Finding the Value Proposition

of University-Sponsored Events

Sophia Lauren Lopez

University-sponsored events play a critical role in fostering student engagement, community well-being, and a sense of belonging amongst students. This research investigates the value proposition of such events for students at the University of Hawai'i at Mānoa (UHM), specifically those organized by the Campus Center Board Activities Council (CCBAC). Through a mixed-methods approach, including surveys (n=399) and interviews (n=25), this research identifies key attendance drivers, barriers to participation, and differences in engagement across student demographics. Findings indicate that event timing, content relevance, and marketing strategies significantly impact attendance, with Friday evening events being the most preferred. While first-year students actively seek social integration through events, upperclassmen and commuter students exhibit selective participation due to scheduling constraints and logistical concerns. Additionally, local entertainment and cultural programming appeal more to seniors than underclassmen. The study provides actionable recommendations for CCBAC, including optimized event scheduling, enhanced marketing outreach beyond the Campus Center, and tailored programming to increase engagement among non-attending students. Ultimately, these insights aim to improve event planning strategies to ensure that student activity fees are effectively utilized to enhance campus life.

Keywords: *student engagement, university-sponsored events, campus programming, event marketing, student participation*

Background Information

The Campus Center Board Activities Council (CCBAC) is the student-run programming arm of the UHM Student Life and Development (SLD) Department at the University of Hawai'i at Mānoa (UHM). CCBAC is funded by fee-paying students through a semester fee of 15 dollars that is dedicated to Campus Center programming. The SLD serves the student body through events that are meant to improve student life and foster a sense of belonging among students at the university. It is important that the school administration is using those fees towards events that support students in engaging in a robust college social life and that are a good value for those who pay for them.

These events also assist in the mission of UHM's Division of Student Co-Curricular Success by providing support systems through student events under five programming areas: Recreational (events addressing leisure needs of students), Educational (events complementing classroom experiences), Cultural (culture-related events), Personal Wellness (events addressing health, spiritual, intellectual and fitness needs), and Special Programming (events that have been historically popular with the campus community, frequently executed on an annual or semester basis). There are three programs that are currently in the Special Programming category: Taste of Mānoa (a food festival event), Cram Jam (a finals week event with various free activities available for students), and Aloha Bash (an annual spring semester concert event, typically holding

Aloha! My name is Sophia Lauren Palaylay Lopez, a Regents Scholar and a Spring 2025 senior in Marketing, Management, and International Business and former chairperson for the Campus Center Board Activities Council (CCBAC). I found a passion for student programming/events, and after taking a marketing research class, decided to do marketing research for a job I loved so much in my college career to fulfill requirements for honors.

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an average of 2K+ student and public attendees).

Although surveys to measure student value in events have been conducted within CCBAC in the past, there has not been a standardized approach to determine interest in specific aspects of university-sponsored events. The intention of this study is to introduce a method of data collection that has the potential to be used in future years to track metrics of student value within CCBAC programming. This includes identifying who at the university engages with CCBAC events, who does not engage with CCBAC events, and the characteristics of attendance such as preferred date, times, event topics, and more from those demographics. Through this, students can be more confident that their fees are going toward supporting them and their experience at college. My research questions are as follows:

Q1. What types of students (as defined in surveys and interviews) are considered "engaged students" and "non-engaged students" at CCBAC events?

Q2. What are the value drivers of "non-engaged" students, and how can we use those value drivers to convert "non-engaged" students into "engaged students?"

Literature Review

Student involvement outside the classroom is described with overlapping terms: extracurricular, co-curricular, student life, or peer culture. Dalton and Crosby (2012) argue that "co-curriculum" best describes university-sponsored activities that are meant to align with and support institutional goals. Within this framework, scholars distinguish between active engagement (clubs, athletics, student government, Greek life) and passive engagement (short-term, no-membership activities) events (Bergen-Cico & Viscomi, 2012). Because CCBAC programs require no long-term commitment, they fall into the latter category.

Research consistently links student involvement with academic and developmental gains. At Southeastern University, Kulp et al. (2019) found significant relationships between first-year participation in campus events, GPA, and retention. Similarly, Tuten, Westcott, and White (2020) reported that cultural event attendance at Juniata College fostered both cognitive and social-emotional growth. Research at Syracuse University (Bergen-Cico & Viscomi, 2012) further demonstrated correlations between co-curricular participation and GPA over multiple semesters. Astin's (1999) Theory of Involvement proposes that student development is related to the quality and quantity of effort invested, leading to both intrinsic (personal growth) and extrinsic (academic success) outcomes. Complementing this, Tinto's (2015) Theory of Student Belonging emphasizes that retention depends on self-efficacy, curriculum perception, and a sense of belonging. Belonging emerges when students find community through both academic and social programs, aligning with the purpose of CCBAC events.

Current instruments like the Higher Education Student Engagement Scale (HESES) and the National Survey of Student Engagement (NSSE) measure broad patterns of student involvement (Zhoc et al., 2018). Yet little research presents why students attend or skip passive-engagement events such as campus programs. Some work exists such as the Western Carolina University study which tested gamification strategies to boost attendance (Camerato, Clift, Golden, Gramajo Vivas, Rogers, & Strelecki, 2019). However, more evidence is needed on the event-specific drivers of engagement and how students conceive of the value of these events.

Methodology

Participants

Participants for this study are University of Hawai'i at Mānoa undergraduates who pay the $15.00 "Campus Center Program Fee." Undergraduates were the targeted participants of this research due to their historical active participation in Activities Council events and because they make up a majority of the university population.

Assessments and Measures

A survey for quantitative data and interviews to provide qualitative context to the surveys were utilized in this analysis. Claude 3.5 Haiku, a generative artificial intelligence model developed by Anthropic, was utilized in this study to corroborate survey and interview data and draw conclusions.

Survey

This study was conducted on Google Forms. A total of twenty questions were asked, separated into the following categories: General, Timing, Marketing, Not Attending, Special Guests and Concerts, Suggestions, and Demographics. The survey aimed to hit a sample size of 375 valid responses to simulate a population of 14,576 undergraduate students. A total of 582 responses were collected through convenience sampling. This study was distributed through three Activities Council events with high rates of general undergraduate student participation: Taste of Mānoa, Drag Bingo, and Lunar New Year. In exchange for filling out the survey, students were provided free incentives at the event (such as goodie bags and coupons). Excluding blank, repeat, and incomplete responses, 399 were valid, hitting the targeted sample size. IBM SPSS Statistics Version 30 was utilized to analyze frequencies and significant relationships at a 95% confidence level and a 5% margin of error. Frequencies were placed into groups based on the survey's initial categories: Preferred Event Date, Preferred Event Time, Event Frequencies, Preferred Event Type, Event Factor, Local vs NonLocal and Concert Preferences, No Attendance, Marketing, and Demographics. Looking at the population as a whole, the mode was utilized to make assumptions of the

participants for all groups. Possible relationships within demographics were analyzed using a t-test for Near Campus vs Not and ANOVA was used for Grade Level and Student Type. A crosstabs chi-square test was used for significant relationships identified.

Interviews

Qualitative responses were collected through structured interviews of Campus Center Student Programming fee-paying students. A total of 25 students were interviewed, separated into five categories with five students each: Frequent Attendees, Non-Frequent Attendees, Commuters, Upperclassmen (2nd, 3rd, 4th Years), and First-Years (those who identified as Class of 2028, measured between August to November 2024). A registration form was shared on the Activities Council Instagram page (@uhmccbac) and in classes/student clubs and organizations for students to self-identify themselves in any of the five categories. This varied method of recruitment was purposefully done in order to mitigate potential biases/skews of those who are familiar with the Activities Council brand (unless self-identified as such) and attempts to represent various undergraduate students at the university. Students were then placed into one group based on their responses.

Questions slightly varied based on group. Interviews were scheduled by appointment, and held within the Activities Council office or at another location based on the participant's convenience. Before the interview was conducted, participants were required to sign a consent form for audio recording. After interviews, participants were given a $10 Amazon gift card as an incentive for their participation. All interviews were manually transcribed in their respective categories and all sensitive information was redacted (i.e. names were changed into "Interview 1"). All transcriptions were inputted into Claude 3.5 Haiku to identify patterns in responses across groups and within groups.

When distributing in classes, there were some students who were familiar with me due to association in class. I believe this did not significantly influence the responses, but it is something to consider when identifying potential bias. When choosing groups, students were allowed to choose more than one group they identified with. Although this assisted with the sorting of groups, responses may have been influenced based on their other identifications. I would like to keep note of this in the future.

Limitations

Survey interpretation issues arose, particularly in the "Special Programming" question, where students may have confused frequency with preference. Future surveys should provide clearer explanations of event categories and check familiarity with major events like Aloha Bash. Selection bias is also a limitation; surveys and interviews were distributed through popular events and voluntary sign-ups, meaning more engaged students may be overrepresented.

Ethics

All methodologies were approved by the University of Hawai'i at Mānoa's Institutional Review Board (IRB). This study was approved as exempt from federal regulations pertaining to protection of human research participants documented in the Code of Federal Regulations at 45 CFR 46. 104(d) 2. All sensitive information was redacted and recordings were inputted in password protected devices.

Results

Survey

A sample size of 399 respondents was analyzed after excluding blank or incomplete surveys, hitting the target population of the university.

Frequencies: Demographics

Figure 1 illustrates who is attending Activities Council/CCBAC events at the university.

Figure 1.

Survey Results: Attendance

GRADE LEVEL

What grade level are you?

	N	%
Freshman	131	32.8%
Sophomore	73	18.3%
Junior	83	20.8%
Senior	112	28.1%

NEAR CAMPUS VS NOT NEAR CAMPUS

Do you live on-campus or at a walkable distance to UHM?

	N	%
Yes - Near Campus	219	54.9%
No - Not Near Campus	180	45.1%

Note: Data represents survey respondents by grade level and proximity to campus

Figure 2 results are very similar to current public demographics at the University of Hawai'i at Manoa, as seen below (University of Hawai'i at Mānoa, 2023):

Figure 2.

Survey Results: Student Type

CCBAC SURVEY - TYPE OF STUDENT

Type of Student at UH Manoa

	N	%
In-State Student	267	66.9%
Out-of-State Student	96	24.1%
International Student	26	6.5%
Exchange Student	10	2.5%

FALL 2023 DEMOGRAPHICS

- Hawai'i (in-state) students: 58%
- Out-of-state / U.S. National students: 36%
- International students: 6%

Note: Number & percentage of survey respondents by type of student.

Frequencies: Event Factors and Event Type

Figure 3 examines what factors of an event are most important to attendees and the types of events are most preferred. This assists with determining budget allocations for student programming and scheduling for future academic years. As a whole, survey respondents ranked Time/Date as the most important factor, while "I want free stuff" ranked sixth.

Figure 4 examines a student's most (1) and least (5) preferred type of event within each of Activities' Council's programming areas, with examples of Activities Council events under those categories being provided for each. Overall, Recreational was ranked first, with Special Programming ranking fifth (despite higher attendance numbers anecdotally —the possible reason for this phenomenon is addressed in the Discussion section).

Figure 3.

Survey Results: Event Factors

PLEASE RANK HOW MUCH EACH FACTOR INFLUENCES YOU WHEN DECIDING TO ATTEND A CCBAC EVENT (1 = THE MOST, 5 = THE LEAST)											
RANKING: TIME		RANKING: EVENT TOPIC		RANKING: SPECIAL GUESTS		RANKING: FRIENDS WANT ME TO GO		RANKING: FOOD/REFRESHMENT		RANKING: FREE STUFF	
Those who voted 1	123	Those who voted 1	60	Those who voted 1	67	Those who voted 1	60	Those who voted 1	26	Those who voted 1	63
Those who voted 2	64	Those who voted 2	104	Those who voted 2	40	Those who voted 2	66	Those who voted 2	68	Those who voted 2	57
Those who voted 3	54	Those who voted 3	63	Those who voted 3	97	Those who voted 3	73	Those who voted 3	74	Those who voted 3	38
Those who voted 4	40	Those who voted 4	63	Those who voted 4	57	Those who voted 4	110	Those who voted 4	69	Those who voted 4	60
Those who voted 5	48	Those who voted 5	68	Those who voted 5	46	Those who voted 5	44	Those who voted 5	128	Those who voted 5	63
Those who voted 6	70	Those who voted 6	41	Those who voted 6	92	Those who voted 6	46	Those who voted 6	34	Those who voted 6	118

Note: Survey responses ranking event factors with total number of votes for each category shown. Green highlighted box indicates highest response value for each category

Figure 4.

Survey Results: Event Type Preference

PLEASE RANK WHAT TYPE OF EVENT YOU WOULD GO TO THE MOST (1 = THE MOST, 5 = THE LEAST)									
RANKING: RECREATIONAL		RANKING: EDUCATIONAL		RANKING: CULTURAL		RANKING: PERSONAL WELLNESS		RANKING: SPECIAL PROG.	
Those who voted 1	131	Those who voted 1	64	Those who voted 1	45	Those who voted 1	53	Those who voted 1	106
Those who voted 2	57	Those who voted 2	109	Those who voted 2	94	Those who voted 2	83	Those who voted 2	56
Those who voted 3	44	Those who voted 3	73	Those who voted 3	158	Those who voted 3	78	Those who voted 3	46
Those who voted 4	71	Those who voted 4	89	Those who voted 4	59	Those who voted 4	118	Those who voted 4	62
Those who voted 5	96	Those who voted 5	64	Those who voted 5	43	Those who voted 5	67	Those who voted 5	129

Note: Survey responses ranking event factors with total number of votes for each category shown. Green highlighted box indicates highest response value for each category. Blue highlighted boxes represent second highest choice and will be elaborated on in the discussion section.

Frequencies: Date, Time, and Frequency Preference

Given that CCBAC does not program on weekends, weekdays were provided as options. The scale for preferred day-of-the-week is 1 = Most Preferred, 5 = Least Preferred. Overall, days later in the week such as Friday (ranked first) and Thursday (ranked second) were most preferred (see Fig. 5).

Figure 5.

Preference: Day of the Week

WHAT DAYS OF THE WEEK ARE YOU MOST LIKELY TO ATTEND A CCBAC EVENT		RANKING 1 = MOST 5 = LEAST
MONDAY	111	5
TUESDAY	116	4
WEDNESDAY	127	3
THURSDAY	157	2
FRIDAY	316	1

Note: Survey respondents' preference for day of the week of CCBAC events

Four timeframes were given to students: 11 AM - 2 PM, 11 AM - 3 PM, 4 PM - 6 PM, 6 PM or later. The scale for preferred time is 1 = Most Preferred, 4 = Least Preferred. Common preferred times for daytime events are 11 AM - 2 PM vs 11 AM - 3 PM, and these were given as an option to see how long students were available for if scheduled as such. Results are as follows: 6 PM or later ranked first, 4-6 PM ranked second, followed by 11 AM - 3 PM, then 11 AM - 2 PM (see Fig. 6).

Figure 6.

Preference: Timeframe

What times are most convenient for you to attend a CCBAC event?		RANKING 1 = MOST 4 = LEAST
11:00 AM-2:00 PM	69	4
11:00 AM-3:00 PM	118	3
4:00 PM-6:00 PM	224	2
6:00 PM or later	242	1

Note: Survey respondents' preference for time of CCBAC events

Students were asked whether they would attend less events but on a bigger scale or more events but on a smaller scale. Overall, 59.4% of students would rather attend fewer events but on a bigger scale, while 40.6% of students would rather have more events but on a smaller scale (see Fig. 7).

Figure 7.

Preference: Event Frequency

I would rather attend...

		Frequency	Percent	Valid Percent
Valid	less events but on a bigger scale	237	59.4	59.4
	more events but on a smaller scale	162	40.6	40.6
	Total	399	100.0	100.0

Note: Survey respondents' preference for frequency of CCBAC events

Frequencies: Marketing

Figure 8 features student ranking of the first medium they see when it comes to Activities Council marketing. Choices include Banners/Posters (ranked first), Instagram @uhmccbac (ranked second), Friend/Word-of-Mouth (ranked third), When I walk by and see people lining up (ranked fourth), and Other (ranked fifth). In the "Other" responses, both stated "Email."

Figure 8.

Effectiveness of Marketing Mediums

How do you usually first hear about CCBAC events?		RANKING 1 = MOST 5 = LEAST
Instagram @uhmccbac	149	2
Friend / Word-of-Mouth	75	3
Banners / Posters on Campus	157	1
When I walk by and see people lining up	15	4
Other (What's Up This Week Email	3	5

Note: Survey respondents rated Banners/Posters as the most effective marketing medium based on how they first heard about CCBAC events.

Frequencies: Reason to Not Attend

Figure 9 features the top reason for a student to choose not to attend an event. In order, the top reason for lack of attendance was Scheduling Conflicts, with the last being Past Negative Experience.

Figure 9.

Reason Survey Respondents Did Not Attend CCBAC Events

What is the top reason that makes you not attend a CCBAC event?		RANKING 1 = MOST 8 = LEAST
Lack of Interest in the Event Topic	79	2
Scheduling Conflicts	176	1
Inconvenient Commute	17	5
Lack of Awareness	35	4
No Friends Attending	69	3
Past Negative Experience	3	8
Lack of Incentives	15	6
Accessibility Issues	5	7

Note: Survey respondents' reasons for not attending CCBAC events. Green highlight indicates most common reason for not attending.

Frequencies: Local vs Non-Local and Student Performer Preference

In Figure 10, various Questions About Local vs Non-Local guests or performers were asked. As a whole, there was no strong preference for Local vs Non-Local performers (however, there is a difference among grade levels that will be stated later), but if given the choice, there was a preference for local influencers. Two additional questions were asked: "Would you attend an event with a celebrity who is well known by others, but you do not personally follow/are aware of?" and "Would you attend a concert that consisted of student performers/majority students only?" Both questions were answered with "Maybe," but when given a choice "Yes" was the majority chosen.

Figure 10.

Preference for Local vs Non-Local Performers

In speaker events (ie: MINDSET by DIVE STUDIOS), do you prefer local or non-local influencers/celebrities?

	N	%
Local	138	34.6%
Non-Local	41	10.3%
Don't Care	220	55.1%

For entertainment based events (ie: Mānoa Laughs, Drag Bingo, etc.), do you prefer local or non-local influencers/celebrities?

	N	%
Local	162	40.6%
Non-Local	25	6.3%
Don't Care	212	53.1%

For concerts, do you prefer local or non-local performers?

	N	%
Local	126	31.6%
Non-Local	48	12.0%
Don't Care	225	56.4%

For Aloha Bash (our annual Spring Concert), would you prefer a local or non-local headliner, or either?

	N	%
Local	132	33.1%
Non-Local	56	14.0%
Either	211	52.9%

Significant Differences

Figure 11 shows that those who identified as an In-State Student tended to see more banners and signs, with Instagram being a close second. Out-of-State students had the same pattern, but there was more of a difference between the two. International Students and Exchange Students tended to see Instagram more.

Figure 11.

Efficiency of CCBAC Marketing Based on Student Type

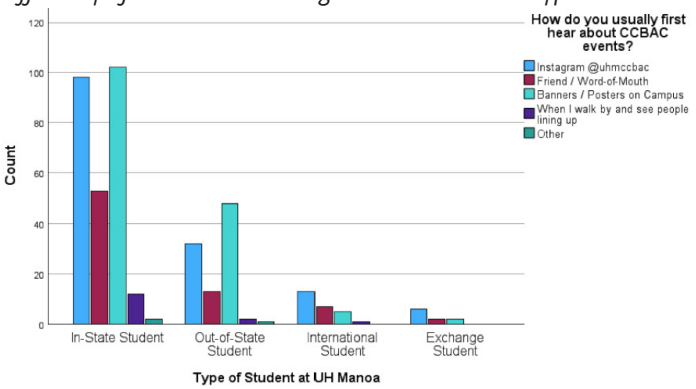
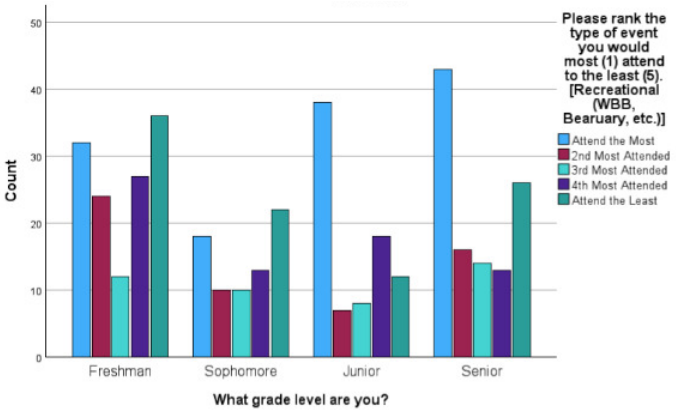


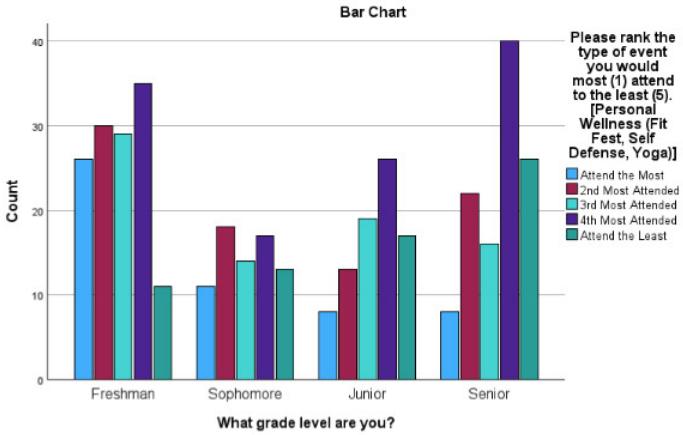
Figure 12 features significant relationships within the Recreational and Personal Wellness events. Seniors and juniors tended to have a stronger preference for recreational events, freshmen and sophomores with the least. In terms of Personal Wellness, although it was the fourth most chosen overall, more freshmen tended to attend personal wellness events than any other grade level.

Figure 12.

Event Preference Based On Grade Level



Recreational

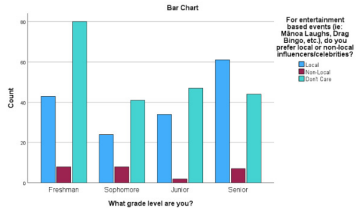


Personal Wellness

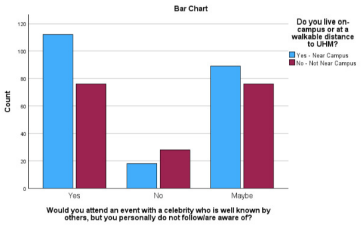
Figure 13 shows that all grade levels had no preference for local vs non-local overall, but seniors tended to skew the most towards local influencers/celebrities as compared to underclassmen. For the section, "Near Campus vs Not and Attending an event with a celebrity well known by others, but not personally," both near-campus and not near campus students overall said Yes or Maybe, but those who were not near-campus were more likely to say no.

Figure 13.

Local vs Non-Local Preference By Grade Level



Grade Level and Local vs Non-Local for Entertainment Events

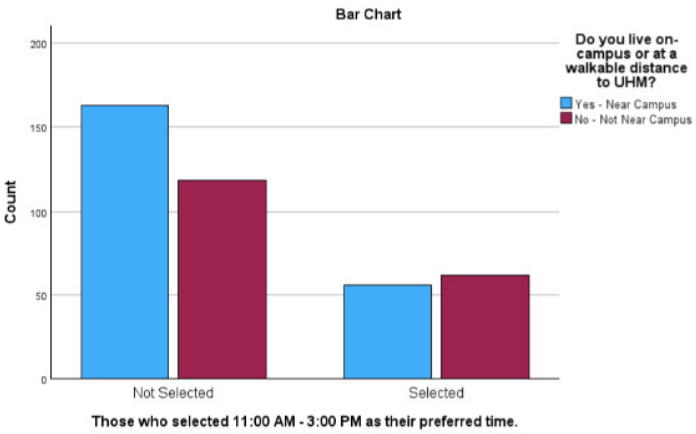


Near Campus vs Not and Attending an event with a celebrity well known by others, but not personally

Figure 14 shows an additional relationship within "Near Campus vs Not & Time." More people who identified as not living near campus had a stronger preference towards the 11 AM - 3 PM time, but overall liked 6 PM or later events more.

Figure 14.

Student Distance & Time



Interviews

Interviews were conducted with five groups of undergraduate students: Frequent Attendees, Non-Frequent Attendees, Commuters, Upperclassmen, and First-Years.

Frequent Attendees

Defined as students who attended 3+ CCBAC events in 2023–2024, frequent attendees showed strong brand recognition and positive associations with CCBAC. They valued both practical benefits (e.g., free food) and broader experiences like social interaction and quality entertainment. Although few knew events were funded by student fees, their attendance was motivated more by event quality than financial considerations.

Non-Frequent Attendees

These students (attending 0–2 events) had limited awareness of CCBAC, often confusing it with other campus activities. Main barriers to attendance included transportation challenges, scheduling conflicts, introversion, and lack of event awareness. While some expressed more interest after learning about the $15 student fee, convenience and scheduling remained primary factors influencing participation.

Commuters

Commuter students showed the lowest CCBAC brand recognition, largely due to spending limited time on campus. Attendance decisions were shaped by scheduling efficiency and transportation barriers, with parking costs frequently cited. Events were often skipped unless they fit neatly into existing campus routines. Most commuters remained neutral about the student fee, emphasizing convenience over cost as the bigger factor.

Upperclassmen

Upperclassmen demonstrated mixed brand awareness and were highly selective about event participation, prioritizing professional or academic relevance. Time management heavily influenced their decisions, and they noted event promotions were concentrated mainly around Campus Center. Their suggestions included broader advertising across campus and leveraging word-of-mouth networks. They generally viewed the student fee as a minor but worthwhile part of tuition.

First-Years

First-year students showed the most exploratory attitude toward event participation, often attending to socialize or engage with campus life. Brand recognition was inconsistent, but excitement about entertainment-based events like concerts and Silent Disco was common. Scheduling was less of a barrier compared to other groups. First-years responded positively to learning about the student fee, seeing it as an incentive to maximize their campus experience.

Discussion

Engaged Versus Non-Engaged

Across these analyses, the difference between "engaged" and "non-engaged" students is not simply a specific group of students. Although there are slight variations in behavior across demographics, there was no significant difference between a specific demographic and answering the question "What is the top reason that makes you not attend a CCBAC event?" Rather, there were relationships between how a specific group would like to be communicated to, what types of events they most prefer, and the guests they would like to have. This implies that "non-engaged students" are simply those in the university whose value proposition is not attended to. From here, it is important to analyze each group's main concerns and implement them within events.

Value Proposition Analysis by Student Segment

Frequent Attendees

While targeting "non-frequent attendees," it is important to consider the existing market in order to prevent disengagement. This segment recognizes the broader value of events in terms of campus engagement and entertainment. One student articulated this by saying they attend because "we're students here, and I find it fun." They see beyond immediate incentives to appreciate the overall campus experience these events provide and have strong personal narratives around events. Although they are very satisfied with the quality and communication of events, there is acknowledgement that further channels of communication and collaborations could be utilized.

First-Years

This segment views CCBAC events as opportunities for social integration and learning about opportunities within the campus. Those interviewed had expressed their intention to attend, with their main constraint being scheduling. This openness to experimentation lays out an opportunity to schedule events they would like the most earlier in the academic year—for example, as the survey indicates that First-years attend Personal Wellness events the most, scheduling this category of events within the earlier months of August or September in tandem with recreational Welcome Back events (whether coordinated with CCBAC or other departments) would be most beneficial.

Non-Frequent Attendees, Upperclassmen, and Commuters

This segment's concerns are quite similar, as students can fit into more than one segment, and are more likely to be considered a "Non-Frequent Attendee"/"Non-Engaged Student." Geographical distance, convenience, and their heightened perspective of university being a place of education and professional development may cause them to be more selective about the events they may possibly attend compared to their freshmen counterparts. Due to the more targeted behaviors of non-engaged students, that may be the reason why a majority of students prefer less events, but on a bigger scale.

Anecdotally, this behavior could possibly be generational. An example of this happening is at one of CCBAC's signature events—Cram Jam. Cram Jam is an event held during the early afternoon/early evening hours during finals week, providing activities such as massage therapy, free snacks, crafts, dinner, and more in order to help students destress from exams. Before 2020, this event was held during late hours due to students staying on campus to "cram" and overtime it has been changed to more limited hours of the day. During Fall 2024, participation trends showed that Cram Jam primarily attracted the same group of frequent attendees, with fewer students taking advantage of free resources. This suggests a possible shift in student attitudes toward university spaces, reflecting the prioritization of convenience—students may now prefer to return home to study, preferring personal environments.

As previously mentioned, seniors tended to skew the most towards local influencers/celebrities as compared to underclassmen if given the choice. It can be implied that as students learn more about Hawai'i and its culture, they may have a greater appreciation for it over time. In-State students also make up a majority of the university population. This may imply an opportunity to schedule a higher amount of cultural events throughout the academic year, or involve more local vendors in any of the categories of events.

Audience Value Matrix

Figure 15 illustrates a value matrix (Sounding Line Consulting, 2024) as visualized below which can be utilized. Each segment identifies their particular pain-points, points of value, and a key message CCBAC should focus on:

Figure 15.

CCBAC Actionable Information

	ENGAGED		NON-ENGAGED		
	Frequent	First Year	Non-Frequent	Upperclassman	Commuter
Pains	- Event Specific Pains (ie: running out of food) - Scheduling Conflicts	- Limited awareness of campus resources - Need to find ways to belong in their campus community	- Scheduling: AC events have inconvenient timing in terms of other responsibilities - Awareness Issues – lack of marketing outside of Campus Center	- Busier schedules due to enhanced priorities on campus - Off-campus living and commuting challenges - Limited time spent on central campus - Selective about event participation	- Inconvenient event timing (too late in the day), less of a willingness to stay on campus at later times if it's not "worth it" - Parking difficulties and cost
Value	- Free items and giveaways - Entertainment and hands-on activities - Social connections and community building - Stress relief from academics - Convenience of on-campus activities	- Events used as an opportunity to meet new friends/socialize with existing friends - Free items and giveaways	- Efficient use of time on campus - Practical benefits - Events that fit between classes - Activities that accommodate their busy schedule	- Skews toward local guests in events if given the choice - Efficient use of limited campus time - Practical benefits that justify the commute - Events with tangible takeaways	- Events scheduled right after classes - Practical incentives worth the commute - Possible parking accommodations and guidance
Key Messaging	Continue to focus on memory building throughout college and have an open forum for event feedback for continuous improvement	Emphasize community building, making friends, and experiencing college life with free activities	Focus on convenience and spreading awareness in more school-focused areas	Address practicality/incentive and scheduling needs, spreading awareness in more school-focused areas	Address scheduling and event incentive needs

Practical Implications for CCBAC

Event Portfolio Planning

Survey and interview results emphasize the need for strategic scheduling and event design to better reach non-engaged students, who prioritize convenience and are selective with their time. Friday and Thursday evenings (4–6 PM or later) are the most preferred, making them ideal for high-participation events like recreational programs. Smaller, targeted events (e.g. workshops) could still be scheduled on other weekdays, including occasional 11 AM–3 PM slots, to accommodate different student groups.

Defining "large" events as those expecting 250+ attendees would help prioritize resources and scheduling. When designing events, CCBAC should incorporate "peak moments"—such as surprise elements, major prizes, or performer interactions—that leave lasting impressions and increase event value across all student segments.

While events cannot fit every student's routine, expanding marketing touchpoints is key. Since banners and signs proved effective, collaboration with other campus departments (such as HRewards with UH Athletics) and cross-promotion on Instagram (the second-most popular platform) can extend CCBAC's reach beyond Campus Center foot traffic.

Introductions to Key Performance Indicators

To measure success, it is important to track the target segments who are considered "non-engaged" students for an increase in unique attendees through the following:

Upperclassmen: Mānoa OneCard swipes already track grade level; monitor changes in sophomore, junior, and senior attendance.

Commuters: OneCard also tracks campus residency, offering a proxy to gauge commuter participation.

Non-Frequent Attendees: Add event surveys asking, "How many Activities Council events have you attended before this one?" to gather baseline engagement data.

Conclusion

Further studies should assess overall recognition of CCBAC and include graduate students, who also pay the student fee. Multi-year tracking using the KPIs outlined could evaluate long-term engagement trends. Behavioral shifts toward valuing convenience post-2020, observed during events like Cram Jam, should be analyzed as they may indicate broader attitudinal changes toward campus involvement.

Passive engagement events like CCBAC programs can serve as a gateway to deeper student involvement. Understanding this "customer journey"—from event attendance to active participation—could inform university-wide retention strategies. If stronger engagement correlates with improved student retention, it would support greater investment in Student Life resources, such as campus jobs, leadership workshops, scholarships, and professional development programs.

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