Winter 2012-2016

The University of Hawaii at Hilo: National Student Exchange Four-Part Workshop for the Outgoing Students at The University of Hawaii at Hilo

Kadian Shaw
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/capstones

Part of the Civic and Community Engagement Commons, Community-Based Learning Commons, Family, Life Course, and Society Commons, Higher Education Commons, and the Other Education Commons

Recommended Citation
Shaw, Kadian, "The University of Hawaii at Hilo: National Student Exchange Four-Part Workshop for the Outgoing Students at The University of Hawaii at Hilo" (2016). Capstone Collection. 2959.
https://digitalcollections.sit.edu/capstones/2959

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.
The University of Hawaii at Hilo:
National Student Exchange Four-Part Workshop for the Outgoing Students at the University of Hawaii at Hilo.

Kadian Shaw
PIM 74
A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in Intercultural Service, Leadership and Management at SIT Graduate Institute in Brattleboro, Vermont, U.S.A

December 2016
Advisor: Dr. Aleksandra Nesic
Consent to Use of Capstone

I hereby grant permission for World Learning to publish my capstone on its websites and in any of its digital/electronic collections and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning’s websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my capstone by any third party who might access it on the Internet or otherwise.

Student name: Kadian Shaw

Date: November 12, 2016
Dedication and Acknowledgment

Mahalo Nui Loa to my Ohana (family) and na hoaloha (friends) for loving and supporting me.

There are not enough words to express my gratitude for your love and support.

ʻUhola ‘ia ka makaloa lā

The makaloa mat has been unfurled

Pūʻai i ke aloha ā

In love, food was shared

Kū kaʻi ʻia ka hāloa lā

The great breath has been exchanged

Pāwehi mai nā lehua

The lehua honors and adorns

Mai ka hoʻokuʻi a ka hālāwai lā

From zenith to horizon

Mahalo e Nā Akua

Gratitude and thanks to the Gods

Mahalo e nā kūpuna lā, ʻeā

Gratitude and thanks to our beloved ancestors

Mahalo me ke aloha lā

Mahalo me ke aloha lā

Gratitude, admiration, thanks, and love

To all who are present, both seen and unseen
List of Acronyms

The University of Hawaii at Hilo – UH Hilo

National Student Exchange – NSE

Center for Global Education and Exchange – CGEE

NAFSA: Association of International Educators – NAFSA

Council on Standards for International Educational Travel – CSIET

Institute of International Education – IIE
# Table of Contents

Abstract ............................................................................................................................................... 12
Introduction .......................................................................................................................................... 13
  Background ....................................................................................................................................... 14
  Program Rationale ............................................................................................................................ 15
Needs Assessment ................................................................................................................................. 17
  Literature Review ............................................................................................................................... 18
  Interviews and Findings ...................................................................................................................... 21
  Discussion on Findings ....................................................................................................................... 24
Program Description ............................................................................................................................ 25
Goals and Objectives ............................................................................................................................. 27
  Pre-Conference Workshop ............................................................................................................... 27
    Workshop goals. ............................................................................................................................... 27
    Workshop objectives. ......................................................................................................................... 27
    Participant’s goals.............................................................................................................................. 28
    Participant’s objectives..................................................................................................................... 28
  Post-Conference Workshop .............................................................................................................. 29
    Workshop goals. ............................................................................................................................... 29
    Workshop objectives. ......................................................................................................................... 30
    Participant’s goals.............................................................................................................................. 30
    Participant’s objectives..................................................................................................................... 31
  Pre-Departure Workshop .................................................................................................................... 31
    Workshop goals. ............................................................................................................................... 31
    Workshop objectives. ......................................................................................................................... 32
    Participant’s goals.............................................................................................................................. 32
    Participant’s objectives..................................................................................................................... 33
  Re-entry Workshop ............................................................................................................................ 33
    Workshop goals. ............................................................................................................................... 33
    Workshop objectives. ......................................................................................................................... 34
    Participant’s goals.............................................................................................................................. 35
    Participant’s objectives..................................................................................................................... 35
Appendix E ......................................................................................................................... 57
Pre-Conference PowerPoint Slides ................................................................................... 57
Appendix F .......................................................................................................................... 58
Pre-Conference Activity Handouts .................................................................................. 58
Appendix F .......................................................................................................................... 59
Pre-Conference Activity Handouts .................................................................................. 59
Appendix F .......................................................................................................................... 60
Pre-Conference Activity Handouts .................................................................................. 60
Appendix F .......................................................................................................................... 61
Pre-Conference Activity Handouts .................................................................................. 61
Appendix F .......................................................................................................................... 62
Pre-Conference Activity Handouts .................................................................................. 62
Appendix F .......................................................................................................................... 63
Pre-Conference Activity Handouts .................................................................................. 63
Appendix F .......................................................................................................................... 64
Pre-Conference Activity Handouts .................................................................................. 64
Appendix F .......................................................................................................................... 65
Pre-Conference Activity Handouts .................................................................................. 65
Appendix F .......................................................................................................................... 66
Pre-Conference Activity Handouts .................................................................................. 66
Appendix F .......................................................................................................................... 67
Pre-Conference Activity Handouts .................................................................................. 67
Appendix G .......................................................................................................................... 68
NSE Pre-Conference Meeting Evaluation ....................................................................... 68
Appendix H .......................................................................................................................... 69
Post-Conference Meeting Agenda ................................................................................... 69
Appendix I ............................................................................................................................ 70
Post-Conference PowerPoint Slides .................................................................................. 70
Appendix I ............................................................................................................................ 71
Post-Conference PowerPoint Slides .................................................................................. 71
Appendix I ............................................................................................................................ 72
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Conference PowerPoint Slides</td>
<td>72</td>
</tr>
<tr>
<td>Appendix I</td>
<td>73</td>
</tr>
<tr>
<td>Post-Conference PowerPoint Slides</td>
<td>73</td>
</tr>
<tr>
<td>Appendix J</td>
<td>74</td>
</tr>
<tr>
<td>Poll Everywhere Questions</td>
<td>74</td>
</tr>
<tr>
<td>Appendix K</td>
<td>75</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>75</td>
</tr>
<tr>
<td>Appendix K</td>
<td>76</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>76</td>
</tr>
<tr>
<td>Appendix K</td>
<td>77</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>77</td>
</tr>
<tr>
<td>Appendix K</td>
<td>78</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>78</td>
</tr>
<tr>
<td>Appendix K</td>
<td>79</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>79</td>
</tr>
<tr>
<td>Appendix K</td>
<td>80</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>80</td>
</tr>
<tr>
<td>Appendix K</td>
<td>81</td>
</tr>
<tr>
<td>Outgoing Student Folder</td>
<td>81</td>
</tr>
<tr>
<td>Appendix L</td>
<td>82</td>
</tr>
<tr>
<td>NSE Post-Conference Meeting Evaluation</td>
<td>82</td>
</tr>
<tr>
<td>Appendix M</td>
<td>83</td>
</tr>
<tr>
<td>Pre-Departure Meeting Agenda</td>
<td>83</td>
</tr>
<tr>
<td>Appendix N</td>
<td>84</td>
</tr>
<tr>
<td>Pre-Departure PowerPoint Slides</td>
<td>84</td>
</tr>
<tr>
<td>Appendix N</td>
<td>85</td>
</tr>
<tr>
<td>Pre-Departure PowerPoint Slides</td>
<td>85</td>
</tr>
<tr>
<td>Appendix N</td>
<td>86</td>
</tr>
<tr>
<td>Pre-Departure PowerPoint Slides</td>
<td>86</td>
</tr>
<tr>
<td>Appendix O</td>
<td>87</td>
</tr>
<tr>
<td>Cultural Diversity Handout</td>
<td>87</td>
</tr>
</tbody>
</table>
Appendix P ................................................................. 88
Five Tricks Activity ....................................................... 88
Appendix Q ................................................................. 89
Critical Incidents Activity ................................................ 89
Appendix Q ................................................................. 90
Critical Incidents Activity ................................................ 90
Appendix R ................................................................. 91
Ideal Packing List Activity ............................................... 91
Appendix S ................................................................. 92
Pre-Departure Additional Handouts .................................. 92
Appendix S ................................................................. 93
Pre-Departure Additional Handouts .................................. 93
Appendix T ................................................................. 94
NSE Pre-Departure Meeting Evaluation .............................. 94
Appendix U ................................................................. 95
Re-entry Meeting Agenda ............................................... 95
Appendix V ................................................................. 96
Re-entry PowerPoint Slides ............................................. 96
Appendix V ................................................................. 97
Re-entry PowerPoint Slides ............................................. 97
Appendix W ................................................................. 98
Cultural Bingo Handout ................................................ 98
Appendix X ................................................................. 99
Global Engagement Handout ......................................... 99
Appendix Y ................................................................. 100
TESOL Handout .......................................................... 100
Appendix Y ................................................................. 101
TESOL Handout .......................................................... 101
Appendix Z ................................................................. 102
Re-entry Workshop Evaluation ....................................... 102
Appendix AA ............................................................... 103
Four-Part Workshop Email Communication .......................................................... 103
Appendix AA ........................................................................................................ 104
Four-Part Workshop Email Communication .......................................................... 104
Appendix AA ........................................................................................................ 105
Four-Part Workshop Email Communication .......................................................... 105
Appendix BB .......................................................................................................... 106
Four-Part Workshop Marketing Flyers ................................................................. 106
Appendix BB .......................................................................................................... 107
Four-Part Workshop Marketing Flyers ................................................................. 107
Appendix BB .......................................................................................................... 108
Four-Part Workshop Marketing Flyers ................................................................. 108
Appendix BB .......................................................................................................... 109
Four-Part Workshop Marketing Flyers ................................................................. 109
Appendix CC .......................................................................................................... 110
National Student Exchange Application ............................................................... 110
Appendix CC .......................................................................................................... 111
National Student Exchange Application ............................................................... 111
Appendix CC .......................................................................................................... 112
National Student Exchange Application ............................................................... 112
Appendix CC .......................................................................................................... 113
National Student Exchange Application ............................................................... 113
Appendix CC .......................................................................................................... 114
National Student Exchange Application ............................................................... 114
Appendix CC .......................................................................................................... 115
National Student Exchange Application ............................................................... 115
Appendix DD .......................................................................................................... 116
The University of Hawaii at Hilo Emergency Call Boxes and Blue Light Phones ..... 116
Appendix EE .......................................................................................................... 117
The University of Hawaii at Hilo Emergency Notification Manual ..................... 117
Appendix EE .......................................................................................................... 118
The University of Hawaii at Hilo Emergency Notification Manual ..................... 118
Abstract

The University of Hawaii at Hilo (UH Hilo) is part of the National Student Exchange Consortium, a unique, not for profit organization of nearly 170 accredited, baccalaureate-granting Colleges and Universities that provide exchange opportunities to undergraduate students. These exchange opportunities are across the US mainland, the US territories and Canada. The purpose of the National Student Exchange Office at the University of Hawaii at Hilo is to provide UH Hilo students with exchange opportunities at a reasonable and affordable cost. This capstone explores the idea that it is important to prepare students for a domestic exchange program. This capstone will look at the current protocol for UH Hilo NSE students and highlights the significance of developing a four-part workshop series to enhance their program. The workshop series will focus on critical steps in the NSE process that will provide UH Hilo students with the tools, knowledge, and skills to navigate the system, and reflect on the NSE process and their exchange experiences.
Introduction

The University of Hawaii at Hilo (UH Hilo) is located in Hilo, a coastal town on the Island of Hawaii, (one of the islands in the state of Hawaii). With a population of approximately 43,000 (Suburban Stats, 2016). UH Hilo is a state university with an enrollment of 4,000 students and has a private college atmosphere. It offers small class sizes, a low faculty-to-student ratio and opportunities for research and hands-on learning (University of Hawaii at Hilo, 2016). One of the many possibilities that UH Hilo offers its students is the National Student Exchange Program (NSE). NSE is described as:

A unique, not-for-profit consortium of nearly 170 accredited, baccalaureate-granting Colleges and Universities in the United States, Canada, Guam, Puerto Rico and the U.S. Virgin Islands. Through NSE, these member institutions provide exchange opportunities for the multitude of undergraduate students for whom an overseas experience is not appropriate, comfortable or affordable. Established in 1968, NSE has provided exchange opportunities to more than 113,000 students. (National Student Exchange, 2016)

In August 2015, I began my job as the Interim National Student Exchange Coordinator at the University of Hawaii at Hilo. UH Hilo has been a part of the National Student Exchange program since 1973. In 1974 it sent and received its first group of students who came and went all across the United States. The UH Hilo National Student Exchange Office has always been a one-person office.

The mission of the National Student Exchange office at the University of Hawaii at Hilo is to:
Expand opportunities to students by enabling them to exchange to any of the 170 participating colleges and universities all while paying resident tuition. Students are encouraged to access different courses, unique programs, field studies, and internships. They can even investigate graduate programs, professional schools, and career options while on an exchange. Through NSE, students can widen their educational horizons, broaden perspectives and enhance personal growth by living in a different geographic and cultural setting for up to one academic year. (University of Hawaii at Hilo, 2016)

**Background**

My role as an Interim National Student Exchange Coordinator is divided into three student categories prospective students, outgoing students, and incoming students. All UH Hilo students are eligible for the NSE program and are considered prospective students. Outgoing students are the UH Hilo students who have completed the NSE application process and have been accepted into UH Hilo’s NSE program and will be going on an exchange. Incoming students are students from other universities who are participating in the NSE program at their home campus and will be exchanging to UH Hilo.

The responsibilities of the NSE Coordinator vary according to student category: In terms of prospective students the coordinator markets and promotes the NSE program to all UH Hilo students, and develops recruitment material. For outgoing students, the coordinator’s goal is to increase the number of participants, advise and prepare those students for their exchange programs. The coordinator also serves as a liaison between the main NSE office and other host campuses offices. For incoming students, the coordinator is responsible for planning events, activities, orientation, and check-ins. The coordinator also helps with admissions, housing, advising, and course selection. Additionally, my role as Interim NSE Coordinator includes
supervising NSE student workers, attending the National Student Exchange Placement Conference, working with the National Student Exchange main office and other universities within the NSE program, managing the NSE student fees and tuition accounts, as well as developing new programs in all areas for the NSE office.

**Program Rationale**

The previous NSE Coordinator worked hard to develop and implement a holistic, engaging and strong incoming student program. To help incoming students transition and adjust to life here at UH Hilo, the NSE office provides incoming students with an orientation, a mid-semester check-in, and end of the semester events. Movie nights, Thanksgiving events, Hapuna trips, and other activities are hosted to help NSE students connect and build a sense of community with each other (Z. Street, personal communication, August 19, 2015). To build the student’s sense of community, there is also a closed Facebook group that the students are encouraged to join. The student workers also post lots of videos, articles, and pictures and create events to help engage and prepare students for their time here at UH Hilo.

The Na Ala Ike Hawaii: Hawaiian Experience Pathways Certificate Program was developed in partnership with the UH Hilo Center for Global Education and Exchange Office to encourage all incoming exchange students to immerse themselves in the Hawaiian Culture. This program was designed to encourage and engage incoming students with the Hawaiian and local culture in Hawaii. The students enroll in one core course to help them learn more about the Hawaiian culture. Each student participates in two community service activities so they can learn about the importance of giving back in the Hawaiian culture and the community. The students earn 15 points through events, lectures and trips that they can do through their classes, Kipuka Native Hawaiian Student Center, or on their own to help them further immerse themselves in the
community and the Hawaiian culture. At the conclusion, the students write a one-page reflection on what they have learned through the program and what they plan on taking back home with them (Z. Street, personal communication, August 19, 2015).

According to the previous coordinator, it is difficult to engage the outgoing students with the NSE office while they are away from the UH Hilo campus. Outgoing students, once on an exchange, often focus on their exchange experience, rather than staying in touch with the UH Hilo NSE office. The methods of contact between the NSE office and the outgoing students consist of email and one-on-one advising with the NSE coordinator or student workers. There is also a closed Facebook group that the outgoing students can use to interact with each other during their exchange process. Prior to their departure, there are a few PowerPoint presentations that are used to help prepare outgoing students on what to expect while on an exchange (Z. Street, personal communication, August 19, 2015). These presentations are mostly shown in small groups or in a one-on-one advising session. The presentations cover only the basics of the exchange process, encourage students to try new things and serve as a reminder to students that they should check their UH Hilo email, and to get in touch with the NSE office if they need anything. (Z. Street, personal communication, September 9, 2015).

When I first started my position as an Interim National Student Exchange Coordinator, it was stressed that the NSE Office’s top priority is towards the outgoing students. The Office had a goal to increase the number of outgoing students, and provide them with more programs. However, due to the nearly three to one imbalance between incoming and outgoing students, much of the NSE coordinator’s focus has been to its incoming student population, instead of its outgoing students. As the NSE coordinator, I accepted 140 incoming placements and placed 55 outgoing UH Hilo students. Historically, UH Hilo has had a total of 4664 student placements.
3402 of those have been incoming placements, and 1262 have been outgoing placements (D. Sanborn, personal communication, March 8, 2016).

In an effort to expand and strengthen the NSE outgoing student programming, the focus of my capstone is a proposal to design, implementation and facilitation of a four-part workshop series that better prepares UH Hilo’s outgoing NSE students for the NSE application process and their exchange experience. The workshops serve to prepare participants through experiential learning activities, reflection, and informative presentations. In my capstone, I demonstrate how by developing these workshops; the NSE office can provide UH Hilo’s outgoing student population with a more holistic, engaging, and stronger National Student Exchange experience.

**Needs Assessment**

In order to assess the needs of the NSE outgoing student program, a literature review on international education program design was conducted. The literature review provides information on what is currently being done for students participating in an exchange program. The literature review allowed me to find gaps in the current structure of the UH Hilo NSE outgoing students programming and how to improve those programs. To understand what is currently being done at the NSE office interviews were conducted with staff members and alumni of the NSE outgoing student program. These interviews provide information on what was done in the past for NSE outgoing students. This information is valuable in finding the gaps in the NSE outgoing students program and improving the programs. The literature review and interviews will hopefully support the need for the NSE outgoing student’s four-part workshop for preparing students for their exchange.
Literature Review

Preparing students for an international or domestic exchange is a crucial part of the exchange process. Providing the tools, knowledge, and skills to help guide them through the exchange process is considered an important component of any exchange program. The more prepared the students are for their exchange program, the better, deeper, and more enriching the experience will be for all involved (Spencer, & Tuma, 2007, p. 190). In the international education field pre-departure, orientation, and re-entry programs are all integral elements of any exchange program. Many organizations incorporate these into their programs and best practices guides. Organizations such as NAFSA: Association of International Educators (NAFSA), the Forum on Education Abroad, Council on Standards for International Educational Travel (CSIET), Institute of International Education (IIE) and many more, write about the importance of pre-departure, orientation, and re-entry.

The literature in this review supports the need to prepare exchange students for their departure as well as their return. The organizations listed in this review, however, all focus and have an emphasis on international exchange programs and not domestic exchange programs. There is no mentioning of domestic exchange program design in the literature. This is a major gap in the current literature. In the international education field, domestic exchange is referred to as domestic off-campus study or study away (The Forum on Education Abroad, 2011). Hopefully, as the study away and domestic off-campus exchange programs continue to develop there will be more research on how to design, implement and prepare students for a domestic exchange program.

For example, in NAFSA’s Guide to Education Abroad for Advisers and Administrators it states “Preparation and orientation must be thought of as a holistic learning process, with norms
and frameworks that can be applied in order to impart key information in a way that stimulates critical thinking about what preparing for study abroad means to students and their parents” (Wiedenhoeft, Hernandez, & Wick, 2014, p. 53). This can also be applied to domestic exchange programs as students can experience the same hurdles such as culture shock, language barriers, and conflicts with the host cultural values and beliefs.

CSIET, as well as IIE, provide models and handbooks to help educators design and implement best practices for international exchange programs. CSIET provides publications that provide international educators with models for how to design and implement study abroad programs (CSIET, 2016). IIE’s Open Doors is a report that gives statistics on international students and US students. These statistics track the trends in the international education field and let educators know who is going on study abroad, where they are going, how long they are going and much more. Open Doors provides charts, graphs, and statistics on topics such as age, gender, cultural background, top destinations for international students as well as top destination for US students and much more (IIE, 2015).

The Forum on Education Abroad discusses the standers for good practice when developing, managing, assessing and improving study abroad programs. The standers give suggestions and guidelines on how to develop and implement pre-departure, orientation, and re-entry into your study abroad program. It also covers student learning and development, academic framework, student selection, advising health, safety, risk management and more. These standards were developed to provide a commonly accepted framework for international education programming (The Forum on Education Abroad, 2015).
As educators, it is important that we provide our students with the tools, knowledge, and skills needed to have a comprehensive and holistic exchange experience. Providing pre-departure, orientation and reentry are key elements in an exchange program that should not be left out, overlooked or taken too lightly. As educators, we need to start shifting our lens on how we look at domestic exchange programs. By looking at domestic exchange programs on or at the same level as an international exchange, we will be able to prepare our students for any type of exchange program better.

NAFSA’s The Guide to Successful Short-Term Programs Abroad it states,

Without such orientations, academic travel abroad has the potential to become superficial tourism, rather than transformative learning. As institutions develop and implement educational programs that involve students directly experiencing people and places in the world, educators need to concentrate at least as much effort on the learning that takes place on the home campus as they do on the program abroad. (Spencer, & Tuma, 2007, p. 175)

As educators, when we look at domestic exchange programs within the United States we need to take into account that each state has its own unique culture, history, and values, even more so if the students who wish to go on an exchange are coming from Hawaii or other US territories. This is where we as educators need to recognize that even if a program is labeled as a domestic exchange, we should and can consider it on the same level as an international exchange. A domestic exchange opportunity can be just as crucial to a student’s development as an international exchange. By recognizing this, we can better prepare students for not only international exchange but also domestic exchange. By shifting our lens and creating buy-in for a
domestic exchange we as educators, open the door for a more holistic and comprehensive exchange design. This capstone will hopefully provide a starting point for domestic exchange coordinator to design and implement robust and more comprehensive exchange programs.

**Interviews and Findings**

To better understand what was done in the past and find possible gaps in the NSE outgoing student program interviews with UH Hilo staff members were conducted. Three individual interviews were conducted. As requested by the staff members and as pre Human Subjects Review protocol, their identities will remain anonymous, and they will be referred to as UH Hilo staff 1, 2 and 3. The interviewees were asked questions about what they knew about the NSE outgoing students program; what the strengths and weakness of the program are, and how they would like to see the program improved. See Appendix A for staff interview questions.

The interview with UH Hilo staff 1 reviled that not much is known about what goes on in the NSE office. Given that one person runs the entire office, it is really up to that one person on how much information is disclosed to others. UH Hilo staff 1 noted that from what was observed; only a few efforts were being made, such as the NSE fair and occasional presentations. However, UH Hilo staff 1 mentioned that s/he did not know much of what was being done for the students once they were accepted into the NSE program. UH Hilo staff 1 also mentioned that their lack of understanding why the office was not doing more to promote the program. S/he also commented on how more could be done in the office and how s/he would like to see other options or ideas being utilized instead of just implementing the “same old” NSE fair and presentations. However, since s/he was not very familiar with the program no suggestions were given on how to improve the NSE program.
The interview with UH Hilo staff 2 focused more on incoming student programming. This was because UH Hilo staff 2 works in close collaboration with the NSE office on the Na Ala Ike Hawaii: Experience Pathways Certificate Program. This program is designed to engage incoming international and domestic exchange students. UH Hilo staff 2 knew more about the work being done at the NSE office, specifically regarding the incoming student side. However, s/he was not aware of what efforts, programs, and activities were implemented for the outgoing student population. Just like with UH Hilo staff 1, staff 2 knew about the NSE fair and the presentations for the outgoing students. However, since there was a lack of awareness of the outgoing student programming, not much was known about what was being done for the students once they were accepted into the NSE program. UH Hilo staff 2 had a better understanding of why the NSE office focuses more on incoming students and commented how incoming programming took precedent over outgoing programming. However, UH Hilo staff 2 mentioned that there is always room for improvements and more could be done to grow and expand the outgoing student program. S/he did not provide any suggestions as s/he was more connected and concerned about the incoming student's programming.

The interview with UH Hilo staff 3 reviled that what was currently being done for outgoing students has been in place for the last ten plus years. There were a few modifications as there was one coordinator transition that happened within the last six years however, for the most part, the outgoing student programming has remained the same, meaning that outgoing student program consisted mostly of one-on-one meetings and two small group meetings to help students through the NSE process and exchange. UH Hilo staff 3 commented that since students were going to the US mainland that the hurdle for preparing the students was much lower than if they were preparing them for an international exchange. According to UH Hilo staff 3, the hurdle is
lower because it is harder to create buy-in for domestic exchange versus international exchange. S/he said that what was currently being done was sufficient enough to prepare students for their exchange because it was domestic exchange program and not an international program.

The interviews with the UH Hilo staff members provided insight into what UH Hilo staff members know about the NSE outgoing program. The biggest take away from all three interviews was that there is room for improvement in the NSE office even if the staff members did not provide suggestions. The interviews proved that there was a desire for improving the NSE outgoing student program.

In addition to staff input, a focus group with UH Hilo students who were alumni of the NSE program was conducted. To gather more information, a focus group was conducted to hear what NSE alumni though of the NSE outgoing programming. To keep the identities of the focus group participants, anonymous, participants will be identified as P1, P2, P3, P4. See Appendix B for focus group interview questions.

The focus group reviled that the participants were satisfied with their overall NSE experience and exchange. P1 commented on how there was more support from the UH Hilo NSE office since the two campuses visited on his/her exchange did not send or receive many students. All the other participants agreed that since UH Hilo sends and receive more students than the campuses s/he visited, the program at UH Hilo was more supportive than his/her host campuses. P2 and P3 commented on how s/he wished more would have been done to prepare them for their exchange better. P3 noted that since s/he worked as a student worker at the Center for Global Education and Exchange (CGEE) before going on NSE, he/she though the NSE office was lacking in preparing their students, unlike the CGEE office. P3 was unable to do an international
exchange so opted to do an NSE exchange. P3 commented that even though the students were only going to the US mainland that many of them have never left Hawaii before so going to the US mainland was like going to another country, it was completely different from Hawaii.

Many students felt the same way as P3 since many of them their NSE exchange was the first time they had lived outside of Hawaii and away from their family and friends. P4 expressed that even though it is an exchange to the US mainland, it is still foreign to many students since many local students do not leave Hawaii. P4 thought there could have been more covered in the NSE outgoing meetings. P4 expressed how the one-on-one meetings and the one group meeting were okay, but more could have been done. P1 and P4 expressed how they wished they could have gotten to know their fellow NSE outgoing students before leaving on their exchange.

**Discussion on Findings**

The interviews with the UH Hilo staff members reviled that most staff members only know a small aspect of the NSE office and what is being done for the NSE outgoing student program. Staff members did know the basics about the NSE outgoing program. They knew about the NSE study away fair, basic application process and about the incoming student programs. However, they did not know much about the NSE outgoing students program. The staff members however though that there was always room for improving the NSE program even if they did not have any suggestions on how to go about improving the program. It was also noted that staff members though that a domestic exchange was not as stressful or demanding as an international exchange.

The student focus group showed that overall students were satisfied with their NSE experience and exchange, but that there is room for improvement. The area of improvement that the students want to see is how the NSE office prepares UH Hilo students for their exchange.
The focus group reviled that student’s feel, although it is a domestic exchange program, it feels just like an international experience. This conflicts with how UH Hilo staff members view domestic exchange versus how staff members view the program, and that should be taken into consideration given the unique population that the NSE office works with at UH Hilo. We should view domestic exchange programs on the same level as we view international exchanges. By viewing them on the same level, we will be able to better serve and meet the needs of our NSE outgoing student population.

The literature review stresses the importance of preparing students for international exchange. At the University of Hawaii at Hilo, if taken into account its unique history, culture and isolated location, the exchange to or from Hawaii can be viewed as an international exchange, even if the students are coming or going to the United States mainland. It is important to keep in mind that even if we as educators feel that domestic exchange programs are not at the same level as an international exchange program that we should let domestic exchange programming design be at a lower hurdle as international exchange programs. It is important to prepare students for all types of exchange programs as each student will experience and move through the exchange process differently.

Program Description

Based on the results of the research study conducted for this capstone, I recommend that the UH Hilo NSE office creates four workshops to help UH Hilo NSE outgoing students move through the exchange process. The purpose of these workshops is to provide knowledge and help better prepare the students. The workshops will be titled: Pre-Conference, Post Conference, Pre-Departure, and Re-entry. Each workshop will cover an important aspect of the NSE exchange process.
Pre-Conference: This workshop will explain the NSE placement conference and what happens at the conference. It will also cover the “who, what, where, when, and why” of the NSE placement conference. It will cover how students are placed at their host universities, what the NSE coordinator’s responsibilities are at the NSE conference, how the coordinator will represent the student, and advocate for the student’s top choice university. The workshop will also cover activities to help students reflect on their reason for choosing their exchange, their learning styles, and their expectations for the exchange experience.

Post-Conference: This workshop will cover the exchange placements for each student, what their UH Hilo and host university’s status will be, how to maintain UH Hilo student status, when to expect to hear from their host university’s campus coordinator, and what students need to do for their host university. The workshop will also cover what paperwork they need to complete at UH Hilo before they leave for their exchange. Finally, there will be topics such as how to get your host university’s credits to transfer back to UH Hilo, budgeting, Scholarships, Financial Aid, and other funding options.

Pre-Departure: This workshop will cover culture shock, culture shock theories such as the u-curve theory, critical incidents, travel logistics, packing, staying in touch, and how to take full advantage of their exchange experience. The workshop is designed to give students the tools, critical thinking, communication, and research skills to have a successful exchange experience. The workshop will also help students gain self-confidence so they can prepare for their upcoming exchange.

Re-entry: This workshop will be held for UH Hilo students returning from their exchange. It will be presented in partnership with UH Hilo’s Center for Global Education and
Exchange. It will cover reentry shock, how to cope with being back from an exchange, and how to continue to utilize the exchange experience now that the students are home. It will cover other opportunities for exchange or travel such as doing an international/domestic exchange, other options such as JET, Fulbright, Peace Corps, graduate programs, etc. It will also cover the UH Hilo Global Engagement Certificate that both NSE and CGEE students can earn. The workshop will also address volunteer opportunities through both offices and how students can stay engaged with the NSE and CGEE office.

**Goals and Objectives**

Pre-Conference Workshop

**Workshop goals.**

- To explain the purpose of the National Student Exchange Placement Conference.
- To explain how the NSE coordinators represent their students.
- To explain how the NSE coordinator advocates for their student’s top choice university.
- To help NSE outgoing students reflect on why they decided to go on an exchange through NSE.
- To help NSE outgoing students reflect on their learning styles.
- To help NSE outgoing students identify their expectations for their exchange and how these expectations can shape their exchange experiences.

**Workshop objectives.**

- To educate NSE outgoing students about the NSE Conference.
- To educate NSE outgoing students about the NSE coordinator’s responsibilities to them and the role the coordinators have at the NSE Conference.
- To provide NSE outgoing students opportunities to interact with each other and the NSE office.
- To provide NSE outgoing students a space to reflect on their decision to go on exchange.
- To provide NSE outgoing students a space to reflect on their learning styles and how this will affect their experience.
- To provided NSE outgoing students a space to reflect on their expectations for exchange and how this will affect their exchange.

Participant’s goals.

- Participants will have an understanding of the National Student Exchange Conference and how this conference will affect them.
- Participants will have an understanding of their NSE coordinator’s responsibilities and how the coordinator advocates for their top choice university.
- Participants will reflect and articulate on why they have decided to participate in the National Student Exchange Program.
- Participants will reflect and understand their learning styles and how they will play a part in their exchange experience.
- Participants will be able to identify their expectation and articulate how these expectations may impact their exchange experience.

Participant’s objectives.
• To actively ask questions if there is information that is confusing or not understood.

• To understand the National Student Exchange Conference and the role of their NSE coordinator at the conference.

• To actively participate in reflection on their goals for exchange, learning styles, and expectations for exchange in small and large group discussions.

• To actively participate in experiential learning activities and the icebreaker.

• To actively foster a sense of community among the NSE outgoing students.

• To attend all workshops that the NSE office has designed.

Post-Conference Workshop

Workshop goals.

• To inform NSE outgoing students of their placements during the National Student Exchange Placement Conference.

• To inform NSE outgoing students of what the next steps are in the NSE exchange process for their host campuses.

• To inform NSE outgoing students on what their UH Hilo and host campus student status will be while on an exchange.

• To inform NSE outgoing students of what the next steps are in the NSE exchange process and what paperwork needs to be completed for UH Hilo.

• To inform NSE outgoing students on how their credits will transfer back from their exchange university or college.

• To inform NSE outgoing students on of the potential cost, fees, tuition plan, scholarships, financial aid and funding for their exchange.
Workshop objectives.

- To announce each NSE outgoing student’s placement and where fellow NSE outgoing students were placed.
- To educate the NSE outgoing students on the next steps in the NSE exchange process for their host campus and home campus.
- To educate NSE outgoing students about their student status while on exchange at both campuses.
- To educate NSE outgoing students of how their credits will transfer back from their exchange.
- To educate NSE outgoing students of the potential cost, fees, tuition plan, scholarships, financial aid and funding for their exchange.

Participant’s goals.

- Participants will know where they have been placed as well as where their fellow NSE students have been placed.
- Participants will have an understanding of who, how, and when their host campus coordinator will be in contact with them.
- Participants will have an understanding of what their student status will be during the exchange at both their home and host campus.
- Participants will have an understanding of what to do next for their home and host campus exchange process.
• Participants will have an understanding of how to complete UH Hilo paperwork such as credit transfer forms, placement acceptance forms, budget forms and other forms.

• Participants will have an understanding of tuition plan, fees, financial aid, scholarships and how to fund their exchange.

Participant’s objectives.

• To ask questions if there is information that is confusing or poorly understood.

• To understand the next steps in the NSE process for their host campus.

• To understand what their student status will be while on exchange at both their home and host campus.

• To understand what UH Hilo paperwork needs to be completed before, during, and after their exchange.

• To have an understanding of the tuition plan, fees, financial aid, scholarships and how to fund their exchange.

• To continue to actively foster a sense of community among the NSE outgoing students.

• To attend all workshops that the NSE office has designed.

Pre-Departure Workshop

Workshop goals.

• To inform NSE outgoing students of the different theories of culture shock.

• To provide NSE outgoing students with strategies and tools on how to deal with culture shock.
• To help NSE outgoing students develop critical thinking skills on culture shock and critical incidents.

• To provide NSE outgoing students with firsthand experience from alumni of the NSE program.

• To provide NSE outgoing students with tips and suggestions on travel and packing.

• To help NSE outgoing students develop communication strategies on how to stay in touch with family, friends, and their home campus while on an exchange.

Workshop objectives.

• To educate NSE outgoing students about culture shock.

• To educate NSE outgoing students about strategies and tools on how to deal with culture shock.

• To use interactive activities in experiential learning to help students understand culture shock, critical incidents, packing, travel, and staying in touch.

• To provide NSE outgoing students an opportunity to interact with NSE alumni.

• To provide NSE alumni an opportunity to share their knowledge, thoughts, and experience of their exchange.

Participant’s goals.

• Participants will have an understanding of culture shock, its theories and what can cause culture shock.

• Participants will be able to develop strategies on how to process culture shock.
Participants will be able to express their thoughts and ideas on culture shock and critical incidents.

Participants will be able to share their thought and concerns about leaving for exchange.

Participants will be able to share their tips and suggestions on travel and packing for their exchange.

Participants will be able to share and express their thoughts and strategies on how they plan on staying in touch while on an exchange.

Participant’s objectives.

- To actively ask questions if there is information that is confusing or poorly understood.
- To understand culture shock and how to process and move through culture shock.
- To actively participate in small and large group discussions and experiential learning activities.
- To engage with NSE alumni and ask them questions about their experience.
- To continue to actively foster a sense of community among the NSE outgoing students.
- To attend all workshops that the NSE office has designed.

Re-entry Workshop

Workshop goals.

- To inform returning exchange students of re-entry shock.
• To provide returning exchange students with strategies and tools on how to process re-entry shock.

• To provide returning exchange students with strategies and tools for staying engaged with their exchange experience.

• To inform returning exchange students about the UH Hilo Global Engagement Certificate.

• To inform returning exchange students of other exchange, travel, or international options available to them.

• To inform returning exchange students of volunteer opportunities through the NSE and CGEE office.

**Workshop objectives.**

• To educate returning exchange students on re-entry shock.

• To educate returning exchange students about strategies and tools on re-entry shock.

• To use interactive activities in experiential learning to help students understand re-entry shock and how to process and move through re-entry shock.

• To educate returning exchange students about the UH Hilo Global Engagement Certificate, other exchange options, travel, and international options as well as volunteer opportunities through the NSE and CGEE office.

• To provide returning exchange students an opportunity to share their exchange experience with each other.

• To engage returning exchange students with the NSE and CGEE office.
Participant’s goals.

- Participants will have an understanding of re-entry shock.
- Participants will be able to identify and articulate strategies and tools to help them process re-entry shock.
- Participants will be able to identify and articulate strategies and tools to help them stay engaged with their exchange experience.
- Participants will have an understanding of the Global Engagement Certificate and be able to explain how to earn the Certificate.
- Participants will be able to identify other exchange options, travel opportunities, or international options that are available to them and where they can find more information on these options.
- Participants will be able to identify volunteer opportunities through the NSE and CGEE office.

Participant’s objectives.

- To understand re-entry shock and how to process and move through re-entry shock.
- To actively participate in small and large group discussions and experiential learning activities.
- To engage with other NSE returning students and ask them questions about their exchange experience.
- To continue to actively foster a sense of community among the NSE outgoing students.
• To understand how to earn a Global Engagement Certificate.
• To understand what other opportunities are available to returning exchange students.
• To sign up to volunteer with the NSE and CGEE office.

Program Timeline

The dates and times for the Pre-Conference, Post-Conference and Pre-Departure Workshops will be emailed to each student who has completed the NSE application. The 44th annual National Student Exchange Placement Conference will be held from March 7 to March 10, 2017. The Pre-Conference Workshop will take place one week before the NSE Conference. Students will be notified of their placement one to two days after they have been placed. An email about the Post Conference Workshop will be sent out one to two days after the students have been placed.

The Post-Conference Workshop will be held no later than one week after the NSE Conference. The Pre-Departure Workshop will be held three weeks but no longer than four weeks after the Post-Conference Workshop. Reminder emails will go out to all 2017-2018 academic year outgoing NSE students about the Workshops. Starting in May, planning for the returning students, Re-entry Workshop will start. In June, a promotional email about the Re-entry Workshop will be sent to returning NSE students. The Center for Global Education and Exchange office will reach out and handle logistics for their returning students. In July, an invitation and reminder emails will be sent to returning students. The Re-entry Workshop will be held the first week of classes but no later than the second week of the start of classes. See Appendix C for the timeline.
The three theories that were used to design the four NSE outgoing workshops were Jeffrey Arnett’s Emerging Adulthood Theory, David Kolb’s Experiential Learning Theory, and Marcia Baxter Magolda’s Self-Authorship Theory. These theories help to explain how to meet the needs of UH Hilo’s diverse student population. UH Hilo is ranked in the top 10 colleges for ethnic diversity with 26% Hawaiian/Part-Hawaiian, 26% Caucasian, 14% All Other, 13% Mixed, 7% Filipino, 7% Japanese, 6% Pacific Islander and 3% Chinese. 69.4% of UH Hilo students are Hawaii residents followed by 20.5% U.S mainland, 4.8% U.S affiliated, 3.9% foreign and 1.4% unknown. The mean age of full-time student attending UH Hilo is 25, 58.8% of full-time UH Hilo student are female, and 40.6% are male (University of Hawaii at Hilo, 2016).

Jeffrey Arnett’s Emerging Adulthood was chosen to help better understand where UH Hilo students could be in their young adult life. The emerging adulthood theory is a model of development for the period from the late teens through the twenties, with a focus on ages 18 – 25. For most young people the years from the late teens through the twenties are years of profound change and importance. It is during this time that many young people obtain the level of education and training that will provide the foundation for their adult life. It is a time of frequent change as various possibilities and worldviews are explored (Arnett, 2000).

While designing the NSE outgoing student workshops it was important to keep in mind the age of the participants and where they might be in their adult life. Since the mean age of UH Hilo’s students is 25 using Arnett’s theory would be a good fit for the NSE outgoing students workshops. Arnett’s theory provides a guide for developing the activities, handouts, and discussions that are in each workshop. It is important that each student actively and critically engages during the workshops and throughout the NSE exchange process. Furthermore, it is
important that the participants of each workshop feel empowered and comfortable taking part in
the workshops and the NSE exchange process. The goal of self-authorship is to enable learners to
evaluate information critically, form their judgments, and collaborate with others to act wisely
(Hodge, Magolda, & Haynes, 2009).

UH Hilo’s diverse student population is an advantage for the NSE outgoing student
workshops because each participant will bring their own experiences and cultural background.
These experiences and backgrounds will make for a more engaging workshop environment. The
workshops will provide NSE outgoing students a starting point for them to explore personal,
cultural, and academic ideas. To discover new ideas, learners must possess an internal set of
beliefs that guide decision making about knowledge claims, an internal identity that enables them
to express themselves in socially constructing knowledge with others, and the capacity to engage
in mutually interdependent relationships to assess other people’s expertise (Hodge, Magolda, &
Haynes, 2009). The self-authorship theory will allow students to take charge of their own
learning during the workshops and the NSE exchange process.

Keeping in mind the diverse student population, Kolb’s Experiential Learning Theory
helps meet the different learning styles of the participants. Kolb’s learning cycle has four modes
that are placed in various spots in a cycle. Concrete experience (CE) mode requires individuals to
immerse themselves in the immediacy of the moment, relying on their intuitive and effective
responses to the situation. Abstract conceptualization (AC) calls for logical thinking and rational
evaluation to create ideas that integrate their observations into logically sounds theories.
Reflective observation (RO) demands a tentative, impartial perspective toward a learning
situation-a-willingness to patiently consider many alternatives. Active experimentation (AE)
NATIONAL STUDENT EXCHANGE FOUR-PART WORKSHOP

stresses action, participation, and risk taking in learning, with an emphasis on pragmatically testing previously generated concepts (Smith, 2001, 2010).

A learner moves through the cycle by first having an immediate experience (CE), which becomes the basis for observations and reflections (RO). These observations and reflections are assimilated and distilled into a concept or theory (AC), even if highly informal, from which new implications for action can be generated. The newly developed ideas can that be tested actively (AE) and can serve as guides for creating new experiences. The cycle begins anew, but at a higher level of complexity (Smith, 2001, 2010).

Since each participant will be at different points in his or her life, Kolb’s learning cycle provides a guide that the NSE office can use to help participants move through the workshops as well as the NSE exchange process. It is also used as a guide for reflections as many of the activities in the workshops are based on reflection. These three theories are positioned to guide the development of the workshops and meet the needs of the NSE outgoing student participants. In addition, these theories allow the participants to have a more well-rounded and holistic NSE exchange experience as they provide a guide for the NSE Coordinator and student workers to better serve and support the students.

Curriculum

Curriculum Overview

The NSE office has created the workshop curriculum at UH Hilo. The workshops are based on the theoretical research, experiential learning activities, and information and suggestions from staff and students interviews. Each workshop will be two hours long and will be held on the UH Hilo campus. PowerPoint presentations and handouts will be used to provide information to the students. See Appendices E, I, N, and V PowerPoint slides. See Appendices F,
K, S, X, and Y for handouts. An outgoing student folder will be used to provide students with the handouts they will need. See Appendix K for Outgoing Student Folder. Makeup meetings will be scheduled as necessary and will be conducted as a one-on-one meeting with the NSE coordinator. Time will be allotted after each workshop for student questions as well as workshop evaluations. See Appendices G, L, T, Z, for workshop evaluations.

**Pre-Conference Workshop**

Moderated by the UH Hilo NSE Coordinator, this workshop will begin with a brief explanation of the workshop’s goals and objectives, participant’s goals and objectives, and the workshop agenda, followed by an icebreaker activity. See Appendix D for workshop agenda. The workshop will educate participants on the National Student Exchange Placement Conference, NSE Coordinator’s duties and responsibilities. The NSE student workers will be introduced to the participants with an explanation of their duties. The exchange activity will start as an individual activity followed by a larger group discussion. See Appendix F for handouts. Information on how to fund your exchange will be given to participants. The conclusion of the workshop will be Questions and Answers and workshop evaluations. See Appendix G for evaluation.

**Post-Conference Workshop**

Moderated by the UH Hilo NSE Coordinator, this workshop will begin with a brief explanation of the workshop’s goals and objectives, participant’s goals and objectives, and the workshop agenda followed by student placement. See Appendix H for workshop agenda. The workshop will educate participants on the paperwork they will need to complete next for their home and host campus, and their duties and responsibilities in the NSE exchange process. Participants will be given their NSE Outgoing student folder. See Appendix K for outgoing
student folder. Interactive activities will be used to get the students up and moving. NSE alumni will discuss what to expect while on an exchange. This will be followed by the Poll Everywhere Quiz, a live action polling quiz to engage the students, followed by Questions and Answers and workshop evaluations. See Appendix J for poll everywhere questions. See Appendix L for evaluation.

**Pre-Departure Workshop**

Moderated by the UH Hilo NSE Coordinator, this workshop will begin with a brief explanation of the workshop’s goals and objectives, participant’s goals and objectives, and the workshop agenda followed by an introductory discussion called “Are you ready”? See Appendix M for workshop agenda. The workshop will educate participants on what culture shock is and how to process and move through it as well as the NSE Filler course and its importance to the students. This will be followed by a cultural diversity activity and a small group discussion. See Appendix O for activity. A larger group discussion will follow the five tricks activity. See Appendix P for activity. A larger group discussion will follow the Critical Incidents activity. See Appendix Q for activity. Larger group discussion will follow the travel and packing activity. See Appendix R for activity. Additional handouts will be given to participants to help them identify aspects of culture. See Appendix S for handouts. Questions and Answers will follow workshop evaluations, and at the end a potluck to conclude the end of the first three workshops. See Appendix T for evaluation.

**Re-entry Workshop**

Moderated by the UH Hilo NSE and CGEE Coordinators, this workshop will begin with a brief explanation of the workshop’s goals and objectives, participant’s goals and objectives, and the workshop agenda, followed by an icebreaker. See Appendix U for agenda. See Appendix
W for icebreaker activity. The workshop will educate participants on what opportunities are available to them, how their credits will transfer back to UH Hilo, reentry shock, the Global Engagement Certificate, TESOL Certificate, and volunteer opportunities with the NSE and CGEE office. See Appendices X and Y for Certificate handouts. A Question and Answer session and workshop evaluations will take place at the end, followed by food and talk story session. See Appendix Z for evaluations.

**Staffing Plan**

The UH Hilo leadership, faculty, and staff community strive to provide an environment conducive to rigorous student academic achievement while experiencing the concept of aloha in their relationships and social interactions (University of Hawaii at Hilo, 2016). The NSE office at UH Hilo is staffed by a coordinator and student workers. The number of student workers varies from semester to semester depending on funding availability. The NSE coordinator works closely with the NSE student workers to provide exchange opportunities to UH Hilo students.

The lead facilitator for all workshops will be the NSE Coordinator. Co-facilitators of the workshops are the NSE student staff. For the Re-entry Workshop, the Coordinator and representatives from the Center for Global Education and Exchange will be present to co-facilitate the workshop. All facilitators will receive the workshops details along with the agenda via staff meetings and emails. Meetings will take place before the workshops to discuss logistics and to address any questions or concerns facilitators might have about the workshops. The UH Hilo NSE office is confident that the staff and student workers selected to facilitate the workshops will better prepare UH Hilo outgoing exchange students for their exchange.
Program Marketing

The dates and times for the four workshops will be established before the National Student Exchange Placement Conference. Once students have completed their applications and have been accepted into the UH Hilo NSE program, they will be informed during their one-on-one meeting about the workshops. Detailed emails outlining the workshops will go out to all NSE outgoing students. See Appendix AA for emails. Attached to each email will be a flyer for the upcoming workshop. See Appendix BB for flyers. Reminder emails will be sent out one week before the scheduled workshop, as well as the day before the scheduled workshop.

Admissions and Student Recruitment

Admissions

Admission to The University of Hawaii at Hilo is handled by the UH Hilo Admissions department and not the UH Hilo NSE office. Admission into the National Student Exchange Program is handled by the UH Hilo NSE office. To be eligible for the NSE program at UH Hilo students must have a cumulative GPA of 2.5 or higher, have 24 UH Hilo credits prior to the exchange, be a full time (12 credits) student the semester before they leave for exchange, and be in good standing with UH Hilo (financial, academic, and behavioral). To be accepted into the NSE program at UH Hilo students must complete a three-page application, a 300 to 500-word essay on their reasons for wanting to participate in exchange, one letter of reference from a UH Hilo faculty/staff member and a $190 application fee. See Appendix CC for NSE Application.

Existing Recruitment

Student recruitment for UH Hilo’s NSE program is left to the discretion of the NSE coordinator and student workers. Recruitment in the NSE office relies heavily on flyers and posters posted around campus and word of mouth from advisors, faculty, staff and alumni of the
program. A table and a presentation at UH Hilo’s New Student Orientation provide more recruitment opportunities. A Facebook page is managed by student workers and is used to promote the NSE program. A yearly exchange fair in the spring semester serves as the major recruitment event for the NSE office.

**Suggestions for Student Recruitment**

To increase the NSE outgoing student numbers more time should be spent strengthening relationships between key departments such as the Advising Center, New Student Programs, Kipuka Native Hawaiian Student Center, Pacific Islander Student Center, Minority Access and Achievement Program, The Center for Global Education and Exchange and more. A focus on strengthening relationships with faculty will also provide opportunities for classroom visits and presentations during class time. By strengthening these relationships, more opportunities for marketing the NSE office can be made available.

Another chance for marketing the NSE program is to utilize returning UH Hilo NSE students. By fostering a sense of community early on through the workshops, this could help the NSE alumni be more engaged with the NSE office and more willing to volunteer. The NSE office can create opportunities for alumni through classroom visits, alumni panels, exchange fairs, and tabling events. Engaging alumni with the NSE office will provide prospective students with firsthand experience of NSE.

Incoming NSE students also provide a unique opportunity for prospective students. They offer UH Hilo students an opportunity to learn about numerous universities that are a part of the NSE program. Creating opportunities other than the NSE free lunch exchange fair could be very beneficial to recruitment efforts for the NSE office. Some examples of opportunities for
incoming students could be an incoming student panel, meet and great events, presentations, and seminars.

Other recruitment possibilities include creating more promotional events such as seminars, workshops, presentations, and interactive events. Expanding UH Hilo’s NSE office presence on social media outlets such as Facebook, Instagram, Pinterest, and Youtube, could help generate more interest in the program. Creating a strategic marketing plan can help the NSE office prioritize marketing and recruitment goals. A strategic marketing plan can help the NSE office promote and increase the number of outgoing students.

Logistics

The four NSE outgoing student workshops will be held in the Student Services Center room W201. The room can accommodate 60 people. The room is equipped with tables, chairs, a computer, and a screen with a projector for presentations. W201 is next to a kitchenette and restroom facilities. It is a well-lit area, and the room has glass walls for excellent visibility. Any disability services or assistance can be pre-arranged. The NSE office will not need to provide refreshments for the Pre-Departure workshop as it is a potluck. For the Re-entry event, the menu will be catered. Any health issues or food allergies will be identified ahead of time so that the office can make the necessary arrangements. The workshops will take place in the afternoon towards the evening when classes are finished, and the campus is quiet. Previous attendance at on-campus events has shown that these hours work best for students. Campus security will be doing their regular rounds to ensure safety. The workshops will be held on campus, as this is a central location for students and facilitators. The UH Hilo NSE office will provide the materials for the workshops. All communications for the four workshops will be carried out by the UH Hilo NSE office.
Health and Safety

The University of Hawaii at Hilo’s Campus security patrols the campus and checks all buildings on a regular basis. Security Officers patrol the campus 24 hours a day, seven days a week, 365 days a year. The University of Hawaii at Hilo is committed to providing a safe and healthy environment for students, faculty, staff, and guests. Campus Security is located on the Main Campus in the University Classroom Building, Room 151, (808) 974-7911 (University of Hawaii at Hilo, 2016). The University has (yellow) emergency call boxes and blue light telephones for student and faculty use in the event of an emergency and the need for assistance. These are dispersed across the campus (University of Hawaii at Hilo, 2016). See Appendix DD for a map of emergency call boxes and blue light phones. The University encourages the prompt reporting of all emergencies, violations, and criminal incidents by calling the police (911) or to Campus Security (974-7911). When security receives a call, an Officer will be immediately dispatched (University of Hawaii at Hilo, 2016).

Crisis Management Plan

In the event of an emergency or crisis, the UH Hilo’s National Student Exchange office will follow UH Hilo’s Emergency Manual. UH Hilo’s Emergency Manual can be found online. If an emergency should occur during any of the four workshops, emergency audio hailers will provide information and instructions to follow (University of Hawaii at Hilo, 2016). All facilitators and participants are required to follow the instructions given and avoid any designated dangerous or unsafe areas. See Appendix EE for Emergency Manual.

Budget

The total estimated cost for staffing, supplies, and food service for the four NSE outgoing workshops is $640.80. The UH Hilo NSE office is confident that this cost is acceptable to
provide our NSE outgoing students with valuable and critical information for their exchange. See Appendix FF for a budget table. See Appendix GG for budget notes.

**Evaluation Plan**

All four workshops will be evaluated in three ways. First, will be verbal feedback at the end of each workshop. The NSE Coordinator and student workers will be taking notes during the verbal feedback session. Secondly, each workshop will have a written evaluation that participants can complete at the end of each workshop and return to the NSE office before they leave. See Appendices G, L, T, and Z for workshop evaluation. Finally, the NSE office will evaluate the four workshops with a Facebook poll a week after each workshop to allow time for students to process and reflect on the workshops. See Appendix HH for Facebook poll questions. Additionally, a section in the NSE End of Your Exchange Survey will be dedicated to the workshops. See Appendix II for NSE End of Your Exchange Survey. This survey is sent via email to all NSE outgoing students at the end of their exchange, and before returning to UH Hilo. All evaluations will be analyzed by the NSE staff, to improve the NSE outgoing student workshops.

**Conclusion**

To better serve the UH Hilo NSE outgoing student population, the NSE coordinator should keep in mind the university’s unique student population, culture, and setting. As a coordinator, it is important to develop, design and implement programs that will best serve this unique student population. What is currently being done may not be sufficient in the eyes of the students. It is important to learn more about the student population and their unique situation.

As a coordinator and facilitator, it is important to continue to explore new ideas, strategies, and activities that will improve student’s preparation and learning throughout their
exchange process. The four-part workshop presented in this capstone will hopefully provide students with the support, knowledge, tools, and skills they will need to have a successful exchange process. By providing students with a space to reflect, ask questions and build a community with each other prior, during, and after their exchange, the NSE office will better serve and meet the needs of its outgoing students. This capstone will hopefully be a tool and a resource for the University of Hawaii at Hilo NSE Coordinator as well as other coordinators and facilitators.
References


Appendix A

Staff Interview Questions:

What do you know about the NSE Program here at UH Hilo?

At what capacities have you engaged with the NSE Program?

What do you know about its outgoing student's program?

At what capacities have you engaged with the outgoing student's program?

To your knowledge what was done in the past for outgoing students?

To your knowledge what is being done now for outgoing students?

What do you feel is the strongest aspect of the outgoing student's program?

What do you feel is the weakest aspect of the outgoing student's program?

Do you feel that the outgoing students are well prepared for their exchange? Why or Why not.

How would you like to improve the outgoing student's program?
Appendix B

Focus Group Interview Questions:

Have you participated in the NSE Program here at UH Hilo?

Where did you go on exchange?

Where you prepared for your exchange? Explain your answer.

Do you feel that the NSE office prepared you for your exchange? Explain your answer.

What would you have liked to have seen from the NSE office on preparing you for your exchange?

To your knowledge what was done in the past for outgoing students?

To your knowledge what is being done now for outgoing students?

What do you feel is the strongest aspect of the outgoing student's program?

What do you feel is the weakest aspect of the outgoing student's program?

How would you like to improve the outgoing student's program?
### Appendix C

## Workshop Timeline

<table>
<thead>
<tr>
<th>September</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NSE 2017-2018 application recruitment planning</td>
<td>- Pre-Conference Workshop with all students who have completed their application and have been inputted into the NSE Placement system.</td>
</tr>
<tr>
<td>- Update NSE documents, web page and information.</td>
<td>- National Student Exchange Placement Conference.</td>
</tr>
<tr>
<td>- Make promotional flyers and other promotional items.</td>
<td>- Post-Conference Workshop</td>
</tr>
<tr>
<td></td>
<td>- Continue planning Pre-Departure Workshops.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>- Implementation of recruitment plan</td>
<td>- Pre-Departure Workshop for all students.</td>
</tr>
<tr>
<td>- Distributions and posting of flyers around campus, web resources, and social media outlets.</td>
<td>- Make-up sessions for those who could not make the Post and Pre-Departure Workshops.</td>
</tr>
<tr>
<td>- NSE application made available for pick up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>May</td>
</tr>
<tr>
<td>- NSE office will start accepting applications for the 2017-2018 academic year.</td>
<td>- Good luck on your exchange email to all outgoing NSE students.</td>
</tr>
<tr>
<td>- Continue recruiting for the 2017-2018 academic year.</td>
<td>- End of your exchange to all current outgoing students who are on exchange.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>June</td>
</tr>
<tr>
<td>- Continue recruiting and accepting applications for the 2017-2018 academic year.</td>
<td>- Planning Re-entry Workshop for all returning NSE students.</td>
</tr>
<tr>
<td>- An application meeting with students who have completed the NSE application.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>July</td>
</tr>
<tr>
<td>- Continue recruiting and accepting applications for the 2017-2018 academic year.</td>
<td>- Continue Planning Re-entry for returning students.</td>
</tr>
<tr>
<td>- An application meeting with students who have completed the NSE application.</td>
<td>- Email innovation to the Re-entry Workshop.</td>
</tr>
<tr>
<td>- Planning the Pre-Conference, Post-Conference, Pre-Departure Workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>August</td>
</tr>
<tr>
<td>- NES application deadline will no longer accept applications for the 2017-2018 academic year.</td>
<td>- Welcome back an email to returning students.</td>
</tr>
<tr>
<td>- An application meeting with students who have completed the NSE application.</td>
<td>- Re-entry Workshop reminder email.</td>
</tr>
<tr>
<td>- Inputting completed applications into the NSE Placement system.</td>
<td>- Re-entry Workshop for returning students.</td>
</tr>
<tr>
<td>- Finalize planning of the Pre-Conference, Post-Conference, and Pre-Departure Workshops.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Pre-Conference Meeting Agenda

Go over goals, objectives, and agenda

Introductions: 2 min.
   NSE Coordinator and student workers

Ice Breaker: 18 min.
   Fun Facts activity

NSE Placement Conference: 35 min.
   Who, What, Where, When, Why of the NSE Placement Conference

NSE Office Status and Staff Introduction Continue: 5 min
   Open and will be staffed by student workers. Introduce the other student workers that work in the NSE office

Personal Goals for Exchange: 10 min.
   Go over handout and give examples of some goals

Funding your Exchange: 15 min.
   Budgeting, Financial Aid, Scholarships

The conclusion of the meeting: 10 min.
   Go over what happens next, hand out learning style survey, next meeting information.

Questions and Answers: 25 min
   Address student questions and concerns. Go over student’s top choice one last time and adjust if there are any changes.
Appendix E

Pre-Conference PowerPoint Slides
Appendix F

Pre-Conference Activity Handouts

**Personal Goals for Exchange**

One of the most important things you can do to help yourself be successful while on exchange is to be aware of what you hope to gain from the experience. Take a few moments to write down your own personal goals for this exchange trip. Make sure to consider language and culture-learning goals, as well as personal aspirations.

What if this isn't your first exchange? You've done it before. You may think you know it all, right? Each time there are things to learn, things to be mindful of. You have the experience to fall back on, which gives you some comfort. But still...what will be different? What may be the same? What will your goals look like? It is possible that your goals will be more finely tuned than on your first exchange. You are likely to be more savvy about which language and culture strategies to use and how to use them to benefit from your time away. At times you will just be using the same strategies in a slightly different way. For example, you will continue to use the same strategies for speaking with people, but now you will have a better sense of how to use them and what to expect when you do so. At other times you will be using different strategies consistent with your new needs. For example, you may have entirely new ways of approaching reading in the host community, such as reading the daily newspaper--- something you didn't do in your previous stint away.

Use the space below and on the back to list the personal goals you have for your exchange experience.

- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________

- ________________________________________________________________________
- ________________________________________________________________________
Appendix F

Pre-Conference Activity Handouts

Learning Style Survey:
Assessing Your Own Learning Styles
Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi

The Learning Style Survey is designed to assess your general approach to learning. It does not predict your behavior in every instance, but it is a clear indication of your overall style preferences. For each item, circle the response that represents your approach. Complete all items. There are 11 major activities representing 12 different aspects of your learning style. When you read the statements, try to think about what you usually do when learning. It typically takes about 30 minutes to complete the survey. Do not spend too much time on any item—indicate your immediate feeling and move on to the next item.

For each item, circle your response:

| 0 | Never |
| 1 | Rarely |
| 2 | Sometimes |
| 3 | Often |
| 4 | Always |

**Part 1: HOW I USE MY PHYSICAL SENSES**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I remember something better if I write it down.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>I take detailed notes during lectures.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>When I listen, I visualize pictures, numbers, or words in my head.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>I prefer to learn with TV or video rather than other media.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>I use color-coding to help me as I learn or work.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>I need written directions for tasks.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>I have to look at people to understand what they say.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>I understand lectures better when professors write on the board.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Charts, diagrams, and maps help me understand what someone says.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>I remember peoples' faces but not their names.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

A - Total:__________________

---

1 The format of the Learning Style Survey and a number of the dimensions and items are drawn from Oxford, with key dimensions and some of the wording of items coming from Elman and Leaver.


© Regents of the University of Minnesota. Your examination created for the Learning Style Survey was produced by the Center for Advanced Instructional Technology at the University of Minnesota. Permission is granted to make copies of this publication for non-commercial purposes, provided that copies contain this copyright notice and disclaimer.
### Appendix F

**Pre-Conference Activity Handouts**

11. I remember things better if I discuss them with someone.  & 0 & 1 & 2 & 3 & 4  
12. I prefer to learn by listening to a lecture rather than reading.  & 0 & 1 & 2 & 3 & 4  
13. I need oral directions for a task.  & 0 & 1 & 2 & 3 & 4  
14. Background sound helps me think.  & 0 & 1 & 2 & 3 & 4  
15. I like to listen to music when I study or work.  & 0 & 1 & 2 & 3 & 4  
16. I can understand what people say even when I cannot see them.  & 0 & 1 & 2 & 3 & 4  
17. I remember people's names but not their faces.  & 0 & 1 & 2 & 3 & 4  
18. I easily remember jokes that I hear.  & 0 & 1 & 2 & 3 & 4  
19. I can identify people by their voices (e.g., on the phone).  & 0 & 1 & 2 & 3 & 4  
20. When I turn on the TV, I listen to the sound more than I watch the screen.  & 0 & 1 & 2 & 3 & 4  

**B - Total**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. I prefer to start doing things rather than checking the directions first.  & 0 & 1 & 2 & 3 & 4  
22. I need frequent breaks when I work or study.  & 0 & 1 & 2 & 3 & 4  
23. I need to eat something when I read or study.  & 0 & 1 & 2 & 3 & 4  
24. If I have a choice between sitting and standing, I'd rather stand.  & 0 & 1 & 2 & 3 & 4  
25. I get nervous when I sit still too long.  & 0 & 1 & 2 & 3 & 4  
26. I think better when I move around (e.g., pacing or tapping my feet).  & 0 & 1 & 2 & 3 & 4  
27. I play with or bite on my pens during lectures.  & 0 & 1 & 2 & 3 & 4  
28. Manipulating objects helps me to remember what someone says.  & 0 & 1 & 2 & 3 & 4  
29. I move my hands when I speak.  & 0 & 1 & 2 & 3 & 4  
30. I draw lots of pictures (doodles) in my notebook during lectures.  & 0 & 1 & 2 & 3 & 4  

**C - Total**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 2: HOW I EXPOSE MYSELF TO LEARNING SITUATIONS**

1. I learn better when I work or study with others than by myself.  & 0 & 1 & 2 & 3 & 4  
2. I meet new people easily by jumping into the conversation.  & 0 & 1 & 2 & 3 & 4  
3. I learn better in the classroom than with a private tutor.  & 0 & 1 & 2 & 3 & 4  
4. It is easy for me to approach strangers.  & 0 & 1 & 2 & 3 & 4  
5. Interacting with lots of people gives me energy.  & 0 & 1 & 2 & 3 & 4  
6. I experience things first and then try to understand them.  & 0 & 1 & 2 & 3 & 4  

**A - Total**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. I am energized by the inner world (what I'm thinking inside).  & 0 & 1 & 2 & 3 & 4  
8. I prefer individual or one-on-one games and activities.  & 0 & 1 & 2 & 3 & 4  
9. I have a few interests, and I concentrate deeply on them.  & 0 & 1 & 2 & 3 & 4  
10. After working in a large group, I am exhausted.  & 0 & 1 & 2 & 3 & 4  
11. When I am in a large group, I tend to keep silent and listen.  & 0 & 1 & 2 & 3 & 4  
12. I want to understand something well before I try it.  & 0 & 1 & 2 & 3 & 4  

**B - Total**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Begun at the University of Hawai‘i at Hilo/Lo‘ihi Ocean, published by the Center for the Study of Research on Language Development at the University of Hawai‘i. Permission is granted to make copies of this handout for classroom use. Permission to make changes or use any part of this handout as material for another course must be sought from the OCEAL (http://www.ohare.edu/coc/).
Appendix F
Pre-Conference Activity Handouts

**Part 3: HOW I HANDLE POSSIBILITIES**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

A - Total

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

B - Total

---

**Part 4: HOW I DEAL WITH AMBIGUITY AND WITH DEADLINES**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

A - Total

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

B - Total

---

**Part 5: HOW I RECEIVE INFORMATION**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

A - Total
Appendix F

Pre-Conference Activity Handouts

6. I need very specific examples in order to understand fully.
   0 1 2 3 4
7. I pay attention to specific facts or information.
   0 1 2 3 4
8. I'm good at catching new phrases or words when I hear them.
   0 1 2 3 4
9. I enjoy activities where I fill in the blank with missing words I hear.
   0 1 2 3 4
10. When I try to tell a joke, I remember details but forget the punch line.
    0 1 2 3 4

B - Total

Part 6: HOW I FURTHER PROCESS INFORMATION
1. I can summarize information easily.
   0 1 2 3 4
2. I can quickly paraphrase what other people say.
   0 1 2 3 4
3. When I create an outline, I consider the key points first.
   0 1 2 3 4
4. I enjoy activities where I have to pull ideas together.
   0 1 2 3 4
5. By looking at the whole situation, I can easily understand someone.
   0 1 2 3 4

A - Total

6. I have a hard time understanding when I don't know every word.
   0 1 2 3 4
7. When I tell a story or explain something, it takes a long time.
   0 1 2 3 4
8. I like to focus on grammar rules.
   0 1 2 3 4
9. I'm good at solving complicated mysteries and puzzles.
   0 1 2 3 4
10. I am good at noticing even the smallest details involved in a task.
    0 1 2 3 4

B - Total

Part 7: HOW I COMMIT MATERIAL TO MEMORY
1. I try to pay attention to all the features of new material as I learn.
   0 1 2 3 4
2. When I memorize different bits of language material, I can retrieve these bits easily—as if I had stored them in separate slots in my brain.
   0 1 2 3 4
3. As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases.
   0 1 2 3 4

A - Total

4. When learning new information, I may clump together data by eliminating or reducing differences and focusing on similarities.
   0 1 2 3 4
5. I ignore distinctions that would make what I say more accurate in the given context.
   0 1 2 3 4
6. Similar memories become blurred in my mind; I merge new learning experiences with previous ones.
   0 1 2 3 4

B - Total

156 Maximizing Study Abroad
## Appendix F

### Pre-Conference Activity Handouts

### Part 8: HOW I DEAL WITH LANGUAGE RULES

1. I like to go from general patterns to the specific examples in learning a target language.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

2. I like to start with rules and theories rather than specific examples.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

3. I like to begin with generalizations and then find experiences that relate to those generalizations.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

4. I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

5. I don't really care if I hear a rule stated since I don't remember rules very well anyway.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

6. I figure out rules based on the way I see language forms behaving over time.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

### Part 9: HOW I DEAL WITH MULTIPLE INPUTS

1. I can separate out the relevant and important information in a given context even when distracting information is present.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

2. When I produce an oral or written message in the target language, I make sure that all the grammatical structures are in agreement with each other.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

3. I not only attend to grammar but check for appropriate levels of formality and politeness.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

4. When speaking or writing, I feel that focusing on grammar is less important than paying attention to the content of the message.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

5. It is a challenge for me to both focus on communication in speech or writing while at the same time paying attention to grammatical agreement (e.g., person, number, tense, or gender).  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

6. When I am using, lengthy sentences in a target language, I get distracted and neglect aspects of grammar and style.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

### Part 10: HOW I DEAL WITH RESPONSE TIME

1. I react quickly in language situations.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

2. I go with my instincts in the target language.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

3. I jump in, see what happens, and make corrections if needed.  
   
<table>
<thead>
<tr>
<th>A - Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
Appendix F

Pre-Conference Activity Handouts

4. I need to think things through before speaking or writing. 0 1 2 3 4
5. I like to look before I leap when determining what to say or write in a target language. 0 1 2 3 4
6. I attempt to find supporting material in my mind before I set about producing language. 0 1 2 3 4

Part II: HOW LITERALLY I TAKE REALITY

1. I find that building metaphors in my mind helps me deal with language (e.g., viewing the language like a machine with component parts that can be disassembled). 0 1 2 3 4

2. I learn things through metaphors and associations with other things. I find that stories and examples help me learn. 0 1 2 3 4

A - Total

3. I take learning language literally and don't deal in metaphors. 0 1 2 3 4
4. I take things at face value, so I like language material that says what it means directly. 0 1 2 3 4

B - Total

© Regents of the University of Minnesota. This material is drawed from the: Maxspring Study Abroad (2007) published by the Center for International Programs, Language Program, University of Minnesota. Bemidji State University is used with the permission of the Foundation for Educational Media and Technology's Board of Directors (FMAT).
Appendix F

Pre-Conference Activity Handouts

Understanding your totals

Once you have totaled your points, write the results in the blanks below. Circle the higher number in each part (if they are close, circle both). Read about your learning styles on the next page.

<table>
<thead>
<tr>
<th>Part 1:</th>
<th>Part 3:</th>
<th>Part 9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ___ Visual</td>
<td>A ___ Global</td>
<td>A ___ Field-Independent</td>
</tr>
<tr>
<td>B ___ Auditory</td>
<td>B ___ Particular</td>
<td>B ___ Field-Dependent</td>
</tr>
<tr>
<td>C ___ Tactile/Kinesthetic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2:</th>
<th>Part 6:</th>
<th>Part 10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ___ Extroverted</td>
<td>A ___ Synthesizing</td>
<td>A ___ Impulsive</td>
</tr>
<tr>
<td>B ___ Introverted</td>
<td>B ___ Analytic</td>
<td>B ___ Reflective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3:</th>
<th>Part 7:</th>
<th>Part 11:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ___ Random-Intuitive</td>
<td>A ___ Sharpener</td>
<td>A ___ Metaphoric</td>
</tr>
<tr>
<td>B ___ Concrete-Sequential</td>
<td>B ___ Leveler</td>
<td>B ___ Literal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4:</th>
<th>Part 8:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A ___ Closure-Oriented</td>
<td>A ___ Deductive</td>
<td></td>
</tr>
<tr>
<td>B ___ Open</td>
<td>B ___ Inductive</td>
<td></td>
</tr>
</tbody>
</table>

Note: Before reading the next section, understand that this is only a general description of your learning style preferences. It does not describe you all of the time, but gives you an idea of your tendencies when you learn. Note that in some learning situations, you may have one set of style preferences and in a different situation, another set of preferences. Also, there are both advantages and disadvantages to every style preference.

If on the sensory style preferences (visual, auditory, tactile/kinesthetic) you prefer two or all three of these senses (i.e., your totals for the categories are within 3 points or so), you are likely to be flexible enough to enjoy a wide variety of activities in the language classroom. On the other hand, although they appear to be in opposition, it is possible for you to have high scores on both, meaning that you do not have a preference one way or the other. Here are three examples: on the extroversion-introversion distinction, you are able to work effectively with others as well as by yourself; on the closure-open distinction, you enjoy the freedom of limited structure yet can still get the task done before the deadline without stress; on the global-particular distinction, you can handle both the gist and the details easily.

Furthermore, learning style preferences change throughout your life, and you can also stretch them, so don't feel that you are constrained to one style.

Part 1: HOW I USE MY PHYSICAL SENSES

If you came out as more visual than auditory, you rely more on the sense of sight, and you learn best through visual means (books, video, charts, pictures). If you are more auditory, you prefer listening and speaking activities (discussions, lectures, audiotapes, role-plays). If you have a tactile/kinesthetic style preference, you benefit from doing projects, working with objects, and moving around (playing games, building models, conducting experiments).
Appendix F

Pre-Conference Activity Handouts

Part 2: HOW I EXPOSE MYSELF TO LEARNING SITUATIONS
If you came out more extroverted on this survey, you probably enjoy a wide range of social, interactive learning tasks (games, conversations, discussions, debates, role-plays, simulations). If you came out more introverted, you probably like to do more independent work (studying or reading by yourself or learning with a computer) or enjoy working with one other person you know well.

Part 3: HOW I HANDLE POSSIBILITIES
If you scored more random-intuitive, you are most likely more future-oriented, prefer what can be over what is, like to speculate about possibilities, enjoy abstract thinking, and tend to disfavor step-by-step instruction. If your style preference was more concrete-sequential, you are likely to be more present-oriented, prefer one-step-at-a-time activities, and want to know where you are going in your learning at every moment.

Part 4: HOW I DEAL WITH AMBIVALENCY AND WITH DEADLINES
If you are more closure-oriented, you probably focus carefully on most or all learning tasks, strive to meet deadlines, plan ahead for assignments, and want explicit directions. If you are more open in your orientation, you enjoy discovery learning (in which you pick up information naturally) and prefer to relax and enjoy your learning without concern for deadlines or rules.

Part 5: HOW I RECEIVE INFORMATION
If you have a more global style preference, you enjoy getting the gist or main idea and are comfortable communicating even if you don’t know all the words or concepts. If you are more particular in preference, you focus more on details and remember specific information about a topic well.

Part 6: HOW I FURTHER PROCESS INFORMATION
If you are a synthesizing person, you can summarize material well, enjoy guessing meanings and predicting outcomes, and notice similarities quickly. If you are analytic, you can pull ideas apart and do well on logical analysis and contrast tasks, and you tend to focus on grammar rules.

Part 7: HOW I COMMIT MATERIAL TO MEMORY
If you are a sharpener, you tend to notice differences and seek distinctions among items as you commit material to memory. You like to distinguish small differences and to separate memories of prior experiences from memories of current ones. You can easily retrieve the different items because you store them separately. You like to make fine distinctions among speech sounds, grammatical forms, and meaningful elements of language (words and phrases). If you are a leveler, you are likely to lump material together in order to remember it by eliminating or reducing differences, and by focusing almost exclusively on similarities. You are likely to blur similar memories and to merge new experiences readily with previous ones. If you are concerned about accuracy and getting it all right, then the leveler approach is perhaps preferable. If you are concerned about expediency, then being a leveler may be the key to communication.

Part 8: HOW I DEAL WITH LANGUAGE RULES
If you are a more deductive learner, you like to go from the general to the specific, to apply generalizations to experience, and to start with rules and theories rather than with specific examples.
Appendix F

Pre-Conference Activity Handouts

If you are a more inductive learner, you like to go from specific to general and prefer to begin with examples rather than rules or theories.

Part 9: HOW I DEAL WITH MULTIPLE INPUTS
If you are more field-independent in style preference, you like to separate or abstract material from within a given context, even in the presence of distractions. You may, however, have less facility dealing with information holistically. If you are more field-dependent in preference, you tend to deal with information in a more holistic or gestalt way. Consequently you may have greater difficulty in separating or abstracting material from its context. You work best without distractions.

Part 10: HOW I DEAL WITH RESPONSE TIME
If you are a more impulsive learner, you react quickly in acting or speaking, without thinking the situation through. For you, thought often follows action. If you are a more reflective learner, you think things through before taking action and often do not trust your gut reactions. In your case, action usually follows thought.

Part 11: HOW LITERALLY I TAKE REALITY
If you are a metaphoric learner, you learn material more effectively if you conceptualize aspects of it, such as the grammar system, in metaphorical terms. You make the material more comprehensible by developing and applying an extended metaphor to it (e.g., visualizing the grammar system of a given language as an engine that can be assembled and disassembled). If you are a literal learner, you prefer a relatively literal representation of concepts and like to work with language material more or less as it is on the surface.

Tips for the learner

Each style preference offers significant strengths in learning and working. Recognize your strengths to take advantage of ways you learn best. Also, enhance your learning and working power by being aware of and developing the style areas that you do not normally use. Tasks that do not seem quite as suited to your style preferences will help you stretch beyond your ordinary comfort zone, expanding your learning and working potential.

For example, if you are a highly global person, you might need to learn to pay more attention to detail in order to learn more effectively. If you are an extremely detail-oriented person, you might be missing out on some useful global characteristics, like getting the main idea quickly. You can develop such qualities in yourself through practice. You won’t lose your main strengths by trying something new; you will simply develop another side of yourself that is likely to be very helpful to your language learning.

If you aren’t sure how to attempt new behaviors that go beyond your favored style, then ask your colleagues, friends, or teachers to give you a hand. Talk with someone who has a different style from yours and see how that person does it. Improve your learning or working situation by stretching your style!
Appendix G

NSE Pre-Conference Meeting Evaluation

Do you have a better understanding of the NSE Placement Conference?

Circle only one box.

1 2 3 4 5

low          high

Were the activities easy to understand?

Circle only one box.

1 2 3 4 5

low          high

Were the presentation and handouts clear?

Circle only one box.

1 2 3 4 5

low          high

What were the strengths of the meeting?

What were the weaknesses of the meeting?

How can we improve the meeting?

What would you change about the meeting and why?

What would you not change and why?

Additional comments
Appendix H

Post-Conference Meeting Agenda

Go over goals, objectives, and agenda

Introductions: 5 min.
   Slides 1 and 2 welcome to the Hui
   Photo waivers signing

Ice Breaker: 25 min.
   Where I am going pictures, slide 3 and 4

Preparing for your Exchange: 35 min.
   Admissions, Plan, Housing, Expenses, Financial planning, Registration, PECA Form,
   Staying in touch, slides 5 through 14

Get up and move around activity: 5 min
   Do the elephant activity

What to Expect when on Exchange: 15 min
   Arrival, being there, returning, advice from a hui member

Poll Everywhere Quiz: 20 min.
   Do live action quiz

Questions and Answers: 15 min
   Address student questions and concerns. Go over student’s top choice one last time and
   adjust if there are any changes.
Appendix I

Post-Conference PowerPoint Slides
Appendix I

Post-Conference PowerPoint Slides
Appendix I

Post-Conference PowerPoint Slides
Appendix I

Post-Conference PowerPoint Slides
Appendix J

Poll Everywhere Questions

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Additional Fee and other cost can be found on</td>
</tr>
<tr>
<td>☐ PECA stands for?</td>
</tr>
<tr>
<td>☐ You can now consider yourself a Dual Citizen</td>
</tr>
<tr>
<td>☐ On Plan A you Pay Tuition to?</td>
</tr>
<tr>
<td>☐ PAF stands for?</td>
</tr>
<tr>
<td>☐ When is your PECA Form due to the NSE office?</td>
</tr>
<tr>
<td>☐ On Plan B you Pay Tuition to?</td>
</tr>
<tr>
<td>☐ When getting course approved what do you bring with you?</td>
</tr>
<tr>
<td>☐ Who can approve your course on your PECA Form?</td>
</tr>
<tr>
<td>☐ Who is the first person you talk to about the courses you are interested in taking while on Exchange?</td>
</tr>
</tbody>
</table>

+ Add a question
Appendix K

Outgoing Student Folder

University of Hawaii at Hilo

Permission to use Photographic Image(s)

The National Student Exchange Program might need to use photographs of students, or photos from their exchange that the students have shared with NSE, on flyers, websites, promotional materials, Facebook pages, etc. to help with advertising of National Student Exchange opportunities to other students and or faculty members.

Please circle the appropriate choice:

YES  (UH Hilo has permission to use photographic material I have shared with them)

NO   (UH Hilo does not have permission to use photographic material I have shared with them)

_____________________________________________________________  ____________________________
Signature                         Date

Please return completed form to:
  · National Student Exchange · 200 W. Kawili Street, Hilo, Hawaii 96720 ·
  · Tel (808) 932-7389 · Fax (808) 932-7388 · Email: uhhnse@hawaii.edu ·
## Appendix K

### Outgoing Student Folder

University of Hawai‘i at Hilo  
Outgoing NSE’er Checklist

<table>
<thead>
<tr>
<th>Prior to Exchange</th>
<th>Date Req’d/Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Complete application for admission to host institution</td>
<td></td>
</tr>
<tr>
<td>✓ Complete application for housing/meals at host campus</td>
<td></td>
</tr>
<tr>
<td>✓ Obtain copy of health record (if any) to forward to host campus</td>
<td></td>
</tr>
<tr>
<td>✓ Meet with your UH Hilo Academic Advisor to review classes</td>
<td></td>
</tr>
<tr>
<td>✓ Complete Pre-Exchange Course Approval (PECA) form</td>
<td></td>
</tr>
<tr>
<td>✓ Complete any pre-registration information for host campus</td>
<td></td>
</tr>
<tr>
<td>✓ Forward summer contact info to home and host campuses</td>
<td></td>
</tr>
<tr>
<td>✓ Update any address, phone or email changes</td>
<td></td>
</tr>
<tr>
<td>✓ If going on Plan A (applying for financial aid at host school) enter host campus FAFSA code into online FAFSA file</td>
<td></td>
</tr>
<tr>
<td>✓ If going on Plan B contact UH Hilo Financial Aid Office to review aid package</td>
<td></td>
</tr>
<tr>
<td>✓ Join us on our Facebook and Instagram websites</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While on Exchange</th>
<th>Date Req’d/Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Notify host coordinator of campus arrival</td>
<td></td>
</tr>
<tr>
<td>✓ Forward local contact info to both host and home campus</td>
<td></td>
</tr>
<tr>
<td>✓ Input new contact info onto myUH portal</td>
<td></td>
</tr>
<tr>
<td>✓ Register for classes at host school only</td>
<td></td>
</tr>
<tr>
<td>✓ Plan B’s pay tuition and fees by deadline, unless covered by Financial Aid</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparing to Return Home</th>
<th>Date Req’d/Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Complete housing application and forward with deposit to UH Hilo housing office (if living on campus)</td>
<td></td>
</tr>
<tr>
<td>✓ Consult with UH Hilo financial aid office regarding financial needs for the upcoming academic term(s)</td>
<td></td>
</tr>
<tr>
<td>✓ Contact host campus admissions/records office to request that a transcript be forwarded to the UH Hilo NSE coordinator</td>
<td></td>
</tr>
<tr>
<td>✓ Early register for classes at UH Hilo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upon Returning Home</th>
<th>Date Req’d/Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Contact UH Hilo NSE coordinator to verify that host campus transcript has been received</td>
<td></td>
</tr>
<tr>
<td>✓ Verify that transcript has been recorded on permanent record</td>
<td></td>
</tr>
<tr>
<td>✓ Contact NSE about future Alumni &amp; Volunteer opportunities</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Also refer to the Exchange Checklist on the inside back cover of the NSE Directory of Exchange Opportunities
Appendix K

Outgoing Student Folder

---

### Budget/Resource Worksheet

Consider the length of your exchange (part of the academic year or all of the academic year), the number of times you are likely to travel to and from your home to your host campus, and the cultural and travel/gap-year opportunities you would like to take advantage of while on exchange. Add note:

- Tuition and fees frequently increase from 5-10 percent per year.
- Room and meals frequently increase in excess of 5 percent each year.
- Financial aid while on exchange may vary from that which you currently receive.

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th>Per Term</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition/Fees</strong></td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan B: Host Tuition/ Fees</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Host Room and Meals*</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Books/Supplies*</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Insurance*</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Transportation on the Host Campus*</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Personal Expenses*</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Other</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Travel to/from Host</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$_________</td>
<td>$_________</td>
</tr>
<tr>
<td><strong>Total Estimated Costs</strong></td>
<td>$_________</td>
<td>$_________</td>
</tr>
</tbody>
</table>

In addition to costs estimated above, other additional expenses may include fees that are a condition of your enrollment (e.g., general service, laboratory, art and photography supplies, field experience, student teaching, internship, travel, computer fees, etc.) and other fees (e.g., application, orientation, field trips, NSE program fees, health services, parking, special events, student activities, athletics, etc.). See NSE Campus Probes and campus on-line fee schedules for additional information.

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Per Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Savings</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Family Support</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Federal Grants/Loans</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Pell</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Parking</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>SSGG</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Direct Loan</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Parent PLUS Loan</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>State Financial Aid</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td><strong>Work during exchange</strong></td>
<td>$_________</td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Resources per Term</strong></td>
<td>$_________</td>
<td></td>
</tr>
</tbody>
</table>

---

* Figures are available from Campus Budgets at www.NSE.org. Students, Resources.

- Calculate Plan B tuition based on the calendar of your home campus.
- Calculate all other fees, including Plan B tuition, on the calendar of your host campus.
- For an academic year exchange, all estimated costs (except travel and miscellaneous) at semester schools are paid 2 times a year. For quarter schools, payments are made 3 times a year.
Appendix K

Outgoing Student Folder

NATIONAL STUDENT EXCHANGE PRE-EXCHANGE COURSE APPROVAL

| UH Hilo ID # |  |  |  |  |  |  |  |  |  |  |  |  |  |

**University of Hawai‘i at Hilo**

**National Student Exchange**

Outgoing Student Folder

I understand the information printed on the reverse side of this form.

**UH Hilo Student:**

This permission certifies that the student is in good standing at UH Hilo as of the date of this form. Transfer credit will be awarded only for approved courses in which the student earns a grade equivalent to a U.S. “C” (70%) or higher at host institution for the UH Hilo credential.

<table>
<thead>
<tr>
<th>Host University Course # and Title</th>
<th>TO BE FILLED OUT BY DEPARTMENT CHAIR OR DESIGNATED REPRESENTATIVE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#UH Hilo Equivalent</td>
</tr>
<tr>
<td>e.g. HIST 101: Pakistan History</td>
<td>e.g. HIST Upper</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please refer to the reverse side of this form for further directions.

**The student should present a description or syllabus of the course to be taken at the time approval is requested. This approval may only be given by the Chair of the Department in which the course is taught at UH Hilo or by a designated representative of the department.**

**Required Signatures:**

- **Academic Advisor:** ___________________________ **Date:** __________
- **Parent:** ___________________________ **Date:** __________
- **National Student Exchange:** ___________________________ **Date:** __________

Please return completed form to:
- National Student Exchange - 200 W. Kapiolani Blvd, Honolulu, Hawaii 96720 - Tel. (808) 942.7280 - Fax (808) 942.7393 - Email: uhne@hawaii.edu -
Appendix K

Outgoing Student Folder

University of Hawai‘i at Hilo

Courses Taken on Exchange

Students should be aware of the following:
1. When asking Department Chairs (usually deans for History course, etc.) to approve courses that will be taken on exchange, you must present the description and/or syllabus for each course. If neither is available contact the NSE coordinator for further instruction.
2. If you are seeking approval for courses taken on exchange it is recommended that you gather a copy of your host university transcript (which can be picked up from the National Student Exchange Office) as well as a print out of your transcript off of the student system before speaking to any Department Chairs. You may also want to have a syllabus of the course handy or the course description.
3. The Course # and Title columns on the form match those for letter the # and name of the course on your Host University Transcript and/or Catalogue.
4. As your exchange nears, you may find that some courses that you may have received approval for may not be offered at your host institution. You may take courses that have not been previously signed off on your PECA form but you must inform the NSE Coordinator of the change. Otherwise, you may get incorrectly credited when the transcript comes back to UHM.
5. You must meet the minimum amount of credits required to qualify for full time status at your host university.
6. Your grade point average (GPA) is based only on courses taken at UH Hilo; grades received on exchange will not help or lower your GPA.
7. If you are receiving financial aid you must pass with a minimum equivalent of 12 UHM credits per semester on exchange (passing is regulated by UH). Admissions is to maintain a grade of C+ (90%) or higher for each course taken to remain full time student status. Should you fail to meet this requirement you will be subject to the normal consequences of not meeting the conditions of Satisfactory Academic Progress regulated by Financial Aid and could lose your aid.
8. To earn a baccalaureate's degree at UH Hilo, a minimum of 30 semester hours in the college from which a degree is sought must be earned at UH Hilo.
9. College of Arts & Sciences and Ma Hālau 'Ia O Kalihi students must earn a minimum of 25% of the credits required for their major, minor and/or certificate at UH Hilo.
10. You are discouraged from repeating courses taken at UH Hilo since the grade at your host institution (including within the UH system) will not replace the grade earned at UH Hilo.

Department Chairs should be aware of the following:
1. Students are responsible for completing the course research for their university of interest. If the student comes to you unprepared (not having course descriptions and/or syllabi available) you should turn them away.
2. Courses taken on exchange can only be approved by Department Chairs and decisions by Department Chairs can only be superseded by the Director of Admissions.
3. If a course is not exactly equivalent to any class offered in your department you may list it as <dept name> <option 1 or option 2> <lower or upper division>Exp. Japanese-European Relations 01 = JPN 110Exp. English Language 11 = ENG 110
4. If there is no equivalent department for a course taken on exchange you may list it as ELTU 110 or ELTV 110
5. Please be aware that some universities, namely in Washington, Oregon and California, use a quarter system where instead of two 15 week semesters, the standard academic year is divided into three 10 week terms. Fall, Winter and Spring. Therefore, please note that 3 quarter credit hours transfer to UH Hilo as 2 semester credit hours.

Academic Advisors should be aware of the following:
1. Academic Advisors cannot sign off for course approval decisions nor supersede the course approval decisions of Department Chairs.

To receive credit at UH Hilo for courses completed at another institution, UH Hilo students should:
1. Secure approval in advance for each course to be taken on exchange by filling out the reverse side.
2. Earn a passing grade of equivalent to a U.S. "C" (70%) or higher at host institution.
3. Any course taken on exchange that is completed with D-65% or lower will not be accepted on your UH Hilo transcript.
4. Request an official transcript from your exchange institution to be sent to the UH Hilo National Student Exchange Office (address located at the bottom of the page).

Please return completed form to:
- National Student Exchange - 200 W. Kawili Street, Hilo, Hawaii 96720 - Tel. (101) 931.7380 - Fax (808) 932.7388 - Email uhNSE@hawaii.edu -
Appendix K

Outgoing Student Folder

Advising Tips for Outgoing NSE UH Hilo Students

Remember that before embarking on your NSE placement; you will need to sit with an advisor to create a schedule of courses you will take while on exchange. This process is called Prior Authorization. This will ensure that your NSE experience is academically, as well as personally rewarding. In as many ways as an NSE experience is both enriching and fulfilling, it is crucial for each of your classes to add to your graduation pathway at UH Hilo. In other words, meet with an adviser to figure out what these classes will be – before you get on the plane. A Pre-Exchange Course Approval (PECA) form must be completed with your advisor prior to departure.

Here are some tips to help you in this process…

- Look for interesting classes at your NSE school:
  - Are there any special classes you could take for your major? Especially if it is something you just can’t get here at UH Hilo.
  - Are there any other cool classes to take that aren’t offered here?
  - Include all relevant courses on your list of possibilities. Scaling back these possibilities may be something you do after meeting with your adviser.

- Using the PECA Form, find out how these classes will transfer back to UH Hilo. If you find a course that looks to be a fit for your major, consult with your faculty adviser to see if it will work. There may be decisions to be made on behalf of your department to see if they would count a certain course toward the major.

- Know your resources! There are people here to help.
  - The UH Hilo Admissions Office handles all students’ incoming transfer credits. Their website has transfer grids and a transfer database with course equivalency information. There are counselors in the Admissions office that can help you confirm how classes will transfer.
  - Again, for classes within your major, or any upper division course (300 or above), it is best to discuss these with your faculty adviser or the chair of the department, and modify transfer courses as necessary.

- A word on Transfer Credits.
  - Almost all college-level courses numbered 100 and above will transfer into UH Hilo: how they transfer in is the real question.
    - If UH Hilo has an exact match, the course will transfer in as an actual UH Hilo class. For example, taking World History or History 201 at Chapman University will transfer in as World History, or History 151 at UH Hilo.
    - If there is no exact match, the course may transfer in simply as an elective. These courses will be indicated on your transcript (or STAR) as either LOW or UPP courses. These attributes are placed on classes that transfer into UH Hilo but do not match any of the current class offerings.
    - The number of credits transferring into UH Hilo depends on if your NSE school follows the semester, quarter, or trimester grading systems.

- Some other important things to know.
  - Your cumulative grade point average (GPA) is based only upon classes completed at UH Hilo. NSE performance is considered transfer credit and will not be calculated into your UH Hilo GPA.
  - Be careful when repeating a course that you’ve taken at UH Hilo while on NSE: the grade attained at another institution will not replace the grade earned at UH Hilo.
Appendix K
Outgoing Student Folder

Top Tips from the Advising Office

TIP #1:
Try your best to avoid taking courses to meet specific UH Hilo graduation requirements such as Writing Intensive (WI), Hawaii Pan-Pacific (HPP) and Global Community Citizenship (GCC) courses while on NSE placement. It may be easier to concentrate on these courses here at UH Hilo. Furthermore, unless it is designated on the official transcript from your host campus, most transfer courses do not transfer into UH Hilo as WI.

TIP #2:
Be prepared for your return to UH Hilo! While on NSE, make sure to keep on top of matters related to UH Hilo. Please remember to visit your myUH Portal, STAR, and the UH Hilo homepage regularly. Check your Hawaii.edu email and stay in the loop regarding valuable UH Hilo information such as registration deadlines, payments, financial aid and other considerations.

TIP #3:
Know your academic record before you go. STAR is an awesome tool that can keep you abreast on all requirements and your trajectory to graduation. The three main areas to understand are General Education, Major, and other general graduation requirements.

TIP #4:
If you are a senior going on an NSE placement, be aware of any pressing needs or conditions that should be addressed prior to your leaving; especially, if graduation is happening for you upon returning from your placement.

TIP #5:
Keep copies of all signed forms and other paperwork. Remember to take down the names of folks who help you with things. You may need to revisit them in the future.

FINAL TIP:
Have Fun. Open your heart, open your mind, and have an awesome time!
Appendix L

NSE Post-Conference Meeting Evaluation

Do you have a better understanding of what to do next for your exchange?

Circle only one box.

1 2 3 4 5

low high

Were the activities easy to understand?

Circle only one box.

1 2 3 4 5

low high

Were the presentation and handouts clear?

Circle only one box.

1 2 3 4 5

low high

What were the strengths of the meeting?

What were the weaknesses of the meeting?

How can we improve the meeting?

What would you change about the meeting and why?

What would you not change and why?

Additional comments
Appendix M

Pre-Departure Meeting Agenda

Go over goals, objectives, and agenda

Introductions: 5 min. Slides 1 through 4
   Intro
   Are you Ready?
   Have you…
   What is Culture?

Discovering your cultural diversity: 10 min. Slide 5
   Explain and pass out handout

Five Tricks Activity: 35 min. Slides 6 through 8
   10 min. for introduction and practice
   15 min. for tournament
   10 min. for debrief and cross-cultural adjustment

Culture Shock 10 min. Slides 9 through 11
   5 min. What is Culture Shock?
   5 min. U-Curve Theory

Critical Incidents: 15 min. Slide 12
   1 min. instructions
   7 min. Small group discussion
   7 min. Large group discussion

Travel Packing/Luggage Activity: 20 min. Slides 13 through 15
   2 min. instructions
   8 min. Small groups
   8 min. debrief
   2 min ideal packing list handout

Forms: 5 min. Slides 16 and 17
   PECA and Budget due to our office by the end of the semester

Filler Course: 5 min. Slides 18 and 19
   What is the NSE filler course and why it is important?

Handouts:
   Pass out Identifying Aspects of Culture and Changing Stereotypes into Generalizations and Hypotheses

Ending/Potluck: 15 min. Slide 20
   Staying in touch
   Potluck Time
Appendix N
Pre-Departure PowerPoint Slides

What is Culture, Anyway?
We live it. We are surrounded by it. What is it?

*Culture refers to values, beliefs, attitudes, preferences, customs, learning styles, communication styles, history, historical interpretations, achievements, accomplishments, technology, the arts, literature, etc. – the sum total of what a particular group of people has created together, shared, and own.*

~ R. Michael Paige

Discovering Your Cultural Diversity

Have you...
- Spoken to the host campus coordinator
- Applied for admission
- Completed FAFSA and financial aid application
- Requested on-campus housing
- Completed PECA form
- Finalized exchange budget
- Thought about Culture
Appendix N

Pre-Departure PowerPoint Slides
Appendix N

Pre-Departure PowerPoint Slides

WHAT IS A FILLER COURSE?

- The NSE Filler Course
  - 12 Filler/Dummy Credit for full time status
  - Allows you to maintain your UH Honors status while on exchange
  - Generates UH Honors tuition if you are on Plan B
  - Will NOT generate tuition if you are on Plan A
  - Once you return from exchange the NSE Filler Course will be replaced by the credits you earned while on exchange
Appendix O

Cultural Diversity Handout

You as a Culturally Diverse Person

Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are or how you choose to identify yourself to others (e.g., sister, student, African-American, Christian, Democrat).


Activities and Handouts 191
Appendix P

Five Tricks Activity

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>GAG ORDER</th>
<th>TOURNAMENT</th>
</tr>
</thead>
</table>
| 1. Sit in groups of four.  
2. Read the handout.  
3. Choose your partner.  
4. Play one practice game. | 1. NO: Talking  
2. YES: Gesturing  
3. NO: Writing  
4. YES: Drawing | 1. Play three rounds of Five Tricks.  
2. Each round is five minutes.  
3. Keep score.  
4. At the end of round three, the team with the highest score moves one table to the right. The team with the lowest score moves one table to the left. |

Activity: FIVETRICKS

To explore...cooperative learning and competitive playing

DEBRIEF

1. If you could describe the game in one word, what would it be?  
2. What did you expect at the beginning of the game?  
3. When did you realize that something was wrong?  
4. How did you deal with it?  
5. How did not being able to speak contribute to what you were feeling?  
6. What was it like to encounter people from your original table?
Appendix Q

Critical Incidents Activity

Incident:
You are a few months into your exchange, and have developed a new aspect to your life there; you have met a significant other and are currently engaged in a relationship. The two of you are spending time together in public at a café, sitting, chatting and being affectionate towards one another. A local approaches both of you, visibly angry, and begins shouting and displaying actions reflecting his disapproval of either your public displays of affection or your general relationship with the local.
What do you do? How would you diffuse the upset local? How would you remove yourself from the scene without causing a larger scene? Explain each answer and their consequences.

Incident:
You are maintaining a long distance relationship while on an exchange, and it is suffering because of it. At this point, you feel like your relationship is limiting your experience.
What do you do? (Multiple options are expected) How do you avoid/prevent insecurities from developing in your relationship without consuming all of your time and killing your mood?

Incident:
You have made a bunch of local friends, but it feels like they keep you at a distance. They are friendly in a classroom setting but do not include you outside.
How do you cope with this?

Incident:
Your dorm mates subtly treat you differently in a bad way. You are unsure if it is because of your nationality or the color of your skin.
What do you do? What are your options? Whom do you contact?

Incident:
For the last two weeks, you have been on medication that warns specifically against drinking alcohol. You are currently at a casual get-together with a few friends where everyone is drinking to varying degrees. The host, whom you have never met before, hands you a beer and makes a “cheers” kind of gesture to include you in the festivities.
Would you take the risk of drinking the alcohol while on medications? How would you politely decline but go about avoiding drinking without standing out from the rest of the crowd? If you drank and lost control faster than normal (you had one but now feels like you had four) what should you do for the rest of the night?

Incident:
You are in a club, and a pair of businessmen approaches you and your friends, offering to buy you drinks.
What do you do? If you are male what would you do if you saw your friends being approached?

Incident:
You like your friend, but when he/she gets drunk, he/she is very belligerent and tends to pick fights with the locals.
What do you do? What sort of precautions would you take? If he/she is fighting with someone, what would you do?
Appendix Q

Critical Incidents Activity

**Incident:**
One of your friends has met someone in a club, and he/she wants to go off on his/her own with them. How would you handle this situation? Is your response different if your friend is male or female? If so why? Do you let your friend leave? Why or why not.

**Incident:**
Someone approached you as you are walking through a side street. They seem agitated as they ask you for your money and ID.
What are the potential risks? Should you just cooperate with what they want or do you think you should stand up for yourself? What could happen if you cooperate? What do you do after you give them your belongings? What could happen if you stood up for yourself and they threatened you with violence?

**Incident:**
You get off at your stop (at the train/bus station), and as you start walking back to your place, an innocent looking guy/girl starts chatting with you as you are walking home. You notice that this person has no intention of leaving and you are getting closer to your place.
How do you handle the situation?

**Incident:**
You get into a taxi, and suddenly someone else gets in the care with you.
How do you handle the situation?

**Incident:**
You are standing on the sidewalk when all of a sudden someone walks up from behind you and grabs your bag.
How do you handle the situation?

**Incident:**
You depend on your debit card for the money. However, once you arrive at your host campus and tire to use your debit card, it did not work. You went to another ATM, and it didn’t work either.
What happens and what is the alternative to using a debit card? Come up with short and long-term solutions. If your bank account is frozen, what do you do? Can this happen to your credit card?

**Incident:**
It’s been three months into your exchange, and you have enjoyed it greatly. You go to the bank and find out you do not have enough money for this month’s rent as well as the rest of your exchange.
How do you think you got into this dilemma? How would you solve this dilemma and what are the necessary steps to dig yourself out of this hole? In detail how could you have prevented this in the first place? (We expect an answer better than ‘budget’).
Appendix R

Ideal Packing List Activity

1. Identification (Passports, travel VISA, State ID, SS, drivers license, etc. email copies to yourself just in case)
2. Money, credit/debit card
3. Clothes (pack accordingly, for hot/cold weather)
4. Medication (for your entire duration of study)
5. Eyeglasses or contacts (take an extra pair of glasses or a lot of extra contacts, as obtaining a prescription may be difficult during exchange)
6. Computer and chargers
7. Camera and extra memory cards or film
8. Cell phone or phone card
9. Toiletries (If you prefer a brand that host country may not have)
10. Flight and travel itinerary
11. Map of host city
12. Contact information for Host University and UHH
13. iPod, movies, or other entertainment options for flight and downtime
14. Pillow or blanket to remind you of home and provide comfort
15. Snacks from home for plane and emergencies
16. Pictures of friends and family to decorate your room
Appendix S

Pre-Departure Additional Handouts

Identifying Aspects of Culture

What are the kinds of things that typically lie above or below the surface? Take a look at these sample items and place them on the iceberg—the more visible elements going above the wateerline and the less visible below.

| __ Clothing       | __ Methods of worship       | __ Rules of politeness    |
| __ Views on equality | __ Time management         | __ Relationship with nature |
| __ Religious beliefs   | __ Tipping customs         | __ Attitudes toward sexuality |
| __ Personal distance   | __ Gestures                | __ Degree of eye contact  |
| __ Works of art        | __ Concept of beauty       | __ Food                  |

Reflection questions:

• Did you place some items both above and below? If so, why?

• Were some items difficult to place?

• Where did you place methods of worship? If you don't have any visible signs of worship like going to a public place of worship, what does that mean? How would someone come to learn about your own religious beliefs?

• Most would place “views on equality” in the deep aspects of culture. What might be visible signs you are a feminist or support gender equality among men and women? Are there signs in the way you dress? Speak? What visible signs are there about equity among social classes?
Appendix S

Pre-Departure Additional Handouts

## Changing Stereotypes into Generalizations and Hypotheses

This exercise gives you some practice in changing stereotypes into generalizations. By being able to transition from stereotypes to generalizations, you can help yourself and can also help fellow travelers and host nationals to develop stronger skills in understanding cultures.

1. Americans are superficial.

   Changing it to a generalization:

<table>
<thead>
<tr>
<th>Changing it to hypotheses (questions with an observable component):</th>
</tr>
</thead>
</table>

2. The French are rude.

   Changing it to a generalization:

<table>
<thead>
<tr>
<th>Changing it to hypotheses (questions with an observable component):</th>
</tr>
</thead>
</table>

3. Spaniards are laid back.

   Changing it to a generalization:

<table>
<thead>
<tr>
<th>Changing it to hypotheses (questions with an observable component):</th>
</tr>
</thead>
</table>

© Regents of the University of Minnesota. These materials were created for the Minnesota Study Abroad Network, published by the Office of the Vice President for International Affairs and the Provost of the University of Minnesota. Permission is granted to reproduce this handout for educational use. Reproduction under any other part of the handbook is prohibited any part of the handout may not be reproduced in whole or in part for commercial purposes. Please email help@minnesotastudyabroad.com for more information. Activities and Handouts 219
Appendix T

NSE Pre-Departure Meeting Evaluation

Do you have a better understanding of how to prepare for your exchange?

Circle only one.

1 2 3 4 5
low high

Were the activities easy to understand?

Circle only one.

1 2 3 4 5
low high

Were the presentation and handouts clear?

Circle only one.

1 2 3 4 5
low high

What were the strengths of the meeting?

What were the weaknesses of the meeting?

How can we improve the meeting?

What would you change about the meeting and why?

What would you not change and why?

Additional comments
Appendix U

Re-entry Meeting Agenda

Goals, objectives, and agenda

Introductions: 15 min.
   Welcome Back Slide 1
   Tell us where you went and what your favorite part of your exchange was.

Ice Breaker: 10 min.
   Cultural Bingo Slide 2

Reentry Shock: 15 min.
   A lot like culture shock. How can you counteract re-entry shock. Slide 2 and 3.

Credit Transfer: 10 min.
   Transfer Credits: SACA and PECA Form. Slide 5 and 6.

Global Engagement Certificate: 10 min
   What is the Global Engagement Certificate and how can you earn one. Slide 7

TESOL Certificate: 10 min.
   What is the TESOL Certificate and how can you earn one. Slide 8

This is not the End: 5 min.
   Continue the Journey. Future Considerations. Slide 9 and 10

Volunteer Opportunities: 5 min.
   Slide 11

Conclusion: 5 min
   Signup sheets. Slide 12 Evaluation

Talk Story: 35 min
   Meet other exchange students. Enjoy the food.
Appendix V

Re-entry PowerPoint Slides

Talk Story Night
- Aches
- Vomiting
- Headache
- Colds
- Fatigue
- Unexplained

Cultural Bingo
- Get a bingo card and check off:
  1. A cultural response to an event
  2. A cultural tradition
  3. A cultural artifact
  4. A cultural practice

Reentry Shock
- Timeline: Immersion, Shock, Adjustment
- Psychological and emotional adaptation to new environment, changes in life style work, and acceptance of new role

Active Reentry
- Tips to counter Reentry Shock
  - Visualize your school and overall experience
  - Keep in touch with friends who moved on
  - Seek support from family, friends, and others
  - Remember that you can always come back if you return after a while
  - Remember that you can always come back if you return after a while

What You Need to Know
- SARC (Resources)
  - Take part in the SARC course and familiarize it with the process of transferring
  - Transfer credits
  - Maintain your credits to maintain your academic record

Transferring Credits
(Transfer Credit Evaluation TCE)

Global Engagement Certificate
- The Global Engagement Certificate in International Studies
- The Global Engagement Certificate in International Studies

Teaching English as a Second Language (TESOL) Certificate
- Introduction to TESOL
- Communication and Interaction
- Language and Culture
- Language and Culture

This doesn't have to be the end of your international journey!
Appendix V

Re-entry PowerPoint Slides
<table>
<thead>
<tr>
<th>Traveled to 5 countries</th>
<th>Speaks 3 languages</th>
<th>Got lost on the subway</th>
<th>Saw a foreign play</th>
<th>Knows how to cook a host’s dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveled to an island</td>
<td>Hiked up a mountain</td>
<td>Had a part-time or full-time job</td>
<td>Drove a rental car</td>
<td></td>
</tr>
<tr>
<td>Lived in a different hemisphere</td>
<td><strong>CULTURAL BINGO</strong></td>
<td><strong>CULTURAL BINGO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met a significant other</td>
<td>Started to smoke</td>
<td>Traveled on a boat</td>
<td>Visited a famous museum</td>
<td>Stayed in a fancy hotel</td>
</tr>
<tr>
<td>Learned how to play a new card game</td>
<td>Taught someone English</td>
<td>Rode a horse</td>
<td>Swam in the ocean</td>
<td>Went to a local festival</td>
</tr>
<tr>
<td>Did a cultural dance in their country</td>
<td>Did an internship</td>
<td>Tried an exotic new food and liked it</td>
<td>Bought new clothes to blend in with the locals</td>
<td>Borrowed books from the local library</td>
</tr>
</tbody>
</table>
Appendix X

Global Engagement Handout

WHAT DEFINES US / WHAT DIVIDES US / WHAT GIVES US HOPE

earn a
GLOBAL ENGAGEMENT CERTIFICATE

4 REQUIRED COMPONENTS:

- Learn about global issues and how they impact local contexts
- Prepare for working in an interdependent and diverse workforce
- Embark on guided learning experiences locally and/or abroad
- Connect with other students who have shared interests
- Explore your role as a global citizen
- Discover connections between your experiences and those in your major
- Build your language skills
- Venture beyond your corner of the world

Academic Coursework

* Required: Anthropology 101 (3 credits) and two courses (9 credits)
  in a single language other than English
  (History, International Relations, International Studies, Economics, Political Science, Psychology or Sociology)
  Total Credits: 20

Intercultural or International Experience

Enrolled in a study abroad, cultural exchange or an international internship, service, volunteer or research experience. Or engage in a sustained experience in the US that provides a significant intercultural experience.

Intercultural Events & Activities

* Attend 5 events and activities of an intercultural or international nature, such as lectures, workshops, presentations, performances, service activities and community events. A reflective paper is required for each event or activity.

Portfolio

* Produce a portfolio to synthesize your global and intercultural experiences, knowledge, and skills.

The certificate can be combined with any undergraduate major, and courses applied to major or minor requirements can also apply to the certificate.

For more information visit www.hsc.hawaii.edu/international/global or contact Jim Mellor, Director of International Student Services & International Education, at 932-7457 or mellor@hawaii.edu
Appendix Y

TESOL Handout
Appendix Y

TESOL Handout

What the Academic Subject Certificate TESOL can do for you
- LING 102 helps fulfill the Humanities GE Requirement
- ENG 422 fulfills one Upper Division Writing Intensive Integrative Requirement
- All the 300 and 400 ENG classes fulfill Upper Division elective credits
- Add one more Upper Division ENG class and get a Minor in English

Teaching English as a Second Language
The TESOL program at the University of Hawaii at Hilo is a certificate program offered by the English department to provide students with the foundation and training needed to teach English as a second/foreign language to a variety of language learners including adults as well as elementary and secondary school students. Graduates are prepared for further study in teaching or entry level careers in TESOL instruction.

Students receive a theoretical foundation and a set of practical tools for teaching English as a Second Language. The course work includes the study of general linguistics, English language, language acquisition theory and teaching English as a second language materials and methods. The program culminates in a supervised Practicum where students can put their theory into practice in an applied learning experience.

For more information contact Bela Corley-Ramsay,
Director TESOL Certificate Program

hilo.hawaii.edu/depts/English/tesol/
Appendix Z
Re-entry Workshop Evaluation

Do you have a better understanding of reentry shock?

Circle only one box.

1 2 3 4 5
low high

Do you have a better understanding on how your credits will transfer back?

Circle only one box.

1 2 3 4 5
low high

Were the presentation and handouts clear?

Circle only one box.

1 2 3 4 5
low high

What were the strengths of the event?

What were the weaknesses of the event?

How can we improve the event?

What would you change about the event and why?

What would you not change and why?

Additional comments
Appendix AA

Four-Part Workshop Email Communication

Aloha Kakou,
We hope this email finds you well.
The Mandatory Pre-Conference Workshop will be held on (insert date). Important information regarding your exchange will be discussed during the workshop. If you are unable to attend, please let our office know. Please be sure to respond to the google calendar invitation our office sent you. This will allow us to who will need to attend a makeup workshop.
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha!
Per our initial application meeting, you mentioned that you would not be able to attend the Pre-Conference Meeting on (insert date) due to a scheduling conflict. It is very important that you meet with me on (insert date), prior to my departure to the NSE Placement Conference, so that we can review the items that will be discussed at the Pre-Conference Workshop.
We want to represent your best interest at the conference. **Please email what times and days work best for you. I will be in the office from 9am-1pm.** We appreciate your attention to this matter. Have a great day!
Kadian Shaw
Interim NSE Coordinator

Aloha Kakou,
We hope this email finds you well.
This is just a friendly reminder that the makeup NSE Pre-Conference Workshop will be held on **(insert day and time) in Student Service Center W201** (the big glass room across from our office and above the cashier's office).
If you are unable to attend the workshop, please let our office know.
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha Kakou,
We hope this email finds you well.
This is just a friendly reminder that the makeup NSE Pre-Conference Workshop will be held on **(insert day and time) in Student Service Center (insert room)** (please meet in E202, and we will walk over to E214 together).
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator
Appendix AA

Four-Part Workshop Email Communication

Aloha Kakou,
We hope this email finds you well.
The Mandatory Post-Conference Workshop will be held on (insert date). Important information regarding your exchange will be discussed during the workshop. If you are unable to attend, please let our office know. Please be sure to respond to the google calendar invitation our office sent you. This will allow us to who will need to attend a makeup workshop. If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha Kakou,
We hope this email finds you well.
This is just a friendly reminder that the makeup NSE Post-Conference Workshop will be held on (insert day and time) in Student Service Center W201 (the big glass room across from our office and above the cashier's office).
If you are unable to attend the workshop, please let our office know.
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha Kakou,
We hope this email finds you well.
The Mandatory Pre-Departure Workshop will be held on (insert date). Important information regarding your exchange will be discussed during the workshop. If you are unable to attend, please let our office know. Please be sure to respond to the google calendar invitation our office sent you. This will allow us to who will need to attend a makeup workshop. If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator
Appendix AA

Four-Part Workshop Email Communication

Aloha Kakou,
We hope this email finds you well.
This is just a friendly that the NSE Pre-Departure Workshop is today (insert day and time) in **Student Service Center W201** (the big glass room across from our office and above the cashier's office).
If you are unable to attend the workshop, please let our office know.
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha Kakou,
We hope this email finds you well.
This is just a friendly reminder that the make up NSE Pre-Departure Workshop will be held on (insert day and time) in **Student Service Center (insert room)** (please meet in E202, and we will walk over to E214 together).
If you have any questions or concerns, please let our office know.
Mahalo,
Kadian
Interim NSE Coordinator

Aloha Kakou,
Welcome Back, and we hope that you enjoyed your exchange.
Our office in partnership with the Center for Global Education and Exchange would like to invite you to a very special re-entry workshop. Reentry will be on (insert date and time) in the Student Services Center W201.
Please **RSVP** by replying to this email by (insert date and time).
Food and drinks will be provided as well as important information about returning from your exchange. If you have any questions or concerns, please let us know.
We hope to see you there.
Mahalo,
Kadian and the NSE Staff

Aloha Kakou,
We hope this email finds you well.
This is just a friendly reminder that the CGEE and NSE reentry workshop is this (insert date and time) in SSC W201.
If you have any questions or concerns, please let our office know.
We hope to see you there!
Kadian and the NSE Staff
Appendix BB

Four-Part Workshop Marketing Flyers

National Student Exchange
Pre-Conference Workshop

Final information before we find you a host campus!

Let us prepare you for the realities of:
- Ranking Universities
- Percentage of Acceptance Rate
- Next Steps

Friday, March 3rd
4 - 6pm
W-201
Appendix BB

Four-Part Workshop Marketing Flyers

National Student Exchange
Post-Conference Workshop

The Conference is complete and we have your placement!

Let’s look at the next steps:
- Prerequisite Block Release Form
- Host Coordinators
- Travel Arrangements

Friday, March 17th
4 - 6pm
W-201
Appendix BB

Four-Part Workshop Marketing Flyers

National Student Exchange Predeparture Workshop

What to pack, what to leave, tickets, paperwork, to do lists....
Let’s take the guess work out of your exchange!

Let us prepare you for:
- Paperwork: digital/hard copy
- Climate adjustment
- Culture Shock
- Travel tips/tricks
- Packing lists

Friday, April 14th
4 - 6pm
W-201
Appendix BB

Four-Part Workshop Marketing Flyers

National Student Exchange Re Entry Workshop

Welcome home NSErs! Come share your journey with your fellow exchange students! Build a community of fellow travelers who are also readjusting back to life here in Hilo.

Let us prepare you for the realities of:
- Reverse Culture Shock
- Staying Connected
- Volunteering Opportunities
- Global Engagement Certificate

Friday, January 13th
4 - 6 pm
W-201
Appendix CC

National Student Exchange Application

Welcome to National Student Exchange at the University of Hawai‘i at Hilo!

*Please read the application instructions below carefully:*

**Eligibility for Exchange**
To participate in NSE, you must meet the following requirements:
- 24 credits completed prior to exchange
- 2.5 cumulative UH Hilo GPA
- 2.5 GPA the semester prior to exchange
- No outstanding debts to the university
- No active judicial or behavior violations
- Full time enrollment prior to exchange

*Please Note: Placements at a particular campus, enrollment in specific courses, & on-campus housing cannot be guaranteed.*

**Required Materials**
A complete application for NSE requires the following items:
1) Complete 3 page NSE application
2) 300-500 word essay “Why do you want to go on exchange and what do you hope to gain from the experience.”
3) Faculty/Staff Reference Form
4) $190 non-refundable application fee
   ✓ Check or money order made payable to “University of Hawai‘i at Hilo.”

**Deadlines**
NSE applications for Fall 2017 & Spring 2018 will be accepted beginning November 21, 2016.

The NSE *Priority Deadline* for placement in Fall 2017 and Spring 2018 is February 14, 2017.

*Please Note: When selecting a financial plan, remember that for PLAN A you pay resident tuition and fees to your host campus. For PLAN B, you pay tuition and fees to UH Hilo.*
Appendix CC

National Student Exchange Application

Application for Exchange

Priority Placement Deadline: February 14, 2017

FOR OFFICE USE ONLY - Date received

Application: AppM: _____
Non-Refundable Fee: CCE: _____
Recommendation: Essay: ___
This application is not complete until the non-refundable fee has been paid.

RETURN THIS FORM TO: UH Hilo NSE Office, Student Services Center 202
Applications will be accepted beginning November 21, 2016. Please type or print clearly.

CONTACT INFORMATION
Name: First: ________ Middle: ________ Last: ________
Current Address:
Street/Residence Hall and Room: __________________________
City, State, and Zip Code: __________________________
Permanent Address:
Street: __________________________
City, State, and Zip Code: __________________________
Cell Phone (____) ________ Home Phone (____) ________ Emergency Phone (____) ________
UH Hilo I.D. Number: ________ - ________
E-mail: __________________________ Alternate E-mail: __________________________
If accepted, may we provide your email to UH Hilo students considering exchange to your host campus? ☐ Yes ☐ No

DEMOGRAPHIC INFORMATION
Date of Birth (MM/DD/YYYY): __________
Gender: ☐ Female ☐ Male
Are you currently living in off-campus housing? ☐ Yes ☐ No
Are you a resident of Hawaii? ☐ Yes ☐ No
Country of Citizenship: ☐ United States ☐ Other
Please complete if not a US citizen: ☐ Non-resident alien, visa type: ___ ☐ Lawful permanent resident ☐ Other

Primary Reason(s) for Exchange - Check All Applicable
☐ Access different courses/faculty ☐ Enter host campus honors program
☐ Evaluate graduate schools ☐ Exchange as a resident assistant
☐ Live in a different area ☐ Language study
☐ Personal growth ☐ Look for future employment
☐ Participate in host campus international program ☐ Other: __________________________

ACADEMIC AND OTHER INFORMATION
Current Class Level: ☐ Ft ☐ So ☐ Jr ☐ Sr Cumulative grade point average: __________
Major: __________________________ Minor: __________________________
Will you need courses in your major while on exchange? ☐ Yes ☐ No
Have you met with your advisor to discuss your exchange? ☐ Yes ☐ No Name of Advisor: __________________________
Are you currently receiving financial aid? ☐ Yes ☐ No
PLAN A ONLY. Will you be requesting financial aid from the host campus? ☐ Yes ☐ No
Do you wish to go on exchange with another student(s)? ☐ Yes ☐ No
If yes, name of the student(s): __________________________
Name of campus at which the student is enrolled: __________________________
Appendix CC

National Student Exchange Application

EXCHANGE REQUESTS
Please list your top choices for exchange in order of preference. We suggest you list at least three choices in case you do not get your 1st or 2nd choice. Please also circle the terms you wish to exchange (you can exchange up to one year through NSE) for schools on a Quarter System, W&S = Winter and Spring quarters. After you have considered the difference in cost and financial aid for the different financial plans (A and B), indicate your tuition plan preference for each campus.

<table>
<thead>
<tr>
<th>Name of Exchange Campus</th>
<th>Term(s) of Exchange</th>
<th>Tuition Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-2017 academic year</td>
<td>A only</td>
</tr>
<tr>
<td></td>
<td>Semesters</td>
<td>Fall</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOUSING PREFERENCES AT EXCHANGE CAMPUSES
Note: On-campus housing cannot be guaranteed. If on-campus housing is essential to your exchange, please let us know.
I prefer on-campus housing at:
- [ ] My 1st choice
- [ ] My 2nd choice
- [ ] My 3rd choice
- [ ] My 4th choice
- [ ] My 5th choice
I prefer off-campus housing at:
- [ ] My 1st choice
- [ ] My 2nd choice
- [ ] My 3rd choice
- [ ] My 4th choice
- [ ] My 5th choice

EDUCATIONAL BACKGROUND
Number of credits completed: _____ Number of credits you are currently taking: _____
Expected graduation date: __________
Activities, positions, honors while in college: ____________________________

OTHER CONSIDERATIONS
Have you ever been convicted of a felony? [ ] Yes [ ] No
Are you on probation, parole, or have any legal judgments pending against you either inside or outside campus?
[ ] Yes [ ] No If yes, please explain:
Are you currently under any campus disciplinary action for violation of codes of academic or student conduct?
[ ] Yes [ ] No If yes, please explain:

LANGUAGE PROFICIENCY
What is your native language? [ ] English [ ] French [ ] Spanish [ ] Other: ____________________________
If you plan to exchange to a campus in Puerto Rico, you must be certified for proficiency in Spanish. If you plan to exchange to the Universidad de Sherbrookes in Quebec, you must be certified for proficiency in French. If English is not your first language, for all other NSE locations you must demonstrate proficiency in English. Language proficiency must be determined prior to placement.

REFERENCE
Using the attached form, provide a letter of reference from at least one UH Hilo faculty or staff member. A second letter of reference will be accepted, but is not required. Please list the individual(s) who will be writing a reference for you.

Name of Faculty/Staff Member: ____________________________
Department/Office: ____________________________
Phone: ____________________________
Additional Reference (optional): ____________________________
Relationship to You: ____________________________
Phone: ____________________________

"REASON(S) FOR EXCHANGE" ESSAY
On a separate piece of paper, please explain why you would like to go on exchange and what you hope to gain from the experience. You may write generally about your reasons, but we also would like to hear why you have chosen your top choice campus. Suggested answer length: 300-500 words. Please attach your essay to this application.
Appendix CC

National Student Exchange Application

RELEASE OF INFORMATION
The collection, retention, and dissemination of your records and information about you are subject to federal regulation under the Family Education Rights and Privacy Act of 1974. You are responsible for specifying the persons who have access to your records. Therefore, it is necessary that we obtain your permission to request and release information pertinent to your exchange. Please read the following statements and signs below:

- I understand that it will be necessary for my campus to obtain certain information about my academic and non-academic record in order to: 1) ascertain my eligibility and suitability for an exchange through NSE, and 2) facilitate my exchange after it is arranged.
- I hereby grant permission to the NSE coordinator and/or designs to obtain information that is appropriate to my application and participation in the exchange including, but not limited to, letters of recommendation, permanent academic records and transcripts, course, faculty records, medical records, all for the purposes of exchange placement and participation, continuation, or termination.
- I give permission to the NSE coordinator and/or designers to contact appropriate personnel in order to verify that I am under no disciplinary action or violation of code of academic and student conduct and/or that I have no judicial case pending which would invalidate my eligibility for exchange.
- I hereby release information contained in my application, letter of recommendation, transcripts, and other information required as part of the NSE application process to my home NSE Coordinator, designer, and those individuals or committee responsible for reviewing and approving my application for exchange participation.
- I hereby release information contained in any application to be submitted to NSE’s restricted Web-based placement site for the use of the home and host campuses and the NSE Central Office in placement and record-keeping processes.
- I hereby release information contained in my application, letter of recommendation, transcripts, and other information required as part of the NSE application process to the NSE Central Office and to the NSE host institution at which I am placed.

Signature ___________________________ Date ___________________________

SIGNATURE
I have read and fully understand:
• information on eligibility, policy, and procedures presented in the NSE Directory (pages 10-18).
• campus policies and procedures governing my exchange participation.
I further understand that:
• participating in the National Student Exchange is a privilege and not a right.
• submitting an application is not a guarantee of application acceptance or placement.
• failure to maintain (prior to and during my exchange) all of the eligibility requirements of the program and those of my home and host campuses will result in the cancellation of my exchange.
• failure to pay all financial obligations to my home and host campuses will result in the cancellation of my exchange.
• I also understand that until financial obligations are met, my home and host campuses will not release transcripts, and I will not be permitted to re-enroll at, or graduate from, my home campus.

If accepted for participation in the National Student Exchange, I agree to adhere to all the rules and regulations of both my home and host institutions. Failure to do so will result in the cancellation of my exchange.

I affirm that all information is complete, accurate, and true to the best of my knowledge. I acknowledge that I am signing freely, voluntarily, and under no compulsion.

Signature ___________________________ Date ___________________________

Thank you for completing your application for National Student Exchange. Please return the following items to the UH Hilo NSE Office once you are ready to apply for exchange:

✓ This three-page application form
✓ $150 NSE non-refundable application fee, payable to “University of Hawaii at Hilo” (Check or money order only)
✓ Reference letters from a UH Hilo faculty or staff member
✓ “Reason(s) for Exchange” Essay (300-500 words)

UH Hilo NSE Office
SSC 202
nhnse@hawaii.edu
808.932.7389

NSE Application - page 3 of 3
Appendix CC
National Student Exchange Application

Facility/Staff Reference

UNIVERSITY OF HAWAI'I AT HILO
National Student Exchange

APPLICANT: PLEASE COMPLETE THIS SECTION

APPLICANT NAME: ____________________________
APPLICANT EMAIL: ____________________________@hawaii.edu

In compliance with the Family Education Rights and Privacy Act of 1974, the candidate may have access to this evaluation unless access is waived by completing the following statement:
I. ________________, waive my right to access this evaluation.

Signature ____________________________ Date ________________

TO THE EVALUATOR:

The National Student Exchange (NSE) provides students with the opportunity to attend another university within the United States, its territories, and Canada for up to one year. Students participate in NSE to take advantage of the unique geographic, cultural, and academic characteristics of the institution and region.

In making decisions on the appropriateness of a student’s participation in the exchange, we need to know about their motivation, adaptability, academic skills, and those personal qualities that will give students the ability to benefit fully from the exchange experience. While we will appreciate any observations that will assist us in evaluating the present applicant, of special interest are qualities such as competence, independence, assertiveness, resourcefulness, quality of performance, confidence, social skills, openness, and integrity.

Please indicate the basis and extent of your acquaintance with the applicant. Placing your remarks in a comparative perspective will further assist the NSE office in reaching a decision about the applicant.

Please state your opinion of this applicant’s chances for academic and non-academic success in an exchange program.

1. How well do you know the applicant? (Check the most appropriate response.)

☐ Extensive contact in a variety of settings
☐ Well acquainted in classroom or campus environment
☐ Limited contact in classroom or campus environment
☐ Other: ____________________________

(Please complete reverse side)

modified February 2016
Appendix CC

National Student Exchange Application

2. In comparison with other students, whom you have known at comparable stages of their education, please rate the applicant in the following areas (circle the most appropriate response):

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Unable to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Ability</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Maturity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Cooperation and Adaptability</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Initiative and Motivation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Social Skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Integrity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Independence</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

3. I believe an exchange to another campus would be appropriate for the applicant: ___Yes ___No

4. Based on your knowledge of the applicant, please comment on his/her chances for success and what would be gained from an exchange experience.

☐ Faculty/Staff  ☐ Other: ________________________________

Name (please print) ________________________________

Phone ________________________________ E-mail Address ________________________________

Signature ________________________________ Date ________________________________

RETURN THIS FORM TO: Kadian Shaw, Coordinator
                          UH Hilo NSE Office, SSC E202

OR EMAIL A SEPARATE LETTER TO: uhhnse@hawaii.edu

Revised February 2016
Appendix DD

The University of Hawaii at Hilo Emergency Call Boxes and Blue Light Phones
Appendix EE

The University of Hawaii at Hilo Emergency Notification Manual

Emergency Notification UH Hilo

In the case of an emergency occurrences the following communications systems will be used:

I. Mobile Loudspeakers (Audio Hailers)

Audio hailers (bull horns) will be utilized at the Field Control Point for on-site public information and instruction purposes.

II. Radio

The local radio stations have the potential of reaching a considerable number of employees and students. Likewise, television stations may also carry emergency messages through the Emergency Broadcast System (EBS). During a major disaster, tune into a local EBS radio station.

III. Electronic Communications

Emergency information shall be sent periodically to faculty, staff, and student email accounts as well as cell phone text messages via UH Alert. Information and updates shall also be posted on the UHH Home Page, Twitter, and Facebook accounts.

IV. Building Fire Alarm Systems

Most buildings have independent audible fire alarm systems that can be activated to indicate that immediate evacuation of a building is ordered. IMPORTANT: DO NOT activate the Fire Alarm Systems for building evacuation in the event of a Bomb Threat.

V. Campus Telephone System or Word of Mouth

While slow compared to the above, these systems can be utilized in conjunction with any of the above. The dissemination of emergency information and instructions by means of a "communication pyramid" telephone system will be utilized. All Deans and Directors will be contacted who, in turn, will contact their sub-units.

Campus Priorities

The University of Hawai'i at Hilo (UHH), emergency response organization, shall respond to an emergency situation in an organized, safe, effective and timely manner. UHH personnel and equipment will be utilized to accomplish the following priorities:

Priority I Protect Life and Safety

Priority II Assess Critical Infrastructure and Facilities

Priority III Restore/Maintain Campus Operations and Resume Education/Research Programs

UHH Emergency Manual for Specific Emergencies

In an emergency dial 911. UHH campus security 974-7911.

FIRE

A. Fire within a Building: If a fire is detected within a building, the following procedures will be followed: i. Alert others in the building. Activate the building fire alarm. All building occupants shall immediately evacuate the building. ii. Call the Fire Department and report the fire. Inform Campus Security of the situation and actions taken. iii. Fire extinguishers are provided for emergency responders. Do not attempt to use fire extinguishers unless properly trained. iv. Do not re-enter the building. v. Stay upwind of the fire/smoke and remain at a safe distance from the fire and firefighting equipment. Render first aid as may be required. vi. Security personnel will keep access roads open for emergency vehicles and direct firefighters to the location of the fire. vii. The Chancellor or designee will direct further action as required. B. Fire near a Building: If a fire is detected near a building, the following procedures will be followed: i. Inform Campus Security of the fire. If the nearby fire poses an immediate threat to students, faculty, and staff or the building, Activate the building fire alarm to evacuate the building. ii. The Chancellor or designee will evaluate the situation and determine the need to evacuate the building or area. The Fire Department may be called depending on the nature of the fire. iii. Fire extinguishers are provided for emergency responders. Do not attempt to use fire extinguishers unless properly trained iv. The Chancellor or designee will direct further action as required.

Chancellor or designee will evaluate the situation and determine the need to evacuate the building or area. The Fire Department may be called depending on the nature of the fire. iii. Fire extinguishers are provided for emergency responders. Do not attempt to use fire extinguishers unless properly trained iv. The Chancellor or designee will direct further action as required.

2. EARTHQUAKE

Earthquakes usually strike without warning. The following actions, as time permits, should be accomplished. A. Inside of Buildings: DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn’t a table or desk near you, seek cover against an interior wall or
Appendix EE

The University of Hawaii at Hilo Emergency Notification Manual

inside corner, protecting your head and neck with your arms. Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. ii. Avoid areas near large windows, tall furniture and heavy hanging objects. iii. After the earthquake, remain calm. Do not leave the building until the shaking is over. Then exit in a calm and orderly manner. Do not use the elevators. i. Do NOT BLINDLY RUN OUTSIDE, parts of buildings may still be falling. iv. Do not return to buildings for any reason until they have been declared safe. v. The Building Administrator and Assistant Building Administrator should observe from a safe distance from all building entrances to see that no one re-enters the buildings. vi. Do not light any fires after the earthquake. If your area has gas utilities, do not flip switches, including light switches, which may spark and ignite the gas. vii. Avoid touching electrical wires which may have fallen. viii. Check for injured persons. Render first aid if trained. Do not move the victim unless he or she is in immediate danger. Seek emergency help as soon as possible. ix. The Chancellor or designee will determine the advisability of closing the campus. If necessary he/she will try to procure the advice of competent authorities about the safety of the building. Turn on the radio for latest bulletins. xi. Subsequent shocks may follow the initial tremor. Do not return to buildings until officials declare them safe. B. Outside of Buildings: i. The safest place is in the open. Stay there until the earthquake is over. ii. Move away from buildings, trees, and exposed wires. iii. DO NOT RUN. iv. Follow the procedures under "Inside Building" in previous section (B) #4 through #7. v. In Car or Bus: On a mountain road, the side of the road may not be the safest place; hence the driver should quickly consider the terrain before deciding where to stop. vi. If possible, pull to side of road away from any buildings, and crouch or lie down in car. vii. Set brakes. viii. Turn off ignition. ix. Wait until earthquake is over. x. Follow procedures iv through vii under "Inside Building" in previous section (A).

3. SEVERE WINDSTORM A. Severe windstorms usually strike without warning. The following actions if time permits, should be accomplished. Classes may be suspended to allow students, faculty and staff to return home. Dormitory students shall be guided by instructions from the Housing staff. i. Operations Section: a. Assist with taping of glass panes on windows and doors. b. Secure any outside staging, scaffolding, planking, loose iron roofing, and anything that can blow away. c. Shut off gas to buildings when campus operations cease. ii. Occupants of Buildings: a. Tape up glass panes on windows and doors. b. Close windows and blinds (draw all drapery in a closed position). Stay away from glass windows. c. Secure loose materials (i.e. store inside of file cabinets, desk drawers, etc.). B. If high winds develop during instructional hours with little or no warning, the following emergency action steps should be followed: i. Everyone should seek shelter immediately. ii. Employees and Students should be assembled inside shelters or best available buildings. (Refer to Appendix B, Hurricane Rating of University Space). Each person responsible for a building, classroom or laboratory shall ensure that all disabled/handicapped persons have been assisted to reach cover. iii. Close windows and blinds (draw all drapery in a closed position). Stay away from glass windows. iv. During the windstorm, remain near an inside wall, on the lower level if possible. v. Stay inside the building as loose flying objects, downed wires, falling branches/trees, etc. may pose life-threatening situations. vi. Avoid structures with large roof spans. vii. Evacuate rooms subject to full force winds. viii. Keep tuned to the Emergency Broadcast System radio station for latest advisory information. C. Actions after the winds subside: i. After the winds subside, temporarily secure damaged buildings to prevent further weather damage. ii. Notify the Operations Section Chief or Campus Security of any break, damage, or suspected break, in any utility system or building. iii. Do not touch any downed wires due to electrical hazards. Notify Campus Security, the Operations Section Chief, and the Hawaiian Electric Light Company of the downed wires. iv. Should anyone detect gas, notify Campus Security and the Operations Section Chief. Ventilate the building if able to do so safely. Do not light any matches, lighters, etc. or turn on any device that may cause ignition. v. Be careful of broken glass and other sharp objects (eg. protruding nails, jagged metal edges). vi. If a building sustained considerable damage from the windstorm, do not enter the building until given permission by the Planning Section Chief.

4. HURRICANE The Central Pacific Hurricane season runs from June 1 to November 30. Although the greatest likelihood for hurricanes is during the hurricane season, Central Pacific Hurricane Center continually monitors for the threat of tropical systems throughout the year. The National Weather Service Forecast Office in Honolulu activates the CPHC when: (1) a tropical cyclone moves into the Central Pacific from the Eastern Pacific, (2) a tropical cyclone forms in the Central Pacific, or (3) a tropical cyclone moves into the Central Pacific from the West. Winds that exceed 74 miles per hour are a Hurricane. When a tropical depression forms, the National Weather Service begins to issue a series of advisories, which include watches and warnings, based on the strength and position of the approaching storm. A Hurricane Watch is issued by the National Weather Service when there is a threat of a Hurricane within 48 hours. Preliminary precautions should be taken. A Hurricane Warning is issued by the National Weather Service when sustained winds of 74 MPH or more are expected in a specified area in 36 hours or less. Actions for protection of life and property should begin immediately when the warning is issued. With the advance warning systems through our Hawai’i County Civil Defense Office, we should have sufficient time to prepare ourselves to minimize and/or eliminate injury or death and to protect our University through preventative maintenance and precautions before and when the Hurricane arrives. A. Actions to be taken in preparation to a Hurricane Watch: The University will automatically proceed to Emergency Status. i. Emergency Operations Plan Officers shall immediately be contacted and made aware of the situation. If required, they shall report to the Emergency Operations Center. The Auxiliary Services personnel shall assist in securing the campus by following the instructions above in Section 3 Severe Windstorm A.1 if time and conditions permit (i.e. taping and
Appendix EE

The University of Hawaii at Hilo Emergency Notification Manual

boarding of glass windows & doors, etc.). The Emergency Operations Plan Officers shall assist Auxiliary Services personnel in any way if needed. ii. The Emergency Operations Center will assist in preparing the Evacuation Centers for those who may need to evacuate to these centers (see APPENDIX CCivil Defense Designated Hurricane Evacuation Centers on Campus for buildings approved by the Hawai‘i County Civil Defense). The Emergency Operations Center will also serve as liaison with the Hawai‘i County Civil Defense to notify the public of these centers. iii. The Chancellor or Designee will evaluate current information and make a determination whether to suspend and close campus upon notification of a Hurricane Watch. All University of Hawai‘i at Hilo functions that are scheduled within this watch phase should be evaluated and postponed or canceled as needed. Dormitory students shall be guided by instructions from the Housing Officer. iv. The Logistics Section Chief shall insure that emergency equipment is readily available (i.e. electrical generators, emergency lighting, AM/FM radios, alternate communication systems). v. The Personnel Support Section Chief shall insure and coordinate with the contracted Service Provider that emergency provisions (food and water) for approximately two hundred fifty (250) people are available for a minimum of three (3) days. vi. The Public Information Officer and the Webmaster shall provide notifications via email and website to faculty, staff, and students regarding the status of University operations. Updates shall be provided at 6 AM, 12 noon, and 6 PM (or more often as required). B. Actions to be taken in preparation to a Hurricane Warning: i. Everyone shall evacuate the campus unless seeking shelter in the designated Evacuation Centers. Dormitory students shall evacuate to locations designated by the Housing Officer (i.e. specified dorms that are Hurricane proof, Evacuation Centers). ii. If for some reason certain individuals are unable to evacuate the campus, and the Hurricane arrives, follow the instructions on Page 26, Section B, “If high winds develop during instructional hours with little or no warning.” C. Actions to be taken after the Hurricane subsides: i. After the Hurricane subsides and the all clear signal is given either by notification of phone or radio from the Hawai‘i County Civil Defense, all classes shall be suspended, and the campus shall remain closed until further notice. ii. When the all clear signal is given, the Emergency Operations Plan Officers shall automatically report to the Emergency Operations Center, assuming roads are clear, their families are safe and their property secured. The EOP Officers shall assist by following the instructions on Page 26, Section C, “Actions after the winds subside.” iii. The Planning Section Chief along with the Operations Section Chief shall inspect all buildings to insure that all buildings on campus are safe to enter. In addition, they shall identify buildings which are unsafe to enter and shall make the necessary repairs. iv. The Planning Section Chief shall notify the Chancellor or Designee when the campus is safe to resume classes. v. The Chancellor or Designee has the authority to reopen the campus and to resume classes. vi. Announcement of reopening of the campus and resumed operations shall be provided via local media, as well as email and website notifications.

5. TSUNAMI OR FLOOD

A. A tsunami is a series of destructive ocean waves affecting all shorelines. Tsunamis may occur with advance warning or without advance warning (i.e. locally generated). B. In case of a tsunami, Civil Defense will sound the ATTENTION ALERT SIGNAL which is a steady blast for one minute on sirens, followed by one minute silence-- repeated as necessary. Upon hearing the sirens, turn on the radio and listen for instructions. C. In the event that a TSUNAMI WATCH OR WARNING is issued by Civil Defense, Campus Security shall notify the Chancellors, Vice Chancellors, Deans, Directors, and those in charge of off-campus facilities/activities. These individuals shall immediately notify their respective units of the Civil Defense warning and to take proper action. Note: Personnel may not be able to hear the Civil Defense sirens from certain locations of the campuses. Therefore, it is essential for Auxiliary Services to notify these individuals without delay. UHH units currently located in Tsunami Evacuation Zone: Pacific Aquaculture & Coastal Resources Center, Hawaii Innovation Center at Hilo (Old Bank of Hawaii Building), Kilauea Financial Plaza, Marine Science Research Vessel, Hilo Harbor. D. Upon hearing the Civil Defense sirens and/or obtaining information that a tsunami warning has been issued, all beach/ocean related activities will immediately cease and individuals will evacuate to higher grounds. No one shall return to lower grounds until after the “all clear” declaration is given by Civil Defense. E. Potentially serious traffic problems can develop during a tsunami alert. In reducing traffic problems during this situation, all employees and students not in a tsunami inundation zone shall remain where they are. Only those employees and students working in a tsunami inundation zone (refer to the Civil Defense Evacuation Maps in the Hawaiian Telcom Phonebook), those having family members in a tsunami inundation zone, and those with unique and special reasons (i.e., having a boat which needs to be removed to the open ocean) may be released (Governor’s Administrative Directive No. 96-07, Policy Governing Tsunami Alert Procedures). Flash Floods. A. Flash floods are the rapid flooding of streams, valleys, low-lying and flood prone areas caused by heavy rains. B. Flash Warnings are issued by the National Weather Service. Civil Defense may sound the ATTENTION ALERT SIGNAL. Listen to the radio for information and instructions. C. Keep away from flood-prone areas, do not enter flooded roadways, paths, streams, flood control systems, etc.

6. VOLCANIC ERUPTION

A. Being of volcanic origin with ongoing activity, the Island of Hawai‘i is vulnerable to volcanic eruptions and lava flows. The Hawai‘i Volcano Observatory (HVO) usually provides information about impending activity. Civil Defense (CD) issues advance warning/evacuation notices to the public regarding volcanic activity but at times may not be able to do so due to the unpredictable nature of volcanoes. B. Upon receiving a warning notice: i. Tune in to an Emergency Broadcast System radio station for latest advisory information. ii. If advised to prepare for evacuation, personnel should secure equipment and buildings; they may also remove valuable items that are relatively easy to transport. iii. If advised to evacuate, keep in mind
Appendix EE

The University of Hawaii at Hilo Emergency Notification Manual

that in the event of an eruption and lava flow, a long-term or permanent evacuation may be possible. The lava flow may cut off roads, utilities and partially or completely destroy property. Alternative sites to conduct operations may become necessary.

7. HAZARDOUS MATERIAL INCIDENT A. Hazardous material incidents of disaster magnitude would include run away experiments, major spills or release of radioactive material, or storage accidents involving large quantities of toxic substances. Should such an accident endanger the employees and students of the University of Hawai‘i at Hilo, the following procedures will be followed: 1) immediately inform the Environmental Health and Safety Office and Campus Security of the incident. Where necessary for safety, employees and students will take immediate action without waiting for direction from University officials. 2) The Chancellor or designee will evaluate the situation and determine the need to evacuate the building/campus. If a decision is made to evacuate the building/campus, the evacuation procedure will be followed. 3) All employees and students should stay upwind of the incident and remain at a safe distance to avoid contact (i.e. fumes, gases, vapors, etc.) with the hazardous material. 4) The Safety Officer or Campus Security shall notify the Hawai‘i County Civil Defense and the Fire Department of the incident and seek medical assistance as required. B. Security personnel shall prevent entry into incident areas. C. The Chancellor or designee will direct further action as required.

8. MAJOR UTILITY OUTAGE A. In the event of a major utility outage, the following steps are to be followed: In all cases of electricity, water, gas or communications outages, notify the Operations Section Chief Officer (Auxiliary Services) at 974-7369. Auxiliary Services personnel will determine the extent of the outage and take corrective action. B. Electricity Outage. Disconnect all equipment which could be damaged by power surge when electricity is restored, turn off lights, appliances, window air conditioners and other energy users to reduce power requirements for restoration. C. Water Outage. Conserve water resources until restored, keep taps closed. If localized to main campus, request Auxiliary Services to arrange with Board of Water Supply to provide water distribution point for essential use. D. Gas Outage. Close all outlets, contact Auxiliary Services if unable to access gas shut off valves.

9. EXPLOSION OR THREAT OF EXPLOSION In the event of an explosion at the University of Hawai‘i at Hilo or Hawai‘i Community College, or the threat of an explosion—such as those caused by leaking gas, a faulty boiler or both within a campus/site building—the following will be accomplished: A. Explosion: If an explosion occurs without warning, take cover by lying on the floor. ii. If the explosion occurs within the building, or threatens the building, the instructor should immediately evacuate the building. iii. Move to an area of safety, and maintain control. iv. Check for injured persons. Render first aid if trained. v. Notify Campus Security. Campus Security will notify other agencies as needed. vi. Fight fires only if trained and without endangering yourself or others. vii. Students and staff should not return to the building until Fire Department officials declare the building to be safe for occupancy. viii. The Chancellor will direct further action as required. B. Threat of Explosion: Sound the building fire alarm. This will automatically implement action to evacuate the building. ii. Follow procedures iii through vi under “EXPLOSION” above. iii. The Campus Security will direct further action as required. *Faculty should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the faculty is temporarily not present.

10. SHOOTING INCIDENTS A. Whenever a shooting incident occurs on our campus, the following steps should be taken: An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases active shooters use firearms, and there is no pattern or method to their selection of victims. If you find yourself involved in an active shooter situation, try to remain calm and use these guidelines to help you plan a strategy for survival. 1. If an active shooter is outside your building, proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 911, advise the dispatcher of what is taking place, and inform him/her of your location; remain in place until the police give the “all clear.” Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer. 2. If an active shooter is in the same building you are, determine if the room you are in can be locked and if so, follow the same procedure described in the previous paragraph. If your room can’t be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below. 3. If an active shooter enters your office or classroom, try to remain calm. Dial 911, if possible, and alert police to the shooter’s location: if you can’t speak, leave the line open so the dispatcher can listen to what’s taking place. If there is no opportunity for escape or hiding, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should be considered a very last resort, after all, other options have been exhausted. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter. No matter what the circumstances, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing; move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive off campus until advised it is safe to do so by police. General Quick Response
Appendix EE

The University of Hawaii at Hilo Emergency Notification Manual

Guide: Secure immediate area: Lock and barricade doors, turn off lights, close blinds, silence cell phones, block windows, turn off radios and computer monitors, keep occupants calm, quiet, and out of sight, keep yourself out of sight and take adequate cover/protection i.e. concrete walls, thick desks, filing cabinets (cover may protect you from bullets). Place signs in exterior windows to identify the location of injured persons. Contacting Authorities: Use 47911 from a campus phone to contact UHH Campus Security (974-7911 from a cell phone). Use 911 (Dialing 9-911 from a campus phone will connect with Hawaii County Police Department). Dialing 911 from a cell phone will connect you with Hawaii County Police Department. Be sure to give the call taker your exact location. Be aware that the 911 system will likely be overwhelmed. Program the UHH Campus Security phone number (974-7911) into your cell phone for emergency use. What to Report: 1) Your specific location - building name and office/room number, 2) number of people at your, specific location, 3) injuries - number injured, 4) types of injuries, 5) assailant(s) - location, 6) number of suspects, 7) race/gender, 8) clothing description, 9) physical features, 10) type of weapons (long gun or handgun), 11) backpack, 12) shooters identity if known, 13) separate explosions from gunfire, etc.
# Appendix FF

## National Student Exchange Four-Part Workshop Estimated Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>#</th>
<th>Unit</th>
<th>Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Conference Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Coordinator</td>
<td>1</td>
<td>3</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>NSE Student Staff</td>
<td>2</td>
<td>3</td>
<td>$3.20</td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Documents, Handouts, Etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Writing utensils, folders, paper, etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Post Conference Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Coordinator</td>
<td>1</td>
<td>3</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>NSE Student Staff</td>
<td>2</td>
<td>3</td>
<td>$3.20</td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Documents, Handouts, Etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Writing utensils, paper, paper clips, etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Pre Departure Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Coordinator</td>
<td>1</td>
<td>3</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>NSE Student Staff</td>
<td>2</td>
<td>3</td>
<td>$3.20</td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Documents, Handouts, Etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Writing utensils, paper, photos, etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>NSE T-shirts</td>
<td>1</td>
<td>30</td>
<td>$0.00</td>
<td>$240.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$260.00</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Reentry Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSE Coordinator</td>
<td>1</td>
<td>3</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>NSE Student Staff</td>
<td>2</td>
<td>3</td>
<td>$3.20</td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$55.20</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Engagement Certificate, Handouts, Etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Writing utensils, paper goods, etc.</td>
<td>1</td>
<td>1</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Total for all Workshops</strong></td>
<td></td>
<td></td>
<td></td>
<td>$410.00</td>
</tr>
</tbody>
</table>
Appendix GG

Budget Notes

Staffing

The NSE Coordinator is a salaried employ of UH Hilo, and the coordinator's contribution will all be in-kind, free of charge for all four workshops. For the Re-entry Workshop, the CGEE Coordinator is a salaried employ of UH Hilo and the coordinator's contribution will all be in-kind, free of charge for the Re-entry Workshop. Student workers from CGEE for the Re-entry Workshop will also be in-kind, free of charge as they are paid out of the CGEE budget. There will be two NSE student workers working at each workshop. Each worker is paid $9.20 per hour. Each student worker is anticipated to work 3 hours for each workshop. The 3 hours are broken down into the 30-minute set-up, 2-hour workshop and 30 minutes break down. Each student worker will receive $27.60 for each workshop for a total of $220.80 for all four workshops.

Supplies

The supplies cost for the four workshops primarily consist of printing and office supply expenditures. Printing needs include personal goals for exchange, learning style survey, budget, and budget worksheet, pre-exchange course approval form, outgoing student checklist, advising tips, ideal packing list, photo release form, and evaluations. The cost for printing is estimated at $80. The office supplies needed include folders, pens, writing utensils, post-it notes, and paper. The estimated cost for supplies will be $80. All outgoing students receive an NSE t-shirt. Each t-shirt cost $8 with an estimated 30 participants for a total of $240. The total estimated cost of supplies for all four workshops is $400.

Food Service

The food for the potluck for the Pre-Departure Workshop will be prepared by participants and will not be a cost to the NSE office. The NSE office will provide the food for the Re-entry Workshop. CGEE will provide the paper goods and miscellaneous items. Food will be prepared by the deli department at KTA Super Store. A small pupu platter, rice, small veggie platter, drinks and chips will all be bought at KTA. The estimated cost for food at the Reentry Workshop is $100.
Appendix HH

Facebook Poll Questions

The Pre-Conference Workshop was informative.
   Yes
   No
   Undecided

The Pre-Conference Workshop helped me understand the NSE Placement Conference.
   Yes
   No
   N/A

The Pre-Conference Workshop was well designed.
   Yes
   No
   Undecided

The Post-Conference Workshop was informative.
   Yes
   No
   Undecided

The Post-Conference Workshop helped me understand the NSE Placement Conference.
   Yes
   No
   N/A

The Post-Conference Workshop was well designed.
   Yes
   No
   Undecided

The Pre-Departure Workshop was informative.
   Yes
   No
   Undecided

The Pre-Departure Workshop helped me understand the NSE Placement Conference.
   Yes
   No
   N/A
Appendix HH

Facebook Poll Questions

The Pre-Departure Workshop was well designed.
   Yes
   No
   Undecided

The Re-entry Workshop was informative.
   Yes
   No
   Undecided

The Re-entry Workshop helped me understand the NSE Placement Conference.
   Yes
   No
   N/A

The Re-entry Workshop was well designed.
   Yes
   No
   Undecided
Appendix II

National Student Exchange End of Your Exchange Evaluation

Returning Student Evaluation
University of Hawai’i at Hilo

This is a brief survey concerning your National Student Exchange experience. Your care, patience and thoughtfulness in completing this form can aid our office in making decisions about improvements in program administration and in identifying ways to better serve students who will participate in NSE in the future. Mahalo!

RETURN THIS FORM TO:

Kaciion Snow, NSE Coordinator
University of Hawai’i at Hilo
200 W Kawili St, Hilo, HI 96720
uhhNSE@hawaii.edu / 808.932.7389

Please Print Legibly

1. Name ________________________________
2. Best Contact Phone (____) ____________
3. UH Hilo e-mail ________________________
4. May we share your name, phone number, e-mail address, and comments with the following?
   Your “best” campus NSE coordinator __ Yes ___ No
   National Student Exchange Central Office? __ Yes ___ No
   Publicity/PR about the NSE program __ Yes ___ No

GENERAL INFORMATION
5. Major: ______________________________
6. Class Year at Time of Exchange: ___ Sophomore ___ Junior ___ Senior
7. Residency Status: ___Res. ___Non-Res. ___WUE ___Special Exception (NIRD)
8. Was this your first travel experience on your own? ___Yes ___ No
9. What financial plan did you exchange on? _Plan A (host campus tuition) _Plan B (UH Hilo tuition)
10. Approximate GPA at time of application? __________
11. Did you receive financial aid while on exchange? __Yes ___ No From: ___UH Hilo ___ Host Campus

PREPARING FOR EXCHANGE – HOME CAMPUS ASSISTANCE
12. How did you learn about the National Student Exchange?
   A. Friends or Other NSE Students ___ B. On-Campus Presentation Info Session ___
   C. Flyer ___ D. Newspaper ___ E. Info Booth/Table ___ F. Internet ___
   13. Rate your first contact with the home campus NSE office (scale of 1-5; 1 = poor, 5 = excellent):
   __1__ __2__ __3__ __4__ __5__ Comment: ________________________________

14. What were the 3 most difficult problems you encountered while planning for exchange? (1 = most difficult.)
   (1) selecting a campus __________________ (2) transportation __________________
   (3) grades __________________ (4) academic advising __________________
   (5) finances __________________ (6) coordinator assistance __________________
   (7) financial aid __________________ (8) finding housing __________________
   (9) other _______________________

15. In general, how would you rate the assistance provided by the UH Hilo NSE Coordinator?
   ___ more than adequate ___ adequate ___ less than adequate

16. Based on what you know now, what kind of pre-departure preparation would you recommend to future NSE students?
Appendix II

National Student Exchange End of Your Exchange Evaluation

**HOST CAMPUS ASSISTANCE**

17. Did you receive adequate and timely enrollment materials & instructions from your host campus?  ___Yes  ___No. If no, please explain.

18. Did you receive an orientation to campus and NSE policies and procedures?  ___Yes  ___No

19. In general, how would you rate the assistance provided by your host campus NSE Coordinator?  ___more than adequate  ___adequate  ___less than adequate  ___none was provided

20. In what areas did you find you needed more assistance?

21. Based on what you now know, would you still have chosen this host campus?  ___Yes  ___No  ___Maybe. If no, please explain.

**HOST CAMPUS EXPERIENCE**

22. Was the host campus your ___1st  ___2nd  ___3rd  ___greater choice?

23. How long did you exchange?  ___One term  ___All Year

24. Did you stay at the host campus for the length of time originally planned?  ___Yes  ___No

25. In general, how would you rate the quality of instruction at your host campus with that of your home campus (scale of 1-5; 1 = much worse than UH Hilo, 5 = about the same, 3 = much better than UH Hilo):

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
</table>

26. What was your approximate GPA earned on exchange? _____

27. What were the 3 most difficult problems you encountered while on exchange? (1 = most difficult.)

<table>
<thead>
<tr>
<th>course availability</th>
<th>finances</th>
<th>financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>registration</td>
<td>housing</td>
<td>academic performance</td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. Students often feel they have benefited from their exchange in many areas. Please rank the following areas, with “1” being the area in which you gained the most and “5” being the least.

<table>
<thead>
<tr>
<th>academic development</th>
<th>cultural awareness</th>
<th>personal growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>opportunities for travel</td>
<td>social life</td>
<td>future employment opportunities</td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29. What were the most positive aspects of your NSE experience?

---

Please return this survey to the UH Hilo NSE Office via email or mail. Or just stop by the office and drop it off!  
*Mahalo!*