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 2010-12 interim strategic plan (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) DSA Interim Strategic Plan 2012-2014 - Strategy 1.4: Implement freshmen guaranteed academic schedules by Fall 2013.

  Strategy-Related Measures:
  • Increase the first- to second-semester retention rate;
  • Increase the first- to second-year retention rate;
  • Improve the first- to second-year retention rate for Native Hawaiian and other historically underserved students

(b) UH Hilo Strategic Plan 2012-2015:
  • Goal 1: Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives.
  Priority Action 1.3: Develop and overview of academic and conduct expectations and provide these to all (TRiO program) students to emphasize what they will need to do to get the most from their university experience.
  Priority Action 1.4: Identify students who would benefit from academic support early in each semester, and provide targeted services to help them succeed.

The TRiO Student Success Programs provide comprehensive support services to students from socioeconomically disadvantaged backgrounds—low income and first generation college students, underrepresented students and students with documented disabilities. The programs promote college success through an array of services such that greater numbers of the Upward Bound precollege targeted high school students enter college immediately following high school graduation and greater numbers of SSSP students are retained and graduated from the institution.
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?

(a) Priority Focus Areas:
- **Orientation**: providing newly admitted and continuing students with critical university, program, academic performance and behavior expectation information;
- **Academic Advising**: exploring choices of academic majors, explaining graduation requirements, tracking academic progress and making sure participants are taking appropriate courses; helping students understand college customs;
- **Academic Counseling**: administering Learning and Study Strategies Inventory to determine strengths and weaknesses in academic preparedness; advising participants and exploring options when they are in academic difficulty;
- **Financial Aid Counseling**: assisting participants with the federal financial aid application process, referring students to scholarship opportunities, writing recommendation letters and providing advice for scholarship applications;
- **Personal Counseling**: providing a supportive atmosphere where participants feel comfortable to discuss personal problems; providing referrals to appropriate campus and community resources;
- **Career Counseling**: exploring career interests and opportunities, administering career interest inventories (e.g. Harrington-O’Shea Career Decision Making System);
- **Other**: collaborating with other Division of Student Affairs units to promote student development and success, collaborating with faculty and staff (e.g. serving on committees) to promote a university environment supportive of underrepresented student populations.

The core activities of SSSP and Upward Bound are dictated by Higher Education Opportunity Act of August 2008 and U.S. Department of Education regulations Part 645 and Part 646. HEOA and USDE regulations typically remain consistent over five year intervals. The most recent HEOA change occurred August 2008.

(b) Indicators of Success (imbedded in the Annual Performance Reports required the U.S. Department of Education) include:
1. **Persistence** - number of students retained from one performance period into the following performance period (year-to-year);
2. **Academic Achievement**: performance of each student (yearly and cumulative gpa);
3. **Academic Advancement** of each student (number of academic credits accumulated toward graduation), and;
4. **Graduation**: UB high school student four year graduation rate with diploma, and (SSSP) university student six-year graduation rate.
PART C: How are you reallocating your fiscal, human, facility, technology and other resources to support your priorities?

The federally TRiO Programs suffered significant funding cuts for FY 2013 and FY 2014:
- SSSP experienced a 3.1% reduction in funding in FY 2011.
- The UB programs jointly suffered a 23.8% reduction in funding, due to discontinued funding for the CCRAA (Rural UB) program.
- Both SSSP & UB suffered 5.23% sequestrations cuts in FY 2014.

Reallocation of Resources:
Fiscal:
- Reduced the number of UB College Preparatory Saturday Academies (CPSAs), thereby reducing the number and expense of bus transportation to bring students to the UH Hilo Campus for advising and programming. Program Coordinators conduct student advising and programming at the target schools (savings ~ $6,000 annually);
- Changed remaining UB CPSAs into more focused grade (Fr, So, Jr, Sr) level specific seminars for both students and parents, wherein parents provide the transportation (savings ~ $4,000 annually);
- TRiO Programs share equipment and a supply storage space.

Human:
- One director to coordinate the four TRiO Program;
- SSSP provides proactive student orientations twice monthly to inform students about important dates and deadlines, support services available and performance expectations, in place of individual student orientations, providing more time to work proactively with students;
- Each SSSP student is required to meet with the assigned advisor at least three times a semester to update the student’s Education Action Plan and check on progress toward graduation;
- Collaboration with AANAPISI to provide one advisor to assist in meeting academic and support needs of pacific island students;
- Cross training of staff to carryout duties of unfilled vacant positions;
- Trained student assistants to carryout duties normally completed by fulltime staff;
- TRiO staff meetings monthly to coordinate activities and personnel.

Technology:
- TRiO Programs are moving storage of sensitive program data to a shared secure server located with the UH Hilo IT Department;
- Increased use of email, twitter, skype, laulima, and mikogo to advise, provide long distant instruction and tutoring assistance;
- Subscribed to the National Clearing House to assist in tracking students for USDE Annual Performance Reports;
- Staff participating in USDE webinars as oppose to travelling to distant training sites.
**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?

- Monthly meetings, beyond cluster meeting, with offices providing similar services to avoid duplication of services;
- Effective information acquisition (communication) to improve SSSP students referrals to appropriate office for services;
- Scheduled UB presentations and workshops by the Admissions Office, financial Aid and Scholarship, MAAP, SSSP, and student groups Financial Aid and Scholarship, Admissions Offices, and student groups to inform and motivate UB students to pursue postsecondary education;
- Increased sharing of student information between TRiO programs to increase the likelihood that UB graduates will enter and utilize SSSP services to successfully transition into UH Hilo and expedite progress toward graduation;
- UB Hilo students, with similar background experiences, are hired to tutor, mentor and chaperon UB students.

**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.

**Facility:**

- Office space to house the program coordinator of each newly funded Upward Bound program and work spaces for a technology specialist and research assistant are critical elements specified in the Upward Bound grant applications to the U.S. Dept. of Education; the grant applications will not be funded if a commitment of adequate office and operations space is not made;
- A adequate, secure storage space, providing immediate access to equipment and supplies used on a regular ongoing basis;
- UB and SSSP will need continued access to campus classrooms and facilities.

**Fiscal:**

- The National (TRiO) Council for Opportunity in Education serves as the national advocate for the TRiO and Gear UP programs. COE provides critical training in program management, technology, regulations, participant services and grant writing. All UH Hilo staff and faculty are able to attend trainings free or at the member rate under the institutional membership. The cost of the Institutional Membership fee is $3,600 per year.
**PART F:** Please describe at least one learning outcome that you hope to have 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?

**SSSP:**
- At least 80% of newly admitted students will complete at least two units of the Financial and Economic Literary lessons available on the USA Funds online Life Skills website, during the first (provisional) semester in SSSP.
- As a result of provided academic and personal advising, least 80% of newly admitted students will persist and re-enroll the second semester.

**UB:**
- As a result of UB restructured program requirements, at least 75% of graduating seniors will take the Hawaii State Assessment in Reading and Math.
- As a result of UB provided reading workshops and supplemental math instruction and tutoring, 80% of graduating seniors meeting or exceeding state standards in reading and 75% will meet or exceed state standards in math.
- As a result of SSSP, PALS and UB presentations and collaboration, at least 75% of graduating UB seniors, who elect to enter UH Hilo, will be admitted into either SSSP or PALS the first semester attending UH Hilo.

**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.

- Encourage the Academic Affairs Unit to provide early feed back to UH Hilo students concerning academic performance in course work; at least providing mid-semester grades.
- Move ahead as quickly as possible implementing an upgraded "Freshman Experience" component.

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

*Please submit report electronically to your cluster leader (if applicable) with copy to VCSA Office by Friday, June 20th at 5:00 PM HST. Additional sheets may be attached. All reports will be posted online*