MEMORANDUM

TO:       Dean O. Smith  
          Senior Vice President, University of Hawai‘i and  
          Executive Vice Chancellor, University of Hawai‘i at Mānoa  
FROM:    Ronald E. Cambra  
          Associate Dean  
SUBJECT: Student Academic Services  

In response to your September 20, 2000 memo, please accept this report of the lessons learned as a result of academic services provided students through the Nagatani Learning Center in the athletic complex, a description of current services offered students through our existing A&S Student Academic Services office, and recommendations for improving student academic services for all Mānoa freshmen.

This report is a result of faculty collaboration in A&S Student Academic Services (SAS) and A&S Student Athletic Academic Services (SAAS). Ms. Jeanne Oka is Chair of SAS, and was responsible for organizing the portion of the report dealing with current SAS services, and Ms. Jennifer Matsuda is Interim Acting Chair of SAAS. Both chairs wrote major portions of the report and deserve recognition for their outstanding dedication to improving the undergraduate experience on this campus.

Thank you for the opportunity to tell our story. I would be pleased to explain the details at your convenience.
A Report
on Academic Services Provided
Student Athletes, and Non-Student Athletes:
Implications and Recommendations
for all Students at
the University of Hawai‘i

by

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and

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This report has three segments. First, will be a report on the status of Student Academic Athletic Services (SAAS), a new office organized within Arts and Sciences Office of Academic Affairs and Student Academic Services, located in the Nagatani Learning Center in the Athletic Complex. The second segment describes the largest academic services office on campus, the A&S Student Academic Services (SAS) office, and the services offered students. Finally, based on the work being done in SAAS and SAS, a set of recommendations is being made with implications for the entire campus.

Student Academic Services for Student-Athletes

Student Academic Athletic Services (SAAS) for student-athletes provides comprehensive academic support services for approximately 450 students who participate in any of the 18 intercollegiate sports offered at UH. Since 1996, Student Academic Services (SAS) has continually expanded its role in providing academic services to student-athletes. Programs have been developed to meet the unique needs of the student-athlete population including orientation programs, ACE for Student-Athletes (a learning community for freshmen), mandatory pre-registration advising each semester for all student-athletes, study hall and tutorial services, and career development and life-skills programming.

On September 1, 1999, SAS was asked to provide academic oversight for the UH Athletic Department and Jennifer Matsuda, an academic adviser from the department, was assigned to the Athletic Department. At the same time, the Nagatani Academic Center, which houses the study hall, computer labs for student-athletes and offices for academic advisers and student services staff opened in the athletic complex. The top priority of the Office of Academic Affairs and Student Academic Services (OAASAS) was to put academic services in place for the school year, while assessing staffing and programming needs for the future. After making an assessment of needs, a plan for the reorganization of the Athletic Department's Academic Services was developed and approved. The reorganization plan increased the full-time professional staff from one to five and added a department chair, which allowed for continual development of crucial...
programming for the student-athlete population and a more equitable distribution of the workload among academic advisers.

The SAAS department chair oversees all aspects of student academic services for athletics including administration of the operating budget and supervision of the following staff members:

- Full-time advising staff (currently three full-time advisers, with two yet to be hired)
- 2 Student-assistants (fiscal assistant, computer-lab support)
- 6 Study Hall monitors (student employees)
- 30 tutor-mentors/subject tutors/group facilitators (student employees)

In addition, the department chair serves as liaison with coaches, faculty, and SAS, provides academic advising for high-risk student-athletes and, until September 2000, served as the Coordinator of the Tutorial Program. The addition of four full-time professional advising positions will enable Student Academic Athletic Services to develop support programs, which enhance the academic experience of student-athletes. Once fully staffed, the five full-time advisers will provide academic advising to assigned teams in addition to program responsibilities. At present, two of the positions have been filled. One newly hired academic adviser has been given responsibility for the Tutorial Program and the other newly hired adviser has been asked to develop a formal CHAMPS/Life Skills Program.

I. Academic Support Programs

1. Academic Advising Services

In keeping with the mission of SAS, Student Academic Athletic Services provides quality academic advising and planning for student-athletes. One of the most important keys to academic success is appropriate course selection and scheduling. Pre-registration advising for student-athletes was initiated in Fall 1996 by SAS. Academic advisers meet with student-athletes in small groups to discuss educational goals, degree requirements, NCAA academic eligibility, and to select courses for the upcoming semester. As a
result of these sessions, many student-athletes return for individual appointments to discuss academic concerns, career options, and prepare written plans for completing their degrees. This is a highly successful program as shown by student evaluations as well as student-athlete retention rates.

2. Orientation for New Student-Athletes

Since new student-athletes are rarely available during the summer, they are often unable to attend the university New Student Orientation Program. Since 1997, SAAS has offered an orientation program for student-athletes prior to the start of the fall semester to introduce students to basic degree requirements and registration procedures, NCAA rules and regulations, and campus resources. Each year, the National Coalition Building Institute (CBI) has offered a diversity training and prejudice reduction workshop. In 1999, the program included the Mānoa Writing Program's Placement Test. In Fall 2000, SAAS included an assessment component developed in collaboration with Rosie Woodruff, a Learning Specialist with the Learning Assistance Center on campus. This initial assessment includes a questionnaire and a writing sample designed to help identify students who may be learning disabled and/or under-prepared for successful college level work. The UH Athletic Department has budgeted, upon the request of SAAS, to provide funding to immediately test all student athletes suspected of having a learning disability. (Student must agree to be tested before any funding is released.) When identified, SAAS supports the student athlete linking with on-campus KOKUA. The NCAA does have adjusted requirements for students identified and tested with a documented learning disability.

3. Access to College Excellence (ACE) for Student-Athletes Program

The ACE for Student-Athletes Program, a learning community for freshman student-athletes, began in Fall 1998 as an offshoot of the ongoing ACE Program. It differs from the ACE Program in that it is a two-semester program, with the integrating seminars (CAS 110 and 111) taught by SAS faculty rather than peer mentors. The learning
community provides a supportive atmosphere, both academically and socially, for student-athletes in their first year of study at the university. Because one of the goals of the program is to bring student-athletes into the greater university community, students are enrolled in pre-selected clusters of general education courses with the general student population.

ACE for Student-Athletes was developed to require no special accommodations. Students in the program attend large lecture classes usually taken by freshmen and parallel academic support is provided by the Athletic Department's Tutorial Program, using the Supplemental Instruction model as well as subject tutors when needed. The program, in its third year, is closely monitored and evaluated to be sure that it is meeting the needs of student athletes and the goals of the program.

4. Tutorial Program

The Tutorial Program provides a structured study hall environment for student-athletes. All incoming freshmen and transfer students and all returning students whose grade point average is between 2.0 and 2.5 must log in six to eight hours of study hall per week in the Nagatani Academic Center. The Tutorial Coordinator supervises the study hall, computer labs, and 6 study hall monitors. The study hall is open 70 hours per week and student-athletes log in an average of 1,039.5 hours per week.

The Ikaika Program, a highly structured study hall, was opened for student-athletes who have special learning needs or whose low grade-point averages (below 2.0) put them especially at risk academically. Students assigned to the Ikaika Program are required to attend four days a week for a minimum of eight hours per week. Each student is assigned a mentor-tutor to monitor academic progress and assist the student-athlete in time management and study skills. During the 1999-2000 school year, the 16 student-athletes assigned to the program logged in approximately 120 hours per week along with fifteen subject tutors/tutor-mentors and a supervisor. Currently there
are 24 students in the Ikaika Program working with 2 part time
learning specialists (casual hires), and 8 subject tutor/mentors. In
addition, the Program has a part-time (casual hire) ESL specialist
working with foreign student-athletes.

Subject tutors are provided for any student-athlete who requires
assistance in academic subject areas. In addition, we have
implemented study groups modeled on the nationally recognized
Supplementation Instruction Program with a "model-student" serving
as group facilitator. In collaboration with the Learning Assistance
Center, a training program for tutors and group facilitators has been
developed. A two-day formal training for group leaders was held
prior to the start of the Spring 2000 semester and is supplemented by
weekly meetings during the semester. There are 15-20 small,
structured study groups meeting at any one time.

II Lessons Learned

1. A Sense of Place

The Nagatani Academic Center (NAC), which opened in August
1999, provides a new, well-maintained facility that was designed to
meet the unique needs of student-athletes. The facility itself
demonstrates the importance that is placed on the academic life of the
student-athlete. It allows for all academic and student services to be
housed under one roof at a location that is in close proximity to
practice fields and training rooms.

Student-athletes face added pressures from the spotlight that
participation in intercollegiate athletics places on them. They are
often easily recognized on campus and in the community and featured
in the media. The foundation of successful programming is the
development of trusting, open relationships with student-athletes
where they feel comfortable discussing areas of concern. Very often
academic advisers and tutorial staff need to work one-on-one with
student-athletes, to protect their special needs for confidentiality and
allow the student-athlete to let their guard down. The NAC, which is
only open to student-athletes, provides a safe environment, out of the public eye, for students to work.

2. Availability of Services

Due to the added demands of practice, training, competition, and team travel, time becomes a student-athlete’s most precious commodity. Academic advisers, tutors, and mentors keep flexible schedules so that they are available at times when student-athletes are free. Study areas and computer labs located in the NAC, allow student-athletes to meet with tutors, work on assignments or conduct research in a convenient location. Often students come in and out of the facility several times a day, between practice and meetings or training sessions, as time permits.

3. Holistic Programming

All programming is based on a holistic model where the needs of the whole student are addressed. As mandated by the NCAA, programs are designed to address not only academic concerns, but also life skills including career development, healthy life-styles, and community service.

4. Training of Tutorial Staff

A staff of well-trained tutors and mentors is essential to a successful tutorial program. In addition to learning specific strategies for subject tutoring and teaching study skills, staff members must be knowledgeable of NCAA rules regarding special benefits to student-athletes. Collaborating with staff from the Learning Assistance Center, SAAS began a training program in Spring 2000. Tutors, mentors, and study-group leaders are trained as facilitators using the Supplemental Instruction model developed at the University of Missouri, Kansas City. The Tutorial Coordinator and other professional staff members meet regularly with subject tutors, mentors, and study group facilitators for on-going training and to discuss problems that arise and strategies for improving services.
5. Program Assessment

Program assessment is a complex issue due to the many variables that must be taken into consideration when looking at the academic success and retention of student-athletes. SAAS continually monitors academic progress and is currently implementing more formal evaluations of all programs.

The greatest difference SAAS has seen as a result of its efforts is a drop in the suspension and dismissal rates since pre-registration advising was initiated in 1996. SAAS has been tracking the academic progress of the football program since Fall 1995. SAAS has also seen a continual rise in the overall football team grade point ratio. For example, in Fall 1995, the semester football team GPA was 2.08 and 23 student-athlete’s GPR fell below 2.0 (12 students were placed on academic probation, 7 were suspended and 4 were dismissed). By Spring 1999, 5 semesters after the advising program was initiated, the football team GPA had risen to 2.44 and only 4 students had GPR’s below 2.0. That semester, SAAS had 32 students on the football team whose GPR was above 3.0, 5 students earned a 4.0, and there were no suspensions or dismissals. In Spring 2000, one student in the football program had a GPR of 4.0, there were 32 students with GPR of 3.0 or higher, 4 students with GPRs below 2.0, and no dismissals or suspensions. The team GPA was 2.53.

Across teams, recent statistics show high retention rates and grade point averages. In Spring 2000, after two semesters of increased, intensive academic support services in the Nagatani Academic Center, 111 Scholar Athletes were honored at the annual Scholar Athlete Breakfast and 200+ student-athletes had semester GPRs of 3.0 or higher. Out of approximately 450 student athletes in the department, none were dismissed at the end of the Spring 2000 semester, 1 student-athlete was suspended for academic reasons and 12 had cumulative GPRs below 2.0. See Appendix A for team grade point averages and Appendix B for the specific costs of the Tutorial Program.
Student Academic Services for Students on Upper Campus

In order to effectively apply what has been learned from Student Athletic Academic Services experience to upper campus, it is necessary to understand what programs are currently in place and their targeted audience. Some of the lessons applied in the Student Athletic Academic Center, of course, come from our work on upper campus.

Currently A&S Student Academic Services offers a range of advising services either specifically designed for the freshmen population, or available for freshmen to enhance their academic experience. These services include: academic advising for Arts & Sciences students at New Student Orientation (NSO); the Freshman Advising Center; the Early Advising Program for at-risk students, which includes intervention for first-year probation students; the Access to College Excellence Program (ACE), which is a learning community open only to first semester freshmen; the Professions Advising Center (PAC); and joint programs with the Career Services Office to offer informational events and workshops on career planning and major decisions. A short description of each program follows:

1. **New Student Orientation (NSO)**, a summer program, is designed to assist new freshmen and new transfer students in making a smooth transition to UHM, through interactive sessions that introduce students to the academic, cultural and social dimensions of our campus. Students at NSO are introduced to the variety of resources and programs available to enhance their academic experience, to strategies that will help them succeed in college, to academic requirements so that they can make appropriate course selections, and to the registration system. An added value of the program is the opportunity to develop personal relationships with fellow students which allows them to become active participants in the university community.

2. **Freshman Advising Center (FAC)** provides a user-friendly environment in which support is provided for freshmen for their first year on campus through peer advising, referrals to appropriate campus resources, a library of information on academic majors and programs offered at the university and reading materials that address strategies for freshman success. In addition the FAC offers a place for freshman
groups to meet for a variety of reasons, including special workshops offered by the A&S advising staff. The FAC has developed into a “freshman hangout” that attracts students who need answers or assistance or who just want to meet up with others who share their concerns and have common experiences.

3. Early Advising Program (EAP) takes a proactive approach to students who are in academic difficulty to reduce the chance of suspension from the university. Freshmen who upon completion of their first semester earn less than a 2.0 grade point average, are put on First Year Probation and are required to participate in EAP. EAP students work with two advisers either through telephone, e-mail, the internet or through in person appointments to identify problem areas that led to poor academic performance, to set short and long-term goals, to determine appropriate course selection and credit loads for the second semester, to seek assistance from academic support services such as the Learning Assistance Center, and to monitor academic progress in the second semester.

4. Access to College Excellence (ACE) a learning community for new freshman in which a cohort of 15-20 students take 2-3 courses together. The courses are selected to meet either general education requirements or to introduce students to an academic area of interest. In addition ACE students meet once a week in an integrating seminar class with a peer mentor, who is trained to provide leadership and to facilitate class discussions about major adjustment issues that new-to-college students face such as time management, test-taking strategies, and critical thinking skills expected in a university environment. Cohort members are also encouraged to form study groups and to interact with their professors outside of the classroom.

5. Professions Advising Center (PAC) a walk-in advising and resource center which serves students interested in preparing for careers in law, medicine, and the allied health professions as well as graduate study at the university. In addition to UHM pre-professional students, PAC extends it’s services to students and counselors on other campuses in the UH system, Hawai‘i high schools, and other university and
colleges in Hawai’i and the Pacific Basin. Academic advisers and peer advisers work with students to clarify goals and plan a course of study. Most recently the PAC coordinator has developed a highly comprehensive web site that assists students in finding information about program requirements, application procedures, and pre-professional standardized test schedules and test preparation resources, for not only pre-law and pre-medicine, but also dentistry, optometry, physical and occupational therapy and veterinary medicine.

6. Career Exploration/Major Decision Activities. In collaboration with the Career Services office, this office participates in the Arts & Sciences Major Fair, the Employer Expo and Academic Fair, and has developed the "Major Decisions" Workshop. All these activities are designed to help students explore career options and decide on an academic major that suits their interests and career goals.

The foundation for all advising services is built on the goals established for Academic Advising Services that we offer to all students. When working with undergraduates during individual appointments or in groups, the academic advisers in SAS focus on providing accurate information about the educational options, requirements, policies, and procedures pertaining to the university. In addition, advising consists of: a) helping students to clarify their values, goals and better understand themselves as persons; b) helping students understand the nature and purpose of higher education; c) helping students plan an educational program consistent with their interests and abilities; d) assisting students in a continual monitoring and evaluation of their educational progress; e) integrating the many resources of the institution to meet the student’s special educational needs and aspirations; and, f) maintaining accurate student records for use by advisers, college faculty, administrators, and potential post-graduate admissions personnel as well as future employers.

The Colleges of Arts & Science Student Academic Services proposes to more effectively meet these goals of academic advising by expanding current services. The expansion will incorporate the academic support services offered to student-athletes and the lessons learned in the development of first year support programs. We think these additions can make a significant contribution to
freshman success. The advising services that have the potential for being particularly beneficial to new freshmen are services that enrich the academic experience of students and support their academic success. In addition, we propose to provide a more seamless integration of advising programs and activities and strengthen our partnerships with other campus resources so that freshmen can easily find and take advantage of them.

Expanded services include:

1. A proposal has already been submitted to expand the Freshman Advising Center to the First Year Center (FYC), adding services to meet the unique needs of new transfer students. With the FYC in place we would have the resources to provide for mandatory advising for all new students, both freshmen and transfer, who did not attend New Student Orientation in the summer. As a condition of registration for the second semester, these new students will be required to meet with a staff or peer advisor in the FYC to discuss academic progress in current courses, and to determine appropriate course selection and credit load for the second semester, and to devise an academic plan.

2. Since ACE is part of a more comprehensive Learning Community package called First Year at Mānoa (FYM), and since it has become clear that the promotion and logistical coordination of all FYM learning communities needs to be centralized under an administrative assistant, SAS proposes that a new position be approved to meet these needs.

3. Add a variety of tutoring services including Supplemental Instruction (SI), Subject Tutoring Programs, and Peer Mentoring to the Early Advising Program (EAP) and when appropriate to learning community cohorts.

   a. Supplemental Instruction (SI) provides for collaboration between the course instructor and a master student (one who has successfully completed the course in the past and is trained to facilitate learning as an SI leader) to help a group of students
review and learn the course materials using a variety of study strategies. The SI format also encourages study groups to form to prepare for course examinations.

b. Subject Tutoring provides for a tutor to work one-on-one with a student who wants help with learning the material from a specified course. Tutoring that takes place within the context of a course seems to be more effective than learning assistance that takes place in the abstract. This approach is supported by the success of the EDEP 327 course (Self-Regulated Learning) in which the theory and use of learning strategies is taught in academic contexts.

c. Peer Mentoring provides for a successful student to assist less successful students with strategies for making a successful transition to college, including the development of time management and study skills. The effectiveness of peer mentors is evidenced by the positive impact they have had in the ACE program.

4. Advisers who coordinate the FYC and EAP need to work in collaboration with learning specialists from the Center for Student Development (CSD) to detect learning problems early on, and to provide appropriate intervention and accommodation to support the success of students. Funding is necessary to hire a full-time psychologist who is qualified to do the diagnosis and make the appropriate referrals for students with learning disabilities in a timely manner.

5. An integrated referral system between the FYC and PAC needs to be established so that new students, in particular freshmen, who indicate an interest in pursuing one of the health professions or natural science programs, can be appropriately advised as to sequencing of science and math courses and assisted in starting an academic time line to incorporate not only course planning but application deadlines for testing and admissions to post-baccalaureate programs.

It should be noted that in order for A&S to expand advising services to
include the support programs outlined above, more formal agreements for coordination of services need to occur with CSD, KOKUA, Center for Teaching Excellence, and the Academy for Life-Long Learning. Rather than A&S taking on additional responsibilities to serve new freshmen, we would turn to these programs/services to meet student needs in the following areas:

1. The role of CSD is primarily in the area of diagnosing learning disabilities and/or other factors that may interfere with successful learning.

2. The role of KOKUA is to provide the services required by law to accommodate students with diagnosed learning problems.

3. The role of the Center for Teaching Excellence is to educate faculty about the key role they play in helping student to be successful in the classroom including participation in the SI program, in learning communities and in accommodating students with learning problems.

4. The Academy of Life-Long Learning currently has members who could be a valuable resource from which tutors for at-risk students could be solicited. The seniors who attend the academy could also provide a valuable mentoring service by interacting with new students and sharing their experiences as successful learners with those less confident than they.

In addition, more staffing for A&S Student Academic Services would be needed to coordinate programs, select, train and supervise tutors and mentors, to increase availability of academic advisers to develop and maintain one-on-one relationships with at-risk students, and to meet the demands of mandatory advising for new students. The experiences of the advising program for student-athletes and the EAP program both indicate the need for more immediate, intrusive and direct academic advising services for at-risk students. Preliminary results of the assessment of the EAP program show that students performed significantly better when EAP advisors made regular contact mandatory. The advising program for student athletes also shows the benefits of building and maintaining continued relationships between advisers and students.
In fact it has been suggested that A&S develop a faculty of advisers whose only role would be to provide direct advising services to the general student population. These advisers would have minimum program development responsibility, but would instead devote all their time to working with a group of students assigned to them for purposes of maintaining regular advising contacts. A minimum of 12 additional advisers would reduce the adviser student ratio from the current 1-850 to 1-385, which would allow advisers and students the opportunity to develop meaningful advising relationships. Five of these additional advisers could be assigned to work with new students only to achieve a 1-400 adviser to freshmen ratio. In addition, in order to further serve freshmen and new students increased positions for graduate assistants, student peer mentors and tutors, and clerical support would have to be funded.

The physical space for Student Academic Services would need to be expanded to accommodate the needs of the additional activities outlined in this proposal. The success of any program that requires a large student, graduate assistants, and professional staff, along with the increased clerical support staff needed to provide information, coordinate record-keeping, and maintain assessment can only be sustained with adequate space and technical support.

Finally, SAS has enjoyed the support of a College Wide Computer (CWC) staff primarily responsible for assisting in the maintenance of computer use in their degree audit system. The Chair of CWC is currently working half time on a web based new degree audit system, which is part of the Bazzeo project. SAS hopes to begin testing the system in Spring 2001, and to have the system fully operational by the end of summer 2001 if enough support resources are available. All undergraduate colleges on campus have been invited by OAASAS to participate in the project. Thus far, interest has been overwhelming with Business Administration, Tropical Agriculture and Human Resources, Education, SHAPS, Engineering and Nursing requesting inclusion. While no additional positions are requested at this time, additional funding will considerably speed up the time frame to make the system available. The web based degree audit system will greatly enhance the support of academic services to all students.
### Appendix A

#### University of Hawaii

**Team Grade Point Averages**

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<th>FA/99</th>
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<th>FA/98</th>
<th>SP/98</th>
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Appendix B

University of Hawaii
Costs for Tutorial Program

I. Minimum Starting Pay (Student Employees):
   - $5.50/hr  Study Hall Monitors
   - $6.75/hr  Clerical Support/Fiscal Assistant
   - $6.75/hr  Undergraduate Tutors/Mentors
   - $7.60/hr  Graduate level Tutors/Mentors

II Fall 99 Tutorial and Study Hall Monitors:
   Tutorial Support Staff
   - 11 @ $6.75/hr
   - 3 @ $7.60/hr
   - 1 @ $8.75/hr
   - 1 @ $9.15/hr
   - 1 @ $9.23/hr
   Study Hall Monitors
   - 6 @ $5.50/hr
   Total student employees: 23

III Spring 2000 Tutorial and Study Hall Monitors
   Tutorial Support Staff
   - 17 @ $6.75/hr
   - 8 @ $7.60/hr
   - 1 @ $7.90/hr
   Study Hall Monitors
   - 6 @ $5.50/hr
   Total student employees: 32

IV Fall 2000 Tutorial and Study Hall Monitors
   Tutorial Support Staff
   - 16 @ $6.75/hr
   - 9 @ $7.60
   - 1 @ $7.90
   Study Hall Monitors
   - 4 @ $5.50/hr
   - 1 @ $6.75/hr
   1 @ 5th year student-athlete tuition waiver
   Learning Specialists (casual hires)
   - 1 @ $10.00/hr
   - 1 @ $13.50/hr
   - 1 @ 1/2 out-of-state tuition waiver

Total Student Employees: 37
MEMORANDUM

November 28, 2000

TO: Dean O. Smith
    Senior Vice Present, University of Hawai‘i and
    Executive Vice Chancellor, University of Hawai‘i at Mānoa

FROM: Ronald E. Cambra
     Associate Dean

SUBJECT: Addendum to Report on Academic Services, Student Athletes and Non-Student Athletes

The attached should be an added addendum to the earlier report on Academic Services provided student athletes and non-student athletes, implications and recommendations for all students at the University of Hawai‘i dated November, 2000. Ms. Jeanne Oka and her staff have provided the details of the required FTE and approximate cost. If you have any questions, please feel free to call.

REC:sh
Enclosure
REQUEST FOR ADDITIONAL STAFFING TO SUPPORT EXPANSION OF ADVISING SERVICES FOR FRESHMEN

1. **Academic Advising**

Additional staff needed to achieve 1:400 adviser to freshmen ratio and to maintain one-on-one direct contact with freshmen.

- 5.0 FTE advisers to coordinate freshmen programs and services, including the selection, training and supervision of a team of Graduate Assistants and peer mentors; to design and implement outreach activities, including setting up sites in various high traffic areas on campus and maintaining a permanent outreach location in the freshmen dorms; to provide mandatory advising contact with all new freshmen before second and third semester registration, to include not only registration advising, but career-major decision exploration and referral to internship/service/research opportunities.
  Cost: 5.0 FTE x $34,644 (Rank 2, Step 2) = $173,220.00

- 2.0 FTE GA’s to assist in the coordination of group and walk in advising, to provide logistics assistance, and to monitor peer mentors.
  Cost: 2.0 x $29,916.00 = $59,832.00

- 5.0 FTE Peer Mentors to assist with registration and to provide appropriate resource referrals.
  Cost: 5.0 @ $6.05 per hour x $12,584.00 = $69,920.00

2. **Orientation for New Students**

We propose that orientation be mandatory for all new students, and that 2 additions to the current program include an assessment program for early identification of learning problems and other risk factors and diversity training.

- 2.0 FTE GA’s to assist in the coordination, monitoring and presentation of these additional services.
  Cost: 2.0 x $29,916.00 = $59,832.00

3. **Learning Communities**

Expand current Fall semester program to a 2-semester program (fall and spring). Provide major attention to the promotion and coordination of campus-wide LC’s, which includes ACE, MAC, RAP, FSP, and Selected Studies.
REQUEST FOR ADDITIONAL PHYSICAL RESOURCES TO SUPPORT EXPANSION OF ADVISING SERVICES FOR FRESHMEN

To accommodate the expansion of advising services with the addition of tutorial services, the following additional physical space is required:

1. **Academic Advising**
   - 5 individual, secured offices for 5 academic advisers - 5 @ 110.0 sq. ft. per office
   - First Year Center - 1,300 sq ft., to include the existing Freshman Advising Center, and the additional advising services

2. **Orientation for New Students**
   - 1 individual office for Grad Assistants - 110.0 sq ft.

3. **Learning Communities**
   - 1 individual office for Ed Specialist - 110.0 sq ft.

4. **Tutorial Program**
   - Tutorial Program Center - 1,300 sq ft. to include study carrels and office space for Grad Assistants
   - 2 individual offices for Ed Specialists - 2 @ 110.0 sq. ft. per office
   - 1 workshop room to accommodate approximately 20 students - 600 sq ft.