

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/ effective? (Targets & Measures)</i>	

Graduation Pathway System and The Mānoa Graduation Commitment

1. GPS and Velocity Analysis	STAR & OVCAA	Piloting Spring 2016, full implementation by Fall 2017	Full funding from State of Hawaii Legislative Initiative	Late release of funds; ability to find enough qualified staff	Full student support system that assists students in selecting courses appropriate to specific degree.	Improvement in graduation rates and retention, reduction in time to degree and increase in number of degree awarded	Initial results extremely promising.
2. The Mānoa Graduation Commitment	OVCAA	Go/no-go decision Fall 2016	Certain impacted programs will need resources for additional course offerings; amount tbd	Lack of needed resources	Students know classes they need for their degree will be available if they do their part.	Improvement in graduation rates and retention, reduction in time to degree and increase in number of degree awarded	

Affordability

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
1. Implement Open Educational Resources (OER) in order to dramatically expand the number of courses with zero textbook costs.	Outreach College	Five years – 2021	Outreach College is committing 1.0 FTE—enough if this takes off in a big way?	Faculty and student buy in Available open resource options	The OER initiative at Mānoa aims to reduce the cost of education, improve student success, and promote academic innovation by providing faculty more options for curriculum design.	Increase in adoption of open access resources.	Ongoing
2. Award UHF scholarship funds in a more timely and comprehensive manner.	Financial Aid	Begin Review April 2016.	Financial Aid and the Foundation have met and established a timeline for implementation.	Decision making about these accounts is highly decentralized.	Award UHF scholarship funds in a more timely and comprehensive manner.	Reduction in carryforward in UHF scholarship accounts	
3. Focus financial aid on undergraduates meeting institutional merit qualifications.	OVCS	On-going	Commitment from campus administration to maintain a minimum 10% return to aid for merit scholarships	Current budgetary challenges	Maintain a 10% minimum return to aid for merit scholarships. As the return to aid increases, commit more to Fellowship opportunities.		Ongoing: Continued support of 20% return to aid: 10% for need, and 10% for institutional merit scholarships.
4. Provide automated eligibility for incoming UH students to UH campus student jobs.	Mānoa Career Center		tbd	Need status on early registration for all incoming students – Mānoa and rest of University of Hawai'i system campuses.	Eliminate additional steps for student to make in-person/contact for access to campus employment service.		

				Need to modify sece (a UH system application) and obtain earlier access to ODS and Banner information.			
5. Increase student access for utilizing need based Federal Work Study.	VCS -- Career Center, and Financial Offices, and Financial Aid		Need access to Financial Aid Banner fields.	Access to additional Banner data may require approval. Should MCC lose access to Timesheet and TAPS data source, this cannot proceed.	Provide students and campus employers with access to early identification of FWS awards and tools in the <i>sece</i> system to manage FWS student employee earnings, award, and balances.	Increase awarding of FWS \$	

Administrative Hurdles

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
1. Move transfer student registration to an earlier time.	STAR -- Gary Rodwell	Fall 2016 pilot testing registration Full implementation by Fall 2017	No new resources required	Effectively communicating to transfer students about the new registration process	Transfer students have better planning for their first semester at UHM	Increase in transfers, reduction in their time to degree and number of excess credits	
2. Address the varying articulation of non-UH courses to increase consistency in evaluation of transfer coursework. (Transfer Student Barriers)	Admissions and Gen Ed as secondary role				Establish a committee to review this issue and make recommendations		
3. Clarify access to advising services at UH Mānoa for transfer (and ultimately all) students. Create a guide to assist students.	Council of Academic Advisors Melissa Jones, Chair of CAA Kiana.	2015-2016 Academic year	None anticipated	None anticipated	Guide will be available to all students (incoming and continuing) as well as provided to UHCC counselors. Will also be available online		In process, making good progress (9/16) CAA Committee is in the process of collecting information from all Advisors – on track for creation of guide by end of spring 16
4. Improve the Ka'ie'ie application process to make it easier for	Ka'ie'ie	Spring 2017 Admission cycle (July	None anticipated	Need to add a box in the online transfer application that gives brief overview of	Make application process for Ka'ie'ie easier by using	Increase number of Ka'ie'ie students	Completed A joint memo has been

<p>students and to provide an accessible way for neighbor island students to apply as the program expands.</p>		<p>2016-Sept 2016 application period)</p>		<p>Ka'ie'ie program and refers to website – will need BANNER help here – request in process now.</p>	<p>online form Improve the final transition for Ka'ie'ie students by removing unnecessary step</p>		<p>submitted to Dr. Cambra for review. Fall 2016 Completing for Spring 2017 admission</p>
<p>5. In-Hall advising options (Housing Success Center) <i>The next step is to offer undeclared peer advising in the housing success center (HSC) next year, during business hours and after hours.</i></p>	<p>Housing</p>	<p>Ongoing</p>	<p>Housing Success Center (HSC) MAC staff time</p>	<p>Scheduling, timing, student schedules, and response.</p>	<p>TBD</p>	<p>Number of students using HSC for advising.</p>	<p>Spring 2016 – piloted this but peer advisors graduated and so need to train more. Still need to work on logistics. Pilot again in the Spring. Student Housing and MAC discussed peer advisor hours in Housing Success Center (HSC) Wednesday mornings and after hours advising for undeclared students. MAC staff are evaluating proposal and schedule.</p>

Transitional Issues

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
1. Eliminate GEAS (General Arts and Sciences) major designation and replace with Exploratory designation.	MAC	Spring 2016		None anticipated	Corrections are being addressed & CAA advisors will be notified	No remaining GEAS students	Completed As of January 2016 students have been recoded, but some final minor repairs need to be completed. Pau.
2. Move the advising of all "pre" students to their intended school or college	MAC	A. By Fall 2016 for Dental Hygiene and Social Work B. By ? for Shidler	The Pre-BUS advisor must be hired and trained so that Shidler can assume responsibility for its students	None anticipated	All MAC students are in Exploratory categories: Exploratory, Exploratory-Arts & Humanities, Exploratory Social Sciences, Exploratory - Health Sciences and Exploratory - STEM.	A. Pre-SW and Pre-DH students are returning to their respective colleges & schools B. Pre-BUS students returned to Shidler	9/16 update: in process. Business still needs to hire. But Social Work is now under social work.
3. Move Declaration of Major on-line	STAR -- Gary Rodwell			Need to develop comprehensive picture of criteria and process for declaration of major	Make it easier for students to declare their major	Reduce initial declaration of major occurring at upper division	9/16: momentum from CAA side and from APC side. Waiting for the software to move forward. Will include other forms too.
4. Implement mandatory advising for all exploratory students every semester.	MAC	Gradual build with 2 years to implement	Hire and fully train second exploratory advisor, secure enough peer advisors to work with freshmen	Pre-Business students not moved out so not enough appointment slots created	All Exploratory students receive at least one mandatory advising session per semester	Number of students fulfilling mandatory advising every semester	9/16: In process. Lost an advisor over summer so hiring and then done.

5. Grades First Roll Out	MAC	Pending	Advisor identified to head roll out	System is moving toward purchase of Starfish, a competing software system	Unsure - Grades First may be replaced by Starfish	Future of this Grades First initiative unsure	9/16: Starting with a target population of exploratory incoming freshman. Also SOEST and athletics coordinating.
6. Improve the Non-Resident First Year Retention Rate at UHM	First Year Programs	Pending resources	3 Full time faculty specialists positions for expansion of the First Year Program office. An additional \$120,000 in scholarship awards to be disbursed to WUE students who are at risk of departing.	Individual academic departments may be resistant to allocating seats. (This barrier may be overridden by an executive memo from the VCAA).	Expand the current learning community program. Improve the Non-resident retention rate 10% two years after resources are allocated.	UHM First Year Retention Rate as indicated by the MIRO website/office	See the three pronged plan submitted by First Year Programs.
7. Common Book To promote student engagement and provide additional continuity to the freshman learning experience, a common book program could be implemented.	OVCAA, Debora Halbert	First Common Book Chosen by Fall 2017	TBD depending on level of programming, initially none.	Concerns about another requirement for students.	The goal would be to link the common book to the student experience and offer related programming that can draw students into the learning environment.		Could identify a local author every three years or so. Could add a shirt with quote from the book for each year. Will investigate if there is interest in constructing a common book committee.

Communications

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
1. Improved Website Communication	MCO				Develop a more interactive and attractive website		
2. Develop reporting mechanisms for students who have stopped attending courses.	Registrar	2016		Faculty failure to report student attendance to registrar.	Implemented Fall 2015	Follow up with early reporting to determine if it helps flag students who are not attending courses.	
3. Communicate importance of student progress through UHM to faculty more generally.	OVCAA				Develop and present a "Why Retention Matters" presentation to Faculty.	Department by department communication regarding retention.	
4. Increase opportunities for Faculty to learn about services and resources for students (Specific focus on Student Housing Services)	AVCS/DOS & Student Housing Services	Ongoing with yearly assessment	Funding and time for events.	Reaching additional faculty and knowing who needs to know and be involved.	Faculty/ Advisors/ Etc. will be able to direct students to proper resources. Faculty/ Advisors/ etc. will know who to contact with questions related to student concerns.	The initial open house was held (Spring 2015) and approximately 50 faculty/staff attended.	This idea came from the Academic Procedures Committee and was planned by SHS. The 2 nd Open House scheduled for March 2, 2016, intends to become an annual event.

Improving Learning

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
1. Improve learning in low success rate courses	OVCAA	Deans to submit initial reports Spring 2016	tbd	Resources	Lower numbers of students failing to progress through gateway courses	Low success outcome numbers and rates for high enrollment courses	GSO recommends focus groups with students and faculty from these courses.
2. Create a comprehensive curriculum that all exploratory students follow.	MAC	Gradual build with full implementation taking 3 years.	Will need to have graduate students to expand courses (similar to ACE or ICS 101, HIST 151 models).	Need to find graduate program willing to work on partnership (internship or graduate credits).	Needs for each level of course are accurately predicted and sufficient sections of each course can be offered.	Enough sections of courses are offered to accommodate all exploratory students.	
3. Mānoa Career Center will develop a co-curricular transcript.	Mānoa Career Center		IT If centrally managed, who/where and personnel needs.	Committed partners Need to determine if other areas in the division or larger university would use. Determine where/platform that would house transcript data.	Increase the retention of students via co-curricular programs and learning by recognizing student learning via social, cultural, ethical, personal and professional growth through co-curricular involvement		
4. General Education Office development of SENCER programming for students and faculty to improve student	GEO – Hoku Aikau OVCAA – Debora Halbert						Submitted grant January 2016

success.							
5. Center for Teaching Excellence: NSF Teaching Science by Doing Science at UH Mānoa Project.	CTE – Kathie Kane			Faculty interest		Train 4-8 faculty per year, starting off small.	The next step is If the pilot is successful, the program will expand.
6. Tuition adjustment incentives to address Non Resident Retention and Graduation Rates	OAVCUE & OVCSA		Potential foregone revenue	Proposal calls for tuition adjustments as student progress to degree. Careful analyses of different adjustment models need to be considered. 5% reduction a year appear to have most merit and faster return if retention number reflect accurate trend.	Hopefully increase in retention rates offsets tuition adjustment, and more student remain and eventually graduate.	Increase in retention and graduate rates	
7. Implications of “Holds” on student records for on-going student success.	OAVCUE	Summer 2016	STAR Office staff time	Many offices that put “Holds” on students are collecting funds, such as Library, Health Office, and Housing. Hold is used as pressure point to get student to pay so openness to allow students to register might be an issue.	Fewer students ‘left on hold’	Increases retention and graduation rates	
8. Review and revise registration process	OVCSA & OAVCUE	End of spring 2016 semester for pilot; and full implementation by spring	None	Status Quo; contacting all the transfer students; completion of current classes	Increased numbers of students registering early and ability of University to provide enough sections of courses as required for students to make progress to degree	Greater number of students in complete schedules by the beginning of the semester	

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Graduate Education

1. Electronic submission of theses and dissertations	OGE	Fall 2016	None needed ProQuest does not charge for the service	Logistical – transitioning students from CD submission to online submission requires notifications to constituents	Streamlining the process, access of materials to institutional repository	Success in implementing system	
2. Streamline the application system for graduate students, making it all on-line and with all material going to one place	OGE & ITS	Spring 2017 pilot test of applications including supplemental materials	TBD + server space rental costs for supplemental materials	Logistical, technical; working out details for which materials will be uploaded and building the interface with units to review materials, make admissions decisions, and notify OGE	Remove the administrative hurdle of multiple systems, decreasing frustration of prospective graduate applicants and their references	Decrease processing time for graduate admissions	
3. STAR for Graduate Programs	STAR & OGE	Pilot test Spring 2017	Time commitment from STAR, OGE, and Graduate Chairs	Challenges encoding curriculum requirements and academic milestones across programs	Greater transparency of program requirements to graduate students	Reduce time to degree in graduate programs	
4. 3-Minute Thesis Competition	OGE Steering committee	Inaugural event 4/16/16	OGE staff, Steering Committee and Faculty, Student, Administrator, Community Volunteer time Scholarship Funds for prizes		Positive event showcasing the contributions of graduate student research to the campus, legislators, and the public Possible opportunity to cultivate potential donors to OGE	Turnout by graduate student participants Feedback from attendees, judges, community Press coverage of the event	Now completed and ongoing.

<p>5. Graduate Student Professional Development Series: revise and update Preparing Future Faculty and Dissertation Completion Series programming</p>	<p>OGE</p>	<p>Ongoing</p>	<p>OGE staff time</p>		<p>Development of graduate student's practical and professional knowledge base and skill set</p>	<p>Session evaluation, program evaluation, attendance levels</p>	<p>An Aloha 'Aina series for graduate students is being planned for Fall 2016</p>
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