

**Title III Part A**  
**Alaska Native and Native Hawaiian-Serving Institutions Program**  
**Fiscal Year 2006 Project Abstracts for Development and Renovation**

**P031W060002 - University of Hawaii – Honolulu Community College**

Honolulu Community College (HCC) is one of seven community colleges in the 10-campus University of Hawai'i System, the only public system of higher education in the State of Hawaii. Honolulu Community College offers liberal arts with a two-year transferable Associate of Arts degree, Associate of Science, Associate of Applied Science, Associate in Technical Studies degrees and certificates in 20 plus technical-occupational areas.

In fall 2005, 21.2 percent of the total student enrollment was comprised of students of Native Hawaiian ancestry, the second largest ethnic group on campus. As part of the college's long-standing commitment to serve Native Hawaiian students, the funding of this Title III application will enable the college to improve services provided to the students and strengthen our capacity to provide curriculum that incorporates Hawaiian values and culture.

The project is requesting a total of \$2,458,294 to develop curriculum in Hawaii Ocean Studies, Hawai'i music industry, and learning communities to support the students' first year experience in college. It is expected the college will accomplish the following over the next five years:

- Expansion of the Marine Education Training Center's curriculum to include seafaring, navigation, construction and maintenance of traditional Polynesian vessels;
- Construction of a traditional voyaging canoe as a classroom laboratory;
- Creation of an on-line digital library of the Polynesian Voyaging Society's Archives;
- Develop new curriculum in recording arts training for music of Hawai'i;
- Enhance curriculum to include eight Learning Community Course Clusters;
- Creation of two technology integrated classrooms to support learning; and
- Development of student tracking system.

These efforts will lead to improving the academic success of Native Hawaiian students as demonstrated by their grades, persistence, graduation, and university transfer.

## **P031W060001 – Chaminade University of Honolulu**

Chaminade University of Honolulu is a four-year independent, private, co-educational 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 twenty-three 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 1100 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 United States 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. 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 in enrollments and in the sciences, especially for Native Hawaiian students who comprise 13 percent of the total student body.

## **P031W060003 – The University of Hawaii at Hilo**

The University of Hawaii at Hilo (UH Hilo) is located on the island of Hawaii, the southern most and the largest island in the Hawaiian archipelago. It is the only public four-year, Native Hawaiian-Serving Institution on the island and is part of the University of Hawaii's 10-campus, statewide system. It primarily serves residents of the island and students from around the State of Hawaii, the United States mainland, and from many other nations, especially from Asia and the Pacific islands. Enrollment in fall 2005 consisted of 3,422 students with more than half of the students being low-income, first-generation college students, and/or students with disabilities. Native Hawaiian comprised 16 percent of the total student population. The campus' operating budget for fiscal year 2006 is \$21,920,835.

### **Activity 1 - (\$347,875 for one year) Expand the Center for Leadership and Cultural Studies**

Expand the Center for Leadership and Cultural Studies by renovating an existing UH Hilo facility to support two Title III Development Grant activities. The activities are to develop and improve academic curriculum and to establish a faculty and staff multicultural development program. The center will increase the amount of space available for classrooms and meeting spaces to develop and teach new and revised courses, student discussion groups related to new and revised courses, peer tutoring and mentoring, faculty and staff multicultural training, workshops, colloquia, and research; and for community cultural experts to teach students and train faculty and staff on cultural traditions and knowledge. Key goals are to increase faculty incorporation of multicultural perspectives in curricula and support services, increase educational resource materials, improve collaboration with community and cultural resources, and increase Native Hawaiian student success and retention.

## **P031W060004 – University of Hawai‘i — Kapi‘olani Community College**

Kapiolani Community College (the College), one of ten public colleges in the University of Hawaii system, provides extensive, high quality liberal arts and 21st century career programs. From 1988 to 2005, the College experienced solid growth in headcount enrollment from 5,372 to 7,289 diverse, multi-ethnic students. As an Association of American Colleges and University Quality Education Consortium member, the College is nationally recognized for creating a coherent and high quality academic environment that connects and reinforces learning across classroom, campus, community, and cyberspace.

In the last decade, however, Hawaii has experienced flat economic growth and the College has been unable to secure funds to renovate and upgrade science facilities and improve related curricula and pedagogy. During this decade Hawaii has also witnessed an exodus of young people in search of more meaningful and higher paying jobs in the other 49 American states. At a time when Hawaiian culture is revitalizing its language, values, and traditions, Native Hawaiian college students are also aspiring to more meaningful and higher-paying 21st Century careers that can enhance the quality of life for them and their families in this, their island home.

Currently, Hawaiian students comprise 10.8 percent of the student population, and the majority of these students are in Arts and Humanities and Hospitality Education. The College, through a two-year planning process, in part funded by the National Science Foundation, has determined that it will need to reshape its physical infrastructure to improve student services, active and collaborative learning, and faculty-student interaction, and to promote greater academic challenge and student effort. By renovating the Science facilities and improving both curriculum and pedagogy, the College will attract, retain, and graduate a greater number of Native Hawaiian and other underrepresented students in Life, Physical, and Health Sciences, where there are and will continue to be more meaningful and higher-paying careers in the state.

In this proposed project, the college seeks \$757,748 for a one-year renovation of existing physical science space consisting of four lecture/laboratory rooms (107, 201, 218 and 219) in the Kokio science building to incorporate distance learning technology and interactive media to provide a comprehensive pre-engineering program to students at the College, on Oahu, and to our neighbor island students. The proposed renovations will enable the Math/Science departments to better deliver current and technology integrated Science curricula, best practice pedagogies, and peer supports for enhanced Native Hawaiian student success in 21st Century careers in STEM fields.

**P031N060002 – Prince William Sound Community College**

An Alaska Native Serving institution, Prince William Sound Community College (PWSCC) is a rural, public, regionally accredited, comprehensive community college serving over 1400 students per semester, located in historic Valdez, Alaska. PWSCC has its main campus in Valdez and two Extension Centers in Cordova and Glennallen/Copper Basin. Many parts of its service area are isolated from PWSCC sites as a result of extreme weather and the lack of road access.

Significantly, Alaska Native/American Indian students at PWSCC have doubled in the last 10 years—from 11 percent to 21 percent.

In order to serve the needs of this population and to address problems related to lack of access to health care programs, substandard lab facilities, and a flat revenue base, PWSCC proposes a single activity to develop a high-demand associate degree nursing program, over five years, deliverable to rural and Native American populations through traditional on-campus instruction and using distance learning technology.

PWSCC Institutional Profile Fall 2005	
<u>Programs of Study</u>	
Human Services	
Computer/Office Systems	
Associate of Arts	
Disability Services	
Industrial Technology	
Oil Spill Response	
Safety Management	
Theatre	
Accreditation: Northwest Commission on Colleges and Universities 2005.	
Fall 2005 Student Profile	
Average age	33
Female	56 percent
Minority	30 percent
-Native Alaskan	21 percent
-Asian	8 percent
Total headcount	1483
Received financial aid	65 percent
Fall 2005 Faculty Profile	
Full-time	6
Part-time	49
Total faculty	55
Faculty/student ratio	1:12
Female	80 percent
Doctorate	4 percent
Master's	33 percent
Minority	5 percent
Source: UA Banner System	

## **P031N060001 – University of Alaska Fairbanks - Aleutians**

### **Activity 1. Renovation for Student Services: \$750,000**

Located in Interior Alaska in the city of Fairbanks, the University of Alaska Fairbanks (UAF) was founded in 1922. Created in 1988, Interior-Aleutians Campus (I-AC) is a decentralized branch campus of UAF's College of Rural and Community Development (CRCDD), formerly the College of Rural Alaska that is responsible for its own administration and budget. Interior-Aleutians Campus is a two-year public institution with Federal minority status that serves a geographic area in the Interior of the state that is the size of France, as well as communities along the Aleutian Chain, encompassing over 200,000 square miles. Within this enormous service area, I-AC delivers coursework to over 58 rural communities using a system of six rural centers located in Tok, Unalaska, McGrath, Nenana, Ft. Yukon, and Galena. Each rural center, in turn, provides services to up to fourteen other villages, home to Alaska's indigenous people. Interior-Aleutians Campus provides flexible, non-traditional learning opportunities and scheduling to meet the needs of rural students who rely on subsistence hunting, fishing and gathering, while also contending with extremes of weather and other challenges unique to life in rural Alaska. These needs are accommodated through courses for credit, Associate (transferable to any four-year program) and Certificate degrees. Interior-Aleutians Campus works hard to meet the workforce development needs of the communities we serve by offering technical, education and service preparation programs as well as general studies and core courses. Coursework is provided using a number of delivery modalities including classes offered locally in the home communities of our students, through the nearest center, via audio-conference, web-based, correspondence or by one to three-week "learning intensives" either in Fairbanks or in individual communities. Five hundred-twenty six students registered in spring of 2006 of which 56 percent were Alaska Natives. Students range in ages from high school students enrolled in dual credit courses through the life span to include senior citizens. The fiscal year 2006 operating budget was \$3,248,633. Interior-Aleutians Campus Fairbanks office houses 25 faculty and staff that serve our rural students in the modalities previously noted. Faculty to student ratio varies from 1:5 to 1:25.

The activity for which I-AC seeks funding is a one-year renovation project for our Tok Center, which serves an area covering approximately 30,000 square miles situated in the Alaska range, experiencing extreme winter temperatures as low as -70 F. This includes the Upper Tanana (Athabaskan) region of ten rural and remote villages plus an additional five villages. As part of I-AC, the Tok Center provides courses as described above. The Tok Center is the only provider of higher educational and vocational training opportunities in their area and is also the main site for local business and agency trainings, as well as community workshops. Since 1988, the Tok Center has resided in a building constructed in the mid-1960's for the purpose of housing Alaska State Troopers in "efficiency apartment" style. The proposed renovation project would address four integral work objectives: complete an interior reconfiguration for more efficient classroom and student-use space as well as improved accessibility; provide an air handling system for the building; install a much needed replacement roof on the building; and refinish the exterior of the building. This renovation project will allow us to address long-term climate control problems, expand our capacity to serve more students, as well as improving the access to and quality of the learning environment.

### **P031N060003 – University of Alaska Fairbanks – Kuskokwim Campus**

The Kuskokwim Campus (KuC) in Bethel is the largest, semi-independent extended campus in the University of Alaska Fairbanks (UAF) system. Kuskokwim Campus is a branch campus of UAF's College of Rural and Community Development. A residential public institution with a Federal Minority designation, the campus serves 46 remote Alaska Native villages and 56 tribes in a nearly 58,000 square mile road less area the size of Illinois. Kuskokwim Campus enrollment for fiscal year 2005 is 944; 25 percent male and 75 percent female. Enrollment is 65 percent Native Alaskan; 16 percent under age 25 with an average age of 29. The faculty student ratio is one to eight, with 18-filled faculty and four placed faculty positions. The campus received a fiscal year 2006 state appropriation of \$3,067,545.

#### **Activity: Physical Plant Renovations to Reduce the Number of Compliance, Safety, Fiscal and Well-Being Issues for Kuskokwim Campus Students - Total Cost: \$750,000**

The five-year plan for Serving Alaska Native students (2004) is a long-term, regional effort to increase recruitment, retention, and matriculation of Science, Technology, Engineering and Mathematics students in the Yukon-Kuskokwim Delta. This project will assist that effort by providing safe and code-compliant buildings, classrooms, doors, and surfaces that will be functional. An aging and neglected physical plant with obvious interior and exterior wear and tear does not convey a message of care and concern for students' well-being and educational excellence. “. . . improvements at the Kuskokwim Campus must keep pace with the campus planned expansion of . . . program academics.”--*KuC 5-Year Plan*.

The one activity will be renovation of some of the most pressing areas in need of renovation that have been identified in a Facilities Assessment of KuC in 2004. This was done by Bezek • Durst • Seiser, Architects and Planners of Anchorage, Alaska, with cost estimates updated in June of 2006 by the UAF Facilities Services Department.

The activity includes:

- Renovation of bathrooms in two main buildings that will bring them into ADA and code compliance.
- Flooring and carpet removal and replacement that will bring floors up to an acceptable condition.
- Wall repairs and paint that are needed in nearly every classroom to bring them to an acceptable condition.
- Entries, doors, landing and hardware that are unsafe and noncompliant.
- Exterior siding installation that will replace surfaces that are aging, have water/weather damage, and poor insulation. This will eliminate heat loss, hazardous snow, ice build up and conditions, and further damage to the interior of the building.