**Alaska Native and Native Hawaiian-Serving Institutions Program**

**FY 2014 Project Abstracts**

**PR Award: P031R140001**

**Institution: University of Alaska, Fairbanks – Northwest Campus**

**Title: Renovating for Postsecondary Success and Productivity**

Background:

Northwest Campus is a regional, branch campus of the University of Alaska Fairbanks, which is a public four-year, Land, Sea, and Space Grant university. Northwest Campus’s primary service population is the Bering Strait Region, which is a recognized region as defined by the U.S. Census Bureau, the State of Alaska, and the Alaska Native Claims Settlement Act of 1971. The programs of study available through Northwest Campus are primarily workforce development at the certificate and associate levels, although several bachelors of art degrees are also available. The University of Alaska’s Planning and Institutional Research reported that of those who identified ethnicity, 56 percent of Northwest Campus students are Alaska Native or American Indian for the Fall 2011 semester, and 60 percent are Minority. They also reported a total headcount of 320 students, of which 8.75 percent are full-time (91.25 percent part-time), 60.3 percent are female (39.7 percent male), and 24.5 percent are degree students.

Project Overview:

The goals for this proposal are to provide increased access and success for Alaska Native students in the Bering Strait Region and to improve the efficiency and effectiveness of campus resources.

One activity in this proposal is to renovate the interiors of six classroom buildings to provide appropriate, functional, and multi-use instructional space to offer quality courses in growing and changing programs properly. The renovation will involve reprogramming and updating classrooms to current standards, including making each ADA compliant. Rooms used for arts and traditional crafts will receive access to suitable water, sinks, flooring, and quality air. The public education and outreach programs of Cooperative Extension Services and Marine Advisory Program will be moved adjacent to complementary Northwest Campus facilities and resources. These programs will have immediate access to an open classroom designed to meet needs for workshops and self-sufficiency education.

The other activity is to renovate the exteriors of the classroom buildings to improve their energy efficiency, access, and safety. Each building will receive a complete enveloping from underneath to the roof that will include additional insulation, vapor barrier, improved windows and doors, and air handling. Each will be made ADA accessible and have improved exterior lighting. This activity will improve the efficiency and productivity of campus resources.

Hopefully, this proposal reflects the commitment of Northwest Campus administration, staff, and faculty to develop projects in close collaboration and with the guidance of Alaska Native leadership, regional organization partnerships, and local community engagement.

**PR Award: P031R140002**

**Institution: University of Alaska Southeast - Ketchikan Campus**

**Title: Increase the number of Alaska Natives and rural Alaskans who attend, persist and complete UAS Ketchikan programs and training courses by 5 percent through the renovation of classroom and lab space for current workforce training programs and by expanding the technological capabilities of the campus to increase access virtually to coursework.**

Located in the southern southeast panhandle of Alaska, the campus is a four year public institution, with 768 unduplicated headcount of students with 126 Alaska Native students in Fall 2012 and with an operating budget of $4.3 million in fiscal year 2013-2014.

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Renovation Project - $6,620,500 over five years. UAS Ketchikan Activity: Increase the number of Alaska Natives and rural Alaskans who attend, persist and complete UAS Ketchikan programs and training programs by 5 percent through renovation of classroom and lab space for current workforce training programs and expanding the technological capabilities of the campus to increase access virtually to coursework.

Transform the University of Alaska Southeast Ketchikan Technical Center into the Regional Maritime Technical Training Center. The intent of the renovation will be to create the premiere site in Southeast Alaska for training Alaska Native and rural Alaskans for high demand maritime and related occupations in state-of-the-art classrooms and labs with training simulators and equipment relevant to each occupation. The Regional Maritime Technical Training Center will enhance the high quality programs already being delivered in the current space, which is outdated, inefficient and has unusable space.

Using a recent space utilization audit and recommendations of the architect, UAS Ketchikan will plan the multi-year renovation in year one utilizing the expertise of engineers and architects. The completed Regional Maritime Technical Training Center will enhance the Marine Transportation program; the

Maritime Multi-Skilled Worker program and associated courses including welding, diesel engine maintenance and repair, hydraulics maintenance and repair, refrigeration maintenance and repair and marine electrical maintenance and repair with the goal of increasing the number of Alaska Native students in these courses.

The project will facilitate and fund upgrades to classroom technology to meet the industry standards for workforce training programs. The project will incorporate upgrades and innovations to classroom technology across the campus to enhance learning experiences in e-learning courses by Alaska Native and rural Alaskan students living outside of Ketchikan. By upgrading and enhancing technology, students enrolled in certificate and degree programs that lead to occupations in maritime support industries, known as ‘shore-based’ occupations can stay in their communities while completing e-learning degrees.

More Alaska Native and rural Alaskans will be able to enroll in these programs, stay in their communities and work towards an education that will lead to living wage occupations.

**PR Award: P031R140004**

**Institution: University of Alaska - Fairbanks Campus**

**Title: Creating a Culture of Student Success and Promoting STEM Career Pathways**

**UAF Bristol Bay Campus:**

Level and Affiliation: The University of Alaska Fairbanks Bristol Bay Campus (UAF BBC), in Dillingham, Alaska is an extended campus of the University of Alaska Fairbanks (UAF) and a nonresidential four-year public institution that serves 33 Alaska Native villages in a 55,000 square mile remote region of southwest Alaska.

Student Characteristics:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall 2013 | Female | Age < 25 years | AK Native | Part-time |
| 707 students | 69% | 36.5% | 61% | 91.5% |

Faculty Characteristics: As of fall 2013, UAF BBC has three full time professors appointed to the campus who are tenure-track: English Professor, Environmental Sciences Associate Professor, and Mathematics Assistant Professor. Four are term funded: Nursing Assistant Professor, Sustainable Energy Assistant Professor, ABE/GED Assistant Professor, and Instructor of Construction Trades Technology. We also have three faculty in Chemistry, Rural Development, and Math who are shared with the main UAF campus. In addition, UAF BBC has 50 part-time or adjunct instructors.

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| --- |
| PROJECT OVERVIEW |
| **Activity 1 – Creating a Culture of Postsecondary Student Success** |
| Goal 1: Prepare students to handle a rigorous academic curriculum and increase their  academic success. |
| Goal 2: Strengthen student support services for high-need rural Alaskan students. |
| Goal 3: Improve UAF BBC capacity to provide culturally appropriate humanities  coursework. |
| **Activity 2 – Promoting STEM Career Pathways through Open Source and Distance Technology Training** |
| Goal 1: Develop at least two STEM career pathways to prepare students for meaningful employment. |
| Goal 2: Improve institutional productivity through innovative uses of technology and  open educational resources. |
| **Activity 3 – Strengthening Institutional Fiscal Stability** |
| Goal 1: Improve institutional fiscal sustainability and effectiveness of resource allocation. |

Programs of Study: Occupational Endorsements, Certificates, Associate of Arts, Associate of Applied Science, Bachelors’, and Masters’ degree programs are offered via distance delivery and local instruction in Accounting, Applied Business, Community Health, Early Childhood Development, Education, Environmental Studies, Information Technology, Nursing/Allied Health, Rural Development, Sustainable Energy, and other career and technical education fields.

Grant Applying For: Individual Development Grant

**PR Award: P031V140001**

**Institution: Chaminade University of Honolulu**

**Title: Increasing the Academic Capacity of Chaminade University of Honolulu**

Chaminade University of Honolulu, located in Hawaii, is a four-year private institution affiliated with the Catholic Church serving Hawaii and other Pacific Island populations. It offers professional and academic degrees at the undergraduate and masters level, and the total student body is about 2600 students. Chaminade’s day undergraduate student body is very diverse, producing an atmosphere of expectation that any race or ethnic group can be found in any academic program. While more than 90% of students are U.S. residents or from the U.S affiliated Pacific island states, 48% are the first generation to attend a university. More than 50% are Asian/Pacific Islanders and only 16% are White Non-Hispanic. 68% of the day undergraduate student body is female, and Native Hawaiian students comprised over 13% of the day undergraduate enrollment of 1,326 students.

This renovation grant will allow Chaminade to significantly strengthen its academic capacity. Five of its academic buildings will receive varying degrees of upgrades in both facilities and technology. One entire building is being renovated and converted from its former use as a residence hall to academic space.

In Clarence T.C. Ching Hall, the Office of the Provost area will include faculty assessment and student advising space. In Eiben Hall (the fine arts area), the ceramic studio will be brought up to current building and safety standards and the conference room will be upgraded. In Henry Hall (the science area), two classrooms will be renovated and a new science lab will be created; additional office space will be included to service the faculty for the growing science and nursing programs. Tredtin Hall will house the expanded student support area (counseling services). As needed, restrooms will be improved and made accessibility compliant. In some areas the lighting, windows and air conditioning will be replaced.

The largest single part of the renovation project will be the conversion of the 11,800 square foot Hale Hoaloha to academic space. This will require upgrades to the plumbing in the 50 year-old building and the installation of public restrooms on each of the three floors. An elevator will be added to meet accessibility requirements, and the electrical supply will be upgraded to support the air conditioning and expanded use of electronics for communications, security and technology. The space will be configured to house two new classrooms, a student support unit (career services), a faculty resource center, a faculty teaching/learning center and the Office of Sponsored Research. Additional renovations will bring the building up to current building and safety codes.

In addition to renovating the facilities, Chaminade’s information technologies will also be brought up current standards and the network capacity and wireless coverage will be enhanced. The learning spaces will be equipped to meet current and foreseen needs. With full faculty participation, a new learning platform will be selected and implemented. This type of capability is essential for on line courses and the various forms of hybrid course structures. The grant also includes a faculty mobile teaching initiative. The Dean of Information Technology and Services will work with the faculty on a department-by-department basis to select appropriate tools for interacting with the students and providing training in the use of the tools.

The ten million dollars is divided with $2,500,000 going toward the technology improvements and $7,500,000 for the renovation of the facilities. $3,500,000 of the facilities allotment is used for the conversion of Hale Hoaloha to academic space.

**PR Award: P031V140002**

**Institution: Leeward Community College**

**Title: Pa‘a Ke Kahua: Strengthening Our Foundation**

**PROJECT OVERVIEW**

Our project—*Pa‘a Ke Kahua*: Strengthening Our Foundation—addresses key challenge areas and goals within the College’s academic programs, institutional management, and fiscal stability. Two activities are proposed: (1) to improve the quality of facilities and (2) increase access to high quality laboratory equipment.

**PROJECT GOAL AND OBJECTIVES**

With a solid emphasis on Native Hawaiian students in STEM degree programs, the project aims to increase success, graduation and transfer rates at Leeward Community College by improving the quality of facilities and increasing access to laboratory equipment. Measurable project objectives are:

1. To improve the quality of facilities that serve high numbers of Native Hawaiians resulting in improved learning environments that support more students and improve student engagement and satisfaction.

2. To increase the number of STEM degrees and certificates awarded to Native Hawaiians.

3. To increase the number of Native Hawaiians who transfer to 4-year STEM degree programs.

4. To increase success rates in STEM courses by improving access to high quality laboratory equipment that bridges place-based field work and hands-on learning with modern scientific methods.

**PROJECT OUTCOMES**

Performance measures for the project objectives provide solid baseline data, add meaning to objectives and point to measurable outcomes.

1.1 A total of 3,380 square feet will be renovated at the new Leeward CC-Waianae campus to include a wet lab, the learning resource center and one STEM instructor office space.

1.2 A total of 21,110 square feet of will be renovated (or repaired) at the Native Hawaiian Support Center at the Pearl City campus to include culturally significant learning spaces, co-location of Hawaiian studies and language faculty, and hands-on learning spaces.

1.3 A total of 6 STEM labs (or 8,060 square feet) will be renovated, demonstrating a highly functional and student-centered design.

1.4 Student surveys will indicate an overall high level (3 or above in 1-4 scale) of satisfaction with lab facilities.

2.1 The number of STEM degrees and certificates awarded to Native Hawaiian student will increase from 5 to 20.

3.1 The number of Native Hawaiians who transfer to 4-year STEM degree programs will increase from 12 to 48.

4.1 A total of 6 labs will be fully equipped with high quality laboratory equipment designed to enhance hands-on learning.

4.2 Success rates for 9 “gatekeeper” STEM courses will improve to at least a 70% success rate.

**DESCRIPTION OF INSTITUTION**

Leeward Community College (Leeward CC) is a 2-year public community college that provides access to higher education for a traditionally underserved population. Leeward CC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and is one of ten branches of the University of Hawai‘i (UH) system.

**PR Award: P031V140004**

**Institution: University of Hawaii, West Oahu**

**Title: UH West O‘ahu PIKO: Po’o, Ike, Kino, and ‘Ohana Project**

*(UH West O‘ahu PIKO: Mind, Knowledge, Body, and Family)*

With funding assistance from the Department of Education UHWO proposes a $10M renovation project to establish the UH West O‘ahu PIKO Center focusing on health and well-being

(E Ola Pono and Ola Kino).

Designated as an eligible institution under Title III programs for 2014, the University of Hawai‘i-West O‘ahu (UHWO) is located on the Leeward coast of O‘ahu, the fastest growing region in the state. The target region, a triangular area from Oahu’s North Shore to Central Ewa Plains and up through the Western Makaha Coast, is home to over 300,000 people. As depicted in the project narrative, UHWO focuses recruitment on a region saturated with high-need students, as defined by

Competitive Priority #1 and substantiated by U.S. Census Data based on per capita/median income, educational attainment, and below-poverty-level rates.

In 2012, UHWO was relocated to its new campus in Kapolei making it the most accessible four-year college to the area’s population in its target region which includes the highest concentration of Native Hawaiians in the state. As our commitment to the region continues, significant expansion is still required to meet the growing education and service-oriented demands of our Native Hawaiian students who will return to their high-need service-related jobs in their communities.

This two-part project establishes the first-ever Native Hawaiian health, wellness, and wellbeing facility in the region to increase Native Hawaiian student attainment and success in health sciences and allied health professions as well as build capacity for student engagement and retention.

It also proposes to renovate space to make room for a Native Hawaiian cultural and performing arts and education amphitheater where coursework connected to music, dance, arts, and culture can be incorporated and from which the well-being (body-Ke kuna; mind-Ka man‘o; and spirit- Ka uhane) of the UHWO campus community and the surrounding region can flourish.

Together, these new spaces will allow UHWO to emphasize health and wellness within our academic programs, student services, and campus life. For example, the proposed nursing simulation lab will support a nursing program that addresses the ever-increasing workforce needs in the state. Statistics have determined that a diverse, culturally-aligned, and competent workforce is necessary to increase access to quality health care, reduce health disparities and improve health equity in Native Hawaiian populations. Further, the proposed renovations to build an arts and education amphitheater will improve the quality of campus living, learning and gathering places in support of programs geared towards increasing student engagement, retention rates and academic achievement for Native Hawaiian students through the teaching of Native Hawaiian principles that impart a “Hawaiian Sense of Place.” Secondary, such improvements will also allow the university to meet UH System goals that are reinforced in this grant proposal. Improvements in facilities with priorities aligned to campus needs are contributing to the development of a physical environment that fosters community engagement and student learning.

Formal recommendations and assessments from various sources were utilized in the preparation of this proposal, including the Five-Year Strategic Plans for UH and UHWO, the UH President’s biennium report, input from staff, the Western Association of Schools and Colleges (WASC) review, and our Capacity and Preparatory Review (CPR) plan. The CPR resulted in the identification of themes and goals that are addressed in this grant proposal.**PR Award: P031V140005**

**Institution: Honolulu Community College**

**Title: Re-Imagining Native Hawaiian Student Services: A renovation project to bring Hūlili Ke Kukui, our Native Hawaiian Center, to the piko (center) of campus through collaboration and colocation with key student services.**

Through the renovation of a current classroom building, Honolulu Community College will be able to relocate Hūlili Ke Kukui, our Native Hawaiian Center, to the piko of campus where the center can re-imagine its programming and expand capacity. In addition to moving the center, the rest of the Kūlana Hawai’i (Division of Hawaiian Programs) will re-locate in order to retain a comprehensive structure of student and instructional support. Kūlana Hawai’i includes the following areas: Na Papa Hawai’i (disciplines of Hawaiian Studies and 'Ōlelo – Hawiian language), Hūlili Ke Kukui’s computer lab, and Po’i Na Nalu (a program focused on providing support for Native Hawaiians in STEM and other career and technical programs).

The current classroom building is the future site of a comprehensive student services complex. In the first phase of the renovation two key student services, Financial Aid and Academic Counseling will move and be co-located with the programs of Kūlana Hawai’i in order to provide a seamless web of support for students.

The co-location of these critical services and instructional programs will allow the college to maximize critical functions that support students’ success. Students will be able to move seamlessly through academic advising, registration and financial aid, while getting the cultural and academic support they need. Classrooms in the renovated space will support the academic programs in Kūlana Hawai’i and provide an opportunity for instruction and student support services to collaborate. Finally, the renovation will allow the college to begin infusing the physical campus with Hawaiian language through bilingual signage.

**PR Award: P031V140006**

**Institution: University of Hawaii at Manoa**

**Title: A renovation proposal to strengthen UH Mānoa’s curricular and co-curricular capacity to foster Native Hawaiian student success in support of building a Hawaiian place of learning.**

This proposal is for a renovation grant at the University of Hawaiʻi at Mānoa (UH Mānoa). UH Mānoa serves the largest number of Native Hawaiian students engaging in higher education in the University of Hawaiʻi System (UH System), which consists of 10 campuses, three universities and seven community colleges. In Fall 2013 it enrolled roughly 32% of the total headcount of the entire system, including 95% of the graduate students. Credit enrollment for Fall 2013 was 20,006 students with approximately 1,270 full time faculty members. UH Mānoa serves more Native Hawaiian students than any other campus in the UH System reaching 2,979 individuals in 2013 according to legacy enrollment figures.

Nonetheless, UH Mānoa is relatively new to Title III ANNH funding, having only received one Title III Individual grant in the past, and currently partnering with Windward Community College (WCC) on a Title III Cooperative grant. This is the first Title III renovation grant submitted by UH Mānoa. The overarching goals of this renovation proposal are to strengthen UH Mānoa’s curricular and co-curricular capacity to foster Native Hawaiian student success in support of building a Hawaiian place of learning at UH Mānoa by:

1. Improving UH Mānoa’s classroom, laboratory and student services facilities that support culturally-relevant, critical, and engaging research and praxis on Native Hawaiian art, healing, language revitalization, and student support services.

2. Increasing UH Mānoa classroom, laboratory and student services space that support culturally-relevant, critical, and engaging research and praxis on Native Hawaiian art, healing, language revitalization, and student support services.

3. Strengthening UH Mānoa’s multi-disciplinary capacity for Native Hawaiian academic and co-curricular student and faculty research.

The primary objective of this proposal is to connect and improve multi-disciplinary research, programming and instruction across the UH Mānoa campus that focus on Native Hawaiian art, healing, language revitalization and wellness. The secondary objective of this proposal is to improve the quality of student services, research, and instructional space for Native Hawaiian students and faculty across the UH Mānoa campus and to do so within a Hawaiian context. This work builds upon efforts outlined in the Native Hawaiian Advancement Task Force and the Kanaka Maoli Institute, which attempts to connect Native Hawaiian students and faculty across the UH Mānoa campus through Hawaiian culturally relevant, critical and engaging scholarship that is multidisciplinary and innovative. There are 3 distinct renovation activities for this project:

1. Renovate the Hamilton Library Hawaiian & Pacific Collections Reading Room to allow for group study and instruction (1,100 square foot renovation area).

2. Repurpose conference room and inefficient office space to increase classroom, laboratory and student services space at the Kamakakūokalani Center for Hawaiian Studies (7,500 square foot renovation area).

3. Renovate Kawaihuelani and Hawaiʻinuiākea faculty, co-curricular and community engagement space to allow for dedicated student-faculty research and co-curricular space (5,500 square foot renovation area).

**PR Award: P031V140007**

**Institution: Windward Community College**

**Title: Hanaiaulu: Feed and Grow, Nurturing Student Parents and STEM at**

**Windward Community College**

Despite strong student support initiatives like Supplemental Instruction and Peer Mentoring, Windward Community College (WCC) continues to experience low course success, year to year persistence, and graduation rates. Course success is particularly low for developmental (precollege) level Mathematics. Concurrently, Windward Community College has two large gaps in facilities capacity: a facility for childcare and adequate facilities for Science, Technology, Engineering, and Mathematics (STEM) instruction. These gaps significantly impact student completion and success. Based on an analysis of institutional strengths and weakness, this project proposes two goals:

1. Strengthening STEM student success through facility renovation and curricular improvement.

2. Strengthening student success through the development of a Student Parent Center to holistically serve Student Parent needs.

Activity 1 renovates outdoor, indoor, and virtual learning environments for Windward Community College STEM. It provides enhanced technology, data access, and opportunities for laboratory experience, focusing on the needs of Native Hawaiian students. It responds to institutional weaknesses such as low success, persistence and graduation rates by creating appropriate learning environments that engage students. Success in this activity is measured through outcomes in developmental Math pass rate (with grade of C or better), Native Hawaiian and all graduation, and STEM degree completion. This activity is particularly crucial at this time as WCC has added a number of STEM based degrees and certificates, including an Associate’s degree in Natural Sciences and Certificate of Achievement in Agripharmatech, which incorporates classes on Native Hawaiian botany and plant use.

Strengthening Student Parent Success is accomplished through the creation of a Student Parent Center, which includes a Student Parent Counselor, Textbook library, and Childcare Center for infants and toddlers. It is responsive to documented student needs and institutional weaknesses such as low success, persistence and graduation rates. It fully staffs the center renovated for this purpose for the project period to build data to provide evidence for institutionalization. Success in this activity will be measured through first year credit completion and GPA, persistence, and graduation for Native Hawaiian and all students. Both activities allow for professional development to implement best practice and engage students and staff in the subject area.

Successful completion of this project will result in real and positive change for this Native Hawaiian serving institution and our community. Momentum indicators, such as success in Developmental Math (projected 10% increase), Fall to Fall persistence (projected 28% increase), and successful completion of first year (credit completion and GPA, projected 25% increase for both full and part-time students), will be utilized to monitor progress and understand contributing factors to degree attainment. Ultimately, this effort is projected to result in a 40% increase in Native Hawaiian degree and certificate completion, accompanied by a 58% increase in STEM degree and certificate completion. This impact on graduation is so strong because our current graduation rate is low (11%). It is done sustainably, achievably, and effectively.

**PR Award: P031V140010**

**Institution: Kauai Community College**

**Title: Crossing Cultures**

Description of Institution: Founded in 1965, Kaua'i Community College (KCC) is a two-year public community college within the University of Hawaii Community College System (UHCC), and the only institution of higher education in the County of Kaua'i. KCC is accredited by the Western Association of Schools and Colleges, and recognized by the U.S. Department of Education as a Native Hawaiian-Serving Institution, with students of Native Hawaiian ancestry making up 30.9% of the total student body.

**Name of Program:** Title III, Part F: Native Hawaiian Serving Institutions Program

(Individual Renovation Grants)

**Source/Timeframe of Funding:** U. S. Department of Education; Oct. 2014-Sept.2019

**Program Purpose and Strategies:**

Native Hawaiian students enrolling at KauCC come from rural locations across the County of Kaua`i and Ni`ihau. Though many of these students share a common ancestry, and may be related to each other, they often find themselves arriving at KauCC needing to regroup around educational strengths and shared academic interests. KauCC has been renovating the campus to incorporate more hale, or gathering places, for students. The Kauhale approach is based on ancient Hawaiian villages organized around hale, or gathering places that helped to organize and join together with the common purpose of assuring the health and survival of the community through supporting each other. Bringing a strong sense of Kauhale to a learning environment enables all members of the college ‘ohana to build on individual skills, knowledge, and experiences while learning from the skills, knowledge, and experiences of others.

KauCC will adapt the Kauhale concept of teaching and mentoring on and off campus to institute supporting mechanisms that include: increased Student Support Services and Mentoring; a new degree program in Pre-Engineering; an improved Polynesian Voyaging Certificate in Hawaiian Studies; three renovated Certificate options in Hawaiian Studies, and an Early College Experience Program Pilot Project for high school in Mathematics that includes a mobile teaching hale, the Cognition Bus. These projects will support changes at KauCC that will address the problems identified in our institutional goals. All activities increase postsecondary success and improve productivity by enrolling, retaining, and transitioning Native Hawaiian students; institutionalizing a system of support for mentoring and teaching students; creating a database for tracking student success and understanding reasons for failures; and providing new, comprehensive course offerings to support Native Hawaiian students' educational needs and enhance student employment opportunities.

**PR Award: P031V140011**

**Institution: Kapiolani Community College**

**Title: Strengthening Kapiolani’s Campus and Culture for Student Success: Kauhale Ke Kuleana, the Responsibility of the Whole Village**

The University of Hawaii – Kapiolani Community College (KapCC) is the largest two year institution in the Honolulu urban area, serving nearly 8,376 in fall 2013; of which 1,478 (17.7%) are Native Hawaiian. Native Hawaiians, in comparison with Hawaii’s major ethnic groups, have the highest rates of single-mother families with minor children, confirmed child abuse and neglect cases, tobacco use and obesity, and disproportionately high rates of arrest and incarceration. These rates are high with profound implications for Native Hawaiian education. KapCC’s project proposes to provide an environment conducive for student success through one project activity; targeted renovations to create a campus culture of success, which advances research-based high impact student support and teaching practices, improved

evaluation systems, and fiscal stability. The activity will address 5 institutional goals and 21 performance measures through 3 major component objectives:

* Component 1 – Create a Student Success Campus Renovations (Addresses Competitive Priority 1):

Complete targeted renovations that provide essential campus infrastructure for student success through faculty counselor-student collaboration and commitment to strengthening student engagement, learning, and achievement. Programs: Develop, implement, assess, and improve research-based high impact student support and teaching practices to: 1) achieve strategic institutional goals and performance measures identified above; 2) reduce achievement gaps for Native Hawaiian students; 3) strengthen student engagement as measured by CCSSE; and 4) strengthen student learning as measured by qualitative and quantitative methods.

* Component 2 Strengthen Assessment, Evaluation and Improvement Systems (Addresses Competitive Priority 2):

Strengthen assessment, evaluation, and improvement systems to: 1) better manage course, program, and institutional learning outcomes assessment and deepen student learning; and 2) improve cohort tracking of student progress from entry, through first and second years, transfer to UH 4-year campuses, jobs and careers by sector, private, public, non-profit; and integrate new measures into three year Comprehensive Program Review and Institutional Effectiveness Measures to guide improvements in budgeting decisions and allocations.

* Component 3 Improve Fiscal Stability (Addresses Competitive Priority 2):

1) Increasing tuition and fee revenue through enrollment management strategies more sharply focused on student success and persistence to completion, transfer, employment and community engagement;

2) Reducing short- and long-term energy costs; and 3) improving grants management and business office functions .

As we renovate spaces in six buildings, we will develop new Reading, Writing, and Math Centers and Labs with trained tutors and mentors; develop a new intensive first year college success course (IS 109) and deliver 40 course sections in current and renovated classrooms each fall; develop a Center on Responsive Education for Teacher Preparation, and a center to promote health and wellness on a healthy campus. We will improve student support services through professional development of current faculty, counselors, and staff, and hire new personnel to focus on health and wellness, and place- and community-based service and undergraduate research for Native Hawaiian students. Ultimately, we seek to close and eliminate achievement gaps and better prepare Native Hawaiian students for productive persistence to transfer and career opportunities.

The project addresses Competitive Preference Priorities 1 & 2*.*

**PR Award: P031W140001**

**Institution: Leeward Community College**

**Title: *E ‘Auamo Kākou:* A Shared Commitment to Improving Student Outcomes**

**PROJECT OVERVIEW**

Our project—***E ‘Auamo Kākou:* A Shared Commitment to Improving Student Outcomes**— proposes two activities. (1) The Going to Finish On Time (G2FO) Program will be piloted at both the Pearl City and Wai‘anae campuses. The program will target developmental education students who want to graduate with their AA degree in 2-3 years; (2) An online professional development community will encourage instructors to collaborate using an online environment to increase reach and enhance learning.

**PROJECT GOAL AND OBJECTIVES**

The project goal is to increase enrollment, persistence, success, graduation and transfer rates among Native Hawaiian students at Leeward Community College. Measurable objectives supporting this goal are:

* Increase the enrollment of Native Hawaiian students from underserved regions.
* Increase the percentage of Native Hawaiians who succeed in remedial or developmental math and writing courses and are prepared for college-level math and English courses.
* Increase the number of degrees and certificates awarded to Native Hawaiians.
* Increase the number of Native Hawaiian students who transfer to a 4-year degree program.
* Increase the percentage of first-time, full-time degree seeking Native Hawaiian students who graduate within three years of enrollment.
* Increase the number of faculty across disciplines who participate in a statewide on-line professional learning community.
* Increase the number of gatekeeper courses that are redesigned as a result of faculty development activities and incorporate Open Educational Resources (OER).

**PROJECT OUTCOMES**

* The number of Native Hawaiian students from underserved regions enrolled at Leeward Community College will increase from 2,124 to 2,400.
* The percentage of Native Hawaiians who succeed in remedial or developmental math or English courses and are prepared for college-level math courses will increase from 67% to 80%.
* The number of degrees and certificates awarded to Native Hawaiians will increase from 194 to 250.
* The number of Native Hawaiian students who transfer to a 4-year degree program will increase from 131 to 175.
* The percentage of first-time, full-time degree seeking Native Hawaiian students who graduate within three years of enrollment will increase from 10% to 15%.
* The number of faculty across disciplines participating in a statewide on-line professional learning community will increase from 5 to 15.
* The number of redesigned courses, across disciplines, that utilize Open Educational Resources and reflect student-centered teaching, place-based context, hands-on learning and environmental stewardship will increase from 9 to 15 (project).

**DESCRIPTION OF INSTITUTION**

Leeward Community College (Leeward CC) is a 2-year public community college that provides

access to higher education for a traditionally underserved population. Leeward CC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and is one of ten campuses of the University of Hawai‘i (UH) system.

**PR Award: P031W140002**

**Institution: University of Hawaiʻi at Mānoa**

**Title: Eia Mānoa, here is Mānoa**

*Eia Mānoa, here is Mānoa.* The University of Hawaiʻi at Mānoa (UHM) serves the largest number of Native Hawaiian students engaging in higher education in the University of Hawaiʻi System (UH System) which consists of 10 campuses, three universities and seven community colleges. Serving Native Hawaiians is critical to the mission of the UH System (BOR Policy, Chapter 4-1).

In Fall 2013, UHM was home to 2,979 Native Hawaiian undergraduate and graduate and professional students, nearly twice as many as the other two four-year campuses combined (UH Hilo – 1,026 and UH West Oʻahu – 634). Since 2008, total Native Hawaiian student enrollment at UHM has steadily increased annually by 3.5% on average. UHM’s grant application, Eia Mānoa, proposes to increase Native Hawaiian undergraduate educational attainment at the UH System’s largest Native Hawaiian-serving institution by transforming our institution-wide instructional practices, co-curricular services, and student engagement opportunities to be a Hawaiian place of learning through three grant activities:

1) Strengthen UHM’s co-curricular services’ capacity to serve Native Hawaiians

2) Strengthen faculty-student engagement

3) Establish a Native Hawaiian Student Scholars Learning Community

Eia Mānoa mirrors the spirit of Title III by strengthening UHM through the meaningful engagement of its community members in support of Native Hawaiian student success.

**PR Award: P031W140003**

**Institution: University of Hawaii – West Oahu**

**Title: Pueo Scholars: Programming, Services and Support for Student Excellence**

The University of Hawaiʻi – West Oʻahu (UHWO) is located on the Leeward coast of Oʻahu, the fastest growing region in the state. The area is home to over 300,000 people.

The UHWO campus in Kapolei is the most accessible four-year college to the area’s population, which includes the highest concentration of Native Hawaiian in the State. Significant expansion will be required to meet the growing demand for services by Native Hawaiian students. Currently Native Hawaiian students account for 26% of our enrollment and the rate of growth in enrollment of Native Hawaiians is twice the rate of the general population.

The majority of UHWO students are transfers, primarily from two-year community colleges. Like most other universities, retention is an issue at UHWO, one being addressed by instituting of a First Year Experience (FYE) program for the past six years. This program is specifically designed to support successful outcomes for Native Hawaiians. Given encouraging results, further development and expansion are being pursued. This proposal is to expand the FYE program, to include attention and energies also being given prior to the first semester of college with dual enrollment/early admit courses for high school students and pre-advising for transfer students, intensive summer-long transition programming for incoming freshmen, the inclusion of services being provided for all first year students both first-time freshmen and transfer students, additions of service learning courses, and a pathway for incoming Education majors. The anticipated outcomes include a higher GPA, increased retention and degree completion.