ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I
MAUI
COMMUNITY COLLEGE

Student Life & Development

1. Program or Unit Description

The Mission

The mission of the University of Hawaii Maui College unit of Student Life & Development is to promote student development while providing enrichment opportunities through social, cultural, recreational, and leadership opportunities as well as assisting in the realization of educational goals.

- Providing opportunities that enhance the academic experience by engaging students in leadership and fellowship activities both virtually as well as in-person;
- Focusing on promoting civic interaction and service to the campus community through the implementation of digital engagement;
- Fostering student enrichment through facilitating student engagement and success, promoting student-centered learning, and cultivating community involvement; and
- Assisting in student retention by improving metal health awareness and creating easier access to needed support via the Maui College Mobile App and newly appointed Wellness Coordinator.

What is the target student or service population?

Focus on Reintergration and Student Engagement

Student learning, persistence, and attainment in college are strongly associated with student engagement. Effective social reintergration efforts must be prepared to address various levels of post-covid student apprehension. The more safe and comfortable the student feels, the more actively engaged they are with college faculty, staff, other students, and with the subject matter they are studying.[1] In turn, the more likely they are to persist in their college studies and to achieve at higher levels.

The Student Life connection to student engagement and development, as well as its support to both learning and retention, provides the conceptual and empirical base for the University of Hawaii Maui College (UHMC) Student Life & Development unit.

What effect has this program had on closing equity gaps?
We affirm a sense of belonging in fostering a community enriched by difference, bringing together multiple perspectives and experiences to enhance the learning environment, and develop critical and creative thinking skills leading to more complex thinking. We will continue to partner with specific programs to further develop and strengthen our relationships within the schools of our community. With programs and events such as UHMC Esports and the Maui Comic Con, we have been able to connect with specific secondary interests groups to increase UHMC awareness and familiarity.

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[1] CCSSE Insights That Matters, https://cccse.org/why-focus-student-engagement

2. Analysis of the Program/Unit

Student Life & Development Analysis of Program - Demand Indicators

CAS Social Responsibility

Students who engage in the Office of Student Affair programs, activities and services will demonstrate an understanding of and commitment to social responsibility and apply that knowledge to create safe, healthy, equitable and thriving communities.

Impact (What about sense of belonging). Student Life & Development has been able to maximize resources with minimal staff, largely in part, to the dedication of our student leaders, while continuing to significantly impact the culture on campus through consistent, responsible, peer-to-peer communication and improved facilitation and support of post-covid social interaction and reintegration.

Student Life & Development Analysis of Program - Efficiency Indicators

CAS Knowledge Acquisition, Application and Integration

Students will recognize the importance of involvement in one's community and be able to achieve their personal and academic goals through the acquisition of life and cognitive skills.

Impact. Through the increase of campus community involvement, a new sense of engagement and the desire to improve oneself is quite evident. With the continual efforts of Student Life and its progressive offerings such as the National Society of Leadership and Success (NSLS), which combine online coursework, immersive learning, and peer-instruction collaboration, our students have been given the opportunity to demonstrate their leadership skills and range of learning leadership in new ways. Through vigorous interaction and constant student evaluation, Student Life and NSLS has been able to deliver valuable opportunities for personal and professional experience and growth. This sense of ownership has aligned a legitimate value to the importance of campus and civic involvement. Students who engage and complete these educational pathways, gain essential knowledge and skills that benefit their lifetime career development. This program has seen unprecedented participation:

- School Year 2021-2022 - (173) registered student participants

- School Year 2022-2023: Fall 2022 - (117) registered student participants

The National Society of Leadership and Success:
An Experiential Approach

FOUNDATIONS OF LEADERSHIP: STEPS TO INDUCTION

- Orientation
- Leadership Training Day
- 3 Success Networking Team Meetings
- 3 Speaker Broadcast Events

OUR EDUCATIONAL GUIDING PRINCIPLES:

The NSLS takes pride in partnering with educators as they honor the standards established by the Council for the Advancement of Standards in Higher Education, for holistic student development. We challenge our members daily by providing opportunities for the achievement of the fundamental tools that fuel the development of a much needed transferable skillset, and focus on the following CAS domains in doing so:

CAS Domains (categories)	Corresponding NSLS Program Opportunity & Impact
Knowledge acquisition, construction, integration and application	Access to diverse sources of information through insight provided by our national speaker series, which is comprised of best-selling authors, athletes, artists, renowned journalists, groundbreaking entrepreneurs, humanitarians, and leaders in education, success, motivation, and impact.
	A personalization of learning and guidance, and potential career paths, through exploratory exercises that challenge students to identify individual success drivers, goals, and opportunities for growth.
Cognitive complexity	Challenge students to identify obstacles, establish S.M.A.R.T goals, and create action steps in their individual journey for leadership and success through engagement within their Success Networking Teams.
Intrapersonal development	Students reflect on personal behaviors, priorities, and attributes as they utilize the DISC tool to engage in discussion on personality and communication style, and how it relates to collaborative as well as individual efforts.
Interpersonal competence	Engage in thought-provoking discussion amongst chapter leaders and peers revolving around speaker topics such as mindfulness, financial literacy, defining personal success, networking, legacy, leadership, entrepreneurialism, and much more.
	Engaging in peer to peer accountability and support provision within bi-weekly Success Networking Team meetings.
Humanitarianism & civic engagement	Challenge students to identify needs in their local community and plans of action to address them as they pursue the National Engaged Leadership Award status.
	Opportunity for students to participate abroad in our True Nature Costa Rica Service and Adventure Program.
	Encouragement and support for chapter leaders to make interdepartmental connections regarding service based initiatives.
Practical competence	With support and resources such as letters of recommendation, scholarships, better world project grants, success coaching, weekly motivation, success principle tools and much more, students have the ability to apply all developed concepts and techniques to directly impact the improvement of their individual lives and communities, and consequently have greater impact than ever imagined.

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Student Life & Development Analysis of Program - Effectiveness Indicators

CAS Knowledge Acquisition, Application and Integration

Integrate and apply complex information from a variety of sources including personal and student development experiences in order to advance academic, personal, and career growth.

Impact. By displaying a strong connection to the CAS Standards for Higher Education, Student Life has been able to present a clear path towards student success through direction and evaluation by IPEDS data points and CCSSE benchmarks, all designed to help measure student engagement.

Student Life & Development and Student Government through extensive efforts to support, repair, and rebuild the fractured post-covid campus community, has provided a legitimate avenue to support our students on their individual path to success. The implementation of the NSLS Leadership program and its experiential approach has proven to be an indispensable resource thathas been welcomed with open arms.

The National Society of Leadership and Success:
An Experiential Approach

LEADERSHIP THEORY & PRACTICE:

Applied Theory/Model	Program Component	Overview	Key Outcomes	Supporting Research
Social Change Model • Consciousness of self • Thinking about how one responds intrapersonally • Understanding the individual's role in the walk towards induction and beyond • Embracing the concept of being part of a collective cause • Mindfulness through the lens of how one communicates, is motivated, perceives, prioritizes, and responds to others as individuals functioning in a group setting • Developing Emotional Intelligence • Exploring leadership as a collaborative, networking driven developmental process • Exposing one's self to a diverse group of individuals, opinions, and overall experiences **Servant Leadership** • Exploration of key questions to prompt thought and action in relation to one's self and those in need around them • What are my passions/gifts and how do I want to use them to create positive change? • What is my personal mission statement? **The Leadership Challenge** • Foster Collaboration • Engage in moral leadership, leadership of the self • Facilitate relationships • Seek results through goals and actions great and small • Recognition of contributions and achievements	Orientation Once per semester	• First event after invitation • Informational and fun kick-off • Introduces program and member benefits	• Understanding of membership benefits and opportunities • Understanding of membership process • Grasp Local Chapter and National information and expectations • Learning common language/tools regarding behavioral/communication style with use of the (DISC) assessment tool	"Consciousness of self involves the ability to observe oneself in the moment. Sometimes referred to as mindfulness, it includes being aware of one's current emotional state and making considered responses rather than reacting without thinking. Each of these pieces of the self intersects to define an individual and may evolve or change over time, but self reflection and mindfulness are critical to the development of leadership. Each individual needs to understand the values, beliefs, motivations, and perspectives that form how he or she approaches working with others." (HERI, 1996; Jones & McEwen, 2000)
	Leadership Training Day Once per semester	• Only leadership component where Society controls content • Seminar-style, longest event • Video facilitation, group work • Set up leadership concepts and also personal goals for transition into SNTs	• Further explore and confirm common language for communication and behavior styles • Ability to identify and articulate what leadership means to the students as individuals • Establish the value of the NSLS community at the chapter level • Identify core personal values and long term goals • Leadership skills for use in class, group work, other campus or community organizations, as members of the E-board, and ultimately in a career setting.	"Leaders understand that to create a climate of collaboration they need to determine what the group needs in order to do their work and to build the team around common purpose and mutual respect." (Kouzes, J. M., & Posner, B. Z. (2007). P.223) "When you clarify the principles that will govern your life and the ends that you will seek, you give purpose to your daily decisions." (Kouzes, J. M., & Posner, B. Z. (2007). P.346)

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3. Program Student Learning Outcomes or Unit/Service Outcomes

CAS Student Learning Outcomes

CAS Knowledge Acquisition, Application and Integration

Students will recognize the importance of involvement in one's community and be able to achieve their personal and academic goals through the acquisition of life and cognitive skills

Methods and Measures - A 69.2% club retention rate and the revival the Kabatak Club and the Phi Theta Kappa Honor Sopociety, is a direct reflection of the impact the reinvented Student Life & Development unit has had on developing the new culture of our campus community. This **sense of belonging and ownership** will help quantify the impact our unit has on enrollment, retention, and student success.

A quality indicator in regards to students recognizing the importance of campus community involvement and civic engagement

The student RISO Ohana, has continued to impress by demonstrating the ability to adjust, adapt, and overcome current barriers with creative thinking and original student activity offerings such as live-streamed dance workshops, campus community open mic events, virtual interactive competitions, weekly "Maui Mash-Up" student-led videos, and creative mobile app community postings.

The Student Government Council has begun a peer-to-peer communication movement through student engagement, in efforts to foster a sense of inclusion and greater representation. The implementation of regular student-only open forums will assist in building a community of vested, engaged, and persistent student learners.

Findings

The recent involvement of the Student Government Council and the interest in the National Society of Leadership and Success (NSLS), has increased overall student development, as well as improved student willingness to participate in various civic engagement opportunities.

CAS Knowledge Acquisition, Application and Integration

Integrate and apply complex information from a variety of sources including personal and student development experiences in order to advance academic, personal, and career growth.

The NSLS takes pride in partnering with educators as they honor the standards established by the Council for the Advancement of Standards in Higher Education, for holistic student development. We challenge students daily by providing opportunities for the achievement of the fundamental tools that fuel the development of a much needed transferable skill set, and focus on the following slides will highlight the CAS domains grounded in a applied theory model of leadership in practice and assessment in doing so:

The National Society of Leadership and Success:
An Experiential Approach

Applied Theory/Model	Program Component	Overview	Key Outcomes	Supporting Research
Social Change Model • Consciousness of self • Thinking about how one responds intrapersonally • Understanding the individual's role in the walk towards induction and beyond • Embracing the concept of being part of a collective cause • Mindfulness through the lens of how one communicates, is motivated, perceives, prioritizes, and responds to others as individuals functioning in a group setting • Developing Emotional Intelligence • Exploring leadership as a collaborative, networking driven developmental process • Exposing one's self to a diverse group of individuals, opinions, and overall experiences **Servant Leadership** • Exploration of key questions to prompt thought and action in relation to one's self and those in need around them • What are my passions/gifts how do I want to use them to create positive change? • What is my personal mission statement? **The Leadership Challenge** • Foster Collaboration • Engage in Moral Leadership, Leadership of the self • Facilitate relationships • Seek results through goals and actions great and small • Recognition of contributions and achievements	Success Networking Team (SNT) Three times per term	• Peer to peer accountability and networking groups • Bi-weekly meetings with group members • Each member gets 10 minutes per meeting for goals, challenges and feedback	• Students will better understand and be able to utilize the process of SMART goal setting in their day to day efforts • Development of peer networking and constructive application of feedback • Honed group dynamics and communication skills • Opportunity for the identification of primary career pathways and next steps • Ability to effectively plan and organize campus/personal activities • Opportunity to engage in a service learning project with the support of their SNT groups • Develop problem solving and conflict resolution skills • Support in the development of time management skills	"The new way of understanding leadership approaches leadership as multidirectional, collaborative, networked, and process oriented. Rost emphasized that leadership came from anywhere in the group, was not only hierarchical, and happened among its members in a relational way that views leadership as a process among people." (Kristan Cilente, An Overview Of The Social Change Model Of Leadership Development, P. 47) "Servant-leadership emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision-making" Spears, L. (1996). Reflections on Robert K. Greenleaf and servant-leadership. Leadership & Organization Development Journal, 17(7), 33-35. "Collaboration means working together toward common goals by sharing responsibility, authority, and accountability in achieving these goals.... It multiplies group effectiveness because it capitalizes on the multiple talents and perspectives of each group member and the power of that diversity to generate creative solutions and actions." (HERI, 1996). "Many different ideas and perspectives help group members make sound decisions. It is inevitable in any group that disagreements will arise. While individuals may have discomfort with conflict, it is necessary for all groups to experience the value of Controversy with Civility. Controversy with Civility allows for thoughtful and considered difference of opinion to be heard within a group" (HERI, 1996).

4

Applied Theory/Model	Program Component	Overview	Key Outcomes	Supporting Research
Social Change Model • Consciousness of self • Thinking about how one responds intrapersonally • Understanding the individual's role in the walk towards induction and beyond • Embracing the concept of being part of a collective cause • Mindfulness through the lens of how one communicates, is motivated, perceives, prioritizes, and responds to others as individuals functioning in a group setting • Developing Emotional Intelligence • Exploring leadership as a collaborative, networking driven developmental process • Exposing one's self to a diverse group of individuals, opinions, and overall experiences **Servant Leadership** • Exploration of key questions to prompt thought and action in relation to one's self and those in need around them • What are my passions/gifts how do I want to use them to create positive change? • What is my personal mission statement? **The Leadership Challenge** • Foster Collaboration • Engage in Moral Leadership, Leadership of the self • Facilitate relationships • Seek results through goals and actions great and small • Recognition of contributions and achievements	**Speaker Events** Three times per term Total of six opportunities per year	• 50 minute keynote + 15 minutes Q/A session • Household name speakers on variety of topics • Live broadcast and VOD	• Develop new thought paradigms from leaders in different industries • Gain motivation and support tools to continue with SNT progress • Develop national community (online) around new ideas from each event	"To get extraordinary things done, people have to rely on each other. They need to have a sense of mutual dependence – a community of people in which each knows that they need the others to be successful. To create conditions in which people know they can count on each other a leader needs to develop cooperative goals and roles, support norms of reciprocity, structure projects to promote joint efforts, and support face-to-face interactions" (Kouzes, J. M., & Posner, B. Z. (2007). P.233)
	Induction At least once per year	• Awards/recognition ceremony • Marks transition of members to inducted status	• Recognition and ritual to add significance to program participation • Encourage continued involvement year over year	Small wins produce results because they build personal and group commitment to a course of action." (Kouzes, J. M., & Posner, B. Z. (2007).P.198) Whether they're to honor an individual, group, or organizational achievement or to encourage team learning and relationship building, celebrations, ceremonies, and similar events offer leaders the perfect opportunity to explicitly communicate and reinforce the actions and behaviors that are important in realizing shared values and shared goals. (Kouzes, J. M., & Posner, B. Z. (2007). P.312)
	General	• Through each chapter component exists the overall opportunity for student enrichment	• Build professional relationships with peers and colleagues • Development of a sense of confidence in themselves and their ideas • Project Management • Acknowledgement of & exposure to differences, overall diversity (majors, schedules, learning styles etc.) • Seize the opportunity to positively impact your campus and home community • Partner with local chapters to create a bigger and better impact as well as network	A cornerstone of the model is the concept of a values-based process. The model is rooted in a commitment to core human values such as self-knowledge, service, and collaboration. Because the model assumes that leadership is not a position, the term process describes the way in which change (and ultimately leadership) occurs." (HERI, 1996).

CAS Social Responsibility

Students who engage in the Office of Student Affair programs, activities and services will demonstrate an understanding of and commitment to social responsibility and apply that knowledge to create safe, healthy, equitable and thriving communities.

Student Life believes that creating new ways to support and promote increased communication is imperative, such as the utilizaiton of the DiSC assessment model.[2]

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[2] What Kind of Leader are You?, https://www.businessnewsdaily.com/8692-disc-assessment.html

- A DiSC assessment is a behavior-assessment tool that aims to help people understand their leadership styles and improve workplace teamwork.
- A post-DiSC assessment report shows your scores in various dimensions, provides insights into your personality, and suggests tactics for increased effectiveness.
- Assessing your individual DiSC traits can raise self-awareness, boost communication and service skills, and improve overall student engagement.

The National Society of Leadership and Success:
An Experiential Approach

DISC

Assessment tool based on the
Marston Theory

Measures:
• Behaviors • Priorities • Attributes

Centers around four different personality traits:
Dominance   Influence   Steadiness   Conscientious

The National Society of Leadership and Success incorporates an abridged version of the DISC Assessment in order to introduce our members to an understanding of the factors that define inter and intra personal awareness; a skill that contributes to the development and exploration of self, and emotional intelligence. These tools are then immediately applicable to the member's engagement within their Success Networking Team meetings, service initiatives, and every aspect of their personal, professional, and academic lives.

The DISC model provides a common language that individuals can use to better understand themselves and others, as well as to adapt their behaviors in order to communicate more effectively with others.

DISC profiles help students to:

- Increase their self-knowledge: how they respond to conflict, what motivates them, what causes them stress and how they solve problems
- Facilitate better teamwork and minimize team conflict
- Manage more effectively by understanding the dispositions and priorities of team members
- Become more self-knowledgeable, well-rounded and effective leaders

6

With team building exercises becoming more prevalent in the educational framework, it has become more important for students to effectively communicate. Knowing how to converse is sometimes more important then the information needing to be covered. This assessment can assist in students finding the most effective and efficient way to commnicate with their target audience, ultimately limiting the potential for miscommunication and misunderstaning
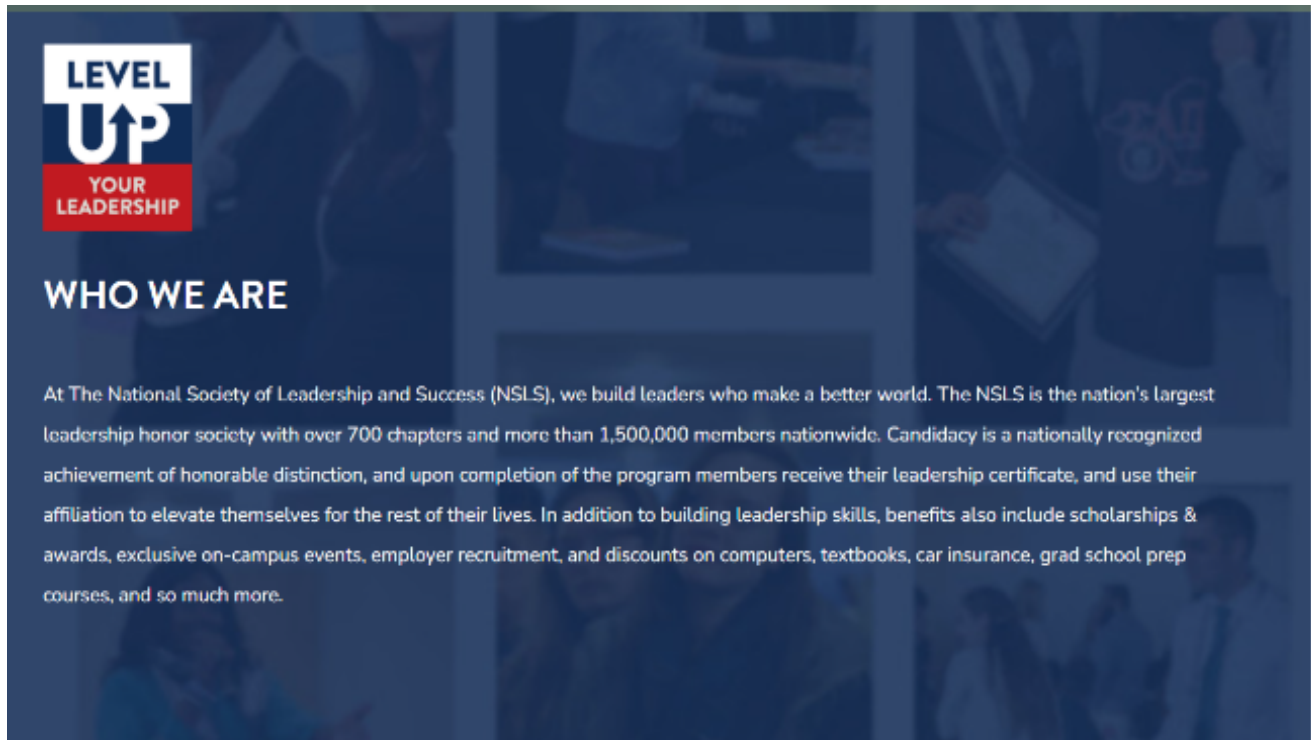
4. Action Plan

Program Improvements - Action Plan

Based on the findings in Parts 1-3, UHMC Student Life & Development will create a better understanding in regards to the increased barriers and continued impact of COVID-19 on the student population we serve. Student Life will investigate new ways to increase participation in the National Society of Leadership and Success (NSLS) as a RIO (Registered Independent Student Organization). This RIO aligns with the College's Mission and Student Success Strategic Plan.

Due to the nature of the assessment component, it will support the next Comprehensive Review using student learning outcomes and evidence-based improvements.
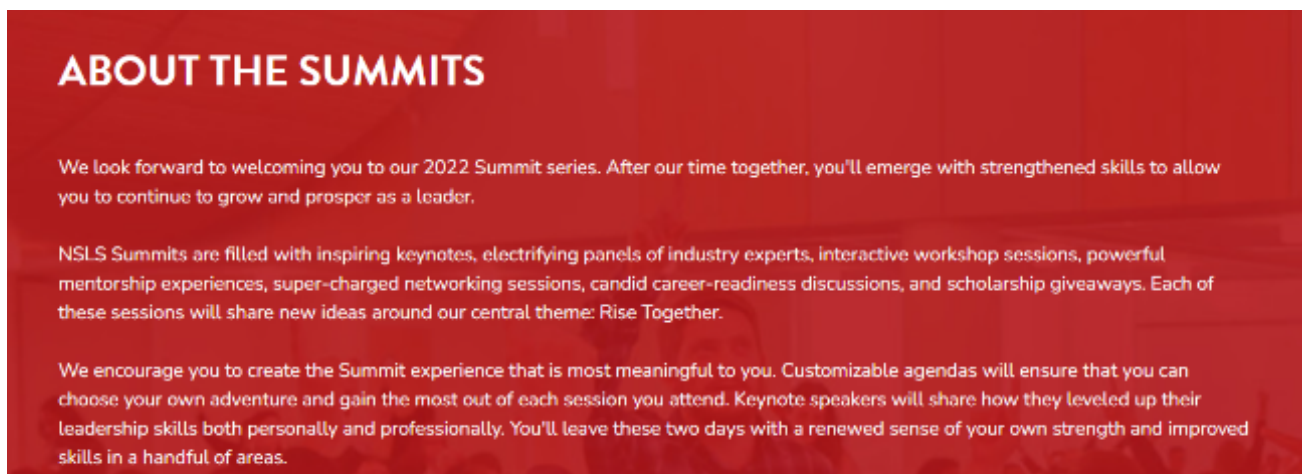
A. Implementation & utilization of more regular communication and engagement opportunities sucha s Montivational Mondays and sponsored Level-Up Leadership Summit participation.

We will also look to participate in the CCSSSE mental Well-Being and Academic Success Project.[3] This project, funded by The Kresge Foundation, will allow CCCSE to investigate community

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[3] CCSSE The Mental Well Being and Academic Success Project, *https://cccse.org/mental-well-being-project*

college students' mental health and well-being so that partner institutions have a better understanding of the needs of different student populations. As a result, the institutions can address those needs, leading to better student supports and, ultimately, improved outcomes.

The Continued Impact of COVID-19 on Community College Students

To understand the prolonged impact of the COVID-19 pandemic on community college students, CCCSE added a special-focus module to the 2021 administration of the Community College Survey of Student Engagement. In March 2021, CCCSE released a report highlighting the impact of the pandemic on entering students at community colleges during fall 2020. The more recently collected data reveal that many students are still struggling as a result of COVID-19, and as with the data collected last fall, some groups of students continue to be more impacted than others.

Respondents

The COVID-19 Impact five-item special-focus module was administered in spring 2021 to 120,833 students across 273 colleges. Twenty colleges administered the survey in person, and 253 colleges administered the survey online.
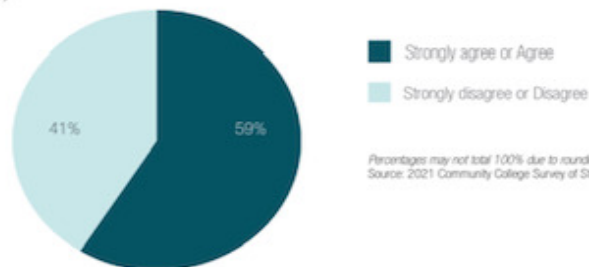
The Continued Impact of COVID-19 on Students' Feelings of Safety and Support

As with students who were surveyed in fall 2020, spring 2021 survey respondents who attended classes in person (N=6,722 from 20 colleges) reported varying levels of comfort with being on campus. Overall, 59% of these respondents agreed that they tried to avoid situations on campus in which they were unable to stay six feet away from others.

Nontraditional-age students reported being more likely to avoid situations of close personal contact than traditional-age students. Similarly, women said they were more likely to try and avoid being less than six feet away from others than men were.

Among racial groups, those most negatively impacted overall by the pandemic were the most likely to try to avoid situations in which they were unable to socially distance from others.*

Since the beginning of this academic term at this college, I have tried to avoid situations on campus in which I am unable to stay six feet away from another person.
(N=6,185)

41% 59%

■ Strongly agree or Agree
■ Strongly disagree or Disagree

Percentages may not total 100% due to rounding
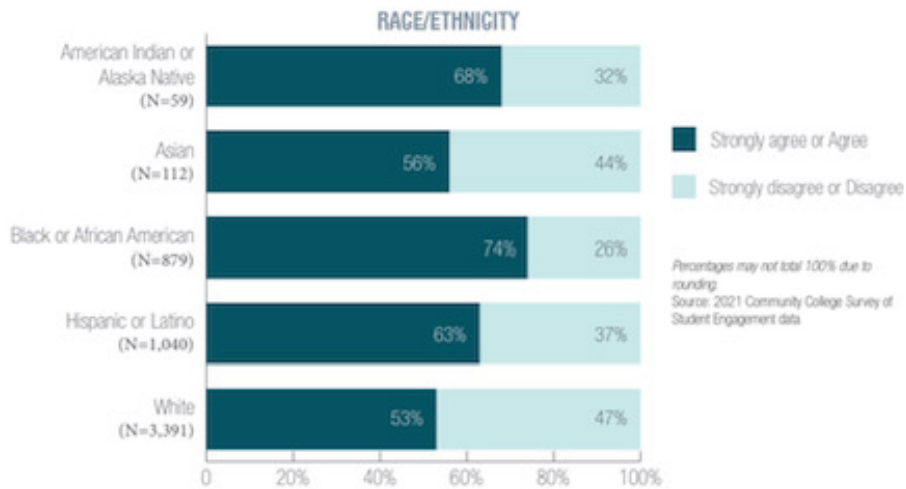Source: 2021 Community College Survey of Student Engagement data

Since the beginning of this academic term at this college, I have tried to avoid situations on campus in which I am unable to stay six feet away from another person.

AGE

	Nontraditional-age (N=1,586)	Traditional-age (N=4,544)
Strongly disagree or Disagree	37%	43%
Strongly agree or Agree	63%	57%

GENDER

	Men (N=2,529)	Women (N=3,509)
Strongly disagree or Disagree	45%	38%
Strongly agree or Agree	55%	62%

Strongly agree or Agree

Strongly disagree or Disagree

Percentages may not total 100% due to rounding.
Source: 2021 Community College Survey of Student Engagement data

RACE/ETHNICITY

	Strongly agree or Agree	Strongly disagree or Disagree
American Indian or Alaska Native (N=59)	68%	32%
Asian (N=112)	56%	44%
Black or African American (N=879)	74%	26%
Hispanic or Latino (N=1,040)	63%	37%
White (N=3,391)	53%	47%

Strongly agree or Agree

Strongly disagree or Disagree

Percentages may not total 100% due to rounding.
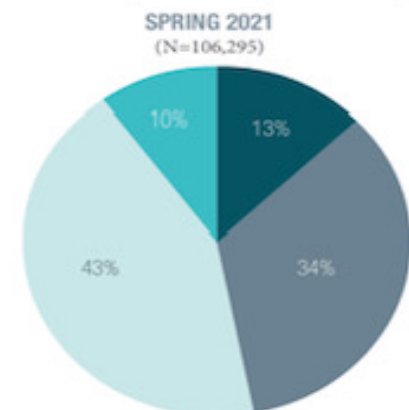Source: 2021 Community College Survey of Student Engagement data

# The Continued Financial Impact of COVID-19 on Community College Students

Over one-third (34%) of spring 2021 respondents described their personal financial situation as worse than it was before the pandemic. Similarly, 30% (n=1,433) of fall 2020 respondents said this. However, a much larger percentage of fall 2020 respondents indicated not being sure of how to describe their financial situation than did spring 2021 respondents—possibly demonstrating that when students were surveyed last fall, it was still too early for them to know what impact the pandemic would have on their finances.

Full-time students were more likely than part-time students to describe their financial situation as worse than before the pandemic (37% [n= 24,538] vs. 32% [n=12,779]), and nontraditional-age students (25+) were more likely than traditional-age students to report their situation as worse (36% [n=18,942] vs. 31% [n=16,803]).
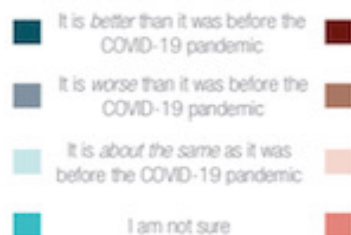
How would you describe your current personal financial situation?

SPRING 2021
(N=106,295)

10% 13%
43% 34%

Percentages may not total 100% due to rounding.
Source: 2021 Community College Survey of Student Engagement data

FALL 2020
(N=4,722)

10%
23%
30%
37%
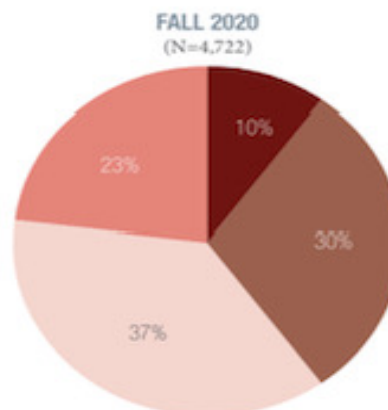
Percentages may not total 100% due to rounding.
Source: 2020 Survey of Entering Student Engagement data

It is *better* than it was before the COVID-19 pandemic

It is *worse* than it was before the COVID-19 pandemic

It is *about the same* as it was before the COVID-19 pandemic

I am not sure

When asked if they were struggling to pay for college, almost one-quarter (23%) of spring 2021 respondents said they were struggling to pay for college as a result of COVID-19. An additional 20% of students said paying for college was a struggle, but it was not due to the pandemic.

Are you struggling to pay for college?
(N=105,043)

No

Yes, I am struggling to pay for college as a result of the COVID-19 pandemic

Yes, I am struggling to pay for college, but it is *not* a result of the COVID-19 pandemic

Percentages may not total 100% due to rounding.
Source: 2021 Community College Survey of Student Engagement data

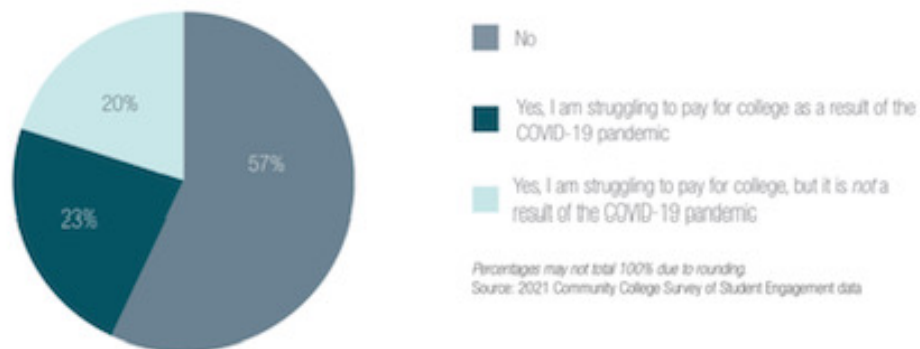When broken out by race/ethnicity, it becomes clear that COVID-19 seems to have amplified the struggle to pay for college for several student groups.

Are you struggling to pay for college?

Yes, I am struggling to pay for college as a result of the COVID-19 pandemic

Yes, I am struggling to pay for college, but it is *not* a result of the COVID-19 pandemic

Percentages may not total 100% due to rounding.
Source: 2021 Community College Survey of Student Engagement data
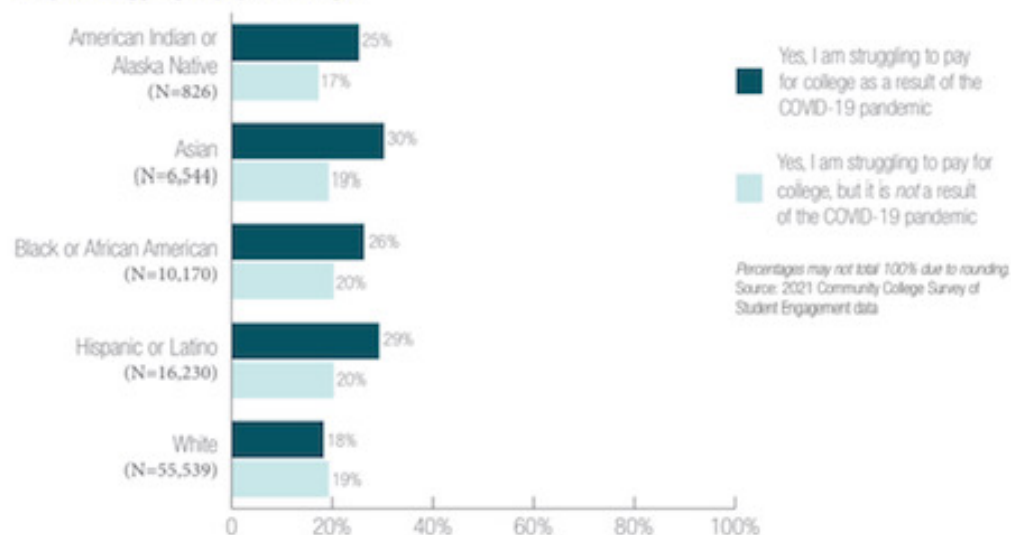
When fall 2020 respondents were asked if their college had support services to help them cope with stress related to the COVID-19 pandemic, 57% said that they didn't know. Forty-nine percent of spring 2021 respondents said *I do not know*, suggesting that more students have become aware of services their colleges are offering in this area.

Does this college have support services to help students cope with stress related to the COVID-19 pandemic?
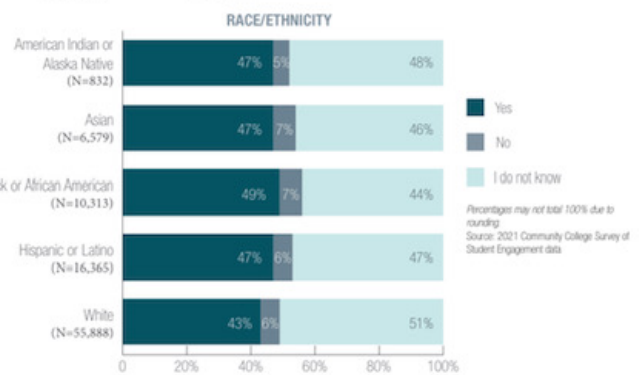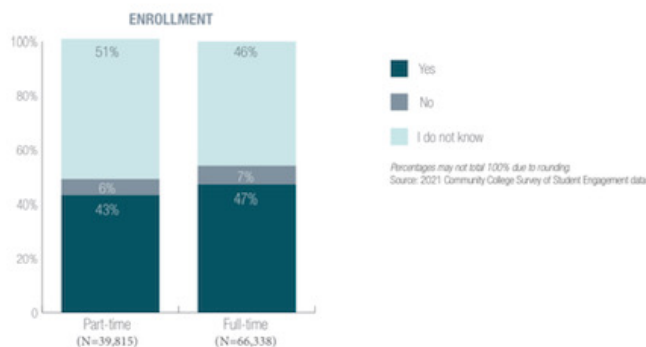(N=105,838)
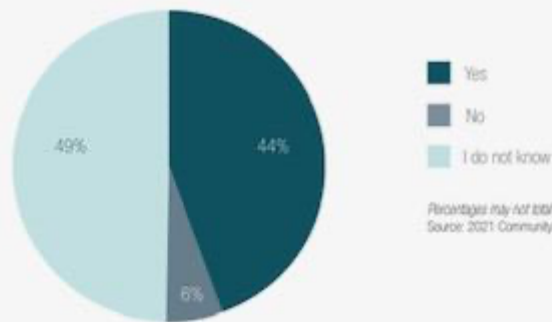
Not surprisingly, full-time students were more likely to respond that they knew of support services related to pandemic stressors than were part-time students. And when disaggregated by race/ethnicity, White students were less likely than other student groups to be aware of these types of support services.

The information received from this project will assist in identifying that some students need more assistance and what specific areas we could improve upon. Focusing on Financial Health, Student Safety, and Communication, can aid in spuring conversations about what is not working regarding available student supports and the messaging around their availability.

FINANCIAL HEALTH
• As a campus community, how are we engaging in conversations about student financial health?
• How do we train faculty and staff to respond to students who are having financial difficulties?
• Is there a notification system for faculty and staff to inform financial support services staff about a student's financial need?
• Do we have a designated person who is a resource for students experiencing financial difficulties? If not, then what plan do we have in place to help students who experience financial difficulties?
• How can we strengthen our partnerships with community organizations, religious organizations, social service agencies, workforce development agencies, or private foundations to help students access additional financial support services?

SAFETY
• As a campus community, how are we engaging in conversations about students' feelings of well-being?
• How do we seek feedback from students regarding their current concerns with social distancing and
other COVID-19 precautions when on campus?
• Do our students know where to turn if they need mental health services, either at our college or through partners in the community?
• Do we assign someone to serve as a primary contact for each new student each term (e.g., another student, advisor, success coach, mentor, etc.)?

COMMUNICATION
• What is not working in our communication efforts with students? Are we exhausting all of our options when it comes to communicating about available supports with our students, both those who are on campus and those who are online?
• Do we share information with students about available supports throughout the academic year or just at the beginning of the academic year?
• How do we disseminate information about student supports to all faculty (full-time, part-time, face-to-face, and online), so they can share that information with their students?
• How do we train and encourage faculty to inquire about the supports their students need in order to be successful in their courses?

5. Resource Implications

Student Life & Development Unit - Prioritized	**$116,000.00**
Casual Hire Position	**$35,000.00**
Administrative Assistant / Student NSLS Program Coordinator: Provide administrative and clerical support to the Student Life & Development Coordinator, office management, event planning and execution assistance. Assist in UHMC Mobile App planning, design and production while managing regular content and notification updates. Direct managerial responsibility to the 150+ members of the UHMC Chapter of the National Society of Leadership & Success (facilitate the semester-long induction process, culminating in a national induction ceremony at the end of each term).	
Mobile App Renewal	**$21,000.00**
The UH Maui Mobile App has become an integral component to assist in facilitating student engagement, campus communication, service accessibility, and analytical assessment	
Student Hire (Food Bank / Wellness Center)	**$60,000.00**
(3) attendants divide a total of 60 hours per week. (1) Student Life & Development office assistant / student lounge monitor 20 hrs/week x 52 weeks, fringe included (1) Esports manager - 20 hours/week x 52 weeks	

☐ **I am NOT requesting additional resources for my program/unit.**