**COMMITTEE ON ENROLLMENT PLANNING**  
*Final Report on Action Items*

### Workgroups

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| 1 | "Come to Mānoa and See the World" | • Need inventory of programs that require or encourage out-of-state experiences.  
• Yang to talk with deans at future deans meeting.  
• Recruiting materials should highlight numbers of Mānoa students who have had an international or exchange experience. | R |
| 1 | Use Mānoa Events to Recruit Students | • Institutional Research Director Yang and VCS Hernandez attend Deans' meeting to discuss recruitment initiatives and ask for information  
• Questionnaire sent to deans for college events that could be used for recruiting purposes. A&R to work with deans to identify appropriate events.  
• VCS provides call lists of admitted students who have not committed to each dean in October/November for calls to be made in January/February.  
• Calls to students in January and February 2011. Scheduled again for February 2012.  
• A&R purchased ACT and SAT lists for use by student, staff, faculty, and dean callers.  
• New Assistant Vice Chancellor for Enrollment Management (AVCEM) to oversee new recruitment committee that includes staff from these units. | O R |
| 1 | New “Early” Admission Program | • Will craft proposal for “new” early admission program, combining aspects of current program with a summer component similar to Outreach College’s Summer Scholars Program. Will work to revise current Board of Regents’ policy. | R |
| 1 | Document Imaging | • Worked with ITS on feasibility of a system - not feasible, will work with outside vendor.  
• Met with 2 companies. Finalists present one-hour webinar on products.  
• Contract awarded; software installation scheduled for 1/2012.  
• Full installation completed in February. In-service training held in March.  
• Fully implemented Spring 2013. | O |
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| 1        | John A. Burns School of Medicine (JABSOM) Scholars Program                  | • Applications to new program available on website.  
• First group admitted Fall 2012.                                                                                                                                                                                      | O      |
| 1        | Early Start Program                                                         | • New summer program for entering freshman started Summer 2012.                                                                                                                                                           | O      |
| 2        | Increased coordination among minority-serving programs by identifying an “official” liaison for each program and publishing a contact list. | • VCS worked with Student Services staff to determine how to better coordinate efforts and share resources.  
• **Next Steps:** Better publicize current website, listings and directors of Native Hawaiian Student Services (NHSS) and Student Equity, Excellence, and Diversity (SEED) programs.  
• Update contact information and distribute to Mānoa units (e.g. department chairs).                                                                                                                          | O      |
| 2        | Establish more Registered Independent Organizations (RIOs) for Hawaiian, Filipino, and Pacific Island students. | **Next Steps:**  
• VCS assigned staff to work on these initiatives.  
• NHSS and SEED programs will maintain contact info and support to:  
  o Existing RIOs with student members from Native Hawaiian, Filipino, Pacific Island groups that are connected to student affairs and academic departments (e.g. undergraduate and graduate students in the School of Hawaiian Knowledge, Katipunan and Timpuyog Philippine Language clubs, Fealofani O Samoa, Society for the Advancement of Chicanos and Native Americans in Science; and College Opportunities Program Club.  
  o Newly established RIOs (e.g. La Raza Unidad Latina/o; OMSS HUI).  
• Reactivate African American and Native American RIOs.  
• Encourage Native Hawaiian and underrepresented students to join existing honor societies.                                                                                                          | O      |
| 2        | Provide resources and support to Hawaiian, Filipino, and Pacific Island RIOs so that they can inform their communities about Mānoa activities through focused media attention in ethnic publications, and selected media outlets. | • VCS and VCAA asks Advancement Office for assistance with print / radio media.  
• Appropriate media identified.  
• Funds identified to purchase ad space in selected newspapers; media buys for broadcast; development of videos, virtual view books, and other print materials.  
• VCS, AVCEM and AVC Student Diversity are funding advertisements in ethnic media on scholarships and other recruitment information.  
  o Some projects received free media and academic community service credit.  
  o **Assistance and coordination of VCS activities with Advancement Team needs to be developed.**                                                                                                       | O      |
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| 2         | Create a core of student assistants trained to work in schools/communities to help prepare and recruit students to Mānoa. | • SEED and NHSS developed student fellowships to help with recruitment. For example, SEED has student fellows who speak 5 languages.  
• NHSS Outreach created the “Malama Program,” which trains Native Hawaiian undergraduates to assist with outreach to middle and high school students. 15 core volunteers as of Spring 2012.  
• NHSS Outreach conducted two-days of shadowing with Nanakuli Intermediate & High School students. Students visit classes led by faculty who have course releases in developing outreach.  
• NHSS conducted two-days of shadowing with Halau Ku Mana and Waianae High School.  
• NHSS Outreach hosted a Career Exploration Day on campus geared towards middle and high school students, and included Malama Program students as mentors.  
• SEED hosts over 750 junior high and high school students from high minority schools for the Mānoa Experience. Student fellows organize the visit.  
• NHSS and SEED programs will continue with community and school outreach activities with trained Mānoa college students. The college students are paid hourly as student employees (federal work study, federal grants, tuition funds, and private stipends). | 0      |
| 2         | Freshmen retention program for low-income students with federal/state Gear Up grant to SEED/OMSS | • 100 freshmen enrolled in English 100 over summer with follow up educational support services and service learning activities in Fall and Spring.  
• The Hawai‘i Undergraduate Initiative (HUI) Gear Up/Challenge Federal program funded through summer 2015. The HUI is a high performing successful recruitment and retention program: 99% of initial freshmen class enrolled as sophomores (one left program because military transfer). The OMSS HUI program uses tuition funds for three-credit tuition scholarship for summer school and one staff member.  
• SEED working with Enrollment Management division to maintain the HUI program and increase freshmen enrollment of low-income academically challenged students. | 0      |
| 2         | Community college transfer project with federal grant to Native Hawaiian Student Services and Windward Community College | • Admissions conducted application workshops for this target group. Workshops offered to all UH community colleges.  
• Admissions developed a Mānoa Promise program whereby all Hawai‘i high school students applying to Mānoa are either admitted directly or offered conditional admissions for a future date if they attend a UH community college.  
• Windward CC Hulili Native Hawaiian federal program funded through 2015. Leeward CC federal grant, Sulung Aral, will provide services to increase Filipino student transfers to Mānoa through 2016. All of these programs rely on Mānoa and System-wide initiatives to improve articulation policies and programs (e.g. see Workgroup 3 action items and Ka‘ie‘ie‘ transfer programs). | 0      |
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| 3         | Institute a policy to ensure articulation across the UH System of courses with the same alpha and number. | • Member Hippensteele discussed with the Senate Executive Committee and asked the Senate chair to discuss with the All Campus Council of Faculty Senate Chairs (ACCFSC).  
• Faculty Senate approved resolution in support of initiative.  
• UH System proposed that articulation focus on General Education courses. General Education Council reviewing proposal.  
• ACCFSC endorsed the Faculty Senate resolution with clarifications.  
• UH Systemwide Council of Chief Academic Officers to confer with their units when “outlier” courses identified.  
• Reviewed latest data. Some Mānoa courses are the outliers (e.g. the Calculus series), but ultimately there are fairly solid rationales for course numbers used. | R      |
| 3         | Create Transfer Student Website                                                | • Council of Academic Advisors (CAA) to create page on the CAA website with a link to the Admissions Office transfer database and step-by-step instructions on how to use the database in conjunction with other resources.  
• Beta version of page created, feedback solicited. | R      |
| 3         | Re-evaluate differential transfer credit cap imposed on non-UH community college/junior college transfers. | • Council of Academic Advisors reviewed existing policy that caps at 60 the number of credits that non-UH community/junior college students can transfer to Mānoa. CAA recommended that policy be terminated as it treats non-UH and UH transfer students differently.  
• Committee endorsed the recommendation.  
• OVCAA forwarded recommendation to the Faculty Senate for consideration.  
• Faculty Senate Committee on Academic Planning & Policy reviewed recommendation but did not endorse it. | X      |
| 4         | “Come Home to Mānoa” Initiative Identify and reach out to students who left Mānoa as seniors, or who have not been enrolled for two semesters but were in good academic and financial standing. Develop customized pathways to graduation. | • Assistant Vice Chancellor for Undergraduate Education (AVCUE) formed a committee to develop individualized pathways for students.  
• Outreach College to serve as lead unit for program. Discussions underway with Registrar’s Office, Admission, and Financial Aid.  
• Outreach College hired a program coordinator for the initiative.  
• Students and challenges identified.  
• Coordinator to work with CAA to address some of these areas. | P      |
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| 4        | Develop retention presentation for faculty and staff to discuss why retention matters and what can be done to improve it. | • Workgroup prepares presentation for faculty and staff (particularly student services units).  
• Committee previews presentation.  
• Presentations to deans, department chairs, and undergraduate advisors in Fall 2010.  
• Presentations continue in 2011-12, focus on course pressure points, major challenge courses.  
• Workgroup partners with John Stanley (Leading Indicators work) to develop presentation for faculty and staff on implications of retention and graduation rates on student success.  
• Presentations begin in Fall 2012.  
• Leavers Survey (students who left Mānoa) conducted Fall 2013. Results presented to campus through 2013-14.  
• New workgroup identified. First presentations targeted for Spring 2015. | O R    |
| 4        | Identify students who are having academic difficulty early in the semester and refer them to the Learning Assistance Center (LAC) for tutoring services. | • Mid-term grades considered by the Faculty Senate Committee on Academic Planning & Policy (CAPP), however current information system cannot accommodate this. CAPP and Faculty Senate did not endorse it.  
• Proposal rewritten to utilize features available in Laulima.  
• Group formed to determine how to identify early at-risk students. Group reviewed software designed to identify and direct students to resources.  
• First vendor presentation in March 2012.  
• Committee developed campus implementation recommendations.  
• Grades First tracking system successfully piloted with Athletics. The program to be examined for potential expansion.  
• Grades First to be expanded to include Exploratory students.  
• New contract being negotiated with expansion targeted for Spring 2015. | P R    |
| 4        | “Do it in 4!” campaign to encourage students to focus on retention and completion. | • Workgroup appoints committee to work closely with STAR team on publicizing “Do it in 4!” initiative  
• Committee reviewed ways to integrate Mānoa’s “Do it in 4!” campaign with the UH System’s “15 to Finish” campaign.  
• Proposals for coordinating joint campaign in early stages. | O R    |
| 4        | Freshman Convocation during Warrior Welcome Week                            | • Workgroup 4 to appoint committee to assess possibility of holding freshman convocation during warrior Welcome Week.  
• Initiative no longer a priority.  
• Warrior Welcome Week revamped to include gatherings and to coordinate activities across campus. | X      |
| 4        | Develop a Graduation Pathways Program to provide students with clear pathways towards degrees. | • Students who did not graduate within a year of completing 88% of their requirements identified.  
• Data examined, and policies to be proposed.  
• Velocity initiative launched to coordinate academic pathways and course offerings to identify pressure points and obstructions to graduating on time. | O      |
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| 4         | Exploratory Student Program Freshmen who have not declared a major to identify an interest area upon registration. | • Students who have not declared a major by their sophomore year will be required to enroll in IS 197: Academic Exploration through Advising to receive guidance in selecting a major.  
• Limited pilot launched in Spring 2014. Full pilot to be launched in Fall 2014.  
• Exploratory workshops and courses developed. Three positions requested to implement in Fall 2014.  
• Workshops piloted in Fall 2014.  
• Positions and funding not yet available for full implementation. | P      |
| 5         | One-Stop Financial Assistance Website for International Students Collect information on all financial assistance available to international students from all units and place online. | • A subgroup convened by the AVCUE.  
• Research completed. Giving Tree identified only one scholarship for international students.  
• Scholarships that do not specifically exclude international students identified.  
• International Student Services collected scholarship information on their website, including information about new International Undergraduate Student Scholarship Program. [http://www.hawaii.edu/issMānoa/](http://www.hawaii.edu/issMānoa/) | O      |
| 5         | Faculty participation in international student recruitment Create a template that faculty can use for international recruitment; identify locations not already covered by A&R and International Programs; offer faculty who are already traveling to these locations an additional day of per diem to recruit. | • Workgroup develops a plan to support an implement the initiative to include a strategy, financial model, and implementation plan.  
• Database on faculty travel locations developed.  
• Decided with Mānoa International Education Committee to focus on Vietnam, Indonesia, and the Philippines.  
• Template continues to be revised. | P R    |
| 7         | Explore link between on-campus housing and retention of out-of-state students | • Student Housing and Leavers Survey data reviewed to explore whether retention is greater for out-of-state students who stay in campus housing.  
• Data appears to show a positive relationship; Student Housing has capacity to house all out-of-state freshmen.  
• Housing staff developed additional orientation activities for out-of-state students.  
• Explore possibility of making this a requirement for out-of-state freshmen. | C R    |

### Acronyms

- A&R: Admissions & Records Office
- ACCFSC: All Campus Council of Faculty Senate Chairs
- AVCEM: Asst. Vice Chancellor for Enrollment Mgt.
- AVCUE: Asst. Vice Chancellor for Undergraduate Ed
- BOR: Board of Regents
- CAA: Council of Academic Advisors
- CAPP: Faculty Senate Committee on Academic Planning & Policy
- CC: Community College
- HUI: Hawaii Undergraduate Initiative
- ITS: Information & Technology Services
- JABSOM: John A. Burns School of Medicine
- LAC: Learning Assistance Center
- LAC: Learning Assistance Center
- Mānoa: University of Hawaii at Mānoa
- NHSS: Native Hawaiian Student Services
- OMSS: Office of Multicultural Student Services
- RIOs: Registered Independent Organizations
- SEED: Student Equity Excellence & Diversity Office
- SERG: Student Engagement, Retention & Graduation
- VCAA: Vice Chancellor for Academic Affairs
- VCS: Vice Chancellor for Students
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