Abstracts
For New Awards
ANNH FY 2022

Institution Name: University of Alaska Fairbanks – Bristol Bay Campus
Project Title: Revitalizing Our Approach to Advising, Retention and Graduation

As a nonresidential four-year public institution in Dillingham, Alaska, the Bristol Bay Campus is an extended rural branch campus of the University of Alaska Fairbanks (UAF). The Bristol Bay Campus serves villages scattered across more than 150,000 square miles of very remote southwest Alaska. Revitalizing Our Approach to Advising, Retention and Graduation through Enhanced Student Support Services in this region requires faculty and staff to learn and understand how to implement a holistic approach to student support. BBC is a minority serving campus with an average of 50% Alaska Natives enrolled. Many are first-generation students.

Project goals are to:

1) Enhance student service staff's ability to increase student persistence and graduation rates. Project strategies include professional development to increase capacity building, and a new student tracking system designed to ensure proactive advising and outreach regardless of a student's program.

2) Revitalize advising and coaching services to address diverse student needs. Project strategies include the creation of a Student Journey Map and the implementation of personalized student learning plans throughout an extended onboarding and orientation process. Students will receive enhanced financial literacy advising, coaching and tutoring support, as well as tailored assistance in reducing barriers to course enrollment, course completion, and persistence in all UA degree programs.

3) Implement strategies to meaningfully engage BBC stakeholders and the broader region to promote student support and outreach; project strategies include analysis of stakeholder goals and financial resources to improve engagement with student success programs.

Institution Name: Hawaii Pacific University
Project Title: Hoʻokō Project: ANNH Proposal to Augment Wraparound Services

Hawaiʻi Pacific University (HPU) requests $3,351,514 in funding over a five year period for the Hoʻokō Project in order to supplement wraparound student support services to Native Hawaiian and low-income (Pell-eligible), under-resourced and under-represented undergraduate students at the Associate's and Bachelor's levels who place into one or more developmental courses during their first year of college. The project components are based on the CUNY Accelerated Study in Associate Programs (ASAP) targeting students in developmental education courses that was found by Scrivener, et. al. (2015) to have moderate evidence for success with positive statistical results with regard to progress through developmental education, credit accumulation, improved academic achievement, increased transfer rate, and increased degree attainment.

Using a similar program design that includes enhanced advising, tutoring, career counseling, success seminars, and through the use of cohort-based classes and financial incentives and support throughout the first two years of college, HPU will develop programmatic infrastructure that will facilitate self-sustaining, long-lasting institutional support for Native Hawaiian, low-income (Pell-eligible), first generation, and other undergraduate students who come from under-resourced and/or under-represented backgrounds. These augmented wraparound services for up to 200 undergraduate students enrolled in developmental coursework in their first two years of college will promote faster completion of developmental coursework, increased credit accumulation, stronger academic performance, and improved timely completion of lower-division and bachelor's degree requirements.

The program budget includes support for four new dedicated full-time staff positions, four peer tutors to provide instructional support in developmental math and writing courses, training and professional development for staff, and financial incentives for student participation, including summer school tuition waivers, free textbook rentals, and gift card incentives to attend enhanced advising sessions. The program will be evaluated annually using quantitative and qualitative measures.

Institution Name: University of Hawaii Manoa (Lead); University of Hawaii Maui (Partner)
Project Title: Hoapili: Exploring & Restoring Hawaiian Educational Origins at UH Mānoa & UH Maui

Hoapili was the name of a high chief who lived for decades in the Punahou and Mānoa area on the island of Oʻahu, near where the University of Hawaiʻi at Mānoa (UH Mānoa) campus is today. His lands were passed to his daughter, Liliha, who, along with her husband Boki, provided the foundational land donation that would form what is now Punahou School. When it opened in 1841, Punahou School, initially intended for the children of missionary families, was to follow suit in the footsteps of its competitor, the Hawaiian Kingdom's first college: Lahainaluna. Located on the island of Maui, Lahainaluna, which opens its doors in 1831, was exclusively for Native students, and was designed unlike most universities in the world at the time. Guided by the chiefs and country's educational tenets that prioritized the public good, Lahainaluna was a teacher training college, a focus that positively impacted literacy and educational outcomes of Hawaiian learners across the country in the 19th century. Hoapili moved from Oʻahu to Maui and served as governor of Maui, where he was known to have implemented one of the earliest education and school laws on Maui.

From one of the most literate nations in the world, the aboriginal population, after a century of military occupation, is now not just one of the most undereducated in the islands, but are also the most incarcerated, heath adverse, underemployed, and houseless. Despite such conditions, during the height of a world-wide pandemic, Hawaiian enrollment at UH Manoa peaked, reaching 14.5% to overall student body in Fall 2021.

This grant proposal is being written with these conditions as context, including an institution that has historically not prioritized the advancment of higher education for Hawaiians students. The lead unit of this proposal, Native Hawaiian Student Services (NHSS), intentionally invokes and reclaims Hawaiian educational history as a source of agency and pride for Hawaiian students, faculty and the community at large. We seek to invoke these important chiefs and educational history in the work we propose to do in this project supporting the institution with the largest number of Native Hawaiian students engaging in higher education in the world.
• Activity 1: The Hale Paʻi Student Publication Project
• Activity 2: The Maui to Mānoa Bridge
• Activity 3: Hawaiian Teacher Training & School Collaboration and Support

The name "hoapili" also means "close companion, friend, associate, colleague, comrade, partner" (Pūkuʻi), a name that evokes the spirit of this proposal, for a collaborative grant between UH Mānoa and the University of Hawaiʻi Maui College (UH Maui). UH Mānoa serves the largest number of Native Hawaiian students engaged in higher education across the University of Hawaiʻi System (UH System), which consists of 10 campuses, three universities and seven community colleges. UH Maui, on the other hand, is the newest university within the UH System and the only institution of higher education within Maui County, which includes the neighboring islands of Molokaʻi and Lānaʻi. This

grant application, Hoapili, proposes to increase Hawaiian student educational attainment at the UH System's (and the world's) largest Native Hawaiianserving institution and its partner, UH Maui, by transforming our institution-wide instructional practices, co-curricular core services, and student engagement opportunities to be a Hawaiian place of learning. Furthermore, our proposal is especially well-poised and unique in that the lead unit, NHSS, has the appropriate scope of serving all Hawaiian students at the UH Mānoa campus, regardless of their major, allowing us the reach and collaborative capacity to serve across our diverse and expansive campus.