ACKNOWLEDGMENTS

This publication began with a desire to share the Title III Fellows' academic research with the Kapiʻolani Community College community. After securing a SEED IDEAS award, the Shared Services Center hosted a campus wide symposium titled, Ka Wā Ma Hope: The Future is in Back of Us. Presenters focused on current Native Hawaiian student success strategies, and how to juggle a higher ed degree while working full time. The scholarly works for this publication will be showcased on the Title III website (scan QR code below), as well as distributed in print to select departments on campus.

To Future Authors

The areas of research examined in this publication relate to student success, learning, and achievement by identifying high impact practices of teaching and counseling. The Shared Services Center hopes to inspire further research into these issues that directly affect secondary and post-secondary educational institutions in the State of Hawaiʻi and beyond.

SUBMISSIONS

The Prevalence of Holland Theory and Self-Directed Search in the Hawaii Education System

by Angela Coloretti McGough

A critique of the RIASEC method which matches a student’s interest with appropriate majors and career pathways. The author cautions against using only the RIASEC method and encourages readers to take into account other personality factors as well.

Examining Three International Language Immersion Schools as a Model Indigenous-Serving Institution

by Keauhou Mitchell-Aldan

A look at various indigenous societies who kept their native language and culture alive inside of a western educational system. The author advocates for a culture-based curriculum to support indigenous-serving institutions.

Evaluation of Indigenous Pedagogical Practices for Native Hawaiian Academic Achievement

by Keisha Nakamura

A literature review of indigenous pedagogical practices and their impact on Native Hawaiian students success rates. The author plans to conduct a survey of classes at Kapiʻolani Community College who use this method to engage students and close the Native Hawaiian student success gap.