See addendum for more detailed information/data.

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.

a & b. UH Hilo’s Strategic Priorities and The Division of Student Affairs strategic plan implementation matrix

Goal 1: Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives

Priority actions
1.1 Create and sustain a culture of mentorship among faculty and students that fosters meaningful discussion about degree completion, career options and/or graduate and professional schools. This culture includes traditional advising as well as independent study, research, internships and continued dialogue beyond the classroom.

• Kipuka provided traditional advising to students in the Kahoeākamoahoali‘i Leadership Program (Kahoe), the Kanilehua Living Learning Community (LLC), and the Ho‘okele Student Transfer Support Program, which also provides peer mentoring/advising.
• Ho‘okele also provided workshops on career options/opportunities, planned a Career Pathway Exploration Day for transfer students, assisted with the Na Ka ‘Eleu Advising Center Sessions, which brought faculty and students together.
• Kahoe offered a UNIV 101 class which covered academic planning and career explorations as part of the course curriculum.
• Kīpuka staff served on the Advising Matters Council which assisted with the implementation of Freshmen Intrusive Advising initiatives

1.2 Provide every student with an applied learning experience through, but not limited to, increased internships and practica with local businesses/agencies, greater student involvement in faculty research, and artistic and creative endeavors.

• The Mālama Kaiʻulu Community Service Program provides service learning opportunities to students, who are able to have hands-on, culturally appropriate experiences and environmental focused activities. Collaboration with community agencies and practitioners in the field provided students with the opportunity to learn about the wahi pana (sacred places) on the ʻāina and preservation and sustainability practices. These hours could be used to fulfill community service requirements that students needed for scholarships or course/academic projects.

• The Scholars in Residence Program provided students with the opportunity to learn fundamental skills of the traditional Hawaiian crafts of `ie`ie weaving, making lei nihao, and hāwele kana cordage from noted, Hawaiian experts. Hanalei Marzan and Kealiʻi Reichel were invited as visiting scholars to do presentations and workshops on these topics.

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

• Kīpuka informed all Native Hawaiian students of the comprehensive support services available at the center and encouraged them to seek services, which included:
  o the Kaumōʻaliʻi Student Development Center which houses the Kalākaua Technology Lab and offers tutoring, access to computers and technology assistance.
  o The Hoʻokele Student Transfer Support Program conducted intakes on each student and identified potential issues and problems the students may encounter and either provided or referred students to appropriate services.
  o Peer mentors with Hoʻokele followed up with students needing assistance.
  o Workshops on campus resources, and study skills were provided to students.
  o Mid semester evaluations were sent to professors, students were contacted, and appointments were scheduled to go over results.
  o At the end of each semester, students who were on academic probation or warning were identified and appointments were scheduled to meet with the appropriate support staff to discuss strategies and options.

Goal 3: Foster a vibrant and sustainable environment within which to study, work and live

Priority Action 3.1: Meet current and projected housing needs by identifying funds for and developing more student housing, and converting existing on-campus residence halls into a freshman village that would enhance the freshman-sophomore experience.

• The Kanilehua Living Learning Community is a residential program designed for incoming freshmen students, with a focus on those pursuing Science, Technology, Engineering, and Math (STEM) and Hawaiian Studies degrees. Title III funds were utilized to renovate existing facilities which included a learning laboratory and kitchen.

• Kanilehua has a sustainability theme and Native Hawaiian cultural emphasis. A Native Hawaiian garden (mala) was planned and being developed in coordination with the College of Agriculture and the
3.2 Upgrade the university's *technology infrastructure* including computer laboratories and classrooms, wireless broadband across all areas of the campus, and new technologies to better support student learning, teaching effectiveness, and research.

- Kīpuka’s technical support staff maintains and upgrades the Kalākaua Technology Lab which provides students with access to computers and software that supports their academic progress; i.e. installed SPSS statistical software
- Set up and technical support was provided to other Student Affairs departments for professional development webinars which Kīpuka hosted at the site.
- A learning lab was installed at the Kanilehua LLC equipped with 15 computers.

Supporting Action 3.3: Create more gathering places and identify a clear piko/center of the university to hold and promote social, cultural, educational, artistic, and recreational activities that engage our students, faculty and staff and welcome our alumni and broader community onto campus.

- Kīpuka Center’s facilities include the outside lanai, courtyard, multi-purpose room, conference room which are gathering/meeting places for students, faculty and staff.
- Hosted an `Awa Jam session with guest musician, Lito Arkangel, a lecturer at Ka Haka `Ula o Ke`elikolani at Hale Kanilehua Lounge.

3.4 Demonstrate pride and identity in UH Hilo’s *grounds and surroundings* by prioritizing maintenance and upgrades of existing buildings and student housing, landscaping and allocating names to university buildings that reflect the natural or cultural environment of Hawai`i, and improving signage in and around campus.

- Kīpuka has established a Native Hawaiian garden, or mala, outside of the main Center’s facility as well as at the Kanilehua LLC. Native Hawaiian plants are used in the landscaping that are also beneficial for medicinal, food supply, as well as for making lei purposes. The staff and students have taken on the responsibility of maintaining, planting, and caring for the mala and have invited other groups, such as the International and National Student Exchange program students to participate as well. Students learn about the uses of the different native plants as well as how to use the tools and basic horticulture techniques.

3.5 Enhance *core facilities* by providing more hours in essential university services, especially the library, to meet student needs, and by working with the food service provider(s) to broaden dining options by actively seeking and responding to student, faculty, and staff feedback.

- Kalākaua Technology Laboratory has extended hours for tutoring and access to facilities/equipment till 6 p.m.
- The Learning Center and study rooms were available to students at Kanilehua LLC and tutors were able to assist students with their Hawaiian Studies as well as STEM courses during evening hours.

3.6 Demonstrate responsible stewardship for Hawai`i’s precious natural resources by developing an *environmental sustainability* plan to exhibit leadership in recycling, sustainable resource use, food production, “green” building design, and use of renewable energy sources on campus.

- Kīpuka led a committee comprised of representatives from the College of Agriculture, College of Pharmacy, Housing and Hawaii Community College Hawaiian Lifestyles Mahi`ai (farming) program to develop and implement a plan for the Kanilehua LLC mala project.
Goal 4: Cultivate, sustain and reflect a *diverse, multicultural university* that is rooted in the indigenous history of Hawai‘i

Priority Action 4.1: Provide all students with a foundational understanding of, and encourage faculty and staff to learn about, the unique heritage of Hawai‘i and its development from an indigenous base known for its history of embracing diversity.

- Kīpuka sponsored campus-wide academic and cultural forums, presentations, and workshops where Hawaiian cultural practitioners and scholars are invited to provide information on Hawaiian history, culture and traditions. These included the following:
  - The Eia Hawaii Lecture Series was held once a month during the academic year.
  - The Mellon-Hawai‘i Doctoral and Postdoctoral Fellows presented their research projects.
  - The Scholars-in-Residence program invited two Native Hawaiian scholars to present workshops: Hanalei Marzan and Keali‘i Reichel.

4.2 Promote *multicultural fluency* through learning, training, research, and exchange opportunities for students, faculty and staff to develop awareness and knowledge of self and of others, and skills for effective interaction, communication, leadership, and organizational change.

- The Kahoe Leadership Development Program required students to take a UNIV 101 which focused on effective leadership skills and provided opportunities for students to be involved and engaged in service learning opportunities on and off-campus.
- The Keaomālalama Hawaiian Club is supported by Kīpuka and the Student Development Specialist serves as the advisor to this Registered Independent Student Organization. The purpose of the club is to perpetuate Hawaiian culture and traditions and to help the officers and students develop leadership skills.

Priority Action 4.3: Implement a comprehensive plan to cultivate, sustain and reflect diversity in the academic and social activities of UH Hilo. Ensure UH Hilo addresses the unique responsibilities of the state to students of Native Hawaiian ancestry.

- The Strategic Plan for Kīpuka addresses the needs of Native Hawaiian students and provides the following core activities
  - Community outreach and recruitment
  - Academic advising
  - Personal and career counseling
  - Tutoring: writing, math, science, Hawaiian language
  - Transfer information and assistance
  - Financial aid and scholarship information and assistance
  - Peer mentoring
  - Leadership and service learning experiences
  - Student Development, Leadership Development and Cultural Studies courses
  - Cultural development forums, presentations, workshops, and field trips to engender a Hawaiian worldview
  - Cultural exchanges with Hawaiian and Pacific communities
  - An annual gathering for Hawaiian students
  - Advocate for Native Hawaiian students

- The Hanakahi Council is a campus-based caucus group of faculty and
The Puko’a Council is a University of Hawai’i systemwide organization comprising a membership of faculty/staff of Native Hawaiian programs, and Native Hawaiians who teach or work in another capacity in the system. Puko’a Council provides advice and information to the President of the University on issues related to Native s. It also promotes access and success of Native Hawaiian students in undergraduate, graduate and professional programs, and works toward increasing representation of Native Hawaiians in all facets of the University. Kīpuka has also been an active participant and maintained membership with this organization as well.

**Supporting actions**

4.4 Support continued revitalization of the Hawaiian language and UH Hilo’s position of international leadership in language and culture revitalization by structuring an education incubator for the development of ideas, practices, and qualifications relating to Hawaiian and indigenous language and culture to serve our distinctive campus, our bilingual state, and other indigenous communities.

- Papa ʻŌlelo Hawai’i was a noncredit, introductory Hawaiian language class that was taught at Kīpuka during the Fall and Spring semester. There were 12 who took the course including 2 Administrators, 4 faculty, 3 staff, and 3 community members
- Scholar in Residence

4.5 Improve higher education access, outreach and support for nontraditional and underserved populations through, but not limited to, select, high-quality distance learning programs island-wide and beyond, increased financial aid, and establishment of child-care facilities on campus.

**Mission:** To promote Native Hawaiian success at the University of Hawai`i at Hilo.

- The Kīpuka staff provides students with financial aid information through the website, emails and individual sessions with students. A Financial Aid workshop was coordinated and all Native Hawaiian students were informed of this session and encouraged to attend. Kolby Santiago from the Financial Aid Office was invited to conduct the workshop.
- E ‘Imi Na’aauo Tuition Scholarship is provided to Native Hawaiian students who are in financial need and they are expected to provide community service. Kīpuka has been involved with the development of this scholarship and assists with the implementation in collaboration with other programs who also reach out to this student population.
- Kīpuka helps to host and sponsor student groups from the high schools and community colleges throughout the state. There is a close working relationship with HawCC supported by the Title III Halaulani grant which has allowed Kīpuka to hire a Native Hawaiian Retention & Transfer Specialist and Peer Mentors to assist students with transferring to UH Hilo.

**Goal 5: Strengthen UH Hilo’s impact on the community, Island and state of Hawai`i through responsive higher education, community partnerships, and knowledge and technology transfer**

Priority Action 5.1: Strengthen the P-20 education pipeline of Hawai`i Island by working in partnership with the Department of Education, local public and private schools, and Hawai`i Community College to help create a
more seamless and integrated education experience for all students from preschool through higher education that facilitates UH Hilo degree completion

- The Ho`okele Program reaches out to identify Native Hawaiian students at HAWCC who are interested in transferring to UH Hilo and provides information about the transfer process as well as support services once they transfer. They have also been instrumental in supporting transfer students from other community colleges within the UH system.
- Kīpuka has collaborated with other departments on campus, the Admissions Office in particular, to assist with recruitment in an effort to increase the numbers of Native Hawaiian students attending UH Hilo. The staff participated in community events, coordinated and met with students that come for campus visits from various high schools and community college.
- Kīpuka has continued an active participation with the HawCC Hawaiian Lifestyles Program by participating in the Ha`akumalae protocol program to bridge cultural and community resources. The Scholars-in-Residence Program was the result of collaboration with HawCC Hawaiian Lifestyles and the Ho`okahua Programs.
- This summer the staff at the Kanilehua LLC is involved with the Kupu `Āina Summer Bridge Program that is being sponsored by the Ho`okahua grant and Kamehameha Schools Scholars Program. Thirty students from Kea`au High School are participating in this program.

Supporting Action 6.5: Enhance our visibility by investing in varied and effective strategic marketing and promotion activities that showcase UH Hilo, attract local, national and international students, and highlight the university’s positive impact on Hawai’i Island, the state and beyond.

c) UH System’s Strategic Priorities

Goal 1: Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hallmarks of effective learning and student success.

Objective 1:

To achieve a shared institutional culture that makes student learning and success the responsibility of all.

- It is within Kīpuka’s mission “to promote Native Hawaiian success” and the Center continues to assist in improving the access, retention, and graduation of Native Hawaiian students by using inclusive strategies that involve the institution through the administration, faculty, staff, and students and providing comprehensive, cultural appropriate support services to Native Hawaiian students.

Objective 2:

To achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

- Kīpuka invite and collaborate with administrators, faculty, staff and students to participate in co-sponsored workshops and presentations that focus on increasing the knowledge and awareness of diversity and cultural perspectives.
Objective 3:

To provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance University instruction, research, and administrative services within the University, throughout Hawaii, and beyond.

- As previously mentioned, Kipuka has a first-rate technology laboratory and multi-purpose room for students, that is also available to faculty and staff, to gain access to equipment, facilities and resources that support their academic and professional development.

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

Goal I. Provide culturally appropriate and responsive support services and activities to increase the academic success and development of Native Hawaiians.

Objective 1.1: All Native Hawaiian students will be made aware of support services and activities provided by Kipuka.

Outcome 1.1: Each semester, all Native Hawaiian students received handouts, email communications, invitations to event and activities or announcements through the Kīpuka website informing them of Kipuka’s support services and activities.

Objective 1.2: All Native Hawaiian students will have access to peer advising, counseling, and tutoring four nights a week provided by a minimum of six peer mentors each semester.

Outcome 1.2: Six peer mentors offered advising, personal assistance, and tutoring services and these services were accessible to all Native Hawaiian students evening hours, four nights per week.

Objective 1.3: All Native Hawaiian students will have access to financial aid and scholarship information either through workshops or online resources each academic year.

Outcome 1.3: A financial aid workshop was provided and offered to all Native Hawaiian students to increase their knowledge of the financial aid processes, information and resources. The Kīpuka website provides information on Financial Aid and scholarships to all Native Hawaiian students.

Outcome 1.6: Service learning activities will be accessible to all Native Hawaiian students to increase their knowledge of Hawaiian culture and/or gain an awareness of Native Hawaiian communities and issues.
Outcome 1.6: At least ten service learning activities were made accessible to all Native Hawaiian students each year to increase their knowledge of Hawaiian culture and/or gain an awareness of Native Hawaiian communities and issues.

Goal III: Promote Native Hawaiian sustainability through community and cultural bridging activities.

Outcome 3.2: Every month a workshop presentation for the Eia Hawai`i Lecture series was provided and made accessible to the Native Hawaiian community to enhance their learning of Hawaiian culture and perspectives.

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

One of the first things that I did, upon assuming the Interim Director’s position, was to obtain approval to fill the Associate Director’s position for Kīpuka, and although it took almost a year, that position is in the process of being filled.

Kīpuka’s budget included the Title III Hanakahi grant which allowed the program to hire the Kanilehua LLC Coordinator, as well as five peer mentors, and purchase computers for the learning lab. After I started as Interim Director, I found out that the Coordinator was in a casual hire position so I was able to fill the temporary rcuh position. In addition, the Halaulani Cooperative grant with Hawai`i Community College provided funding for the Ho`okele program Coordinator, three peer mentors, and a stats tutor. When Hale ‘Ōlelo for Ka Haka Ula o Ke`elikolani opened, the Kahuawaiola Indigenous Teacher Education Program moved out of PB 12, 1-7 and Kīpuka was able to move staff into this building which allowed the professional staff to have their own offices, which was appropriate to providing the confidential environment necessary for the advising, financial support and academic counseling to students.

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?

Kīpuka collaborates with other departments and programs to share in the cost of projects, activities and events and to increase our efforts to outreach and provide services/support to more students, faculty, staff and community members, as well as involve participation of more partners to assist with implementation. Some of the partnerships that Kīpuka has developed include: Housing, College of Agriculture, College of Pharmacy, Hawaii Community College Hawaiian Lifestyles Program, Kamehameha Schools, Kohala Center, Ka Haka `Ula o Ke`elikolani, the Advising Center, etc.

One area that Kīpuka focused on this past year was developing a shared database that was expanded to provide information/data that was essential to each of the programs. All the staff was involved in planning meetings to inform the technology staff on what was needed to assist with tracking and monitoring the students. The Kīpuka staff also met and provided input on the Kīpuka website and it has been in the process of developing a website that is user friendly and provides updated information on Kīpuka’s activities and services.
It was already mentioned that Kīpuka has a Title III Hanakahi grant which is in its fourth year of a five year grant. The program will be eligible to apply for another grant next year. The Halaulani Cooperative grant with Hawai‘i Community College is also in year 4 of a 5 year grant.

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.

The Title III Hanakahi grant actually has 3 additional positions that have not been filled. It is important to get at least two of the positions filled since the current staff has been trying to carry out the objectives of the grant while also assuming their current duties. I believe that this would allow the staff to focus more on retention strategies and support services. The clerical office assistant position with Kīpuka is under rcuh funds which will end in 1 or 2 years therefore it would be important to plan for filling this position within that time frame.

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.)

Although I will not be continuing with Kīpuka next year and would not want to impose a learning outcome, I would be willing to provide consultation. I think that it would be important that the staff is involved with this process so there is buy-in and support to achieve this outcome.

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.

Again, since I will not be in this position, there I will defer to Gail to determine what support is needed in addition to items mentioned earlier.

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