Division of Student Affairs
2019-2020 Unit Annual Report
Unit: Campus Recreation
Submitted by: Tim Moore
University of Hawai'i at Hilo
Due: July 15, 2020

AY 2019-2020

1. State your unit's core mission.
   Campus Recreation Department enhances the quality of life and builds the campus community by educating and encouraging participation in activities that promote healthy lifestyles, social interactions, and leadership skills. The Campus Recreation Department creates an atmosphere that encourages individuals to develop life-long involvement in recreational activities and is dedicated to meeting the changing needs of a diverse community by offering quality structured and informal recreational opportunities.

2. How did your unit work toward fulfilling the unit's core mission for the AY 2019-2020?

Campus Recreation Department was successful in creating numerous diverse programs and offering safe functional facilities to engage students, create campus community, and facilitate greater health and wellness up until the pandemic crisis. Once the Student Life Center was closed (March 20th), this mission was almost completely stifled.

3. What were your unit's top three (3) identified priorities for AY 2019-2020 as listed in your last annual report?

1	**Providing safe, clean and up to date recreational facilities for the UH Hilo Students, Faculty and Staff that promotes participation and connects the campus community.**
2	**Providing recreational programs, services and educational opportunities for UH Hilo Students, Faculty and Staff that promotes participation and connects the campus community.**
3	**Assist and collaborate with various UH departments to facilitate student success and build campus community.**

4. Did your unit's priorities change since the last annual report? If so, how? If not, how have they been refined? *The priorities are unchanged*

5. Did you (re)allocate resources (fiscal, human, facility, technology) and/or pursued other resources to meet your unit priorities and if so, did this allocation improve efficiency and

productivity within your unit? Provide details of how efficiency and productivity was positively impacted.
Campus Rec continues to strive to maximize participation and operate more efficiently. Due to diminishing funding, programs with the highest participation continue to be given top priority. Student employment has been limited, based on available funding which subsequently restricts SLC hours of operation and number of recreational and/or educational programming offered.

PROGRAMS/SERVICES/INITIATIVES

1. List your unit's most impactful programs/services/initiatives/operations this past academic year and elaborate on the following:

    a. To which of the above unit priorities did this program relate (1, 2, and/or 3)?
    b. Is this program "continuing-unchanged" or "continuing-revised" or "new".
    c. List the desired outcomes that helped you achieve your unit's priorities by identifying how it contributed to UH Hilo's student success, recruitment, retention, and/or graduation?
        - If you listed "student success," indicate the specific student success outcome you had hoped to achieve with this program/service/initiative (e.g. campus engagement, student health and wellness, international education, community service learning, etc.).
    d. How did this program align with UH institutional documents such as the University of Hawai'i Strategic Directions, 2015–2021, UH Hilo's Enrollment Management Report, Strategic Directions for International Engagement, and industry standards such as CAS Standards for your unit. Some professional organizations do provide guidance in this area (e.g. Advising) so you're free to include, if relevant.

1. **Unit Program, Service, or Initiative**	**2.** **Unit Priority**	**3. Continuing-Unchanged, Continuing-Revised, New**	**4.** **Desired Student Outcome**	**Alignment to guiding institutional documents**

Intramural Sports; Outdoor Adventure; Imua Fitness	#2, 3	Continuing-revised	**<u>Student Success:</u>** **Academic** Communication skills Group cooperation skills Concentration Time management skills **Personal** Sense of belonging/association Ability to develop friendships Self confidence Stress management Feeling of well-being **Physical** Balance/coordination Ability to get a good night's sleep Physical strength Fitness level Overall health **Recruitment /Retention** Influence attendance at UH Hilo Influence continuing studies at UH Hilo	***Hawai'i Graduation Initiative (Total Degrees & Certificates Earned by Fiscal Year)*** ***High Performing System (HPS)*** HPS Action Strategy 1: Employ best practices in management, administration and operations. **Tactics** Implement world-class business practices to advance efficiency, transparency and accountability with sound risk management
Student Life Center & 50 meter pool	#1, 3	Continuing-revised	**<u>Student Success:</u>** **Academic** Communication skills Group cooperation skills Concentration Time management skills **Personal** Sense of belonging/association Ability to develop friendships Self confidence Stress management Feeling of well-being **Physical** Balance/coordination Ability to get a good night's sleep Physical strength Fitness level Overall health **Recruitment /Retention**Influence attendance at UH Hilo Influence continuing at UH Hilo	***Hawai'i Graduation Initiative (Total Degrees & Certificates Earned by Fiscal Year)*** ***High Performing System (HPS)*** HPS Action Strategy 1: Employ best practices in management, administration and operations. **Tactics** Implement world-class business practices to advance efficiency, transparency and accountability with sound risk management

ASSESSMENT

For each identified program/service/initiative, how did you measure its impact toward meeting unit priorities?

1. How many students did your unit provide direct service to or support for during the 2019-2020 academic year and what was the nature of that contact?

2. How do you know if you have achieved your desired outcome or impact? *Please provide supporting information (e.g outcomes, targets, etc.) and quantitative and qualitative data analysis.*

Unit Program, Service, or Initiative	Collaborators (if applicable)	Number of students impacted	Assessment:	Desired Outcome or Impact
Intramural Sports	School of Pharmacy, Housing, Athletics, Campus Center	**Year Total IM participations- Open Rec - 6873 (down from 9348)** Fall Open rec participation -5413; Spring 1460 (IM Ended March 16) Fall total participations Events/tournaments - 427 Spring total participations Events /tournaments -196 See Appendix B	Students who participated in Intramural activities and events were surveyed via Survey Monkey to gauge satisfaction and desired student outcomes. Quantitative reports on Intramural Sports participation has been taken for over 10 years... Participation is counted by sign-in for open recreation and for team registration for leagues and special events.	Impact: The majority of students reported that their Academic, Personal (mental health) and Physical fitness were positively impacted through their participation in Intramural Sports. Academic -67% Personal - 86% Physical Fitness - 86% 57% of students reported that their Recruitment and 78% reported their Retention was influenced through their participation in Intramural Sports (See Appendix C Sample Surveys)

Outdoor Adventure	Marine Science, International Student Services, First Year Experience, NSE, Upward Bound, MAAP, Housing, Athletics, Campus Center (just to name a few)	**Year total participations- 1544 (down from 2980)** 1264 (down from 1661) participants in outdoor trips; 65 (down from 262) SCUBA participants/ certifications; 40 (down from230) Red Cross participants/ certifications Total OA events/ activities - 66 (down from 131) See Appendix A	Students who participated in Outdoor Adventure trips and events were surveyed via Survey Monkey to gauge satisfaction and desired student outcomes. Quantitative reports on Outdoor Adventure participation has been taken for over 10 years... Participation is counted by registration and waiver signatures.	Impact: The majority of students reported that their Academic, Personal (mental health) and Physical fitness were positively impacted through their participation in Outdoor Adventure Academic -65% Personal - 87% Physical Fitness - 84% 72% of students reported that their Recruitment and 83% reported their Retention was influenced through their participation in Intramural Sports (See Appendix C Sample Surveys) Outdoor Adventure (See Appendix C Sample Surveys)
Imua Fitness Program	Kinesiology, Blue Zones, Sodexo, Nursing, School of Pharmacy, Housing, Athletics, Student Activities (just to name a few)	**Year total participations- 4262 (down from 6574)** Fall participations - 2462 (down from 3617) Fall Avg per week- 176 (down from241) Spring FY20 participations - 1776 (down from 2654) Spring Avg per week- 111 (down from 189) See Appendix E	Students who participated in Imua Fitness Classes and events were surveyed via Survey Monkey to gauge satisfaction and desired student outcomes. Quantitative reports on IMUA Fitness participation has been taken for over 10 years... instructors take class counts and a daily participation count is calculated.	Impact: The majority of students reported that their Academic, Personal (mental health) and Physical fitness were positively impacted through their participation in Imua Fitness. Academic -86% Personal - 100% Physical Fitness - 100% 67% of students reported that their Recruitment and Retention was influenced through their participation in Imua Fitness (See Appendix C Sample Surveys)

Student Life Center & 50 meter Pool	Athletics, Kinesiology, Marine Science, Auxiliary Services, Athletics, Admissions, Disability Services (just to name a few)	**SLC** Yearly total entries/ participation--120,948 (down from 175,104) Average entries per day- fall- 684 (down 17%), Spring- 628 (down 7%) **Pool** Fall avg. per week- 453 (up from 392) Spring avg. per week- N/A - COVID distorts the data. Summer avg. per week **- 0 Closed** (down from- 1620 per week) NOTE: Averages per month, week and day does not include COVID closure dates. See Appendix D	Students who utilized Student Life Center facilities and/or pool were surveyed via Survey Monkey to gauge satisfaction and desired student outcomes. Quantitative reports on SLC usage has been taken for 11 year, through front desk door counts and use of electronic entry data.	Impact: The majority of students reported that their Academic, Personal (mental health) and Physical fitness were positively impacted through their participation in Student Life Center Facilities Academic -80% Personal - 88% Physical Fitness - 87% 64% of students reported that their Recruitment and 67% reported Retention was influenced through their participation in Student Life Center Facilities (See Appendix C Sample Surveys)

3. Did you experience challenges in meeting your unit priorities? Please explain.

Obviously COVID-19 pandemic was a monumental challenge for all of Campus Recreation. The Student Life Center remained closed from March 20th to July 13th. The Administration decided to refund a portion ($35) of the SLC fee to UH Hilo students and also Hawaii C.C. student members. This resulted in over $110K refund. Student employment dropped from over 80 students to 8 during this period. Student employees faced significant financial hardships due to our closure. Keiki Summer Swim program was cancelled due to the pandemic which is our highest student employment period. Summer swim also generates significant revenue for Campus Rec.

ACCOMPLISHMENTS

Is there anything else you'd like us to know about what your unit accomplished this academic year that wasn't included above?

Campus Recreation successfully launched the Alumni Membership program in 2019-2020. Over 50 UH Hilo Alumni registered and was continuing to grow. All Alumni memberships were frozen as of March 20th due to the pandemic.

AY 2020-2021

1. What are your plans to revisit and revise your unit's core mission in the immediate future?

   The core mission will not change

2. How will your unit work toward fulfilling the unit's core mission for the AY 2020-2021?

   For 2020-2021, Campus Recreation will be operating in an emergency mode due to the COVID-19 pandemic. Funding from student fees will be dramatically reduced due to decreased enrollment and the shift to on-line only classes (no fee assessed). Therefore, the Student Life Center operations (facilities, programs and services) will be adjusted based on available funding. Hours of operation, number of staffing, facilities available, programs available will all be scrutinized based on cost vs impact (i.e. number of students that can be served). Maintaining the Student Life Center will also be considered to prevent harmful dilapidation.

   Alternative Recreational Services will need to be explored. Utilization of on-line/virtual recreational programs (i.e. Zoom fitness classes, IM trivia contest, Pokemon Go tournaments, etc.) will need to be explored. Opportunities for students to check out equipment for individual recreational activities will be increased (bikes, tennis equipment, golf equipment, paddleboards, kayaks, etc..)

3. What will be your unit's top three (3) identified priorities for AY 2020-2021?

1	**Providing safe, clean recreational facilities for the UH Hilo Students, Faculty and Staff that adhere to Social Distancing and CDC guidelines for health and safety.**
2	**Providing alternative (i.e. on-line, adaptive, etc.) recreational programs, services and educational opportunities for UH Hilo Students, Faculty and Staff that allow social distancing and follow CDC guidelines.**
3	**Assist and collaborate with various UH departments to facilitate student success and build campus community.**

4. Identify one of the Student Learning and Development Domains in the CAS Standards and Guidelines of your area that you'd like your unit to focus on in the AY 2020-2021 and the Dimensions that might correspond with your unit's identified Domain.

Domain: practical competence

*** Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

5. In light of the Domain you articulated as a focus, do you anticipate your unit's priorities changing for 2020-2021? If so, how?
   No- maintaining health and wellness is the part of practical competence that we already focus on.

6. Based upon your findings in this year's annual report, what activities/operations would you need to establish and/or **<u>continue</u>** and what resources would you need to meet your unit's priorities for the 2020-2021 year?

   Campus Recreation will be dramatically changing the SLC facility operations and recreational programming for fall 2020 and perhaps the spring of 2021.

   - Hours of SLC operation will be reduced, based on available funding.
   - Participants will be required to sign-up to use the SLC facility to ensure maximum capacity is not exceeded.
   - Facility layout will be modified and equipment will be moved or restricted to allow social distancing and adhere to safety standards. This will greatly decrease the number of participants that can use the facility.
   - Locker rooms and showers and weight rooms may be closed due to State regulations and CDC guidelines.
   - Towel Service will not be available.
   - Membership opportunities may be frozen or limited based on maximum capacity to ensure students have priority usage. This will significantly decrease revenue (over $100K per year).
   - Intramural Sports will be greatly reduced due to restrictions on group/team activities (no basketball, volleyball, soccer, softball, flag football, etc.). The Intramural Coordinator - (casual Hire), will not be rehired for the fall due to the reduction of IM opportunities.
   - SCUBA activities will be frozen until pandemic subsides. No classes will be held.
   - OA will be heavenly modified and or reduced to allow social distancing. Normal transportation of OA trips (ie. vans, busses) will not be allowed. Thus trips outside of Hilo will be virtually eliminated. Bayfront activities will be heavily programmed (i.e. paddleboarding, kayaking, etc.).
   - Fitness classes will continue to be on-line only.
   - KES classes scheduled to be held in the SLC may need to be cancelled or moved to another location.
   - Boating and related classes will be frozen until pandemic subsides.
   - Student Staffing will be dramatically reduced (from over 80 to approximately 20).
   - Opportunities for students to check out equipment for individual recreational activities will be increased (bikes, tennis equipment, golf equipment, paddleboards, kayaks, etc..)
   - Campus recreation classes will be reduced and moved on-line (CPR/First Aid, Van training, About Boating, etc.)

Appendix A

Participation Statistics

	Adventure	SCUBA	American Red Cross	Van Driver	Bike Share	Boat	Total
2013-2014 Student Count	2375	189	252	126		227	3169
2014-2015 Student Count	2437	185	141	165		493	3421
2015-2016 Student Count	2709	170	123	0		Incuded with outc	3002
2016-2017 Student Count	2116	151	195	0		Incuded with outc	2462
2017-2018 Student Count	1861	204	298	0		691	3054
2018-2019 Student Counts	1661	262	230	0	189	638	2980
2019-2020 Student Counts	1264	65	40	13	73	89	1544

Summer Swim	Student Count	Spaces	Number of classes	Number of lessons per week		Lesson Per summer
2017	759	1111	217	252		2016
2018	693	1201	241	294		2352
2019	628	1341	221	270		2160
2020	0	0	0	0	0	COVID

Pool Counts	School Year Average swimmers per week	Summer Average Swimers per week (including summer swim students)	School Year Average per week on deck		
2017-2018	467	1764	1131		* COVID Year
2018-2019	392	1620			
2019-2020	453	0	956	- These numbers were averaged prior to closing for COVID	

	Edventure	SCUBA	American Red Cross	Van Driver	Boat	Total
2013-2014 Event Count	103	17	42	7	0	169
2014-2015 Event Count	65	17	29	7	0	118
2015-2016 Event Count	95	18	26	0		139
2016-2017 Event Count	45	15	30	0		90
2017-2018 Event Count	39	21	41	0	41	142
2018-2019 Event Counts	36	25	32	0	38	131
2019-2020 Event Counts	25	16	8	3	13	66 *

Appendix B

UH HILO INTRAMURALS

Fall 2019 – Spring 2020

Weekly Activities	FALL 2019	SPRING 2020	TOTAL 19'-20'
Volleyball	1985	361	2346
Basketball	2036	428	2464
Indoor Soccer	823	374	1197
Dodgeball	569	297	866
Open Rec Total	**5413**	**1460**	**6873**
EVENTS			
3v3 Basketball	68	72	140
4v4 Volleyball	52	0	52
Dodgeball	77	0	77
Indoor Soccer	47	56	103
Basketball	98	0	98
Volleyball	85	68	153
EVENT TOTAL	**427**	**196**	**623**

APPENDIX C Sample Survey Questions

Q3 Please rate your level of agreement with the following.

Answered: 44 Skipped: 3

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO BASIS TO JUDGE	TOTAL	WEIGHTED AVERAGE
Participating in the Outdoor Adventure program has expanded my interest in staying fit and healthy.	50.00% 22	34.09% 15	9.09% 4	2.27% 1	0.00% 0	4.55% 2	44	4.18
Participating in Outdoor Adventure activities has given me an opportunity to connect with new people.	52.27% 23	34.09% 15	4.55% 2	4.55% 2	0.00% 0	4.55% 2	44	4.20
My partipation in Outdoor Adventure activities and programs are an important factor in my satisfaction with and connectivity to the University	54.55% 24	31.82% 14	6.82% 3	2.27% 1	0.00% 0	4.55% 2	44	4.25

Q6 Rate the impact of participation in Campus Recreation on your Personal Skills.

Answered: 39 Skipped: 8

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Sense of belonging/association	53.85% 21	35.90% 14	10.26% 4	0.00% 0	0.00% 0	39	4.44
Ability to develop friendships	58.97% 23	30.77% 12	10.26% 4	0.00% 0	0.00% 0	39	4.49
Self confidence	51.28% 20	33.33% 13	15.38% 6	0.00% 0	0.00% 0	39	4.36
Stress management	56.41% 22	25.64% 10	15.38% 6	2.56% 1	0.00% 0	39	4.36
Feeling of well-being	66.67% 26	23.08% 9	10.26% 4	0.00% 0	0.00% 0	39	4.56

Q7 Rate the impact of participation in Campus Recreation on your Physical Skills.

Answered: 39 Skipped: 8

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Ability to get a good night's sleep	53.85% 21	25.64% 10	17.95% 7	2.56% 1	0.00% 0	39	4.31
Physical strength	38.46% 15	46.15% 18	12.82% 5	2.56% 1	0.00% 0	39	4.21
Overall health	51.28% 20	38.46% 15	10.26% 4	0.00% 0	0.00% 0	39	4.41
Fitness level	43.59% 17	41.03% 16	15.38% 6	0.00% 0	0.00% 0	39	4.28
Balance/coordination	41.03% 16	41.03% 16	17.95% 7	0.00% 0	0.00% 0	39	4.23

Q20 Rate the impact of participation in Campus Recreation on your Academic Skills

Answered: 179 Skipped: 68

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Communication skills	39.66% 71	37.43% 67	18.99% 34	3.35% 6	0.56% 1	179	4.12
Group cooperation skills	44.69% 80	33.52% 60	18.44% 33	2.79% 5	0.56% 1	179	4.19
Concentration	50.28% 90	34.08% 61	13.97% 25	1.68% 3	0.00% 0	179	4.33
Time management skills	44.38% 79	37.08% 66	15.73% 28	2.81% 5	0.00% 0	178	4.23

Q9 Were Campus Recreation programs and facilities important in your decision to:

Answered: 37 Skipped: 10

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Attend this institution	48.65% 18	24.32% 9	16.22% 6	8.11% 3	2.70% 1	37	4.08
Continue at this institution	48.65% 18	35.14% 13	8.11% 3	5.41% 2	2.70% 1	37	4.22

Appendix D

Student Life Center Participation Statistics

UH Hilo - Student Life Center	2019-2020 Academic Year					
	Fall 19	%Δ	Spring 20	%Δ	Summer 20	%Δ
Total entries to date (came in the door) Males	40,457	-2%	22,129	-44%	-	-100%
Total entries to date (came in the door) Females	37,178	5%	21,184	-39%	0	-100%
Total	77,635	1%	43,313	-42%	0	-100%
Yearly Total (Fall 2019, Spring 2020)	120,948	-31%				
	2019-2020 Academic Year					
	Fall 19	%Δ	Spring 20	%Δ	Summer 20	%Δ
Average number of entries per month	19,409	1%	10,828	-42%	0	-100%
Highest number of entries for one month	20,059	-2%	18,360	1%	0	-100%
Highest number of entries for one month (Males)	10,487	-2%	9,332	-3%	0	-100%
Highest number of entries for one month (Females)	9,572	-3%	9,028	4%	0	-100%
Highest percentage of student body per month	20%	-2%	19%	1%	0%	-100%
Average percentage of student per month	19%	2%	11%	-42%	0%	-100%
	2019-2020 Academic Year					
	Fall 19	%Δ	Spring 20	%Δ	Summer 20	%Δ
Average number of entries per day during the week (M-F)	684	-17%	628	7%	0	-100%
Average number of entries per day	647	1%	361	-42%	0	-100%
Highest number of entries for one day	1064	-16%	979	-14%	-	-100%
Highest number of entries for one day (Males)	558	-14%	515	-14%	0	-100%
Highest number of entries for one day (Females)	506	-19%	489	-16%	0	-100%
Highest percentage of student body per day	32%	-16%	31%	-13%	0%	-100%
Average percentage of student per day	19%	2%	11%	-41%	0%	-100%
Note: Summer Kelki Swim Lessons Distorts usage %						

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Appendix E

IMUA Fitness Participation

WEEK	Summer 18'	Fall 18'	Spring 19'	Summer 19'	Fall 19'	Spring 20'
1	23	304	304	21	220	126
2	30	333	180	15	245	130
3	32	347	229	30	225	219
4	28	291	201	23	201	189
5	35	353	179	33	190	143
6	50	257	122	36	190	201
7	34	222	166	31	218	202
8	39	200	163	34	156	222
9	32	216	132	31	168	30
10	x	245	194	23	179	22
11	x	219	220	x	122	53
12	x	156	197	x	166	52
13	x	140	189	x	67	46
14	x	179	178	x	115	43
15	x	155	X	x	x	44
16	x	x	X	x	x	54
17	x	x	x	x	x	x
18	x	x	x	x	x	x
TOTAL	**303**	**3617**	**2654**	**277**	**2462**	**1776**
ave/wk	**33.67**	**241.13**	**189.57**	**27.70**	**175.86**	**111.00**

Division of Student Affairs
2019-2020 Unit Annual Report
Unit: International Student Services
Submitted by: Jim Mellon
University of Hawai'i at Hilo
July 15, 2020

AY 2019-2020

1. State your unit's core mission.

The core mission of International Student Services (ISS) is to facilitate the success (academic success as well as personal development, growth and transformation) of international students as they pursue their educational career and goals. The program assists international students with clarifying and achieving their academic, career and personal goals while complying with regulations pertaining to their immigration status. In addition, ISS serves to keep the institution in compliance with federal immigration regulations so that it can continue to enroll international students on student visas.

ISS also advocates for and supports efforts for advancing internationalization on campus. The unit serves as an interface between the institution and international students and programs in order to facilitate mutual communication, understanding and appreciation, as well as to advocate for the needs and interests of international students and for internationalization at the institution. Internationalization goes beyond simply having international students present on campus and providing a unique set of services to meet their needs. It encompasses aspects such as intercultural programming in which international and domestic students can interact in meaningful ways; curricula and courses that incorporate global perspectives; research that crosses borders; providing opportunities to study abroad; and student, faculty and staff exchange. In essence, it is the process of infusing and integrating international, intercultural and global dimensions into the purpose and functions of the institution. The ultimate goal of ISS is not only to provide a transformative educational experience for students, but to contribute to a campus environment that enables all students to become globally-minded, interculturally competent citizens through international education programs.

2. How did your unit work toward fulfilling the unit's core mission for the AY 2019-2020?

ISS provided a wide range of services, programs and activities for students, which are described in detail in the *Programs, Services & Initiatives* section below. Each of the services, programs and activities are intentionally designed so that they can positively impact student engagement and student success, as well as to advance internationalization on campus.

3. What were your unit's top three (3) identified priorities for AY 2019-2020 as listed in your last annual report?

1	Facilitate the success of international students by providing a range of relevant programs and services designed to support student success.
2	Facilitate and assist students regardless of their national origin with developing intercultural awareness, understanding, and competency.
3	Advocate for and support efforts for advancing internationalization on campus, including ensuring that the institution maintains its ability to enroll international students on student visas.

4. Did your unit's priorities change since the last annual report? If so, how? If not, how have they been refined?

No substantive changes, although there has been less emphasis on priority #2 as the other priorities have taken precedence (particularly #3, which has become increasingly important and relevant).

5. Did you (re)allocate resources (fiscal, human, facility, technology) and/or pursue other resources to meet your unit priorities and if so, did this allocation improve efficiency and productivity within your unit? Provide details of how efficiency and productivity was positively impacted.

The only fiscal change was a change imposed by the University administration on funding for the annual *International Nights* event. For decades, this annual event (one of the largest and most highly visible events on campus, in the community, and on social media) was sustained and able to thrive through a combination of revenue generated from ticket sales and co-sponsorship from various University entities. This past year, all ticket sales had to be funneled through the ISS office account (as opposed to going into the International Student Association's account). While we were fortunate to sell out the event for both nights and were able to cover all of the expenses of the event, the International Student Association was not able to profit from the event despite the hundreds of hours that student volunteers and planners dedicated to the event. In the past, any profit was used to hold other events and activities throughout the year -- events and activities that served to strengthen an inclusive campus community and enrich the student experience. Unfortunately, due to this changed imposed by the University administration, we will need to eliminate or significantly scale back any such events and activities in 2020-2021 and in future years.

PROGRAMS, SERVICES & INITIATIVES

1. List your unit's most impactful programs/services/initiatives/operations this past academic year and elaborate on the following:

a. To which of the above unit priorities did this program relate (1, 2, and/or 3)?
b. Is this program "continuing-unchanged" or "continuing-revised" or "new."
c. List the desired outcomes that helped you achieve your unit's priorities by identifying how it contributed to UH Hilo's student success, recruitment, retention, and/or graduation?
    - If you listed "student success," indicate the specific student success outcome you had hoped to achieve with this program/service/initiative (e.g. campus engagement, student health and wellness, international education, community service learning, etc.).
d. How did this program align with UH institutional documents such as the University of Hawai'i Strategic Directions, 2015–2021, UH Hilo's Enrollment Management Report, Strategic Directions for International Engagement, and industry standards such as CAS Standards for your unit. Some professional organizations do provide guidance in this area (e.g. Advising) so you're free to include, if relevant.

1. Unit Program, Service or Initiative	2. Unit Pri-ority	3. Continuing-Unchanged, Continuing-Revised, Or New	4. Desired Student Outcome(s)	5. Alignment to guiding institutional documents
Onboarding and pre-arrival orientation: Provide onboarding assistance and support to admitted international students by preparing them to enroll at UH Hilo through an online pre-departure orientation and individualized communication prior to students' arrival on campus. This includes but is not limited to selecting & registering for appropriate classes, understanding & complying with health requirements, understanding & selecting health insurance, applying for financial aid & scholarships, applying for & obtaining a visa, finding a place to live, and understanding immigration regulations. It also involves broader and relevant matters such as understanding U.S. & Hawaiian/local cultures and understanding the American higher education system and U.S. classroom culture.	1	Continuing—unchanged	Recruitment, retention and graduation • Facilitate enrollment at UH Hilo Student development and success • Educate new students about a wide array of important matters (including cultural differences) and empower them with information to set them up for success at UH Hilo and in the U.S. • Facilitate transition and adjustment to UH Hilo and Hawai'i, including understanding cultural differences International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Law, Policy & Governance; Diversity, Equity & Access)

On-site orientation: Provide an on-site orientation for new international students upon arrival on campus. This not only covers logistical matters—many of which are unique to international students--but is used as an opportunity to begin creating and building a community of learners and leaders as they transition, adjust to and integrate into the campus and larger community. Also conduct and organize extended orientation sessions ("Lunch & Learn") for new international students throughout the early part of the semester.	1	Continuing--unchanged	Retention and graduation ● Facilitate enrollment at UH Hilo Student development and success ● Educate new students about a wide array of important matters (including cultural differences) and empower them with information to set them up for success at UH Hilo and in the U.S. ● Facilitate transition, adjustment and integration into UH Hilo and Hawai'i, including understanding cultural differences ● Build a community of students and develop a sense of belonging, connection and community within the campus and larger communities International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Diversity, Equity & Access)
Immigration advising: Provide immigration advising and ensure that students understand and comply with federal immigration regulations.	1	Continuing—unchanged	Student development and success ● Educate students about immigration regulations so that they understand and comply with regulations International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Ethics; Law, Policy & Governance)
Academic advising: Provide academic advising to assist students with understanding degree requirements and transfer credits, choosing or changing a major, selecting appropriate classes, and understanding and following a graduation pathway. The Director serves as an academic advisor for freshmen international students and meets with them at least once per semester during their first year. The Director also advises new transfer and continuing international students and meets with	1	Continuing--unchanged	Retention and graduation Student development and success ● Educate students about degree requirements so that they understand requirements and advance toward degree completion	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international

students who encounter academic challenges and difficulties, including getting placed on academic warning, probation or dismissal, and assists them with getting back on track and in good academic standing.				engagement) *CAS Standards* (Program)
Assistance with receiving financial aid and scholarships: Provide assistance with applying for and receiving financial aid and scholarships to enable students to meet their educational expenses. Administer a scholarship program for international students, which serves to both recruit and retain students. Advise students who experience financial challenges.	1	Continuing--unchanged	Retention and graduation Student development and success ● Educate students about financial aid and scholarship opportunities and clarify processes and guidelines so that they understand requirements and advance toward degree completion with sufficient financial resources	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Law, Policy & Governance)
Oversee the **Pacific Islander Student Center** which provides a resource center and space on campus for Pacific Islander students and others to study individually and in groups, hold meetings, socialize and gather and where relevant special events can be held.	1, 2, 3	Continuing—unchanged	Retention and graduation Student development and success ● Facilitate the success of students by providing needed and useful resources International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Diversity, Equity & Access)
Assistance with applying for jobs and internships: Assist international students with finding and applying for jobs and internships and provide assistance with required employment documents.	1	Continuing--unchanged	Student development and success ● Educate students about job and internship opportunities and clarify processes and guidelines so that they understand requirements and advance toward degree completion with work experience and sufficient financial resources	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Law, Policy & Governance)
Workshops and information sessions on relevant matters and topics: Conduct and organize workshops	1	Continuing--unchanged	Student development and success ● Educate students on a wide	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes)

and information sessions on topics of interest, importance and relevance to international students, including but not limited to finding a job on campus, understanding U.S. classroom culture, understanding sexual harassment and assault laws in the U.S. and students' rights, staying healthy and learning about counseling and other resources on campus, applying for and understanding health insurance in the U.S., and learning about pathways to permanent residency in the U.S. and opportunities for working in the U.S. after graduation.			array of relevant and important matters and empower them with information so they can be successful at UH Hilo and in the U.S. International education	*Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Diversity, Equity & Access; Law, Policy & Governance)
Host family program: Organize a host family program in which international students are matched with a family in the local community. This enables students to not only have a second "family" in Hilo which often serves as a valuable support system, but to learn more about Hilo, Hawai'i, and U.S. and Hawaiian/local culture.	1	Continuing--unchanged	Student development and success ● Broaden students' support networks so they can be successful ● Facilitate transition, adjustment and integration into UH Hilo and Hawai'i, including understanding cultural differences, and a sense of belonging, connection and community in the campus and larger communities International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Diversity, Equity & Access)
Buddy program: Initiated a buddy program in which international students are matched with a domestic student during their first semester. Students meet informally in social settings and learn about each other's cultures. Buddies are, for the most part, U.S. citizens – an intentional programmatic design so that students meet and learn from students from other countries and ultimately make lifelong American friends and build bridges among nations. In 2019-2020, the Center for Global Education & Exchange was asked to take the lead on coordinating this program.	1	Continuing—unchanged	Student development and success ● Broaden students' support networks so they can be successful ● Facilitate transition, adjustment and integration into UH Hilo and Hawai'i, including understanding cultural differences, and a sense of belonging, connection and community within the campus and larger communities International education	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates, Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings, Provide students with opportunities for international engagement & Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program; Diversity, Equity & Access)
Advise the International Student Association (ISA): Support this RISO's efforts to build a strong community of international students and their friends through	1	Continuing--unchanged	Student development and success ● Develop students to be leaders and learn how to mobilize others	*UH Strategic Directions, 2015-2021* (Number of international undergraduate students enrolled in credit classes) *Hawai'i Graduation Initiative* (First-year retention rates,

events and activities. Events and activities include orientation, an annual welcome party for new and continuing international students, and social gatherings, field trips, and recreational activities (e.g., zip lining and other recreational opportunities not offered through the Outdoor EdVenture program). Events are sometimes held on American holidays such as Halloween and Thanksgiving as a way to introduce students to American culture and traditions. These efforts develop leadership skills, build friendships, strengthen support systems, and build and sustain a campus community that values diversity and internationalization.			and organize events International education	Number of degrees and certificates earned, Graduation rates 4-year, Graduation and success rates 6-year, Enrollment to degree gap for Pell recipients) *UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Program; Diversity, Equity & Access)
Organize **International Nights** and other special events such as **United Nations Day, Welcome Party & International Conflict Resolution Day**: These annual events are some of the largest on campus each year and engage hundreds of students as either performers, volunteers and/or attendees. They showcase the diversity of cultures and countries represented on campus, enable students to gain leadership experience, instill cultural pride, and enhance UH Hilo's cultural and geographic diversity. They engage the campus and local communities and expose them to global issues and different cultures, encourage a global mindset, and assist them with learning about the many cultures and countries represented at UH Hilo. Other events and programs often include offering international film showings, International Education Week activities, sponsoring visiting speakers and performers, and programs designed to observe international-focused annual days such as International Women's Day.	1, 2 & 3	Continuing--unchanged	Student development and success ● Educate students and the larger community about different cultures and countries and global issues ● Enable students to gain leadership skills and experience ● Facilitate cultural pride International education	*UH Strategic Directions for International Engagement* (Provide students and faculty with opportunities for international engagement & Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program; Internal & External Relations; Diversity, Equity & Access)
Global Engagement Certificate: Coordinate and advise students pursuing this academic subject certificate. A unique Student Affairs-Academic Affairs collaborative effort, the Certificate combines academic coursework with a set of required co-curricular and extra-curricular events and activities. The primary intended students are U.S. students who wish to develop a greater awareness of global issues and intercultural	2 & 3	Continuing--unchanged	Student development and success ● Provide an option and incentive for students earn a credential while developing and gaining intercultural experience and competence International education	*UH Strategic Directions for International Engagement* (Provide students and faculty with opportunities for international engagement & Offer short-term and certificate educational programs geared for international audiences through new and existing international partnerships and based on campus strengths) *CAS Standards* (Program; Diversity, Equity & Access)

competence. *(Coordinated In collaboration with the Anthropology Dept. and the Center for Global Education & Exchange.)*				
Collaborative online international education (COIL) initiative: Introduced the campus community to virtual exchange methods as a cost-effective and innovative approach to intercultural learning and development. In 2019-2020, the Center for Global Education & Exchange was asked to take the lead on developing virtual exchange programs on campus.	2 & 3	Continuing--unchanged	Student development and success ● Provide opportunities and mechanisms for students to develop and gain intercultural experience and competence International education	*UH Strategic Directions for International Engagement* (Provide students and faculty with opportunities for international engagement; Offer short-term and certificate educational programs geared for international audiences (training, distance learning, technical assistance and research grants) through new and existing international partnerships and based on campus strengths); and Broaden and strengthen ties, exchanges and collaboration with other indigenous-serving institutions worldwide) *CAS Standards* (Program; Organization & Leadership; Internal & External Relations; Diversity, Equity & Access)
International topics speaker series: In collaboration with the United Nations USA-Hawaii Island Chapter, organize a series of talks by UH Hilo faculty and community members throughout the year to expose the campus community to topics and issues of a global nature.	2 & 3	Continuing--unchanged	Student development and success ● Provide opportunities for students to learn about global issues and supplement their in-class learning International education	*UH Strategic Directions for International Engagement* (Provide students and faculty with opportunities for international engagement; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program; Internal & External Relations; Diversity, Equity & Access)
Institutional compliance with federal immigration regulations: Ensure compliance so that UH Hilo can enroll international students on visas. This is achieved through periodic recertification required by the federal government and regular participation and engagement in webinars and meetings. Serve as the Principal Designated School Official with the US Department of Homeland Security.	1 & 3	Continuing--unchanged	Compliance ● Ensure that the institution is in compliance with federal immigration regulations	*UH Strategic Directions for International Engagement* (Increase international enrollment within nonresident enrollment ceilings & Provide students with opportunities for international engagement) *CAS Standards* (Law, Policy & Governance; Ethics; Organization & Leadership)
East-West Center liaison: Serve as liaison with the East-West Center in Honolulu and coordinate services for scholarship recipients attending UH Hilo.	1, 2 & 3	Continuing--unchanged	Retention and graduation Student development and success ● Provide an array of individualized services to scholarship recipients so that they can be successful International education ● Deepen and expand UH Hilo's successful collaboration with the East-West Center	*UH Strategic Directions for International Engagement* (Deepen and expand the successful collaboration with the East-West Center & Play an active role in Asia-Pacific organizations; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals; Broaden and strengthen ties, exchanges and collaboration with other indigenous-serving institutions worldwide); and Provide students with opportunities for international engagement) *CAS Standards* (Program; Organization & Leadership; Internal &

				External Relations)
Campus and Community Service: Engage in other service to the campus and community such as by serving in committees, including the UH System International Education Committee.	3	Continuing--unchanged	International education ● Advance and advocate for internationalization on campus Campus and community service	*UH Strategic Directions for International Engagement* (Play an active role in Asia-Pacific organizations; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals; Broaden and strengthen ties, exchanges and collaboration with other indigenous-serving institutions worldwide) *CAS Standards* (Law, Policy & Governance; Program; Organization & Leadership; Internal & External Relations)
Provide opportunities for international students to engage in **volunteer and community service projects** as a way to give back to the local community, such as through International Student Association events and activities, the Mauna Kea Visitor Information Center, and Rotary club events.	1, 2 & 3	Continuing--unchanged	Student development and success ● Provide opportunities for students to engage in volunteer and service activities to complement and supplement their in-class learning and give back to the community International education	*UH Strategic Directions for International Engagement* (Provide students with opportunities for international engagement; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program; Internal & External Relations; Diversity, Equity & Access)
Facilitate and support **international students to participate in conferences, meetings and professional development opportunities**. These opportunities not only enable students to gain valuable personal and professional experience but also showcase UH Hilo in a very positive light.	1, 2 & 3	Continuing--unchanged	Student development and success ● Provide opportunities for students to engage in conferences, meetings and professional development opportunities to deepen and strengthen their education and career paths International education	*UH Strategic Directions for International Engagement* (Provide students with opportunities for international engagement; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program)
Global Ambassadors: This program enables international students to volunteer to make presentations at local K-12 schools (as well occasionally on campus) about their cultures and countries.	1, 2 & 3	Discontinued for the time being, but may be reinstated in the future	Student development and success ● Provide opportunities for students to engage in volunteer and service activities to complement and supplement their in-class learning and give back to the community International education ● Enable students to be able to reflect on their own cultures and share their perspectives with others and help others learn about other cultures and	*UH Strategic Directions for International Engagement* (Provide students with opportunities for international engagement; Partner with Hawai'i-based institutions and communities with international ties to bring their expertise to UH and to support shared goals) *CAS Standards* (Program; Internal & External Relations; Diversity, Equity & Access)

			countries	

ASSESSMENT

For each identified program/service/initiative, how did you measure its impact toward meeting unit priorities?

1. How many students did your unit provide direct service to or support for during the 2019-2020 academic year and what was the nature of that contact?

2. How do you know if you have achieved your desired outcome or impact? *Please provide supporting information (e.g., outcomes, targets, etc.) and quantitative and qualitative data analysis.*

3. Did you experience challenges in meeting your unit priorities? Please explain.

Unit Program, Service, or Initiative	Collaborators (if applicable)	Number of students impacted	Nature of Contact	Desired Outcome or Impact
Onboarding & orientation (both pre-departure & on-site)	Center for Global Education & Exchange (CGEE)	126 new students & 15 student orientation leaders	• Extensive communication pre-arrival with admitted students, both personal communications and an online orientation • On-site orientation at the beginning of each semester	All new students will participate in orientation sessions and will adjust to the UH Hilo campus community as well as to Hawai'i and the U.S. *Outcomes: Every new student participated in on-site orientation (for those who could not attend the group session, an individualized orientation was conducted). During the July 2019-June 2020-March 2019 period), the online pre-departure orientation had 4,107 page views and 1,785 unique visits. For the Spring 2020 orientation, the program was expanded to include a day-long tour of Hilo since the orientation program organized by the First Year Experience office consisted only of a one-day, limited event that did not include any orientation to the local community and did not offer any activities for new students the entire weekend before classes started.*
Immigration advising	U.S. Citizenship & Immigration Services County of Hawai'i Immigration Office	144 students on visas	• Group and individualized communications and advising (in person, email, phone, social media) • Workshops • Refer students to legal professionals	Students will be knowledgeable about their immigration responsibilities and abide by federal regulations, as well as learn about pathways to permanent residency. *Outcome: All students abided by regulations and maintained proper immigration status, with the exception of four exchange students who*

			when necessary	*dropped below full-time status without authorization.*
Academic advising	Career & Advising Center	17 freshmen advisees Numerous other non-freshmen students who sought advising	• Group and Individualized communications and advising (in person, email, phone, social media)	All freshmen (as well as non-freshmen who seek advising) will receive academic advising and become knowledgeable about degree requirements and how to use relevant tools (e.g., STAR). *<u>Outcomes</u>: All freshmen received academic advising at least once per semester. All other students who sought this service also received advising.*
Assistance with receiving financial aid and scholarships	Financial Aid Office Asian & Pacific Islander American Foundation	Approximately 136 students (financial aid) and 71 students (scholarships)	• Group and individualized communications and advising (in person, email, phone, social media) • Administer scholarship program	Students will become aware of financial aid and scholarship opportunities and receive assistance as needed. *<u>Outcomes</u>: About 99% of students who were eligible for financial aid applied for and received financial aid. (Only 1 student who was eligible for financial aid did not receive it because he chose not to apply.)* *71 students received the International Student Scholarship. Numerous other students were awarded a scholarship from the Asian & Pacific Islander American Foundation.*
Oversee the Pacific Islander Student Center		206 Pacific Islander students 1,325 visits in Fall 2019 560 visits in Spring 2020	• Student use of the Center to access computers, printers and other resources as well as to study, hold meetings, gather and socialize • Group and individualized communications and advising (in person, email, phone, social media) • Workshops & special events, including hosting a congressional delegation from Yap State, a Census 2020 Talk Story event, film screenings, and an end-of-the-semester holiday potluck	Students will use resources at the Center to facilitate their success, as well as utilize the space to study, hold meetings, gather and socialize. *<u>Outcomes</u>: As a group, Pacific Islander students have demonstrated increasingly improved retention rates and rates of good academic standing.* *Note: The number of students using the Center dropped significantly halfway through the Spring 2020 semester due to the coronavirus pandemic.*
Assistance with applying for jobs and internships	Career & Advising Center Student Employment Office Torkildson Katz Law Firm	Approximately 75 students	• Group and individualized communications and advising (in person, email, phone, social media) • Workshops	Students will become aware of job opportunities (both while in school and after graduation) and internship opportunities and learn how to apply for such opportunities. *<u>Outcome</u>: All students who sought assistance with applying for jobs and internships received this service.*
Workshops and information sessions on relevant matters and topics	U.S. Citizenship & Immigration Services, Hawai'I State Dept. of Health,	Approximately 150 students	• Workshops	Students will learn important and relevant information about matters such as understanding U.S. classroom culture, sexual harassment and assault laws in the U.S. and students' rights, staying healthy and learning about counseling and other resources on campus, applying for and understanding health insurance in the U.S.

	Title IX Office, Counseling Services, & CGEE			*<u>Outcome</u>: Students who attended workshops learned about important and relevant information.*
Host family program		35 new students 16 host families	● "Meet & greet" reception ● Periodic gatherings between students and their host families	Students' support networks will be broadened; their sense of belonging, connection and community in the campus and larger communities will be strengthened; they will learn about Hawai'i (its people, cultures, history, etc.); and their transition, adjustment and integration into UH Hilo and Hawai'i will be facilitated. In addition, host families will learn about other cultures and countries. *<u>Outcome</u>: All students who requested a host family were matched with a family.*
Buddy program	Center for Global Education & Exchange	27 new students 16 buddies	● "Meet & greet" reception ● Periodic gatherings between students and their buddies	Students' support networks will be broadened; their sense of belonging, connection and community in the campus and larger communities will be strengthened; they will learn about Hawai'i (its people, cultures, history, etc.); and their transition, adjustment and integration into UH Hilo and Hawai'i will be facilitated. In addition, buddies will learn about other cultures and countries. *<u>Outcome</u>: All students who requested a buddy were matched with a buddy.*
Advise International Student Association		6 officers Approximately 250 members	● Welcome Party ● United Nations Day ● International Nights ● Various field trips	Student officers will develop leadership skills and gain experience in organizing events and building communities. Student members will build friendships and strengthen support systems. *<u>Outcomes</u>: Student officers developed leadership skills and gained experience in organizing events and building communities. Student members developed friendships and strengthened their support networks.*
Organize International Nights and other special events such as United Nations Day, Welcome Party, and International Conflict Resolution Day	International Student Association, Chartered Student Organizations, Performing Arts Center, Kuikahi Mediation Center & Rotary Club of South Hilo	Approximately 1,400 students and community members attended an event; approximately 200 student performers and participants and approximately 30 student volunteers for the events	● Welcome Party ● United Nations Day ● International Nights ● International Conflict Resolution Day ● International student women's discussion group ● Women's Month Movie Night (in collaboration with the Kuikapiko Anthropology Club)	*Students and other attendees will gain a greater appreciation and understanding of different cultures and countries around the world. These events will build and sustain a campus community that values diversity and internationalization, as well as instill and strengthen cultural pride among students.* *<u>Outcomes</u>: The extremely well-attended, large-scale events built and sustained a campus community that values diversity and internationalization, as well as instilled cultural pride among students. The reach on various social media platforms was in the thousands, portraying and showcasing UH Hilo in a positive light. Evaluations from audience members at International Nights were overwhelmingly positive. The survey yielded the following responses:*

				• *98% indicated that the event increased their awareness and knowledge of other cultures.* • *98% indicated that the event is beneficial in promoting multicultural awareness and the value of cultural diversity.* • *96% indicated that they learned something about a different country or culture at the event.* • *100% indicated that they would recommend International Nights to a friend.*
Global Engagement academic subject certificate	Anthropology Dept. & CGEE	3 students currently pursuing the Certificate	• Publicize the certificate and encourage students to pursue it • Periodically update requirements • Offer co-curricular events and activities that will satisfy requirements • Publicize events and activities that will satisfy requirements • Advise students • Review and grade students' assignments, including the culminating portfolio	*The certificate will provide an option and incentive for students to earn a credential while developing and gaining intercultural experience and competence.* *<u>Outcome</u>: 3 students are currently pursuing the certificate and should graduate in 2020-2021.*
Collaborative online international education (COIL)	COIL Consulting, Kansai University	2 faculty members	• Encouraged faculty to consider adopting a COIL approach in their classes; 1 faculty member incorporated a COIL approach in his class and another is working on developing a COIL component in her class	COIL initiatives will provide opportunities and mechanisms for students to develop and gain intercultural experience and competence, as well as encourage students to study abroad and develop and strengthen collaborative relationships with institutions around the world. *<u>Outcomes</u>: 2 faculty members are pursuing a COIL approach. Students from Japan visited UH Hilo in February 2020 as part of a COIL project and were able to attend International Nights during their visit.*
International topics speaker series	United Nations Association—Hawai'i Island Chapter	Approximately 250 participants over 6 sessions	• Planned and organized a series of 6 talks on international topics for the campus and larger communities	Students and community members will learn about global issues and supplement their in-class learning, as well as provide opportunities for faculty members to share their research. *<u>Outcomes</u>: Attendees learned about a wide range of global issues. Workshop presenters were able to share their research with the campus and larger communities.*
Institutional compliance with federal immigration regulations			• Served as Principal Designated School Official for the institution • Maintained accurate records to remain in compliance with federal regulations • Engaged in ongoing professional development opportunities to stay	Ensure that the institution is able to continue enrolling international students and is in compliance with federal immigration regulations. *<u>Outcome</u>: The University continues to be able to enroll international students and has remained in compliance with federal immigration regulations.*

			abreast of regulations and changes (e.g., webinars, regular meetings with the U.S. Department of Homeland Security Field Representative)	
East-West Center liaison	East-West Center	4 students	● Provided a wide range of support services for East-West Center scholarship students ● Arranged for mentorships ● Provided information and data to the East-West Center for reporting purposes ● Served on the selection committee for new Scholars	East-West Center scholars will successfully earn a degree from UH Hilo and contribute to campus diversity. This activity will also deepen and expand UH Hilo's successful collaboration with the East-West Center. *<u>Outcomes</u>: 1 Scholar graduated in Spring 2020 and another is on track to graduate in Summer 2020. Two new students enrolled in Fall 2019 and two additional students are scheduled to enroll in Fall 2020.*
Campus and community service			● Served as the UH Hilo representative on the UH System International Education Committee (attended and participated in meetings and shared information with relevant entities on campus) ● Served as advisor for several RISOs ● Served on the search committee for the Vice Chancellor for Academic Affairs ● Served on the selection committee for the Chancellor's Awards ● Wrote an article on the international student experience for the UH Hilo series on the COVID-19 health crisis ● Interviewed for an article on support for international students in the U.S., which appeared in *The Pie Review* ● Served on the Suicide Prevention Committee ● Served on the academic and student support service working group	The ISS Director will engage in service to the campus and community and, in doing so, will make meaningful contributions and contribute to advancing internationalization on campus. *<u>Outcomes</u>: The Director provided service to the campus and the UH System in several different ways in 2019-2020. The ISS Director continued to advocate for and advance internationalization on campus, although with changes at the UH System leadership level at the end of the 2017-2018 year, there appears to be less momentum and support for internationalization on the various campuses.*
Volunteer and community service projects		Approximately 30 students	● Provided opportunities for students to engage in volunteer and service activities to complement and supplement their in-class learning and	This activity will supplement students' in-class learning and enable them to give back to the local community. *<u>Outcome</u>: Students who volunteered for service projects supplemented their learning and gave back to the local community. In 2019-2020, this*

			give back to the community	*included volunteering at the Ironman Triathlon World Championship.*

ACCOMPLISHMENTS

Is there anything else you'd like us to know about what your unit accomplished this academic year that wasn't included above? Feel free to include the organizational chart for your unit (if it applies).

Recruitment: Though not the function and mission of the unit, ISS supports and enhances international recruitment efforts in several ways. Once an international student is admitted, ISS begins communicating with them to encourage them to enroll at UH Hilo, assist them with preparing to enroll, and set them up for success. The International Student Scholarship is strategically used to attract international students to UH Hilo (it is not used solely as a way to reward continuing students who have done well academically). Recruitment is enhanced through the positive media attention that international programs receive both locally and globally. For example, International Nights receives a great deal of media publicity that highlights UH Hilo (particularly international students) in positive ways. In recent years, the event has typically reached thousands of people on social media—locally, nationally and globally. Such massive social media reach is free positive advertising for UH Hilo and has the ancillary effect of attracting potential students and their families to consider UH Hilo as their college of choice. In addition, facilitating and supporting UH Hilo international students to participate in national conferences, meetings and professional development opportunities where they represent not only their country but UH Hilo showcases UH Hilo is a positive light. In previous years, for example, students have attended meetings at the United Nations representing their home country and UH Hilo and at various meetings and conference with high-level government officials.

Retention and graduation: Enrollment is enhanced not only by recruiting new students, but by retaining students. ISS aims to boost institutional enrollment through strong retention and graduation rates. Unit services and programs are intentionally designed to facilitate and support retention and graduation. ISS annually monitors the enrollment rates and retention rates of international students. ISS prepares a report each fall detailing the number of international students and their retention rates, as well as other information such as the percentage of overall enrollment, country of origin, student types (degree-seeking and exchange), class standing, and visa status.

International students consistently achieve higher retention rates than the rate of all UH Hilo students. The table below shows the retention rates for the Fall 2010 to Fall 2019 cohorts of international students compared to all UH Hilo students. In the Fall 2018 cohort, the retention rate is almost 5% higher than the rate for all UH Hilo students. Although the international student retention rate for the Fall 2018 cohort is a slight

decrease from the previous year's cohort, it is a still a strong retention rate that is higher than the rate for all UH Hilo students. While final data on the Fall 2019 cohort will not be available until the end of the Fall 2020 registration period, it appears that the retention rate for the Fall 2019 cohort will be just as high if not higher than the Fall 2018 rate. At the time of this report, preliminary retention data on international classified, degree-seeking undergraduate students indicates that at least 80% of the Fall 2019 cohort will be retained in Fall 2020. This figure is likely to increase by the time the fall semester begins. When looking at first-time freshmen, the retention rate for the Fall 2019 cohort should be at least 85.7% (in comparison, the UH Hilo rate for all freshmen in the Fall 2018 cohort was only 72.5%). For transfer students, the retention rate should be at least 81% (in comparison, the UH Hilo rate for full-time transfer students in the Fall 2018 cohort was only 75.4%).

International Student Retention Rates 2010-2019

Cohort	% Retained the following Fall Semester			Graduation Rate within 1 Year		
	Int'l Students*	***All Int'l Students*****	***All UH Hilo Students***	***Int'l Students****	***All Int'l Students*****	***All UH Hilo Students***
Fall 2010	68.6%	29.9%	63.6%	0	0	0.7%
Fall 2011	75.7%	28.0%	68.2%	0	0.8%	0.4%
Fall 2012	69.7%	22.0%	65.4%	0	1.7%	0.2%
Fall 2013	71.0%	33.5%	60.4%	0	1.3%	1.1%
Fall 2014	61.5%	26.2%	56.9%	3.8%	3.2%	1.1%
Fall 2015	72.2%	37.1%	61.0%	1.8%***	2.6%	1.7%
Fall 2016	81.3%	44.8%	61.4%	0	0	0.8%
Fall 2017	80.7%	47.4%	65.9%	3.5%	3.5%	1.5%

Fall 2018	76.2%	51.0%	71.6%	0	2.1%****	1.0%
Fall 2019	TBD	TBD	TBD	TBD	TBD	TBD

** Undergraduates only. Includes all freshmen and transfer students; excludes exchange students.*
*** Includes exchange students.*
**** Excludes 1 "degree-seeking" student who earned a certificate within 1 year (which was her intention); if the student is included, the graduation rate is 3.7%.*
*****This figure includes two exchange students who earned certificates at the end of their one-year exchange.*

As of the date of this report, nearly all of the international students who were enrolled in Spring 2020 will be continuing their studies at UH Hilo in Fall 2020. The exceptions are as follows: 23 students who graduated in Spring 2020 (plus an exchange student who earned a certificate); several more who are candidates for graduation in Summer 2020; 21 students who have not registered yet but are likely to return in Fall 2020; and 32 international exchange students whose exchange program ended in Spring 2020. Only a small number of international students do not plan to return due to personal reasons or transferring to another institution (4) or who were dismissed (4). Ten international students graduated in Fall 2019. A number of students who graduated did so with honors.

Over three years ago, ISS recommended and proposed that coding in the student information system be changed so that it would be easier to identify and extract exchange students from retention and graduation data. Despite the discussion of possible solutions, unfortunately this still has not occurred. As a result, institutional data on international students remains misleading and reflects poorly not only on international students but on overall institutional retention and graduation rates. Ultimately the coding of exchange students needs to be addressed if we want to have access to more meaningful data. It is again recommended that this be addressed, especially as we enter a new WASC accreditation phase in which data such as retention of international students will be produced and examined.

When looking specifically at the Pacific Islander student population, the retention rate of Pacific Islander students in the Fall 2019 cohort will not be available until the registration period is over. As of the date of this report, it is likely that the retention rate for the Fall 2019 cohort (freshmen and transfers combined) will be at least 78% – at least 4% higher than the previous year's cohort rate. This rate is likely to increase once the registration period for the Fall 2020 semester ends. The rate for transfer students is likely to be at least 85%, which would be the highest transfer retention rate since at least 2009. In addition, there were eight students classified as "Returning" in Fall 2019 (i.e., took a break and returned in Fall 2019); of those eight students, 1 student graduated, three are enrolled in Fall 2020, two are likely to enroll in Fall 2020 (but have not registered yet as of the date of this report), and two were dismissed.

Looking back to the Fall 2018 cohort for which final data is available, the retention rate of the Fall 2018 cohort of Pacific Islander students was 72.2%, about the same as the rate for all UH Hilo freshmen in the same cohort. This is particularly remarkable given some of the disadvantages that many of the students in this population face. Although the rate decreased from the previous year, it is still much higher than the rates between 2011-2015 when we had a federal grant aimed at increasing retention of this population. The retention rate of transfer students in the Fall 2018 Pacific Islander cohort remained about the same as the previous year, and is higher than the rate for all UH Hilo transfer students in the same cohort.

Table 6: Pacific Islander* Retention Rates

Cohort	Freshmen Only	Transfers Only	Freshmen & Transfers Combined
Fall 2009	78.3%	71.4%	73.8%
Fall 2010	71.4%	71.1%	71.2%
Fall 2011	60.0%	82.4%	77.3%
Fall 2012	54.5%	80.6%	73.8%
Fall 2013	61.1%	75.6%	69.1%
Fall 2014	61.5%	65.5%	62.8%
Fall 2015	52.6%	70.0%	64.4%
Fall 2016	80.0%	77.0%	78.0%
Fall 2017	85.7%	76.5%**	79.2%**
Fall 2018	72.2%	76.0%	74.4%

Fall 2019	TBD	TBD	TBD

**Pacific Islander includes students of Pacific Islander ethnicity, regardless of citizenship status. The majority are not US citizens (i.e., are international students).*
***Does not include 1 transfer student who graduated in Spring 2018; when he is included, the transfer rate increases to 79.4% and the freshmen and transfer combined rate increases to 81.3%.*

In addition to increasing retention rates among Pacific Islander students, the rates of Pacific Islanders in good academic standing have been strong in recent years (see table below). Ninety percent (90%) of the undergraduate students were in good academic standing (i.e., not on academic probation or dismissed) at the end of the Spring 2020 semester. This is the highest rate since at least 2011 and is considerably higher than the rates in 2011-2016 when the institution had a $400,000 a year grant to facilitate the academic success of this population. It is also the smallest number and percentage of students not in good academic standing (17 and 9%, respectively) since at least 2011.

Semester Ending	**% of Students in Good Academic Standing**
Spring 2011	81.2%
Spring 2012	79.9%
Spring 2013	79.5%
Spring 2014	76.8%
Spring 2015	80.1%
Spring 2016	79.3%
Spring 2017	86.5%
Spring 2018	88.5%

Spring 2019	85.0%
Spring 2020	90.0%

AY 2020-2021

1. What are your plans to revisit and revise your unit's core mission in the immediate future?

In the process of preparing this annual report, the unit's core mission was revisited. There are no plans to revise the ISS core mission at this time.

2. How will your unit work toward fulfilling the unit's core mission for the AY 2020-2021?

ISS will continue offering and providing the programs, services and initiatives as described in detail in the *Programs/Services/Initiatives* section above. The response to question 6 below provides more detail about some changes in 2020-2021.

3. What will be your unit's top three (3) identified priorities for AY 2020-2021?

1	Facilitate the success of international students by providing a range of relevant programs and services designed to support student success.
2	Advocate for and support efforts for advancing internationalization on campus, including ensuring that the institution maintains its ability to enroll international students on student visas.
3	Facilitate and assist students regardless of their national origin with developing intercultural awareness, understanding, and competency.

I do not anticipate the unit's priorities changing for 2020-2021. If there are budget reductions, however, some of the unit's programs and activities may need to be reduced, modified or eliminated.

4. Identify one of the Student Learning and Development Domains in the CAS Standards and Guidelines of your area that you'd like your unit to focus on in the AY 2020-2021 and the Dimensions that might correspond with your unit's identified Domain.

Domain: Humanitarianism and civic engagement

Dimensions: Understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

5. In light of the Domain you articulated as a focus, do you anticipate your unit's priorities changing for 2020-2021? If so, how?

No, the priorities will not change, as ISS programs, services and initiatives in large part are aimed at promoting humanitarianism and civic engagement and its corresponding dimensions.

6. Based upon your findings in this year's annual report, what activities/operations would you need to establish and/or **continue** and what resources would you need to meet your unit's priorities for the 2020-2021 year?

This past year the University administration imposed a change pertaining to funding for the annual *International Nights* event. For decades, this annual event (one of the largest and most highly visible events on campus, in the community, and on social media) was sustained and able to thrive through a combination of revenue generated from ticket sales and co-sponsorship from various University entities. This past year, all ticket sales had to be funneled through the ISS office account (as opposed to going into the International Student Association's account). While we were fortunate to sell out the event for both nights and were able to cover all of the expenses of the event, the International Student Association was not able to profit from the event despite the hundreds of hours that student volunteers and planners dedicated to the event. In the past, any profit was used to hold other events and activities throughout the year -- events and activities that served to strengthen an inclusive campus community and enrich the student experience and level of engagement. Unfortunately, we will need to eliminate or significantly scale back any such events and activities in 2020-2021 and in future years, which will likely decrease student engagement and involvement and impede the development of a diverse and inclusive campus community.

There is a need to review and analyze the Global Engagement certificate to determine whether to adjust, revise or perhaps discontinue offering the certificate in the future. When the Certificate was established about six years ago, we had hoped that a larger number of students would pursue and earn the Certificate but there have been few students who have actually done so. The focus and purpose of the Certificate needs to be reviewed along with exploring the extent to which there is "value added" to students' learning and the reasons why more students have not pursued the Certificate. In addition, a discussion if needed about more active and equitable involvement with the Certificate program by the

co-coordinator (Carolina Lam of the Center for Global Education & Exchange). Finally, another reason to assess the program is that it may be more difficult for students to earn the Certificate as it may become more difficult for students to receive financial aid for certificates if/when the "Course Program of Study" goes into effect.

There are some administrative changes and other changes related to resources that will occur in the upcoming year. The Student & Exchange Visitor Program (SEVP) of the U.S. Department of Homeland Security instituted a new fee in 2019 for institutions that enroll international students. At some time during the 2020-2021 year, UH Hilo will need to apply for recertification from SEVP (which is required every two years). Currently this new fee is $1,250. In addition, there is likely to be an additional $655 fee since UH Hilo may be adding a new physical location (the off-site fourth year of the Aeronautical Science program). ISS will be unable to absorb this fee; therefore, a source of institutional funding will need to be identified and provided.

Speaking of budgetary matters and the allocation of funds, it should be noted that the operating funds (which may still be about $30,000) earmarked for international student recruitment should probably no longer be allocated or administered by the Center for Global Education & Exchange. I would recommend that funds for international recruitment activities should be allocated to the Admissions Office, and perhaps some to the Marketing unit of the institution. I do hope that the institution continues to allocate resources for international marketing and recruitment efforts, especially as it appears that the System and the campus have begun to place less value on international education and students (despite often touting how diverse the campus is).

Also with regard to fiscal resources, it was helpful for the National Student Exchange (NSE) program to finally directly receive an operating funds allocation in 2019-2020 to enable the Coordinator to attend the annual NSE conference. For many years ISS had to absorb the costs associated with the NSE Coordinator's attendance at the conference, which was unsustainable. Unfortunately, the allocation was still insufficient to cover all of the expenses in 2019-2020 so ISS had to cover the shortfall (about $266). It is recommended that a larger allocation be made in 2020-2021 to NSE so that ISS does not have to continue to subsidize NSE operational costs (or, if that is not possible, to ask the Center for Global Education & Exchange to cover the costs, since the two exchange programs have much greater affinity in terms of mission.)

With a lack of financial resources being one of the greatest challenges many Pacific Islanders at UH Hilo face, ISS will continue to seek funds to help students meet their unmet financial need. We will continue to partner with the Asian Pacific Islander American Foundation which offers scholarships to UH Hilo students and seek funds from external sources. The Asian American & Pacific Islander Serving Institutions (AANAPISI) federal grant opportunity should present itself again in the near future, and I already have ideas and plans for a proposal that will engage

students in experiential learning activities both on-campus and in the community while having the added benefit of helping them meet their financial expenses to a greater extent.

Though ISS is not directly responsible for the administration of international exchange programs, they are relevant to the unit's mission as they are part of the institution's internationalization efforts. The coronavirus pandemic that began in 2020 has unsettled student physical mobility across borders. Students are finding it more difficult to travel across borders at this time and are more reluctant to do so; this trend is likely to continue for at least much of the 2020-2021 year. This is an opportune time to reimagine international and intercultural education. The Center for Global Education & Exchange should be exploring and developing new types and methods of partnerships now that traditional models that rely in student mobility are not feasible. Virtual components of study abroad and exchange have existed for years, but the COVID-19 pandemic has provided a perfect opportunity to develop and capitalize on virtual exchange. In 2017-2018 and 2018-2019, I introduced the method of collaborative online international learning (COIL) to UH Hilo by bringing in two of the world's leading experts in the field to campus to conduct workshops. The purpose was to introduce faculty and staff to new and innovate ways to develop intercultural learning and competence and encourage them to pursue such effort. There was some small movement in that direction in 2019-2020 as I turned over this effort to the Center for Global Education & Exchange, but there is such greater potential in this area particularly now with limited physical mobility across borders. The Center for Global Education & Exchange does not need to limit itself to physical mobility across borders. Well-executed virtual programs can help students develop global competencies, expand the reach of international exchange, and complement in-person study abroad if and when mobility resumes. In addition, developing and offering virtual intercultural programs does not need to be limited to student exchange across national borders. At such a culturally diverse campus as UH Hilo with students from so many different backgrounds physically on campus, there are a wealth of opportunities to focus on intercultural learning and development without having a student even leave campus; it just takes some imagination and initiative to do so. An area in which UH Hilo could do more that the Center for Global Education & Exchange could begin to explore and develop is the exchange and development of cross-cultural learning between students who are already physically on campus.

Division of Student Affairs
2019-2020 Unit Annual Report
Unit: Kīpuka Native Hawaiian Student Center
Submitted by: Gail Makuakāne-Lundin
University of Hawai'i at Hilo
Due: July 15, 2020

AY 2019-2020

1. State your unit's core mission.

   The vision of Kīpuka Native Hawaiian Student Center is to ensure a Hawaiian place of learning at the University of Hawai'i at Hilo. Kīpuka promotes Native Hawaiian student success though the provision of culturally appropriate and responsive student support services and activities; supports the academic development and success of Native Hawaiians by promoting learning environments that are culturally responsive and appropriate; and implements community and cultural programs to increase educational opportunities for Native Hawaiian within Hawaiian and Pacific communities.

2. How did your unit work toward fulfilling the unit's core mission for the AY 2019-2020?

   Kīpuka continued to fulfill its core mission for AY 2019-2020 by continuing the implementation of culturally appropriate student programs and activities; revising student programs and activities; creating/piloting new events and initiatives based on student needs and interests. Kīpuka collaborated with DSA units, academic departments, student organizations and Hawai'i Community College administration and programs to extend the impact and support of Native Hawaiian students on campus and between campuses. Through additional personnel support and funding from the Mōkaulele Title III grant, Kīpuka was able to expand core programs and services and continued to offer cultural programs/protocol activities.

   See Assessment Section of report for details on AY 2019-2020 programs, services and events provided by Kipuka.

   What were your unit's top three (3) identified priorities for AY 2019-2020 as listed in your last annual report?

1	***Native Hawaiian student retention and graduation with an emphasis on Native Hawaiian transfer students.***
2	***Innovate, maintain and manage a Native Hawaiian place of learning.***
3	***Collaborate with other DSA units and academic departments to increase the scope of Kīpuka student support.***

3. Did your unit's priorities change since the last annual report? If so, how? If not, how have they been refined?

   In AY 2019-2020, there were several positive changes within Kīpuka's organizational structure that addressed some of the challenges Kīpuka experienced in AY 2018-2019 due to the absence of key personnel to carry out the unit's core mission and priorities. The unit was able to fulfill all its priorities through the hiring of: 1) a permanent Associate Director was hired in May 2019 with supervisory responsibilities for all staff conducting student development programs, services and events and targeted responsibilities for NH student retention and graduation programs and initiatives and collaborating with other units to expand Kīpuka's scope of student support (priorities #1 & #3), 2) the permanent Kīpuka Director returned to the position in August 2019 with a primary role to innovate, maintain and manage a Hawaiian place of learning, collaborate with other units especially Hawai'i Community College (HawCC) to expand resources to support NH students (priority #2 & #3) and administer selected grant funded initiatives and activities including, Title III Mōkaulele and Na Pua Noʻeau Hoʻolei Project, 3) an interim Technology and Educational Specialist was hired through Title III funds to provide specific technology support when the permanent Specialist was activated for military duty in October 2019, 4) an additional Leadership Development Facilitator was hired through Title III funds in October 2019 while a search was on-going for a new permanent Student Development Coordinator to support the expansion of leadership development and peer mentoring activities in support of student retention and graduation (priority #1), 5) a new Student Development Coordinator was hired in January 2020 with oversight for all student development programs, services and events in collaboration with other units to support NH transfer students, student retention and graduation (priority #1 and #3) , and 6) a Transfer Concierge was hired through Title III funds in January 2020 to assist NH students transfer students with a focus on students from HawCC through support from other units and through peer mentoring and student engagement activities (priority #1 & #3)

   The programs, services and events provided and the actions of all the staff actively contribute to priority #2, innovate, maintain and manage a Native Hawaiian place of learning at the Kīpuka Native Hawaiian Student Center.

4. Did you (re)allocate resources (fiscal, human, facility, technology) and/or pursued other resources to meet your unit priorities and if so, did this allocation improve efficiency and productivity within your unit? Provide details of how efficiency and productivity was positively impacted.

   Kīpuka's productivity, efficiency, and quality in meeting our unit priorities and ability to innovate can be attributed to the general funds we receive annually and additional resources the unit has acquired through federal, state and private grants including U.S. Department of Education Title III (Mōkaulele) and Native Hawaiian Education (Nā Pua Noʻeau-Hoʻolei Project), Office of Hawaiian Affairs (OHA) and Kamehameha Schools (KS). The funds have also allowed Kīpuka to hire additional staff and to have access to resources to expand and offer high quality programs, services and events it can offer to Native Hawaiian students in support of NH student transfers, retention and graduation, maintain an accessible, well equipped and staffed technology center for students, partner with multiple units on campus and in the community to support activities and events that positively advance Native Hawaiian recruitment, enrollment, retention and

graduation, and maintain a Hawaiian place of learning at UH Hilo. The following are details of how efficiency and productivity was positively impacted:

Kīpuka General Funds-general funds were used to supplement the costs for supplies and services that were not allowable under the grants. This included meals and refreshments for the ʻAha Haumāna Student Leadership Conference, New Student Reception and other student engagement activities and protocol items-leis for the Eia Hawaiʻi Lecture Series and professional development and conferences for general funded unit staff. Kīpuka was able to manage its expenses within its FY 2019-2020 allocation along with the supplement support received from external grant sources.

Title III Mōkaulele Grant-Funded through the U.S. Department of Education, Kīpuka has been a beneficiary of Title III funds since 2000. The current grant involves a collaborative arrangement with HawCC and includes three grant activities: Building, Capacity Through Leadership Development, Strengthening Campus and Community Engagement and Facilitating Language, Culture, and Knowledge Learning Pathways. Kīpuka's is responsible for providing leadership development activities and collaborates with HawCC in providing campus and community engagement activities. In addition to the Mōkaulele staff noted in #3, grant funds support multiple positions within Kīpuka including an administrative assistant, leadership development facilitator and community engagement specialist (see attached organizational chart). The Kīpuka Associate Director and Student Development Specialist began their employment under Kīpuka through Title III grants. The grant also supports approximately 8 peer mentors/tutors each semester, purchases and updates computers, printers and other technological supplies for the Kalākaua Technology Center where student have access to peer mentors, tutors and other support services and resources, support travel cost for Mālama Kaiāulu Community Service activities, and honorariums and travel for guest presenters for the Eia Hawaiʻi Lecture Series, ʻAha Haumana Student Leadership Conference and other events. The grant is scheduled to end on September 30, 2020 and a no-cost extension is being processed to extend the grant to September 30, 2021. The grant has contributed greatly to the efficiency and productivity of Kīpuka in hiring additional staff to offer core programs and services and support events and initiatives to facilitate Kīpuka's core mission, UH Hilo Enrollment Management Plan, and UH Strategic Directions.

Hoʻomanalowai STEM Program-Funded through the USDOE Native Hawaiian Education Program, the goal of the program is to increase the amount of NH STEM teachers in the Hawaiʻi Department of Education by supporting Native Hawaiian students pursuing an undergraduate degree in STEM fields. Efficiency and productivity were positively impacted by having additional funding for retention activities and supplies, cost for staff conference travel, and stipends for guest speakers to present on community STEM work. Funding was also used as an outreach incentive to fund student scholarships for students who might not normally access Kīpuka services. The program completed its final year of funding.

Kīpuka-Nā Pua Noʻeau (NPN)-A permanent program assigned to Kīpuka through a UH system reorganization in 2018, Kīpuka manages funding from the USDOE Native Hawaiian Education Program Hoʻolei Project that is allocated to UH Mānoa, UH West Oʻahu, UH Maui College, Kauaʻi Community College, UHMC Molokaʻi Educational Center, Lānaʻi Elementary and High School and UH Hilo to support literacy and hands-on STEM cultural activities for NH students in grades PreK-12 and their ʻohana. Efficiency and productivity were positively impacted by having

additional funding to support activities that strengthen the pipeline from PreK-12 to the university to improve college readiness and increase college attendance. A Hoʻolei grant funding UH Hilo program coordinator was recently hired to facilitate all activities of the Project. Funding is scheduled to end in AY 2021.

Makalapua Naʻauao Scholarship Program-Initiated in 2015 as a partnership between UH and Kamehameha Schools (Hui Hoʻopili ʻĀina), Makalapua began with a cohort of 150 NH students attending UH Mānoa, UH West Oʻahu, UH Maui College and UH Hilo. Participating students received a scholarship of up to $10,000 per year for up to four years, if they met program requirements and guidelines. Efficiency and productivity were positively impacted by providing additional funds for NH retention, funding for cultural activities, students to attend a summer symposium and supplies. The program completed its final year of funding.

OHA Hoʻonaʻauao STEM Scholarship Program-Funded through a grant from OHA, the goal of the program is to support the retention of Native Hawaiian STEM students by providing funding and student academic support throughout the academic year. Efficiency and productivity were positively impacted by having additional funding for retention activities and supplies and as an outreach incentive to recruit new NH STEM students to access Kīpuka services. The program funding is scheduled to end in AY 2021.

PROGRAMS/SERVICES/INITIATIVES

1. List your unit's most impactful programs/services/initiatives/operations this past academic year and elaborate on the following:

    a. To which of the above unit priorities did this program relate (1, 2, and/or 3)?
    b. Is this program "continuing-unchanged" or "continuing-revised" or "new".
    c. List the desired outcomes that helped you achieve your unit's priorities by identifying how it contributed to UH Hilo's student success, recruitment, retention, and/or graduation?
        - If you listed "student success," indicate the specific student success outcome you had hoped to achieve with this program/service/initiative (e.g. campus engagement, student health and wellness, international education, community service learning, etc.).
    d. How did this program align with UH institutional documents such as the University of Hawaiʻi Strategic Directions, 2015–2021, UH Hilo's Enrollment Management Report, Strategic Directions for International Engagement, and industry standards such as CAS Standards for your unit. Some professional organizations do provide guidance in this area (e.g. Advising) so you're free to include, if relevant.

1. Unit Programs, Services, or Initiatives	2. Unit Priority	3. Continuing-unchanged, Continuing -Revised, New	4. Desired Student Outcome	5. Alignment with UH institutional documents
Core Programs/Services				
Academic Advising Fall 2019-Spring 2020	*1,3*	*Continuing-Unchanged*	*Provide academic advising to support student retention and graduation.*	*UH Hilo Enrollment Management Report (Strategic and personalized outreach to continuing students)*
Eia Hawai'i Lecture Series Fall 2019-Spring 2020 (Program supported under Title III Mōkaulele grant)	*2*	*Continuing-Revised*	*Invite community presenters to broaden the indigenous worldview of our campus community.*	*Hawai'i Graduation Initiative (Enrollment to degree gap for Native Hawaiian students)*
E 'Imi Na 'auao Scholarship	*1,3*	*Continuing-Revised*	*Native Hawaiian student retention through financial support.*	*Hawai'i Graduation Initiative (Enrollment to degree gap for Native Hawaiian students)*
Kalākaua Technology Lab Fall 2019-Spring 2020	*1*	*Continuing-Unchanged*	*Provide a safe physical space and access to resources to support student success at UH Hilo.*	*Hawai'i Graduation Initiative (Enrollment to degree gap for NH students)*
Kīpaepae Protocol-Community Engagement Fall 2019-Spring 2020 (Program supported under Title III Mōkaulele grant)	*2*	*Continuing-Revised*	*Orient and engage students in Hawaiian cultural ceremonies.*	*CAS General Standards (Part 7. Diversity, Equity, and Access)*
Mālama Kaiāulu Community Service Fall 2019-Spring 2020 (Program supported under Title III Mōkaulele grant)	*1,2*	*Continuing-Unchanged*	*Engage students in community leadership and culturally place-based activities.*	*UH Hilo Enrollment Management Report (Develop a service learning/community engagement program across all academic units)*
Peer Mentoring Through Mentor Collective Fall 2019-Spring 2020 (Services supported under Title III Mōkaulele grant)	*1,3*	*Continuing-Revised*	*Engage freshmen and transfer students through peer mentoring to support successful student retention.*	*UH Hilo Enrollment Management Report (Expand peer advising and peer tutoring/learning assistants with a focus on freshmen)*
Peer Tutoring Fall 2019-Spring 2020 (Services supported under Title III Mōkaulele grant)	*1,3*	*Continuing-Unchanged*	*Student retention through academic support in STEM and Ōlelo Hawai'i.*	*UH Hilo Enrollment Management Report (Expand peer advising and peer tutoring/learning assistants with a focus on freshmen)*
Events/Initiatives				
Community Engagement Series Fall 2019-Spring 2020 (Activity supported by Title III Mōkaulele grant)	*1,2*	*Continued-Revised*	*Expose students to a variety of Hawaiian functional arts and engage them in Hawaiian cultural practices.*	*CAS General Standards (Part 7. Diversity, Equity, and Access)*
Native Hawaiian Transfer Support Initiative	*1,3*	*New*	*Support to NH students transferring to UH Hilo from UH Community Colleges*	*UH Hilo Enrollment Management Report (Engaging transfer students early with*

(Activity supported by Title III Mōkaulele grant) *Spring 2020*			*including referrals to campus resources (Advising Center, Faculty Advisors, Financial Aid, Registrar, Housing, Counseling, Title IX, Food Pantry, etc.) peer mentoring and activities to increase campus engagement.*	*campus resources).*
Peer Mentor Events *Fall 2019-Spring 2020* *(Services supported under Title III Mōkaulele grant)*	*1,2*	*Continuing-Revised*	*Engage students in Peer Mentor planned and facilitated cultural events. .*	*UH Hilo Enrollment Management Report (Increase participation in peer mentoring program)*
New Student Reception *Event date: 08/19/2019*	*1, 2*	*Continuing-Revised*	*Orient new NH students to the Center and services and resources provided.*	*Hawai'i Graduation Initiative (Enrollment to degree gap for NH students)*
'Aha Haumāna Student Leadership Conference *Event date: 09/21/2019* *(Activity supported by Title III Mōkaulele grant)*	*1,2*	*Continuing-Revised*	*Expose students to Aloha 'Āina and responsible stewardship of land and resources in Hawai'i and network with UH Hilo NH alumni in various conservation career fields, while creating stronger relationships with their peers.*	*CAS Standards (Part 2. Program Domain: Interpersonal competence: meaningful relationship, interdependence, collaboration, and effective leadership)*
Mo'okū'auhau (Genealogy) Series Event Dates: *1) 09/24/2019* *2) 10/29/2019* *(Activity supported by Title III Mōkaulele grant)*	*2*	*New*	*Expose students to genealogy resources including Hawaiian language newspapers, government documents, etc. to conduct research and build family histories.*	*CAS General Standards (Part 7. Diversity, Equity, and Access)*
Huliau Series: Broadening Perspectives Through Courageous Conversations *Events Dates: June 2020-ongoing*	*2*	*New*	*Provide a safe space for the UH Hilo community to become educated and engaged in critical conversations around racial disparities and systemic injustices through discussions, shared experiences, and guidance from informed community panelists.*	*CAS General Standards (Part 7. Diversity, Equity, and Access)*
Grant Activities				
Ho'omanalowai STEM Program *Fall 2019-Spring 2020*	*1,3*	*Continuing-Unchanged*	*Provide financial, academic, and cultural support to NH STEM students to support successful retention and graduation.*	*Hawai'i Graduation Initiative (Total number of STEM degrees)*
Makalapua Na'auao Scholarship Program (UH-Kamehameha Schools Partnership) *Fall 2019-Spring 2020*	*1,2,3*	*Continuing-Unchanged*	*Student retention through financial aid and cultural learning, student recruitment.*	*Hawai'i Graduation Initiative (Enrollment to degree gap for Native Hawaiian students)*

Kīpuka Nā Pua No ʻeau Hoʻolei Project *Event dates:* *1) 06/2020* *2) 06-07/2020* *3) 06-07/2020* *(U.S. Department of Education Native Hawaiian Education grant)*	*2*	*Continuing-Unchanged*	*Exposure to culturally appropriate hands-on STEM and literacy activities for students in grades PreK-12 and ʻohana members.*	*Hawaiʻi Graduation Initiative Action Strategy 1: Strengthen the pipeline from PreK-12 to the university to improve college readiness and increase college attendance.*
Office of Hawaiian Affairs Hoʻomaʻauao STEM Scholars Fall 2019-Spring 2020	*1,3*	*Continuing-Unchanged*	*Provide financial, academic, and cultural support to Native Hawaiian STEM students to support successful retention and graduation.*	*Hawaiʻi Graduation Initiative (Total number of STEM degrees)*

ASSESSMENT

For each identified program/service/initiative, how did you measure its impact toward meeting unit priorities?

1. How many students did your unit provide direct service to or support for during the 2019-2020 academic year and what was the nature of that contact?

2. How do you know if you have achieved your desired outcome or impact? *Please provide supporting information (e.g. outcomes, targets, etc.) and quantitative and qualitative data analysis.*

3. Did you experience challenges in meeting your unit priorities? Please explain.˜

Unit Programs, Services, or Initiatives	**Number of Students Impacted**	**Nature of Contact**	**Desired Outcome or Impact**	**Challenges in Meeting Unit Priorities**
Core Programs/Services				
Academic Advising Fall 2019-Spring 2020	*152 Unduplicated Students*	• *Academic advising occurred through phone, text, email, and in-person through general outreach and targeted outreach via My Success and Kīpuka mid-semester evaluations.* • *Data includes in-person advising appointments only.*	*Provide academic advising to support student retention and graduation. Results from impact still in review.*	*Due to COVID-19, all advising appointments are conducted via Zoom.*

Eia Hawai'i Lecture Series Fall 2019-Spring 2020	*Fall 2019: 2 lectures attended by 25 students (17/25 identified as NH).* *Spring 2020: 3 lectures attended by 92 students (62/92 identified as NH).* *Virtual Archival Series: 4 lectures viewed by 1,295 individuals* *Number may include duplicate students attending multiple events throughout the academic year.*	*Attendees (students, faculty and staff of UH Hilo and HawCC and members of the community) engaged in presentations by indigenous leaders doing work and research in their community.*	*Evaluations conducted after each lecture based on objectives from Title III Mōkaulele grant.* *Results from impact: Participants inspired to be more actively engaged in their communities (evaluation average 4.44 out of 5)*	*Due to COVID-19, all in-person lecture series in Spring 2020 were cancelled. To keep NH students engaged, the Eia Hawai'i Lecture was continued as a Virtual Archival Series starting in April 2020 using previously recorded lectures via Kīpuka Facebook once a week over a period of 4 weeks. While the Virtual Series was able to reach a wide viewing audience and allowed discussions on each of the lectures, data collection of participants has been difficult. Only 87 of the 1,295 viewers identified themselves, 9 identified as UH Hilo students. Kīpuka is working on offering a new virtual lecture series.*
E 'Imi Na 'auao Scholarship	*12 Unduplicated Students*	*Students completed community service hours through Kīpuka Mālama Kaiāulu Community Service Program*	*Retain students to the Spring 2020 semester and to be able to complete the semester successfully.*	*Due to COVID-19, all advising and communication with students are conducted via Zoom.*
Kalākaua Technology Lab Fall 2019-Spring 2020	*Fall 2019: 72 unduplicated students.* *Spring 2020: 56 unduplicated students.* *Number includes students who visited the lab 5 or more times during the semester. Ethnicity information not collected.*	*Students accessed the lab for academic (studying, tutoring) and technology (use of laptops, printing) support.*	*Provide a safe physical space and access to resources to support student success at UH Hilo. Results from impact still under review.*	*Due to COVID-19, Kīpuka have rearranged study spaces on our outdoor lānai with tables positioned 6 feet apart, provide virtual/contactless access to laptops and printing and offer virtual tutoring.*
Kīpaepae Protocol-Community Engagement Activities Fall 2019-2020 *Collaborators: Mōkaulele Office of the Chancellors, UH Hilo & HawCC Kīpaepae Committee, HawCC I Ola Hāloa-HI Life-Styles Program*	*120 unduplicated participants (67/120 identified as NH; 42/120 of participants were students, 21/42 NH)*	• *The Mōkaulele Office of the Chancellors UH Hilo & HawCC Kīpaepae Committee manages all kīpaepae requests submitted online.* • *Kīpaepae protocols activities were held on and off-campus and were facilitated by administrators, faculty, staff, students, and community members.*	*Normalize the practice of cultural protocols and ceremonies on campus. Results of impact still under review.*	*Due to COVID-19 all kīpaepae activities were cancelled. The Kīpaepae Committee is working on offering virtual/contactless kīpaepae activities.*

Mālama Kaiāulu Community Service Program *Fall 2019-Spring 2020*	*Fall 2019: 9 activities attended by 96 students (81/96 identified as NH).* *Spring 2020: 5 activities attended by 49 students (43/49 identified as NH).* *Number may include duplicate students attending multiple events throughout the academic year.*	• *Students participated in culturally relevant community service activities within engaging learning environments both on and off-campus.* • *Students are able to apply community service hours towards scholarship and course requirements.*	*Engage students in community leadership and culturally place-based activities. Results of impact not measured.*	*Due to COVID-19, all community services activities were cancelled. Kīpuka is working on offering virtual/contactless community service activities.*
Peer Mentoring Through Mentor Collective *Fall 2019-Spring 2020* *Collaborators: FYE, ʻOpihi*	*96 students matched with 10 Kīpuka peer mentors.* *52 students were engaged with Peer Mentors on a regular basis.* *50 engaged were NH students.*	• *Program participants in collaboration with FYE and ʻOpihi piloted new software to "match" students to peer mentors.* • *Peer mentors were trained by Mentor Collective then matched with NH incoming freshmen and transfer students.* • *Engagement was defined as 3+ mentee interactions with mentor in-person, text, email or phone.*	*Engage students through peer mentorship to assist with successful student retention.* *Results from impact:* • *NH students engaged in Mentor Collective with Kīpuka were retained at a rate of 86.4%.* • *Total students who participated in Mentor Collective with Kīpuka were retained at a rate of 83.9%*	*Due to COVID-19, all mentoring contacts with students are conducted virtually.*
Peer Tutoring *Fall 2019-Spring 2020* *Collaborator: Ka Haka Ula O Keʻelikōlani College of Hawaiian Language*	*10 Unduplicated Students*	*Students met with tutors at Hale ʻOlelo or Kalākaua Technology Lab.*	*Students report interactions with tutors to be helpful; 9/10 students using tutoring services successfully completed the course(s) they sought tutoring for.*	*Due to COVID-19, all peer tutoring contacts are conducted virtually.*
Events/Initiatives				
Community Engagement Series *Fall 2019-Spring 2020* *Collaborators: Mōkaulele Office of the Chancellors UH Hilo & HawCC, HawCC I Ola Hāloa-Hi Life-Styles Program, Kīpaepae Committee, Sociology Dept.*	*Event 1: Community of Hei, 10 unduplicated students (5/10 identified as NH)* *Event 2: Lā Kūʻokoʻa, Hawaiʻi's Independence Day, 70 unduplicated students (40/70 students; 30/47 identified as NH)*	*Event 1: Students were invited by flyers posted around campus, email, and social media platforms to attend from 3-4 workshops each semester.* *Event 2: Students are invited by flyers posted around campus, email, and social media platforms.*	*Expose students to a variety of Hawaiian functional arts Hawaiian cultural practices. Results of impact under review.*	*Due to COVID-19, all community engagement events were cancelled. Kīpuka along with HawCC I Ola Hāloa-HI Life Styles are working on offering virtual/contactless community engagement events.*
Native Hawaiian Transfer Support Initiative *Spring 2020* *Collaborators: Hawaiʻi CC Student Affairs, UH Hilo Admissions, FYE ʻOpihi*	*27 Unduplicated NH Transfer Students.*	*Students were contacted via email about transfer support services, through walk-in appointments at UH Hilo or Kīpuka transfer office established at HawCC, referrals made by UH Hilo Admissions, previous institution's NH support services and*	*Support to NH students transferring to UH Hilo from UH Community Colleges including referrals to campus resources (Advising Center, Faculty Advisors, Financial Aid, Registrar, Housing, Counseling, Title IX, Food Pantry, etc.) peer mentoring and activities to increase*	*Due to COVID-19, the Kīpuka transfer office at HawCC was closed. All transfer advising services are conducted virtually.*

		Kamehameha Schools post-high counselors, and participation in transfer events at each of UHCC campuses and UH Hilo Transfer Day event.	*campus engagement.*	
Peer Mentor Activities *Fall 2019-Spring 2020* *Collaborators: FYE. ʻOpihi, Housing, LLC, UHHSA, SAC, PIPES*	*9 events attended by 73 unduplicated students (63/73 identified as NH).*	*Students were contacted via email, Mentor Collective, and social media. Students were also able to sign-up for activities at Kīpuka.*	*Increase student engagement with Kīpuka and student staff and build strong connections to other students on campus. Result of impact still under review.*	*Due to COVID-19, all Peer Mentor events were cancelled. Kīpuka is working on offering virtual/contactless Peer Mentor events.*
New Student Reception *Event date: 08/19/2019*	*57 Unduplicated Students. Ethnicity information not collected.*	*172 NH incoming freshmen and transfer students were invited by mail and email to attend the reception to learn about Kīpuka services and resources and meet Kīpuka professional staff and student staff.*	*Introduce new students to Kīpuka services and resources. Results of impact still under review.*	
ʻAha Haumāna Student Leadership Conference *Event date: 09/21/2019* *Collaborators: HawCC HI Life-Styles Program, ʻOpihi, Advising Center, KHUOK, TCBES, DKICP*	*98 Unduplicated Students.*	*Students met NH leaders working in conservation fields in their communities through panel discussions, small breakout groups and hands-on workshops.*	*Exposed students to Aloha ʻĀina and responsible stewardship of land and resources in Hawaiʻi and network with UH Hilo NH alumni in various conservation career fields, and career opportunities in conservation.* *Results from impact:* ● *98 students completed evaluations* ● *Overall rating of the conference was 4.54 out of 5* ● *Overall rating of Kīpaepae Welina (opening protocol) 4.7 out of 5*	
Moʻokūʻauhau (Genealogy) Series Event Dates: *1) 09/24/2019* *2) 10/29/2019* *Collaborator: UH Hilo History Dept.*	*Event 1: Navigating ʻIke Kūpuna: Repositories in Academia, 39 students (29 NH)* *Event 2: Kalaupapa ʻOhana Research , 42 students attended (32 NH)*	*Students enrolled in HIST 332, Hawaiian Kingdom in Fall 2019; all NH students were invited by email.*	*Exposed students to genealogy resources including Hawaiian language newspapers, government documents, etc. to conduct research and build family histories. Student evaluation indicated interest in using research resources to conduct family research (4.5 out of 5) and would likely share the information with others (4.8 out of 5)*	
Huliau Series: Broadening Perspectives Through Courageous Conversations *Events Dates: June 2020-ongoing*	*2 virtual events attended by 33 students. Ethnicity information not collected.*	*UH Hilo community were invited to participate via emails and, UH Hilo administration weekly e-message.*	*Evaluations conducted after each presentation indicated the importance of having a safe space to discuss critical issues and topics including*	

Collaborators: Office of Equal Opportunity, UH Hilo Diversity Committee			*racial disparities, white fragility, maunakea, etc.*	
Grant Activities				
Hoʻomanalowai STEM Program *Fall 2019-Spring 2020* *Collaborators: Keaholoa, STEM Program, PIPES*	*10 Unduplicated NH STEM Students.*	*Students received stipends for participation in STEM and cultural activities, graduate school entrance exams, participation in STEM state and national conferences and internships.*	*Provide financial, academic, and cultural support to NH STEM students to support successful retention and graduation.* *Results from impact:* ● *5 of the 10 students graduated in Spring 2020* ● *5 of the 10 students successfully retained to Fall 2020*	*Hawaiʻi Graduation Initiative (Total number of STEM degrees)*
Makalapua Naʻauao Scholarship Program *Fall 2019-Spring 2020* *Collaborator: Kamehameha Schools, UH System Office of the President*	*16 Unduplicated NH Students.*	*Students were required to meet with an assigned Kīpuka advisor individually and as a cohort group multiple times a semester.*	*Student retention through financial aid and cultural learning, student recruitment.* *Results from impact:* ● *First cohort of 15 students graduated in Spring 2019; 4 began graduate programs in Fall 2019* ● *Second cohort of 12 students graduated in Spring 2020; 4 are attending graduate programs in Fall 2020.*	*Kamehameha funding ended in June 2020.*
Nā Pua Noʻeau Hoʻolei *Fall 2019-Spring 2020* *Project Event dates:* *1) 06/2020* *2) 06-07/2020* *3) 06-07/2020*	*Event 1: Literacy, 225 unduplicated NH students in grades PreK-3.* *Event 2: Supplemental Education STEM and Hawaiian Culture, 20 unduplicated NH students in grades PreK* *Event 3: Summer Institute on STEAM and Health Sciences, 14 unduplicated NH students in middle and high school*	*Event 1: Students received books and reading information and strategies at designated pick-up sites.* *Event 2: Students and ʻohana participated in virtual workshops focused on STEM and Hawaiian culture.* *Event 3: Students participated in 4 individual virtual workshops focused on COVID-19, parts and mechanics of the lung and heart and ocean safety.*	*Students are exposed to books and reading information to increase their literacy skills and STEM and Hawaiian culture to increase their knowledge and experience.*	*Due to COVID-19, all NPN-Hoolei activities are currently only offered as virtual/contactless workshops.*

Office of Hawaiian Affairs Hoʻomaʻauao STEM Scholars Fall 2019-Spring 2020 *Collaborator: UH Mānoa Native Hawaiian Science & Engineering Mentorship Program*	*63 Unduplicated NH students.*	• *Students awarded scholarships for Fall 2019-Spring 2020 semesters.* • *Students were required to meet with an assigned Kīpuka advisor at least once a semester and attend 1-2 Kīpuka events.*	*Provide financial, academic, and cultural support to Native Hawaiian STEM students to support successful retention and graduation.* *Results from impact:* • *55 of the 63 students were successfully retained from Fall 2019 to Spring 2020.* • *8 students graduated in Spring 2020.*	

ACCOMPLISHMENTS

Is there anything else you'd like us to know about what your unit accomplished this academic year that wasn't included above?

A grant activity that wasn't included in our unit accomplishment is a USDOE Title III collaborative grant Manai A Maui between HawCC (lead institution), UH Maui College (UHMC) and UH Hilo as partners. The grant was awarded in October 2019 with 3 activities: Kaʻao Student Development Model led by UHMC, Pāmaomao Indigenous Exchange led by HawCC and Kīpaepae Hawaiian Protocols led by UH Hilo though the director of Kīpuka, therefore Kīpuka will be responsible for developing a curriculum to train faculty and staff at all three campuses in the Kīpaepae Hawaiian Protocols. There has been little activity in the overall grant. Kīpuka hosted a Zoom symposium on June 6th with invited faculty and staff from the three partner campuses to do a general orientation and introduction about the grant and the 3 activities. Kīpuka will be hosting a second symposium scheduled for July 25th to begin identify a select group of faculty and staff to begin training Hawaiian protocols.

The results of this grant activity will be reported in our AY 2020-2021 report.

Feel free to include the organizational chart for your unit. (if it applies)

SEE ATTACHED

AY 2020-2021

1. What are your plans to revisit and revise your unit's core mission in the immediate future?

   The stabilization of permanent staffing in Kīpuka provides the opportunity to update the Kīpuka strategic plan and to revisit our unit's core mission in AY 2021.

2. **How will your unit work toward fulfilling the unit's core mission for the AY 2020-2021?**

   Kīpuka will continue to work towards fulfilling its core mission through the provision of culturally appropriate and responsive student support programs, services and events identified as the core for NH student success; building and strengthening intra-campus collaboration and communication especially with DSA units and academic departments; innovate our programs, services and events to support the changing needs and interests of NH students and will seek additional resources to maintain high qualify support services for our students and a Hawaiian place of learning.

3. **What will be your unit's top three (3) identified priorities for AY 2020-2021?**

1	**Improve Native Hawaiian student retention and graduation, including Native Hawaiian transfers.**
2	**Innovate, maintain and manage a Hawaiian place of learning.**
3	**Building and strengthen student support within KĪpuka through collaboration with other DSA units and academic departments.**

4. Identify one of the Student Learning and Development Domains in the CAS Standards and Guidelines of your area that you'd like your unit to focus on in the AY 2020-2021 and the Dimensions that might correspond with your unit's identified Domain.

   Student Learning and Development Domain: Practical Competence
   Dimensions: Pursing goals, communicating effectively, technological competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, living a purposeful and satisfying life.

5. **In light of the Domain you articulated as a focus, do you anticipate your unit's priorities changing for 2020-2021? If so, how?**

   Kīpuka does not anticipate changing our priorities for 2020-2021 as NH students who utilize or interact with Kīpuka programs, services and activities will develop and acquire Practical competencies to be successfully retained through graduation and to integrate the knowledge and skills to enable them to define and understand their Hawaiian identity.

6. **Based upon your findings in this year's annual report, what activities/operations would you need to establish and/or <u>continue</u> and what resources would you need to meet your unit's priorities for the 2020-2021 year?**

   Based on the finding of our AY 2019-2020 annual report Kīpuka <u>continue</u> all programs listed under core programs and services and will review all events held to determine if they should be continued or not. There are two activities that Kīpuka would need to establish to meet our unit's priorities for the 2020-2021 AY year:

- *Establish and clarifying the transfer student support roles and responsibilities of the Kīpuka Student Development Coordinator and Transfer Concierge (Title III-funded) in relationship to other DSA staff in Admissions, Advising and FYE who also have transfer student support roles and responsibilities. A related priority is determining if Kīpuka will continue to maintain a transfer office and presence at HawCC.*
- *Establish, strengthen and maintain positive collaborations with additional academic departments with large numbers of Native Hawaiian students' majors (Administration of Justice, Biology, Marine Science, Nursing and Sociology).*

Division of Student Affairs
2019-2020 Unit Annual Report
Unit: Student Support Services Program
Submitted by: Shayna Fuerte
University of Hawai'i at Hilo
Due: July 15, 2020

AY 2019-2020

1. **State your unit's core mission.**
   Student Support Services Program's (SSSP) core mission is to provide comprehensive support services to low income, first generation college students and students with documented disabilities so that they graduate from UH Hilo with a bachelor's degree. Our mission statement is derived from the federal regulations and is as follows:
   The mission of the UH Hilo Student Support Services Program is to increase the retention and graduation rates of students who come from diverse and underrepresented backgrounds so that they may succeed and fully participate in their community's economic and social life.

2. **How did your unit work toward fulfilling the unit's core mission for the AY 2019-2020?**
   SSSP has an application process which screens participants for low-income, first-generation, and/or disabilities criteria as well as academic need to ensure that we meet federal eligibility criteria for participants and ensure that we are serving students from diverse and underrepresented backgrounds. SSSP provides academic advising, financial aid and scholarship counseling, financial literacy skills development, 1:1 peer tutoring, career counseling, personal counseling, graduate and professional school advising, cultural enrichment opportunities, and referrals to campus and community resources. SSSP's activities and services contribute toward fulfilling the mission which involves recruitment and increasing retention, good academic standing and graduation priority objectives.

3. **What were your unit's top three (3) identified priorities for AY 2019-2020 as listed in your last annual report?**

1	Retain or graduate 70% of participants
2	Provide academic support services such that 65% of SSSP participants will attain/maintain good academic standing at the end of each academic year

3	40 % of SSSP participants will graduate within six years

4. **Did your unit's priorities change since the last annual report? If so, how? If not, how have they been refined?**
   No. The identified priorities serve as the SSSP grant objectives and will remain the same for the remainder of the grant cycle (ending August 2021).

5. **Did you (re)allocate resources (fiscal, human, facility, technology) and/or pursued other resources to meet your unit priorities and if so, did this allocation improve efficiency and productivity within your unit? Provide details of how efficiency and productivity was positively impacted.**
   Nearly 90% of SSSP's annual operating budget is utilized for staff salary and fringe benefits. SSSP's core mission is to provide comprehensive academic support services, therefore adequate staffing is critical for continued success. The program's academic counselor position was filled by a casual hire while the search for a permanent academic counselor was in process and the program's office assistant retired at the end of 2019. The fiscal resources relating to these positions were reallocated to update the program's equipment and supplies and provide professional development for the new Director and staff. The fiscal resources were also utilized to hire student workers to provide continuity of program services. Thus far in the 2019-2020 academic year, SSSP has provided more than 161,180 contact minutes (face-to-face, email, and phone contacts) with all 200 participants. SSSP also pursued TFSF resources to meet priorities relating to retention via tutoring services; however, we returned some of the funds because we had enough in salary savings to cover the costs of tutors. We were able to hire six tutors during fall and four tutors during spring who delivered a total of 8,835 minutes of tutoring in content areas and study skills development. SSSP also obtained a small grant from CashCourse to provide refreshments for financial literacy workshops and purchase gift cards to raffle as an incentive for workshop and online module participation. Lastly, SSSP had access to facilities which provided a venue for private, one on one tutoring appointments as well as a work area for students to study and complete assignments. The workroom generated 1,883 sign-ins and 58,270 minutes of use, given that some students did not sign-in and/or out therefore minutes were not calculated for these instances.

PROGRAMS/SERVICES/INITIATIVES

1. List your unit's most impactful programs/services/initiatives/operations this past academic year and elaborate on the following:

   a. To which of the above unit priorities did this program relate (1, 2, and/or 3)?
   b. Is this program "continuing-unchanged" or "continuing-revised" or "new".

c. List the desired outcomes that helped you achieve your unit's priorities by identifying how it contributed to UH Hilo's student success, recruitment, retention, and/or graduation?
    - If you listed "student success," indicate the specific student success outcome you had hoped to achieve with this program/service/initiative (e.g. campus engagement, student health and wellness, international education, community service learning, etc.).

d. How did this program align with UH institutional documents such as the University of Hawai'i Strategic Directions, 2015–2021, UH Hilo's Enrollment Management Report, Strategic Directions for International Engagement, and industry standards such as CAS Standards for your unit. Some professional organizations do provide guidance in this area (e.g. Advising) so you're free to include, if relevant.

1. Unit Program, Service, or Initiative	2. Unit Priority	3. Continuing-Unchanged, Continuing-Revised New	4. Desired Student Outcome	Alignment to guiding institutional documents
Example: Graduation Pop-Ups	*1*	*New*	*Graduation (50 students at senior standing)* • *Build awareness about graduation*	*Hawai'i Graduation Initiative (Total Degrees & Certificates Earned by Fiscal Year)*

			deadlines ● ***Educate students on graduation application processes*** ● ***Educate students on commencement registration processes***	
Academic Advising	1, 2, 3	Continuing-Unchanged	Students will: ● Gain an understanding of general educations, graduation, and major/minor certificate requirements ● Be able to navigate and utilize STAR for registration, degree audits, etc. ● Be able to communicate effectively with campus departments and faculty ● Successfully complete UH Hilo common forms and submit to appropriate departments (overrides, modifications, etc.) ● Be able to select a major/minor/certificate based on desired goals ● Be informed of important institutional policies, procedures, and deadlines	University of Hawai'i Strategic Directions, 2015–2021 (HGI Action Strategy 2: Reduce attainment gaps in college completion for Native Hawaiians, low-income and under-represented groups)
Financial Aid Counseling	1, 3	Continuing-Unchanged	Students will ● Be able to navigate the financial aid process and understand satisfactory academic requirements. ● Complete scholarship processes and requirements ● Understand important policies, procedures, and deadlines pertaining to UH Hilo financial aid ● Gain awareness of and complete outstanding financial aid requirements ● Students have the opportunity to apply for an SSSP grant if they meet eligibility criteria. ● Have the opportunity to apply for the E 'Imi Na'auao scholarship funds allocated to SSSP if they meet eligibility criteria.	UH Hilo's Enrollment Management Report (Increased communication and access to financial aid information)

Financial Literacy	1	Continuing-Unchanged	• Students will receive instruction on financial, credit, and debt management necessary to make financially responsible decisions.	UH Hilo's Enrollment Management Report (Increased communication and access to financial aid information)
Peer Tutoring	1, 2, 3	Continuing-Unchanged	Students will • Improve academic performance and study/learning skills and habits • Receive one on one tutoring to increase understanding and review course material • Receive instruction or delivery of course materials in a variety of methods based on student needs	UH Hilo's Enrollment Management Report (Expand peer advising and peer tutoring / learning assistants with a focus on freshmen)
Career Counseling	1, 3	Continuing-Unchanged	Students will receive assistance with career planning, the decision-making process, and value of their education in relation to their career.	University of Hawai'i Strategic Directions, 2015–2021 (HGI Action Strategy 3: Use workforce and career information to inform advising and student choice of major) UH Hilo's Enrollment Management Report (Implement Purpose First integrating major choice, career exploration and employment advising)
Personal counseling	1, 2, 3	Continuing-Unchanged	Students will feel supported through their academic journey. Students will develop skills to think critically and navigate the problem-solving process.	CAS Standards (TRIO and Other Educational Opportunity Programs: Student Learning and Development Domains and Dimensions, Mission)
Graduate and professional school advising	1, 2, 3	Continuing-Unchanged	Students will receive assistance with graduate school exploration, applications, and enrollment. Students will be provided with resources relating to graduate school such as GRE vouchers, GRE & MCAT test preparation books, etc.	CAS Standards (TRIO and Other Educational Opportunity Programs: Program)
Cultural enrichment opportunities	1, 3	Continuing-Unchanged	Students will gain awareness of different cultural components through various activities.	Mission Statement and Strategic Directions for International Engagement, 2010-2020 (Provide University of Hawai'i students and faculty with opportunities for international engagement)

Referrals to campus and community resources	1, 2, 3	Continuing-Unchanged	Students will gain awareness of campus and community resources and the services they provide	CAS Standards (TRIO and Other Educational Opportunity Programs: Mission, Program) UH Hilo's Enrollment Management Report (Retention efforts)

ASSESSMENT

For each identified program/service/initiative, how did you measure its impact toward meeting unit priorities?

1. How many students did your unit provide direct service to or support for during the 2019-2020 academic year and what was the nature of that contact?

2. How do you know if you have achieved your desired outcome or impact? *Please provide supporting information (e.g outcomes, targets, etc.) and quantitative and qualitative data analysis.*

Unit Program, Service, or Initiative	Collaborators (if applicable)	Number of students impacted	Nature of Contact	Desired Outcome or Impact
Example: Graduation Pop-Ups	***Career and Academic Advising Center*** ***Office of the Registrar***	***106***	• ***Students met with representatives from key offices to confirm progress to degree on STAR-GPS*** • ***Students received copies or instructions to access the online version of the graduation application and instructions*** • ***Students provided information about commencement registration***	***Assist in increasing the number of students who graduate at the end of Spring 2019. Still reviewing impact.***
Academic Advising	Career and Academic	200	• Students met with SSSP academic	Achieve graduation within 6-years objective (Target:

	Advising Center Admissions Colleges & Departments Office of the Registrar Counseling Services Disability Services UH Hilo Testing Center		counselors ● Students receive necessary documents and instructions ● Students provided guidance on navigating STAR GPS for degree audit and registration ● Students provided assistance with course selection ● Students provided guidance in regard to placement testing ● Students are provided copies of the mid-semester evaluations we receive from their instructors	40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Financial Aid Counseling	Financial Aid Office Cashier's Office	200	● Students counseled in regard to SAP in relation to completion rate and/or low GPA ● Students contacted via email regarding FAFSA deadlines ● Students counseled in regard to available scholarships and sent email reminders of upcoming deadlines and requirements ● Students advised about financial aid appeal process	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Financial Literacy	CashCourse Financial Literacy Resource Financial Aid Next Generation Personal Finance (NGPF)	200	● Workshops presented to students in small group settings re: Budgeting, Money Management, Investing, & Credit ● Students received supporting materials pertaining to workshops for personal use	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Peer Tutoring	Kilohana: Academic Success Center Kipuka Native Hawaiian Student Center Department Faculty Student Employment	71	● Students met with peer tutors for one-on-one tutoring in high need, and general education coursework ● Students met with peer tutors to review study skills and strategies to support their current and future coursework	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Career Counseling	Career and Academic	199	● Students assisted/counseled to help	Achieve graduation within 6-years objective (Target:

	Advising Center		align their coursework and/or major/minor/certificate to ensure their current academic pathway and personal skills aligned with requirements for future professional endeavors ● Students informed of resources for industry salaries and projected occupation growth ● Workshops presented to students on resume, personal statement, and cover letting writing ● Students provided with resources for job interviews such as pad folios, linen resume paper, & laptop bags.	40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Personal counseling	Counseling Services	197	● Students are advised to seek additional support from other on and off-campus resources for personal issues. ● Students are guided to develop greater self-confidence, resilience, and other personal strengths through direct instruction and/or modeling.	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Graduate and professional school advising	Career and Academic Advising Center UH Hilo Testing Center Hale Kea Advancement & Testing Center	166	● Students were informed of available resources: GRE/MCAT booklets for loan and GRE vouchers. ● Students were informed of UHH graduate programs. ● Students met with SSSP Counselors to discuss options, requirements, application processes, etc.	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)
Cultural enrichment opportunities	UH Hilo Performing Arts Center Tickets UH Hilo Outdoor Edventures Zentangle Workshops	28	● Students were provided with opportunities to attend UH Hilo theatre events free of charge. ● Students were notified of on and off-site cultural opportunities. ● Zentangle workshops provided to assist with stress management & reduction	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)

Referrals to campus and community resources	College of Agriculture, Forestry, and Natural Resource Management (CAFNRM) College of Arts and Sciences (CAS) College of Business and Economics (CoBE) College of Natural and Health Sciences (CNHS) College of Pharmacy Ka Haka ʻUla O Keʻelikōlani, College of Hawaiian Language Distance Learning Graduate Division Campus Center Campus Recreation Career and Academic Admissions Advising Center Center for Global Education & Exchange Counseling Services Disabilities Services Financial Aid First Year Experience International Student Services Kipuka Native Hawaiian Student Center LGBTQ+ Center Minority Access & Achievement Program National Student Exchange Registrar Student Conduct Student Employment Services Student Medical Services University Housing	200	• Students were referred to campus and community resources and informed of the services they provide based on student need.	Achieve graduation within 6-years objective (Target: 40%, Obtained: 72%) Achieve retention objective (Target: 70%, Obtained: 86.5%) Achieve students who attain good academic standing-2.0 GPA or above (Target: 65%, Obtained: 92%)

	Upward Bound Women's Center			

SSSP has met and exceeded federally-mandated retention, graduation and good academic standing objectives for every project year since 2011. Thus far in the 2019-2020 academic year, SSSP has provided more than 162,180 contact minutes (face-to-face, email or phone contacts) with all 200 participants. Academic advising has been the most utilized service at 16,920 contacts (70,066 minutes), while financial aid and economic literacy has been the second most utilized service at 5,548 contacts (22,389 minutes). Forty-two new participants met with SSSP peer tutors for study skills review (715 minutes), and peer tutors delivered 8,835 minutes of 1:1 tutoring. Participants are asked to complete evaluations for the workshops we conduct, as well as semester end evaluations and upon exiting the program after graduation. The following are samples of qualitative feedback provided by students on the evaluations:

"If it wasn't for the SSSP services, I think I would have struggled a lot through my academic journey. By utilizing the services provided, I was able to get help on assignments that I couldn't solve on my own. I was able to print out papers and essays for classes without having to pay money to print. I've met a lot of helpful students and adults that work with the program that have motivated me and pushed me to continue my education even when I felt like I don't belong here or I can't complete my college degree. I am so grateful for the services provided through SSSP. I go to the workroom almost every week."

"SSSP was the last to pull me out of a crisis last year when financial aid and other scholarships became shorthanded. It was always the first to offer advice and opportunities to students like me, who are too afraid of seeking help and reaching out first. A little SSSP assistance goes a long way. The midterm evaluation provided by the program really helps me reflect on my failures and achievements and propel me to do better. It is truly worthy of its name Student Support Service Program."

"These services have increased my knowledge of the many services you provided. What I most enjoy about these workshops is everyone in the room wants to be there, is engaged, and applies SSSP teachings to their own lives. I came to almost every workshop that was available in the fall semester because I enjoyed it so much. It definitely showed me different ideas and ways to enhance my performance in this academic school year. I am very thankful to have this program that I can rely on."

"I think that SSSP is a huge assistance for students who are a part of the program. Having resources like supplies, printers, and tutoring readily available for me definitely takes some of the worry away. In addition, just the feeling of being supported and thought about reminds me that there are people rooting for me and they want to see me succeed!"

"The best part of my Student Support Services experience was the sense of community and knowing that someone is always available to support my academic journey was very helpful. Also, I particularly found SSSP's in house academic advising very helpful. Free printing was also awesome!"

3. Did you experience challenges in meeting your unit priorities? Please explain.
   We did not experience challenges in meeting our priorities this year. With additional staff, we were able to provide additional services to students and continue meeting all of our grant objectives.

ACCOMPLISHMENTS

Is there anything else you'd like us to know about what your unit accomplished this academic year that wasn't included above?
During the 2019-2020 academic year, SSSP participants contributed to 7.69% of the Fall 2019 undergraduate degrees awarded (11/143) and 7.44% of the Spring 2020 degrees awarded (29/390).
SSSP also awarded $7,277 dollars in grant aid to SSSP participants for the 2019-2020 academic year.
SSSP utilized grant funds and secured funding from UHSA to collate 70 care kits for students which included items such as saimin, rice, Clorox wipes, face masks, tide pods, paper towels, toilet paper, toothpaste, soap, laundry detergent, and trash bags.

AY 2020-2021

1. **What are your plans to revisit and revise your unit's core mission in the immediate future?**
   The unit's core mission is revisited during the grant writing years and is revised as needed.

2. **How will your unit work toward fulfilling the unit's core mission for the AY 2020-2021?**

   We will continue implementing program services, as it has proven to be effective. We utilize feedback from staff and students to make adjustments within the scope of the grant.

3. **What will be your unit's top three (3) identified priorities for AY 2020-2021?**

1	Retain or graduate 70% of participants
2	Provide academic support services such that 65% of SSSP participants will attain/maintain good academic standing at the end of each academic year

3	40 % of SSSP participants will graduate within six years

4. **Identify one of the Student Learning and Development Domains in the CAS Standards and Guidelines of your area that you'd like your unit to focus on in the AY 2020-2021 and the Dimensions that might correspond with your unit's identified Domain.**
   Domain: Practical Competence
   Dimensions: Pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life.

5. **In light of the Domain you articulated as a focus, do you anticipate your unit's priorities changing for 2020-2021? If so, how?**
   We are planning to focus and improve on communicating effectively. With the current situation related to COVID-19, it is crucial that we focus on effective communication due to frequent changes in directives, guidelines, and information. Priorities will change to focus on delivering quality services through remote platforms such as Google Meets, Zoom, and Nearpod. Additionally, communication will take place more frequently through email and phone, as opposed to in person due to social distancing guidelines and work schedules.

6. **Based upon your findings in this year's annual report, what activities/operations would you need to establish and/or <u>continue</u> and what resources would you need to meet your unit's priorities for the 2020-2021 year?**
   We will continue to need a funding source to provide refreshments at workshops since federal regulations prevent SSSP from purchasing food. We will also continue to require access to facilities to provide one on one tutoring and a space for students to study and complete coursework.

Division of Student Affairs
2019-2020 Unit Annual Report
Unit: Student Employment
Submitted by: Marcy Martinez
University of Hawai'i at Hilo
Due: July 15, 2020

AY 2019-2020

1. State your unit's core mission.
   The core mission of the Student Employment Program is to manage the Student Employment Program for the University of Hawaii at Hilo campus, which provides the opportunity for students attending the University of Hawaii at Hilo to work on campus.

2. How did your unit work toward fulfilling the unit's core mission for the AY 2019-2020?
   Student Employment Program worked to fulfill the goal through consistent student/customer service. Ensuring we maintained "Open Door" operations to provide students and supervisors with the opportunity to actively engage with and access the Student Employment Program's student staff and coordinator. Trainings were conducted for supervisors in small groups and one on one sessions to increase knowledge in managing their student employees and the utilization of the computerized Student Employment System (SECE). Continued management of the SE program to ensure compliance with rules and regulations that govern student employment. This year also had a change of leadership with a new Coordinator at the helm as the previous coordinator retired December 2019. COVID-19 generated new challenges from February 2020 through the end of the fiscal year. This did not change the direction of the program just the manner in which it was implemented and administered had modifications.

3. What were your unit's top three (3) identified priorities for AY 2019-2020 as listed in your last annual report?

1	**To assist students at the UH Hilo campus who are searching for on campus employment opportunities to find gainful on campus employment to support and finance their academic endeavors while in attendance at UH Hilo.** *<u>This goal is in alignment with UH Hilo Strategic Plan Goal #1</u> Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives. This goal is also in alignment with A9.880 Policies and Procedures on Student Employment*
2	**To manage the Student Employment Program to insure compliance with all federal and state rules and regulations as they apply to on campus employment; To insure compliance to all EEO/AA Rules and Regulations as they apply to on campus employment; and to insure compliance with University of Hawaii System's Rules and Regulations that govern the employment of students with in the University of**

	Hawaii system. *<u>This goal is in alignment with UH Hilo Strategic Plan Goal #3</u> Foster a vibrant and sustainable environment within which to study work and live. This goal is also in alignment with A9.880 Policies and Procedures on Student Employment*
3	**To provide training and guidance to supervisors who employ students with in their department on managing their student employees and the utilization of the computerized Student Employment System (SECE) that is utilized by the University of Hawaii System.** *<u>This goal is in alignment with UH Hilo Strategic Plan Goal #6</u> Facilitate organizational excellence through continuous innovation, responsible resource development, and effective communication. This goal is also in alignment with A9.880 Policies and Procedures on Student Employment.*

4. Did your unit's priorities change since the last annual report? If so, how? If not, how have they been refined?
   Student Employment Program will continue to focus on the three current goals. There is a continued priority of student engagement and Student Employment provides the platform by which students can participate in the daily functions of UH Hilo campus. As we know student engagement is a key factor in student retention. Current Coordinator explored several items to make refinements to the program upon appointment. The first item identified was a need for additional supervisor communication and training. This is in alignment with goal# 3. A monthly communication update was quickly initiated and provided to all campus supervisors in a "Did You Know" format. This was disseminated via email at the beginning of each month. These updates were based on information and questions received by the SE Office from students, supervisors, UH System/SECE and VCSA. Positive feedback was received by the supervisors, and SE Coordinator plans to continue with format as campus life resumes in the fall.

5. Did you (re)allocate resources (fiscal, human, facility, technology) and/or pursued other resources to meet your unit priorities and if so, did this allocation improve efficiency and productivity within your unit? Provide details of how efficiency and productivity was positively impacted.
   Adjustments have been made within the unit to provide the most comprehensive coverage of the main office to provide "Open Door" services and opportunities for our students and supervisors. When the Unit is able to provide service there is a positive impact (as is noted in the assessment portion of this report). Unfortunately there have been occasions where students have been met with a closed door and a notice of our estimated return time. Upon the Appointment of the current SE Coordinator the ability to maintain the "Open Door" service initiative also became a priority. Since this program has only one professional staff member (SE Coordinator) the utilization of student staff becomes crucial in this initiative. Continued refinement of scheduling for student staff met some of this need. In addition, Bridge to Hope Students were also utilized to

also assist with this initiative. Bridge to Hope student employees do not affect the program budget as they are paid through funds distributed by UH Mānoa. These student employees have multiple challenges and often inconsistent schedules. Often this is due to the nature of their eligibility for the BTH program. Since the UH Hilo Bridge to Hope Coordinator is also the SE Coordinator and this program is locally managed by Student Employment this became a natural fit for student and SE Program.

PROGRAMS/SERVICES/INITIATIVES

Unit Program, Service, or Initiative	Unit Priority	Continuing-Unchanged, Continuing-Revised New	Desired Student Outcome	Alignment to guiding institutional documents
Students to obtain gainful employment	*1*	*Continuing-Unchanged*	*Fill student employment positions with qualified applicants. 2019 there were 687 students employed of that 479 were new positions filled*	*This goal is in alignment with UH Hilo Strategic Plan Goal #1 Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives*
Ensure compliance with all federal and state rules and regulations as they apply to on campus employment; To ensure compliance to all EEO/AA Rules and Regulations as they apply to on campus employment; and to ensure compliance with University of Hawaii System's Rules and Regulations	*2*	*Continuing- Unchanged*	*Reduce/Eliminate number of grievances or complaints filed either formal or informal by student in regards to employee behavior or lack of compliance. 2020 2 informal reports and 0 formal reports. As compared to 2018-19 there were 4 informal reports and 1 formal reports.*	*21CF Action Strategy 3: Provide safe, healthy and discrimination free environments for teaching, learning and scholarship for students, employees and visitors.* *This goal is in alignment with UH Hilo Strategic Plan Goal #3 Foster a vibrant and sustainable environment within which to study work and live.*
Provide "Open Door" access for students to allow access for inquiry and document processing	*1,2,3*	*Continuing Revised in 2018 Additional revisions in 2020*	*Student Opportunity to seek available student staff or coordinator for assistance.*	*This goal is in alignment with UH Hilo Strategic Plan Goal #6 Facilitate organizational excellence through continuous innovation, responsible resource development, and effective communication.* *This goal is in alignment with UH Hilo Strategic Plan Goal #1 Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives*

Welcome Week-Orientation Workshops- "How to Find On-Campus Job"	*1*	*Continued-Revised 2018 Additional revisions in 2019-2020*	*Provide opportunity to incoming students to learn about the opportunities in Student Employment Program*	*This goal is in alignment with UH Hilo Strategic Plan Goal #1 Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives*
Supervisor Training Sessions- Provided for small groups and One-On-One. SECE and Campus Policy	*2,3*	*Continued-Revised 2018 Additional revisions in 2019-2020*	*Provided 28 Training sessions to 11 dept. as changes occurred during the FY this has an immediate impact on 141 Student Employees and an overarching impact on students that utilized those departments' services.*	*This goal is in alignment with UH Hilo Strategic Plan Goal #6 Facilitate organizational excellence through continuous innovation, responsible resource development, and effective communication.* *This goal is in alignment with UH Hilo Strategic Plan Goal #3 Foster a vibrant and sustainable environment within which to study work and live.*

ASSESSMENT

For each identified program/service/initiative, how did you measure its impact toward meeting unit priorities?

1. How many students did your unit provide direct service to or support for during the 2019-2020 academic year and what was the nature of that contact?

2019/2020	Interactions/Requests Student or Supervisor	# of Students Impacted (# of student visits/requests)	In Person Visits
July	178	76	58
August	257	180	192
September	181	131	116
October	128	75	78
November*	43	27	25
December*	59	26	22
January 2020	130	74	72
February	99	63	47
March**	70	39	33
April**	35	19	6
May**	14	20	13

June**	12	10	5
Total FY 19/20	1206	740	667
Total FY18/19	1970	2715	1347

*Nov/Dec : data missing new student employee training not capturing all visitors.
** March-June COVID-19 Impact Campus closure/ online learning.

2. How do you know if you have achieved your desired outcome or impact? *Please provide supporting information (e.g outcomes, targets, etc.) and quantitative and qualitative data analysis.*

Benchmark	*Tools/ Partnerships*	*Reporting method*	*Outcome / Results*	*Explanation of Service offered*
Interactions /Customer Service and services provided to students or supervisors	*Collaborations with FYE/ Career Advising for Outreach events*	*See Information Table #1 above*	*Students were Provided information regarding student employment, referrals and job search* *Students Provided Documentation for SEWA processing*	*Assist In the number of inquiries resolved with positive outcomes* *Zero complaints reported to Student Employment in regards to Customer Service or ability to meet needs*
Amount earned by students employed via the Student Employment Program	*SECE- System Payroll Reporting*	*Student Placements FY2020* *377 New Placed* *819 total placements* *687 Individual students employed* *COVID-19 Effect* *Active timesheets after 3/31/2020 Ave. 130-144*	*Total Dollar amount students earned FY2020* *Overall 2,267,685.96* *F-1 $272,426.31* *F-3 $1,995,259.65* *(Up to reporting period ending 6/30/2020*	*On campus employment has a direct benefit to students by providing students with access and the opportunity to work on campus, which allows them to earn funds to help them finance their education. By being able to earn the funds via an on campus job to support their academic endeavors, a student's attention can remain on academics instead of their financial stress.*

3. Did you experience challenges in meeting your unit priorities? Please explain.˜
The middle of March brought a change to the entire campus as COVID-19 required students to distance learn, campus services to be shuttered and campus closed to the general public. This left many students without work resulting in over 200+ Unemployment Insurance claims filed by affected students for which they are not eligible. This required time and staff hours to reply to each claim and submit to Unemployment office with the exemptions statute required by the State of Hawai'i. Additionally, there was a need to address student's inquiries as to their employment status and requests for support in this difficult time. Time and resources also were expended in providing support to supervisors who were unsure of guidance and the effect on their individual units as student employees either did not return or they were unable to fill hours either in site or explore remote work for their student staff.

ACCOMPLISHMENTS

Is there anything else you'd like us to know about what your unit accomplished this academic year that wasn't included above?
Bridge to Hope Program was able to successfully graduate 2 students Fall 2019 one accepted to graduate program at UH Hilo. There were additional students that graduated in Spring one is actively apply to UH Manoa Graduate program. SE was also able to provide assistance in the reporting needed to support students to receive CARES act funding. 2019-2020 was the first year in recent history with no formal grievances against supervisors for violation to work codes or UH System policy. This is currently being attributed to increased training and communication with supervisors. Continued monitoring of new processes will determine long term effectiveness.

AY 2020-2021

1. What are your plans to revisit and revise your unit's core mission in the immediate future?
   The core mission will remain the same unless directed by University Of Hawai'i System Directives.

2. How will your unit work toward fulfilling the unit's core mission for the AY 2020-2021?
   Student Employment will continue to participate in the learning process for the program, Coordinator, Student Employees, Student Employers, and others that are a part of the UH Hilo community. Continued support of other programs that partner with UH Hilo Student Employment Program Such as USDA, Bridge to Hope, America Reads/America Counts.

3. What will be your unit's top three (3) identified priorities for AY 2020-2021?
   SE Goals are directly aligned with policy and regulation, because of this the core of what is done does not change. However there is some ability to explore initiatives that find new ways of achieving these priorities. The current uncertainty of the effects of COVID-19 and the impact on student employment are not entirely known at the time of submission for this document.

1	**To assist students at the UH Hilo campus who are searching for on campus employment opportunities to find gainful on campus employment to support and finance their academic endeavors while in attendance at UH Hilo.**
2	**To manage the Student Employment Program to insure compliance with all federal and state rules and regulations as they apply to on campus employment; To insure compliance to all EEO/AA Rules and Regulations as they apply to on campus employment; and to insure compliance with University of Hawaii System's Rules and Regulations that govern the employment of students with in the University of Hawaii system.**
3	**To provide training and guidance to supervisors who employ students with in their department on managing their student employees and the utilization of the computerized Student Employment System (SECE) that is utilized by the**

	University of Hawaii System.

4. Identify one of the Student Learning and Development Domains the CAS Standards and Guidelines of your area that you'd like your unit to focus on in the AY 2020-2021 and the Dimensions that might correspond with your unit's identified Domain.
   *Student Employment Program will continue its focus on **Knowledge Acquisition Construction Integration and Application:** Connecting knowledge to other knowledge, ideas and experiences. Relating knowledge to daily life. The goals of this are long term and although there is some progress the challenges of the semester created a stall in this momentum.*

5. In light of the Domain you articulated as a focus, do you anticipate your unit's priorities changing for 2020-2021? If so, how?
   It is reasonable to conclude that there will be some shift in priorities, unfortunately with the uncertainty of funding and ability for campus to open certain units or programs much of this is unknown at this time. The larger goal is to remain flexible with directives in the upcoming year and explore creative and supportive ways to continue to serve students in the most effective manner.

6. Based upon your findings in this year's annual report, what activities/operations would you need to establish and/or **continue** and what resources would you need to meet your unit's priorities for the 2020-2021 year?
   Understanding upcoming budget constraints for the new fiscal year SE is exploring ways to stay in alignment with that direction and the uncertainty that is also anticipated.
   The changes that we have already seen are leading the SE Program to explore more virtual programing. Orientation presentation has been modified, but will need more adjustments for additional online virtual platforms. Chat-bot programing is being actively explored on our campus and Student Employment would greatly benefit from this service. As noted in this document; as the new semester begins, face-to-face interaction (noted earlier) or in-person services increase greatly. One of the goals would be to minimize foot traffic, in the abundance of caution, for the health of all, and in addition, the convenience for student employees to be assisted remotely with basic questions as needed.