The workshop was a follow-up to the Hawai‘i Graduation Initiative Summit II, held at the State Capital on October 12, 2012 (http://blog.hawaii.edu/hawaiigradinitiative/files/2013/01/WP-Hilo.pdf). The summit called on UH Hilo to take “immediate ...steps to address each strategy.” The most significant steps are listed below.

- **Overhaul our advising structure:**
  On February 1st, UH Hilo introduced 2.0 FTE professional advisers at the APT Band A classification to improve service and support to our students. Funds were internally reallocated from within the Division of Student Affairs to support this campus strategic priority. These advisers will augment the existing 3.50 FTE (1.0 FTE is currently on temporary reassignment to another unit) faculty specialist advisors who already comprise the Advising Center; past practice has been to advise general/undeclared students only. With the addition of staff, support will extend to all students. The Advising Center is currently analyzing institutional research data to determine the number of “high-need” students in various categories, e.g., first-time/full-time freshmen, transfer students, students on academic probation, students who have changed major, students with 120+ credits, etc., and determining a viable plan for instituting intrusive advising interventions and mandate advising based on a 1:250 advisor-to-student ratio. Based on available staff capacity, some prioritization will have to occur; the intention is to add more advisers in 2013-14 to incrementally expand capacity. Instructional faculty advisors will continue to provide guidance related to career exploration, major selection, and graduate/professional school preparation, as well as mentor students via undergraduate research, applied learning, and other intensive learning experiences.

- **Creation of academic maps and milestones:**
  Freshmen Guaranteed Academic Schedules were first instituted for Fall 2011, and is now entering its third year of implementation as we plan for Fall 2013. These schedules provide all first-time, full-time freshmen with 12 hours of coursework already “pre-built” for their first-semester schedule; coursework is based on the student’s stated major or area of interest, and is intended to establish the student on a timely pathway to degree. For the second semester, ENG 100 is “pre-built” for FTFTF who were not able to take it in their entering Fall term. This effort now moves into the second phase: development of complete four-year academic maps with key academic milestones to indicate timely progress to degree. To date, academic maps have now been completed for the entire Humanities Division and for half of the Social Science Division in the College of Arts and Sciences (CAS).
CAS enrolls approximately 85% of all undergraduate students. The goal is to complete all degree maps by Summer 2013 and to have these available on each department/college website by August 2013. Academic advisors will begin using the academic maps as soon as they are promulgated.

- **Improve the quality of the transfer experience:**
  Review of institutional data clearly demonstrates that persistence and graduation outcomes for transfer students are much more problematic. A variety of causal factors have been cited, including but not limited to: poor articulation agreements, lack of transferability for certain graduation requirements, paucity of clear/viable 2+2 pathways with various community colleges, etc. UH Hilo, in consort with Hawaii Community College, has recently received a Title III grant to support focused/targeted initiatives to improve and increase the transfer pipeline from HawCC to UH Hilo. However, the campus clearly needs to devote focused attention in this regard. Faculty Congress will need to be involved as many of the issues are related to academic policies; as such, faculty feedback and action will be necessary for success. It is our hope to further examine the issue and develop a cogent plan of action by Fall 2013.

- **Implement Freshmen Village:**
  UH Hilo will pilot a preliminary iteration of Freshmen Village starting Fall 2014, and move to final implementation for Fall 2015. The program will require all first-time, full-time freshmen to reside on campus (with criteria for seeking/granting exceptions to be determined) in a residential core located in the center of the campus, using traditional style residence halls. Planning is now taking place to identify interest-based living-learning communities that will comprise of (1) curricular components which promote student-faculty interaction, including common coursework and possible enrollment in a unifying freshmen seminar; and (2) co-curricular components which foster peer engagement and student-staff interaction, including on-site tutoring, advising, counseling, career development, etc. Access is of key concern, given UH Hilo’s student population, so efforts to ensure that living in Freshmen Village is affordable to all FTFTF will be a priority.

- **Convene a work group to regularly identify and ameliorate barriers to student success:**
  Since Fall 2008, UH Hilo has regularly convened its Enrollment Management Implementation Team (EMIT) to address and resolve issues of student recruitment, retention, success and graduation. Despite numerous successes, after five years of existence, a reevaluation of the group structure is likely warranted. As a result of the summit and January workshop the following draft reorganization is now under consideration;

  **Draft proposal to revise EMIT structure/membership:**
1. Maintain umbrella group of decision-makers and delivery team members that will meet on a less frequent basis, e.g., quarterly or semesterly, to engage in “vision” level discussions, exchange information, and promote cross-campus communication. Members will be further assigned to one of the two sub-committees below. This will be co-chaired by VCAA and VCSA.

2. Develop a **Student Success Policy & Climate Work Group** of decision-makers who are charged with examining systemic issues that impede student success, student learning, and progress to degree and ameliorating those barriers through institutional policy change, institutional culture shifts, etc. The focus is longer-term, and meetings will occur on a monthly/bi-monthly basis. This will be chaired by VCAA or designee.

3. Develop a **Student Success Facilitation Team** of on-the-ground, direct service professionals who are charged with regularly identifying day-to-day barriers to student persistence, student development, and academic goal attainment and removing them in a rapid/timely manner. The Team will also elevate patterns that indicate a broader systemic issue which requires addressing. The focus is shorter-term, meetings will occur on a weekly/bi-weekly basis. This will be chaired by VCSA or designee.