PART A: Please provide 1-2 significant or major examples of how your unit’s activities, programs, services, etc., substantively/meaningfully contributed to achieving each of the following: (a) the Division of Student Affairs strategic plan implementation matrix (http://hilo.hawaii.edu/uhh/vcsa/documents/UHHiloDSA2011-15StrategicPlanImplementationMatrix.pdf); (b) UH Hilo’s strategic priorities (http://hilo.hawaii.edu/strategicplan/); and/or (c) the UH System’s strategic priorities (http://www.hawaii.edu/ovppp/uhplan/)? Please be sure to identify/reference specific priorities and provide specific examples and sufficient detail.

The Advising Center has expanded over the past 2 years and with that expansion, so too has its involvement in university-wide initiatives targeting retention and graduation. In UH Hilo’s strategic implementation alignment plan (2011-2015), the Advising Centers’ efforts to improve graduation rates have meant working toward collaborating with academic affairs to institute intrusive advising as a means to reduce barriers and time to degree. The measures include improving: 1) 4-, 5-, and 6-year graduation rates of first-time, full-time freshman (FTFTF) cohorts (Fall 2010, 2011, 2012), and 2) the number of Native Hawaiian and minority graduates, which are also consistent with the UH System’s Hawai‘i Graduation Initiative to increase the number of degrees and certificates awarded every year.

In the past 2 years, the Advising Center has played an increasing role in initiatives targeting first-time, full-time freshman, by focusing its participation in programs and activities that are both impactful on a broad university-wide scale and consistent with the overall mission of the unit, which is to provide quality services that facilitate academic success and career development at UH Hilo through advising. Although the unit is involved in initiatives like Freshman Guaranteed Academic Schedules (FreGAS), and Orientation and New Student Programs, teaching two sections of University 101, and continuing to be the center for General/Undeclared students, we have shifted our focus and efforts toward all first-time, full-time freshmen, by implementing intrusive advising, referred to as the “Freshman ʻEleu Campaign”, which began officially in Fall 2013.

Freshman ʻEleu requires all FTFTF to meet with their assigned professional advisor in the Advising Center or with their special population resource unit (Kīpuka, SSSP, PISC), once a semester, for their first two semesters at UH Hilo. Methods of contact include face-to-face, online, or phone. The intent of the outreach is to get a “temperature check” on first-semester freshmen adjusting to UH Hilo. In the fall, students are asked about coursework, academic preparedness, and expectations; but are further queried on campus engagement, transitioning to college, relationships, registration, and future plans. Additionally, students are further prompted for information on their readiness for early registration.
The discussions of second semester advising sessions focus less on transition and adjustment and more on educational goals, responsibility and expectation, and the transition to faculty-based advising. As always, relevant support, resource referrals, and advice are provided.

At the close of Fall 2013, 512 students were assigned to advisors in the Advising Center and were subject Freshman ‘Eleu. As of January 3, 2014, 87.9% of students completed advising.

Because of FreGAS, in Fall 2013, students were not all familiar with the registration process. Based upon the intake form (352 unique responses), over two-thirds of students indicated they needed assistance with selecting courses (69.6%) and the type of classes to register for (63.1%). In fact, only 20% knew what they wanted to register for and less than a third (32.1%) asserted knowledge of how to use the registration system.

At the close of Spring 2014, 437 second semester freshmen from the Fall 2014 cohort were assigned to advisors in the Advising Center and were subject to Freshman ‘Eleu. As of June 4, 2014, 93.6% of students completed advising.

Based upon the spring intake form, 310 second semester freshmen (70.9%) expressed confidence in using the registration system (64.8%), yet indicated they needed help selecting courses (61.3%).

Efforts to improve and expand for the upcoming cohort are currently underway.

Update on 2011-2015 UH Hilo Strategic Plan (Advising Center Implementation Plan, April 11, 2012)

New Activities and Strategies

1.1 Foster discussion of career options and/or graduate or professional school.

Planned Activity: Provide leadership and contribution, in partnership with Career Development Services, to support the Division of Student Affairs’ action plan to merge advising and career development services.

Proposed Start Date: January 2012    Proposed End Date: September 2013

Progress: Both units are in the process of merging. Arrival at merged organization slated for September 2014, upon the retirement of the current director of Career Development Services.

1.1 Create a culture that includes traditional advising as well as independent study, research, internships, and continued dialogue beyond the classroom
**Planned Activity:** Create and implement *Advising Matters Professional Council (AMPC)*. The council will be comprised of UHH shareholders in advising and advising-related matters.

**Proposed Start Date:** March 2012  
**Proposed End Date:** No end date.

**Progress:** The AMPC was created in March 2012 and meets once every semester to disseminate information about advising on campus and increase knowledge and skill in providing support to campus-related advising matters. Membership includes professional advisors in the UH Hilo Advising Center, Kīpuka Native Hawaiian Student Center, Student Support Services Program, Minority Access and Achievement Program, Athletics, and North Hawai‘i Education and Resource Center.

**Continuing Activities and Strategies**

1.4 **Identify students who will benefit from academic support, particularly early in each semester and provide targeted services to help them succeed**

**Planned Activity:** Intervention and advising for undeclared students on academic warning and academic probation. Intervention may include referral to appropriate support services, assess reasoning for low academic performance, and assist students with creating an action plan for improved performance.

**Proposed Start Date:** First month of each semester  
**Proposed End Date:** Ongoing

**Progress:** With the launch of Freshman ‘Eleu in August 2013, the Advising Center has implemented proactive advising measures for all freshmen and general/undeclared students, including required meetings with their first-year advisor in the Advising Center or the professional in one of the special population offices (Kīpuka Native Hawaiian Center, Minority, Access, and Achievement Program, Student Support Services Program, and the Pacific Islander Student Center). Required advising appointments last for the first 2 semesters for all freshmen. Additionally, with the launch of EBI MAPworks, we will be able to identify students much earlier and launch immediate support efforts for their success.

4.5 **Improve higher education access, outreach, and support for non-traditional and underserved populations**

**Planned Activity:** Enhance and improve Advising Center web-based resources.
Proposed Start Date: March 2012        Proposed End Date: Ongoing

Progress: New Advising Center website launched March 2014. The new website has also been recognized for several different awards for design.

5.6  Work in partnership with other universities and colleges to identify and deliver join program ventures and/or activities that could benefit Hawai‘i Island and State.

Planned Activity: Enhance and improve Advising Center web-based resources.


Progress: The Advising Center has begun collaborating with Ho‘okele Native Hawaiian Transfer Support Program out of Kīpuka, which is funded out of the Title III Hālaulani Collaborative Grant between UH Hilo and Hawai‘i Community College to promote transfer between both campuses. Na Ka ‘Eleu, an early advising and registration event, is held on the Friday prior to early transfer registration each semester.

Activities and strategies that will be reduced or eliminated

6.0  Facilitate organization excellence through continuous innovation, responsible resource development, and effective communication

Planned Activity: Elimination of current UH Hilo Advising Center website. Replace with a more user friendly site which will include web-based advising resources for students and faculty.

Proposed Start Date: October 2011        Proposed End Date: August 2013

Progress: The former advising center website was taken down on the new website launched March 2014.
Student Appointments in 2012-2014

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<thead>
<tr>
<th></th>
<th>2012-2013 Students Seen</th>
<th>2013-2014 Students Seen</th>
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<tbody>
<tr>
<td>Summer 2012</td>
<td>31</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>232</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>173</td>
<td>Spring 2014</td>
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<tr>
<td>Total</td>
<td>436</td>
<td>Total</td>
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Due to the Advising Center’s increased involvement with FreGAS in 2012-2013 and the incremental implementation of Freshman ‘Eleu, with an expanded staff (3 advisors in Summer 2012, to 5 in Fall 2013), there was a sudden 108% increase of student appointments.

PART B: Please list and describe your unit’s 2-3 priority areas for focus to improve outcomes or enhance positive impact for students or the constituents your serve. How will you know if you have achieved your desired outcome or impact? Note that both quantitative and qualitative measures are acceptable.

With the Advising Center leading the charge on intrusive advising starting in 2013-2014, we are creating a 2014-2015 first-year freshmen advising syllabus. The syllabus will allow us to better link desired outcomes to “curriculum” (advising appointments and programming) in the form of advising services and contributing to student persistence and retention.


<table>
<thead>
<tr>
<th>Students will be able to:</th>
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<tbody>
<tr>
<td>• Identify educational options that fit their interests, abilities, and career goals</td>
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<tr>
<td>• Identify and utilize campus resources</td>
</tr>
<tr>
<td>• Identify their support network</td>
</tr>
<tr>
<td>• Identify and utilize web-based advising and registration resources</td>
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We are in the process of finalizing the syllabus, while also creating an assessment plan that will provide us with information of how students will meet outcomes based upon first-year advising programming. The assessment plan will include establishing baseline measures to assess student learning, as well as the necessary rubrics and evaluations to measure development as it relates to meeting outcomes.
We plan on finalizing the document in the upcoming weeks. We also plan on also using official figures and percentages from UH Hilo Institutional Research relating to student persistence (fall to spring) and retention (fall to fall) to better understand student movement in the academic pipeline, although we acknowledge that advising is one of many institutional offerings and factors that inform FYFYF student retention.

PART C: How are you reallocating your fiscal, human, facility, technology and other resources to support your priorities?

In 2012-2013, the Advising Center embarked upon a redesign of its website. The purpose was to streamline advising information for multiple audiences, in an attractive web interface. In February 2014, the new website was released and since then, we have worked toward adjusting elements to meet the needs of our constituents, namely students.

We will continue to leverage our partnerships and are preparing to vet the first-year freshman advising syllabus with other resource offices that advise freshmen. The broader adoption of the syllabus can provide guidance and ensure consistency in advising delivery. An advising syllabus and accompanying assessment plan will require intentional design, so evaluation and reporting is being led by Dr. Comfort Sumida of the Advising Center team.

With the roll-out of EBI MAP-Works as an electronic early-warning system in Fall 2014, we are anticipating information early on to provide proactive advising for freshmen in a more timely and effective manner.

PART D: What strategies have you implemented, if any, to either increase efficiency and productivity in your unit, reduce waste and unnecessary cost, and/or increase your access to alternative funding sources, including extramural funding? What new strategies do you have planned in the coming year?

In 2013-2014, the Advising Center applied and was awarded two requests for funding from the Chancellor's Professional Development Fund. The first was to sponsor a series of advising webinars from both NACADA and Innovative Educators, which was submitted by Susannah Welch (Pre-Pharmacy) on behalf of the Advising Matters Council of professional advisors and administered out of the Advising Center.

The second was submitted by Jodilyn Kunimoto to provide all professional advisors in the Advising Center with training and certification as a career development facilitator (CDF), in anticipation of the
redesign of our center to provide both academic and career advising services with the upcoming retirement of the incumbent director of career services.

We plan to request additional funding in the upcoming year to be able to provide additional professional development opportunities related to advising in the upcoming year and to continue expanding our proficiencies and competencies in the area of career advising.

For 2014-2015, we have transitioned to a self-service electronic check-in to reduce costs of printing check-in sheets, while better keeping track of student appointments. We look forward to the release of EBI MAP-Works to better inform our intrusive advising efforts to freshmen. We are also hopeful to be granted access to Advisor Notes in STAR to better account for student appointments. These two initiatives help us to move toward a paperless environment, which cuts down on supply costs incurred in past years.

**PART E: So that we can better plan and prepare for future UH System biennial budget and supplemental budget requests, please indicate your most urgent resource needs (e.g., human, fiscal, facility, etc.) in the next several years and provide an estimate of the annual recurring funds required, i.e., base dollars, and justification for the need.**

With the upcoming retirement of the Career Services director, the redesign of the Advising and Career Development Services unit, and the roll out of providing advising for incoming transfer students, the advising center is hoping to expand its staff to include an additional PBA advisor to be able to provide quality programming for all incoming students. (estimated annual salary: $38,148)

The Advising Center is needing to replace its 6 computers. Currently, there is only one newer computer we got from the former VCSA, but 4 computers are needing to be updated. For the 2014-2015 academic year, the estimate to replace 4 computers is $4,396. We would like to initiate a 3-year technology replacement cycle that would require funds every 6 years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Computers to be replaced</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>4</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2</td>
</tr>
<tr>
<td>2020-2021</td>
<td>4</td>
</tr>
<tr>
<td>2023-2024</td>
<td>2</td>
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</tbody>
</table>
The old computers we hope to replace can be moved to the workstations outside our office where we plan to offer additional instruction and support for students using STAR and to expand opportunities for peer advising.

PART F: (if applicable) Please describe at least one learning outcome that you intended to achieve for students who interface/interact with your unit’s functions, programs, and/or services for the coming year. How will you measure student learning relative to this outcome? (For units who are exempt, please note what efforts you made to assess program outcomes, e.g., conduct self-study using CAS standards. Units may conduct both learning and program assessment.)

As previously mentioned, the Advising Center is moving toward implementing an first-year advising syllabus, however we are interested in seeing how it can be incorporated into a self-study using CAS standards.

PART G: How can the Office of the Vice Chancellor for Student Affairs better assist with or support your unit’s mission, goals, priorities, etc.? Examples might include helping to change/update a policy, establishing a pathway for better communication with another unit on campus, receiving information about a particular issue, etc.

Because our team members sit on key committees, such as FreGAS, EMIT (Enrollment Management Implementation Team), the UH system AATN (Advising and Transfer Network), the Freshman Village, and WASC, we are aware of new policies and procedures that go into effect that impact students and internal operations, however communication from division’s enrollment services offices could make us more effective in fielding calls and inquiries of incoming and current students. One things we would greatly appreciate is knowing what students receive in their acceptance packets so that our messaging and programming are consistent with information the university sends out.

In order to increase advising efficiency and effectiveness, while holding students accountable for their responsibility in the advising process, the Advising Center would also like restored access to the Advisor Notes in STAR to document general points of advising appointments so that students can be held accountable to follow up after the appointment is done.

PART H: Are their additional comments or information you wish to provide? List attachments included with your submission.

The 2014-2015 first-year advising syllabus is attached for your review.
The Goal of First-Year Advising
The goal of first-year advising is to ease the transition to UH Hilo and provide students with the support and guidance for a meaningful first year.

Student Learning Outcomes
Students will be able to:

• Identify educational options that fit their interests, abilities, and career goals
• Identify and utilize campus resources
• Identify their support network
• Identify and use web-based advising and registration resources

Advising Kuleana

<table>
<thead>
<tr>
<th>Advisee Expectations</th>
<th>Advisor Expectations</th>
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</thead>
<tbody>
<tr>
<td>Recognize that advising is a shared responsibility</td>
<td>Help students clarify career/life goals as well as educational goals</td>
</tr>
<tr>
<td>Check your hawaii.edu email on a regular basis</td>
<td>Maintain student confidentiality</td>
</tr>
<tr>
<td>Keep all advising materials in a folder and bring it to</td>
<td>Create an environment of confidence and trust</td>
</tr>
<tr>
<td>advising appointments</td>
<td>Provide timely and accurate information</td>
</tr>
<tr>
<td>Contact your advisor to make appointments</td>
<td>Help students to understand UH Hilo policies, procedures, and processes</td>
</tr>
<tr>
<td>Come to appointments prepared and on-time</td>
<td>Empower students to be independent, resourceful thinkers, who will accept responsibility for their decisions.</td>
</tr>
<tr>
<td>Use advising tools such as STAR Academic Journey, the</td>
<td>Refer students to resources, as appropriate</td>
</tr>
<tr>
<td>university website, schedule of classes, and the academic</td>
<td>Participate in professional development opportunities to stay informed and current</td>
</tr>
<tr>
<td>catalog to gather information and track your progress</td>
<td></td>
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<tr>
<td>Learn important dates on the academic calendar</td>
<td></td>
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<tr>
<td>Accept final responsibility for all decisions</td>
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</table>
Appointments
As a first year freshman, you are required to meet with us once a semester. These meetings provide an opportunity for us to visit your academic and career goals and ensure that you are making meaningful progress toward those goals. It is important to keep this meeting because if you don’t, a hold will be placed on your record, preventing you from registering. Beyond these required meetings, we welcome you to contact us anytime.

Tips for a Productive Appointment

Be on time.
Check in at least 5 minutes prior to the start of your appointment and have a valid government-issued picture ID. We appreciate you notifying us if you are unable to make your appointment.

Be prepared.
Know why you’re coming and have questions or topics ready you’d like to discuss. Bring your advising folder with you, including all documents from previous appointments.

Advising Through The Year
You’ll be required to only meet with us for your first two semesters. Starting your sophomore year, you’ll meet with a faculty advisor in your department until you graduate.