the educational disadvantages Native Hawaiian students continually face.

University of Hawai'i at Hilo

The UH Hilo biennium request (2005-2007) included 28 initiatives. The top four initiatives were for Native Hawaiian programs in the following priority order: 1) library support for Hawaiian collection, 2) increase Native Hawaiian student recruitment, 3) expand on-campus services for Native Hawaiian students, and 4) Hawaiian language college initiatives. UH Hilo received \$1.8 million of its \$6 million dollar request. Several of 28 initiatives were line-itemed budgeted including library support for Hawaiian collection. Other initiatives are being reviewed including, allocating funds to expand on-campus services for Native Hawaiian students that includes institutionalizing two or three Title III funded positions. Ka Haka 'Ula o Ke'elikolani received \$2million in CIP to plan for a new building and will be asking for an additional \$20 million for construction in the next legislative session.

In terms of staffing need and priority, it was noted in the last WASC accreditation report that there was a lack of Hawaiian faculty and staff. David Sing is currently chairing a committee whose goal is to address this issue. At the beginning of Spring 2005, UH Hilo held a symposium to address this issue and is currently reviewing the recommendations. Overall, UH Hilo determined they are under funded \$2 million each year.

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University of Hawai'i at Mānoa

Currently at UH Mānoa, Native Hawaiian faculty comprise a mere 5% of the total workforce population. This figure, when compared to data from 1988, shows a 2% increase in the total workforce population at UH Mānoa. These figures suggest that UH Mānoa campus administrators have not upheld their end of the deal in terms of the University's commitment to supporting Native Hawaiian staffing initiatives. Native Hawaiian student population has increased by 56% from 1988. This number however, when compared to non-Hawaiian peers, is still under represented in the total student population for this campus. The small increase of Native Hawaiian faculty and staff is far below the increase in this campus' Native Hawaiian student population.

University of Hawai'i at West O'ahu

In terms of staffing in areas that serve Native Hawaiian Students, during the most recent biennium budget process UH West O'ahu requested one faculty position for the Hawaiian-Pacific studies concentration (estimated \$52,000/yr). Other staff issues pertain to serving its Native Hawaiians student population. This includes student services personnel and communications/public affairs personnel who would take the lead in recruiting Native Hawaiian students as new or transfer students, especially from the community colleges. The latter would be part of an overall communication plan for which the campus currently lacks the resources to implement. Overall, the positions would cost approximately \$190,000/yr.

The Hawaiian-Pacific Studies faculty position was UH West O'ahu's top budget priority for the biennium. The request was approved via a position transfer effective July 1, 2006. Student services and information technology positions were lower priorities for the biennium. The communications staff position was listed as a priority for the next biennium (2008-2010) when the new campus is expected to open.

One of UH West O'ahu's biggest challenges is to establish a physical presence in Kapōlei and to develop stronger relationships with communities along the growing Ewa plains and Wai'anae coast as they prepare to move to the new site. UH West O'ahu initiated contacts with the Department of Hawaiian Home Lands, Office of Hawaiian Affairs, and the Department of Education. The campus is also developing new academia in workforce areas that will serve Native Hawaiians in the long term (e.g., teacher preparation programs in early childhood and k-6 education and applied health fields).

University of Hawai'i – Hawai'i Community College

Hawai'i Community College administration initiated steps to institutionalize positions from its first Title III grant, 1999 – 2004, recognizing major accomplishments in terms of enrollment, retention, academic success, and outreach initiatives. Currently, the greatest need in terms of staffing at Hawai'i CC, is to institutionalize one FTE APT

(Educational Media Specialist) position from this grant. The position is crucial to the success of the outreach initiatives of its second and current Title III grant, 2004 – 2009.

This college's administration made a concerted effort to support Native Hawaiian serving programs over the past several years. Currently, Hawai'i CC is adequately staffed in areas such as career/technical training, Hawaiian language and Hawaiian Studies academic programs, and student services. Commitments from administration to make Native Hawaiian issues a top priority will further enhance higher levels of success among Native Hawaiian students as this segment of the population continue to grow. Additionally, Native Hawaiian programs have the opportunity to expand and provide more services to Native Hawaiian students. Administrative support is fundamental in the overall success and development of Native Hawaiian serving programs at Hawai'i CC.

University of Hawai'i – Honolulu Community College

For various reasons, one of Honolulu CC's biggest challenges in terms of staffing is retaining faculty members at its Kupu Ka Wai, Native Hawaiian Center. One of this college's major priorities in terms of the overall budget is to institutionalize the federally funded positions in Kupu Ka Wai. Kupu Ka Wai's initiatives include providing Native Hawaiian students access to support services. In the upcoming 2007-2009 biennium budget, _____

University of Hawai'i – Kapi'olani Community College

At Kapi'olani CC, Native Hawaiian programs and staff expanded in the areas of Native Hawaiian academic programs, and student support services. Institutional management committed to making Native Hawaiian initiatives a top priority. Native Hawaiian serving programs have been strengthened due to federal funds. Faculty and staff expanded on a small scale but in terms of the overall picture when comparing Native Hawaiian faculty and staff to their non-Hawaiian peers, they are still underrepresented. The need to hire more Native Hawaiians in various disciplines at Kapi'olani CC would significantly improve and enhance the overall success of Native Hawaiian students.

University of Hawai'i – Kaua'i Community College

University of Hawai'i – Leeward Community College

The sparse presence of Native Hawaiian faculty and staff at Leeward Community College (34 of 373) illustrates the lack of commitment from Leeward CC administration to hire more Native Hawaiians. *The lack of Native Hawaiian administrators, faculty, and staff at Leeward CC in turn affects the retention of Native Hawaiian students.*

University of Hawai'i – Maui Community College

Native Hawaiian serving programs at Maui CC are projected to increase as Native Hawaiian student population increases. This anticipated growth has potential problems if Maui CC is unable to adequately staff their programs. The majority of Maui CC's Native Hawaiian serving programs are federally funded thus creating temporary solutions to service Native Hawaiian students. In the last biennium budget request, two Hawaiian Studies positions were included in the proposed budget. It was not high on the campus priority list and the same positions were re-submitted in the supplemental budget request. Native Hawaiian faculty and staff are lobbying the executive council to make these positions the number one priority for Maui CC. These positions will have the potential for other request relating to the institutionalization of Native Hawaiian positions.

One of Maui CC's top priorities for the 2007-2009 biennium budget is to institutionalize two FTE Hawaiian Studies faculty positions. Currently, the lack of support from institutional management is prohibiting Native Hawaiian serving programs the opportunity to expand and develop. More Native Hawaiian staff is needed to match the growing number of Native Hawaiian student at Maui CC.

University of Hawai'i – Windward Community College

This year, 2005, the Title III program at Windward CC completed its final year. There were some accomplishments and some concerns with the program. Support services for Native Hawaiians expanded with the addition of a newly renovated building that housed the Title III's program initiatives and offices. The college's Hawaiian Studies was unable to expand and some Hawaiian Studies courses were converted to non-credit. Having the highest amount of Native Hawaiian students and a limited amount of Hawaiian cultural based credited courses, faculty and staff felt a lack of support from administration to further enhance Native Hawaiian curriculum. Windward CC is the only institution where Native Hawaiian student success rates exceed their non-Hawaiian peers.

Windward CC initiated steps to addressing the educational concerns of Native Hawaiian students, staffing concerns, and funding for Native Hawaiian initiatives. Overall, in terms of staffing, Windward CC must continue to coordinate its existing Native Hawaiian faculty, staff, and administration to make key decisions for Native Hawaiian programs.

Recommendations

As Equal Employee Opportunity and Affirmative Action institutions, all campuses within the University of Hawai'i system should abide by the guidelines and continue to recruit and hire from under represented groups, especially Native Hawaiians.

Recommendation: There must be a concerted effort to recruit more eligible and qualified Native Hawaiians into permanent faculty, staff, and administrative positions in the University of Hawai'i system.

Recommendation: There must be a priority established to institutionalize faculty and staff in successful federally-funded and special-funded Native Hawaiian programs at all campuses.

Recommendation: A system-wide mechanism must be identified to coordinate Native Hawaiian initiatives throughout the University of Hawai'i system with one director or coordinator position and one APT support position working out of the administrative offices of the President rather than being housed in a UH Mānoa based program.

Facilities Report

Overview

Since the Ka'ū report, December 1986, Hawaiian Studies and Native Hawaiian serving programs grew in varying degrees from campus to campus. The Ka'ū Report recommended that until permanent facilities are provided for Hawaiian Studies on each campus that every effort is made to provide adequate temporary space where the Hawaiian Studies faculty and staff could be located together. The following is a follow-up to the Ka'ū Report and looks at all University of Hawai'i campuses that may or may not provided space conducive to Native Hawaiians pursuing higher education.

All ten campuses in the University of Hawai'i system were polled. Each campus representative was asked specific questions as to the Native Hawaiian facilities available on each campus and types of Native Hawaiian Programs offered in the facility or on and around the campus. The representative were also asked what were their projected needs and if there were any system-wide or institutional commitments. Considerations were taken whether campus programs were federally funded or general/institutional funded.

Of these ten campuses polled, six campuses report having a central area for Native Hawaiians to gather and congregate for student support services. The most common student support services include: admissions and registration assistance; financial aid and scholarship assistance; academic advising and counseling; career counseling; peer tutoring and peer mentoring; computer lab, internet and WEBCT use; study groups; proctoring of tests & makeup homework; use of resource library; multi-media equipment usage; other tutorial services; and, availability of meeting & conference room areas.

Three campuses reported not having a central gathering place for Native Hawaiian students and student support services. Native Hawaiian programs were scattered across the campuses and provided little niches for students to gather while other programs provided none. Of the three campuses, one expressed institutional commitment towards building a Native Hawaiian Institute. Another campus mentioned plans for a new campus environment with no mention of a Native Hawaiian facility however, plans for an ethno-botanical garden is part of the planning.

Most campuses report that federal funding was the basis of renovating and or building of Native Hawaiian centers. A few report that future commitments towards institutionalization of personnel positions and activities are evident while others campuses show little or no support for continued services.

The most common need expressed at all campuses was the growing need for space concerning cultural events and cultural activities for students, faculty and staff and neighboring communities. Areas for cultural protocol, cultural exchanges between visiting universities and indigenous guests are also lacking. Cultural events and activities

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have aided in the retention of Native Hawaiians past and present. These events and activities aid in the preservation and perpetuation of cultural traditions while instilling a sense of pride for themselves, their families and also their ancestors.

The overall need for a “sense of place” environment provides not only the campus learning community opportunities but also affords the island community support for cultural activities in the local community. As more cultural events and activities are planned for each campus, retention of Native Hawaiians is expected to increase.

Institutional strategic plans require Native Hawaiian cultural commitments by the University. The need for space for all Native Hawaiian serving academic programs and Native Hawaiian student support programs is required for continual retention and successful completion and this analysis shows that a centralized Native Hawaiian Center contributes to greater success in higher education. Some suggestions to instill further commitments:

- Support to increase special needs on all campuses is evident.
- Temporary location should be designated on each campus until a more permanent site is acquired.
- Constant monitoring of facilities needed to make campuses accountable for space allotment.
- A Native Hawaiian Services/Programs Representative should be in place to monitor any or all activities on all campuses.
- Personnel support preferably Native Hawaiian for grant writing purposes for all programs.
- All campuses should be afforded equal and fair treatment and be accountable for progress or the lack of it.
- Goals and Objectives of the University's Strategic Plan should be scrutinized as to how it reflects the definition of “Native Hawaiian” and how the term is used.
- Analysis of how “Native Hawaiian-Based” grants (ie. Title III) are being used and or misrepresented at all colleges.

The follow information is a breakdown of each campus location and; the chart gives an overall view of each campus location, its current activities, and commitments for Native Hawaiian programs and their services.

Findings

University of Hawai'i at Mānoa

At UH Mānoa, the Hawaiian Studies facility now known as Kamakakūokalani was opened in 1996, and serves as a symbol of strength and unity for both Native Hawaiian academic scholars and community members that use this facility. This facility serves as a model for other University of Hawai'i campuses across the State. Kamakakūokalani provides: faculty and staff offices; two large classrooms; a library and

resource room; a computer lab; conferences rooms; multi-media/work rooms; a large open “hālau” area; a student services area; and, an outdoor cultural lab, Ka Papa Lo'i o Kānewai. The area provides a sense of place for Native Hawaiians that allows students to congregate and gather for cultural events and activities.

University of Hawai'i – West O'ahu

The current UH West O'ahu campus co-located with Leeward Community College is comprised of a group of portable buildings and is limited in its space available for students to study, hold meetings or gather informally. The only space available seems to be a small central patio area where students tend to congregate. Native Hawaiian students seem to take advantage of this space as often as others students do.

UH West O'ahu administration is working with a design firm developing its new campus in Kapōlei to ensure that it will reflect an over all sense of place and will have a variety of indoor and outdoor facilities including an ethno-botanical garden for use by all students. The new campus is projected to open in 2008.

University of Hawai'i at Hilo

Currently, there are four main Native Hawaiian serving programs at UH Hilo. These programs are Kīpuka, Nā Pua No'eau, Keahola, and Ka Haka 'Ula o Ke'elikōlani. Of these four programs only Nā Pua No'eau reported to have adequate services to meet its needs. Kīpuka reported adequate space for academic and student support however more space is needed for cultural activities. At Keaholoa, its current space is shared with the geography department and does not include enough space for all faculty/staff and students. Ka Haka 'Ula O Ke'elikōlani, the College of Hawaiian Language and Literature does not have its own building and facilities. The college currently shares office space and support with the Humanities Division and one of its departments, Hale Kuamo'o, is located in two separate buildings on campus.

Kīpuka, the Native Hawaiian Center is housed in newly renovated portable buildings where students find a variety of support services, and gather for meetings, study groups, and socials. An attached lānai area adds a more conducive environment for Native Hawaiians to meet. A native garden is also close by for viewing. Staff is housed in one room with offices where they and student workers provide: academic advising, advocacy, financial aid assistance, career counseling, cultural events, and tutoring. A computer lab/technology room is located close by for students to gather for discussions and study groups. Both Kīpuka and Keaholoa are reported to be “permanent” sites whereas, the sites for Nā Pua No'eau and Ka Haka 'Ula o Ke'elikōlani are temporary.

Kīpuka include federal and state funded programs. Under Kīpuka, the Hawaiian Leadership Development Program is state funded. Kipuka is funded by a Title III grant that started in October 1, 1999 and will end September 30, 2005. A new Title III grant for five years and a one-year Title III renovation grant were just awarded and will begin October 1, 2005.

More space is needed for cultural activities and offices.

A new one year renovation grant will expand facilities to include 800 square feet of outside covered space and 600 square feet of office space.

Effective October 1, 2005, all costs related to the Kipuka Native Hawaiian Student center will be institutionalized.

University of Hawai'i – Hawai'i Community College

A temporary facility called Ke Po'ohala was designed in mind for Native Hawaiian students to congregate and gather for interactive activities that create a sense of place and cultural space. However, the present allocated space does not allow for full interaction. The office area/room accommodates hundreds of Native Hawaiian students throughout the year and while people feel comfortable at the location, a larger facility is needed. The area consists of a large table area that doubles for a meeting area and a group study area. A computer lab area is located nearby for student use. Student support services include: advising, admission assistance, registration assistance, tutoring group study, proctoring of tests and make-up homework, computer/Web CT access, one-on-one computer skills workshops, and a small Hawaiian resource library is available for use including some media equipment to borrow and a laptop loan program. A satellite office of Liko A'e, a scholarship program, is also housed in the room.

Ke Po'ohala facilities were first renovated under a Title III grant that began in 1999 and ended in 2004. Hawai'i CC received a second Title III grant running from 2004 to 2009. Seven personnel positions are funded under the Title III Grant. Five lecturers positions are funded by the institution and the Liko A'e specialist is cover under it's own grant.

In addition to Ke Po'ohala, a new Hawaiian Studies classroom space is scheduled to be renovated. Future plans also include renovating space for video conferencing classrooms and the Polihua Mauiola Performing Arts located around the island.

University of Hawai'i – Honolulu Community College

Hulili ke Kukui, the Native Hawaiian Center at Honolulu CC first opened in doors in Fall 2002. All personnel, events and activities located within are federally funded. The Center is an academic support unit that services both academic and student services units of the college as well as the Native Hawaiian students. The facility is located near academic programs and is a positive aspect in terms of access and visibility for Native Hawaiian students. Lack of space and facilities is a major issue for many programs on campus. The campus is landlocked with little or no space to build additional instruction. The Native Hawaiian Center has multi-function activities in its space that sometimes conflict with each other. Scheduling multiple activities is challenging. Types of activities include student support services like tutoring mentoring, counseling, computer assistance and access to lab, career advising and many more. Community guest speakers

visit the center often and cultural demonstrations continue from semester to semester. Social gatherings and impromptu intellectual discussions take place daily in study groups that congregate at the location. Local Hawaiian artist works are located in the limited space area and aids in creating a sense of place for students. In short, a larger facility is needed.

There are three programs under Hulili Ke Kukui:

- 1- Nā Papa Hawai'i, Hawaiian Language and Hawaiian Studies – 1 faculty
- 2- Kupu Ka Wai, Title III, - 6 personnel
- 3- Po'ina Nalu, Native Hawaiian Career & Technical Education Program- 2 personnel

Majority of personnel (6) are funded under the Title III grant. However, the director is partially funded by the institution (20%) and 80% under the grant. Two personnel located in the Center derive funding from the Alu Like NHCTEP Federal Grant while the Hawaiian Language/Hawaiian Studies position is institutionally funded. The Title III grant started on October 1, 2000 and ends September 2006.

A goal is to institutionalize personnel positions and institutionalize facility. A permanent dedicated space is desired. Currently a "Native Hawaiian presence" is not part of Honolulu CC's budget planning process. Support is needed in this area.

University of Hawai'i – Maui Community College

To date, there is no designated area or Native Hawaiian Service Center for Native Hawaiians to gather, congregate and create a sense of place. However, there are myriad of little optional spaces for Native Hawaiians to gather with in the different program areas. These places are usually at the different program offices located across the campus. For example, Nā Pua No'eau and Hālau A'o are located in the lower end of campus that is far away from the main flow of campus life. Many students like to go there to congregate and "hang out". Ho'okahua, another Native Hawaiian program, has a computer lab where Native Hawaiian students like to gather and socialize.

Facilities available on campus do not meet the needs on Native Hawaiian students. Maui CC faculty and staff are advocating for a Native Hawaiian Institute that will house all Native Hawaiian programs under one roof. A grant proposal was submitted to HUD for the Native Hawaiian Institute building. The college is waiting for word on funding.

University of Hawai'i – Kapi'olani Community College

The Mālama Center, located in the Manele building in the upper campus, is available to students in need of a computer lab, tutorial resources and a small conference room area for meetings and socials. Two Native Hawaiian serving programs occupy the space; the Native Hawaiian Career & Technical Education Program that provides services to Native Hawaiian students in career and technical education programs and the

Mālama Hawai'i (Hawaiian Studies program). Campus-wide initiatives are served under Mālama Hawai'i.

The Manele building is scheduled for renovations next year, 2006. Renovations are funded through a Title III grant. Upon completion, there will be two major classrooms; an expanded computer lab and tutorial facility; additional staff offices; and, a conference room dedicated to the Hawaiian Studies department and Native Hawaiian service programs.

A counselor position is partially funded by Title III to serve Native Hawaiian Students. Center activities are also partially funded by Title III. Currently personnel positions are tied to varying divisions and the institution pays positions. As part of the new biennium request, eight professional and staff positions were requested. Other positions included student help and graduate assistant positions, as well as other line items. Verbal commitments have been made and positive movement in the right direction proves hopeful and as these commitments come to fruition and only time will tell at this point.

University of Hawai'i – Kaua'i Community College

A computer lab located in the multi-resource building for students at Kaua'i CC is part of a current Title III grant that ends in 2005. The Computer Lab is limited in its size as it accommodates only 20 seats for lab use. Native Hawaiian students began congregating in the area at the very opening of facility. Students studying Hawaiian language use the lab for a variety of purposes including word processing, internet usage and typing tutorials.

Scattered across the campus are other programs that Native Hawaiians tend to access however all lack adequate space for group gather and congregating. These groups include: the Hawaiian Studies program, 'Oihana (Native Hawaiian Career and Technical Education Program), and Liko A'e (a Native Hawaiian scholarship program). While the Hawaiian Studies program is state funded, 'Oihana, Liko A'e, Title III activities are federally funded.

'Oihana assists in the recruitment and retention of Native Hawaiian students in all vocational fields at the college. Activities provided include courses in career exploration and planning, self-development and student success strategies. The program also provides service learning, work experiences and internship experiences for students. Career counseling continues to take place and financial assistance information is also exchanged. Liko A'e staff provide the latest information on its scholarship as well as other scholarships that are available to Native Hawaiians.

Campus needs a central assigned space for students to gather for activities and services.

University of Hawai'i – Leeward Community College

Hālau 'Ike o Pu'uloa is located in the DA building on the Ewa end of the campus. It is a Native Hawaiian facility structured for Native Hawaiian college students with its culture in mind. This attitude and perspective allows Native Hawaiian students to practice their culture openly and freely without discrimination or question. The faculty and staff of the Hālau also believe and promote this perspective.

Classrooms in the Hālau are dedicated to the Hawaiian language and Hawaiian Studies courses, vocational math and English courses, and cultural courses such as hula, chanting and 'ie'ie weaving courses etc. Other activities conducted in the Hālau range from student/faculty development workshops, song practices, club get-togethers, faculty and staff meetings, receptions and interaction activities with visiting schools from New Zealand and Japan, and guest speakers from the Native Hawaiian Community etc.

In addition, the Hālau houses several Native Hawaiian programs including Ho'oulu Program (Native Hawaiian Career and Technical Education Program), Ke 'Aina 'Ike (Health and Nutrition Program), and Ke Ala 'Ike (Native Hawaiian Prisoner Education Program). The Hālau also has a mental health/academic counselor to assist students from a Native Hawaiian cultural perspective. The Hālau is equipped with wireless laptops, printers, lockers, tutoring services, open areas for studying and a dining area with facilities open to all students.

Ho'oulu serves to increase the recruitment, retention, and completion of Native Hawaiian students in the Automotive Technology, Opticianary, Business Technology, Culinary Arts, Digital Media, Information and Computer Science, and Native Hawaiian Health and Nutrition Programs. Ho'oulu provides personal and academic counseling, peer counseling, career and vocational planning, and assistance in finding opportunities for students to use traditional education in real world experiences. Ho'oulu also provides stipends to qualifying participants engaged in service-learning, internships, and cooperative education.

Ke 'Aina 'Ike was created especially for Hawai'i's high school students and recent graduates. Students discover the connection between healthy food selection, physical fitness and career planning through an interactive learning approach. By combining a cooking class and fitness training, students learn about healthy food choices, serious health issues and attainable fitness goals.

Ke Ala 'Ike prepares incarcerated men and women prisoners for college education. It offers two courses, Hawaiian Language and College Readiness. Ke Ala 'Ike focuses on reconnected prisoners to their Native Hawaiian culture through language and preparing them for college education through a college readiness course. Ke Ala 'Ike also provides a personal and academic counselor who counsels from a Native Hawaiian perspective.

Funding for renovations of the facility came from a three-year Title III grant that ended in fall 2004. The various programs housed in the facility including the new tenant, Upward Bound, provide for the current maintenance. On a daily basis about 300 to 350 students walk in and out of the Hālau area for class, counseling, socializing, studying, lab use, mentoring, tutoring assistance, appointments and more. As the programs grow and cultural activities increase, the need for a larger facility for Native Hawaiians will persist on campus.

The facility is in the process of institutionalizing daily activities, community and special events. A system-wide commitment to the theme “Hawaiian across the Curriculum” remains as a constant part of discussion at Administrative meetings.

University of Hawai'i – Windward Community College

Native Hawaiian Research

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University of Hawai'i's Contributions to the Native Hawaiian Community

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Recommendations

The Pūko'a Council recommends two policies for the University of Hawai'i Board of Regents to adopt:

POLICY 1: STATEMENT OF POLICY ON THE STATUS OF NATIVE HAWAIIANS AT THE UNIVERSITY OF HAWAI'I

I. INTRODUCTION

The University of Hawai'i recognizes the unique political status Native Hawaiians have with the United States and Hawai'i State governments, respectively. Furthermore, the University of Hawai'i recognizes the important role it plays as a State institution of higher education in addressing societal and educational challenges facing Native Hawaiians as a political entity. This policy establishes the administrative framework to ensure compliance with applicable federal and state statutes, rules, regulations, city and county ordinance, and provisions in the collective bargaining agreements relative to Native Hawaiians at the University of Hawai'i.

II. POLICY

It is the policy of the University of Hawai'i:

- A. To provide positive system-wide executive support in the development, implementation and improvement of programs and services for Native Hawaiians.
- B. To increase representation of Native Hawaiians in all facets of the University of Hawai'i relative to the University's efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
- C. To support full participation of Native Hawaiians in all initiatives and programs of the University. Such initiatives and programs may or may not be conducted exclusively for Hawaiians.
- D. To solicit actively consultation from Pūko'a, the system wide council formed by Native Hawaiian faculty, staff and students.

III. The policy is consistent with the University of Hawai'i's strategic plan in the following ways:

*Providing Access to Quality Educational Experiences and Service to the State
Responsiveness to State Needs
Respect and Diversity*

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*Hawaiian, Asian, Pacific and International Role
Special Identity*

An increase of Native Hawaiian participation will benefit the University of Hawai'i by developing a resource that has not been fully utilized. This untapped resource will provide the University and the State with individuals who will contribute to the development and leadership of the State and the Nation. While many Native Hawaiian students are not assessed by their secondary schools to have high potential, they do exceptionally well when appropriate program and curriculum changes and support are provided. This policy will assist in raising the educational status of Native Hawaiians who are under-represented throughout the University of Hawai'i.

**POLICY 2: STATEMENT OF POLICY ON THE STATUS OF THE STUDY OF
NATIVE HAWAIIAN ACADEMIC PROGRAMS AT THE UNIVERSITY OF
HAWAII**

I. INTRODUCTION

The University of Hawai'i, as a system of campuses, recognizes that the State of Hawai'i has two official languages, Hawaiian and English. Furthermore, the University of Hawai'i recognizes that the Constitution of the State of Hawai'i requires unique promotion of the study of Hawaiian language, culture, and history for everyone in the state, and has a moral obligation to protect the rights of Native Hawaiians to practice their traditional and customary rights which include their language, culture, and other aspects of their identity on lands occupied by the University of Hawai'i and elsewhere. (Hawai'i State Constitution: Article XV, section four; Article X, section four; Article XII, section seven).

II. POLICY

It is the policy of the University of Hawai'i:

- A. To provide for and promote the use of both of Hawaiian and English as languages of operation within the University of Hawai'i system for the people of Hawai'i.
- B. To provide for the study of Hawaiian language, culture and history within the University of Hawai'i system with a level of support beyond that which it provides for the study of non-Hawaiian language, culture and history.
- C. To encourage Native Hawaiians to practice their language, culture and other aspects of their traditional and customary rights throughout all University of Hawai'i campuses and provide specific Hawaiian environments and facilities for such activities.

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- D. To address the needs of Native Hawaiians, the state of Hawai'i, and the world at large, in the area of Hawaiian language, culture and history through outreach.