

ALASKA NATIVE AND NATIVE HAWAIIAN SERVING INSTITUTIONS PROGRAM
FISCAL YEAR 2007 GRANTEE ABSTRACTS

P031N070002 - University of Alaska Southeast Sitka Campus

Distinguishing Features – University of Alaska Southeast Sitka Campus (Sitka) is one of three campuses comprising the University of Alaska Southeast (UAS), which, in turn, is part of the University of Alaska Statewide System of Higher Education. The campus serves a community college role providing general education as well as more specialized programs to residents of Sitka and 20 outreach communities throughout the region. Sitka serves as the lead UAS campus for distance delivery of a variety of health sciences programs and is heavily involved in career and technical training.

Student Body Characteristics -- Fall 2006 statistics show an unduplicated headcount of 1022. Students are primarily Caucasian, but Alaska Natives are well represented at 24 percent of total enrollment. The average age is 29.2 years and males make up 63 percent of the population.

Faculty Characteristics -- The campus employs 14 full-time faculty members and relies heavily on 41 adjuncts. The student-faculty ratio is 12:1.

Grant Activity -- Old Welding Lab Renovation: This Title III proposal is for renovation of a vacated welding lab space into a modern, multi-purpose technical classroom to support campus offerings in welding, construction, marine engines, and water-wastewater treatment. A multi-purpose space is needed to support all these programs with lecture and clean lab space. The remodeled space will support the development of innovative, pilot programming for distance delivery of these programs to students in the outreach communities served by the campus. Occupational endorsements, certificates and Associate of Arts degree programs are now in place and articulate from level to level and campus to campus within the system.

P031W070004 - Chaminade University of Honolulu

Institutional Profile

Chaminade University of Honolulu is a four-year independent, private, coeducational university in the liberal arts tradition. It is affiliated with the Catholic Church and accredited by the Western Association of Schools and Colleges. The main campus is located in Honolulu on the island of Oahu, Hawaii, with eight off-campus locations serving military personnel and civilians who reside in remote island areas. Chaminade University is committed to a broad liberal education for its students because such an education provides the foundation for lifelong personal growth, a foundation for a career, and the background which will allow students to rise to leadership positions in their chosen professional fields and in their communities. With its location in the Pacific Rim, the essential mission of the University is to cater to those students who are Pacific Islanders with a special emphasis for the Native Hawaiian students.

Chaminade offers undergraduate degrees with a choice of 23 majors grouped in the following five departments: Business and Professional Studies; Behavioral Sciences; Education; Humanities and Fine Arts; and Natural Sciences and Math. Further, Chaminade University has six master's degrees: Business; Education; Criminal Justice Administration; Counseling Psychology; Pastoral Theology/Pastoral Leadership; and beginning in the fall of 2006, Forensic Science. There are 82 full-time faculty members and 49 part-time faculty members in the undergraduate day program. The student to teacher ratio is 10:97.

Chaminade serves approximately 1,100 full-time day students, and 1,810 part-time, full-time, and graduate students. In the day undergraduate program, approximately 70 percent of the student body at Chaminade is female. Sixty-three percent of the student body is of the Asian or Pacific Islander ethnicity. Forty-three percent of the student body lives in Hawaii with 37 percent moving to the university from the mainland and 14 percent coming from U.S. Pacific Territories. The average age of the students in the day undergraduate program at Chaminade University is 21.8 years. Clearly, Chaminade University is a melting pot of cultures from around the world.

Grant Activity: Renovation of Laboratory Facilities

This activity supports the key academic objective in the Comprehensive Development Plan (CDP). The project focuses on this one activity designed to improve the academic success of students by: (1) renovating two laboratories in Henry Hall (our principal classroom building) which are primarily used for biology and chemistry classes, as well as their associated support spaces; (2) increasing by 50 percent the number of Native Hawaiian students who major in Biology or Forensic Sciences; and (3) bringing the laboratories in Henry Hall into compliance with Occupational Safety and Health Administration requirements and Environmental Protection Agency standards. The project creates improvements in facilities that support Chaminade's most popular majors, and an area wherein a major increase in Native Hawaiian graduation rates is targeted in Chaminade's strategic plan. The outcome will be increased enrollments in the sciences, especially for Native Hawaiian students who comprise 13 percent of the total student body.

P031W070002 – University of Hawaii, Honolulu Community College

Honolulu Community College (HCC), a two-year public community college, offers transferable Associate of Arts degree, Associate of Science, Associate of Applied Science, Associate in Technical Studies degrees and certificates in 23 technical-occupational areas.

Student Enrollment	<u>All Students</u>	<u>Male</u>	<u>Female</u>
All Students	4336	2286 (52.7 %)	2030 (46.8 %)
Asian Pacific Islanders	3020 (69.6 %)	1636 (37.7 %)	1378 (31.8 %)
Hawaiian and Pacific	845 (19.5 %)	443 (10.2 %)	400 (9.2 %)
Other Ethnic Groups	1224 (28.2 %)	610 (14.1 %)	610 (14.1%)

In fall 2006, 15.7 percent of the total student enrollment was comprised of Native Hawaiian students, the second largest ethnic group on campus. Of 133 full-time faculty members, 44 percent are female, 56 percent male, and 93 percent are assistant to full professors. The funding of this Title III application will enable the college to strengthen its capacity to provide students with educational paths to careers in the music industry by providing instruction in artistic creativity, production technology, and business management through the Music Enterprise Learning Experience (MELE) Program. Our request is for \$750,000 to renovate 1,100 square feet of classroom facilities to create an audio technology and music production laboratory equipped with studio equipment and audio technology that meets current industry standards. This project will: (1) provide a state-of-the-art music production studio that is equipped with the integration of industry-standard technological tools for classroom instruction; (2) develop and offer curriculum in the technical business and audio production skills required by Hawaii’s music artists and music industry; and (3) establish academic and business partnerships on the joint use of curriculum, technical facilities and equipment specifications, training, dual credit course offerings, internships in varied music environments, and faculty development opportunities.

P031W070003 - University of Hawaii — Kapi‘olani Community College

Renovation of Holomua Developmental Center for Native Hawaiian and other Under-Prepared Students

Abstract

Kapi‘olani Community College (the College), the second largest of ten public colleges in the University of Hawaii (UH) system, is a two-year college providing comprehensive and high quality developmental, liberal arts and 21st century career programs. The College is nationally recognized for its learning-centered excellence and for integrating a coherent curriculum that connects and integrates learning and research across classroom, campus, community, cyberspace, and study abroad. From 1988 to 2006, the College experienced a solid growth in headcount enrollment from 5,372 to 7,403 diverse, multi-ethnic students (4,169 full-time equivalent). Between fall 2005 and fall 2006, the enrollment of Native Hawaiian students increased from 789 (10.8 percent of total enrollment) to 892 (12.0 percent of total). In January 2007, the College’s six-year accreditation was reaffirmed by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC). Their evaluation commended the College for its focus on students, student learning and success, and specifically commended the College for its Holomua Developmental Program.

Holomua program administrators and faculty are currently involved in evidenced-based, three-year tactical planning (2007-2010) for improvement and have clearly identified that pass rates in Holomua courses, over time and in comparison with national data, are too low. They have also determined that the Learning Assistance Center (LAC) which currently houses the Holomua program was initially designed to meet the broad needs of a diverse student population with levels of academic preparedness ranging from developmental to pre-transfer and career ready. In 1998, Holomua became a formal academic program to meet the exclusive needs of students not ready for college. However, the design of the LAC was not adapted to meet the mission of the newly formed Holomua center. In 1998, the College was just beginning to establish a firm foundation of success for its Native Hawaiian students, and today that foundation is strong within the Malama Hawaii and Science, Technology, Engineering and Mathematics (STEM) programs and centers. The learning setting within the Holomua center reflects a broad academic development purpose and it does not reflect Hawaiian cultural learning settings that have proven successful for Native Hawaiian students in the Malama Hawaii and STEM centers.

The proposed renovations will be modeled on successful features of the Malama and STEM centers. Renovations will be coordinated with the development of new active, collaborative, and academically challenging pedagogies that integrate technology and peer mentoring and encourage greater student effort, and the development of enhanced student support services from Malama Hawaii and first-year experience counselors. The renovations, improved pedagogy and support services will result in increasing yield, retention, and degree completion rates and success in transfer, 21st century careers, and civic life.

P031W070001 - Kokua a Puni – University of Hawaii at Manoa

Part III: Education Abstract Form

The University of Hawaii at Manoa (UHM) is a four-year institution and the flagship campus of the ten campus UH system, the state's sole public university. Classified as a Carnegie Doctoral/Research University-Extensive institution and accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, UHM offers 87 bachelor's degrees, 87 master's degrees, 51 doctorates, and professional degrees in law, medicine, and architecture. In fall 2005, UHM had a total enrollment of 20,644 students—14,266 undergraduates and 6,292 graduates. In terms of ethnicity, a majority of UHM students were Asian American (40.6 percent) and were followed by Caucasians (26.4 percent), Native Hawaiians and Pacific Islanders (11.5 percent), Hispanics (2.2 percent), African Americans (1.1 percent), and American Indians/ Alaska Natives (0.4 percent). Asian American students are primarily Japanese (18.5 percent), Chinese (7.8 percent), and Filipinos (7.5 percent). In the 2006-2007 academic year, a total of 2,326 students answered 'yes' to the question, "Were any of your ancestors Hawaiian?" which is 12.3 percent of the total student population. In fall 2005, a majority of full time students at UHM were women (56.2 percent) and the median age was 25.3. In fall 2003, UHM had a total of 2,529 faculty members—1,858 of who were full-time—and the student-faculty ratio was 15:1. UHM has identified three primary objectives in relation to Native Hawaiian students: (1) Increase access to four-year degrees at UHM; (2) Increase retention and graduation rates; and (3) Expand performance reporting. In order to address these, we have proposed three activities: (1) Creation of a Summer Retention Program with academic tutorial services; (2) Increased academic and career advising, and individual case management; and (3) Technology capacity-building via increased student monitoring, computer training, and technological upgrades.

P031W070005 - University of Hawaii – Leeward Community College

Proposed Project Title and Goals:

The overall intent of the proposed Title III program is to enable Leeward Community College (LCC) to *improve engagement and retention among underrepresented students* (Activity 1) through the following sub-activities/goals: (1a) Math Course Development Assessment; (1b) Engagement and Retention Services for Incoming Underrepresented Students; (1c) Improving Faculty/Staff Knowledge and Use of Engagement and Retention Strategies, Particularly for Native Hawaiian Students; and (1d) Improving Faculty and Staff Access to and Use of Data.

Description of Institution:

Leeward Community College is a two-year public, commuter community college located in Pearl City, Hawaii, on the island of O’ahu and is accredited by the Western Association of Schools and Colleges (WASC). In addition to its main campus in Pearl City, LCC also runs the Wai’anae Education Center in Wai’anae (LCCW).

Leeward Community College serves the following areas on the island of O’ahu: North Shore; ‘Ewa; Central O’ahu and the Wai’anae Coast. LCC serves the largest number (1,066) of Native Hawaiian students in the University of Hawaii Community College (UHCC) system.¹ Native Hawaiian students make up 17 percent of the total student body (6,060) of which the main ethnic groups are Filipino (25 percent), Japanese (13 percent), Caucasian (12 percent), Chinese (2 percent), African American (2 percent), and “Mixed Background” (16 percent).

¹ UH, Institutional Research Office, Fall 2003