Unit Name: Minority Access and Achievement Program
Unit Manager: Jenna Kaiulu K. K. Waipa
Date Compiled: 06/2014 (For Fall 2013-Spring 2014)

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 examples and sufficient detail.

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

MAAP implemented an intentional programming model that assists Advising Services and Academic Affairs in providing applied learning experience in the Hilo community to explore various career opportunities based on declared major. This programming is planned and implemented by peer mentors, who provided individualized services to the participants and are knowledgeable about each students needs and interests, thus structuring an engaging experience that promotes student retention.

Improve Higher Education Access and Financial Aid opportunities/ Goal 6: Facilitate organizational excellence through continuous innovation, responsible resource development, and effective communication

MAAP utilizes student leaders, whom have demonstrated academic success at UH Hilo, to provide support and outreach to incoming freshmen, transfer, and non-traditional students. These student staff members are required to participate in comprehensive training that increases their abilities to be effective resource referrals to program participants and improve the accessibility of learning resources. MAAP collaborates with SSSP, Kipuka Native Hawaiian Center, the College of Hawaiian Language to provide additional financial support to students who have engaged in Student Services Program through the E ʻImi Na’aualo Scholarship.

Cultural competency/ Goal 4: Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i

Our program has taken the lead in various cultural activities and promotion of diversity through active programming and collaborations across campus. MAAP takes the lead in the planning of annual Filipino American Heritage Month and Black History Month in October and February, respectively. MAAP assists in facilitating monthly cultural showcases in collaboration with the Residence Hall Association, which occurred in the residences halls
that highlights the various cultural groups on our multicultural campus. Also worked collaboratively with Kipuka Native Hawaiian Center to promote student involvement in cultural events and activities that allowed students to gain a valuable and foundational understanding of Native Hawaiian culture.

**Marketing that showcases UH Hilo Impact**

A greater emphasis was placed on increasing marketing efforts to provide current descriptions of services provided. Currently, MAAP at 108 student participants enrolled in program, with an average annual retention rate from freshmen to sophomore year with an average of 89% of currently enrolled participants of MAAP.

**Partnership with DOE and Collaborations/ 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**

MAAP planned and implemented a college visit by Lanakila Learning Center, through Hilo High School, which provided 20 at-risk, disadvantaged youth an opportunity to experience higher education and academic possibilities, while engaging in a dynamic groups discussion hosted by MAAP Peer Mentors. This promoted collaboration with Admissions, Kipuka Native Hawaiian Center- Kanileha Living Learning Community, Dining Services, and the Student Life Center.

**Assessment and Documentation**

In order to accurately and effectively track the impact of our program, each participant completed an intake assessment with the assigned Peer Mentor. Students were also given the flexibility request specific mentors that felt comfortable in fostering a strong and trusting relationship with. Mid semester evaluations, in collaboration with Academic Affairs, allowed for students to discuss any academic difficulties with their mentors to determine appropriate resource referrals to address concerns. At the end of the academic year, an exit assessment interview was performed to determine the accomplishment of individual goals. Each peer mentor also provided an assessment Google Form after each contact with students to track frequency and preference of services provided (i.e. Individual meeting, group discussions, programming). The assessment also collected the purpose of each meeting (i.e. personal counseling, academic advising, resource referral, tutoring, career counseling). The peer mentors were given Mid-semester and End of the semester performance evaluations provided by the Interim Coordinator of MAAP to promote quality services to the target population.

**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.**

One area of focus for our program is to engage students in campus activities and resources to prepare them for their academic journeys and promote continued success. By providing effective and impactful programming, Peer Mentors will build good rapport, and eventually a support system, for other students. Peer Mentors will be able to make a connection with students and help them be successful by connecting them with tutors and
other academic support services, as well as introducing them to campus and community resources to enrich their academic learning. Being able to properly engage students will promote their active participation in student life and create connections to various resources for them to reach out to.

Retention is another large focus of our program and is greatly increased when increasing the engagement of students. Encouraging students to seek out the assistance that they need to be successful from resources both on and off campus is one outcome of student engagement that greatly supports retention. Helping students identify resources that will help them be successful throughout their academic journey promotes engages the student and encourages participation in student life and campus resources, but also promotes the resiliency of students to seek out the assistance that they need. Increasing student retention also involves investigating the reasons why students do not continue and finding solutions to these issues. These efforts can be measured by the number of students who continue enrolling at our institution until completing their degree program.

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

MAAP has received supplemental funding for Student Employees through the Bridge to Hope Program and the Hawaii Graduation Initiative Fund that allowed for increased student staff and services without negatively affecting overall budgetary plans. With limited private space in the shared courtyard, our students were providing services in the various study spaces that are present on campus to address the needs of the participants while utilizing open campus resources. Lastly, for programming initiatives, MAAP has received financial support from Student Activities Counsel (Filipino American Heritage Month), Diversity Community (Filipino American Heritage Month, Black History Month), UH Foundation Funding (Filipino American Heritage Month, Filipino Studies Certificate Leadership Seminar), and Womens Center (Climbing PoeTree Collaboration). By being intention with program expenditures and utilizing available campus resources and collaborations, the program is able to provide quality student support services that promote academic success and cultural competency. Priority expense allocations will be given to update current computer hardware within the offices.

**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 an effort to support more sustainable efforts, MAAP has increased the use of available technological support that is accessible to both the program staff and its participants. Utilizing Google Docs and Google Forms to complete Contact Report documentation, daily assessment forms, staff evaluations, and programming outreach, MAAP has significantly decreased the waste of costly printing supplies previously used in past practices. The accessibility of the Google Doc applications also allows for work to be completed in various environments, providing convenience and flexibility while being used. As stated in the previous questions, various funding sources were utilized to minimize
financial impact of intentional programming, thus allowing funding to be used to purchase necessary office materials. By utilizing social media and the main UH Hilo website, we have increased our outreach without any increase in marketing costs. MAAP has also collaborated with Library Services to provide outreach materials in display cases and spaces available in the general Library area, which is a proven to be a widely used space on campus by students. The visibility and accessibility of this outreach approach also lowered cost of marketing by a subsequent reduction in the amount of printed materials ordered through Graphic Services.

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 new SSB, facility and accessibility needs have been met. Currently MAAP is operating with severely outdated PC and Mac computers that have demonstrated the inability to be utilized for frequently used applications that participants need to complete assigned work. There are a total of 4 desktop computers, and 3 laptops that are 7+ years old. Supplemental programs provided by IT is unable to be downloaded to all machines due to the outdated nature of the computer hardware. The desktop computers are used to access academic materials by participants and to complete assessment purposes by the Peer Mentors and Communication Specialist. The laptop computers currently have the Contribute website management program, but is continuously shutting down due to malfunctioning hardware and is necessary to continue marketing and outreach efforts.

Cost of Mac Desktop Computer, 21” screen: $1,099.00
Cost of Mac Laptop Computer, 13” screen: $1,299.00

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.)

Throughout our student lead programming, we placed great emphasis on assisting our students with exploring career pathways within their declared majors. Peer mentors facilitated excursions and meetings with guest speakers around the Hilo community to help students identify potential career opportunities. These professionals assisted students in understanding how to utilize their potential degrees to find careers within their fields. Programs were assessed by measuring the impact and relativity of the program for students and the ability for students to identify potential career opportunities within their declared majors following the completion of their academic degree programs. We hope to continue this type of programming to support students throughout their academic journeys and ensuring that they are successful after leaving the institution.

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.

VCSA could assist with the growth and sustainability of the MAAP program by providing any pertinent updates or anticipated budgetary conflicts immediately to allow for proper management of situation and to minimize the negative effects upon the students. Providing a platform to allow individual programs to share impactful successes and milestones achieved during SALC/Town Hall Meetings. This will allow other programs in the division to learn of services and resources being offered to the targeted student populations while providing positive support and recognition by colleagues.