COMMITTEE ON ENROLLMENT PLANNING
Meeting Notes
May 23, 2012

Present: Amy Agbayani, Krystyna Aune, Maenette Benham, Tom Bingham, Pat Cooper, Reed Dasenbrock, Francisco Hernandez, Susan Hippensteele, Todd Sammons, Joel Weaver, Myrtle Yamada

Guest: Ruth Bingham

Fall Enrollment Update:
• Enrollment data, as of May 22, was presented (see attached handout).
  • there were more applications and a higher percentage of students were admitted
• Numbers will be updated regularly throughout the summer.
• Student Housing applications, NSO sign-ups, and Financial Aid application numbers are also being reviewed to help determine Fall 2012 enrollment numbers.

Kaʻieʻie Update:
• The Kaʻieʻie Implementation Team Report was distributed to all CEP members prior to this meeting. A copy is attached.
• Implementation actions approved and/or in process:
  • Advertising is underway for a transfer coordinator position. The position is a Mānoa position but will be mostly based at Kapiolani CC. The position will be reporting to the Mānoa Advising Center director.
  • Presentations regarding the program were made to the Council of Community College Chancellors.
• Expansion of the program to other CC campuses will be phased in with joint commitments by the CC campus and Mānoa.
  • The expansions will focus on Oahu community colleges first.
    • Windward CC has the most students on an FTE basis.
    • Leeward CC has the largest enrollment of the community colleges.
    • Discussions with both Windward CC and Leeward CC will proceed simultaneously.
    • Kapiolani CC will revise the Kaʻieʻie MOU over the summer. The revised agreement will be used as a template for future agreements.
    • Dasenbrock will talk to the Council of Community College Chancellors again.

Workgroup 2 Report:
• A report from Workgroup 2 was distributed to all CEP members prior to this meeting. A copy is attached.
• The initiative to provide faculty release time to assist in student recruitment will continue for the coming year. A request was made to double the funding for the program.
• The VCAA is unable to add funding for the program but will commit to maintaining the current funding.
• The VCS will look at his budget for next year to see if funds might be available to support the initiative.
• A request to provide tuition support for underrepresented students in areas that meet state economic/workforce needs was proposed.
  • The workgroup will prepare a proposal for the upcoming Capital Campaign to focus on providing scholarships for students in these areas.
• Positions and funding for an institutional research and graduate assistant positions to support the work of MIRO, specifically focused on developing student profile data on Native Hawaiian and Pacific Islander students was made.
  • A request for funding and a position count for the institutional research position has already been submitted to the OVCAA. Dasenbrock will review the request for transmittal to the Chancellor for approval.

The next CEP meeting is scheduled for Wednesday, June 27th.

Attachments:
• Enrollment Data
• Ka’ie’ie Implementation Team Report
• Workgroup 2 Report
## Tuition Deposits

**Total**

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Enrolled Total

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TD Rate 3rd Week of May (May15)

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5 Year tuition deposit (May 15)

|          | 69.57%    |           |           |           |           |           |

Yield of Deposit to Enroll

|          | 82.56%    | 88.43%    | 88.97%    | 88.54%    | 86.88%    |           |

5 year yield from Deposit to Enroll

|          | 87.07%    |           |           |           |           |           |

Predicted Enrollment

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## Freshman

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Enrolled


TD Rate 3rd Week of May (May15)

|          | 90.60%    | 90.06%    | 90.49%    | 85.73%    |           |           |

5 Year tuition deposit (May 15)

|          | 88.55%    |           |           |           |           |           |

Yield from Deposit to Enroll

|          | 93.99%    | 94.08%    | 95.24%    | 95.79%    | 93.48%    |           |

5 year yield from Deposit to Enroll

|          | 94.52%    |           |           |           |           |           |

Predicted Enrollment

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| 1870 | 1821 | 1959 | 1799 | 1955 |     |
| M
| 527  | 108  | 103  | 97   | 143  |     |
| R
| 249  | 191  | 202  | 109  | 98   |     |

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<th>TD Rate 3rd Week of May (May15)</th>
<th>53.52%</th>
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<td>5 Year tuition deposit (May 15)</td>
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<th>Yield from Deposit to Enroll</th>
<th>76.10%</th>
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<th>5 year yield from Deposit to Enroll</th>
<th>81.61%</th>
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| Predicted Enrollment | 2350 | 2374 | 2147 |
Ka’ie’ie is a dual-admission, dual-enrollment program between Kapi’olani Community College (KAP) and the University of Hawai’i at Mānoa (UHM). The goals of the program are to help students transfer smoothly and graduate with a Bachelor’s degree within a total of four years, or the equivalent in part-time attendance. Ka’ie’ie students receive mandatory advising and mandatory academic planning, connect earlier to their major department, register with continuing students when transferring to UHM, and have the opportunity to take courses at one or both campuses while working closely with advisors to identify the most efficient path to graduation and the best time to transfer.

**Background:** On May 10th, 2007, Interim Chancellor Denise Konan of UHM and Chancellor Leon Richards of KAP signed the Memorandum of Understanding (MOU) that established the Ka’ie’ie program. The Ka’ie’ie implementation team (KIT) was formed in June, and the first cohort of Ka’ie’ie students was admitted in Fall 2008. Although plans were to expand the Ka’ie’ie program to include all UH CC campuses, UHM has not yet been able to do so. The program has remained small, available only to KAP students, but is achieving its goals. The data pulled for WASC in Spring 2011 revealed that, compared to other classified transfer students, the Ka’ie’ie population had a higher average GPA (3.08 vs. 2.81) and a lower attrition rate (5.7% vs. 10%). In 2009, UHM began an Automatic Admissions (“AutoAdmit”) program that was also designed to facilitate transferring and that is implemented almost entirely through technology; there are as yet no data available for comparison with the Ka’ie’ie population. In brief, Ka’ie’ie offers depth (high quality services but limited numbers) while AutoAdmit offers breadth (high numbers but few services).

In Summer of 2011, VCAA Reed Dasenbrock and Chancellor Leon Richards formed a new Ka’ie’ie Implementation Team (KITN) to lay the foundation for expanding the Ka’ie’ie program. KITN was charged with reviewing/revising current practice (Part I) and identifying how to extend the program to other UH community colleges (Part II). This report constitutes Part I and summarizes the outcomes of KITN’s monthly meetings, in which they reviewed the current program, compared current practice to the original MOU, resolved outstanding issues, and implemented or proposed solutions to long-standing problems. A KITN subcommittee will meet throughout Spring 2012 and will generate Part II: Expanding Ka’ie’ie by mid-May 2012. The KITN subcommittee will also evaluate whether the original MOU needs to be revised or amended to reflect current and future practice so that it can serve as an accurate template for extending the program to more UH community colleges.

**Documents:**
- The original Ka’ie’ie MOU: [www.hawaii.edu/vпaa/cms/MOU_UHM_KCC.pdf](http://www.hawaii.edu/vпaa/cms/MOU_UHM_KCC.pdf)
- Minutes from the KITN Fall 2011 meetings: attached.
KITN Members:

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<td>Andy Nichols, University Health Services</td>
<td>Chad Yasuda, Admissions</td>
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<td>Garett Inoue, Admissions</td>
<td>Gemma Williams, Counselor</td>
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<td>Jodie Kuba, Financial Aid</td>
<td>Jennifer Bradley, Financial Aid</td>
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<td>Joy Nishida, STAR</td>
<td>Jerilynn Lorenzo, Admissions</td>
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<td>Linda Duckworth, International Student Services</td>
<td>Karmi Minor-Flores, Counselor</td>
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<td>Megumi Makino-Kanehiro, Mānoa Advising Center</td>
<td>Keith Kashiwada, Student Services</td>
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<td>Ruth Bingham, Pre-Health/Pre-Law Advising Center</td>
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<td>Sarah Yap, Student Services</td>
<td>Sheldon Tawata, Academic Advising</td>
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<tr>
<td>Stuart Lau, Records</td>
<td>Takashi Miyaki, Honda Center Admissions</td>
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MEETINGS and OUTCOMES

Overall, most kinks have been worked out and, with the exception of significant workload shortages at UHM, the program is running smoothly. Nonetheless, the committee identified quite a few areas that had never been implemented, had problems that had never been resolved, or simply needed attention; this report documents those issues and decisions.

The KITN formed inter-campus teams to address each topic; the teams presented their solutions to the full committee for discussion before submitting their report. The following are the main topics addressed, presented in roughly procedural order:

1. Name. The “Kaʻieʻie” name was carefully chosen in 2007 by personnel at KAP. The KITN recognizes that the name is difficult for some people to pronounce and that few people know what it means, which results in their missing its symbolic meaning as well. The KITN also recognizes the benefits of a recognizable, “brandable” name over the more generic “Degree Pathway” and its variations. The KITN did not resolve this issue; KAP will discuss it further and bring recommendations for Part II.

2. Structure & Resources.
   The core of the Kaʻieʻie program, where most of the work falls, is the two campuses' Offices of Admissions and the advising services responsible for Kaʻieʻie. Current contacts are Ryan Yamaguchi and Garett Inoue (UHM Admissions), Jerilynn Lorenzo (KAP Admissions), Gemma Williams (KAP Mānoa Admissions Center, or MKC), and Megumi Makino-Kanehiro (UHM Mānoa Advising Center, or MAC). Resources for the expansion of Kaʻieʻie will be handled in Part II of this report.

   The KITN determined that there should be a designated “Kaʻieʻie point person” at each campus to coordinate services on their own campus, to serve as liaison to the other campus, and to coordinate collaborative activities. Current contact at KAP is Gemma; UHM does not have a Kaʻieʻie point person, although Megumi is filling in for now. The KITN recommends hiring a Transfer Coordinator at UHM to assume responsibility for the Kaʻieʻie program.

   Resources at KAP are considered acceptable: KAP recently hired five new advising positions, and KAP currently provides an APT Pay Band A position that serves as a liaison between UHM & KAP; the position is housed in KAP’s Office of Admissions but the employee works 2-4 days/week on-site at UHM’s Office of Admissions.
At the moment, UHM's Office of Admissions is able to handle the additional workload of Kaʻieʻie because KAP provides an admissions officer who works part-time at UHM to process the Kaʻieʻie applications and to generate students' Transfer Credit Evaluations, or TCEs. Without that assistance, or if Kaʻieʻie expands to more campuses, UHM's Office of Admissions will not be able to process Kaʻieʻie applications in a timely manner. UHM's Office of Admissions has been further burdened by the implementation of AutoAdmit, which added a third process for handling applications.

Because Kaʻieʻie students who come to UHM connect directly with their departmental advisors, UHM does not have advising services dedicated to Kaʻieʻie. There is, however, a need of a "home base" for the Kaʻieʻie transfer orientation, training advisors, collaborating with KAP, and helping Kaʻieʻie students navigate UHM. Those services are currently provided by MAC, but as Megumi points out, there is no overlap between the Kaʻieʻie and MAC populations: MAC assists undeclared and “pre-” students, while all Kaʻieʻie students have declared majors. Providing services for Kaʻieʻie is straining resources in MAC, an already understaffed office. As mentioned above, the KITN recommends hiring a Transfer Coordinator at UHM to assume responsibility for the Kaʻieʻie program.

The second tier consists of related advising services: the KAP counselors who refer students to the Kaʻieʻie program and the UHM departmental faculty advisors who receive Kaʻieʻie students.

Ancillary services on both campuses include recruiting, technical support, STAR, student services, health services, financial aid, international student services, records, and institutional research offices.

Oversight for the program is assigned to a Kaʻieʻie Administrative Coordinator, who is charged with overseeing the program, its maintenance and assessment, negotiating its expansion to more campuses, and serving as liaison for administration and the UH System. Current contact for KAP is Mona Lee, Vice-Chancellor for Student Affairs; interim contact for UHM is Ruth O. Bingham, Director of UHM's Pre-Health/Pre-Law Advising Center, or PAC. The KITN recommends that UHM's position be assigned to someone at the level of an academic dean or higher, whose duties include, or are at least related to transfer issues.

3. Communication. Because Kaʻieʻie involves multiple offices on multiple campuses, clear and regular communication is crucial to the program's success. The program maintains communication between the campuses through the following:

- Regular meetings of the KITN. When the program started, the committee met 2-3 times/semester, ca. 6-8 times/year; now that the program is established, 2(-3) times/year is sufficient, once mid-Fall and once mid-Summer.
- A shared admissions process. As mentioned above, KAP sends a liaison to process Kaʻieʻie applications at UHM; this has turned out to be an essential and highly successful feature of the program.
- Regular collaboration between the advising services at both campuses. Counselors at both campuses attempt to connect students to their major departments as early as possible.
- Joint transfer orientations for students, hosted at KAP and featuring presentations by both KAP and UHM personnel.
- Joint training workshops for counselors and staff, also hosted at KAP and featuring presentations by both KAP and UHM personnel.

KAP requested that UHM departmental advisors visit KAP to talk with students and to train faculty, counselors, and staff about their colleges/schools, departments, and programs.
In addition, for their own campuses, the Kaʻieʻie point people should maintain their websites, hold training workshops for the “second tier” personnel/programs and meet regularly with ancillary services. Both point people must inform each other about their own campus’s components.

Finally, the Administrative Coordinator meets regularly with all components of the Kaʻieʻie program, calls KITN meetings, collects agenda items, and communicates with administrators.

As Kaʻieʻie expands to more campuses, the KITN expects the communication demands on each additional campus to be roughly comparable to those currently at KAP, but because the individual campuses all work with UHM, the workload at UHM to meet those demands will increase significantly. As mentioned above, the KITN recommends hiring a Transfer Coordinator to manage communication demands and other Kaʻieʻie activities and needs.

4. Training. For Kaʻieʻie to run smoothly, the personnel involved need both initial training about the program and ongoing training for updates. All training should be coordinated by the Kaʻieʻie point people on each campus, who collaborate to ensure consistency between the campuses. The KITN reviewed the advising outcomes developed by the KIT back in 2007 and made no changes.

Initial Training. The initial training session at KAP in Fall 2007 lasted about 2 hours and included core personnel, second tier personnel, and representatives from ancillary services. Presenters included the Kaʻieʻie Administrative Coordinator, point people, and representatives from the core programs. In Fall 2008, UHM held multiple initial training sessions of about 1 hour each for UHM’s second tier personnel; by that time, UHM’s core personnel had already been working on Kaʻieʻie for a year, and UHM’s ancillary services did not become involved until the formation of the current KITN.

Ongoing Training. Currently at KAP, the ongoing training sessions for Kaʻieʻie-related personnel are integrated with the transfer orientations for students, at which counselors and faculty are welcome: the presentations cover all transfer issues, including Kaʻieʻie and AutoAdmit. Plans are for KAP’s point person to offer once/semester joint KAP-UHM training sessions for all Kaʻieʻie-related personnel.

Currently, there are no ongoing training sessions offered at UHM. Once a Transfer Coordinator/Kaʻieʻie point person is hired at UHM, plans are to offer once/year training sessions for all UHM departmental advisors and once/year training updates for college/school advisors.

5. Recruiting. There are three distinct points for recruiting: high school students applying to the UH System; 1st-semester students planning to complete a Bachelor degree; and 2nd-semester students looking toward transferring to UHM.

For high school students, recruiting focuses on the lower costs of starting at a CC and the easier transition from high school to higher education; for 1st-semester students, recruiting focuses on the benefits of the program (mandatory advising, mandatory planning, program sheets, ease of transfer, graduating in 4 years, etc.); for 2nd-semester students, recruiting focuses on receiving an early TCE, registering with continuing students, and connecting early to their major.

Most students who join Kaʻieʻie come from the 2nd-semester population, yet the KITN believes that students receive the most benefit when they join the program earlier. The point most in need of attention is the recruiting of 1st-semester students: the main barrier is the lack of mandatory advising at KAP, which is when students are most likely to learn about Kaʻieʻie. KAP has just hired 5 new advisors and will look into implementing mandatory advising.

Finally, both campuses have decided that, although possible under the original MOU, the Kaʻieʻie program should not admit high school students into the program with UHM as their home campus (i.e., "DPMA"), only with KAP as their home campus (i.e., "DPKA"); owing to the complications involved and the
fact that UHM students can take courses at KAP without being part of Ka’ie’ie, the KITN supports that change.

6. **Ka’ie’ie Website & Application Information.** A KITN subcommittee met with IT support, Susan Lee and Paul Sakamoto (OVPC), to revise the current Ka’ie’ie website so that all CCs can use it as their general Ka’ie’ie information site. The site is being simplified to a single page of general information about Ka’ie’ie that requires few clicks to navigate and is now a hub that links students to sites where the information is regularly updated (Offices of Admissions, Advising Offices, etc.). The new site will be maintained by the OVPC; campuses participating in Ka’ie’ie will need to develop and maintain their own Ka’ie’ie sites or pages.

7. **Applications & Admissions.** The attached reports detail the admissions process that has been agreed upon by both campuses. The current working relationship between KAP and UHM has created the ideal environment for processing applications for transfer students. The process provides greatly improved communication via an APT Pay Band A transfer specialist working part-time in UHM’s Office of Admissions to process KAP’s Ka’ie’ie transfer credit evaluations (TCEs); as a result, learning and collaboration flows smoothly between the two campuses and problems are resolved quickly. The KITN recommends that the arrangement be replicated with each campus that joins Ka’ie’ie.

8. **Competition with AutoAdmit.** Because AutoAdmit and Ka’ie’ie target almost the same populations, they operate in competition with each other. The two programs require their own admissions processes, adding to the workload in the Offices of Admissions. UHM’s Office of Admissions now maintains three separate admissions processes. Also, having two similar-but-different transfer programs is confusing for students, faculty, and staff, who regularly mix up the requirements and procedures.

   The major differences are the waiver of the application fee and easier application process for AutoAdmit. Students applying through Ka’ie’ie must submit a paper application and pay the $70 application fee, but with this, receive services that are not readily available to other transfer students.

   Data compiled by UHM’s Office of Admissions show that 782 AutoAdmit applications were processed for Fall 2010, Spring 2011 and Fall 2011; of those, 530 (67%) deposited, and of those 530 deposits, 496 (94%) students enrolled at UHM. For Ka’ie’ie during the same period, 201 applications were processed, of which 178 (88%) deposited, and of those 178 deposits, 176 (99%) students enrolled at UHM. The data imply that students who pay an application fee are more likely to enroll. It is important to note that the Ka’ie’ie numbers include only Kapi’olani CC students whereas the AutoAdmit numbers include all 7 community colleges within the UH System.

   The KITN recommends more technological support for Ka’ie’ie, specifically, a wide-spread email invitation and an online application process, which will have to be developed. The KITN does not recommend an automated application; Ka’ie’ie students should continue to meet with an advisor before applying. The KITN discussed at some length whether it makes sense to require an application fee for one UH System transfer program but not for the other, and whether to recommend waiving the fee for Ka’ie’ie or reinstating the fee for AutoAdmit; the KITN reached neither conclusion nor decision.

9. **Deadlines.** The Ka’ie’ie deadlines align with UHM’s priority deadlines, and the Offices of Admissions at KAP and UHM both agree that the current Ka’ie’ie deadlines work well.

10. **International Students (IS).** The original Ka’ie’ie MOU excluded international students because Ka’ie’ie students are dual-admitted and IS visa status can only be linked to one institution at a time. The Ka’ie’ie program now requires students to declare a “home campus,” which will be the institution listed on the students’ visa documents. IS receive all IS services through their home campus, which will use campus
registration holds to ensure compliance. Therefore, as of Fall 2011, international students are eligible to participate in the Ka‘ie‘ie program.

Regulations allow F-1 students to request up to 12 months of Optional Practical Training (OPT), and although OPT will add one year to the Ka‘ie‘ie model of graduation in four years, the committee believed that OPT is a valuable educational experience and supports allowing students to participate in OPT before continuing their education at Manoa. For students who participate in OPT, the model for graduation will be 2+1+2.

11. Placement Exams. Ka‘ie‘ie enrollment does not impact the campuses’ requirements for placement exams in English, Math, Chemistry, or languages.

12. Financial Aid. The problems that arose over financial aid with the initial Ka‘ie‘ie cohorts have been largely resolved. The main lesson learned was to ensure that students understand that financial aid is regulated by federal laws and that they can only receive financial aid from their designated “home” campus. The KITN drafted language about financial aid to include in Ka‘ie‘ie materials.

13. Health Clearances. Health clearances are complicated for dual-enrolled students because different UH campuses are governed by different federal regulations: KAP does not offer Health Services and is thus not a health care provider, which means that its handling of student records is governed by FERPA laws; UHM is considered a health care provider and thus its handling of student records is governed by HIPAA laws. To comply with HIPAA laws, UHM Health Services must have students’ documents on hand, but did agree to accept copies from KAP if the copies were securely transmitted.

The committee reviewed both FERPA and HIPAA laws and determined that there are three options:

a) The current situation: students must submit two sets of health records, one to KAP before registering for classes there, and one to UHM before registering there. The KITN agreed that this option is far from ideal.

b) An interim solution, based on the fact that KAP now collects “Consent to Release” forms from students planning to transfer: KAP’s KISC would forward to UHM’s Office of Admissions not only students’ Ka‘ie‘ie application forms and the application fee, but also copies of the students’ non-UH institutional transcripts and of the students’ tuberculosis (TB) clearance and measles, mumps, rubella (MMR) immunization certification. UHM’s Office of Admissions forwards the health documents to UHM’s Health Services. Ka‘ie‘ie documents would need to be revised to make the new process clear for students.

c) A technological solution: all campuses scan students’ health documents directly into Banner (XTENDER), an option not currently available. Upon transfer, the documents could be downloaded from Banner into electronic health records (EHRs). When students transfer to UHM, their health records will fall under HIPAA regulations, even if they are coming from a campus in which their records were under FERPA regulations.

The KITN initially agreed to implement (b) immediately and to recommend that (c) be implemented as soon as possible, but in the months this committee met, KAP determined that it does not have enough staffing to make copies of students’ health records. A possible solution is being explored by KAP, but meanwhile, option (a) is in force.

14. Ka‘ie‘ie Identification Cards (IDs). The UH System has already implemented a unified look for all IDs from UH campuses and is moving away from the proliferation of special IDs toward a one-card, System-wide identification that students have validated at whichever campuses they take courses. The UH System ID Committee is not currently considering a special Ka‘ie‘ie ID card. The KITN decided that having a special ID card is not integral to the Ka‘ie‘ie program and recommends not pursuing this idea further. The KITN
recommends the item be eliminated from the Kaʻieʻie MOU; the topic can be revisited once the UH System ID Committee decides the parameters of the new IDs.

15. **Student Fees.** Even though all UH IDs have a unified look, the services and benefits associated with the IDs vary by campus and are determined not by admission or even by “home campus” designation but by registration: i.e., Kaʻieʻie students are dual-enrolled and thus admitted to UHM but pay UHM fees only if they are registered for credits at UHM. Student fees are currently electronically linked to registration, which precludes allowing students to “opt in” – or out – of paying student fees. Student fees must be paid by all students, regardless whether they are able to receive the services and benefits (e.g., students taking distance education courses). Also, student fees are non-refundable, not even when students withdraw completely on the first day of classes and receive a 100% refund of tuition.

Student fees include both per function and per contract charges, both System-wide and campus-specific charges, and the many entities that receive funding from student fees are understandably reluctant even to consider a la carte fees, all of which make the system intractable to change. The KITN decided that the opportunities to “opt in” or out of student fees, or to pick and choose student fees a la carte are not integral to the Kaʻieʻie program and recommends not pursuing this idea further. The KITN recommends the item be eliminated from the Kaʻieʻie MOU; the topic can be revisited if/when the system of levying student fees is re-evaluated.

16. **Orientation/Transfer Workshops.** Students need information, or “orientations,” at three points: A) when applying (to learn the pros and cons of the program so they can decide whether to join); B) when joining (to learn the requirements of the program and to create an academic plan); and C) when transferring to UHM (to apply to transfer, meet with their major advisor at UHM, update their plan, and register for their first semester at UHM). The efficacy of these “orientations” depends largely on training (see #4, above) and collaboration.

Information at Point A is provided by KAP through recruiting and advertising (high school visits, posting flyers around campus, sending bulk emails, posting articles in student-read media, informational materials, and websites). The challenge is ensuring that both recruiters and all KAP advisors are trained to explain Kaʻieʻie.

Information at Point B is provided by KAP academic counselors, who meet one-on-one with Kaʻieʻie students, provide mandatory advising and mandatory academic planning, and help the students decide when to transfer. The challenges are ensuring that students enroll in Kaʻieʻie early enough to receive the program's benefits, create appropriate plans, and transfer in a timely manner (i.e., at ~60 credits).

Information at Point C is provided by both KAP and UHM and is delivered three ways: students attend transfer workshops offered collaboratively by KAP and UHM twice each semester, mid-Fall and mid-Spring; students complete an online Kaʻieʻie Orientation offered by UHM; and students meet one-on-one with their major advisor at UHM, update their plan, and register for classes. The challenge is ensuring that UHM's 100+ major advisors are trained on Kaʻieʻie.

17. **Mandatory Advising & Mandatory Academic Planning.** KAP does not currently offer mandatory advising or mandatory academic planning, but plans to instigate both. KAP is implementing mandatory advising and mandatory academic planning in Spring 2012, and starting in Fall 2012, Kaʻieʻie students will meet with an academic counselor at least once each semester for one-on-one advising. Furthermore, all Kaʻieʻie students will have an academic plan through graduation with their Bachelor degree from UHM. In consultation with their counselors and using the UHM program sheets, students will update their plans each semester, and when they transfer to UHM, they will update their plans once again, this time in consultation with their UHM departmental advisor.
At UHM, Kaʻieʻie students follow the mandatory advising and/or academic planning requirements of their declared major department. The Transfer Coordinator/Kaʻieʻie point person should facilitate communication between incoming Kaʻieʻie students and UHM departmental advisors by providing the advisors lists of their incoming students.

KAP and UHM departmental advisors will enforce this policy by placing campus registration holds on students who have not yet fulfilled their Kaʻieʻie mandatory advising and/or mandatory academic planning requirements; this means students with holds are unable to register for courses at that campus but are still able to register for courses at other campuses. The KITN discussed using UH System holds but decided that the problems created would outweigh the benefits of closing the loophole.

18. Monitoring Registration. Since Kaʻieʻie was established, there has been some concern on both the KIT and KITN that many students enroll in Kaʻieʻie shortly before transferring to UHM, thereby missing out on the many advising benefits offered through Kaʻieʻie at KAP. There was also concern that some students take fewer credits at their designated “home” campus than at the other campus. After discussing options, the KITN decided that closely regulating students was not worth the requisite time/energy. KAP will address the first issue through earlier, more assertive recruiting; both UHM and KAP will address the second through advising services. For those approaches to be effective, both campuses will need effective training programs. Furthermore, Kaʻieʻie materials will emphasize that services are primarily offered by students’ home campus.

19. Statistics/Tracking & Assessment. Currently, the Offices of Admissions of KAP and UHM collect data in order to track their Kaʻieʻie students, and they will continue to do so, but there is as yet no assessment of Kaʻieʻie. Although STAR has made it possible to pull numerous statistics on the Kaʻieʻie students and cohorts, no one currently has the time to do so and those connected to Kaʻieʻie do not have the expertise to analyze the data. Looking to possible solutions in the near future, KAP now has an assessment team and UHM hopes to have a Transfer Coordinator to assume these duties or their oversight.

The KITN recommends that the two campuses — their Institutional Research Offices (IROs), Offices of Admissions, and Advising Offices (MKC at KAP and the Transfer Coordinator at UHM) — collaborate to establish assessment criteria, develop an assessment program, and conduct ongoing assessment. When Kaʻieʻie is extended to more UH community colleges, the KITN proposes that UHM’s Assessment Office take the lead in designing and implementing a program-level assessment process.

20. The KITN Subcommittee for Part II was formed and will begin meeting in spring; The goal is to submit Part II by mid-May 2012.

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<tr>
<th>Administration:</th>
<th>Mona</th>
<th>Ruth</th>
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<tr>
<td>Admissions:</td>
<td>Jeri, Sheldon</td>
<td>Ryan, Garrett</td>
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<tr>
<td>Student Services &amp; Advising:</td>
<td>Keith &amp; Gemma, Karmi</td>
<td>Megumi</td>
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Finally, it is important to note that UHM does not currently have a Transfer Coordinator/Kaʻieʻie point person. The MAC is only a temporary home for Kaʻieʻie, and consequently, the only parts of Kaʻieʻie currently in place are the online Kaʻieʻie Orientation for students and the mandatory advising by UHM departmental advisors. A full-time new position for a Transfer Coordinator/Kaʻieʻie point person will need to be created before UHM can commit to providing the following duties outlined in this document:

- Serve as contact person for inquiries by students and advisors/counselors
- Coordinate Kaʻieʻie services with ancillary services
- Coordinate Kaʻieʻie with the Offices of Admissions and Records
• Attend KITN meetings
• Collaborate advising services between KAP and UHM
• Coordinate training with KAP to ensure consistency between campuses
• Participate in joint transfer orientation presentations for students at KAP
• Participate in joint training workshops for counselors and staff at KAP
• Coordinate departmental advisor visits to KAP
• Create/maintain a UHM Ka’ie’ie website
• Provide training sessions for UHM departmental advisors
• Provide training sessions for college/school advisors
• Maintain the online Ka’ie’ie Orientation for students
• Provide lists of incoming Ka’ie’ie students for UHM departmental advisors
• Connect incoming Ka’ie’ie students with their UHM departmental advisors
• Oversee mandatory advising by UHM departmental advisors
• Oversee the mandatory academic planning requirement
• Implement ongoing assessment for Ka’ie’ie at UHM

Also, a permanent, partial-time Ka’ie’ie Administrative Coordinator will need to be identified before UHM can commit to providing the following duties outlined in this document:
• Oversee the program, its maintenance and expansion
• Oversee assessment of the program
• Coordinate and run KITN meetings
• Serve as liaison between Ka’ie’ie and UHM and KAP administration
• Serve as liaison between Ka’ie’ie and the UH System offices
• Assist with initial Ka’ie’ie training at each of the campuses
• Assist the UHM Ka’ie’ie point person in coordinating training for UHM’s departmental advisors
• Coordinate the UH System Ka’ie’ie website, UHM’s Ka’ie’ie website, and the community colleges’ Ka’ie’ie websites
• Meet regularly with ancillary services to address problems as they arise
1. Name
   - The “Ka’ie’ie” name is being re-evaluated and will be addressed again in Part II (#1).

2. Structure & Resources
   - There should be a “Ka’ie’ie point person” at each campus to coordinate services and to implement Ka’ie’ie services on their own campus.
   - UHM should hire a Transfer Coordinator to serve as the point person and to assume responsibility for the Ka’ie’ie program.
   - UHM should identify/appoint a Ka’ie’ie Administrative Coordinator to oversee the program and its joint meetings; the Administrative Coordinator should be at the level of an academic dean or higher, whose duties include or are related to transfer issues.

3. Communication
   - The KITN will meet at least once/semester, with an optional additional meeting in Summer.
   - Advising services at both KAP and UHM need to communicate regularly and jointly offer transfer orientations for students, as well as training workshops for counselors/advisors and staff.
   - UHM departmental advisors should visit KAP regularly to talk with students and train faculty, counselors, and staff.

4. Training
   - To ensure consistency, the Ka’ie’ie point people need to provide both initial and ongoing regular training for involved personnel.

5. Recruiting
   - The KITN identified three recruiting points and the information that needs to be transmitted at each point.
   - Ka’ie’ie will no longer admit high schools students with UHM as their home campus.

6. Ka’ie’ie Website & Application Information
   - The Ka’ie’ie website will be maintained by the OVPCC and is being revised and simplified; in addition, each campus participating in Ka’ie’ie will maintain its own Ka’ie’ie website with campus-specific information.

7. Applications & Admissions
   - KAP and UHM agreed on an admissions process that works for both campuses.
   - Each participating campus should have a liaison who works part-time in UHM’s Admissions Office processing Ka’ie’ie applications.

8. Competition with AutoAdmit
   - Like AutoAdmit, Ka’ie’ie should offer an email invitation.
   - Ka’ie’ie should have an online application, but not a “click-to-accept” function; Ka’ie’ie students should continue to meet with an academic advisor before applying.

9. Deadlines
   - Ka’ie’ie deadlines now align with UHM’s priority deadlines.

10. International Students
    - International students will receive all IS services through their home campus, which will use campus registration holds to ensure compliance.
    - International students will be able to participate in 12 months of Optional Practical Training (OPT) before continuing their education at UHM, so their model for graduation will be 2+1+2.
11. Placement Exams
   - Ka‘ie‘ie enrollment does not impact campus requirements for placement exams.

12. Financial Aid
   - The Ka‘ie‘ie materials will be revised to make it clear that students receive financial aid from their designated “home” campus.

13. Health Clearances
   - UHM will accept copies of students’ health documents from KAP if the copies were securely transmitted; KAP does not currently have the staffing to make copies but is working on a solution.
   - KITN recommends the UH System make available Banner’s XTENDER so that campuses can transmit health records electronically.
   - Meanwhile, students will continue to have to submit two sets of health records.

14. Ka‘ie‘ie Identification Cards (IDs)
   - The UH System ID Committee is not considering a special Ka‘ie‘ie ID card; the KITN recommends eliminating this item from the Ka‘ie‘ie MOU.

15. Student Fees
   - The current system of fees and student services is intractable to change; the KITN recommends eliminating this item from the Ka‘ie‘ie MOU.

16. Orientation/Transfer Workshops
   - The KITN identified three points at which students need orientations, and for each point identified purpose, challenge(s), and the personnel responsible.
   - The efficacy of orientations depends largely on training (see #4, above) and collaboration.
   - KAP will recruit and advertise Ka‘ie‘ie.
   - KAP will meet one-on-one with Ka‘ie‘ie students to provide advising and planning and to help students decide when to transfer.
   - KAP and UHM will jointly offer Transfer Workshops twice each semester.
   - UHM will provide and maintain an online Ka‘ie‘ie Orientation to UHM.
   - Before registering at UHM, Ka‘ie‘ie students will meet one-on-one with their major advisors at UHM to update their plans.

17. Mandatory Advising & Mandatory Academic Planning
   - In Spring 2012, KAP will instigate mandatory advising for Ka‘ie‘ie students.
   - All Ka‘ie‘ie students will have on file an academic plan through graduation with their Bachelor degree from UHM, and will update that plan each semester.
   - These mandatory policies will be enforced with campus-level registration holds.

18. Monitoring Registration
   - The KITN decided that closely regulating students was not worthwhile.
   - Through recruiting and advising, KAP will try to enroll students into Ka‘ie‘ie earlier.
   - Through advising, KAP and UHM will emphasize that students’ “home” campus should be where they are taking the most credits.
   - Ka‘ie‘ie materials will emphasize that services are primarily offered by the “home” campus.

19. Statistics/Tracking & Assessment
   - KAP and UHM Admissions Offices will continue to collect data on Ka‘ie‘ie students.
   - The KITN recommends that KAP, UHM, and the UH System collaborate to assess the Ka‘ie‘ie program.

20. The KITN Subcommittee for Part II
    ...was formed.
Ka’ie’ie: the Degree Pathway Partnership Agreement
Between Kapi’olani Community College and the
University of Hawai’i at Mānoa

Implementation Team Report
Part II: Expanding Ka’ie’ie
April 2012

The following committee from the Ka’ie’ie New Implementation Team (KITN) met throughout Spring 2012 to develop this report:

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<tr>
<th>Mānoa</th>
<th>Kapi’olani</th>
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<tbody>
<tr>
<td>Garett Inoue, Admissions</td>
<td>Gemma Williams, Counselor</td>
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<tr>
<td>Megumi Makino-Kanehiro, Mānoa Advising Center</td>
<td>Jerilynn Lorenzo, Admissions</td>
</tr>
<tr>
<td>Ruth Bingham, Pre-Health/Pre-Law Advising Center</td>
<td>Karmi Minor-Flores, Counselor</td>
</tr>
<tr>
<td>Ryan Yamaguchi, Admissions</td>
<td>Keith Kashiwada, Student Services</td>
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<td>Mona Lee, Vice-Chancellor for Student Affairs</td>
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<td>Sheldon Tawata, Academic Advising</td>
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</tbody>
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The committee invited the following speakers to assist in developing the report:

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<tr>
<th>Mānoa</th>
<th>Kapi’olani</th>
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<tbody>
<tr>
<td>Reed Dasenbrock, Vice-Chancellor for Academic Affairs</td>
<td>Leon Richards, Chancellor</td>
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<tr>
<td>Francisco Hernandez, Vice-Chancellor for Students</td>
<td>Louise Pagotto, Vice-Chancellor for Academic Affairs</td>
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<tr>
<td></td>
<td>Mona Lee, Vice-Chancellor for Student Affairs</td>
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Before additional campuses enter into a Degree Pathway Partnership (DPP) with UHM, the KITN recommends the original Memorandum of Understanding (MOU) be revised or rewritten to reflect the changes discussed in Part I of this report and to articulate criteria for establishing a DPP. The major changes to the MOU we suggest include:

- International students will be able to participate in the DPP program
- The UH System will not issue a special ID card
- The DPP program will not allow students to opt into paying student fees at their secondary campus
- Students will be able to submit one set of health documents
- The DPP program will no longer include the option of entering the UH System as a DPP student with UHM as the “home” campus
- DPP campuses will align with UHM’s transfer data base so students can transfer smoothly
- DPP campuses and UHM must coordinate admissions and advising

The KITN also recommends that both the MOU and Part I of this report be amended to include a recent change: future DPPs will offer only “Join” and “Transfer” options. Starting Fall 2012, Kapi’olani will eliminate the “Join and Transfer” option; henceforth, DPP students must participate in the program for at least one semester before transferring.
When UHM and Kapi‘olani implemented this Degree Pathway Partnership, Kapi‘olani chose the name “Ka‘ie‘ie” to refer to the DPP program at Kapi‘olani. “Ka‘ie‘ie” has been cleared by UH’s Office of the Vice President for Legal Affairs and University General Counsel (10 June 2008) and is now the name by which the DPP program is most widely known. Kapi‘olani has graciously offered to allow “Ka‘ie‘ie” to serve as the name for the umbrella DPP, as it is extended to include more UH campuses. The KITN recommends that the “Ka‘ie‘ie” name, as well as its definition and meaning, be included in the revised MOU. Meanwhile, this document continues to use “DPP” to refer to the umbrella program and “Ka‘ie‘ie” to refer to the DPP program between UHM and Kapi‘olani.

The KITN recommends that the following implementation guidelines be adopted. The guidelines are presented in two sets, the first for the current DPP between UHM and Kapi‘olani and the second for future DPPs with other UH campuses. Both sets are further divided into guidelines that should be implemented by UHM and those that need to be implemented by DPP campuses.
I. Implementation Guidelines for Ka‘ie‘ie

For UHM:

Administration
- Identify an administrator to handle oversight (see duties and responsibilities in Attachment A)
- Identify a DPP point person (see duties and responsibilities in Attachment A)
- Assemble a DPP Implementation Team (DPPIT) consisting minimally of the administrator handling oversight, the DPP point person, and representatives from the Office of Admissions, Academic Advising, and Student Services
- Establish regular meetings between UHM and Kapi‘olani’s DPPIT

Recruiting
- Coordinate with Kapi‘olani’s DPPIT to ensure consistency of information
- Update recruiting materials to omit the “Join and Transfer” option

Admissions
- Develop a system to send electronic bulk email invitations to eligible students to join Ka‘ie‘ie
- Develop an online, form-fillable Ka‘ie‘ie application; students will continue to meet with an academic advisor before submitting their applications
- Develop a short Ka‘ie‘ie application to invite students who were accepted to UHM but did not enroll

Advising & Training
- Identify/hire a UHM advisor to work part time at Kapi‘olani to assist with Ka‘ie‘ie advising
- Develop/maintain an online transfer/orientation website for UHM
- Assist Kapi‘olani in creating advising sheets/materials
- Assist Kapi‘olani with its Transfer Workshops each semester
- Assist Kapi‘olani in providing/arranging for both initial and ongoing training for counselors/advisors on:
  - Transfer issues
  - “Home” and “Secondary” campus designations (for Ka‘ie‘ie status, financial aid, ISS, etc.)
  - STAR
  - UHM Program sheets/academic plans
  - Advising sheets/materials
  - Distinctions between regular admissions, Ka‘ie‘ie, and AutoAdmit
  - Mandatory advising
  - Advisor Notes
    - Protocol for Advisor Notes (content & form)
  - Mandatory academic planning
    - Protocol for recording plans
- DPP subpopulations: VA, ISS, Pell
- Banner functions and managing holds
- Enforcement of mandatory advising and mandatory academic planning through registration holds
- Assist Kapiʻolani with arranging a regular schedule of exchanges/training sessions with UHM degree programs

Services
- Identify technical support (website linking, online orientation, population tracking, invitations, holds, etc.) for the DPP at UHM
- Coordinate student services with Kapiʻolani and how students link to services on both campuses
- Update materials for international students to clarify that if they participate in Kaʻieʻie, they will receive their services through their “home” campus
- Update materials for international students to announce that if they participate in Kaʻieʻie they are still able to participate in 12 months Optional Practical Training (OPT), which will take place between graduating from Kapiʻolani and matriculating at Mānoa
- Coordinate with Kapiʻolani so that students don’t have to submit two sets of health services documents
- Update financial aid materials to clarify that Kaʻieʻie students receive aid from their “home” campus

Assessment
- Identify an individual or office to compile and report regularly on Kaʻieʻie statistics
- Identify an individual or office to conduct assessment on the DPP program

For Kapiʻolani:

Administration
- Assemble a standing Kaʻieʻie Implementation Team (Kapiʻolani’s DPPIT) consisting minimally of the administrator handling oversight, the DPP point person, and representatives from the Office of Admissions, Academic Advising, and Student Services
- Establish regular meetings between Kapiʻolani’s DPPIT and UHM

Recruiting
- Coordinate with UHM’s recruiting in the Office of Admissions to ensure consistency of information
- Update recruiting materials to omit the “Join and Transfer” option

Admissions
- Coordinate with UHM to send electronic bulk email invitations to eligible students

Advising & Training
- Identify an office and/or advising space for UHM’s DPP advisor to work part-time at Kapiʻolani
• Work with UHM’s DPP advisor to establish regular days/hours for him/her
• Work with UHM’s DPP advisor to agree on his/her duties and responsibilities at Kapi’olani
• Coordinate regularly with UHM’s DPP advisor
• Develop/maintain a Ka’ie’ie website
• Create Ka’ie’ie advising sheets/materials
• Offer Ka’ie’ie Transfer Workshops (usually twice each semester)
• Provide/arrange for both initial and ongoing training for counselors/advisors on:
  o Transfer issues
  o “Home” and “Secondary” campus designations (for Ka’ie’ie status, financial aid, ISS, etc.)
  o STAR
  o UHM Program sheets/academic plans
  o Advising sheets/materials
  o Distinctions between regular admissions, Ka’ie’ie, and AutoAdmit
  o Mandatory advising
  o Advisor Notes
    ▪ Protocol for Advisor Notes (content & form)
  o Mandatory academic planning
    ▪ Protocol for recording plans
  o DPP subpopulations: VA, ISS, Pell
  o Banner functions and managing holds
  o Enforcement of mandatory advising and mandatory academic planning through registration holds
• Coordinate with UHM’s DPP advisor to arrange a regular schedule of exchanges/training sessions with UHM degree programs

Services
• Identify technical support (website linking, online orientation, population tracking, invitations, holds, etc.) for Ka’ie’ie
• Coordinate student services with UHM and how students link to services on both campuses
• Update materials for international students to clarify that if they participate in Ka’ie’ie, they will receive their services through their “home” campus
• Update materials for international students to announce that if they participate in Ka’ie’ie they are still able to participate in 12 months Optional Practical Training (OPT), which will take place between graduating from Kapi’olani and matriculating at Mānoa
• Coordinate with UHM so that students don’t have to submit two sets of health services documents
• Update financial aid materials to clarify that Ka’ie’ie students receive aid from their “home” campus

Assessment
• Identify an individual or office to compile and report regularly on Ka’ie’ie statistics
II. Implementation Guidelines for Future DPP Programs

For UHM with the addition of each additional DPP campus:

Administration
- Evaluate the administrator’s workload and adjust as necessary
- Evaluate the DPP point person’s workload and adjust or identify/hire additional advisors as necessary
- Establish a regular schedule of DPPIT meetings:
  - Annual meetings between UHM and representatives from all of the DPP campuses
  - Initially, at least one meeting each semester between UHM and the DPPIT of each campus; once the program has been implemented and is running smoothly, these meetings can decrease to annual or biannual meetings

Recruiting
- Coordinate with campuses’ DPPIT to ensure consistency of information

Admissions
- Train the Transfer Evaluators from DPP campuses and plan for consequent workflow adjustments
- Include eligible students from new DPP campuses in the bulk email invitations to join the DPP program
- Help DPP campuses establish protocol for handling DPP applications so that the two campuses’ protocols align
- Assist DPP campuses in aligning with UHM’s transfer data base so that students can transfer smoothly

Advising & Training
- Identify or hire a UHM advisor to work part time (on site or remotely) to assist the DPP campus with DPP advising
- Assist DPP campuses in creating advising sheets/materials
- Assist DPP campuses in providing/arranging for both initial and ongoing training for counselors/advisors on:
  - Transfer issues
  - “Home” and “Secondary” campus designations (for DPP status, financial aid, ISS, etc.)
  - STAR
  - UHM Program sheets/academic plans
  - Advising sheets/materials
  - Distinctions between regular admissions, the DPP, and AutoAdmit
  - Mandatory advising
  - Advisor Notes
    - Protocol for Advisor Notes (content & form)
  - Mandatory academic planning
    - Protocol for recording plans
- DPP subpopulations: VA, ISS, Pell
- Banner functions and managing holds
- Enforcement of mandatory advising and mandatory academic planning through registration holds

- Assist DPP campuses with arranging exchanges/training sessions with UHM programs (on site or remotely)

**Services**

- Evaluate technical support and adjust as necessary
- Coordinate student services with the DPP campuses and how students link to services on both campuses
- Coordinate with the DPP campus so that students don’t have to submit two sets of health services documents

**Assessment**

- Evaluate workload for the individual or office charged with compiling and reporting on DPP statistics and adjust as necessary
- Evaluate workload for the individual or office charged with conduct assessment on the DPP program and adjust as necessary

**For New DPP Campuses:**

**Administration**

- Identify an administrator to handle oversight (see duties and responsibilities in Attachment B)
- Identify a DPP point person (see duties and responsibilities in Attachment B)
- Assemble a DPP Implementation Team (DPPIT) consisting minimally of the administrator handling oversight, the DPP point person, and representatives from the Office of Admissions, Academic Advising, and Student Services
- Establish regular meetings with UHM: initially, at least one meeting each semester; once the program has been implemented and is running smoothly, meetings can decrease to annual or biannual meetings

**Recruiting**

- Coordinate with UHM’s recruiting in the Office of Admissions to ensure consistency of information

**Admissions**

- Identify a Transfer Evaluator to work part-time at UHM (on site or remotely), and adjust workflow as necessary
- Coordinate with UHM to send electronic bulk email invitations to eligible students
- Coordinate with UHM to establish protocol for handling DPP applications so that the campuses’ protocols align
- Align with UHM’s transfer data base so that students can transfer smoothly

**Advising & Training**
• Identify an office and/or advising space for UHM’s DPP advisor to work part-time on campus
• Work with UHM’s DPP advisor to establish regular days/hours for him/her
• Work with UHM’s DPP advisor to agree on his/her duties and responsibilities at the DPP campus
• Coordinate regularly with UHM’s DPP advisor
• Develop/maintain a DPP website
• Create DPP advising sheets/materials
• Offer DPP Transfer/Orientation Workshops each semester
• Provide/arrange for both initial and ongoing training for counselors/advisors on:
  o Transfer issues
  o “Home” and “Secondary” campus designations (for DPP status, financial aid, ISS, etc.)
  o STAR
  o UHM Program sheets/academic plans
  o Advising sheets/materials
  o Distinctions between regular admissions, DPP, and AutoAdmit
  o Mandatory advising
  o Advisor Notes
    ▪ Protocol for Advisor Notes (content & form)
  o Mandatory academic planning
    ▪ Protocol for recording plans
  o DPP subpopulations: VA, ISS, Pell
  o Banner functions and managing holds
  o Enforcement of mandatory advising and mandatory academic planning through registration holds
• Coordinate with UHM’s DPP advisor to arrange exchanges/training sessions with UHM degree programs

Services
• Identify technical support (website linking, online orientation, population tracking, invitations, holds, etc.) for the DPP program
• Coordinate student services with UHM and how students link to services on both campuses
• Update materials for international students to clarify that if they participate in the DPP, they will receive services through their “home” campus
• Update materials for international students to announce that if they participate in the DPP program, they are still able to participate in 12 months Optional Practical Training (OPT), which will take place between graduating from their community college and matriculating at Mānoa
• Coordinate with UHM so that students don’t have to submit two sets of health services documents
• Update financial aid materials to clarify that DPP students receive aid from their “home” campus

Assessment
• Identify an individual or office to compile and report regularly on DPP statistics
ATTACHMENT A

UHM Administrator to Handle Oversight of DPP Program
Duties and Responsibilities

- Oversee the program, its maintenance and expansion
- Oversee assessment of the program at UHM
- Coordinate and run DPPIT meetings
- Serve as liaison between UHM and DPP administrations
- Serve as liaison between UHM and UH System offices
- Assist with initial DPP training at each of the DPP campuses
- Assist the UHM DPP point person in coordinating training for UHM’s departmental advisors
- Oversee DPP mandatory advising at UHM
- Oversee DPP mandatory academic planning at UHM
- Coordinate the UH System DPP website, UHM’s transfer website, and the community colleges’ DPP websites
- Meet regularly with ancillary services to address problems as they arise
- Oversee assessment of the DPP program, both at UHM and throughout the UH System

UHM Transfer Coordinator / DPP Point Person
Duties and Responsibilities

- Serve as contact person for inquiries by students, advisors/counselors, faculty and staff
- Coordinate DPP services with ancillary services
- Coordinate DPP with the Offices of Admissions and Records
- Attend DPPIT meetings
- Coordinate advising services between DPP campuses and UHM
- Participate in training for advisors/counselors, peer advisors, faculty, staff and ancillary services at DPP campuses to ensure consistency between campuses
- Participate in transfer workshops and orientations for students at DPP campuses
- Coordinate departmental advisor visits to DPP campuses
- Create/maintain UHM website(s) for DPP and students who are transferring
- Maintain the online DPP Orientation for students
- Provide training sessions for UHM departmental advisors
- Provide training sessions for college/school advisors
- Ensure UHM departmental advisors obtain semester lists of incoming DPP students
- Assist in connecting incoming DPP students with their UHM departmental advisors
- Coordinate DPP mandatory advising by UHM departmental advisors
- Coordinate the DPP mandatory academic planning requirement at UHM
- Implement ongoing assessment of the DPP program
ATTACHMENT B

Campus Administrator to Handle Oversight for the DPP Program
Duties and Responsibilities

- Oversee the DPP program on campus
- Oversee assessment of the program
- Coordinate and run DPPIT meetings
- Serve as liaison with UHM administration
- Oversee/assist with initial DPP training
- Oversee the DPP point person
- Oversee DPP mandatory advising
- Oversee DPP mandatory academic planning
- Meet with ancillary services to address problems as they arise

Campus DPP Point Person
Duties and Responsibilities

- Serve as contact person for inquiries by students, advisors/counselors, faculty and staff
- Coordinate with UHM’s DPP point person
- Coordinate DPP services with ancillary services
- Coordinate DPP with the Offices of Admissions and Records at both campuses
- Attend DPPIT meetings
- Coordinate advising services with UHM
- Coordinate training for advisors/counselors, peer advisors, faculty, staff and ancillary services to ensure consistency
- Coordinate transfer workshops and orientations for DPP students
- Coordinate UHM departmental advisors’ visits for training and advising
- Create/maintain a DPP/transfer website
- Coordinate DPP mandatory advising
- Coordinate DPP mandatory academic planning
- Implement ongoing assessment of the DPP program
MEMORANDUM

May 7, 2012

To: Committee on Enrollment Planning

VIA: Reed Dasenbrock, VCAA, and Francisco Hernandez, VCAA

From: Work Group #2. Addressing the differential rates of educational attainment across Hawai‘i’s population

Re: Proposals for AY 2012-2013

Please find below an overview of three proposals for funding from Work Group #2.

Proposal Request: Faculty Engagement in Student Recruitment

REQUEST Focus on Recruitment: Funds for Fall 2012 and Spring 2013 to continue the 3-credit faculty release for six faculty (2 Hawaiian, 1 Filipino, 1 Ilokano, 1 Samoan, 1 Pacific Islands Center) for a total of $60,000 ($5,000 per faculty/$30,000 per semester). The objectives of this initiative are to increase the number and success of under-represented Mānoa undergraduates. In addition, this initiative supports Mānoa academic programs in Hawaiian, Asian and Pacific Islands Studies; faculty diversity from under-represented ethnic groups; faculty development opportunities; partnerships between academic and student affairs and outreach to the community.

UPDATE: On March 31, 2010, the CEP approved Work Group 2 recommendation for release time for faculty to engage in projects to support the recruitment and success of under-represented Native Hawaiian, Filipino, Samoan and Pacific Islander students. VCAA Dasenbrock provided funds for the release time and 5 faculty were supported in Fall 2011 and one faculty in Spring 2012. VCS Hernandez supported this initiative with Student Success Fellows who were assigned to 5 participating faculty as well as lunches for participating high school students. Federal funds also supported some SEED recruitment costs (e.g., transportation). Although only one semester faculty release was funded, faculty assisted two semesters as recruitment is a year-round program. See attached report for a summary of activities conducted by participating faculty and partnerships with Student Affairs.

Proposal Request: Tuition Support for Underrepresented Students to meet State Economic Needs.

REQUEST Focus on Retention to Graduation: Drawing from the Native Hawaiian Task Force Report, Ke Au Hou, the Enrollment Management Committee should begin to develop a strategic action plan that will result in systematic and sustained support, i.e., tuition support, for underrepresented students (Native Hawaiian, Filipino, Pacific Islanders, Latino/a, etc.) to pursue degrees in areas of economic importance to the State.

Rationale: The under representation of Native Hawaiians, Filipinos, Pacific Islanders, Latino/a (and so on) at UHM has implications for the socioeconomic well-being of the State of Hawai‘i.
While financial circumstances may affect a person’s ability to pursue a postsecondary degree, the attainment of that degree, in turn, may affect the person’s future financial circumstances and have implications for the state’s economy. The University of Hawai‘i’s Second Decade Project has identified the State’s higher education and workforce development needs and has developed a set of priorities to enable UH to plan for the next decade (through 2020). Specifically, emerging career opportunities/economic development areas in the State of Hawai‘i include five areas: life sciences/biotechnology, information technology, telecommunications, film and digital media, and diversified agriculture. The majority of these areas require at a minimum a 4-year degree for employment. To encourage the number of underrepresented students to enter and complete baccalaureate degree programs in fields that have the potential for improving Hawai‘i’s economy, UHM should provide tuition waivers/tuition support for Native Hawaiian students pursuing degrees in areas of economic importance to the State.

Proposal Request: Hire an APT (1.0) and GRA (.50) to support the work of MIRO and the HSHK IRO to focus on PI and NH (AA) Student Profile at UH Mānoa.

REQUEST Focus on Student Services Research and Program Evaluation: Drawing from the Native Hawaiian Task Force Report, Ke Au Hou, the Enrollment Management Committee should support the work of MIRO and HSHK IRO, through the hire of an APT (Band B) and a GRA, to lead a coordinated assessment and research initiative to track the impact, efficacy, and promising practices of Ethnic Minority (i.e., Native Hawaiian, Pacific Islander, and Asian American) student services initiatives, as well as data related to their student development, retention, persistence, etc.

Rationale: Ortiz and Santos (2009) write, “When students feel they matter to the university, they are more likely to succeed. Therefore, it is vital to allocate sufficient university resources to ensure the sustenance and vitality of diversity-related institutional structures and that these venues remain prominent features of the university landscape as evidence of the institution’s commitment to multiculturalism and pluralism” (p. 343). An integral component of this infrastructure is the focused work of institutional research and program assessment that can best explore the diverse contexts and communities, values and needs, policies and procedures that can build and promote holistic (e.g., cultural, affective, cognitive, interpersonal, civic) growth for all students in a rich, engaging learning community. Such activities would include (but not limited to): develop a yearly NH, PI (AA) Student Profile (Report and Report Card); work to increase Title III and other funding for student-related programs; organize financial aid data (e.g. tuition waivers, scholarships, stipends, fellowships) for special populations initiatives (e.g. Manawa Kūpono, Kōkua a Puni) to figure out who is being served, how much, what disciplines, etc.; develop a matrix of services for NH, Pls (AA); evaluate outreach program and success in encouraging and supporting Native Hawaiian community college students in transitioning to UH-Mānoa; evaluate outreach program and success in encouraging and supporting Native Hawaiian students in attending graduate or professional schools at UH-Mānoa (see Ke Au Hou).
Attachment:

Report of activities and comments CEP Workgroup 2 Faculty Release Initiative

The following faculty received release time Fall 2011: Ruth Mabanglo (Filipino), Aurelio Agcaoili (Ilokano), Samoan lecturer hired (supervised by John Mayer), Kekailoa Perry (Hawaiian Studies), and Hailiopua Baker (Hawaiian). Lola Bautista (Center for Pacific Islands Studies) used her release time in Spring 2012. It should be noted that this initiative addresses underrepresentation undergraduates at Manoa: Hawai‘i public schools student population is 28% Native Hawaiian, 21% Filipino and 3% Samoan. UHM undergraduate students are 15% Native Hawaiian, 10% Filipino and 2% Samoan. Instructional tenured/tenure track faculty from these groups are underrepresented at Manoa: 5% Native Hawaiian, 2% Filipino and less than half a percent Pacific Islanders. The faculty release initiative also supports Manoa initiatives to improve community outreach, service learning curriculum, faculty development, curriculum and research focus on Hawaiian, Asian and Pacific Studies as well as education.

Below are summaries and statement from participating faculty who worked with either the Hawai‘inuiakea School of Hawaiian Knowledge or SEED and the Office of Multicultural Student Services (OMSS).

SEED, OMSS, Filipino, Ilokano, Samoan language and Center for Pacific Island Studies recruitment and retention activities.

The Filipino, Ilokano, Samoan and Pacific Island faculty used their language and cultural expertise in their work with SEED staff, primarily with the Office of Multicultural Student Services’ on-going and new recruitment activities. Faculty worked on the Manoa campus as well as in community venues and high schools. Federal Challenge Grant funds (sub grant from UH system office to OMSS/SEED) supported recruitment activities with students who are English language learners (ELL) and native speakers of various languages, including Filipino, Ilokano, Samoan and Pacific Island languages. The release time faculty participation were counted as in-kind contribution for the Challenge Grant funds. The faculty and SEED/OMSS staff meet each week to plan and monitor activities. During the Fall and Spring semesters, the faculty met with school counselors, parents, pre-college students and community leaders to provide information to ELL students on postsecondary education benefits, opportunities, and referrals to appropriate resources.

During Fall 2011, Filipino, Ilokano and Samoan faculty worked with SEED and OMSS staff in the following recruitment activities that involved 530 high school students: October 22 Samoa Ala Mai college awareness conference, Kuhio Park Terrace with 150 students majority from Waipahu and Farrington high schools; November 22 Leilehua High School with 40 students; November 26 Manoa campus Ilokano Language Dept presentation with 125 students majority from Waipahu and Farrington; November 28 McKinley High School with 50 students; November 29 McKinley High School with 50 students; December 2: Waipahu High School with 40 students; December 3 Manoa campus Filipino Language Dept presentation with 75 students (majority from Farrington and Waipahu).
Spring 2012 SEED/OMSS projects continued with Filipino, Ilokano, Samoan faculty i.e. faculty worked actively for two semesters even though release time was only for one semester. Dr. Lola Bautista, Center for Pacific Islands Studies joined in Spring (rather than Fall). Faculty participated in the February 25, 2012 Manoa Experience. OMSS Challenge Grant and VCS provided buses and lunches for over 400 public school students (including 40 elementary school children) to attend Manoa’s major annual Spring recruitment event.

The Vice Chancellor for Students assigned student fellows to SEED to work on recruitment and retention activities with these 4 faculty members. The VCS, Housing and Challenge Grant funds paid for the lunches (primarily at Gateway Cafeteria) for Fall Manoa campus visits. Challenge Grant funds were used for buses, supplies and Manoa student employees. A private donor paid for the community conference lunches.

**Indo-Pacific Languages (Samoan) Associate Professor and Chair John Mayer:**
The aim of the Workgroup 2 (G2) faculty release program was to allow established instructors from the University of Hawaii’s heritage language programs to assist in the targeting of local student populations for recruitment and retention into UHM. Instructors within these UHM Language Programs have a long history of this kind of outreach with their respective heritage communities, so the assignment of UHM instructors to local outreach activities could lead to better coordination and planning of recruitment and retention activities. Mr. Toso Foifua was designated as the liaison for the Samoan Language and Literature Program (SLLP). For the 2011-12 G2 activities, Mr. Foifua and the SLLP concentrated on high school recruitment activities at Farrington and Waipahu High Schools and the Samoan community at large. Farrington and Waipahu are the only high schools in the US with accredited Samoan Language courses and both have significant Samoan student populations. These high schools also have established cooperative relationships with the SLLP through the US/DOE GEAR-UP for College grants that were formed in partnership the UHM. In addition, both schools have been developing on-line interactive curriculum with the UHM SLLP and the American Samoa Community College that focuses on language and cultural values and provides mentoring between current college students and their high school counterparts. The main focus of the G2 activities this past year was to persuade students, especially juniors and seniors to pursue a career in Post Secondary Education at the University of Hawaii at Manoa. Mr. Foifua worked with Dr. Tina Tauasosi Posiulai, Program Coordinator with the UH-Manoa, Office of Multicultural Student Services, Ms. Chrissy Lam Yuen, Samoan Instructor and GEAR-UP Coordinator at Waipahu High School, and Ms. Denise Ah Soon, Samoan Instructor at Farrington High School. Activities this past year included meetings that were conducted with the high school students discussing the benefits of furthering education after high school, with the incentive of being able to continue Samoan Studies at the University of Hawaii. In addition, in order to reach the parents and assist them in being informed about the advantages of college education, workshops were coordinated with Samoan church youth groups in the Waianae and Waipahu communities. The major event conducted in 2012 was the Samoa Ala Mai Conference. This was a significant outreach activity because a variety of students from high schools and neighbor islands were brought together in an academic and social setting to hear about the benefits of furthering education after high school. Parents were also present to hear from UH speakers and program representatives as well as current Samoan college
students and other successful role models. Finally, on campus, the UHM SLLP has worked to create a Pacific Island cultural space on the Manoa Campus where UHM students, high school students, and the community can interact socially and culturally in an appropriate Pacific island setting. This year’s event was held on April 28, and featured a day-long program of cultural learning and social interaction between Waipahu and Pearl City High School students and students from UHM. Over two hundred high school and college students participated, including UHM students from a wide variety of ethnic and cultural backgrounds.

**Indo-Pacific Languages (Filipino) Professor Ruth Mabango:**

“I increased my involvement in recruitment and retention activities. Our program’s partnership with SEED is very valuable since we have a BA degree in Philippine Languages and Culture and outreach to pre-college students helps bring awareness and information about college as well as availability of a major or minor in Filipino at Manoa. Since Filipino/Tagalog is not being taught in any of the high schools in the state, the Program has no “pipeline” of students. However, this activity cannot be undertaken by any of the faculty members who are busy teaching course and holding culture activities. Also, the same teachers are always trying to keep up with their professional development since the field is so dynamic and there is always newer strategies to learn. As a Philippine-born faculty member with expertise in the Filipino language, culture and immigrant communities in Hawai’i, I was able to talk to the Filipino students about college opportunities, economic and other benefits of going to college and encouraged them to aspire for higher education. With the faculty release time, I was able to spend time and effectively use my expertise with pre-college students and their parents.”

**Indo-Pacific Languages (Ilokano) Assistant Professor Aurelio Agcaoili:**

I was a recipient of a faculty release from SEED last year. During this period, I had the chance of enhancing our involvement with our work among high school students especially along retention and promotion areas. Likewise, I put together two intensive creative writing workshops for two high schools, Farrington and Waipahu. During the latter part of the year, I conducted a 5-day intensive creative writing course, a writeshop, for Waipahu High School; the end-point of the writeshop is a book—in the words of the students—that will highlight their experiences even as they dream of going to college and finish their degree. With this release, I was also able to work for our drama and video festivals; these festivals provided a venue for college-bound students to participate. These high school students were also given orientation on the many aspects of student life, particularly college life at UH Manoa. Last year was also the year for my application for tenure and promotion; I have included in my application for tenure and promotion this release and the opportunity it gave me to work more closely with our high school students and their parents.

**Center for Pacific Islands Studies Assistant Professor Lola Bautista:**

Early in the Fall 2011 semester, with the help of two women employed at the UHM Office of Multicultural Student Services, Dr. Tina Tausosoi-Posiulai and Ms. Ebil Matsutaro, I formed and became the advisor for a registered student organization called Micronesia Connections (MC). Part of the club’s mission addresses some of the very ideas identified for the Committee of Enrollment; namely, to
provide support and help increase the number and success of under-represented students. With nearly 50 members, this is the first, active student organization at UHM made up of students from the Micronesia Region. Through my collaboration with MC, as well as the support from the center where I am employed, I was able to support two, larger activities.

The first activity took place on February 16. The Center for Pacific Islands Studies (CPIS), the Ethnic Studies Program and the Pacific Islands Development Program at the East-West Center, hosted the forum, “Perspectives on Micronesian Communities in Hawai‘i.” The forum addressed how education, research, and civic engagement can go a long way to avoid repeating the results of difficult integration in the local community, including discrimination, and prejudice against new immigrant groups to Hawai‘i. As one of the main organizers for the event, I formed a panel made up of student members of MC and CPIS to discuss the challenges of higher education for Pacific Island students. The second activity took place just last month on April 14. MC sponsored “Micronesia Connects” at Kapi‘olani Community College. This event was geared towards encouraging our fellow Micronesian students, who are far more likely to attend community colleges, to make the leap to the UH Manoa campus. Finally, throughout Fall 2011 and Spring 2012, the MC and CPIS students take part in OMSS-sponsored activities that help to recruit local high school students.

Through my involvement with MC and employment at CPIS, I have written or supervised SEED grants—all written by Pacific Islander students involving Pacific-focus events. The following are titles of the awarded SEED grants, the amount, the date of award, the author, and brief mention of the activity: “Getting Involved: The Benefits of Community Surveys” ($1200, Spring 2011, Lola Quan Bautista), a survey that identifies the educational and occupational needs of Pacific Islanders residing in nearby Palolo Valley; “Micronesia College Outreach Day” ($3000, Fall 2011, Ebil Matsutaro), a forum to invite fellow Micronesian students to make the leap to a four-year institution (mentioned above); “A Journey through the Marianas” ($500, Spring 2012, Jesi Bennett), a series of workshops the encourage language and cultural maintenance for the Chamorros of the Marianas, especially those attending UHM; “Pan Pacific Wantok Nite” ($900, Spring 2012, Derek Mane Smiles), a forum slated for Fall 2012 that will help encourage Pacific Islander student leaders to come together for a night of “one talk” addressing both student and regional needs; “Pacific Trivia Night II” ($500, Spring 2012, Nikola Komailevuka), slated for Fall 2012, an out-of-classroom activity that encourages both academic learning and student camaraderie; and ongoing efforts by the Samoa Student Organization, TASSO, to produce “Multimedia Production for College Recruitment” ($1500, Spring 2012, John Patu).

Hawai‘inuiākea School of Hawaiian Knowledge
In Fall 2011, Kekailoa Perry and Hailiopua Baker used their faculty release time to plan and implement outreach activities focused on recruiting Native Hawaiian students to UH Manoa in partnership with Native Hawaiian Student Services’ Outreach Coordinator, Ileana Rueles and our Student Success Fellow, Haweo Ka‘iama. The Mālama Program is designed to provide small groups of students with a kua ka‘ana-kalikaina (older sibling-younger sibling mentoring) college experience. They are paired with current Native Hawaiian Mānoa students and spend a day on campus attending classes, having lunch, and also attend special classes with Kekailoa and Hailiopua. Sprinkled throughout the day are exercises on goal setting, sessions on college preparation, and a debriefing before the students leave. The schools HSHK
targeted were prioritized by several different factors including percentage of Native Hawaiian students, percentage of students on free/reduced lunch, and geographic location. Over the course of the Fall 2011, Mālama had the opportunity to host almost 100 students from schools like Nānekuli Middle and High School, Wai‘anae Middle School, Wai‘anae High School. We also were able to engage about 30 Native Hawaiian UH Mānoa students in volunteer training, preparing for the visit (e.g. creating outreach materials), and playing host to their kaikaina (younger siblings). From these activities, we are able to follow-up with the high and middle school students (to include them in additional outreach activities) as well as track them to see if they end up applying to Mānoa. The faculty releases played an integral role in bridging academic and co-curricular programs while also providing visiting students with Native Hawaiian faculty mentors teaching “nā mea Hawai‘i”. Our visiting students are able to see Mānoa as a place that is accessible for Native Hawaiians as well as a place where they can succeed in a way that supports their Hawaiian identity. Supported with funding from Native Hawaiian Student Services, our student volunteers and visitors were provided with lunch at Gateway and UH promotional items like pens and notebooks to make their visit even more special. Due to the success of our Mālama Program in Fall 2011, we received an incredible spike in requests from additional schools for visits in Spring 2012.