

## Welcome

PR/Award Number: **P031V140010**Reporting Period: **10/1/2018 to 09/30/2019**Grantee Name: **Kauai Community College**Program Officer: **Robyn Wood (Robyn.Wood@ed.gov)**

## Grant Identification

## General Information

<b>PR Award Number:</b>	P031V140010	<b>Unit ID:</b>	141802
<b>Program:</b>	Title III - Part F Native Hawaiian Serving Institutions - Mandatory		
<b>Grantee Name (Institution Name):</b>	Kauai Community College		
<b>Address 1:</b>	3-1901 KAUMUALII HWY		
<b>Address 2: (Optional)</b>			
<b>City:</b>	LIHUE		
<b>State:</b>	HAWAII	<b>Zip:</b>	96766
		<b>Zip + 4:</b>	
<b>Project Title:</b>	Crossing Cultures		
<b>Institution Type/Control:</b>	2-year Public	<b>Grant Type:</b>	Renovation Grant

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## Grant and Report Information

<b>Grant Award Year:</b>	10/01/2014
<b>Reporting From:</b>	10/1/2018 to 09/30/2019
<b>Grant End Year:</b>	09/30/2020
	<b>Total Duration of Grant:</b> 6 Yrs
<b>Reporting To:</b>	Robyn Wood (Robyn.Wood@ed.gov)

## Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 4,000 characters or less. When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the reporting period indicated above.

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### 1A Legislative Intent

Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current Reporting Period.

**1.** The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability.

In all areas, our Title III grant has expanded our capacity to contribute to fulfilling goals of the legislation.

#### (a) Enrollment:

Looking back since the beginning of our grant in the Fall of 2014, enrollment has increased overall from 1,424 in Fall 2014 to 1,486 in Fall 2019, with an increasing enrollment of native Hawaiian students from 31% to 33% over the five-year period. Enrollment in our Kipaipai First Year Experience (FYE) has established a strong level of participation and interest in the community. By the end of the grant period, 772 college students participated in Kipaipai, exceeding our goal of 500, with an average of 45% native Hawaiian students; this enrollment includes students who also participate in summer workshops and success camps. As participants in Kipaipai, 257 low income students received additional tuition support. In addition, 326 college students participated in our Second Year Experience (SYE), above our objective of 290; these students engaged with alumni mentors, visited four year campuses within the UH system, and attended transfer readiness and career pathway workshops. Together these programs reach out to low-income and native Hawaiian students who do not plan to attend college, provide financial incentives through financial aid, engage them in college and directly support them with peer mentors, workshops, intensive advising and transfer support.

The five-year period also demonstrated excellent enrollment in our Early College Math Experience Pilot Project, which exceeded enrollment targets after Year 3 and completed a cumulative enrollment of 689 math students, well above the cumulative five-year target of 401. This project was developed to increase college enrollment and success among minority and low-income students who did not necessarily envision themselves attending college.

Enrollment in new courses and degree offerings (Academic Subject Certificates –ASCs) increased overall despite some implementation delays and unresolved administrative and staffing challenges. Our Creative Media ASNS demonstrates strong demand over two years with 40 student enrollments in Fall 2019 and 137 students enrolled in courses. Our new Malama aina, Hula Arts, and Polynesian Voyaging ASCs show continued enrollment progress despite delays in hiring instructors and matching curriculum to the UH system. The numerous renovations to our Hawaiian Studies “hale” during the past five years have been and will continue to help these ASCs succeed. Finally, the Pre-Engineering ASC met key enrollment and graduation targets in Year 5 despite hiring delays and difficulties aligning course availability across the UH system. This program has also achieved excellent transfer rates into baccalaureate programs.

#### (b) Graduation:

Graduation rates for our college increased during the grant period and enabled us to secure UH performance funding, particularly relative to the success of native Hawaiian students and attainment of STEM degrees. From 2015-2018 our graduation rates increased from 540-646 with native Hawaiian students earning 35-37% of the degrees awarded. During this timeframe we awarded 62 STEM degrees in 2015 and 49 in 2018, both above our UH system targets, with native Hawaiian students earning 24-20% respectively of these STEM degrees. Title III programs that have directly supported our graduation rates include: STEM embedded tutors, peer mentors, STEM internships, and the First (Kipaipai) and Second Year Experience (SYE) programs.

Students from Kipaipai program have earned 106 degrees and certificates, 51 (48%) of which were awarded to native Hawaiian students. Sixteen (16) Kipaipai students also transferred to baccalaureate programs within the UH system, and of these six (~38%) were native Hawaiian students. To date, one (1) student has earned a Bachelor degree.

The graduation target for Pre-engineering was met but we have not reached graduation targets for the other ASCs in Hawaiian Studies due, in large part, to delays in implementation and changes in the UH system requirements for these degree options.

(c) Retention:

Our college's fall-spring retention for all full time students decreased slightly from 84% in 2014 to 78% in 2019; retention of native Hawaiian students was comparatively similar during this period ranging from 80% in 2014 to 77% in 2019. The combined fall-spring retention rate for all full-time and part-time students during 2019 was 77%, the highest since 2005; for native Hawaiian students this rate was 75%.

In contrast, fall-fall retention rates have traditionally been lower. For all full-time students this retention rate increased from 53% to 64% over five years, maintaining our goal of closing the gap between non-Hawaiian and native Hawaiian students, who had retention rates that increased from 53%-61%. The combined fall-fall retention rate for all full-time and part-time students during the reporting period was 53% in 2018 and 49% for native Hawaiian students.

As a program that directly recruits and supports first-time full-time students, our Kipaipai program directly supported ways to improve college retention endpoints through wrap-around services, improved on-boarding, peer mentoring, success skills workshops and early faculty and staff interventions to assist struggling students before mid-semester. Within Kipaipai, the fall-fall retention ended lower in 2019 at 46%, after beginning higher at 71%. In contrast, the fall-spring retention was stronger, beginning at 80%, but still declining to 74%. Despite these shifts, which we speculate are related to strong labor markets, the retention rates for native Hawaiian students did not decrease.

Our Title III funded projects, the FYE and SYE programs, STEM internships, professional development for instructors, and numerous kauhale themed renovations to buildings and facilities have combined to directly improve community belonging and sense of place, development of college and peer leadership, and fostered learning skills that are important for our native Hawaiian community that should enhance their success in college.

(d) Fiscal Stability:

The fiscal stability provided by Title III grant funding has been necessary to offer student support services through peer mentoring, staffing, STEM internships, SYE travel, and embedded tutors, to develop and improve curricula and degree options, to coordinate and implement the Cognition mobile bus, and to teach Early College Math at local public high schools. Title III funding also provided funding to renovate classroom spaces, purchase computers and software that we could not have achieved otherwise. Importantly, by the end of Year 5, we institutionalized key staff positions initially funded by Title III including the Webmaster and Kipaipai Coordinator. Similarly, by the end of Year 5 we also transitioned our CogsGo! staff to UH managed funding and the Early College Instructional faculty was transitioned to funding from the Hawaii legislature and the P-20 Partnerships for Education.

**2. Summarize some of the major milestones reached this year as a result of the grant project(s).**

Our grant had three goals: 1) renovation of the physical and cultural environment and addition of peer mentoring services to increase success rates of native Hawaiian students, 2) curriculum development to increase enrollment and indigenous pedagogy and multi-disciplinary pathways, and 3) increase enrollment and math exam scores through the Early College Math Experience Pilot Project. We have achieved our goals and achieved high success with most of our grant funded activities, including our unifying theme of creating "kauhale" interconnectedness and centers of excellence on our small rural campus.

Goal 1 was accomplished with the completion of 14 location renovations/remodels on campus, and the purchase of much needed equipment and supplies. For example, we renovated the First Year Experience Kipaipai Hale, Pre-Engineering Hale, Pre-Engineering lab, GIS lab, Hale Wa'a (canoe), Creative Media Hale, Hawaiian Language Lab, Hawaiian Studies Lanai (deck), the main Hawaiian Studies classroom, and lobby and student service offices of the One Stop Center (OSC) with a "wayfinding" theme. This last process will be completed in our final no-cost extension period, and was developed over the course of Year 5 with early and sustained student input. Our new and improved physical gathering and mentoring spaces establish our Kauhale educational approach and at the same time offered numerous annual opportunities for professional development and sharing across cultures and disciplines. We also continued implementation of the First Year and Second Year student services.

Goal 2 milestones were achieved through the development and offering of new native Hawaiian Studies and STEM focused programs that incorporate indigenous pedagogy and STEM content including: Polynesian Navigation, Malama aina (Ethnozoology), Hula and Language Arts, Creative Media, and Pre-engineering, Early College Math, and CogsGo! curriculum. Renovations to campus common and teaching areas supported this goal.

Goal 3 increased enrollment and success in Early College Math. By Year 5, the Early College Math Experience Pilot

Project achieved an 85% increase in the numbers of participants attending college, well above the target of 60%. Of those who transitioned to college, 16% enrolled at Kauai CC, 7% enrolled at a UH community college, 12% enrolled in a UH 4-year institution, and 50% transferred to other 4-year colleges and universities. These results demonstrate improvement in comparison to the average HI college attendance rate of 61% for non-dual credit students (2013-2017) and Kauai's 55% college attendance rate (2018).

Furthermore, Early College Math course exceeded course success objectives in Year 5 with a 92% course success rate (grade of C or higher). These students have qualified for the next level math course for STEM students or have met their math requirement if they are non-STEM students. Since the development of the Math ASC, 20 students graduated with Math ASCs from Kauai CC in spring 2019.

Another milestone over the past five years was the exponential interest in other Early College courses that resulted from success in the Early College Math Pilot program. In 2019, there were 13 Certificates of Competence in Basic Accounting and five (5) Certificates of Competence in Hospitality Essentials awarded to Early College Students from Kauai High School. In 2018-2019, we established a cohort of Hawaiian charter school students in our Kulanui program who earned 7-11 college credits in their first year. These students recently completed Math 103 (Fall 2019). Six (6) identified themselves as "women in STEM" and are now enrolled in additional college level math courses.

In Year 5, we supported professional development and fostered deeper connections to indigenous culture through well attended La Ku'okoa events for Hawaiian Independence Day in November 2018 and an extended Earth Month celebration in April 2019. La Ku'okoa month featured two cultural practitioners whose travel was supported by TIII. On November 7, 2018 Donovan Preza spoke on the Mahele Crown Lands and property ownership. A week later on November 14, 2018 John Clark spoke on traditional beach and surf sites on Kauai and history of surfing in HI. As part of Earth Week in 2019, cultural practitioner Peleke Flores shared a presentation about the design elements for building a traditional style hale or house.

During the summer of 2019, we held a week-long intensive workshop for faculty and staff to learn about, plan, and coordinate implementation of our new "One Theme One Community" focus of "mea'ai" or food. As part of this interdisciplinary campus wide efforts, courses across the campus featured the mea'ai theme and engaged students in a variety of explorations, expressions, and research projects centered on this theme. In Fall 2019 we held an exhibition of student projects that was open to the public.

#### Student Services

The five year grant period saw strengthening in student services, training for staff, and institutionalization of key staff positions. These endpoints demonstrate the excellence of result that Title III helped us achieve and plan for the future.

In Year 5, student services directly supported student success in several areas: Kipaipai program staff and peer mentors, STEM embedded tutors, staff professional development for five faculty and staff, STEM internships, and renovation of the OSC lobby and related offices. We also planned and completed the purchase of loaner text books and laptops for a working age adults program called "One Night To Completion". We also received approval to purchase a network analyzer for the Pre-engineering program after our original plan to install an exterior safety research ladder became infeasible in Year 4. Finally, travel funds were used to support Dennis Chun's travel to Japan and New Zealand to continue international coordination regarding our program in Polynesian Voyaging.

#### International Coordination

Dennis Chun, coordinator of our Polynesian Voyaging program, shared presentations in New Zealand and Japan over the past five years, contributing to the strong development, growth and establishment of international collaborations focused on indigenous seafaring, navigation, and indigenous pedagogy. In Year 5, Dennis traveled to the Ohana Wa'a meeting in Hilo at the 'Imiloa Astronomy Center, to New Zealand to meet with voyaging organizations and faculty and administration of the Otago Polytechnic Institute in order to establish exchanges between our institutions. In spring 2019, Dennis presented results of his work at the Community Colleges for International Development 43rd Annual Conference to expand ways of connecting resources, ideas, and opportunities to promote global citizenship at community, technical, and vocation colleges worldwide.

#### Fiscal Stability

Fiscal stability of our college was supported by stable enrollment, legislative funding, increased Early College enrollment, private donations, UH performance measure funding, and institutionalization of positions that were grant funded when our grant began in 2014. We have institutionalized parts of the Kipaipai program but continue to need funding for peer mentors and embedded tutors. During the grant we institutionalized the Webmaster and Kipaipai Coordinator positions and secured non-federal funding to support CogsGo! programs and staff. Importantly, by Year 5 Early College Math instruction costs were met by funding from the Hawaii Legislature and the P-20 Partnerships for

Education through the Hawaii Department of Education. Institutionalizing these key student service position as well as several others over the course of the grant demonstrate our strong success in this area.

Together these Year 5 milestones demonstrate our substantial success and progress finalizing achievement of grant goals and objectives.

**3. Summarize where your institution needs support for the grant project(s).**

Based on a review of our five-year grant, improved support is needed to access online webinar and training modules regarding grant regulations, policies, and implementation tips. To that end, we would like to share our appreciation for the Help Desk staff at the reporting portal. They have been responsive and effective in addressing issues and questions.

In terms of specific grant projects, our SYE Coordinator position, SYE student travel, peer mentor, and STEM embedded tutor positions and STEM internships are not yet institutionalized and therefore are grant activities that still need support moving forward. Student travel opportunities have been invaluable for our students to experience larger educational and professional contexts and visualize themselves succeeding in those environments. Without grant funding, such experiences would not have been accessible to our rural island where air travel is necessary. Funding for student workers has also been critical for both recipients of their assistance as well as the programs themselves, and when students can work doing peer-based, culturally focused work on campus, it helps them stay in school and develop marketable professional skills.

Our Pre-Engineering program also needs funding for a full time technician to maintain equipment and assist students with projects. We were able to support 2 positions over the past five years and they were highly valued by faculty and students. These technicians were both former students and experienced professionals who provided critical contributions to program implementation and student success over the past five years.

**4. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.**

The success of our Early College Math Experience Pilot Project has informed and supported the successful practice, development, and expansion of liberal arts and STEM oriented Early College courses at all three of the public high schools on our rural island. Through careful and frequent coordination between the administration and faculty from Kauai CC, high schools, and the HI Dept. of Education, we have rapidly improved the knowledge base and practice of Early College course design, pedagogy and assessment with a goal of better supporting students and communities with college participation.

Kauai Community College now funds Early College instruction with additional support from the Hawaii P-20 Partnerships for Education, a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education and the University of Hawaii System that provides high schools \$2,000 per credit hour of instruction by Kauai CC. The P-20 Education Partnerships aim to strengthen the education pipeline from early childhood through post-secondary education and training through data-informed decision-making, advocacy, policy coordination and stakeholder engagement. The results of a P-20 Education Partnerships for Education assessment of Early College will be used in 2020 to move forward together and improve our strong Early College program.

**5. How has the grant helped to carry out the mission of your institution this year?**

Kauai CC is a kahua (foundation) that inspires, engages, and empowers learners and educators to enrich our community and our world. Using Title III funding, we have established programs, completed renovations, created forums for community learning, indigenized curriculum and institutionalized programs that directly support this mission. Kauai CC fulfills its mission by incorporating the following practices that have been supported by Title III activities:

**1. Provides open access, affordable education.**

The Early College Math Experience Pilot project and Kipaiapai program support this practice by funding native Hawaiian and low income students to attend college at rural high school campuses and by receiving support through First and Second Year Experience programs for full-time college studies. Additional support was provided to a working age adult college program "One Night to Completion".

**2. Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees.**

As part of this Title III grant, we developed four new ASCs in Hawaiian Studies, an ASNS in Creative Media, an ASNS in

Pre-engineering, and an ASC for Math attainable by Early College students. Finally to support the study of Hawaiian language, the grant renovated the Language Lab with new computers and software.

Through the five year grant period, we developed and offered new native Hawaiian focused programs incorporating indigenous language/pedagogy and STEM including: Polynesian Navigation, Malama aina, Hula and Language Arts, Creative Media, and Pre-engineering. In order to support these academic improvements, we invested as planned in purchasing much needed state of the art and industry supplies and equipment for STEM (e.g. the COGSGo! bus and supplies, Ethnozoology, Pre-Engineering, and Early College Math supplies ) and Hawaiian Studies (e.g. a Polynesian Voyagin wa'a and hale, hula implements, and a portable digital planetarium). Altogether these improvements directly support our kauhale theme and campus mission to provide a strong kahua, or foundation, for our learners and educators.

### 3. Welcomes and values diversity.

Our kauhale approach directly engaged cultural practitioners to express and expand indigenous knowledge in class and on campus. We also supported explorations of indigenous culture and pedagogy for teaching faculty and established campus-wide teaching themes based on Hawaiian values and concepts. Examples include: professional development on indigenous pedagogy, La Kuokoa speaker series, Science and Technology Hoiki, Earth Month speakers and workshops, and One Theme One Community training. Finally, we established renovated haies on campus to serve as homes of learning and interdisciplinary interaction (e.g. the Hawaiian Studies lanai, the FYE/SYE hale, the Creative Media hale, the Engineering hale, the Language Lab, and the Canoe Hale).

### 4. Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning.

As a result of the grant, Kauai CC expanded international cooperation substantially with Japan and New Zealand regarding Polynesian Voyaging. As part of the Pre-Engineering ASNS we developed distance learning classes (e.g. advanced Calculus) and continue efforts to expand course availability across the islands to overcome small class sizes at rural campuses. Such improvements will be critical so that students can complete degree coursework on time.

The Early College Math Experience Pilot program was implemented beginning in 2015, offering college math on rural high school campuses at three high schools. The strong and rapid success of Early College math courses substantially improved college course grades, testing levels, college enrollment, and established a variety of additional Early College course offerings.

### 5. Provides programs that address workforce and community needs.

Title III directly supported a highly successful STEM internship program that not only stimulated over 50% of participants to pursue a 4 yr. degree, but also provided marketable skills and experiences through community-based projects. The CogsGO! project engaged students in developing STEM curriculum, renovating the bus, and implementing experiential learning events across our island, reaching thousands of K-12 students and teachers per year.

### 6. Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning.

Title III supported peer mentoring and STEM embedded tutor services the individually assist students as they tackle academic and personal challenges. Our returning adult program received support in the form of loaner text books and computers. Events on campus, described below, also engaged students in life enrichment and extracurricular activities.

### 7. Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kauai.

The CogsGO! project engaged students in developing STEM curriculum, renovating the bus, a process that took years and relied heavily on the concept of innovation and sustainability, to create curriculum and achieve the actual renovations. For example, the Year 5 concept of the "Fortnite Game Bus" idea required students to innovate a functional way for game characters to move and dance as the bus moved through crowds. The Early College Math Program innovated successful ways to teaching college math to high school students, achieving success rates of over 90%.

Our new ASC in Malama aina is directly related to indigenous sustainability concepts, while the Hula Arts and

Polynesian Navigation ASCs directly developed degrees honoring Hawaiian disciplines. Our Pre-engineering ASNS and Creative Media ASNS both became fully renovated and equipped so students can learn state of the art skills needed to innovate and also apply these disciplines in studying and honoring indigenous history with modern applications. Finally our STEM internship program enabled participants to focus on local projects requiring innovation, and they often connected to some aspect of resource conservation, sustainability, and cultural significance.

To perpetuate the unique indigenous culture of Kauai based on the Kauhale theme, we accomplished diverse renovations to 14 locations over five years including: the First Year Experience Kipaipai Hale (staff and peer mentor offices), Pre-Engineering Hale (labs and student lounge), the CogsGO! bus, GIS lab, Hale Wa'a, Creative Media Hale (three spaces). In Year 5 we initiated renovations of the lobby and student service offices of the One Stop Center (OSC) and began to work with a cultural practitioner, Peleke Flores, to design a Hale halawai near our lo'i, or kalo cultivation wetland.

Professional development and international coordination accomplished under Title III provided faculty and staff with tools, skills, and enrichment under the Kauhale theme to increase interconnectedness across disciplines while honoring indigenous perspectives, modifying pedagogy, and creating new educational opportunities for our students. In Year 5 we implemented our "One Theme One Campus" theme of "wai" or water, and modified it to the new "One Theme One Community" theme of "mea'ai" (food), During this process we engaged numerous faculty and students resulting in new mea'ai-based lessons, projects, displays, community events. Another series of annual events that we continued in Year 5 were the La Kuokoa speaker series in November and Earth Month events and workshops in April. Title III funding was also used to support travel for cultural practitioners who led these events.

**6.** For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

In August 2019, we received a 12-month no-cost extension to complete a grant objective to renovate the One Stop Center (OSC); this objective was added for Year 5 as part of our carryover plan from Year 4. The renovation process includes no construction, but rather, remodeling the lobby and Student Services Offices such as Financial Aid, the Registrar, Advising, and Career Center with furniture and digital technologies. In doing so we will create spaces that are welcoming, multi-functional, modern (hip), and adaptive in meeting student activities (e.g. enrollment, completing financial aid forms). The theme of our renovations is "Wayfinding" a native Hawaiian concept linked to knowledge of place, orientation, and navigation. By modifying the due date for this objective, we are able to ensure that materials and supplies arrive and that invoice payment is completed prior to September 30, 2020.

**7.** If applicable, how did the cooperative arrangement aspect of the grant benefit the institutions involved?

This question is not applicable to this grant.

**8.** For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc...), how are you meeting the standards you cited in your grant application?

This question is not applicable to this grant.

**9.** If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc...) that provide greater detail of your results that you would like to highlight, please attach them for review.

This question is not applicable to this grant.

**1B Experience With Grant**

From the list of questions below, **select at least two questions** that document your institution's experience with the grant during this reporting period.

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- 1.** Besides this grant, please provide how you are leveraging other Office of Postsecondary Education (OPE) grants (Title III, V, VII, SSS, GEAR UP, etc.) and discuss the long-range impact these grants have had on your institution's capacity to fulfill the goals of the legislation.
  - 2.** If your institution has experienced any unexpected results due to this grant, which affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.
  - 3.** Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.

Academic Quality and Student Services

Over the past five years, we have met a majority of our grant goals and objectives on time or within approved time extensions. Our current no-cost extension enables us to complete a Year 5 renovation objective for the One Stop Center (OSC) that illustrates one type of challenge that we manage due to our island location.

Our most persistent challenges over the past five years include: 1) procurement process duration and delay, 2) unsuccessful recruitment of instructional and technical staff and faculty, and 3) delays in finalizing course alignments with the UH system for new degrees. The isolation and rural nature of our community is a primary factor that slows procurement of technical and high cost purchases. However, we have completed the successful renovations of the following despite our geographic isolation: the Engineering Labs and Student Lounge to complete the “hale” environment, the Hawaiian Studies, hale wa’a (canoe), lanai (deck) classroom interior, language lab, four creative media “hale” suites and storage areas for student teaching and access, Kipaipai FYE/SYE hale, initiation of a hale halawai (traditional house), the CogsGO! bus, and finally the renovation of the One Stop Center Lobby. This final renovation will be completed during our no-cost extension period.

Another challenge that is persistent for us is long delays in hiring or inability to hire qualified staff and faculty. In Year 4, three staff and faculty positions were unexpectedly vacated. We filled one staff position within two months, but we did not acquire qualified faculty for two positions (Early College Math and GIS) in Year 5 despite several recruitment efforts for both fall 2018 and spring 2019. The challenges of filling positions include, but are not limited to, factors such as lack of qualified local candidates, high cost of living, and temporary funding. Both the Early College Math Instructor and GIS Instructor positions will lose funding at the end of our grant on September 30, 2019. Early College Math instruction will be funded through the P-20 Education Partnership thereafter.

We also encountered challenges related to aligning courses with other UH campuses (e.g. concerning Pre-engineering and Hula Arts) and hiring and retaining grant funded faculty (GIS, Early College). We ended our grant with new and unexpected UH requirements for our Hawaiian students and Engineering programs, a condition that requires us to reenter the process of editing our degree program within the larger UH context and goals of ensuring access to needed courses in a timely manner. For example, Engineering Instructor Georgeanne Purvinis developed the ASNS in Pre-Engineering but could not fill more advanced distance education courses that were intended to increase enrollment by engaging students across UHCC campuses. Therefore, Georgeanne continues to pursue improved course articulation and availability with other UH community colleges. This will ultimately allow the entire state to benefit by increasing engineering enrollment. These challenges affect student enrollment and degree pathways by slowing enrollment and progress in attaining these new degrees. We anticipate that offering distance education courses will substantially increase degree completion and transfer rates to four-year degree programs.

**4.** 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? Please explain.

Yes, for our small island community, the importance of local, federal, and state funding is prominent and the progressive success of our Title III programs has stimulated interest in and support for our programs and initiatives as well as provide competitive ability to obtain additional grants and state funding.

Annual private sector donations over the five years (2014-2019) have been as follows: \$150,000, \$470,000, \$730,000, \$164,000 and \$502,000, respectively. Over the course of our five-year grant, the support provided through the private sector has been consistent and growing in those areas directly related to our Title III grant: Wai’ale’ale and Kipaipai, STEM, Hawaiian Studies, Pre-Engineering, and CogsGo! Private sources of Year 5 support were allocated by donors to support STEM, Hawaiian botany, Engineering scholarships, Creative Media, Sustainability, Tropical Agriculture, and native Hawaiian students pursuing college degrees. Private donors for scholarship funding included: \$13,400 for Engineering students transferring to baccalaureate programs, \$2,000 for native Hawaiian students pursuing science and math degrees, \$2,000 for Creative Media students, and \$114,000 for native Hawaiian students the Wai’ale’ale Program.

In addition, our campus received 21 federal and state several grants in Year 5 totaling over \$2,140,000. Of this nearly \$436,000 were grants focused on college readiness and success for native Hawaiian students, the Wai’ale’ale Program, and sustaining our CogsGo! Project after this grant ended. We also received nearly \$117,300 in UH system funding for meeting UH college performance outcomes related to enrollment, graduation of native Hawaiian Students, and the number of STEM degrees awarded. The success and strengthening of Title III programs and projects over the past five years has enabled us to compete for and secure these additional funding sources.

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

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## Section 2: Institutional Profile

### Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

### 2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre Grant (2013 14)	Year 1 (2014 15)	Year 2 (2015 16)	Year 3 (2016 17)	Year 4 (2017 18)	Year 5 (2018 19)
Total Fall Enrollment	1,530	1,424	1,401	1,401	1,346	1,486
Fall-to-Fall Retention %	59	58	66	61	64	57
2-Year Graduation Rate (2-Year)	6	6	14	9	17	20
4-Year Graduation Rate (2- & 4-Year)	28	25	35	35	0	0

### 2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

No  Yes

If yes, how has this affected the grant?

In Year 5, Brandon Shimokawa, Vice Chancellor of Administrative Services left his position. Since that time, Calvin Shirai has been filling that position. There has been no negative impact to our grant activities in Year 5 due to this change.

### 2C Accreditation

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

### 2D Audit

1. Has an audit that complies with OMB Circular A-133 been completed?

No  Yes

If yes, please enter the year the most recent audit was conducted:

2018

2. Were there any findings in the audit?

No  Yes

**2E Endowment**

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1. Do you have an Endowment Challenge Grant?

No  Yes

2. Are grant funds being used for an endowment activity?

No  Yes

3. Do you have an endowment on a previous award not matured?

No  Yes

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**Section 3: Expenditures and Activities**

**3A Total Expenditures**

1.	Total federal dollars spent on your Title III/V grant during the reporting period. This should include all activities, endowment, and management costs. This figure should reflect actual expenses during the period. Planned or delayed expenses should NOT be included:	1,015,302
2.	Total federal dollars spent on your Title III/V project management and evaluation during the reporting period:	134,967

**Total federal dollars spent on your Title III/V activities during the reporting period (line 1-line 2). The total dollar amount you report on grant activities later in this section should equal this amount.** **880,335**

3.	Total number of activities carried out during the reporting period ( <b>from your grant proposal</b> ):	4
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**3B Focus Area Outputs**

The following are institutional outcomes that can be categorized according to the four focus areas. Please provide information on at least two of the measures in each focus area (eight measures total) that you feel are most reflective of your activities supported by Title III/V/VII funds for the current reporting period. You have the option of entering your own unique outcome goals in the area marked "Other."

You should indicate whether you achieved the related outcome during this reporting period. Remember, you are only required to select at least two outcomes in each focus area. Many Grantees might be in their first grant year and unable to report on any outcomes. If this is the case, you should indicate which goals you will report on next year. If applicable, you have the option of defining in the Supporting Statement the cohort of students for which this outcome is being measured. Among other things, your cohort might be based on your academic year, a sub-population of students (e.g., students with deficiencies in basic skills), or another point in time. Please be concise in this area. In some instances, it might be necessary to provide a statement that supports your response. (Your supporting statement should be limited to 2 to 3 sentences.)

**Academic Quality**

7. Has the quality of the institution's classroom space changed? Yes

<b>Initial</b>	<b>Final</b>	<b>Goal</b>
Fair	Excellent	Excellent

**I would like to provide a supporting statement:**

This Year 5 measure highlights the furniture that was replaced in the Hawaiian Studies Hale renovation. All tables and chairs were replaced with adjustable, movable, modern, and comfortable tables and chairs because the old furniture was no longer safe. This classroom provides the space for nearly all Hawaiian Studies courses, student meetings and special events.

11. Has the enrollment of minority students changed? Yes

<b>Initial #</b>	<b>Final #</b>	<b>Goal #</b>
435	488	520

**I would like to provide a supporting statement:**

Based on analysis of Kauai CC strategic goals, we have met this objective. In Year 5 enrollment of native Hawaiian students was 33% (N=488) and we are approaching the grant goal to reach an enrollment rate of 35%.

**Fiscal Stability**

6. Has the number of private sector donors changed? Yes

<b>Initial #</b>	<b>Final #</b>	<b>Goal #</b>
6	13	13

**I would like to provide a supporting statement:**

Each year we have continued to attract and secure private donations related to promoting Hawaiian culture, student success, and STEM related projects connected to our grant. In Year 1 we reported six (6) private donations totaling \$150,600 and in Year 5 we received 13 donations totaling \$502,349. These donations have steadily increased particularly for the support of Native Hawaiian student scholarships, and programs of study, and STEM.

8. Have grant activities been taken over financially by the institution? Yes

**Number of Activities :**

2

**I would like to provide a supporting statement:**

In year 5 we accomplished the transfer of the CogsGo! project to private funding under the management of our Office for Continued Learning and Education (OCET). In addition, the costs of supporting our Early College Math Experience Pilot Project were supported by the UH Legislature and the Hawaii P-20 partnership. We also institutionalized the Webmaster and Kipaipai Coordinator positions.

**Institutional Management**

11. Has the enrollment of the outreach-targeted secondary students changed? Yes

<b>Initial #</b>	<b>Final #</b>	<b>Goal #</b>
0	211	86

**I would like to provide a supporting statement:**

Enrollment increased dramatically over five (5) years and has surpassed grant goals over time. Between years 4 and 5 enrollments in Early College math programs were 121 and 211, well over the goals of 80 and 86 respectively. The

enrollments in Early College math programs were 131 and 211, well over the goals of 80 and 86 respectively. The

success rates of students in our Early College Math Pilot Experience has also be high, with Year 5 demonstrating a 90% success rate and an 85% transfer to college rate.

14. Other: Has planned renovations of areas Yes

Initial #	Final #	Goal #
1	1	1

**I would like to provide a supporting statement:**

In year 5, we initiated the renovation/remodel of our student service offices and lobby within the One Stop Center (OSC). We incorporated a "wayfinding" theme to tie into our culture and have purchased (or are completing purchases) of new furniture, laptops, media information kiosks, and decor for the OSC lobby. While this activity has not yet been completed, we have completed the design and selection of a furniture vendor, design of the wall decor, and purchase of some student support supplies (e.g. private desks and printers) for the Financial Aid office.

15. Other: Have areas important for Hawaiiia Yes

Initial #	Final #	Goal #
1	1	1

**I would like to provide a supporting statement:**

In Year 5, we renovated the furniture in the main Hawaiian Studies Hale (or house). We purchased new desks and chairs to create a more modern, safe, comfortable, and adaptable learning and meeting space for our students, guest speakers, and faculty.

**Student Services**

1. Has the institution's retention rate changed? Yes

Initial %	Final %	Goal %
83.7	78.1	84

**I would like to provide a supporting statement:**

Our fall-spring retention rate for all first time freshmen decreased in Year 5 (78.1%) compared to Year 1 (83.7%). The retention rate for native Hawaiian students was lower at 46.2% in Year 5 compared to Year 1 (52.3%). We are working to overcome these decreases through efforts to accommodate part-time students, distance learning, and alternative scheduling of classes to assist students who drop out, often due to a need to work.

7. Has the retention rate of students who participated in other student services programs changed? Yes

Initial %	Final %	Goal %
55	46	67

**I would like to provide a supporting statement:**

Our goal has been to increase retention of students in the Kipaipai program by 5% each year. Fall-fall retention of all Kipaipai students increased from 55% in year 1 to 87% in year 4 but decreased sharply to 46% in Year 5. Based on student feedback, the most common reason for not attending was due to financial hardship and employment.

16. Has the number of students continuing to further postsecondary education who participated in other student services programs changed? Yes

Initial #	Final #	Goal #
-----------	---------	--------

6

22

10

**I would like to provide a supporting statement:**

The Second Year Experience (SYE) program focuses on retaining student in their second year of college and preparing them to transition to the workforce or transfer to a four-year university. The primary activities of this program have been career readiness workshops, alumni peer mentoring, and campus visits to four-year universities. A total of 22 students (8 native Hawaiian) transferred to a UH four-year college and annually we have met our 1% increase objective.

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17. Other: Has the % of students with GPA >: Yes

Initial #	Final #	Goal #
51	65	65

**I would like to provide a supporting statement:**

These numbers represent the percentage of students in the Kipaiapai Program that achieved a GPA of 2.0 or better. Since the beginning of the program, the percentage of students meeting this criteria has increased overall.

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**3C Activities**

You must provide information about all grant activities during the reporting period. You will add one activity at a time, assign a focus area, and break out expenses according to the Legislatively Allowable Activities. The activities will display on the page below as you add them. Before you start this section, gather your grant activity and expense detail, along with your original grant application.

Activity	LAAs	Total Dollars Spent
<p><b><u>Activity 1:</u></b></p> <p>Pre-Engineering: Provide professional development for faculty and continued improvements to teaching materials and supplies for Engineering curriculum developed as part of the grant.</p> <p><b><u>Focus Area:</u></b></p> <p><i>Academic Quality</i></p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes. <b><u>Dollars Spent: \$45,253.12</u></b></li> <li>• Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities. <b><u>Dollars Spent: \$4,590.78</u></b></li> <li>• Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <b><u>Dollars Spent: \$2,873.30</u></b></li> <li>• Development and improvement of academic programs <b><u>Dollars Spent: \$2,222.22</u></b></li> <li>• Other Activity : Funding technicians to support laboratory research and maintenance <b><u>Dollars Spent: \$103,254.00</u></b></li> </ul>	<p><b>\$158,193.42</b></p>
<p><b><u>Activity 2:</u></b></p> <p>Student Services: This activity included implementation of the First Year Experience (Kipaipai) and Second Year Experiences, student college successactivities, peer mentorship, STEM embedded tutoring, staff professional development and STEM internships.</p> <p><b><u>Focus Area:</u></b></p> <p><i>Student Services and Outcomes</i></p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities. <b><u>Dollars Spent: \$12,568.63</u></b></li> <li>• Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <b><u>Dollars Spent: \$14,719.00</u></b></li> <li>• Development and improvement of academic programs <b><u>Dollars Spent: \$11,890.36</u></b></li> <li>• Funds management, administrative management, and acquisition of equipment for use in strengthening funds management. <b><u>Dollars Spent: \$156,489.56</u></b></li> </ul>	<p><b>\$324,105.84</b></p>

	<ul style="list-style-type: none"> <li>Academic tutoring, counseling, and student support service programs designed to improve academic success. <b>Dollars Spent: \$112,688.29</b></li> <li>Other Activity : STEM internships <b>Dollars Spent: \$15,750.00</b></li> </ul>	
<p><b>Activity 3:</b></p> <p>Hawaiian Studies: Continue progress implementing ASCs related to Polynesian Navigation and international coordination, Hula Arts, Creative Media and Hawaiian Language, and Malama aina.</p> <p><b>Focus Area:</b></p> <p><i>Academic Quality</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities. <b>Dollars Spent: \$3,838.60</b></li> <li>Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <b>Dollars Spent: \$11,147.63</b></li> <li>Development and improvement of academic programs <b>Dollars Spent: \$3,130.11</b></li> <li>Purchase of library books, periodicals, and other educational materials, including telecommunications program materials. <b>Dollars Spent: \$34,406.56</b></li> <li>Other Activity : Staff support for Hawaiian Studies <b>Dollars Spent: \$159,601.00</b></li> </ul>	<p><b>\$212,123.90</b></p>
<p><b>Activity 4:</b></p> <p>Early College Math Pilot Project and Cognition "CogsGo!" project : Implement Year 5 of these programs.</p> <p><b>Focus Area:</b></p> <p><i>Academic Quality</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Development and improvement of academic programs <b>Dollars Spent: \$8,857.28</b></li> <li>Purchase of library books, periodicals, and other educational materials, including telecommunications program materials. <b>Dollars Spent: \$9,973.38</b></li> <li>Other Activity : Instruction and research support for Early College Math and CogsGo! <b>Dollars Spent: \$167,082.00</b></li> </ul>	<p><b>\$185,912.66</b></p>
<p><b>Total Dollars Spent on All Activities</b></p>		<p><b>\$880,335.82</b></p>
<p><b>Total Federal Dollars Spent on Your Title III/V Activities (from 3A)</b></p>		<p><b>\$880,335.00</b></p>



**3D Objectives and Performance Measures**

**Number of Activities: 4**

**Project Goal:**

Please report on the status of your grant's project objectives (as stated in the original grant application). The objectives should be organized by the activities you added in the previous section. You must add at least one objective for every activity.

**Activity 1**

**Activity 1: Pre-Engineering: Provide professional development for faculty and continued improvements to teaching materials and supplies for Engineering curriculum developed as part of the grant.**

**\*Objective 1.1**

**Objective:**

By the end of year five, the Technology and Math Divisions at Kauai CC will have enrolled 40 students in the new Pre-engineering Program.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

By the end of Year 5, 29 students had enrolled in the overall program since its initiation in 2015. While the total number fell short of our goal of 40, we believe this is related to the rural nature of our island and a need for increased marketing on the availability of the program.

As in previous years, enrollment remains low, but proportional to the enrollment of this small college. However, Year 5 was stronger than other years in course enrollments with up to 11 students cycling through our Engineering Circuits Analysis 1 & 2, and Programming for Engineers courses. Furthermore, since 2017, five (5) students have transferred to baccalaureate programs in Engineering with scholarships.

Local high tech employers support our Pre-engineering program because the need exists. For example, the Ala'kaina Foundation provides one full-ride scholarship for a student to transfer to UH Manoa and complete a 4 year degree. In spite of the need, enrollment numbers are not sufficient to support the program long term. Therefore, faculty continue to push the other UH community colleges to better coordinate the on-line teaching of engineering courses as most of the community college campuses in the UH system suffer from low enrollment. This approach would allow the entire state to benefit by increasing Pre-engineering enrollment. Overall, the last five years are a substantial success, in that there are more students majoring in engineering then ever previously for Kauai CC and our campus has excellent instructional spaces due to renovations of the Engineering Lab, Student Lounge, and GIS Lab.

**\*Performance Measure 1.1.1**

**Performance Measure Description:**

Enrollment in Pre-Engineering.

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

cumulative over 5 years

**Data Type:**Raw Number

Target	Actual
40.00	29.00

**\*Objective 1.2**

**Objective:**

Recruit and retain 4 students into the Engineering ASNS for each academic year of the proposal.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

Each year we have recruited over 4 students, and in Year 5 we started with 10 students enrolled in the ASNS and completed the five year grant with a total of 25 across all semesters. In fall 2016 when the ASNS was first offered we began with two students. In fall 2017 we had increased the number to six, which then increased to 10 by fall 2018.

KCC taught EE 211 (Circuit Analysis 1), EE 213 (Circuit Analysis 2) and EE 211 (Programming for Engineers). As a summary, Kauai CC had yearly enrollment totals in Pre-engineering classes of: 15 (2015), 9 (2016), 8 (2017), 4 (2018), and 14 (2019). The classes with high enrollment were due to on-line availability and enrollment by students from other UHCC campuses. This outcome supports the importance of on-line offerings to the sustainability of the engineering program. Low enrollment occurred when other UHCC campuses simultaneously decided to offer the same on-line courses, which took away from Kauai CC enrollment. We conclude we must work to solicit system cooperation.

One of the most beneficial outcomes that has helped recruitment and funding interests for scholarships has been the renovation of the labs, classrooms and common areas with the Daniel K. Inouye Technology Building with industry standard lab benches, equipment, and modernized furniture. Year 5 saw the purchase of a network analyzer, an instrument used by Engineering students to measure performance of radio frequency networks, in support of teaching the theoretical concepts in EE211 and EE213, Circuit Analysis 1 and 2. The instrument is also used in the programs satellite tracking station. Students work in the station to apply their knowledge to real world situations. These renovations greatly benefit the Pre-engineering students as well as students studying Electronics Technology and Facilities Engineering. Students experience state of the art electronics equipment to learn design, testing, and troubleshooting. Some of these students ultimately continue into the Pre-engineering curriculum.

The Electronics Technician who was employed during the grant was instrumental in implementing the renovations and configurations. We seek to continue funding this position as it gives faculty more time to focus on teaching and curriculum. When we gain more financial stability in this area, the enrollment and recruitment numbers should continue to increase.

As described previously, the excellent facilities, modifications to and addressing of low enrolled courses will over time help us to continue with this growth trend. Similarly, having five students transfer from our college to baccalaureate degrees since 2017 shows that the program is able to prepare and assist students in earning both the ASNS and transferring on to baccalaureate Pre-engineering programs off-island.

**\*Performance Measure 1.2.1**

**Performance Measure Description:**

Student recruitment and retention in the Pre-Engineering ASNS.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
4.00	10.00

**Activity 2**

**Activity 2: Student Services: This activity included implementation of the First Year Experience (Kipaipai) and Second Year Experiences, student college successactivities, peer mentorship, STEM embedded tutoring, staff professional development and STEM internships.**

**\*Objective 2.1**

**Objective:**

Increase number of degrees and certificates attained by Native Hawaiian students by 3% each year, beginning spring 2015.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

Each year as part of our college strategy we have sought to increase the number of degrees and certificates attained by Native Hawaiian students by 3% each year, beginning spring 2015. We have met this goal overall and ended year five well about our goal.

**\*Performance Measure 2.1.1**

**Performance Measure Description:**

Increase number of degrees and certificates attained by Native Hawaiian students by 3% each year, beginning spring 2015.

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
76.00	106.00

**\*Objective 2.2**

**Objective:**

Continue to support 10 student mentoring positions for second year Native Hawaiian students so that they can help mentor students in Kipaipai.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

A key component of the Kipaipai program success is the interpersonal support participants receive from peer mentors. We typically hired 10 peer mentors in all previous years and semesters. Since the beginning of the grant, 48 students have been employed as peer mentors. In Year 5 we hired eight (8) peer mentors who worked individually with 15-24 first year students, assisted in all campus new student orientations, workshops, on-boarding activities, and other campus events and activities. In total, peer mentors worked over 24,000 hours through the Title III Crossing Cultures Grant. Thirty (30) mentors earned an Associate's Degree from Kauai CC, four (4) mentors left after receiving certificates, 19 transferred to a 4-year University and three (3) are working on Master degrees.

All mentors have been previous students in Kipaipai or Wai`ale`ale programs and were selected for outstanding academic and community service. They each underwent 40 hours of training before the school year, meet weekly with supervisory staff and faculty, and attend monthly trainings throughout the year. Kipaipai peer mentors assisted all students, particularly first year students. Peer mentors were placed in the IS 103- Introduction to College course, Hawaiian Studies and Hawaiian Language classes, and remedial Math and English classes. Through this arrangement, Kipaipai students received additional support by peer mentors during classtime. Kipaipai Peer Mentors were also stationed at various locations around campus during peak times when "entry level" courses are offered. In total, peer mentors provided over 7,500 individual instances of mentoring.

Kipaipai peer mentors also supported numerous events for visiting school groups by accompanying students from Ke Kula Niihau `O Kekaha to attend various college classes during a college day event, providing campus tours to high school groups, and supporting various K-12 STEM events. Outreach at high schools was another accomplishment of peer mentors who provided direct experiences about college life.

Community service was another key area where Peer Mentors excel and establish leadership skills. Peer mentors helped to organize Malama Huleia Community Service Day, La Ku'oko'a, Waipa work days, and beach clean-ups. Students organized food drives and collaborated with other campus clubs during several community and campus events including the Native Hawaiian protocols. With the collaboration of students and peer mentors, a partnership was established between the Hawaii Food Bank and our FYE programs to provide a space in the "Da Hale" where students can receive light snacks and food, that is funded by private donations or state funds.

**\*Performance Measure 2.2.1**

**Performance Measure Description:**

Continue to support 10 student mentoring positions for second year Native Hawaiian students so that they can help mentor students in Kipaipai.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
10.00	8.00

**\*Objective 2.3**

**Objective:**

Implement the Kipaipai program each year of the grant.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

The Kipaipai Program was created in the Fall of 2013 to provide comprehensive support services to students as a First Year Experience (FYE)/Second Year Experience (SYE) program and has been implemented successfully each year of the grant. The program has grown and been modified over time based on data on student success, emerging best practices, and community involvement.

Kipaipai was fully funded by Title III until Year 5 when one of two staff positions was institutionalized. The program has supported six cohorts of students using a full spectrum of support services: participation scholarships (not funded by T-III), a summer bridge program, new student orientation (NSO), the IS 103 Introduction to College course, year-round success workshops, early alert interventions, a student handbook, and peer mentor support. Workshop topics included: note-taking, goal setting, personal finances, scholarship application completion, and stress management. Events included, a Native Hawaiian scholarship fair, campus TB Testing, transfer readiness events and tours, and workshops to complete UH scholarship applications. A heavy emphasis was placed on the pursuit of scholarships and the completion of financial aid applications. Since December 3, 2013, Kauai CC has hosted annual Native Hawaiian Scholarship `Aha. At the event, Native Hawaiian community members, high school seniors, and current students received a presentation on financial aid concepts, including the FAFSA, and watched presentations from 10 scholarship programs available to Native Hawaiian students. A brief presentation on the Kipaipai Program was also given at this event. After the presentations, attendees could visit the booths of all the scholarship agencies and the Office of Hawaiian Affairs provided a free dinner. Approximately 100 to 140 people attended this event annually.

In addition, this program regularly offered students practical workshops by faculty and staff, peer mentors, and community agencies, including but not limited to: Ho`ola Lahui, Hospice, Gather Credit Union, Kauai Government Employee Federal Union, Queen Lili`uokalani Trust, Child and Family Service, and Hale `Opio. The goal of these measures was to increase student success in passing classes and increasing fall-spring and fall-fall persistence rates while narrowing gaps between the general population and native Hawaiian students. In 2018 we added a ½ day Success Workshop before the beginning of the fall semester and held a combined "End of the Year Meeting" for both Kipaipai and Wai`ale`ale students. Kipaipai students responded positively to starting off the new year with a cohort and joining together again at the end of their first year of college.

Kipaipai also supports students in their second year with 4-year university connections and transfer support through career readiness workshops, college fairs, alumni peer mentoring, and campus visits to four-year universities. This aspect of Kipaipai is discussed in more detail under Performance Measure 2.8.

**\*Performance Measure 2.3.1**

**Performance Measure Description:**

Completion of program implementation.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
1.00	1.00

**\*Objective 2.4**

**Objective:**

Measure the impact on student success for each element of the Kipaipai program at the end of each school year and provide a comparison with students who did not participate in the FYE program.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

In Year 5, the Kipaipai program elements included mandatory New Student Orientation (NSO), at least one college success workshop per semester, a midterm evaluation with student support staff, and assistance completing Financial Aid and scholarship applications. The NSO and workshops have been evaluated by surveys at the end of each session. We also implemented an appeal process for students who maintained contact with faculty, staff and peer mentors, but had difficulty in one or two of their classes during their first semester. Objectives 2.9 and 2.10 below provide data on Kipaipai student success. Below we discuss ways in which the elements of the program have been established and improved over the grant period.

As part of continual improvements to the program, we also introduced new student success workshops with a Retention Counselor, Growth Mindset activities to demonstrate resiliency during our Mid-Term meetings, and end of semester meetings, which offered our students problem solving approaches such as moving past failure and making positive changes, so that they could maintain course towards earning their college degree.

Furthermore, our college’s new initiatives in remedial Math and English classes have shortened the timeline to attain 100 level courses by combining lower remedial classes. As part of this process, we evaluated our student support measures and peer mentor activities, and began assigning peer tutoring and mentors specifically for remedial courses, such that tutors and mentors visited class sessions to assist Kipaipai students. An additional positive outcome of this strategy was that these tutors and mentors directly helped students establish productive relationships with instructors as well as staff in the Academic Support Center (formerly called the "Tutoring Center").

A continued partnership between Kipaipai staff, peer mentors, and student support departments includes weekly meetings to better coordinate wrap-around support services. Peer mentors set up at least one weekly meeting with mentees and electronic communications to help students create monthly schedules that included balancing time for work, study groups and tutoring. This year our mentors contributed to the Student Success “On Boarding and New Student Orientation days”.

We also continued to work closely with our Native Hawaiian Counselor, Retention Counselor, Career Counselor, and Financial Aid staff to address problems experienced by students not meeting Satisfactory Academic Progress (SAP). As part of this process we offered group activities and workshops on topics such as time management, financial literacy, effective communication, and individualized counseling.

**\*Performance Measure 2.4.1**

**Performance Measure Description:**

Annual evaluation and improvement to elements of the Kipaipai program

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
1.00	1.00

**\*Objective 2.5**

**Objective:**

Provide funding for 10-12 embedded tutors in math and science classes per semester to increase success and facilitate closing the gap with non-Hawaiian students.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

In the fall of 2018, the Academic Support Center (ASC) employed 10 embedded STEM tutors who were embedded in 16 classes. Each week these tutors attended approximately 41 class periods and served an average of 353 students during the semester. In the spring of 2019, nine (9) embedded STEM tutors were embedded in 12 classes, attended 33 classes, and served approximately 528 students. Finally, in the fall of 2019, eight (8) embedded tutors were embedded in 19 classes, attended 45 classes and served approximately 540 students. In the fall 2018 semester, beginning on October 1, there were 11 students of Hawaiian ancestry who used the ASC, increasing to 28 students of Hawaiian ancestry during the Spring 2019 semester and ending in fall 2019 with 18 students.

Instructors and students both receive benefits from the work of embedded tutors. A major benefit has been the in-class presence of tutors during instruction thus enabling tutors to see exactly what the instructor is teaching and how topics are presented. Students also get to know the tutors in the class, and generally, are more likely to come to the ASC. When they do, the tutors are able to reinforce skills in the learning center that are consistent with how the various topics were presented in class. Since the implementation of math acceleration courses, the role of embedded tutors has become even more important, whether they work with students in small groups or individually.

Analysis of first time student course success (Grade C or better) with and without embedded tutors shows that success rates have increased from 53% in fall 2016 to 62% in Fall 2018 compared to 55% (2016) and 56% (2018) for classes without embedded tutors. The effect of embedded tutors for Kipaipai students is also positive, with 46% overall success and 43% for native Hawaiians in 2016, and 57% overall in 2018 with 40% for native Hawaiians. In comparison, during this same timeframe, Kipaipai students who did not attend courses with embedded tutors had success rates of 33% overall and 43% (native Hawaiian) in 2016 and 0% for both groups in 2018.

For the 2018-2019 academic year we completed student evaluations of embedded tutors, receiving 85 responses, all overwhelmingly positive regarding the quality and positive impact the embedded tutors had on student engagement and success. For example, many students said that working with embedded tutors changed their outlook on their abilities in STEM courses and resulted in enjoyment of these courses as well. This is one key student service that has been heavily reliant on grant funding that has not yet been institutionalized and we hope that it will received permanent funding in the future.

**\*Performance Measure 2.5.1**

**Performance Measure Description:**

Provide funding for 10-12 embedded tutors in math and science classes per semester to increase success and facilitate closing the gap with non-Hawaiian students.

**Measure Type:**

**Date Last Measured:**

Project

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
10.00	10.00

**\*Objective 2.6**

**Objective:**

Provide opportunities for 10-15 STEM students per semester year to engage in and complete a paid internship in private industry, government agencies, Non-Government Organizations (NGOs), non-profit organizations and cultural organizations involved in applied STEM-related activities.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

During Year 5, 18 of 18 students successfully completed STEM internships with various community and college faculty and mentors continuing the strong accomplishments of all previous years. In spring of 2018 we also held the third Science and Technology Ho'ike (showcase) during Earth Day celebrations.

Over the five years of the grants, 61 STEM projects were completed, with 56 unduplicated student projects. Many of the students who completed projects successfully transferred to 4-year degree programs. For example, 45% (29/56) continued onto baccalaureate programs and 5% (3/56) completed Master's degrees in STEM.

**\*Performance Measure 2.6.1**

**Performance Measure Description:**

The number of students that completed STEM internship projects.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
15.00	18.00

**\*Objective 2.7**

**Objective:**

Provide professional development experiences through workshops, seminars, service projects for faculty to maintain and expand their understanding of the Hawaiian culture and incorporation of indigenous perspectives, values and pedagogies into courses, especially STEM.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

A number of professional opportunities were offered in fall 2018 as part of Hawaiian Independence month celebrations and in spring 2019 as part of Earth Day celebrations to complete our One Theme One Campus theme related to "wai" water.

La Ku'okoa month featured two cultural practitioners whose travel was supported by TIII. On November 7, 2018 Donovan Preza spoke on the Mahele, Crown Lands and property ownership, and subsequently on Nov. 14, 2018, John

Clark spoke on traditional beach and surf sites on Kauai and history of surfing in HI. As part of Earth Week in 2019, cultural practitioner Peleke Flores shared a presentation on the design of a traditional style hale or house.

During the summer of 2019, 10 faculty and staff participated in a week-long intensive workshop to learn about, plan, and coordinate implementation of our new "One Theme One Community" of "mea'ai" or food. Over the course of the next year, courses across the campus will feature this theme and engage our students in a variety of explorations, expressions, and research projects centered on this theme. In Fall 2019 we held a public exhibition of student "mea'ai" projects in November for La Ku'okoa.

In addition, Title III funded numerous professional development for faculty through travel to conferences (see below).

Maritza Medina, Webmaster, attended the AHEAD (Accessing Higher Ground: Topics and links to Student Services) in Denver, Colorado in November 2018. Conference outcomes included: 1) focus on universal design content and curriculum accessibility, 2) creation of accessible media and information resources, including Web pages and library resources, 3) assistive technology in higher education, 4) accessible PDS's and video capture. Maritza has begun training our faculty and staff and provide in depth training on all aspects of ADA compliance with web content.

Polly Brun Lee, SYE Education Specialist, attended The First-Year Experience Conference in Las Vegas, Nevada in February 2019 to engage in a forum for higher education professionals to share experiences, concerns, and accomplishments related to supporting student learning, development, and success in the first college year. Workshops held at this conference shared innovative ideas, programs, tools, and research critical to the learning, development, and success of first-year college students.

Erin Millard, Instructor, attended the National Association of Developmental Education (NADE) conference in Orlando, FL in March 2019 that focused on implementing, improving and assessing redesigns for teaching math. This conference is expected to benefit math instruction by improving student math course success during the first two years of college.

James Andrews, Instructor, attended the Native Hawaiian Education Association/He Au Honua Conferences in Maui – March 2019 to represent the Trades Division and to develop a better relationship between the faculty of the Trades and the indigenous students that attend Kauai CC. The second purpose was to learn ways to recruit the indigenous students into pathways that can lead to jobs needed to sustain the economy of Kauai.

Tina Castro, Tutoring Center Coordinator, attended the ACTLA (Association of Colleges for Tutoring and Learning Assistance) Conference in Las Vegas, Nevada in April 2019 to receive training for best practices for improving tutoring centers and meeting student learning needs.

Georgeanne Purvinis, Instructor, attended American Society of Engineering Education Annual Conference (ASEE) in Tampa, Florida in June 2019. This conference was dedicated to learning educational techniques and skills for engineering programs.

**\*Performance Measure 2.7.1**

**Performance Measure Description:**

Annual professional development opportunities for faculty and staff.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
2.00	7.00

**\*Objective 2.8**

**Objective:**

By the end of the five year grant period, 290 students will have participated in the Second Year Experience (SYE) transition program.

**Objective Status:**Not Achieved



**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

The Second Year Experience (SYE) program focuses on retaining students in their second year of college and preparing them to transition to the workforce or transfer to a four-year university. Over the course of the grant period, 326 students have participated in various activities under this program. The primary activities of this program have been career readiness workshops, alumni peer mentoring, and campus visits to four-year universities. The program helps identify and support students who have been slow to fill their goals and may need guidance in their studies to take a more focused second year transition decision.

**\*Performance Measure 2.8.1**

**Performance Measure Description:**

Student participation in the Second Year Experience.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

290.00	326.00

**\*Performance Measure 2.8.2**

**Performance Measure Description:**

Increase transfer rates of Native Hawaiian students by 1% annually by increasing exposure to four-year universities through two (2) campus visit trips annually for at least 10 second year students.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
2.00	0.00

**\*Objective 2.9**

**Objective:**

Increase persistence rates from fall to spring semesters for first year Native Hawaiian students by 1% and close the gap with non-Hawaiian students.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

During Year 5, the fall-spring retention declined for all students in the Kipaipai program from 76% to 74%, however, this is outcome was still above our target of 70%. Among native Hawaiian students during this same timeframe, the fall-spring persistence was 73% having increased dramatically from 63% the prior year. The data show a reduction in the gap between the two groups and with a low unemployment rate and strong economy.

At the larger college level our fall-spring retention for all first-time full-time students was 88% in fall 2019 both for the

entire cohort as well as for native Hawaiian students, an increase from Year 1 when it was 84% for the entire cohort and 80% for native Hawaiian students. We hope this increase will continue as a reflection of the numerous student service supports that have been successfully implemented through this Title III grant.

**\*Performance Measure 2.9.1**

**Performance Measure Description:**

Increase persistence rates from fall to spring semesters for first year Native Hawaiian students by 1% and close the gap with non-Hawaiian students.

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

70.00	74.00
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**\*Objective 2.10**

**Objective:**

Increase persistence rates for Native Hawaiian students from year one to year two by 3% and close the gap with non-Hawaiian students.

**Objective Status:**Not Achieved

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

Our fall-fall retention was below our target of 75%, particularly compared to Year 4 which had a very high rate of 87%. Most years have centered around 65-70%. Year 5 retention was only 46% for all Kipaipai students and the same for native Hawaiian students. Similar to fall-spring retention, low island-wide unemployment rates seem to have contributed to students choosing employment opportunities over continuing with their college education. Over the grant period, we have found that school break periods, especially during the summer, can result in an increased "stopping-out" the following semester. Moving forward, we will collaborate with other departments to incorporate more summer internships,cultural workshops, and events throughout the summer break to help increase student retention.

**\*Performance Measure 2.10.1**

**Performance Measure Description:**

Increase persistence rates for Native Hawaiian students from year one to year two by 3% and close the gap with non-Hawaiian students.

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

75.00	46.00
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**\*Objective 2.11**

**Objective:**

This objective was added in Year 5 to renovate and remodel the One Stop Center lobby and adjacent Student Service offices through the purchase of a new furniture, digital displays and computer work stations, privacy desks, social space furniture, presentation boards, and updating the decor of the lobby with a welcoming "Wayfinding" theme.

**Objective Status:**Change in schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

This new Year 5 objective was approved on December 12, 2018 and included the renovation of furniture and student support technology for the Once Stop Center (OSC) lobby and adjacent student service offices (e.g. Financial Aid, Advising, Registrar, Business Office, Career Center, and Testing Center) to create more welcoming, functional, modern and fun spaces for students to access resources and become productively active in the main "administrative" building on campus. Our budget included new furniture, television screens, computer stations, and wall décor with an estimated total cost of approximately \$97,000. Most of these materials were procured via competitive bid and sent to us from out of state.

We received a no-cost extension to complete the procurement and delivery of a wide variety of furniture, computers, digital displays and wall decor to fulfill this objective before September 30, 2020. The extension was needed because the design and awarding process required over nine months and the actual purchases, delivery, and installation of furniture especially, required more time because the items need to be manufactured and shipped from the continent. When the furniture and other supplies are installed we will employ student "ambassadors" at the welcome desk to assist students with general information, registration, payments, financial aid and other services.

**\*Performance Measure 2.11.1**

**Performance Measure Description:**

Purchase of furniture, digital displays and computers and updating decor with a "wayfinding" theme. We indicate a "1" to note the renovation is complete but we have not completed it yet and thus the "0". However, this renovation is well underway to completion.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

end of Year 5

**Data Type:**Raw Number

Target	Actual
1.00	0.00

**\*Objective 2.12**

**Objective:**

Purchase loaner text books and laptop computers for a working age adults program called "One Night To Completion" through which working and part time students who have already earned 36-48 credits can take two eight week courses, engage in best practices workshops, receive loaner text books and laptops, and receive additional family support resources.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

According to a 2018 Kauai CC student survey, one of the biggest challenges faced by students is financial hardship, a factor that leads students to "stop-out" of college. To address this problem, the Counseling and Advising Office, Bookstore, and Library initiated a textbook and computer loan program for 46 working students during the fall 2018 semester. Additional, non-Title III funding provided snacks, childcare, embedded tutors, and stipends.

In Year 5, Title III supported this project by purchasing three (3) Chemistry textbooks and seven (7) laptop computers, directly supporting 45 working age students, 22% of whom were native Hawaiian. Available data show that 10 students used the computers regularly in combination with free loaner text books.

**\*Performance Measure 2.12.1**

**Performance Measure Description:**

Purchase of three (3) Chemistry textbooks and seven (7) computers to assist "One Night To Completion" students.

**Measure Type:**

**Date Last Measured:**

Project

09/30/2019

**How Often Do You Measure**

upon completion

**Data Type:**Raw Number

10.00	10.00

**Activity 3**

**Activity 3: Hawaiian Studies: Continue progress implementing ASCs related to Polynesian Navigation and international coordination, Hula Arts, Creative Media and Hawaiian Language, and Malama aina.**

**\*Objective 3.1**

**Objective:**

By the end of year five of the grant, Hawaiian studies will have increased the number of ASC offerings by four in the Hawaiian Studies AA Degree Program; indigenized a minimum of 4 (four) courses of academically approved, cross-disciplinary, classes approved as part of the ASC curriculum; increased enrollment in Hawaiian Studies by 97 students and graduate 25% of the students in the ASC Degree Program.

**Objective Status:**Not Achieved

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

Aspects of this objective were achieved on time during the five year period including: the offering of four new ASCs (Polynesian Navigation, Hula Arts, Malama aina and Creative Media) indigenization of four classes and incorporation of STEM into Hawaiian Studies courses (e.g. Polynesian Navigation, Ethnozoology, Creative Media/language). Altogether these renovations will make Hawaiian Studies ASCs more professionally relevant and marketable. ASC enrollment targets, however, were not met due to one-two year delays in implementation, delayed enrollment of students in some of the ASCs, and a need for additional advertising and advising. The Creative Media ASC was importantly changed to an AAS which strengthened its enrollment and this has become the strongest curricular success for this grant.

**\*Performance Measure 3.1.1**

**Performance Measure Description:**

Improve enrollment in Hawaiian Studies ASC offerings by renovating curriculum with indigenous pedagogy and STEM skills useful in potential job markets.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

97.00	84.00

**\*Objective 3.2**

**Objective:**

By end of year five, graduate at least 4 Malama aina ASC degree students.

**Objective Status:**Not Achieved

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

The Malama aina courses that are foundation for this ASC have had strong enrollment, however no students have achieved the ASC or enrolled officially because of course availability challenges and lack of faculty. For example, the

newly created Ethnozoology and Geographic Information Systems (GIS) courses had enrollments above 10 students per semester. GIS was written as a required course for the Malama aina ASC however, in 2018, our GIS instructor left the position and we have not been able to rehire a qualified instructor before the end of the grant. Therefore, for many students, progress to complete or enroll in this ASC has stalled until curriculum gaps are resolved. Despite these setbacks, there has been a growing student and donor interest in Malama aina and sustainability and we are preparing to adapt these programs of study to move forward and improve the status of this ASC.

**\*Performance Measure 3.2.1**

**Performance Measure Description:**

By end of year five, graduate at least 4 Malama aina ASC degree students.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

4.00	0.00
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**\*Objective 3.3**

**Objective:**

Enroll 7 new students in Polynesian Voyaging ASC in Year 5 of the project.

**Objective Status:**Not Achieved

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

Our Polynesian Voyaging ASC has strong enrollment in related courses, however, we did not meet our target to enroll seven (7) new students in Polynesian Voyaging ASC in Year 5 of the project.

However, based on the following progress achieved by kumu Dennis Chun in Year 5, we expect enrollment to increase within the program to make it sustainable and very successful both in Hawaii and internationally:

The Polynesian Voyaging Academic Certificate has been modified to reflect the expanded expectations and experiences of the program. The number of participants in the primary voyaging courses has been fairly steady with 10-12 students per class. However, with the inclusion of the new training canoe, enthusiasm and excitement appears to have increased. A larger number of students continue from the HWST 281 course to the subsequent HWST 282, from one (1) of 10 students to five (5) of 11 students.

Strengthening educational opportunities with a sister voyaging organization in Japan was completed in August 2018. As a result we were able to recreate a portion of the voyage that the first Emperor of Japan undertook as he established the National Shrine in Ise. Dennis' participation in this furthered our relationship with the National Maritime Colleges who sent a group to interact and learn from our Voyaging Program at Kauai CC as part of an existing three week international education exchange program.

Dennis also completed international coordination with two voyaging organizations and two institutions in New Zealand during the month of December 2018. The first organization he met with was Te Toki Waka Horua based in Hamilton and Auckland, who work with the voyaging canoe "Haunui" and "Aotearoa One". Meetings encompassed canoe maintenance and construction skills, crew training, and developing funding resources for sustained operations. Dennis also met with the recently "Knighthood" Sir Hekenukumai Busby, a leader of the voyaging resurgence in New Zealand and formed collaborations with Waikato Institute of Technology and Toi Ohomai in Tauranga, both focusing on future student cultural exchanges and the underlying theme of voyages of the ancestors. The other institution Dennis connected with in Year 5 was Toi Ohomai in Tauranga to develop cultural exchanges in the future.

Part of our efforts has also included sharing efforts of our voyaging program with other projects and courses. One successful program has been our interaction with students from the National Maritime Colleges of Japan. This program links our learning of traditional Polynesian voyaging knowledge and skills with the contemporary instruction at maritime colleges while also creating cultural and historical exchanges that link our seafaring countries.

In summary, Year 5 was full of developments in terms of developing cultural international connections centered on the future of the Polynesian Voyaging ASC. Although the course enrollments and ASC graduation rates were not goal levels, saw substantial progress and interests that will enable this program to become successful.

**\*Performance Measure 3.3.1**

**Performance Measure Description:**

Enroll seven (7) new students in Polynesian Voyaging ASC in Year 5 of the project.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

7.00	1.00
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**Activity 4**

**Activity 4: Early College Math Pilot Project and Cognition "CogsGo!" project : Implement Year 5 of these programs.**

**\*Objective 4.1**

**Objective:**

CogsGo! project -Conduct experiential learning and teaching by Kauai CC students at a minimum of 15 schools.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

In Year 5 we held 20 STEM related experiential learning events at various K-12 classrooms at nine (9) different public, charter, and private schools including:

1. Wilcox Elementary School
2. Kalaheo Elementary School
3. Koloa Elementary School
4. King Kaumualii Elementary School
5. Kauai High School
6. St. Theresea School
7. Kilauea Elementary School
8. Ele'ele Elementary School
9. Kawaikini Public Charter School

Several schools had more than one event during the year to total 20 events for our project.

During these events, different grade levels were engaged and instructed by 20 Kauai CC students and 17 international students who provided the curriculum and experiential opportunities to explore a wide range of STEM topics from botany, biology and physiology to physical sciences, electronics, computer science, and digital media.

**\*Performance Measure 4.1.1**

**Performance Measure Description:**

Conduct experiential learning and teaching by Kauai CC students at a minimum of 15 schools.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
15.00	20.00

**\*Objective 4.2**

**Objective:**

Provide Scientific Field support services for 1-3 Kauai CC Field programs per year.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

CogsGo! field events were held at the National Tropical Botanical Garden and the Lights on Rice Parade. These events were centered on learning and studying science, documenting data and engineering games that are popular with kids these days (e.g. Fortnite).

**\*Performance Measure 4.2.1**

**Performance Measure Description:**

Provide Scientific Field support services for 1-3 Kauai CC Field programs per year.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
3.00	7.00

**\*Objective 4.3**

**Objective:**

Participate in a minimum of two (2) mobile courses per year; taught by Kauai CC Cogs Go! Bus per year.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

In Year 5 The CogsGo! Bus completed the following events:

- Field focused events 7
- KauaiCC/ OCET 15
- K-12 Schools 20
- International Events-Kosen 1
- Lights on Rice Parade 1
- Kauai Veteran’s Center-public after school club 2

Twenty (20) Kauai CC students and 17 international students provided curriculum development, logistics, and instruction at 46 individual events, engaging 6,036 K-12 students. These events were held all around the island from the west side to the north shore.

An annual highlight for the project is participation in the Lights on Rice Parade. As part of this event, our students designed and implemented entertaining technical changes to the bus itself and unveiled them as a float and Cogs Advertisement in the 2018 Lights On Rice Parade. The theme for the bus was the popular video game Fortnite, and the

concept that Kauai CC students developed was creation of a replica of the Battle Bus from the Fortnite Game in the bus as it moved through the parade. Students from Automotive (welding) and Information Technology (IT) were primarily in charge of this project and received support from students in Early Childhood Development and STEM disciplines.

**\*Performance Measure 4.3.1**

**Performance Measure Description:**

Participate in a minimum of two (2) mobile courses per year; taught by Kauai CC Cogs Go! Bus per year.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
2.00	46.00

**\*Objective 4.4**

**Objective:**

Early College Math Pilot Experience: by the end of Year 5, enroll an additional 92 students;.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

In year 5 we enrolled 252 students in Early College Math courses alone, an increase from Year 4 (N=211). These numbers show a large increase from Year 1 that had a target of enrollment of 69 and actual enrollment of 37.

During Year 5, 92% of Early College Math students earned the grade C or higher. From Years 1-4 this measure showed steady improvement ranging from 81% to 86%, to 88% and 90% respectively. This progression demonstrates that this project had a positive impact on the quality of instruction at high school campuses, engaged students in additional early college courses, and prepared them to transition to college.

**\*Performance Measure 4.4.1**

**Performance Measure Description:**

By the end of Year 5, enroll an additional 92 students.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
92.00	252.00

**\*Objective 4.5**

**Objective:**

Increase numbers of participants attending college by 60% of participating students over the five year grant period.

**Objective Status:**Completed

**Objective Narrative:**



Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

By the end of Year 5, 85% of students who attended early college math attended college afterwards, well above our goal of 60%. Sixteen percent (16%) of EC Math students chose to continue their higher education at Kauai Community College, 7% enrolled at community colleges in the UHCC system, 12% enrolled in a UH 4-year institution, and 50% transferred to 4-year institutions outside of UH system.

These results illustrate a marked improvement in comparison to the average college attendance rate in HI. According to P-20 Hawaii Dual Credit Summary, the HI average college attendance rate was 61% for non-dual credit students for the 2013-2017 period and Kauai’s college attendance rate was 55% for our 2018 cohort.

Since the development of the Math ASC, 20 Early College Math students have graduated with Math ASCs: seven (7) from Waimea High School and 13 from Kapaa High School. For Instructor Gigi Drent, a particularly proud moment was witnessing the graduation of a student who started with the EC Math Pilot during Year 1 with an ASNS in Engineering and a Math ASC and is now in a Baccalaureate program at UC San Diego, California. Another highlight was celebrating success with a Year 5 participant who graduated in spring 2019 with the Math ASC two weeks before her high school graduation; this student enrolled at Vanguard University of Southern California pursuing civil engineering and is on track to earn her degree in three years with the help of early college math and science courses at Kauai CC. The success of this project has rapidly increased interest in many other early college courses. In 2019, students from Kauai High School earned 13 Certificates of Competence in Basic Accounting and five (5) Certificates of Competence in Hospitality Essentials.

In addition, during the 2018-2019 academic year, a cohort of Hawaiian focused charter school students earned 7-11 college credits in their first year. These students have just completed Math 103 in Fall 2019. Six (6) identified themselves as “women in STEM” and are now in Math 140X. One of these Kulanui students is now at Kauai CC as a STEM major and is in the process of completing the accelerated Calculus 1 and 2 sequence in one semester.

We acknowledge that this level of success has been achieved through our successful partnership with the Hawaii Department of Education. We will continue to assess the successful Early College Math Experience Pilot program and adapt it for continued improvement.

**\*Performance Measure 4.5.1**

**Performance Measure Description:**

Increase numbers of participants attending college by 60% of participating students over the five year grant period.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

60.00	85.00
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**\*Objective 4.6**

**Objective:**

Improve college entrance exam scores in Mathematics by 40% over those enrolling at KauCC who did not participate in Early College Experience courses.

**Objective Status:**Completed

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

At the end of the grant period, we fully met this measure. Once students enroll in an EC Math course and pass (currently at the rate of 92%), they qualify for the next level math course for STEM students, or have met their math requirement if they are non-STEM students. This outcome is higher than pass rates for students who do not enroll in Early College

courses.

**\*Performance Measure 4.6.1**

**Performance Measure Description:**

Improve college entrance exam scores in Mathematics by 40% over those enrolling at KauCC who did not participate in Early College Experience courses.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

annually

**Data Type:**Raw Number

Target	Actual
40.00	92.00

**Section 4: Budget and Budget Summary Narrative**

**4A Budget**

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

Personnel	517,537.41	471,634.00	989,171.41	665,885.84	0.00	323,285.57	32.68	174,703.70
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**Please state the changes made to Personnel below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling.

Fringe Benefits	70,292.00	113,042.00	183,334.00	208,595.10	0.00	-25,261.10	-13.78	-25,261.10
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**Please state the changes made to Fringe Benefits below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling. Midway through the grant, teaching positions had to be hired via the UH process which increased our expenditures in Fringe by over 35%. As a result, we depleted our Fringe funding more rapidly than planned. We will be adjusting this negative balance using leftover funds in Personnel.

Travel	67,206.60	37,350.00	104,556.60	26,448.81	0.00	78,107.79	74.70	12,886.12
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**Please state the changes made to Travel below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling.

Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,000.00
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**Please state the changes made to Equipment below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling. We will have this spent within the 12 month extension period.

Supplies	14,899.12	23,275.00	38,174.12	102,201.69	0.00	-64,027.57	-167.73	158,486.50
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**Please state the changes made to Supplies below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling. We plan to spend this category down by the end of the extension period. Our supplies and renovations and remodeling require long distance manufacture, shipping and installation, thus extending completion time. However the process was well underway at the end of Year 5. At this time, the delivery of the furniture is scheduled for May 20, 2020.

Contractual	537.00	0.00	537.00	8,429.36	0.00	-7,892.36	-1,469.71	6,597.16
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**Please state the changes made to Contractual below:**

In August 2019, we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling. If we do not need to use these funds for contractual assistance, we will request approval to use it in another allowable manner to support renovation of our campus.

Construction	8,347.16	0.00	8,347.16	0.00	0.00	8,347.16	100.00	0.00
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Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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Other	12,110.61	32,567.00	44,677.61	3,742.22	0.00	40,935.39	91.62	1,052.63
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**4B Summary Budget Narrative**

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of project activities.

1. Have all funds that were to be drawn down during this performance period been drawn down?

**No            Yes**

**If no, please provide a description of the funds (i.e., the amount) that have not been drawn down in the GAPS/G5 system, and explain why they haven't been drawn down:**

In order to procure the approved renovations and remodel materials for our One Stop Center, we engaged in a year long design, edit, bidding, selection and award process. The award was made at the end of December 2019 and the materials will be shipped and installed on time within the 12-month extension period.

Most salary, wages, and fringe will be spent down at the end of 2019. The timing of the end of the grant year is awkward because our semester begins at the end of August and goes through December. We requested the extension also to facilitate proper instruction, mentoring, tutoring and project management until the end of semester. As part of our no-cost extension, grant coordinatioin and two part time support and administration positions will continue into 2020 to complete grant purchases, payments and reporting.

2. Did you have any unexpended funds at the end of the performance period?

**No            Yes**

**If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.**

In August 2019 we received a 12-month no cost extension to complete purchases related to our campus renovations and remodeling and winding down staffing by February 2020.

We have unexpended funds in materials, equipment, salaries and wages, stipends, and travel. These will be spent down in support of grant goals and objectives during our no-cost extension period.

3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

**No            Yes**

4. Is this a cooperative arrangement grant?

**No            Yes**

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

6. Do you wish to make any changes in the grant's activities for the next budget period?

**No            Yes**

7A. Were there any changes to key personnel during this reporting period?

**No            Yes**

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

**No            Yes            Partially**

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:

Over the course of the five year period, our Title III projects have attracted private donor funding that will be important to key projects such as CogsGo!, Hawaiian Studies, STEM, and Early College Math as the funding for this grant ends.

## Certification

You do NOT need to send a signed certification form to ED or upload a signed certification form.

### 1. Reporting Period

10/1/2018 to 09/30/2019

### 2. PR Award Number

P031V140010

### 3. Project Title

Crossing Cultures

### 4. Recipient Information

Name: Kauai Community College

Address: 3-1901 KAUMUALII HWY , LIHUE, HAWAII 96766

### 5. Contact Information

Name: Valerie Barko

Title: Project Director

Phone: (808)-245-8336 Ext:

Email: vabarko@hawaii.edu

### 6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

#### Name

Valerie Barko

#### Email

vabarko@hawaii.edu

#### Phone

(808)-245-8336

#### Date

03/05/2020

### Report Submitted

This report was submitted by **Valerie Barko** on **03/05/2020**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.