

Review of Enrollment Management
at
The University of Hawai'i at Mānoa

Consultants' Report
by
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Introduction

The Vice Chancellor for Academic Affairs, Dr. Neal Smatresk, and the Assistant Vice Chancellor for Undergraduate Education, Dr. Ron Cambra, invited us to visit the University of Hawai'i at Mānoa (UHM) to conduct a review of its enrollment programs and services. During a three-day visit, we met with a number of campus constituencies to gather information regarding their perceptions on issues related to marketing, recruitment and retention of students at UHM. [Appendix A] The following is a report of our recommendations resulting from our review.

Prior to the visit, we had the opportunity to review a number of documents: The University of Hawai'i at Mānoa Strategic Plan: Defining Our Destiny, 2002-2010; University of Hawai'i Measuring Our Progress: 2004 Update; University of Hawai'i at Mānoa Recruitment Plan: Fall, 2007-2011; Alumni Outcomes Survey 2003; Year of the Student Surveys, Spring 2006; a number of recruitment pieces; and a set of questions prepared in advance for our discussions with the faculty [See Appendix B]. We also were able to examine appropriate websites.

In its Strategic Plan, UHM identifies a number of strategic imperatives that deal with educational effectiveness. It is clear that UHM is a vibrant campus environment. As a Research I university on the most remote island chain in the world; with world-class programs in oceanography, astronomy, international business, and language study; strong links to Asia and Southeast Asia; and the most diverse campus in the United States; UHM provides students from Hawai'i and around the world with a unique learning experience.

We want to thank faculty, staff and students with whom we met. We were particularly impressed with their receptiveness to our visit and perceived willingness to embrace new practices and structures that would advance enrollment management at the UHM. In particular, we want to thank Jan Heu, Interim Director of Admissions and Records, for her many gracious introductions and her attention to all of our needs.

Recommendations

1. Hire an Assistant Vice Chancellor for Enrollment Management

In order to focus activities, build consensus and prioritize enrollment management efforts at UHM, we recommend that UHM conduct a national search for an Assistant Vice Chancellor for Enrollment Management (AVCEM). The AVCEM can provide leadership in this essential and critical domain by:

- Establishing consensus on institutional goals and priorities;
- Creating awareness of obstacles that may need to be overcome;
- Identifying proven marketing, recruitment and retention strategies;
- Providing a systematic assessment of current marketing, recruiting and retention strategies;

- Employing research and data-driven approaches to marketing, recruiting, retention, and financial aid strategies;
- Creating a university-wide partnership directed toward enrollment management goals;
- Coordinating and unifying campus-wide efforts;
- Promoting high-quality service;
- Encouraging innovative thinking and a problem-solving culture;
- Ensuring more effective use of resources, and identifying the need for additional resources within a fiscally constrained environment;
- Assigning responsibility and accountability in scheduling work;
- Developing an enrollment management plan for UHM.

Enrollment management organizations vary across the country with respect to the offices reporting to them. Successful enrollment management structures reflect the institutional culture, goals and priorities. Given the issues faced by UHM, we believe that an effective reporting model would give the AVCEM direct oversight of the Offices of Admission and Records, School and College Services, Financial Aid, New Student Orientation, the First Year Center, Student Housing, and some new institutional research and systems support resources. *Given the importance of housing to recruitment and retention efforts and the special urgency surrounding housing issues on UHM's campus, we feel particularly strongly that Student Housing be included in the AVCEM's portfolio.*

The job of AVCEM is a challenging one that will require consensus building among a wide variety of constituencies. In order to do this, the AVCEM will need to spend considerable time establishing effective communication channels, building trust, and involving appropriate and interested partners. Thus we anticipate that the AVCEM will recognize the need to identify a separate Director of Admissions (and Records) and do some reorganization to more effectively utilize scarce university resources. For example, the AVCEM will want to examine the efficacy of combining the Offices of Admissions and School and College Services into a single entity supervised by a Director of Admissions and having Records (the Registrar function) report directly to the AVCEM. In that case, it would make sense for the Registrar to take responsibility for updating and printing the catalog and perhaps overseeing Summer School. We believe that it is important to recognize that the success of the AVCEM will depend of the ability of the University to provide appropriate support in terms of institutional research, systems, and marketing expertise.

The UHM should launch a national search for the AVCEM and seek a creative and articulate leader who understands the big picture and has a proven track record in promoting academic excellence, the recruitment and retention of a diverse student body, and high-quality service. The AVCEM should have excellent interpersonal skills, organizational and managerial skills, and the ability to work and communicate effectively with campus, school and community constituents. The AVCEM should possess a demonstrated record of

accomplishment and leadership in the fields of admissions, student recruitment, financial aid, and experience in staff development. An advanced degree should be required with a doctorate preferred.

Although the timing is somewhat unusual, we would advise that the chair and membership of the search committee be identified immediately, and the search launched by the beginning of the summer. We recognize this poses difficulties with respect to faculty and student availability and staff vacations, but delaying the initiation of the search process until the fall will make it difficult to bring someone on board before next summer. We do not think you should wait that long. A committee could advertise the position and solicit applications in the beginning of the summer and review applications and narrow the pool during the course of the summer. A group of finalists could then be invited to visit the University in early fall with the expectation that the new AVCEM would be in position by January, 2007.

Given the sensitivities involved and to underscore the significance of this position, we recommend that the search committee be chaired by a dean or a prominent faculty member and have strong faculty representation. It is important that the committee also include students and a representative from the Kualii Council. The chair should be someone who can move the search process forward in a well-organized and timely manner.

2. Expand enrollment research to support data-driven decision making

Given that systematic student data collection and analysis are essential to enrollment management decision making, we recommend that an enrollment research function be developed to support this need. This function should include descriptive statistics (such as retention rates by home country and high school for international students; state, high school and ethnicity for mainland students; and island, ethnicity and Hawai'i high schools) as well as inferential statistics that include the ability to model the impact of alternative decisions.

The implementation of Banner has affected the ability to produce some reports. In order to ensure the effective functioning of an Enrollment Management unit, efforts must be made to address this need as soon as possible so that appropriate reports can be generated. Typically such reports include:

- Application and deposit statistics benchmarked against previous years and broken down academic major, ability level, ethnicity, residency, and other related variables;
- Graduation and retention rates by academic major, ability level, ethnicity, residency, support services received, and other related variables;
- Academic performance data by feeder high school or transfer institution;
- Modeling regarding the impact of changes in tuition costs, admissions policies, or financial aid strategies on enrollment;
- Net tuition revenue projections;

- Analysis of student choices regarding competing institutions (using National Student Clearinghouse data or other sources);
- Tracking of enrolled students by college, school, and/or major;
- Analysis of discount rates for international, mainland, and resident students.

3. Charge the new Director of Financial Aid with studying the unit operation and also impact of financial aid at UHM.

We recommend that the new Director of Financial Aid study (or bring in consultants to study) the unit operation and impact of financial aid at the UHM. This would be to identify areas where the processes may be streamlined or improved, assure that financial aid is coordinated with other enrollment management efforts, and recommend actions that will allow the University to make the most effective use of its student aid funds and staff resources. Such an analysis might provide recommendations regarding:

- Resources—staffing, physical space, document imaging, and operational efficiencies;
- Service culture—organizational structure, service procedures, physical arrangements, the phone system, customer service training, and cross-training with other offices;
- Scholarships—optimizing the use of scholarship funds, accountability, timing of awards, completing the changeover from “waivers” to fixed “awards.”

We understand that Financial Aid will be receiving additional permanent staff, but it is unclear at the staff level whether they are to be replacements for temporary staff, additive to existing staff resources, or a combination of both. This issue should be resolved and communicated to the new Director of Financial Aid and the Financial Aid staff as soon as possible.

4. Move Summer School into the domain of the Enrollment Management or Academic Affairs

Summer School is an important enrollment management tool that can have a significant impact on students’ degree progress. The balance of course offerings between the academic year and summer session plays an important role in allowing students to make up course deficiencies, complete prerequisite requirements, complete double majors, and/or accelerate progress towards completion of a degree. We strongly believe that Summer School should be part of the main-stream academic enterprise. We recognize that colleges, schools and departments rely on Summer School tuition revenue to supplement their operating budgets, and this would not need to change. We do suspect that closer coordination with the Registrar’s Office and regular course-offering planning would increase overall Summer School revenues and decrease costs.

With respect to Summer School, we recommend the consideration of two five-week summer sessions instead of the current two six-week summer sessions. This would give students and faculty involved in Summer School more opportunity for a break (that might actually improve overall learning) and provide

more time to turnover student housing and other facilities. A serendipitous effect might be that student housing could open some rooms early to accommodate the needs of students who have to be on campus early prior to the beginning of a semester.

5. Clarify mission and policies of the Outreach College vis-à-vis those of the Office of Admission and Records

There appears to be confusion about the role and policies of the Outreach College. These need to be clarified and understood by all. We recommend that consideration be given to integrating the Outreach registration functions and perhaps even the Outreach admission functions (still accommodating the differing admission standards) into the operations of Admissions and Records (or appropriate new structures) in order to more effectively utilize institutional resources.

6. Continue to address issues associated with the student experience and student success.

A number of important initiatives are underway to improve student success at the UHM such the Chancellor's "Year of the Student" initiative that sought student input, the increase in the number of 100- and 200-level courses, and the automation of the degree audit program. However, other issues need to be examined, prioritized and addressed in a systematic manner. *To that end, we recommend that the Chancellor or Vice Chancellor for Academic Affairs appoint a "Student Experience Task Force" that would focus on identifying issues that affect the student experience and retention and provide recommendations for addressing matters that could improve the learning environment for all students.* The task force should be chaired by a prominent faculty member and represent a cross-section of campus constituencies. *While the overall focus of the task force would be to enhance a student-centered learning culture, some specific issues that emerged in our conversations that might be addressed include:*

- Processes that make it difficult for students to navigate the system (such as requiring a separate application for the Outreach College),
- Ways to enhance a "service" attitude on the part of all University employees,
- Provision of study areas for group work,
- Walkways and other modifications that would make the campus more pedestrian friendly,
- Accessibility to people with disabilities to various campus units,
- Instructional technology and classroom facilities,
- Improved orientation for graduate students,
- Parking.

While we recognize that there are resource implications to most of the examples listed above, there is a need to explore *creative*, interim strategies and to prioritize resource needs. There will also be issues that may not be resource intensive (such as the first bullet above), which can be addressed more expeditiously.

7. Address housing issues as soon as possible

Almost every conversation we had brought up concerns about student housing. Student housing is one of the most important enrollment management tools that a university like UHM has because good housing can promote the learning environment of students and increase retention and enrollment, and inadequate student housing can produce the opposite effects. Even though a new residence hall is scheduled to be on-line in fall, 2008, this will not solve all of the capacity or utilization difficulties. *Housing issues at UHM require immediate attention and should be studied by a university-wide "Housing Task Force." The task force should be established with representation from faculty, staff and students from different areas of the campus.* Issues the task force could address include:

- Identification of temporary housing near campus in which students could live and that the University could operate,
- The efficacy of accelerating the master building plan for student housing.
- The processes of making graduate and undergraduate room assignments,
- Identification of temporary quarters for international and other students who are required to arrive early to campus.

8. Establish an Office of University Relations or Advancement.

The students that a university attracts are significantly related to the brand image of the institution. To ensure that the UHM is best positioned to represent itself to prospective students, the community, the State, and all the other publics that it serves; *we recommend that UHM establish an Office of University Relations or Advancement.*

This office would coordinate the University's public relation activities and special projects targeted to state, national and international audiences. It would also develop new communication opportunities, marketing messages and a consistent image for the University. It would work closely with Enrollment Management to develop promotional literature and with other unit directors throughout the UHM. Some of its specific functions might include:

- Publications (including recruitment materials),
- Web design,
- Marketing research (including conducting focus groups of prospective students),
- Media relations,
- Visitor relations,
- University events.

9. Complete the reorganization process regarding the restructuring of the enrollment units from Student Affairs.

In a number of conversations, we heard concerns about the lack of clarity on issues related to the migration of several of the enrollment management units from the domain of the Vice Chancellor for Students to the Vice Chancellor for Academic Affairs last year. Apparently the budgets and personnel lines have yet to be restructured. We recommend that the operating and personnel budgets be separated as soon as possible in order to provide clarity for resource management. We believe that the “incompleteness” of the reorganization process has led to some confusion and has had an impact on staff morale.

This completes our report. Please note that our answers to questions from the Faculty senate are provided in Appendix B.

Appendix A

AGENDA Consultants' Visit Enrollment Management May 8 & 9, 2006

SUNDAY, MAY 7th

6:30 p.m. Dinner: Dr. Ann J. Korschgen and husband, Dr. Patti Ota, Ron and Kathy Cambra

MONDAY, MAY 8th

7:15 a.m. Pick up at Queen Kapiolani Hotel
Breakfast at Hau Tree Lanai: Korschgen, Ota, Smatresk and Cambra

9:30-10:30: QLC 412
Office of Admissions and Records
Office of School and College Services
Office of Financial Aid

10:30-11:00 Hawai'i Hall 309
Student Housing Representatives
Cashier's Office Representatives
First Year Center Director
New Student Orientation Coordinators

11:15-11:45 Hawai'i Hall 309
Mānoa Faculty Senate Executive Committee
Committee on Academic Policy and Procedures
CAPP Subcommittees on Admissions
Committee on Student Affairs
General Education Committee

12 noon Lunch: Jan Heu, Interim Director of Admissions and Records
Stuart Lau, Registrar
Irene Jacinto, School and College Services
Belinda Nagashima, Admissions and Records
Jim Manke, Director of Communications

1:30-2:15 Hawai'i Hall 309
Graduate Student Organization
ASUH

Dorm Student Representatives
New Student Orientation
Co-Curricular Activities

2:30-3:30 **Hawai'i Hall 202**
Chancellor Denise Konan

4:00 **QLC 412**
Multicultural Student Services
College Opportunities Program
Student Support Services
SEED
Kua'ana Native Hawaiian Student Development Services

5:00 Ride back to Queen Kapiolani Hotel

TUESDAY, MAY 9th

7:00 a.m. Pick up at Queen Kapiolani Hotel and Breakfast: Ron
Cambra

9:00 **QLC 409**
Wayne Iwaoka, Interim Vice Chancellor for Students

10:00 **QLC 412**
International Students

11:00 **QLC 412**
Kuali'i Council

12 noon Lunch

1:15 **QLC 412**
Study Abroad
Honors Task Force
Council of Advisors

2:00 **Spalding Hall 360**
Graduate Division

WEDNESDAY, MAY 10th

8:00 Pick up at hotel

Work on report

10:30

QLC 412

Final meeting with Admission and Records, Financial Aid, and
School and College Services representatives
Work on report

4:00

Hawai'i Hall 209

Exit interview with Neal Smatresk and Ron Cambra

5:30

Ride back to Queen Kapiolani Hotel

Appendix B

ANSWERS TO QUESTIONS PROVIDED BY THE MANOA FACULTY SENATE COMMITTEE ON ACADEMIC POLICY AND PLANNING AND ITS SUBCOMMITTEE ON ADMISSIONS ENROLLMENT CONSULTANTS' VISIT TO UHM MAY 8 AND 9, 2006

1. How would you reconcile the raising of admission standards with maintaining student enrollment numbers?

Many schools experience an immediate enrollment decline after they raise admission standards – often in the range of 10-20%. Usually the enrollment numbers rebound over the next couple of years and eventually become more robust due to the improved selectivity and prestige of the institution. Before raising admissions standards, it is important for the institution to study and model the potential impact on enrollment so appropriate measures can be put into place to compensate for a temporary decline in tuition revenues due to a potential decrease in enrollment.

2. Do you see a conflict between being both a land grant university, with its mission to provide access to higher education, and being a Research I university, with its need for selectivity? How do you see these two missions impacting admission standards?

In light of UHM's mission as a state-supported, land-grant university, it is essential to understand the university's enrollment within the context of the demographics of Hawai'i. In particular, views of the educational pipeline that include overall Hawai'i population trends, numbers of high school graduates, and the eligibility of these graduates for university admission must be taken into account in an enrollment plan. An institution can become overall more selective (as measured by average high school GPAs, test scores, etc.) but still maintain its commitment to recruiting a diverse student body and providing access to students who have demonstrated their ability to overcome obstacles and challenges in their lives. A land-grant university should never lose track of its responsibility to provide outreach programs to the community and state.

3. How do you deal with special populations (i.e. athletes, minorities) and differing admission standards?

We were informed that demographic projections for Hawai'i show that much of the demand for higher education will be from underrepresented populations, students that tend to be less well-prepared for college.

University recruitment and retention strategies need to be tailored to fit this scenario.

4. How do you use scholarships and tuition waivers to impact admissions?

Scholarship funds can be used to impact admissions by optimizing appropriate marketing and timing of awards, changing from “waivers” to fixed “awards,” and using yield analysis to make strategic awards to increase enrollment numbers and also increase net tuition revenue.

5. UHM has relatively low admission standards and high attrition rates. Do you see a relationship between these two factors? How does changing admissions standards impact retention?

Other things being equal, higher admission standards will increase retention. This is because higher ability students tend to have higher retention and graduation rates, but it is important to note that these rates can be affected by various University interventions such as freshman learning communities and quality tutoring.

6. Given that WASC has charged the faculty with the responsibility for and final authority over admission standards, curricula and graduation requirements, what do you believe is the role of the faculty in Enrollment Management?

We recommend that faculty be engaged in major discussions about enrollment management, be represented on all major enrollment management committees, and participate in major policy decisions. In most institutions, the faculty has been delegated authority over admission standards, curricula and graduation requirements.

7. What does the role an enrollment manager encompass? In what ways might that role impact admissions, curricula and graduation requirements?

Enrollment management has to do with anything that shapes the characteristics of the student body, and, in particular, deals with the recruiting, enrolling, and retention of students. Therefore, primary among an enrollment manager’s responsibilities are to lead campus dialogue and establish consensus on institutional goals related to such questions as:

- *What is the enrollment capacity of the institution?*
- *What is the desired distribution between undergraduate and graduate/professional students?*
- *What is the desired geographical distribution of the students (in-state/out-of-state/international)?*
What is the desired academic profile in-coming students (GPA, class rank, test scores, etc.)?
- *What is the desired racial/ethnic profile of the student body?*

- *What is the desired distribution of students among academic majors/programs?*
- *What is the desired distribution of first-year-in-college students between beginners and transfer students?*
- *How many students should be housed on campus?*
- *What are the institutional responsibilities towards traditional and non-traditional students?*
- *What are appropriate institutional goals for retention and graduation rates?*

(Further information about the role of an enrollment manager can be found under Recommendation 1.)