

2014 Annual Performance Report

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University of Hawaii

Name of College/University

P031W120003

PR Award Number

141574

Unit Identification

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Title III - Part F - Native Hawaiian Serving Institutions

Department of Education Grant Program

Building from Our Past: A First Year Experience and Support for STEM

Project Title

4-year Public

Type and Control of Institution

Year 2

Grant Year

Authorized Representative:

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Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and F, Sec. 317 is to "provide grants and related assistance to Alaska Native-serving institutions and Native Hawaiian-serving institutions to enable such institutions to improve and expand their capacity to serve Alaska Natives and Native Hawaiians."

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III - Part F program.
1. The impact of the Title III - Part F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Kauai'i Community College (KCC) is a two-year accredited public community college within the University of Hawaii system. Approximately 31 percent of our students are native Hawaiian. Title III has provided funding critical to support KCC's capacity to create and improve programs that directly serve native Hawaiians on the islands of Kauai and Ni'ihau. Title III funding for KCCs two year Title III grant, entitled "Building from Our Past, A First Year Experience and Support for STEM" enabled KCC to initiate and accomplish implementation of the following grant objectives: 1a) to enhance and improve recruitment, persistence, and academic success of native Hawaiian students, and 1b) to support student recruitment, success, support, and transition in STEM (Science, Technology, Engineering and Math) disciplines. In our short two year grant period, KCC made exemplary progress in our final year towards accomplishing all our grant goals and objectives.

In year two of this two year grant, KCC successfully continued programs and best practices initiated in 2013 that directly support learning and college success for native Hawaiian students. These programs include: the Kipaipai First Year Experience (FYE) Program, FYE and STEM peer mentoring, alumni mentoring, STEM embedded tutoring, STEM internships, STEM outreach to K-12 schools, and a second year transfer readiness and explorations program.

Another major aspect of meeting the intent of the Title III legislation has been creating new and revising existing curriculum and increasing faculty awareness of indigenous Hawaiian values and pedagogy so that they are more strongly, authentically, and consistently reflected in STEM courses. This important goal and our progress thus far have fueled additional momentum, ideas, interests, and collaboration among STEM and Hawaiian Studies faculty. In 2013-2014 KCC initiated 3 new STEM degrees and one certificate program. During this process faculty received professional development time to focus on understanding and incorporating indigenous values and pedagogy into the curriculum. The momentum and interdisciplinary ideas have been perpetuated and integrated into our new part F grant "Crossing Cultures" which will develop new and more in-depth indigenous programs in engineering, Hawaiian studies, Early College and STEM outreach.

In year two, 2014-15, 19 students joined FYE, 58% of whom are Native Hawaiian. FYE has achieved substantial progress toward the primary goal of achieving an 80% fall to spring retention. The FYE retention rate for native Hawaiians prior to FYE was 71% in 2012, within FYE native Hawaiian fall-spring retention increased to 86% (our goal is 80%) and overall for all FYE 78%, while that of the comparison group (first time students not in FYE) was 63%.

The second objective of FYE has been to increase the year one to year two persistence rate and to "close the gap" with non-Hawaiian students. The base persistence rate from fall 2011 to fall 2012 for all students was 55%, (53% for Native Hawaiians). The goal for cohort one was a fall to fall persistence rate of 58% for both groups. The overall year one to year two persistence rate for FYE was 54.6%. We are making progress toward our goal; the persistence rate of first time native Hawaiians between year one and year two was 12% higher than that of the comparison group.

A key component of FYE, as well as STEM degree enhancements, has been implementation of new FYE and STEM peer mentoring. KCC has successfully employed 10 FYE and 2-3 STEM peer mentors who have supported students through nearly 2,300 hours in and out of the classroom. Peer mentors locate themselves inside and outside classrooms, in the cafeteria, or the library. We will continue to monitor, evaluate and improve this program as a best practice for supporting our students.

Both FYE and STEM Coordinators funded travel and day long college visits for two cohorts of second year students (N= 30 students, 22 of whom are native Hawaiian) to UH Manoa and UH West Oahu campuses in spring and fall 2014. In fall 2013 KCC held an alumni mentor panel on campus along with class visits where alumni discussed life at their respective campuses. KCC also paired interested students with an alumni peer mentor and many had the opportunity to meet with the mentor again during an Oahu UH campus visit.

Through Title III KCC was also able to initiate an STEM embedded tutoring program in Spring 2013. This program brings students together with faculty and tutoring resources in a way that is more approachable for native Hawaiian students. The demand for embedded STEM tutors was higher than anticipated, with an average of 15 tutors in 14 different STEM classes. The presence of tutors in classrooms also resulted in higher use of the Learning Resource Center which houses the Tutoring Center. KCC also placed an embedded tutor who is a STEM student in one Hawaiian Language class to further assist with outreach and connecting to the native Hawaiian students and the places they congregate the most. Because the costs of implementing these programs is significant, Title III funding was instrumental in KCC's ability to achieve them.

In terms of K-12 outreach, KCC initiated weekly visits to senior high school classes (reaching over 520 seniors, 80% of whom were not likely to plan on college) to talk about steps after graduation. All visits brought KCC students and faculty together with high school students. KCC also completed numerous campus visits and visits to Hawaiian charter schools.

Finally, Title III funding enabled KCC to more effectively reach our community by hiring a webmaster to create an engaging and informative web pages for 13 academic departments and degrees and 20 student support sites (e.g. STEM and new student orientation). The webmaster created three on-line videos about student experiences (including one for STEM), and over 150 still photos of students and faculty, available for use in all marketing and outreach materials. In 2015 the Webmaster will create web pages for an additional 27 academic and student support departments. As a result of these essential on line improvements, KCC will be able to reach out more effectively to the community that we serve.

2. How has the grant helped to carry out the mission of the institution?

Part of KCC's priorities and mission specifies the following goals: to perpetuate an appreciation and understanding of Hawaiian culture, to develop programs to support native Hawaiian students, and to provide support for KCC students interested in STEM disciplines.

As a result of Title III funding from 2012-2014, it is clear that KCC has implemented programs that directly support and benefit Hawai'i State Community College mission, the KCC strategic plan priorities, and KCC's mission, particularly those priorities related to supporting the success of native Hawaiian students in college and in STEM. The successes and progress made in 2014 continued efforts initiated in 2013. This has been encouraging and enables KCC to move into 2015 with data, momentum, increased knowledge, and improved team collaboration. In 2014 KCC also hired a new UH system-funded Institutional Researcher who is an integral part of the evaluation team as we move forward.

To perpetuate an appreciation and understanding of Hawaiian culture, in 2013-2014 KCC held seven on-campus faculty workshops by kupuna and cultural practitioners based on native Hawaiian cultural practices, values and pedagogy. For example, KCC held an immersive Hawaiian weekend faculty retreat at a cultural and agricultural center in Ha'ena on Kaua'i's north shore, a STEM Indigenization Institute and an Ethnomathematics workshop. These offerings enabled faculty to explore Hawaiian culture and pedagogy as it may be applied to STEM courses. All faculty from Hawaiian Studies as well as the Makaloa Advisory Council and the Title III STEM Coordinator, planned these events.

In Fall 2014 KCC used, in part, Title III funds to support travel of four kupuna and cultural practitioners to address KCC faculty and student body. Each event was open to the public as part of celebrating La Ku'oko'a or Hawaiian Independence Day (Nov. 28). Each speaker reflected and shared aspects of Hawaiian history, culture, science and knowledge that must be preserved, shared, respected and used in modern settings to connect community with Hawaiian values for land, family, responsibility and education.

In our second and final funding year, KCC continued to fund the Transitions Coordinator who managed the Kipaipai First Year Experience (FYE) - initiated in Fall 2013. All FYE students are required to attend new student orientation days, attend weekly college success workshops, enroll in a college success course (ISE103), meet with peer mentors regularly, and meet regularly with the Transitions Coordinator so that early interventions could be implemented. FYE targeted approximately 75% of all incoming students to receive these academic support services, a threefold increase in the number of students served compared to 2012 and prior.

In February 2014 KCC began recruiting FYE applicants at all the high schools and at many community agencies. The Registrar's Office included information on the FYE program in the admissions acceptance packets sent to first-time freshmen and included several native Hawaiian college orientation sessions which also included parents and family. The FYE program enrolled 33 students in fall 2013 and 19 in Fall 2014. In September 2014 KCC identified barriers to FYE participation and solutions: increasing the scholarship amount to offset needed ISE 103 class and coordinating FYE enrollment with the Academic Advising Office. These are being addressed and we expect to realize increased enrollment in 2015.

As part of grant activities that support STEM, KCC funded the second year for the full time STEM /Grant Coordinator who coordinates STEM embedded tutors with the Tutoring Center, supervises STEM mentors, coordinates STEM internships with faculty and community partners, conducts outreach to Hawaiian charter and public schools in coordination with advisers, instructors and mentors, and participates in the native Hawaiian Makaloa advisory council to promote native perspectives, involvement and community connections.

Significant progress continued in strengthening STEM as we increased enrollment of students in the two new ASNS degrees from 0 to 17 students as of Fall 2014, developed a new STEM field course and Intro to STEM (STEMinar) for Fall 2014, recruited 13-20 embedded tutors for STEM courses and one native Hawaiian course, predominantly in math, biology, electronics, and chemistry, implemented a STEM peer mentoring program (N=2-3 per semester), developed collaborative connections with Hawaiian cultural practitioners and kupuna for STEM indigenization and professional development, completed a series of seven professional development workshops, one weekend retreat, and summer curriculum indigenization overload in 2014, in the area of cultural awareness, poverty, and pedagogy, implemented a STEM alumni

peer-mentor program and transfer preparation which included five STEM mentors from the University of Hawaii at Manoa and Hilo, and implemented a successful STEM internship program.

KCCs has implemented an excellent STEM internship program through which students conduct research for their project under the mentorship of faculty and a community organization, business or agency. In 2014 nine students engaged in STEM internships. Within two years, 21 STEM internships were completed and a high demand continues. Several (N=5) students acquired jobs with community partners as a direct result of their internship. Nearly 10 interns presented their work at scientific conferences. Another five students were awarded full scholarships by a private donor to continue STEM degrees at UH Manoa. One STEM intern recently entered graduate school in STEM at UH Manoa. There is a high demand for new interns from businesses and organizations in STEM fields, particularly in the area of renewable energy research and development. This program is valuable to KCC because it demonstrates to students the demand for STEM disciplines in various sectors of Hawaii and their real ability as marketable employees.

KCC used curriculum development funds in 2014 to implement a "Train the Trainer" certification for the college skills "On Course" curriculum to adjust the ISE103 (mandatory class) curriculum to better incorporate Hawaiian cultural perspectives and pedagogy. A second workshop was held in October 2014 to discuss strategies and best practices to engage more students, especially native Hawaiian students in the library and the tutoring center. These efforts support KCC's institutionalization of these best practices.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title III - Part F has had on your institution's capacity to fulfill the goals of the legislation.

The long-term success and progress of KCC's capacity to serve Native Hawaiians is positively and substantially enhanced by Title III legislation. KCC received two previous Title III grants both of which developed KCC's capacity to serve native Hawaiian students and community by creating Hawaiian studies degrees and establishing remedial support for students. In our first year report (2012-2013) we described how previous Title III grants have laid a foundation for improving service and educational opportunities to Kauai's indigenous population.

As we close our second year of the grant, Title III has enabled KCC to continue implementation of best practices to support student success and development of STEM programs. In 2015 we expect to transition to activities of a new five year Title III grant that will in part enable us to continue our efforts to recruit native Hawaiian students, to provide indigenous values and perspectives as well as practical degree options in STEM, to support transfer to four year colleges and to continue outreach and connections with the K-12 community on our small island. The new Title III grant will enable much needed renovations of our facilities and curriculum in ways that flow naturally from the work we have already been able to accomplish through the Title III program. Mahalo nui loa!

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

Yes, the Title III grant has enabled KCC to work more extensively and effectively with existing and new collaborators on Kauai, within the state, and at the national level to bring in additional supports for native Hawaiian students and STEM. For example, as a result of Title III grant KCC initiated a STEM internship program in cooperation with The Edge of Kauai (TEOK), KCC faculty and students have partnered with the County of Kauai, the National Oceanic and Atmospheric Administration (NOAA), and UH Manoa Sea Grant to seek additional funding to conduct studies of coastal erosion and accretion in new economically important areas around Kauai. Because of the success reached in establishing the project and collecting and analyzing data as part of the STEM internship program funded through Title III, the TEOK project was able to secure funding from the Hawaii Legislature in July 2014 to continue and expand their study areas.

In 2014, KCC's Ho'ouluwehi (Sustainability) Institute formed an internship project with a \$21,000 contribution from the Kawaihoa Development Corporation and the Grant Hyatt for KCC students in sustainability science and/or STEM. The internship project involves the design, construction, maintenance, management and evaluation of an outdoor hydroponics system at the Grant Hyatt Hotel in Poipu.

In 2013-2014 KCC received a National Science Foundation (NSF) grant to develop a Geographic Information System (GIS) project as well as credit and non-credit GIS courses, focusing on a community project that highlights cultural and environmental resources within the KCC watershed (ahupua'a). Federal funds were also gained from National Aeronautics and Space Administration (NASA) to support students interested in engineering. Students involved in the NASA program are designing and building a rocket payload and will all travel to Wallops, VA this summer to participate in the launch.

In 2014 KCC students assisted with the planning, implementation of the first of its kind breadfruit (ulu) horticultural experiment on campus, a \$100,000 grant received from the USDA/NIFA in partnership with the National Tropical Botanical Garden.

Finally, Title III funds were combined with the Ed White Fund to host the first ever La Ku'okoa month celebration on Kauai. La Ku'okoa commemorates Hawaiian Independence Day (Nov. 28). In 1843, the governments of England and France acknowledged Hawaii's independence. Four distinguished speakers honored students, faculty, staff and the public with their skills, wisdom, and perspectives:

Nov 3. - Trisha Kehaulani Watson-Sproat, JD, PhD and Matthew Kawaiola Sproat Five Time Na Hoku Hanohano Award Winner. Environmental and Cultural Resource Conservation. Ka'ie'ie: How Diving Into Our Past Will Give Rise to Our Future.

Nov. 10th - Kalani Akana -Hei Hawaiian String Figure Making: Documentation of Traditional Knowledge and Ways of Knowing and Doing.

Nov. 17th - Lufi Luteru Hawaiian tattoo-A Glimpse into this Sacred Traditional Practice from a Kanaka and Maoli Perspective.

Nov 24th - Jonathan Osorio Professor at the Kamakak'okalani Center for Hawaiian Studies. The Value of Hawai'i: Knowing the Past and Shaping our Future.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

We would like to see improved quality control of Title III announcements, reporting forms, and email communications as well as timely and accurate customer service. From 2012-September 30, 2014 KCC had extensive written evidence that we held a Title III Part A grant. To our shock and disbelief, on Sept. 30, 2014 we were informed that there was an error and that we had a Part F grant. We were for all intents and purposes forced to forfeit the No Cost Extension on the Building form Our Past grant (received in August 2014) to accept a new 5 year Title III Part F grant. The requirement to return unused funds for the "Part A that was really a Part F" has left us with an enormous nearly \$150,000 gap in our funding for personnel for student supports as well as student wages for FYE and STEM peer mentors and embedded STEM tutors.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Activity 1a: Increase the success rate for transitioning native Hawaiian students.**

Total \$ spent on this activity during the current reporting period: \$53,566.99

Focus Area: *Student Services and Outcomes*

Title III Section 317 Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	4,333.00	8
Curriculum development and academic instruction.	1,000.00	2
Purchase of library books, periodicals, and other educational materials.	465.00	1
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	45,732.53	85
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Publish Kipaipai First Year Experience (FYE) Handbook second edition 2014	2,036.46	4
Total Expenditure For This Activity	53,566.99	100%

Process Measures for “Activity 1a: Increase the success rate for transitioning native Hawaiian students.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of periodical subscriptions increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>1</u> Application Objective <u>1</u>	
Other: Participation in student success and peer mentor webinar	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>1</u>	

LAA Category: *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>10</u> Application Objective # <u>10</u>	
Other: Provide professional development for FYE and ISE 103 faculty	Yes
<i>If yes:</i> Start <u>0</u> End <u>2</u> Application Objective <u>2</u>	

LAA Category: *Development and improvement of curriculum development and academic instruction.*

Other: Develop an "On Course" curriculum and on site faculty training to support student success	Yes
<i>If yes:</i> Start <u>0.00</u> End <u>1.00</u> Application Objective <u>1.00</u>	
Other: Develop a semester long college success seminar for first and second year students	Yes
<i>If yes:</i> Start <u>0.00</u> End <u>1.00</u> Application Objective <u>1.00</u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Other: Did native Hawaiian students enroll in the First Year Experience	Yes
<i>If yes:</i> Start <u>0</u> End <u>52</u> Application Objective <u>100</u>	
Other: Did first year native Hawaiian students have access to peer mentors?	Yes
<i>If yes:</i> Start <u>0</u> End <u>10</u> Application Objective <u>10</u>	

LAA Category: *Other, please describe in similar detail.*

Other: publish FYE Handbook 2013	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>1</u>	
Other: publish FYE handbook 2014	Yes
<i>If yes:</i> Start <u>1</u> End <u>1</u> Application Objective <u>1</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Activity 1b. Increase native Hawaiian student success in STEM-related academic programs.**

Total \$ spent on this activity during the current reporting period: \$75,236.69

Focus Area: *Academic Quality*

Title III Section 317 Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	5,840.30	8
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	6,802.40	9
Curriculum development and academic instruction.	950.00	1
Purchase of library books, periodicals, and other educational materials.	990.00	1
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	45,732.53	61
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Stipends for STEM Interns	14,921.46	20
Total Expenditure For This Activity	75,236.69	100%

Process Measures for “Activity 1b. Increase native Hawaiian student success in STEM-related academic programs.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>1</u> Application Objective <u>1</u>	
Other: Were "Ethnomathematics" textbooks purchased for STEM faculty?	Yes
<i>If yes:</i> Start <u>0</u> End <u>30</u> Application Objective <u>30</u>	

LAA Category: *Construction, maintenance, renovation, and improvement in classrooms, library, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.*

Did the number of classrooms renovated or improved increase?	Yes
<i>If yes:</i> Start # wired classrooms <u>0</u> End # wired classrooms <u>1</u> Application Objective # <u>1</u>	
Other: Did the number of computers available for STEM and FYE student use increase?	Yes
<i>If yes:</i> Start <u>0</u> End <u>5</u> Application Objective <u>5</u>	

LAA Category: *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>12</u> Application Objective # <u>5</u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>12</u>	

Application Objective # <u>5</u>

LAA Category: *Development and improvement of curriculum development and academic instruction.*

Did the number of new academic programs increase?	Yes
<i>If yes:</i> Start # of academic programs <u>0</u> End # of academic programs <u>4</u> Application Objective # <u>1</u>	
Did the number of academic courses under development increase?	Yes
<i>If yes:</i> Start # of academic courses <u>0</u> End # of academic courses <u>2</u> Application Objective # <u>2</u>	
Did the number of academic courses undergoing revision increase?	Yes
<i>If yes:</i> Start # of courses <u>0</u> End # of courses <u>11</u> Application Objective # <u>5</u>	
Other: Was an introduction to STEM course developed and offered in 2014?	Yes
<i>If yes:</i> Start <u>0.00</u> End <u>1.00</u> Application Objective <u>1.00</u>	
Other: Was a STEM field course developed in 2014?	Yes
<i>If yes:</i> Start <u>0.00</u> End <u>1.00</u> Application Objective <u>1.00</u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>14</u> Application Objective # <u>10</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Other: Were STEM peer mentors available to assist native Hawaiian students?	Yes
<i>If yes:</i>	

Start <u>0</u> End <u>2</u> Application Objective <u>2</u>	
Other: Did the number of STEM classes with embedded tutors increase?	Yes
<i>If yes:</i> Start <u>0</u> End <u>14</u> Application Objective <u>5</u>	

LAA Category: *Other; please describe in similar detail.*

Other: STEM internships completed in 2013	Yes
<i>If yes:</i> Start <u>0</u> End <u>12</u> Application Objective <u>5</u>	
Other: STEM internships completed in 2014	Yes
<i>If yes:</i> Start <u>0</u> End <u>8</u> Application Objective <u>5</u>	

Focus Area: Academic Quality Outcomes

This section depicts institutional outcomes that can be categorized in the Academic Quality focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the number of new academic programs increased?	Yes
<p><i>If yes:</i> Initial # <u>2</u> Final # <u>6</u> Goal <u>4</u></p> <p><i>I would like to provide a brief supporting statement:</i> As part of this grant we accomplished and exceeded our goal. There are new STEM programs: 2 new ASNS degrees, an ASNS in Plant Biology Tropical Agriculture. Two certificates in Sustainability Science have been added. Title III overload funding and stipends and travel for kupuna and cultural practitioners were instrumental to achieve integration of indigenous pedagogy into these and other STEM curriculum.</p>	
Other, please specify: Increase enrollment of new native Hawaiian Students by 3%per year	No
<p><i>If yes:</i> Initial # <u>476</u> Final # <u>435</u> Goal <u>148</u></p> <p><i>I would like to provide a brief supporting statement:</i> Overall college enrollment has declined in 2014 compared to 2012. In 2012 native Hawaiians comprised 25% of the population. Presently native Hawaiians comprise 31% of the campus population, a 6% increase in proportion. Over 2 yrs. we have not yet attained our 3% increase above 2012 levels, but the proportion has increased. We endeavor to work towards the 3% goal per year as part of our strategic plan.</p>	
Other, please specify:	No
<p><i>If yes:</i> Initial # <u>0</u> Final # <u>0</u> Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	

Focus Area: Student Services Outcomes

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes
<p>Cohort: <u>First time native Hawaiian students</u> <i>If yes:</i> Initial rate <u>62</u> Final rate <u>78</u> Goal <u>65</u></p> <p><i>I would like to provide a brief supporting statement:</i> While there are many uncontrollable factors affecting retention of native Hawaiian students, the first two years of KCCs First Year Experience, peer mentoring and embedded STEM tutoring efforts seem to have contributed positively to retention through family involvement, early intervention, and strengthening peer connections. Increasing financial support for FYE scholarships has been identified as an option since it would reduce the need for students, many of whom have families, to work while taking 12-15 credits/semester.</p>	
Has the number of students continuing to further postsecondary education increased?	Yes
<p>Cohort: <u>native Hawaiian</u> <i>If yes:</i> Initial # <u>17</u> Final # <u>25</u> Goal <u>5</u></p> <p><i>I would like to provide a brief supporting statement:</i> KCC was over 140% above its goal of transferring native Hawaiian students to UH system schools and is aiming to continue in 2015. The trend has been increasing. In 2012 32 native Hawaiian students transferred to 4 yr. schools, and in 2013 25.</p>	
Has the retention rate of students who participated in other student services programs increased?	Yes
<p>Cohort: <u>FYE first time native Hawaiian</u> <i>If yes:</i> Initial rate <u>53</u> Final rate <u>86</u> Goal <u>80</u></p> <p><i>I would like to provide a brief supporting statement:</i> First time native Hawaiian students in FYE and required components (mentoring, weekly seminars, ISE 103) were substantially more successful in completing first semester successfully and returning in spring, personal reasons excluded. However, personal/family related and financial hurdles are identified as primary reasons for not returning in subsequent semesters.</p>	
Other, please specify: Has enrollment by native Hawaiian students increased	No
<p>Cohort: <u>first year students</u> <i>If yes:</i> Initial # <u>476</u> Final # <u>473</u> Goal <u>271</u></p> <p><i>I would like to provide a brief supporting statement:</i> 68% of all native Hawaiian students in the UH System are enrolled in community colleges. KCC seeks to increase the number of native Hawaiians that enroll since 31% of our population is native Hawaiian.</p>	

Other, please specify: Native Hawaiian degrees and Certificate Achievement	Yes
<p>Cohort: <u>native Hawaiian</u> <i>If yes:</i> Initial # <u>42</u> Final # <u>39</u> Goal <u>33</u> <i>I would like to provide a brief supporting statement:</i> The number of native Hawaiian students completing degrees and certificates is 18% above our goal even though it decreased from 59 in 2012.</p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Activity 1a: Increase the success rate for transitioning native Hawaiian students.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
1. Hire a Transitions Coordinator.	Rebecca Yund was hired in April 2013.
3. Hire and train FYE peer mentors.	In 2013 and 2014 KCC hired and trained 10 FYE and 2 STEM peer mentors, most of whom were native Hawaiian. Mentors conducted outreach in areas of high student use and held weekly office hours. Mentors worked a combined total of 2,296 work hours in 2014. Feedback from mentees and faculty was significantly positive. One student stated it well when she said "My mentor's got my back.". Mentors also assisted regularly with new student orientations, K-12 school tours, KCC Club Day, KCC Earth Day, KCC Suicide and Violence awareness and prevention day, and STEM and Student Success events.
4. Recruit new Fall semester students into college courses at KCC.	KCC hosted many events on campus in 2014 reaching over 500 students. KCC focused on public as well as native Hawaiian charter schools. KCC hosted tours as well as days for high school students to sit in on campus courses and labs. This was to enable students to envision themselves here. Campus visits were followed by KCC visits to K-12 schools, particularly to junior and senior classrooms to fill out financial aid and application materials. In fall 2014 KCC faculty and students visited two high school senior classes per week (for 3 months) to discuss life after graduation and opportunities at KCC, reaching over 320 seniors, 240 juniors and sophomores, and 120 freshmen.
5. Measure the number of native Hawaiian students successfully completing first semester courses.	FYE succeeded at closing the success gap between non-Hawaiians and Native Hawaiian fall to spring retention. Native Hawaiians (87% retention) in FYE out-performed the non-Hawaiians (72%). First semester retention of non-FYE students still showed a 2% gap between the non-Hawaiians (64%) over Native Hawaiians (62%).
6. Evaluate the success of Native Hawaiian students vs. non Hawaiian students in terms of their respective completions of first semester classes.	The first objective of the Kipaipai program is to increase retention rates from fall to spring semesters and to "close the gap" between Native Hawaiian and Non-Hawaiians persisting from one semester to the next. The goal for the first FYE participants is an 80% retention rate for both groups. The overall retention rate from fall 2013 to spring 2014 for Kipaipai was 78.8%. While we did not quite meet our goal of 80%, our retention rate was still 15% higher than the comparison group (n=382) which consists of all first-time freshmen beginning at KCC in 2013 that were not participating in FYE.
7. Implement a new First Year Experience (FYE) program.	In year two, 2014-15, 19 students enrolled in FYE 58% of which were Native Hawaiian. Year one, 2013-14, we recruited 33 students, 51.5% of which were Native Hawaiian. In total, 52 of a target of 100 first time students have enrolled in FYE in two years. To improve FYE enrollment in 2014, KCC began recruiting in early February at all the high schools and at many community agencies, offered the required orientation on-line for working students and provided FYE materials to the Registrar to send with acceptance packets for first-time freshmen. However, these excellent efforts appeared to be countered by two areas for future attention: increasing scholarship levels for FYE (since many must still work off campus despite the scholarship), and modifying procedures so that academic advisers cannot provide waivers for students needing remedial ISE103 course, a FYE requirement.
8. Monitor and evaluate student success in FYE.	The FYE Coordinator held regular meetings (in person, on phone and via email) with FYE participants and peer mentors. Mid-semester evaluations also incorporated faculty feedback and earlier interventions for students at risk of being placed on academic probation.
9. Monitor and evaluate student success in first year to second year transitions.	The second objective of FYE is to increase the year one to year two persistence rate and to "close the gap" with non-Hawaiian students. The base persistence rate from fall 2011 to fall 2012 for all students was 55%, (53% for Native Hawaiians). The goal for cohort one of FYE (started in 2013) was a fall to fall persistence rate of 58% for both groups.

	The overall year one to year to persistence rate for FYE was 54.6%. Again, though we did not quite meet our goal, the FYE persistence rate was 12% higher than that of the comparison group (of first time students who were not enrolled in FYE).
10. Evaluate the course ISE 103 (Introduction to College).	KCC has developed a database to evaluate and track ISE 103. Of the 477 students that have taken the class since 2006: 66% of native Hawaiians get C or better (43% get As), and 67% non-Hawaiians get a C or better (45% get As). As an element of FYE ISE 103 is proving to be a valuable best practice since students who take the course in conjunction with new orientation and weekly college success seminars have substantially higher GPAs and retention rates. We will be evaluating the interaction of ISE 103 with these FYE elements and best practices in 2015 and beyond.
11. Provide statistical analyses on a semester to semester basis as well as year to year for native Hawaiian and non-Hawaiian students.	KCC has completed this task and plans to continue coordinating and integrating it in the first quarter of 2015 with other databases of college effectiveness and success as part of our strategic plan.
12. Establish an alumni peer mentoring program for year two students.	The alumni peer mentor program was initiated in 2013 and continued successfully in 2014. 12 alumni peer mentors at UH Manoa and Hilo are available to students. In fall 2013 alumni mentors traveled (travel and stipends were provided) to KCC to meet with second year students to share their experiences through class visits and a panel discussion. Nearly 40 second year students signed up for alumni mentoring in fall 2013. Alumni mentors were then matched with up to 5 second year students to serve as supports and sources of information. KCC students have had the opportunity to email, phone, and meet mentors in person. Second year students and transfer students have expressed gratitude and appreciation for the guidance and motivation received from alumni peer mentors.
13. Hold seminars for year two students.	Lunch hour "college success" seminars related to transfer and pursuit of scholarships were provided each semester since 2013. Students who attended just one workshop had a 16% higher fall to spring retention rate and a 17% higher year one to year two persistence rate over those that did not attend any workshops. In spring and fall 2014 KCC used Title III funding to support travel for second year students. KCC completed two full day trips to UH Manoa and UH West Oahu enabling nearly 40 second year students to travel to Oahu. This was a big step for many of them. Students toured residence halls, academic departments with alumni mentors, campus staff, and faculty. KCC Distance Learning adviser also attended the trip to the relatively new UH West Oahu campus where new STEM degrees will be available on line and via transfer.
14. Compile program statistics on native Hawaiian student recruitment and transition rates and compare to non-Hawaiian students.	KCC completed this task in fall 2014 and plans to continue coordinating and integrating data with other databases of college effectiveness and success as part of our strategic plan and campus priorities.
15. Write a summary report on statistics related on native Hawaiian student success and prepare recommendations.	This report has been used to evaluate options and changes possible in 2015 and to continue assessing program effectiveness in the next few years as we seek to make the FYE program sustainable. The KCC Assessment Committee will discuss the report and assist with assessment of it.
16. Create a statistical database on native Hawaiian student class participation in ISE 103: Introduction to College.	This was completed in fall 2014 with the assistance of KCC's Institutional Researcher and will be managed and used in future years since this is only year 2 of a 2 year grant. KCC seeks to make adjustments and ensure that ISE103 and the FYE program become sustainable ways for us to support increased success of our unique student population.

Changes to Activity Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for the changes of objectives during the reporting period.

Activity Objective(s)	Proposed Objective Change	Reason(s) for Change	Change approved by the ED Program Office
2. Hire a Database Administrator.	In the first quarter of 2013 we decided we would use the funds to hire a webmaster.	Reported in 2013. We could not recruit someone with needed skills after 3 attempts and also identified a significant need for a webmaster to support outreach to the community.	Yes

ACTIVITY: Activity 1b. Increase native Hawaiian student success in STEM-related academic programs.

On-Schedule Activity Objectives

11. Institutionalize course and offerings to support STEM pre-majors and degree-seeking students.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion																					
<p>1. Increase the number or native Hawaiian students in STEM programs to reflect the proportional native Hawaiian student enrollment at the college.</p>	<p>Native Hawaiians comprise 31% of our student population. As of fall 2014 17 new students were declared as new STEM ASNS majors. Of these, one student is native Hawaiian.</p> <p>Students pursuing STEM majors at Kauai CC</p> <table border="1" data-bbox="695 491 1101 569"> <thead> <tr> <th></th> <th>fall 2013</th> <th>spring 2014</th> <th>fall 2014</th> </tr> </thead> <tbody> <tr> <td>Native Hawaiians</td> <td>13</td> <td>12</td> <td>16</td> </tr> <tr> <td>non-native Hawaiians</td> <td>40</td> <td>41</td> <td>47</td> </tr> </tbody> </table> <p>The above tables shows a steady increase over two years.</p> <p>As far as STEM graduates, KCC had the following:</p> <p>STEM graduates</p> <table border="1" data-bbox="695 663 1003 741"> <thead> <tr> <th></th> <th>fall 2013</th> <th>spring 2014</th> </tr> </thead> <tbody> <tr> <td>Native Hawaiians</td> <td>2</td> <td>9</td> </tr> <tr> <td>non-native Hawaiians</td> <td>8</td> <td>18</td> </tr> </tbody> </table> <p>The number of graduates overall has increased substantially since 2012.</p> <p>KCC has conducted outreach to high school and middle school students at public schools and Hawaiian charter schools (N >700) in 2014. Also, as culturally-based pedagogy (indigenization) increases, we expect the number of students enrolled in STEM to increase.</p>		fall 2013	spring 2014	fall 2014	Native Hawaiians	13	12	16	non-native Hawaiians	40	41	47		fall 2013	spring 2014	Native Hawaiians	2	9	non-native Hawaiians	8	18
	fall 2013	spring 2014	fall 2014																			
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<p>2. Develop and add to curriculum a new STEM Exploration course that engages native Hawaiian kupuna (cultural teachers, elders) in teaching.</p>	<p>The STEMinar course was developed by faculty Stephen Taylor, Ph.D. offered in Fall 2014. Several field trips, lectures by guest kupuna (elders) and cultural practitioners, and hands on activities with cultural practitioners and kupuna were part of the syllabus. KCC also purchased new hands on manipulative materials and laboratory lesson supplies to help native Hawaiian students better connect with math and science concepts.</p>																					
<p>3. Provide professional development seminars for STEM faculty to improve understanding of indigenization needs and priorities.</p>	<p>Seven seminars were held in 2014 for STEM faculty (but open to all faculty) to improve understanding of Hawaiian pedagogy and values in STEM and applied sciences. Three seminars were held in January-May as part of the STEM Indigenization Institute which first focused on Ethnomathematics and quickly engaged mentors to help faculty improve courses such as chemistry, pre-algebra, and engineering.</p> <p>Makaloa native Hawaiian Advisory Council and Title III brought in four distinguished kupuna and cultural practitioners to speak during November, the month of La Ku'okoa or Hawaiian Independence. This was the first time KCC had celebrated La Ku'okoa. All seminars were open to the public and were well attended by faculty, students, and community members, including public and Hawaiian high school teachers. KCC plans to share the La Ku'okoa seminars on Ho'ike, the local community television channel.</p>																					
<p>4. Indigenize at least 5 existing STEM courses by incorporating traditional pedagogies and practices.</p>	<p>KCC faculty have indigenizing STEM courses by participating in the Indigenization Institute in 2014. Nine classes have been indigenized in sustainability science, chemistry, several math classes, horticulture, biological science, and oceanography. KCC continued exploring ways to incorporate Ethnomath and culturally based pedagogy into STEM classes, met on January 5, 2015 to share and evaluate efforts completed in 2014 and to plan professional development for the coming year. It is an exciting time and KCC faculty enjoyed the new levels of interaction, support, and creativity between STEM and Hawaiian studies faculty.</p>																					
<p>5. Develop and add to curriculum a new Field Studies course to introduce students to hands-on techniques in traditional and scientific data collection and analysis methodology.</p>	<p>A new STEM Field course in Astronomy was developed by faculty Michael Hannawald, Ph.D. This course will be offered in Summer/Fall 2015, incorporate cultural practitioners, travel to the other islands (Imiloa Center on Hawaii), and cultural perspectives in STEM. Plant Biology and Tropical Agriculture taught by Sharad Marahatta, Ph.D. also offered new field trips in spring and fall to interact with cultural practitioners, and finally Sustainability Science, taught by Laura Williams, M.S. engaged students this fall with hands-on place based projects at a native Hawaiian taro farm and ecological restoration site.</p>																					
<p>6. Provide opportunities for at least 5 STEM students/year to have a paid internship in private industry, government agencies, non-governmental organizations, non-profits, and cultural organizations involved in applied STEM-related activities.</p>	<p>In 2014 8 STEM students engaged in project based, for credit internships, with mentoring from community organizations, agencies, or non-profits. Since Spring 2013, 19 STEM students completed internships with STEM community partners and mentors. Nearly all presented results at scientific conferences off-island (e.g. UH Manoa Marine Options Symposium), some presented to the Mayor, several (6) transferred to 4 yr. schools and graduate schools to obtain a STEM degree. Two</p>																					

	students were offered full time STEM jobs as a result of their internship and three were offered part time work in a STEM field. The demand for internships from the community is high and KCC will continue to recruit students to fill the need.
7. Create a new Associate of Applied Science in Natural Sciences and create a new database on students in that program.	This was completed in 2013 and implemented in 2014.
8. Identify pre-STEM majors within the native Hawaiian student cohort and provide mentoring and transition services to four-year degree programs.	KCC advisors meet with incoming and continuing students each semester to review progress and refer students to the STEM Coordinator for additional assistance regarding STEM internships, peer and alumni mentors, and embedded STEM subject tutoring.
9. Create advising check-sheets that lay out a course of study for students to graduate from a UH 4-yr school by beginning their education at KCC.	Four new advising check sheets were developed for the new ASNS and certificate STEM degree options. KCC has also worked to improve distance learning options for STEM students.
10. Based on coursework needs for pre-majors, identify gaps in courses and offerings.	This was accomplished with the completion and use of new STEM advising check sheets and coordination with STEM faculty within the UHCC and UH system to reduce course gaps.
12. Provide more frequent offerings in STEM mathematics courses and increase proficiency levels in math to close the gaps with non-Hawaiians.	<p>In February 2014 KCC hosted a Math Conversation to discuss closing the gap for native Hawaiian students, implementing Common Core standards, Running Start, and Early College.</p> <p>KCC implemented Math 26, eliminating the path of Math 24->Math 25, saving students time and money. Students can also use transcripts instead of placement testing to select math sequences.</p> <p>KCC implemented an improved STEM sequence, Math 103->Math 140->Calculus to match UH Manoa thus streamlining the pathway for transfer students.</p> <p>In 2014 KCC offered Calculus each semester as well as Distance Learning for higher calculus classes (III and IV) when the classes at KCC were cancelled due to low enrollment.</p>
13. Provide 10 embedded tutors in math and science classes to increase success and facilitate closing the gap with non-Hawaiian students.	<p>Embedded STEM tutors have assisted Math 21,22,26,26,100,103,105, 112,205, chemistry, microbiology, horticulture, electronics, digital media. In 2013 STEM embedded tutors worked 2,868 hours; in 2014 3,665 hours. Embedded tutors held hours in the Department of Hawaiian Studies (a portable building that is relatively isolated from the main buildings of campus) to assist native Hawaiian students who are not yet comfortable going to the library or in class.</p> <p>Spring 2013: 8 STEM courses, 7 math courses Fall 2013: 11 STEM courses, 9 math courses Spring 2014: 14 STEM courses, 10 math courses Fall 2014: 13 STEM courses, 9 math courses Number of embedded tutors: 11,17,11,13 Spring 2013-fall 2014.</p>
14. Provide 2 student mentors per year to work with second year native Hawaiian STEM majors.	In 2014, two STEM peer mentors were employed and provided weekly support to STEM students. In 2013 there were also two peer mentors. Office hours were held in the STEM class hallways, library, cafeteria, and Hawaiian studies portable that is somewhat isolated from main campus buildings.
15. Establish a system of measuring key milestones and benchmarks for pre-majors, STEM participants, and new course and degree offerings.	This objective has been compiled by the STEM Coordinator, FYE Coordinator, the Tutoring Center Coordinator and the Institutional Researcher. Data for fall 2014 will be evaluated in early 2015 so adjustments can be made for the coming semesters. Since this was only a 2 yr. grant, data collection will continue with additional grant support via Title III.
16. Provide statistical analyses and anecdotal data on the reason for successful transition or failure to transition.	This objective has been compiled by the STEM Coordinator, FYE Coordinator, the Tutoring Center Coordinator and the Institutional Researcher. Data for fall 2014 will be evaluated in early 2015 so adjustments can be made for the coming semesters. Since this was only a 2 yr. grant, data collection will continue with additional grant support via Title III.
17. Provide support for 2 field experiences per semester as part of STEM-related coursework during the academic year.	Completed in 2014. Students traveled to the Big Island as well as various natural and managed areas on Kauai to study indigenous natural resource management and approaches to botany and agriculture.
18. Create an outreach program for native Hawaiian students in grades 7-12 to foster enrollment in STEM programs after graduation, reaching at least 30 kids in year 1 and 60 in year 2.	<p>KCC received numerous requests for STEM outreach after our successful Science and Technology Ho'ike (Gathering) in fall 2013. KCC is planning its second Sci and Tech Ho'ike for fall 2015 and will sponsor and host an islandwide conservation conference at the same time.</p> <p>In Fall 214 KCC traveled weekly to high schools with faculty, staff and student mentors to talk about college and plans after high school. With these alone, KCC reached out to a total of 760 high school students, 520 Seniors, 120 freshmen, 220 sophomore-junior -80% of which were not planning college. KCC also engaged in numerous visits and college workshops with native Hawaiian schools.</p>

	KCC's cognition bus also has been prepared to increase outreach events and experiences for K-12 students. In fall 2015, the CogsGO! bus should be ready to hit the road around the island.
19. Hire a STEM Coordinator to assist native Hawaiian students, monitor and track student activity, coordinate outreach to K-12 students and to develop and conduct an internship program.	Andrea Erichsen was hired as the STEM Coordinator in March 2013.

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$297,500.00	\$550,000.00	\$330,608.43	\$0.00	\$0.00	\$0.00	No
Fringe Benefits	\$105,789.00	\$202,521.00	\$61,770.98	\$0.00	\$0.00	\$0.00	No
Travel	\$18,750.00	\$37,500.00	\$21,761.37	\$0.00	\$0.00	\$0.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$15,500.00	\$42,500.00	\$24,623.45	\$0.00	\$0.00	\$0.00	No
Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$14,150.00	\$46,800.00	\$18,501.06	\$0.00	\$0.00	\$0.00	No
Total	\$451,689.00	\$879,321.00	\$457,265.29	\$0.00	\$0.00	\$0.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

KCC was awarded funds October 1, 2012. The progress, challenges, and appropriate responses to challenges are described in the following paragraphs. During our second and final year of this two year grant, we continued to spend funds appropriately and excelled in accomplishing tasks for each activity to support our goals and objectives. However, we were not able to spend all funds by Sept. 30, 2014 which were encumbered until December 15, 2014.

The cause of our incomplete spending was a 6 month delay in hiring key staff and establishing access to administrative systems at UH and RCUH, as described in our previous APR for 2012. Anticipating this and seeking to complete all tasks as they were in full swing, we applied for a 12 month no-cost extension (NCE) in August 2014 that was approved by our program manager LaTonya Brown. Unfortunately, on Sept. 30, 2014 we were informed that we needed to choose the NCE for this award (we thought it was Part A, but it was apparently Part F) or accept a new Title III grant part F award (for five years).

KCC was not able in year 2 to hire a part-time database assistant as originally planned. However, our new Institutional Researcher, Sreang Heak, has a grant that will fill that need perhaps using an undergraduate or graduate student from UH Manoa (since finding assistance on Kauai has been infeasible thus far). However, as described in our year one report, a webmaster was hired in December 2013 and he has been instrumental in assisting us with high quality improvements to our web pages that results in improved outreach, digital interactions and quality video productions to share our stories and resources with the community. The webmaster, has donated more than \$130,000 worth of his own video and photography equipment. Without his professional support, KCC's outreach, recruitment, and community representation would be significantly hindered.

KCC did not make or request any major changes in 2014. As indicated in our prior report, we spent more funding on student wages since we did not need them in the category of faculty overload. This decision was based on need and demand for student tutors and mentors to foster increases student success and retention.

Budget and Spending Progress for the two Title III activities:

Activity 1a: The Transitions Coordinator continued to implement four interactive, peer led student orientations, an on-line orientation, and a session for native Hawaiian students. She has also developed a second edition of the Kipaipai First Year Experience (FYE) handbook for all new students. In February, the Transitions Coordinator and other staff associated with first year mentoring and orientations attended training on First Year Experience programs and mentoring. The Transitions and STEM Coordinators continued an FYE and STEM peer mentor program wherein 12 second year students with high GPAs were hired and trained as peer mentors for KCC students, working an average of 20 hours/week (spending nearly \$46,000). KCC successfully used travel funds (approximately \$ 6,300 to support student and alumni peer mentor travel for the purpose of campus visits and peer exchanges. Some of the travel funds were also used for STEM interns to present at the annual Marine Options Symposium, where two won awards for their projects. Faculty Overload under the Transitions Activity 1a) was also used to fund Will Dressler, Success Coordinator, to receive "Train the Trainer" training for On Course and to subsequently conduct On Course training sessions for faculty working with first-year students. These sessions were completed in August 2014.

Activity 1b. The STEM Coordinator worked with faculty to accomplish extensive professional development for STEM faculty throughout 2013-2014. During this process, training stipends and honoraria were provided to guest kupuna and cultural practitioners and faculty (N=5 who revised courses for fall 2014 were provided summer overload. Through interactions with cultural practitioners, visiting scholars, kupuna and each other, faculty learned about and explored ways to incorporate indigenous values and pedagogy into their STEM courses. Training stipends and honoraria as well as travel expenses were provided to our guest instructors/kupuna.

In 2014 the STEM internship program continued to provide stipends to nine STEM student for their projects with faculty and community mentors. KCC has successfully used nearly \$46,000 for STEM embedded tutors to meet the demand of students and faculty particularly in math classes, beginning with developmental and remedial math and up to Calculus. The Tutoring Center has adjusted office hours, formats, and locations based on input from students and faculty, particularly those in Hawaiian Studies. To support student learning and access to technology and information, Title III funds purchased five android tablets for student use by FYE and STEM mentors and tutors. A part-time Tutoring Center Assistant was hired provide needed support in this critical and productive area of student support. We also expended funds (nearly \$2,700) as planned during this time period to enhance the Cognition Center with new hands on interactive technical supplies and displays that will be used to drive to schools to enable them to explore STEM with hands-on interactive experiments and cutting edge displays. Another area, we still had yet to complete spending was in using travel funds for students to attend the new STEM field course in summer 2015. We were planning to accomplish this in 2015.

KCC also spent funds as budgeted to support K-12 outreach and transportation for STEM and general college outreach. KCC also supported air fare for one Hawaiian Studies Faculty to attend the World Indigenous Peoples Conference on Oahu in May 2014 to participate in workshops related to STEM and indigenization.

Overall, our second year budget went smoothly and all the activities within supported our goals and objectives for the grant period. KCC is very appreciative of Title III funding. Mahalo nui loa!
