

UNIVERSITY OF HAWAI'I SYSTEM
STRATEGIC ENROLLMENT MANAGEMENT PLAN

Office of the Vice President for Academic Policy and Planning

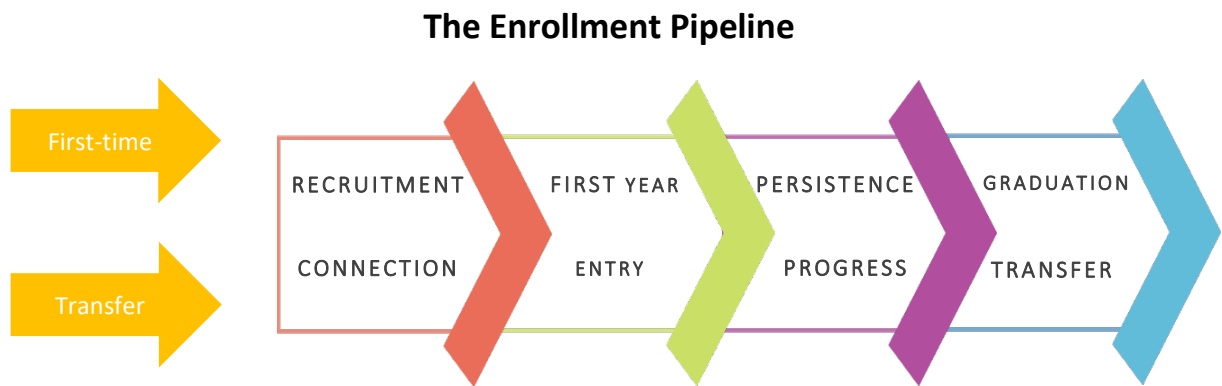
March 2019

I. Introduction – What is Enrollment Management?

Enrollment management is a coordinated effort among the different functional units of the institution to facilitate efficient movement of students through the academic pipeline from recruitment to graduation. It covers not just policies and actions designed to recruit and enroll new students, but also involves efforts that promote retention and ultimately completion.

For enrollment management to be *strategic*, it must involve coordinated action of all the people involved in student success, including recruiters, advisors, financial aid officers, registrars, student affairs personnel, faculty, and even alumni affairs personnel. These individuals and units act under the direction of the chief executive officer, who is responsible for both providing the guiding vision and setting the agenda. In short, campus enrollment built on student success must become everyone’s concern.

Student enrollment consists of newly enrolled students and continuing students. Increased enrollment is a result of additional recruitment of new students and greater retention of current students. Enrollment decreases when fewer new students are enrolling and fewer students are continuing, due to “stopping out” (leaving without a degree) or to successful outcomes (e.g., graduation or transfer out from a community college). Continuing enrollment leads to students achieving their educational goals, completing degrees and certificates, as well as contributing tuition revenue, enhancing the life of the university community, serving as role models for their family and community members and enhancing the State’s human capital.

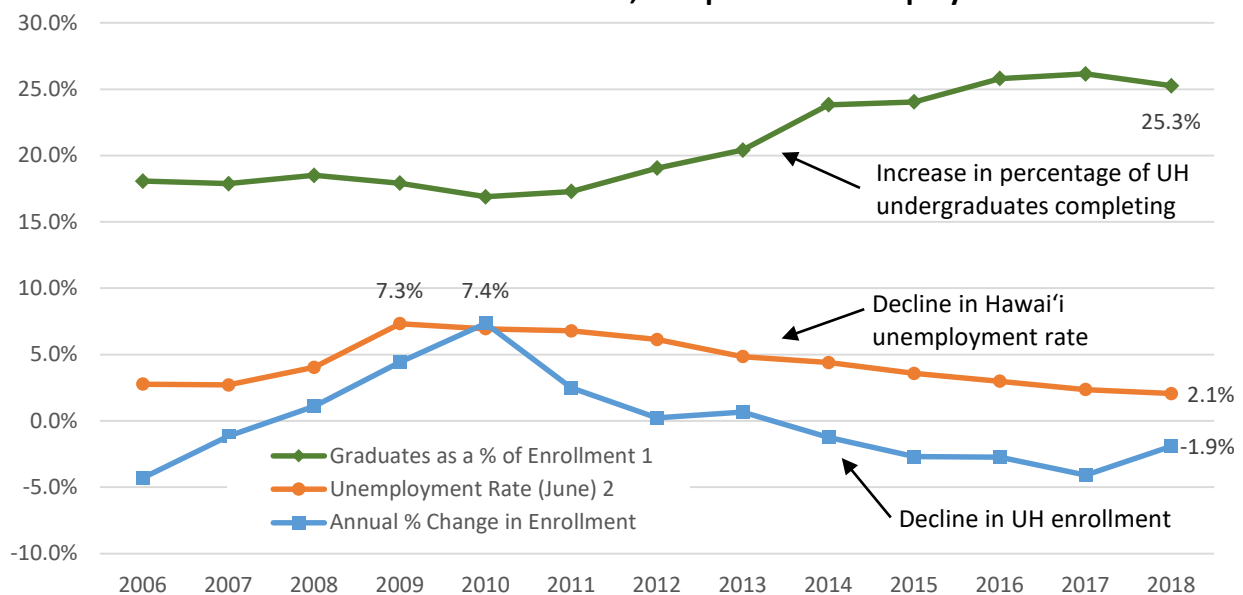


II. Major Factors Affecting Student Enrollment

Many factors affect student enrollment. Some factors are external to the institution, such as the state of the economy, the rate of unemployment, the cost of living, population trends, demographic changes and competition for students from other institutions. Such conditions are not subject to influence by institutional policy or business practice, but must be considered when planning for the future. Other factors are internal to the institution and may be subject to institutional control. These include tuition pricing and discounting, recruitment efforts, financial aid policy, counseling activities, course and program offerings, fraternal or other campus-based associations, types and conditions of housing and food services, and so forth.

How all these factors interact may be quite complex. For example, practices that help students shorten time-to-degree and graduate faster may lead to decreases in overall enrollment. A low unemployment rate, generally considered a good thing, may make work more attractive than school for many potential students. The need for students to balance work, school and family responsibilities may necessitate new ways to deliver instruction that include on-line or distance education methods, which may require advanced study skills for success. The critical factors that make the difference between staying in school or stopping out are highly individualized, requiring a variety of interventions. In short, there is no simple solution to the enrollment management challenge (Figure 1).

**Figure 1 – Factors Affecting Undergraduate Enrollment
Interaction Between Enrollment, Completion and Employment**



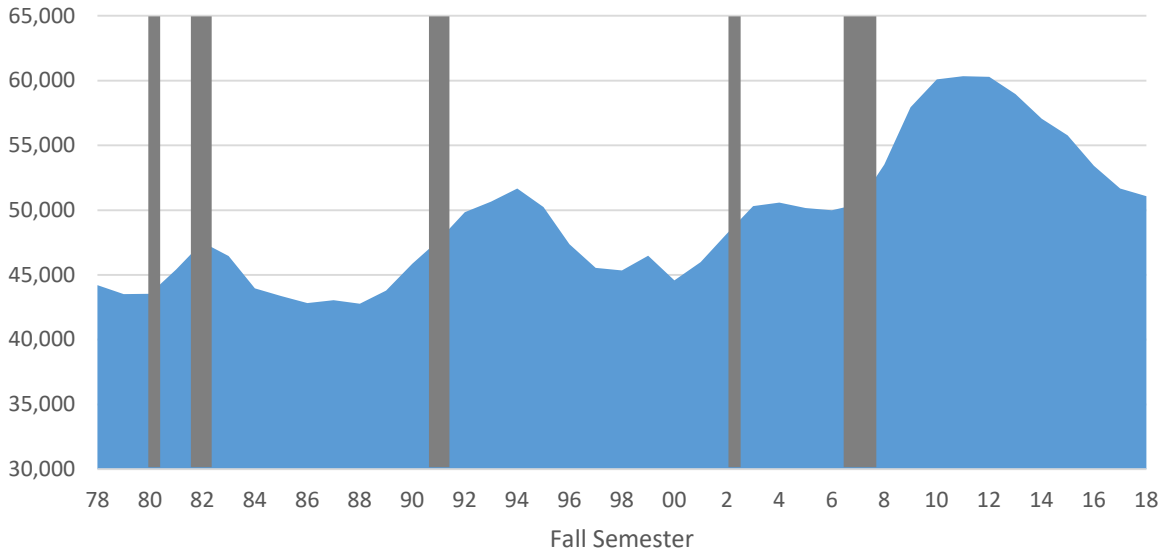
1 Total undergraduates divided by the unduplicated count of students receiving awards in fiscal year; awards include: Bachelor; Associate; Certificate of Achievement and Advanced Professional Certificate.

2 Source: Bureau of Labor Statistics.

III. Current Enrollment Environment

The current enrollment environment for the University of Hawai‘i may be characterized as one of declining enrollment. As of fall 2018, system-wide enrollment had declined for seven consecutive fall semesters. One factor affecting declining enrollment is a robust economy with high employment. Enrollment grew during the Great Recession as employment declined. Since the end of the recession, the unemployment rate has declined from 7.3% to 2.1%, and with it enrollment at UH. Another factor is recent improvement in undergraduate completion rates, with the concomitant shortened time-to-degree. However, because enrollment grew to record levels in 2010, current enrollment is still historically high despite the negative impact of high employment rates (Figure 2).

**Figure 2 – UH System Enrollment with Recessions Plotted
Enrollment Declines with Economic Recovery**



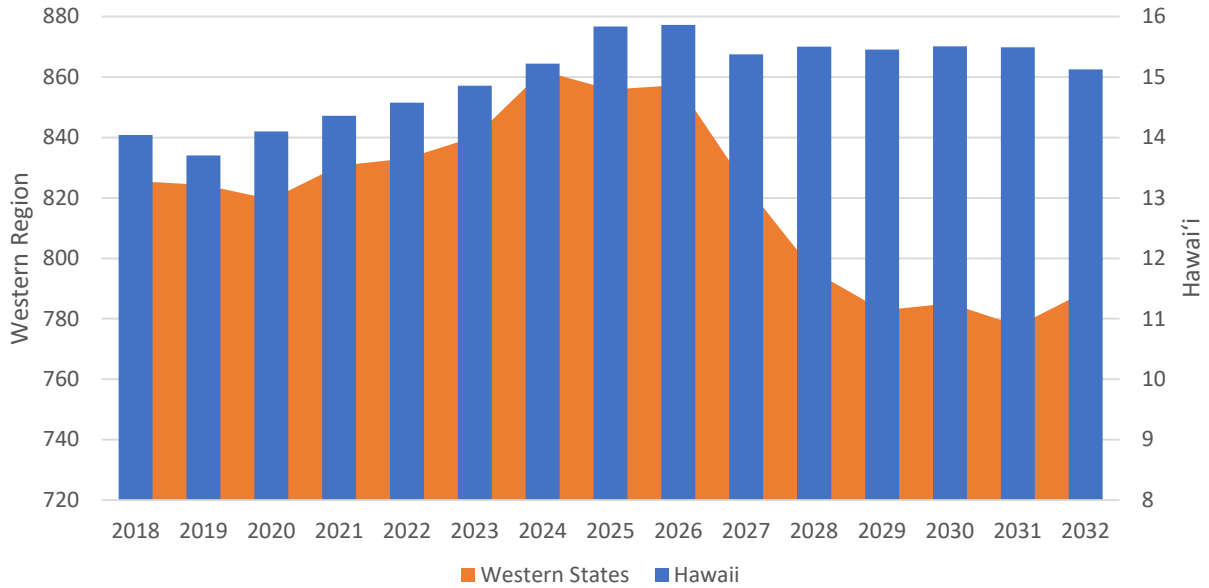
Demographic Factors

Looking forward, the number of high school graduates from Hawai'i public and private schools have been projected by WICHE to increase from 14,043 in 2018 to 15,866 in 2026, then to decline slightly to 15,130 graduates in 2032, a decrease of 4.6% from the peak in 2026. These projections for Hawai'i high school graduates contrast starkly with estimates for high school graduates for many states on the mainland. For example, in the western states, the number of high school graduates are expected to rise slightly, from 825,594 in 2018 to 862,031 in 2024, then drop to 789,092 in 2032, 8.5% below the peak number in 2024. This forecast decline in high school graduates for the western region portends an era of increasing competition for first-time students. Colleges that will be successful competing for students in the second half of the 2020s will have name recognition, reputation for excellence in popular degree programs and a clear connection to professional and career opportunities following graduation. The University of Hawai'i campuses will be challenged to recruit out-of-state students and to attract more Hawai'i high school graduates to attend its campuses (Figure 3).

College-Going by Hawai'i High School Graduates

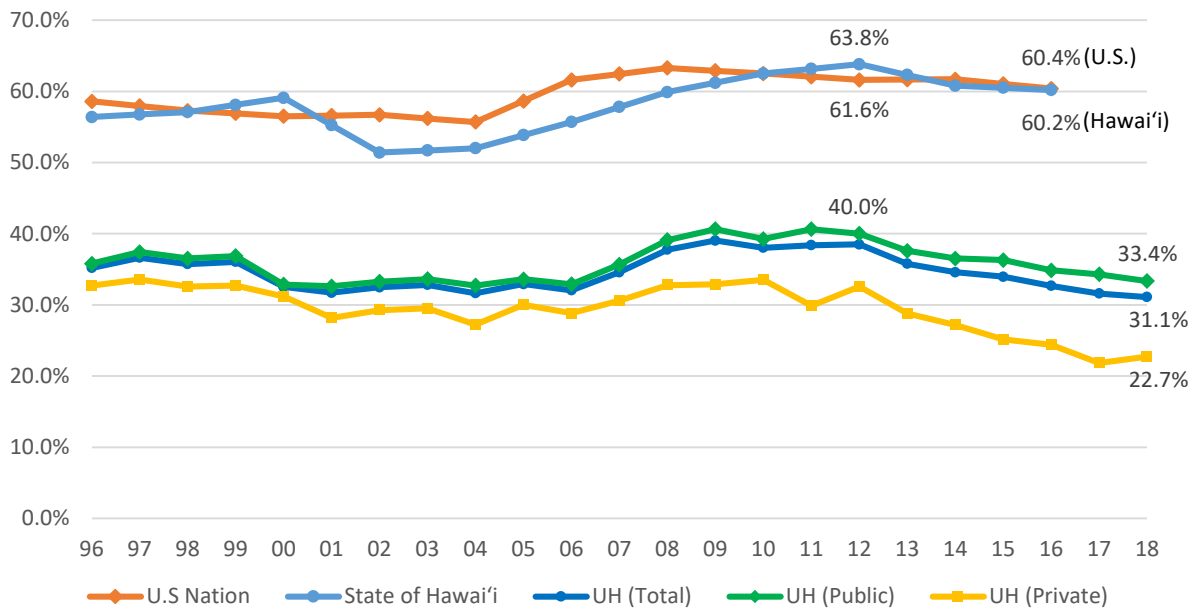
The percentage of Hawai'i high school graduates who attend college immediately after graduation from high school has held stable above 60% for the past 11 years (Figure 4). This percentage is similar to the national average. However, the share of Hawai'i recent high school graduates attending the University of Hawai'i campuses has declined since the end of the Great Recession, especially for the private high school graduates. Only 23% of graduates from Hawai'i private high schools who go to college choose to attend UH. National data indicate that an increasing percentage of these high school graduates are going to college out-of-state (Figure 5).

Figure 3 – WICHE Forecasts of High School Graduates (000s)
Hawai'i Numbers Stable; Western States Forecast to Decline



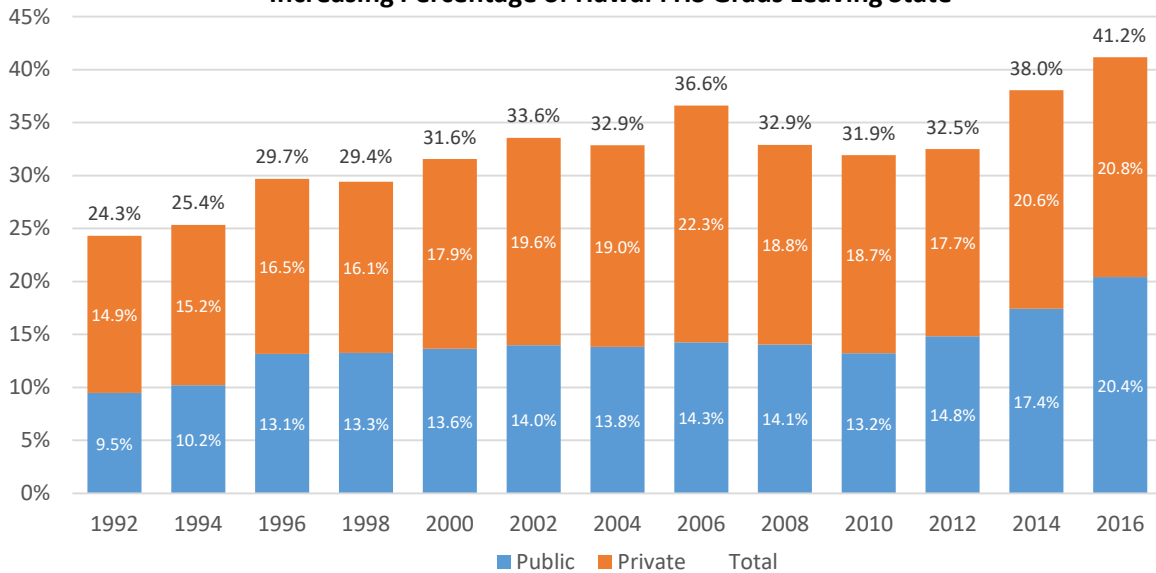
Source: Western Interstate Commission for Higher Education; December 2016

Figure 4 – College Participation Rates: UH, Hawai'i and the Nation
State Close to National Average, While UH Declining



Sources: University of Hawai'i – UH Institutional Research and Analysis Office
 State of Hawai'i – IPEDS Fall Enrollment Survey
 U.S. Nation – Postsecondary Education Opportunity

**Figure 5 – Percentage of First-Time Freshmen, Recent High School Graduates, from Hawai‘i Enrolled at Out-of-State Colleges
Increasing Percentage of Hawai‘i HS Grads Leaving State**

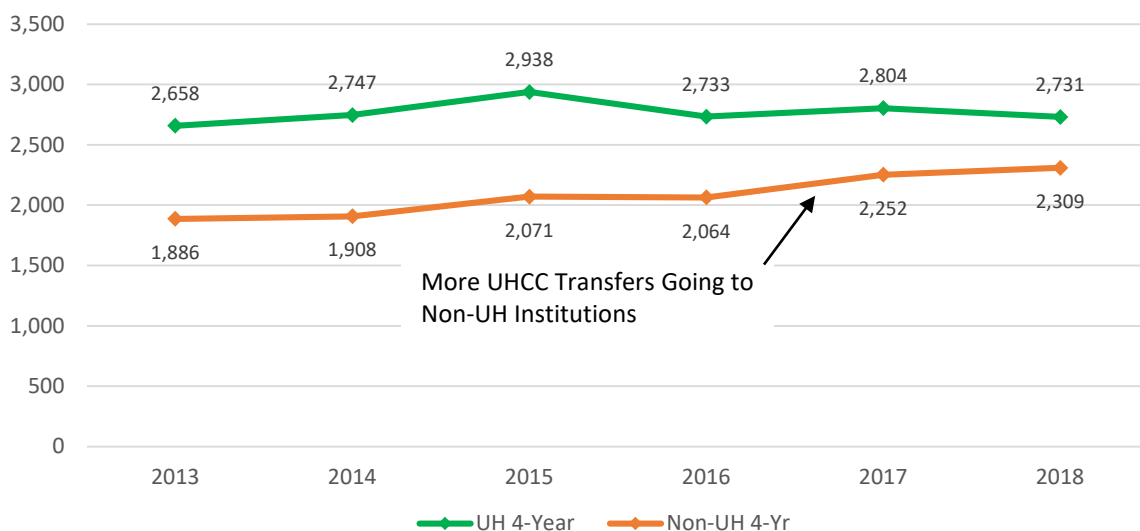


Source: IPEDS Fall Enrollment Survey; Part C – Residence of First-Time Undergraduates

Transfer Students

In fall 2018, the UH system welcomed 4,780 new classified undergraduate transfer students, with an additional 2,312 entering in spring 2019. Overall, transfers make up a large share of the student population. However, while the number of transfers from the UH Community Colleges to the UH four-year campuses has held steady, the number transferring to non-UH institutions has been increasing (Figure 6). According to data from the National Student Clearinghouse, many of these non-UH institutions make use of on-line / distance education delivery methods.

Figure 6 – Transfers from the UH Community Colleges to UH and Non-UH 4-Year Colleges



Distance Learning Initiatives

The percentage of student registrations in distance education courses has been increasing steadily across the UH system, from 14.1% in fall 2014 to 18.4% in fall 2018. At 51.3% in fall 2018, UH West O‘ahu has by far the largest percentage of student registrations in distance education courses. However, for students registered at campuses other than their home campuses the percentage taking distance education courses is much higher, measuring 55.5% in fall 2018 for the UH system as a whole (Table 1).

Table 1 – Distance Education Percentage of Registrations

Fall Semester	2014	2015	2016	2017	2018
DE % of All Registrations	14.1%	14.9%	15.9%	17.2%	18.4%
UH Mānoa	6.9%	6.9%	7.4%	7.5%	7.7%
UH Hilo	9.3%	8.9%	8.1%	12.0%	11.7%
UH West Oahu	38.2%	45.4%	45.1%	49.2%	51.3%
UH Community Colleges	19.2%	20.3%	21.7%	23.2%	25.6%
DE % of Registrations for Students at Non-Home Campus	48.0%	51.3%	51.2%	53.2%	55.5%
UH Mānoa	62.3%	49.1%	44.2%	38.2%	53.0%
UH Hilo	20.8%	16.1%	30.0%	37.2%	50.0%
UH West Oahu	49.6%	49.0%	35.8%	66.7%	49.2%
UH Community Colleges	47.8%	51.5%	51.6%	53.3%	55.8%

To attract potential students interested in on-line study, the University is dedicated to expanding distance education course offerings and increasing the utilization of distance education delivery methods. Fortunately, the legislature has provided UH with ten positions and funding to expand distance learning activities. In January 2019, the University announced a new accelerated, entirely online Associates degree program, where students will be able to take three consecutive 5-week courses during a semester. Other entirely on-line programs following the same format are under development. By fall 2020, UH will offer at least four baccalaureate programs fully online, targeting students from the online AA program and campus-based UHCC programs who would otherwise transfer to a non-UH online program.

Recruiting New Populations of Students

Other student populations targeted for special action include: returning adults; non-traditional students; under-represented minority groups. Returning adults are defined as people who have accumulated higher education credits but have not earned a degree. This population is estimated to number more than 95,000 individuals across the State, including about 6,500 recently “stopped out” of UH with only one term left to complete their degrees. The University has received a \$400,000 grant from the Lumina Foundation to aggressively pursue this target population, to re-enroll them in college and to provide the needed support services to see them through to degree completion.

The non-traditional student population includes: students 25 years of age and older; those who delay enrollment in college after completing high school; those without a high school diploma (did not finish high school or earned a GED); those who attend college part-time; those who work full-time (35 hours or more per week) while enrolled; single parents. These students may require additional support services, such as: child care; transportation services; course offerings at times and locations that are convenient for them and that fit their work schedules; tutoring; financial aid, including “last dollar” aid; counseling services to help with the transition to college. Adequately serving these populations may require substantive changes to the current business practices at the campuses as well as additional personnel and budget provision. The UH and the State cannot meet their degree attainment goals without including and serving these non-traditional student groups.

As an indigenous serving institution, the University of Hawai‘i is committed to creating a Hawaiian sense of place in keeping with our unique location and cultural heritage. The campuses provide an environment that is welcoming to all students, regardless of their ethnic or cultural background. However, efforts may be made to provide additional services to certain ethnic groups, including especially those of Hawai‘i and Pacific Island origin. Other minority groups that are not as well represented in the student population as in the general population may also require special assistance. These efforts may include: counseling services; student interest groups; cultural events and activities; tutoring services; financial aid. Additional effort also must be made to increase the number of faculty from these under-represented populations.

Retention of Currently Enrolled Students

Retaining students once they enroll is another important element of enrollment management. First fall semester to second fall semester retention rates for first-time full-time freshmen at UH Mānoa and UH West O‘ahu have improved in recent years. The retention rates at UH Mānoa and UH Hilo are somewhat below their comparison groups, while the rates at UH West O‘ahu and the UH Community Colleges are comparable to their peer groups (Table 2).

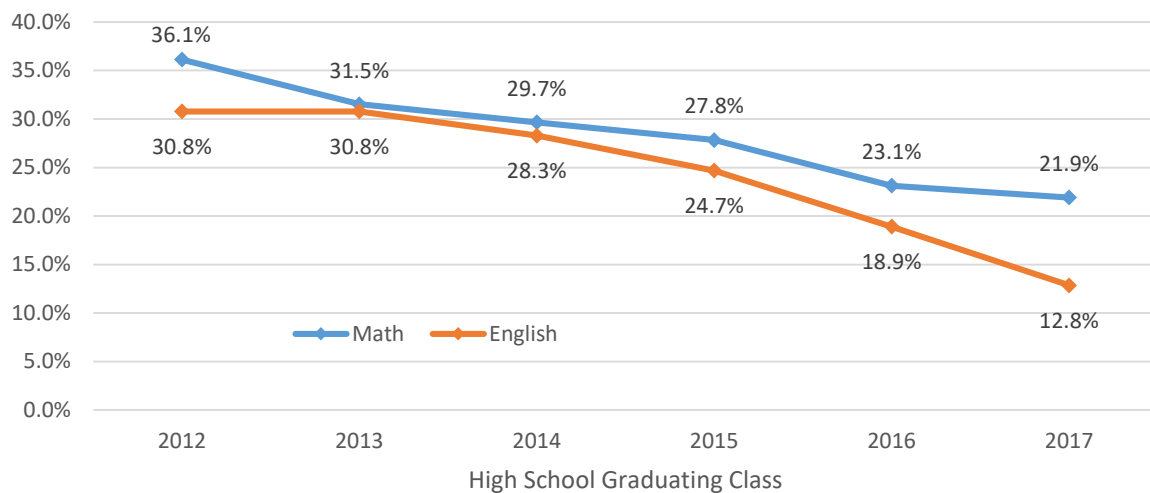
Table 2 – Fall-to-Fall Retention Rates for First-Time, Full-Time Freshmen

Cohort Year	2012	2013	2014	2015	2016	2017*
UH Mānoa	77.9%	78.9%	77.9%	76.6%	78.8%	79.1%
Benchmark Group	90.5%	91.1%	90.9%	91.3%	91.4%	
Peer Group	82.9%	83.1%	83.5%	83.3%	83.4%	
UH Hilo	69.8%	66.1%	63.2%	70.9%	68.2%	66.0%
IPEDS Peer Group	71.1%	69.7%	72.0%	72.0%	70.4%	
UH West O‘ahu	67.7%	61.2%	66.8%	70.3%	65.4%	72.1%
IPEDS Peer Group	63.8%	64.9%	66.9%	66.2%	66.0%	
UH Community Colleges	60.8%	59.5%	61.5%	62.0%	61.5%	61.0%
IPEDS Peer Group	58.3%	59.8%	61.5%	62.5%	61.2%	

* Data for comparison groups not yet available.

The Hawai'i Graduation Initiative was started in 2008 to improve retention and completion rates for UH students. Significant changes have been made in the last few years. In particular, the UH Community Colleges have moved to redesign remedial education in math and English to improve student success rates. Research has shown that students who start in remedial education are less likely to graduate. Instead of starting students in remedial classes, students are more likely to succeed if they take college level classes with additional academic support. Furthermore, allowing students to use measures, such as high school grades, for placement rather than taking placement tests has increased the percentage of students entering directly into college level courses. The changes being made have improved the percentage of students completing math and English in the first year, another factor affecting retention and completion (Figure 7).

Figure 7 – Percent of Hawai'i Public High School Graduates Enrolled at UH in Math & English Classes Below College Level



Sources: Hawai'i P-20 College and Career Readiness Indicators Summary report, 2012-17.
Non-UH Institutions: National Student Clearinghouse.

IV. The Enrollment Management Initiative

To meet the need for an educated workforce, the university will need to produce increasing numbers of college graduates. Producing more graduates will require reversing the recent downward trend in enrollment, which in turn will require a sustained effort on the part of all campuses and units. These efforts must involve broad participation within the campuses, bringing together in a synergistic way the activities of the offices of admissions, student services, financial aid and counseling services. Teams have been created to make this happen. Each UH Unit (UH Manoa; UH Hilo; UH West O'ahu; UH Community Colleges) has a dedicated team, comprised of executive level personnel, to define and pursue their enrollment management goals. Their activities will be guided by policy and objectives expressed at both the campus and the system levels. Regular annual review of enrollment in relation to targets will be conducted.

Enrollment management efforts by the University include strategies both to grow the percentage of high school graduates attending college as well as to compete more effectively for those that do. Of course, enrolling students is only the beginning, while developing effective practices that keep students enrolled and on-track for timely completion will be critical to their success. The role of the University System offices is primarily one of coordination, but may also include:

- Maintaining a policy framework to facilitate campus management of enrollment;
- Providing data resources and tools for campus planning;
- Assisting campuses with best practices;
- Monitoring unit / campus strategies to ensure coordination among campuses;
- Assessing progress toward campus and system-wide goals.

Each of the four University of Hawai'i units has developed strategies and plans to manage their enrollment. The following sections present details of their plans and their targets for the next three years.

However, certain goals hold across all campuses of the system, including:

- Providing all qualified Hawai'i residents an equal opportunity for quality post-secondary education;
- Increasing enrollment of target populations;
- Strategically aligning fiscal and facilities planning with enrollment and retention goals;
- Developing data tools and innovative approaches to enrollment planning and decision making.

Collectively, the University of Hawai'i units have aggressive enrollment targets through academic year 2021-22. These targets are summarized below (Table 3).

**Table 3 – UH System Level Enrollment Targets
Fall 2019-20 TO 2021-2022**

	Actual	Projected Headcount			Projected Percent Change			Cumulative % Change
Fall Semester	2018	2019	2020	2021	2019	2020	2021	2021-2018
Total UH System	51,063	54,904	57,264	59,822	7.5%	4.3%	4.5%	17.2%
UH Mānoa	17,710	18,473	19,236	20,000	4.3%	4.1%	4.0%	12.9%
First-Time Freshmen	2,209	2,308	2,411	2,519	4.5%	4.5%	4.5%	14.0%
Transfers	1,691	1,742	1,794	1,848	3.0%	3.0%	3.0%	9.3%
Continuing / Returning	8,565	9,077	9,467	9,853	6.0%	4.3%	4.1%	15.0%
International	1,131	1,210	1,307	1,441	7.0%	8.0%	10.3%	27.4%
Graduate Enrollment	4,330	4,733	5,173	5,543	9.3%	9.3%	7.2%	28.0%
All Other	915	613	391	237				
UH Hilo	3,406	3,500	3,650	3,800	2.8%	4.3%	4.1%	11.6%
First-Time Freshmen	413	450	500	550	9.0%	11.1%	10.0%	33.2%
Transfers	311	320	345	370	2.9%	7.8%	7.2%	19.0%
Other Class Undergrads	1,957	2,010	2,085	2,160	2.7%	3.7%	3.6%	10.4%
Classified Graduates	562	550	550	550	-2.1%	0.0%	0.0%	-2.1%
All Other	163	170	170	170				
UH West O'ahu	3,128	3,388	3,664	4,018	8.3%	8.1%	9.7%	28.5%
First-Time Freshmen	242	286	310	335	18.2%	8.4%	8.1%	38.4%
Transfers	561	662	761	868	18.0%	15.0%	14.1%	54.7%
Continuing / Returning	1,940	1,989	2,145	2,309	2.5%	7.8%	7.6%	19.0%
All Other	385	451	448	506				
UH Community Colleges	26,819	29,543	30,714	32,004	10.2%	4.0%	4.2%	19.3%
New Students	11,655	13,354	14,269	15,294	14.6%	6.9%	7.2%	31.2%
High School Direct Entry	2,637	2,747	2,813	2,902	4.2%	2.4%	3.2%	10.0%
Working Age (25-44)	1,995	3,062	3,658	4,336	53.5%	19.5%	18.5%	117.3%
Non-High School Grad	389	573	632	699	47.3%	10.3%	10.6%	79.7%
International	337	445	473	497	32.0%	6.3%	5.1%	47.5%
All Other New	6,297	6,527	6,693	6,860	3.7%	2.5%	2.5%	8.9%
Continuing Students - All	15,164	16,189	16,445	16,710	6.8%	1.6%	1.6%	10.2%

University of Hawai'i at Mānoa System Enrollment Management Plan

The Office of Enrollment Management (OEM) reports through the Interim Vice Chancellor for Student Affairs (VCSA), who reports directly to the Chancellor. The OEM is led by an Assistant Vice Chancellor for Enrollment Management, who oversees the Offices of Admission, Financial Aid Services and the Registrar. In addition to overseeing the OEM, the Assistant Vice Chancellor for EM chairs the campus Strategic Enrollment Management Committee (SEMC), which is charged with increasing enrollment at UH Mānoa using both recruitment / admissions and retention / persistence strategies. SEMC membership includes: the Interim VCSA, the Dean of the Graduate Division, the Chancellor's Office Native Hawaiian Affairs Specialist, the Assistant Vice Chancellor for Undergraduate Education and the Director of Native Hawaiian Student Services.

Office of Enrollment Management	
Lori M. Ideta	Interim Vice Chancellor for Student Affairs
Roxie M. Shabazz	Assistant Vice Chancellor for Enrollment Management and Director of Admissions
Jennel Sesoko	Publications and Branding Relations Manager
Ryan Yamaguchi	Associate Director of Admissions
Steve Rola	Assistant Director for International Admissions
Jodie Kuba	Director of Financial Aid Services
Stuart Lau	University Registrar
Strategic Enrollment Management Committee (SEMC) Members	
Roxie M. Shabazz	Chair
Lori M. Ideta	Interim Vice Chancellor for Student Affairs
Krystyna S. Aune	Dean, Graduate Division
Ronald Cambra	Assistant Vice Chancellor for Undergraduate Education
Kaiwipuni Punihei Lipe	Native Hawaiian Affairs Specialist
Willy Kauai	Director of Native Hawaiian Student Services

I. Enrollment Trends

From 2004-2013, total headcount at UH Mānoa exceeded 20,000 annually, with the highest enrollment occurring in 2005 at 20,644 (Figure 1). Enrollment slipped below 20,000 in 2014 (19,507) and since that point UH Mānoa's enrollment has declined by 9.2% (1,797 students). Much of this decline can be attributed to increased four-year graduation rates, relatively static new undergraduate enrollment, fluctuating graduate enrollment, declining retention rates and increasing attrition rates.

Figure 1 – Enrollment by Academic Level

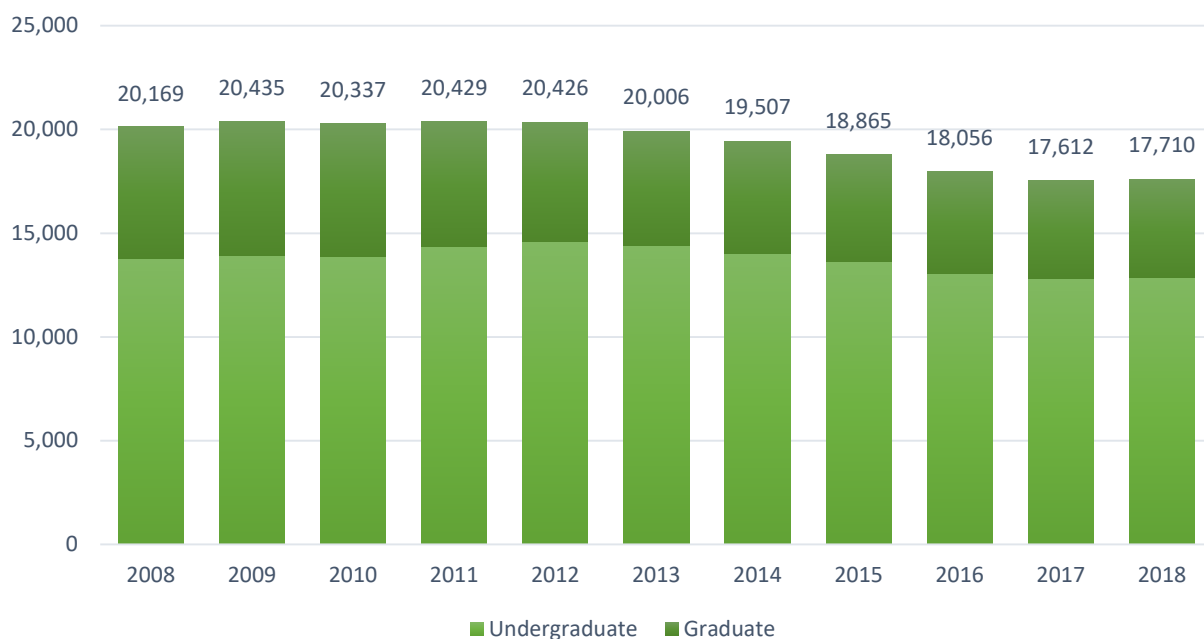
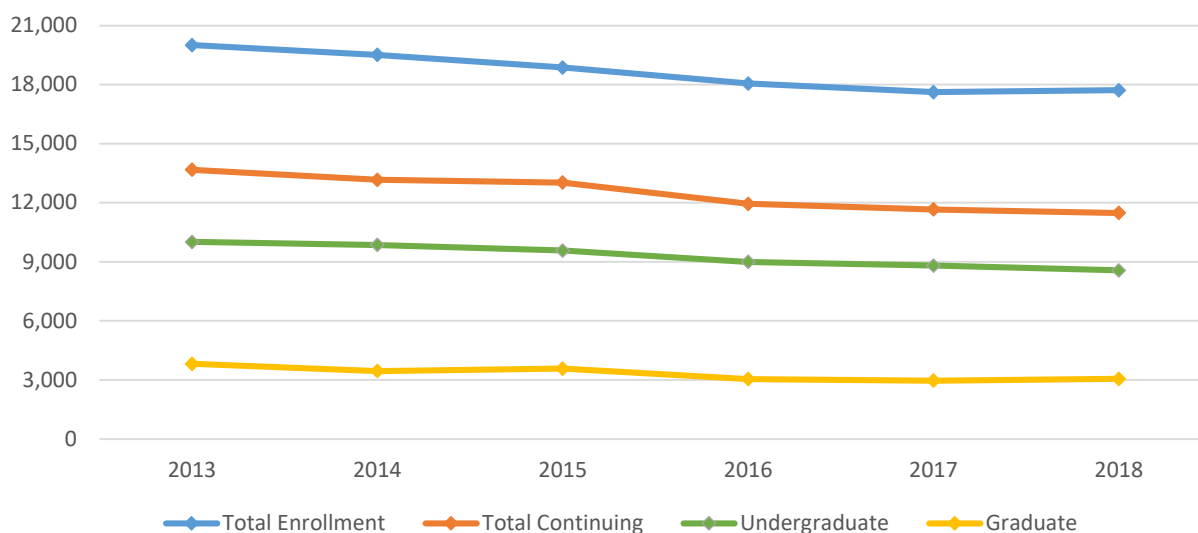


Figure 2 – Continuing Student 6-Year Enrollment Trends



From 2006 to 2017, UH Mānoa’s four-year graduation rate nearly doubled, from 17.5% to 35.2%. In recognition of improving graduation rates, UH Mānoa was awarded the 2017 Association of Public and Land-Grant Universities (APLU) Project Degree Completion Award for our innovative approaches to improving retention and degree completion. These high-impact practices include the development of the STAR degree audit system (2007), creating first-year programs (2007), developing a Student Success Center (2008), implementing mandatory advising (2008), conceptualizing and implementing the *Do it in 4!* Campaign (2009) and designing and implementing 4-year program sheets and academic plans (2010).

While improving graduation rates have been a positive outcome for the institution, one result has been fewer continuing students enrolled, at the same time that retention rates have been fluctuating (Figure 2). However, for the Fall 2016 entering cohort, the University did see a 2.2% improvement in the one-year retention rate (from 76.6% to 78.8%) and continued improvement in 2017 (Figure 3).

Figure 3 – Retention Rates for First-Time Full-Time Freshmen and Full-Time Undergraduate Transfers

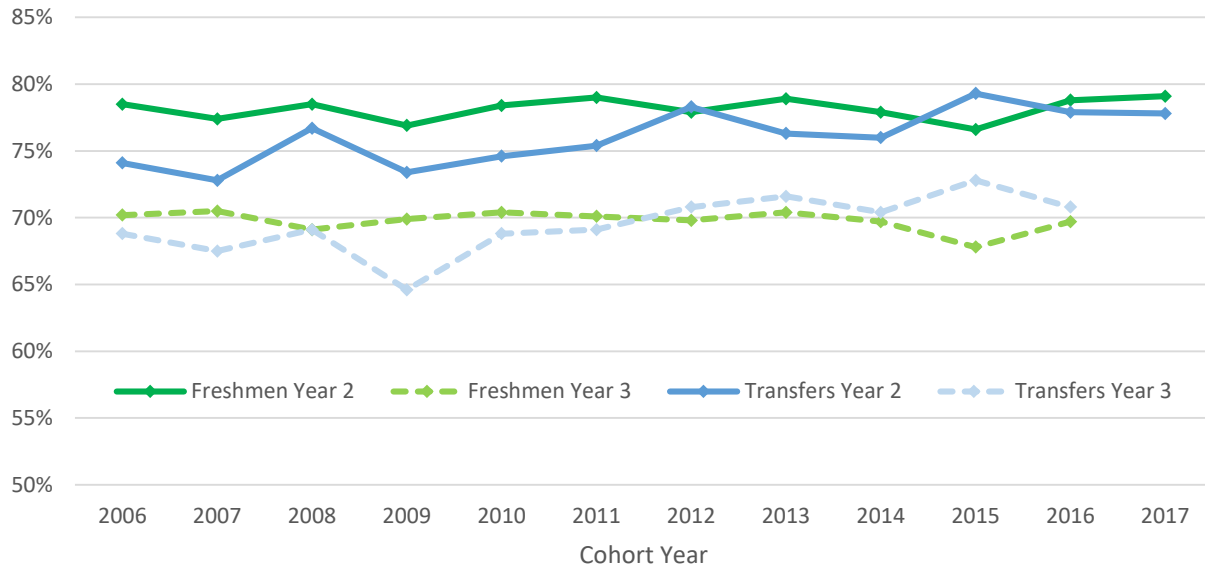


Figure 4 – Bachelor Degrees Awarded

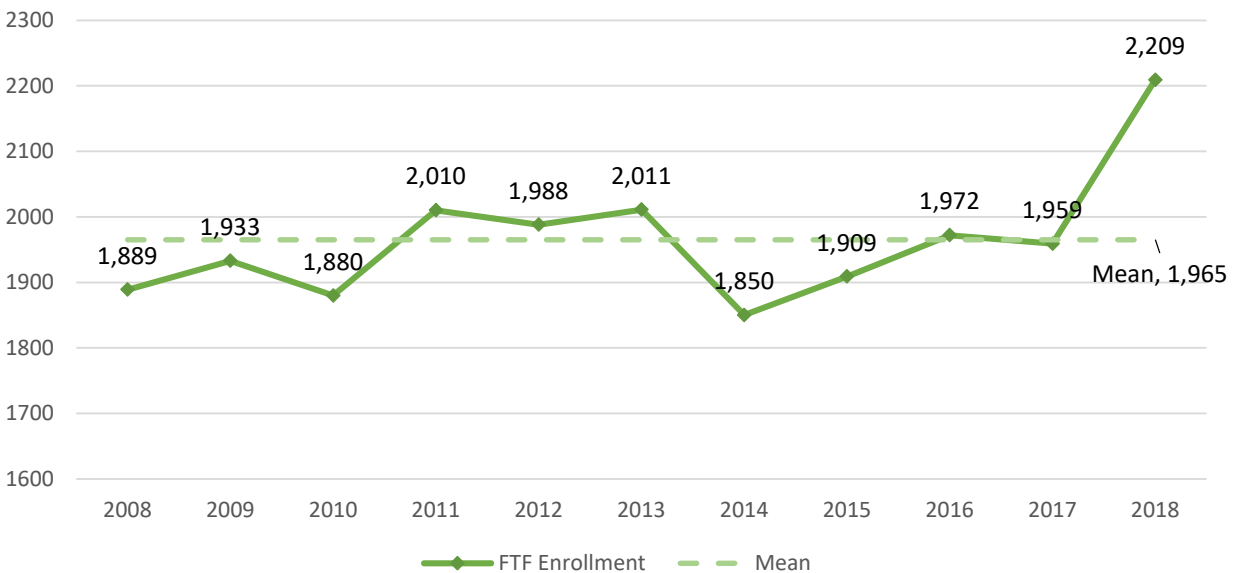


Although there are not enough new students enrolling to offset the losses from graduation, retention and persistence, UH Mānoa has seen a 6.4% increase in new freshmen enrollment since 2014. Interest in UH Mānoa is further evidenced by continuous increases in freshmen applications since 2014 (25% increase from 2014 to 2018). In addition, for the fall 2018 semester the University enrolled its largest freshmen class in over a decade and had a slight increase in overall enrollment (Figure 6).

Figure 5 – New Student 6-Year Enrollment Trends



Figure 6 – First-Time Freshmen (FTE) Enrollment



While freshmen enrollment has been increasing since 2014, transfer student enrollment has continued to decline through fall 2017 (Figure 7). However, in fall 2018 UH Mānoa had a 13% increase in overall transfer students, including a 5% increase from the UH Community Colleges. The largest percentage increases came from Kauai, Windward and Leeward Community Colleges.

Figure 7 – New Undergraduate Transfer Enrollment

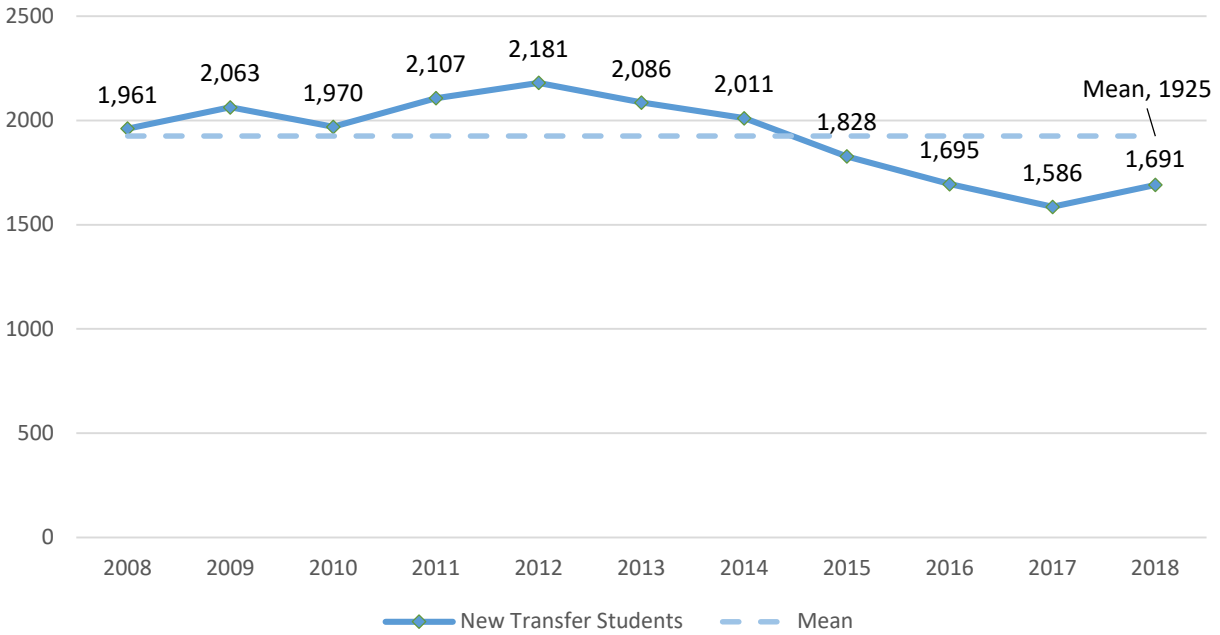
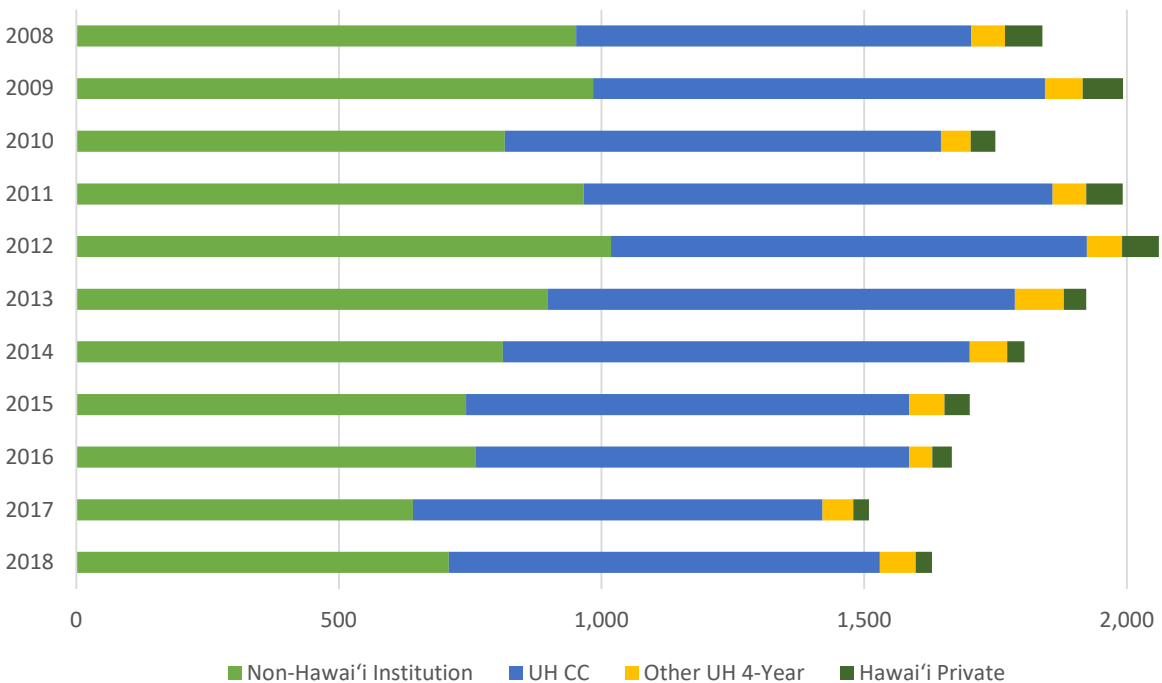
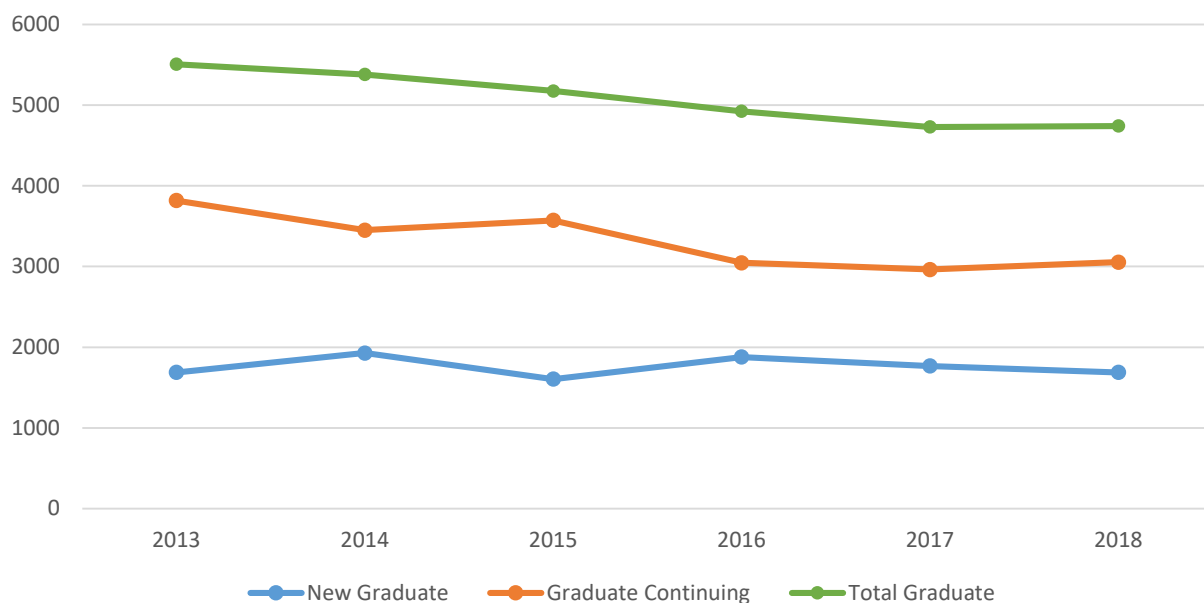


Figure 8 – Geographic Distribution of Transfer Students



Numerous efforts have been made to enhance and improve graduate student retention and recruitment, such as innovative 3+2 programming, to increase the number of master degree students from Chinese partner institutions <http://blog.hawaii.edu/threeplustwo/>. We have added graduate programs to the Western Regional Graduate Program (WRGP), which allows qualified applicants from the western states to pay resident tuition rates. We also created a number of Bachelor and Master’s Degree (“BAM”) pathways which provide the opportunity for UHM students to complete a Bachelor’s degree and Master’s degree in a shorter time frame by double-counting up to 3 designated courses at the undergraduate tuition rate. In most cases, pathway students can graduate with both the Bachelor’s Degree and the Master’s degree within 5 years: <https://manoa.hawaii.edu/bam/>. The minimum graduate assistant stipend was increased for fall 2018 and will increase again for fall 2019 (to Step 7 and Step 8 respectively). We have also reorganized the New Graduate Student Orientation and included informational workshops and a resource fair. Graduate Student Professional Development opportunities are offered for graduate students throughout the academic year by Graduate Division.

Figure 9 – Graduate Student Enrollment



Finally, we would like to highlight the work completed by Native Hawaiian Student Services to specifically help with the retention of this important student population. Native Hawaiian Student Services programs and services are designed to support the approximately 2,600 Hawaiian students at the University of Hawai’i at Mānoa, the largest body of Hawaiian students in any post-secondary educational institution in the world. Our 1,900 undergraduate and almost 700 graduate Hawaiian students (including 135 PhD students) are pursuing all 90 different majors available at our Research I institution.

With emphasis both on new student enrollment, retention and persistence, the University will continue to see increases in enrollment and can meet the targeted enrollment goals as outlined later in this report.

II. Vision for the Future

As the flagship institution of the University of Hawai'i System, UH Mānoa is committed to an enrollment of 20,000 or more students by 2021, providing higher levels of access to the community in which we live and serve. UH Mānoa operates in a global environment, providing future leaders with the skills, knowledge and values to make a better world possible. UH Mānoa's future is as a student-centric Research I University, embracing a Hawaiian place of learning that demonstrates care for our students, faculty and staff. Through our combined efforts, we seek to contribute to the sustainability of the Hawaiian Islands and the global community.

Actions Taken for Fall 2018 Enrollment

- Recruitment and Retention
 - Regional Model of Recruitment – the Office of Admissions uses a regional model for recruitment, application review and yield / summer melt strategies for freshmen and transfer students. All recruitment counselors are tasked with increasing applications, deposits and enrollments in their particular regions. Each semester, recruitment counselors submit recruitment reports and, based on their numbers and issues occurring in their particular regions, we adjust future travel, fairs, visits and communication plans to meet the identified challenges (Tables 1 & 2).

Table 1 – Office of Admission Regional Breakdown			
	Geographic Area	Number of Recruiters	Admissions Officers
Region 1	Hawai'i (O'ahu and Neighbor Islands)	7 (full- and part-time)	2
Region 2	Southern California and Southwest	1 (and working on a full-time position based	2
Region 3	Northern California and Pacific Northwest	1	2
Region 4	Midwest (includes 13 States)	1	2
Region 5	Northeast and Southeast (includes 23 States)	1	2
Region 6	International	2	1 (Assistant Director)

- Continued to create a cohesive and recognizable brand that UH Mānoa constituents experience through our marketing, publications, websites and social media.
- Partnered with UH Communications on \$40K advertising campaign in both print and radio, promoting the Mānoa Experience and overall brand awareness.
- Expanded our outreach efforts with local, mainland counselors and community college partners to increase applications of first-year and transfer students.
- Expanded our targeted recruitment efforts with Native Hawaiian and other underrepresented groups, UHCC transfers, veterans, adult and local students.

Table 2 – AY 2018-2019 Cohort Local Recruitment Events		
Event	Number of Events	Number Attended
High School Visits	72	1,280
College Fairs	19	2,121
Mānoa Experience Application Days	3	77
Explore Mānoa	1	296
High School Counselor Workshop	1	155
Senior Day/Parent Night	6	347

- Implemented an aggressive yield (to enroll those admitted) and melt (to decrease the number of students who commit but do not show up) communication plan to both prospective students, parents, and counselors using social media, text, email, traditional mailings and when appropriate, telephone calls.
- Centralized Tuition Scholarship Management – completed Phase 1 by strategically consolidating and re-allocating tuition scholarship funds.
- First-year student success strategies:
 - Continue to grow and assess the UH Mānoa Hanai Mentor Program, which matches incoming new students with faculty, staff and alumni advisors.
 - Numerous first-year programs and services that include ACE Learning Community (<http://manoa.hawaii.edu/undergrad/freshman/>), Residential Learning Communities (<https://manoa.hawaii.edu/housing/ay/rlp>), Learning Assistance Center, Mānoa Advising Center and the Student Success Center (<https://manoa.hawaii.edu/undergrad/ssc/>).
- Develop and deploy an Early Alert System, which will help us to know when students need our intervention. This system allows us to be proactive and engaged with students who may be experiencing academic and / or life difficulties.
- Continue proactive communication about registration to include problem-solving, tutorials, deadline dates, payment dates, etc., in a style and manner that will engage students.
- Native Hawaiian Student Services (NHSS) – continuing retention efforts for Native Hawaiian students that include:
 - Ōiwi Undergraduate Research Mentorship Program – pairs Hawaiian undergraduate students with a Hawaiian faculty / professor in the student’s field of study or interest.
 - NHSS Summer Institutes and Kekaulike Summer Bridge Program – transitional opportunities for new Native Hawaiian students to take classes with a cohort of other Hawaiian students; taught by Hawaiian instructors.
 - NHSS Hawaiian Student Orientation (new students) and NHSS Admitted Hawaiian Student Reception – programs at the beginning of a new semester to welcome and orient new students.

- Kekaulike Internship Program – an academic program targeted to improve retention.
- Makalapua Na‘auao Scholarship Program – retention program in partnership with Kamehameha Schools and the UH 4-year institutions.
- First-Year Student Success Programs for Special Populations
 - College Opportunity Program (COP) – provides access and support for first-time, first-year students who may need additional academic support, are economically disadvantaged and / or represent a traditionally underrepresented community.
 - Hawai‘i Undergraduate Initiative (HUI) – a summer leadership program that provides a free 3-credit summer college course for a select group of incoming freshmen from Hawai‘i high schools.
 - Manawa Kūpono – program to increase the college readiness, access and success for Native Hawaiian students from high-poverty schools on O‘ahu, Hawai‘i, Kaua‘i and Moloka‘i.
 - Mānoa Access Initiative (MAI) – provisional admissions program that provides a select group of incoming freshmen the opportunity to jump-start their collegiate careers, become critically engaged with the University and gain knowledge of available campus support services that are committed to their success.
- Non-Traditional Student Success Programs
 - Bridge to Hope – UH system-wide partnership with the Hawai‘i State Department of Human Services that provides postsecondary educational opportunities for welfare-participating students attending any of the ten UH campuses.
 - Gaining Awareness & Readiness for Undergraduate Programs (GEAR UP) – federally funded program committed to increasing the number of students from low-income communities in postsecondary education by providing access to rigorous academic courses, financial aid information, individual guidance and support.
 - Graduate Professional Access Program (GPA) – focuses on diversifying the STEM academic disciplines and professions by providing mentorship to academically gifted students from communities who have historically low participation in STEM fields – Pacific Islander, Native Hawaiian, Filipinos and low-income students of all races and ethnicities, particularly first-generation students.
 - Hawai‘i Educational Talent Search (HETS) – offers college preparatory assistance to public high school students living in Kea‘au, Pahoa and Ka‘u on Hawai‘i Island.
 - Health Careers Opportunity Program (HCOP) – recruits and provides support to high school and college students from socially, economically or educationally disadvantaged backgrounds to enter and graduate from college with a focus on the health professions.
 - Variety of support offices including: KŌKUA (disability access); LGBTQ+ Center; Mānoa Education Talent Search; Student Life and Development; Veteran Student Services; Prevention, Awareness, and Understanding (PAU) Violence Program; Office of Multicultural Student Services; Place-Based Learning and Community

Engagement in School (PLACES); Student Parents at Mānoa (SPAM); UHM Children’s Center; and the Women’s Center.

- Graduate School
 - Expanded the Bachelor’s and Master’s Degree Pathways (BAM).
 - Expanded International 3+2 partnerships.
 - Launched the “Summer UP” program, which brings undergraduate students from partner institutions to UHM during the summer for an intensive language and academic preparation experience.
 - Interim Chancellor Lassner increased the minimum GA stipend level to Step 7 for fall 2018 and Step 8 for fall 2019 appointments.
 - Held numerous Graduate Student Professional Development series workshops.
 - The Ka Ui O Mānoa seminar series was offered to graduate students to engage in discussions about what it means to be teaching, working and learning at UHM, an Indigenous-serving institution and Hawaiian place of learning.
 - Launched the integrated online application system for spring 2018 admissions that allowed the uploading of supplemental application materials and the review of these materials simultaneously by Graduate Division and the academic programs.

Enrollment Targets

To establish targets, we determined that UH Mānoa has the capacity for at least 20,000 students. From 2009-2013, UH Mānoa maintained annual enrollment at or slightly above 20,000. We made this determination by reviewing some key physical aspects of the campus, including (but not limited to) classroom utilization, parking and housing. We took into consideration the WICHE “Knocking at the College Door” high school graduate projection data, which has forecast an overall increase in high school graduates through 2024-2025, including in our key markets of Hawai’i and California. The opportunity to grow enrollment is from the present time through 2025, before projected declines begin through 2031. If we can obtain and maintain (with better retention efforts) 20,000 or more students from 2021 to 2025, we could sustain our enrollment through 2031. Armed with this information, we determined the enrollment targets by calculating the average enrollment (of the targeted groups) during the 2009-2013 period to estimate how many students we need to reach and sustain the 20,000 goal. We used these averages as points of reference for the 2021 targets. We then made adjustments based on several assumptions:

- Budgetary considerations with the increased enrollment have not been vetted completely and determined. We have assumed that the tuition revenue will grow as enrollment grows, which will help to off-set budgetary cost increases.
- With our improved 4-year graduation rates, we will need to enroll and retain more new students each year until the 4-year graduate rate increases level off and we reach our targeted graduation numbers.
- Our fall 2018 enrollment of over 2,000 first-time freshmen (FTF) has already surpassed the average freshmen enrollment from 2009 to 2013. Since our new EAB partnership will focus primarily on first-year freshmen, our freshmen targets are significantly higher than

the 5-year average. However, we will have to be careful not to push FTF enrollment beyond capacity.

- We will reduce the transfer enrollment target, since to reach the average enrollment of 2,081 by fall 2021 we would have to increase transfers by 23%. With community college enrollment continuing to decline nationwide, we can place higher enrollment targets on the freshmen and graduate student groups to make up the difference.

	Measure	Historical Enrollment			Targeted Enrollment		
		2016	2017	2018	2019	2020	2021
	Total Enrollment	18,056	17,612	17,710	18,473	19,236	20,000
	% Change Total	-4.3%	-2.5%	0.6%	4.3%	4.13%	3.97%
1	First-time Freshmen Total	1,972	1,959	2,209	2,308	2,411	2,519
	% Change	3.6%	-0.06%	12.8%	4.5%	4.5%	4.5%
	Hawai'i Direct Entrants	1,282	1,207	1,288	1,385	1,447	1,511
	Mainland/International	624	667	781	923	964	1,008
2	Transfer Total	1,695	1,586	1,691	1,742	1,794	1,848
	% Change	-7.3%	-6.4%	6.6%	3.0%	3.0%	3.0%
	Transfers from Hawai'i	907	868	920	949	979	1,008
	UHCC System Transfers	826	780	821	845	871	897
3	Continuing / Returning	8,996	8,807	8,565	9,077	9,467	9,853
	First-Time Freshmen Retained	1,458	1,554	1,550	1,855	1,970	2,091
	Retention Rate – First-Time, Full-Time	76.6%	78.8%	79.1%	80.4%	81.7%	83.0%
	International	1,144	1,099	1,131	1,210	1,307	1,441
4	Classified Graduate Enrollment	4,512	4,322	4,330	4,733	5,173	5,543
	New Graduate Students Enrolled	1,563	1,472	1,411	1,473	1,538	1,597

III. Strategies to Achieve Targets

UH Mānoa has been engaged in a variety of initiatives to increase new student enrollment and improve graduation and retention rates, including past (continuing) initiatives. The strategic plan includes goals to increase new student enrollment, improve student engagement and improve retention / persistence rates in order to reach the 20,000 enrollment goal by 2021. In addition, we will continue to focus on targeted populations, including transfer students, local students, adults, Native Hawaiian and other underrepresented groups and veterans, to not only increase enrollment but to better serve our local community.

- UH Mānoa’s EAB Partnership – EAB works with approximately 450 institutions with their enrollment and financial aid optimization tools (an actual list of clients is not available due to confidentiality). However, EAB has likely contracted with some of our competitors, as national data shows we are all competing for the same 75% or more of the college-going students. What will make their work with us unique is the predictive model they will use to pinpoint which of the students will likely enroll at UH Mānoa, leaving us with the work of following through with engagement and targeted communication strategies. In addition, EAB will run a financial aid optimization model for us to determine the best way to leverage our limited financial assistance funds.
 - With this partnership we will reach a larger number of prospective students (192% increase) by purchasing large volumes of names to identify students who are the “right fit” for our campus and by making effective contacts at critical times to saturate our primary and secondary markets.
 - As of December 2018, we have already surpassed our fall 2018 freshmen application numbers by 3%, with the deadline for fall 2019 still 3 months away. We have seen a 100% increase in all applications (compared to this time last year).
 - Financial Aid Optimization - with EAB we will develop a financial aid optimization plan that includes a data analytical tool to implement effective financial aid leveraging strategies for enrollment growth.
- Affordability
 - Expand the Hawai’i Promise Program from the UHCCs to the UH 4-year campuses.
 - Increase tuition discount rate to 22%-25%.
 - Future Proof Tuition - guaranteed tuition rate at time of entry for 4-years, if the student maintains a 2.0 GPA and graduates in four years as a strategy for future discussion.
- Develop relevant new degree programs that attract today’s students, to include degree-completion and full online programs. UH Mānoa is developing specific distance learning degrees that will initially include Social Work, Economics, Sociology and Psychology. Currently the School of Education offers numerous MA degrees via hybrid and distance delivery mechanisms.
- Create an infrastructure for a Transfer Recruitment and Admission unit within the Office of Admission to increase transfer rates overall and specifically from the UH Community Colleges. The new unit will report directly to the Assistant Vice Chancellor for Enrollment Management

- Implement an integrated CRM (Customer Relationship Management) software to strategically communicate and engage students throughout their college life cycle – from prospective students to alumni.
- Retention Efforts
 - Expand the current ACE Learning Community as a requirement for all incoming freshmen. ACE Learning Communities offer a combination of three general education courses and a small group, 1-credit integrating seminar (CAS 110: Access to the College Community).
- Implement First Year Common Book experience – an opportunity for new students, who typically come from different backgrounds, to engage in a shared experience by reading an assigned common book, typically over the summer. The goal of such a program is to stimulate year-long discussions of an academic theme from the common book in classes, residence halls and co-curricular programming. For the faculty and administrators who design orientation activities and first-year programs, an emphasis on building the freshmen cohort community makes a common reading program appealing.
- Expansion of the Learning Communities Program to include 50% of the incoming first-time freshmen class. We currently enroll about 35% of the incoming freshmen class into learning communities, which have a significantly higher retention rate than students who do not participate.
- The development of a full Sophomore Experience.
- Develop and Implement a Graduate Strategic Enrollment Management Plan.
- In collaboration with the Graduate Student Organization (GSO), we are in the planning process to launch a Grad Ed day or week of events for fall 2019 to highlight the many contributions and accomplishments of our graduates to the University and beyond.
- Targeted Native Hawaiian Student Retention Initiatives
 - Hawaiian Youths Abroad program, started during King David Kalākaua’s reign between 1880 and 1892. After a 126-year hiatus, Native Hawaiian Student Services (NHSS) is restarting a version of the "Hawaiian Youths Abroad" program in summer 2018. With plans for study tours in future years, the program retraces the path of our ancestors abroad to engage students in international educational experiences and training around the world in service to our lāhui and ea.
 - Continue current retention efforts that have proven to be effective and successful.

University of Hawai'i at Hilo System Enrollment Management Plan

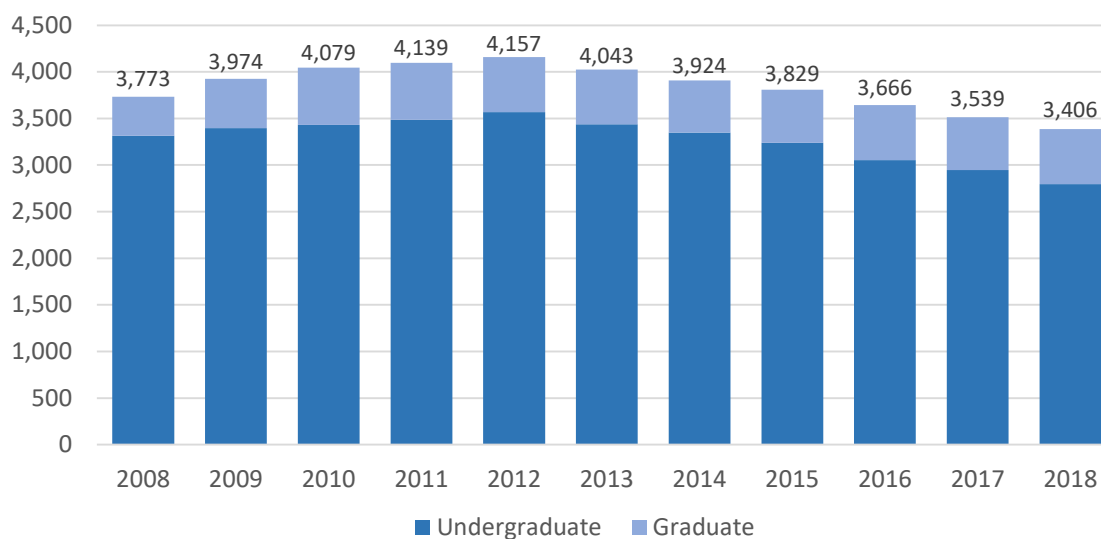
The Student Success Leadership Team (SSLT) at the University of Hawai'i at Hilo was appointed by Interim Chancellor Sakai in September 2017. The team was charged with reviewing the campus Enrollment Management Plan and recommending proactive implementation and assessment plans to meet the proposed enrollment targets. The SSLT is co-convened by the Vice Chancellor for Student Affairs (VCSA), Farrah-Marie Gomes, and Interim Vice Chancellor for Academic Affairs, Ken Hon. A list of the Student Success Leadership Team members follows:

Name	Position
Farrah-Marie Gomes	Vice Chancellor for Student Affairs
Ken Hon	Interim Vice Chancellor for Academic Affairs
Michael Bitter	Interim Dean, College of Arts and Sciences
Kainoa Ariola	Interim Associate Vice Chancellor for Student Affairs
Sherrie Padilla	Director, Financial Aid; Manager, Enrollment Services
Zach Street	Director, Admissions
Alyson Kakugawa-	Director, Media Relations
Kelli Okumura	Analyst, Institutional Research
Misaki Takabayashi	Former Interim Associate Vice Chancellor for Academic

I. Enrollment Trends

From fall 2008 to fall 2012, headcount enrollment at UH Hilo grew steadily from 3,773 to 4,157 students, an increase of 10.2 percent (Figure 1). Since reaching the historical peak in fall 2012, undergraduate enrollment at UH Hilo has decreased by 21.6 percent, from 3,568 students to 2,796 in fall 2018. This decrease mirrors national college and high school demographic trends.

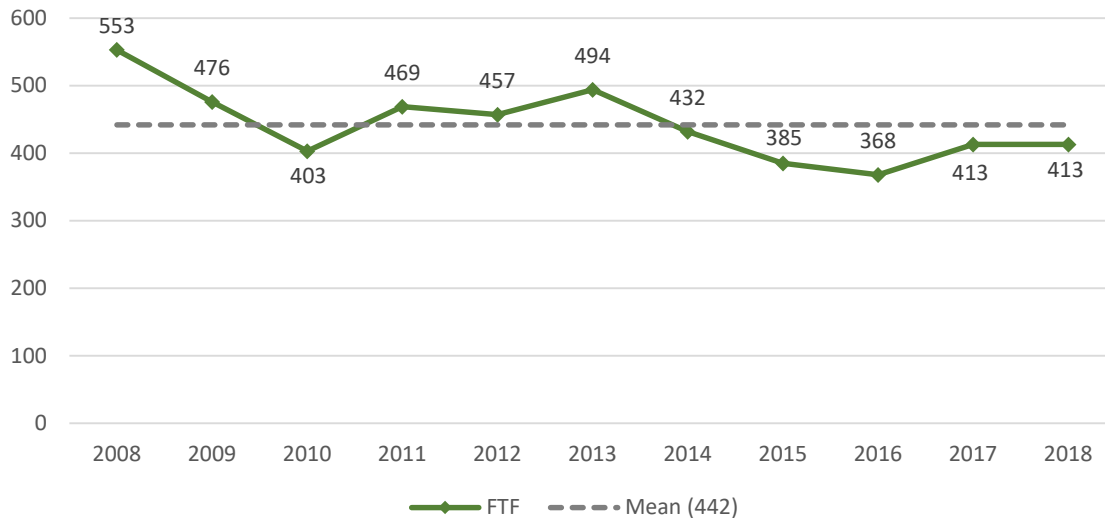
Figure 1 – Fall Headcount Enrollment by Academic Level



Freshmen Students

First-Time Freshmen (FTF) enrollment has fluctuated for UH Hilo (Figure 2). Over the 11-year period, the average enrollment size for FTF is 442 students (gray reference line). UH Hilo's FTF class reached a low point of 368 students in Fall 2016, but rebounded to 413 students in Fall 2018, a 12.2 percent increase. Over the past few years, UH Hilo has seen an upswing in enrollment for this population.

Figure 2 – First-Time Freshman (FTF) Enrollment



Transfer Students

Transfer student enrollment has decreased since Fall 2013, at an average rate of 8.9 percent, to 311 students in Fall 2018 (Figure 3). Over the past 11 years, approximately 50 percent of the transfer students came from non-UH Institutions, 25 percent from Hawai'i Community College and the rest from other campuses across UH System (Figure 4).

Figure 3 – Transfer Student (TFS) Enrollment

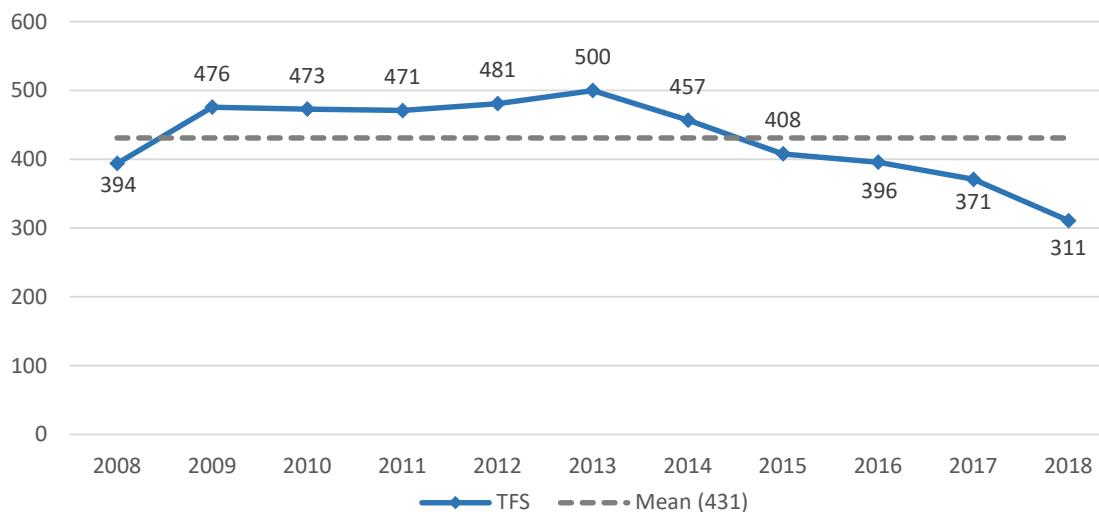
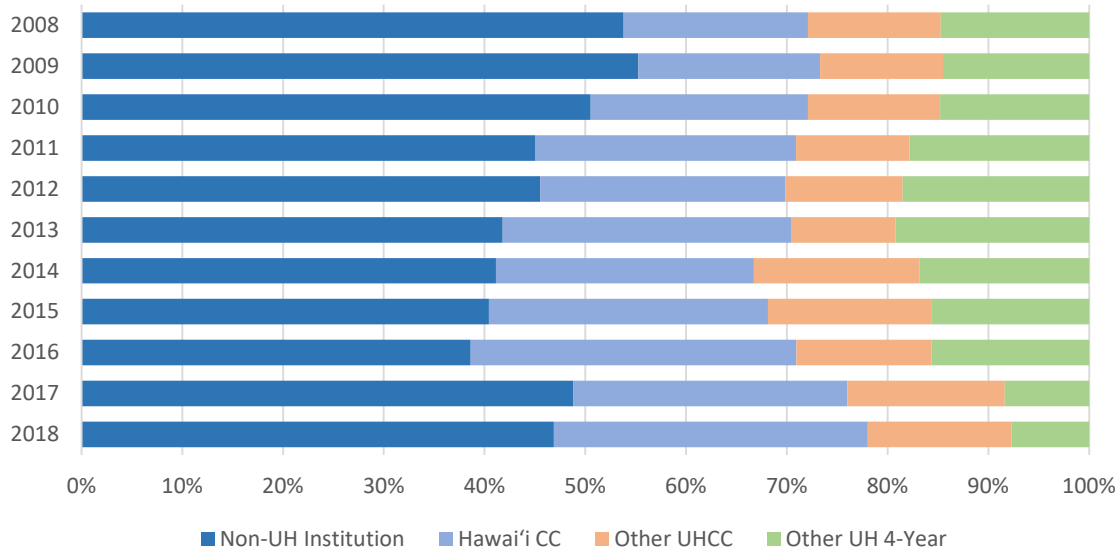


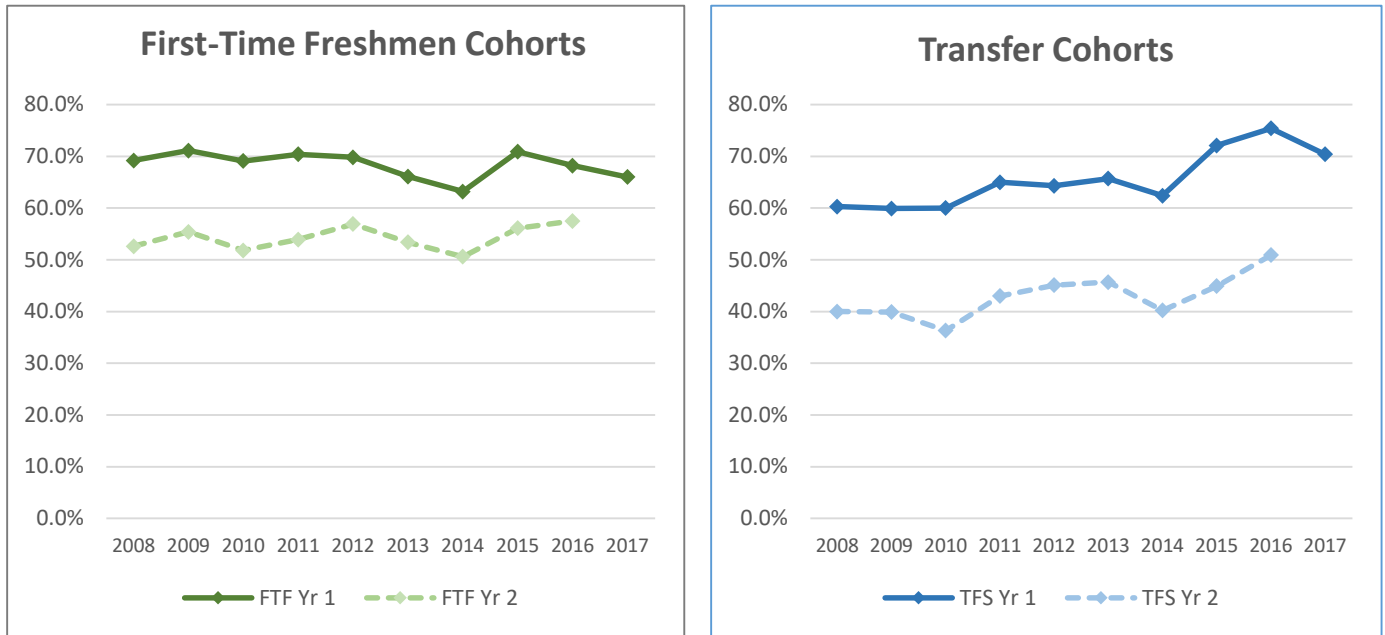
Figure 4 – Geographic Distribution of Transfer Students



Continuing Students

UH Hilo’s peak one-year retention rates occurred in 2015 at 70.9 percent for first-time freshmen and 2016 at 75.4 percent for transfers. Although the retention rates have declined slightly since then, the second- year retention rates show an upward trend for both populations (Figure 5).

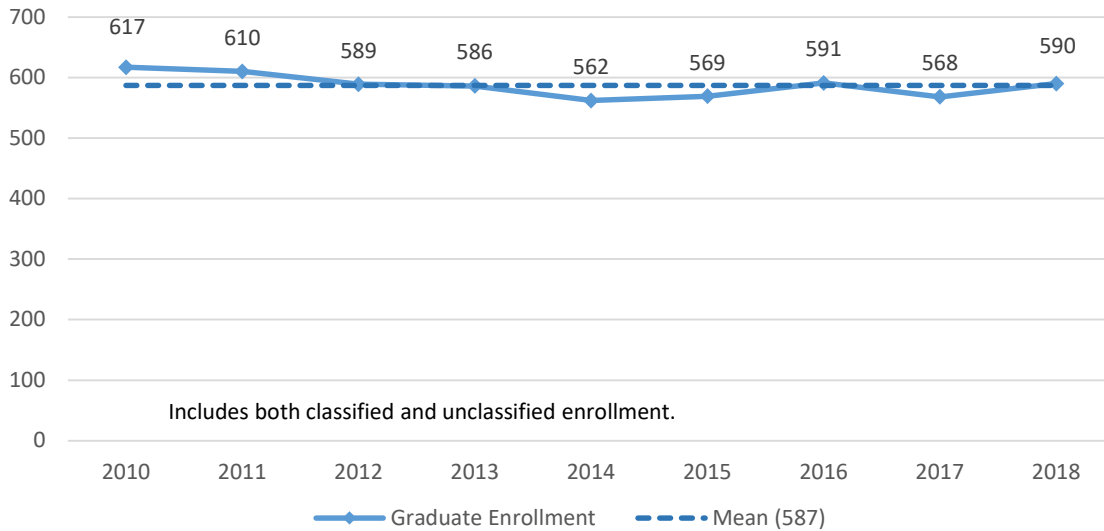
Figure 5 – 1st and 2nd Year Retention Rates



Graduate and Professional Students

Over the past eight years, graduate and professional enrollment at UH Hilo has remained steady (Figure 6). Enrollment for 2008 and 2009 are not included because the College of Pharmacy was building up enrollment at that time.

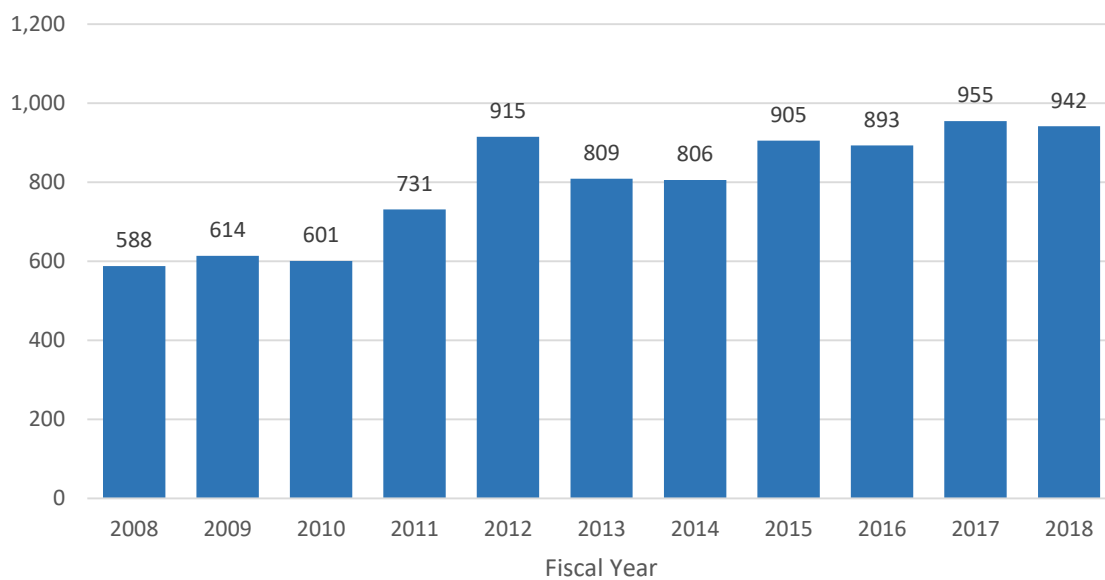
Figure 6 – Graduate Division Enrollment



Graduation

From 2008 to 2018, UH Hilo has seen a 60% increase in the number of degrees awarded (Figure 7). The increases have been more modest since 2015.

Figure 7 – Degrees Awarded (All Types)



II. Vision for the Future

The University of Hawai'i at Hilo aspires to be Hawai'i's premier regional four-year university by enhancing its portfolio of baccalaureate and select graduate and professional degree programs in alignment with community and workforce needs. UH Hilo will grow its diverse student population to an overall enrollment of 3,800 students by 2021 with representation from Hawai'i Island, the State of Hawai'i, the continental U.S. and international countries. To address the University of Hawai'i System's Hawai'i Graduation Initiative, UH Hilo will focus on preparing competent and transformational leaders of tomorrow through a data-driven enrollment management process: from recruitment, to persistence, through graduation and beyond.

Nationally, undergraduate enrollment is projected to increase by 14 percent between 2015 and 2026 (National Center for Education Statistics, 2017). In line with this projection, and given the existing capacity for growth, UH Hilo plans to increase undergraduate enrollment to 3,220 by 2021. Over the same time period, post-baccalaureate enrollment (i.e. professional and graduate level enrollment) is projected to increase nationally by 12 percent (National Center for Education Statistics, 2017), with potential growth of UH Hilo's graduate student numbers to 580 by 2021.

UH Hilo will increase its enrollment through strategic recruitment, holistic student support, high-impact retention efforts and transformation of its traditional courses of study into a refined, dynamic and interdisciplinary undergraduate curriculum that is more responsive to preparing graduates for employment and leadership in the 21st century. As a result, UH Hilo will become a destination school for students from Hawai'i, the continental U.S. and abroad who are interested in making an impact in a rapidly changing and diverse society.

To address the need for flexible learning opportunities in an island state, where potential students are geographically isolated, UH Hilo will offer a tailored selection of distance learning courses, to assist students in degree completion while tending to the responsibilities of their modern lives. This will extend UH Hilo's reach and meet the needs of students both in Hilo and in other areas via distance education. Nationally, more than a quarter of undergraduate students participated in distance education in 2015, with 12 percent exclusively taking distance education courses. Of those undergraduate students who exclusively took distance education courses, 62 percent were enrolled at institutions located in the state in which they resided (National Center for Education Statistics, 2017).

Enrollment Targets

UH Hilo remains committed to key initiatives designed to boost new and continuing student numbers in the coming years. UH Hilo has the infrastructure to support a student population 20 to 25 percent higher than the 2018 level. The targets shown in Table 1 are set to reflect achievable goals based upon demographic projections and the strategies being implemented. Enrollment will be assessed against targets regularly during the year and evaluated in comparison to official University census data.

First-time freshman recruitment targets are set using WICHE demographic projections and historical enrollment data. For Hawai'i, consideration is given to population base, market saturation and varying enrollment trends among the different islands. Mainland projections rely heavily on expected outcomes from expanded digital outreach and both prospect and application

generation from EAB Royall. Transfer student projections are based primarily on expected outcomes from key strategies such as the establishment of a transfer center, full text message implementation and an increase in 2+2 pathways. In addition, transfer student projections take into account the UH Community Colleges projections of their own strong and consistent enrollment growth.

UH Hilo implemented key programs, beginning in spring 2018, to increase retention for the fall 2018 freshman cohort. The initiatives were based upon academic best practices for student success, such as the 15-to-Finish academic pathways to ensure timely graduation, mandatory freshman advising, the gradual roll-out of the early warning system MySuccess, and college level math and English within the first year with co-requisite and supplemental instruction as needed. In addition, UH Hilo has committed to transforming its first-year curriculum by expanding the First Year Program to include: orientation; year-round academic programs for new students; peer mentoring; transfer student events; the coupling of Living Learning Communities with a first-year student success seminar series of UNI 101 (Paths to Academic and Lifelong Success) and UNI 194 (Living Learning Community Experience). The campus continues to work on strengthening communication of important dates and deadlines, while announcing opportunities such as career fairs, graduate school fairs and internships that can support students through graduation and beyond. UH Hilo remains committed to further refining its student success strategy to impact all students.

The cumulative effect of these measures is expected to be consistent gains of 1 to 2 percent per year in freshman retention and similar increases in the persistence of other student populations. Keeping more of our students enrolled through graduation coupled with increased recruitment is key to reaching our goal of 3,800 students by 2021 and in building a more sustainable student population size.

Figure 8 – Campus Enrollment - Actual and Targets

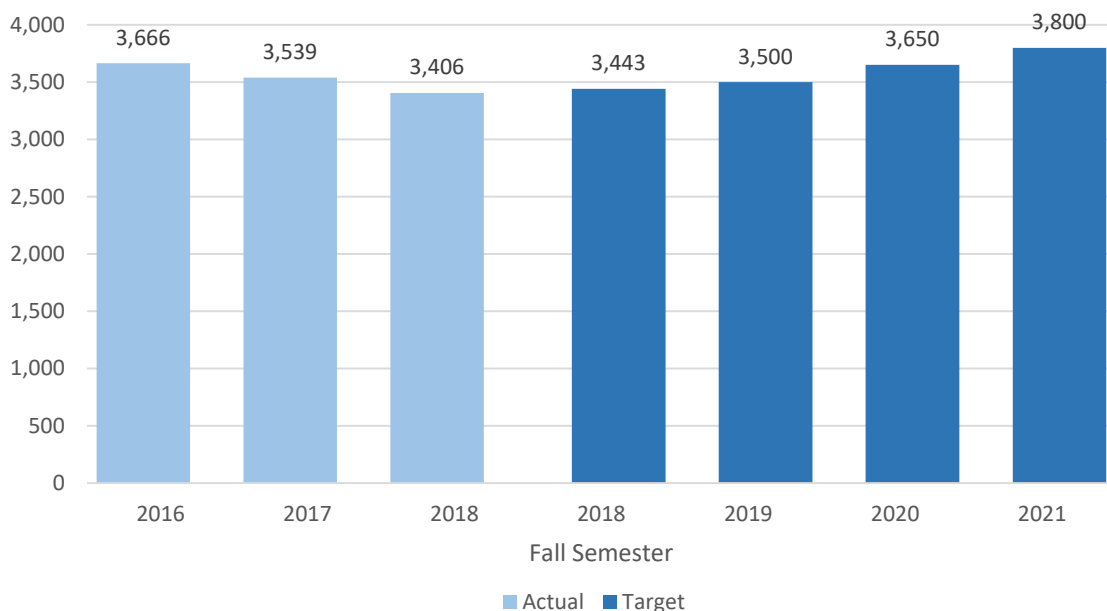


Table 1 – Historical Fall Enrollment and Targets, Fall 2019 to Fall 2021

No.	Measure	Historical			Targeted			
		2016	2017	(Actual) 2018	(Planned) 2018	2019	2020	2021
1	Total	3,666	3,539	3,406	3,443	3,500	3,650	3,800
	<i>% Change</i>	<i>-4.3%</i>	<i>-3.5%</i>	<i>-3.8%</i>	<i>-2.7%</i>	<i>2.8%</i>	<i>4.3%</i>	<i>4.1%</i>
2	Classified	3,527	3,391	3,243	3,443	3,330	3,480	3,630
3	Graduate Division	565	536	562	536	550	550	550
4	Undergraduate Division	2,962	2,855	2,681	2,907	2,780	2,930	3,080
5	First-Time Freshmen	368	413	413	410	450	500	550
5a	Mainland / International	118	145	131	145	145	165	185
5b	Hawai'i High Schools	250	268	282	265	305	335	365
5c	Hawai'i Island	160	166	190	172	200	220	240
5d	O'ahu	57	72	72	63	75	80	85
5e	Maui and Kaua'i	33	30	20	30	30	35	40
6	Transfer Students	396	371	311	371	320	345	370
6a	Non-UH System	182	186	161	193	165	175	185
6b	UH System	214	185	150	178	155	170	185
6c	Hawai'i CC	144	115	89	114	90	100	110
6d	Other UHCC	44	51	38	50	45	50	55
6e	Other UH 4-Year	26	19	23	14	20	20	20
7	Remaining Undergraduates	2,198	2,071	1,957	2,126	2,010	2,085	2,160
8	Unclassified	139	148	163		170	170	170
	Undergraduate	113	116	135		140	140	140
	Graduate	26	32	28		30	30	30

Data Source: UH IRAO Enrollment Management Model for UH Hilo; January 2019.

Calculations / Explanations:

Item 1 - Total Enrollment = Item 2 + Item 8

Item 2 - Classified: a student who has been admitted / accepted into a degree program

Item 4 = Item 5 + Item 6 + Item 7

Item 5 – First-time Freshmen: students who are direct entrants, who enrolled in college directly after graduating from high school.

Item 5 = Item 5a + Item 5b; Item 5b = Item 5c + Item 5d + Item 5e

Item 6 - Transfer Students: population excludes students within the National / International Student Exchange Programs.

Item 6 = Item 6a + Item 6b; Item 6b = Item 6c + Item 6d + Item 6e

Item 7 - Remaining UG Population: includes all remaining classified continuing and returning students, and students within the International / National Student Exchange Programs.

Item 8 - Unclassified Student: a student who has not been admitted into a degree program (includes Early Admits, Running Start and Visiting students).

III. Actions Taken for Fall 2018

For fall 2018, UH Hilo's first time freshmen enrollment count held steady, sustaining the increase of the prior year which had followed several years of decline in this important source of new students. Both applications and acceptances increased. The increase in enrollment of first-time freshmen students from Hawai'i island is a bright spot, offset by a decrease in enrollment from mainland and international sources. UH Hilo has enhanced its recruitment message of the campus as an undergraduate STEM destination with focus on applied learning, capitalizing on our ongoing consistent presence in high schools across Hawai'i, and also more robustly identifying target student markets in the State and on the mainland.

An equally important source of new students for UH Hilo, the transfer student enrollment count decreased in fall 2018. Transfer enrollment from both non-UH institutions and from UH community colleges underwent a significant decrease compared to prior years. However, the projected growth in UH community college enrollment suggests this will be a growth sector for UH Hilo transfer enrollment. Hawai'i Community College will continue to be an important transfer pathway for UH Hilo, and UH Hilo has begun the process of identifying pathways with other UH community colleges.

Retention efforts to impact fall 2018 enrollment are showing early success. However, UH Hilo's first to second year retention rate has fluctuated over the past few years, a fact which underscores the importance of enhancing first-year experiences for both first-time full-time freshmen and first-time full-time transfer students. UH Hilo will continue to implement retention strategies beyond the first year for all students that will boost student success and graduation, including learning assistant support to key gateway courses, more community engaged learning, improved distance learning courses and proactive advising.

Recruitment and Enrollment Efforts

Increased Communication and Access to Financial Aid Information

UH Hilo is working to increase communication efforts related to financial aid availability by 10% each year. UH Hilo implemented Financial Aid TV's GetAnswers, an online library of over 600 short (60-90 seconds each) video clips that are accessible on demand, 24/7. GetAnswers videos communicate complex financial aid information to current and prospective students and parents in an easy to understand style. The videos cover a wide array of topics that include financial aid, financial literacy, loans, grants, scholarships and more. GetAnswers allows users to easily find pertinent videos through audience segmentation, categorization and related content. The Financial Aid office also sent 2018-19 Financial Aid award notices to student emails listed on the FAFSA in addition to their hawaii.edu email accounts.

Adjusted Awarding of Institutional Aid to Support Retention

The campus developed the Retention Grant Program to assist students with outstanding balances. A financial aid counselor has been appointed to contact and assist students who still owe an outstanding balance for the fall 2018 semester at the end of the 4th week of instruction. Students are encouraged to apply for and maximize financial aid. Once all other financial aid

options are exhausted, students will be able to apply for a Retention Grant. Successful candidates receive assistance to pay financial obligations so they can be retained and enroll for the spring 2019 semester.

Expanded and Enhanced Digital Outreach (Email, Web and Social Media)

The Admissions Office launched EAB / Royall's Decision IQ campaign for accepted first-time freshman for fall 2018, consisting of a series of email contacts to drive yield of accepted students. More than 800 students received a series of up to 7 messages asking for their decision on enrollment at UH Hilo. Accepted students were also asked to identify critical decision criteria, allowing for customized and immediate response from admissions counselors. For prospective students declining admission to UH Hilo, EAB / Royall administered a "Not Coming Survey", which has allowed the Admissions Office to collect key data for more refined and targeted recruitment efforts in future terms.

Increased UHCC Transfer Events / Recruitment

The Admissions Office completed a mobile advertising campaign across the UH Community College campuses and select U.S. mainland campuses from April through June 2018. More than 700,000 mobile impressions ran across eight campuses, collecting nearly 4,000 "click-thrus" to the University website and 'apply' page. Additionally, admissions counselors attended UHCC Transfer Days at all seven UH Community College campuses in February 2018.

Full Implementation of Texting Communications for Accepted Students

The Admissions Office launched a text campaign for more than 1,200 accepted freshmen and transfer students, delivering 12 scheduled messages and thousands of individual messages between February and August 2018. The messages were targeted by region and population, and were aligned with steps in the enrollment process. Texts triggered frequent individualized text message exchanges and the opportunity to assist students in gathering information and removing hurdles to enrollment.

Retention Efforts Toward Fall 2018

'Opihi Student Success

In December 2017, the Interim Associate Vice Chancellors for Academic and Student Affairs launched a retention brand called 'Opihi – UH Hilo Student Success. The brand serves to coordinate and oversee many new and existing undergraduate retention strategies. Using performance based funding, 'Opihi hired two student assistants in December 2017 to generate content as ambassadors for the brand's social media outlets and to educate students about on-campus resources through aggressive outreach strategies. In February 2018, with additional performance based funding, 'Opihi hired two retention specialists to develop and implement coordinated messaging, proactive contact to current students focused on registration and student support, and outreach to potential returning students who had stopped-out of enrollment at UH Hilo but were within 15 credits of graduation.

Increased Participation in Peer Mentoring Program for New Freshmen and Transfer Students

In October 2017, UH Hilo acquired the services of a third-party vendor, Mentor Collective, to provide mentoring for new freshmen and transfer students. The system matches new students with peer mentors based upon interest. Mentor Collective also provides training for all mentors. In spring 2018, Mentor Collective, overseen by the First Year Experience Office, connected new freshmen and transfers to peer mentors who are current students at UH Hilo. Twenty-two mentors were hired and a total of 93 new students created accounts. Eighty-three new students (89.2 percent) had access to a mentor and collectively spent 427 total hours engaging with their mentors over the course of the spring semester. UH Hilo aimed to expand the program to 200 students in fall 2018.

Increased Mass Communication

‘Opihi aims to expand communication to students about important deadlines, processes and events, using a strong social media strategy beyond traditional methods to engage students. UH Hilo has increased email communication to both faculty and students regarding registration deadlines and has begun to tailor outreach to students to discuss continued registration and progress toward degree.

Promoting brand recognition through social media and tabling at campus events has enabled ‘Opihi to communicate Student Success Tips, to define and demystify “hidden curriculum,” including terminology, deadlines and processes, such as the handling of incomplete grades and withdrawals, and to broadly communicate information about scholarships, internships and other opportunities for students.

‘Opihi also promoted the week of early advising and the week of early fall 2018 registration, and hosted ‘Opihi Week through the internet, print media and radio outlets. ‘Opihi Week focused on providing support to current students who have attempted to register but have been unable to get into classes, as well as facilitating advising for students who had not registered for the fall 2018 semester.

Strategic and Personalized Outreach to Continuing Students

In collaboration with the College of Business and Economics (CoBE) and the College of Arts and Sciences (CAS), ‘Opihi conducted individual progress reviews for all 2,529 students at sophomore, junior or senior standing. Freshmen were excluded since they are required to meet with their professional advisors during the semester. The outreach campaign consisted of personalized emails and phone messages to inform students about their advisors, registration dates and important processes and deadlines (Table 2).

Based upon the University census, the total number of continuing students, excluding exchange students, came out to 2,135 students. 369 students (17.3 percent) graduated at the end of spring 2018 and summer 2018; 1,480 students (69.3 percent) registered for fall 2018; for a combined student success rate (retained or graduated) of 86.6 percent or 1,849 students.

Table 2 – Strategic and Personalized Outreach to Continuing Students

	CAS		CoBE		CAFNRM		KHUOK		TOTAL	
Sophomores	384/384*	100%	59/59*	100%	26/26 [Ⓜ]	100%	25/25 [Ⓜ]	100%	494/494	100%
Juniors	634/634*	100%	87/87*	100%	39/39 [Ⓜ]	100%	25/25 [Ⓜ]	100%	785/785	100%
Seniors	1,009/1,009 [Ⓜ]	100%	122/122*	100%	56/56 [Ⓜ]	100%	63/63 [Ⓜ]	100%	1,250/1,250	100%

* Calls made by Dean’s Office staff and / or student workers, starting 3-26-18

Ⓜ Calls made by ‘Opihi Student Success

CAFNRM – College of Agriculture, Forestry and Natural Resource Management

KHUOK – Ka Haka ‘Ula o Ke‘elikolani

Outreach Campaign to Students Who Did Not Graduate

‘Opihi identified 54 students who petitioned to graduate in spring 2017, summer 2017 and fall 2017, but who were not conferred degrees upon final certification. The retention specialists reviewed academic progress and tailored personalized outreach to ensure successful graduation for all petitioned graduation candidates. The specialists served to liaise between the student and key campus offices to ensure graduation. Results of the outreach at the end of spring 2018 was a 40.8 percent student success rate for the 54 identified students: 13 students graduated and 9 students petitioned to graduate in the next semester.

Outreach to Students with GPS Pending Registration Errors

‘Opihi targeted students who had attempted to register for summer 2018 and fall 2018 classes through STAR-GPS, but had received errors that prevented registration into classes. Outreach consisted of emails to students explaining what the registration errors mean how they might be resolved.

Outreach to Prospective Returning Students

‘Opihi retention specialists targeted 203 students of senior class standing who were registered in spring 2017 and fall 2017, but did not return to UH Hilo in subsequent semesters and were not enrolled in spring 2018. The retention specialists conducted individual review of student academic records and launched an outreach campaign consisting of emails and phone calls informing students about how to return and other processes to aid in re-enrolling. The campaign began one month before early registration for fall 2018 and ran until July 2018. Of the spring 2017 cohort of 177 students, 13 students (7.3 percent) re-enrolled at UH Hilo in fall 2018. Of the fall 2017 cohort of 26 students, 5 students (19.2 percent) re-enrolled at UH Hilo in fall 2018.

Enhanced Living Learning Communities (LLC) and University Success Courses (UNIV 101 / UNIV 102)

UH Hilo currently offers six thematic LLC's in University Housing, which are each tied to a corresponding UNI 101 course taught by instructional faculty. To leverage the LLC / UNI 101 program and impact retention for the fall 2018 cohort, the campus commits to providing full support to adequately staff its existing LLC's and to secure instructors to teach the linked UNI 101 and UNI 102 classes. With an evolving redesign to address student engagement, the campus will continue to assess past and current efforts to impact first year retention for new first-time, full-time freshmen.

Phase 1 Implementation of MySuccess

MySuccess is a communication platform that promotes early alert and is being used on all UH campuses except UH Mānoa. MySuccess was launched at UH Hilo in spring 2018, with focus on freshmen and participating instructors from ENG 100, ENG 100T, MATH 135, MATH 140, MATH 140X, MATH 205 and one section of CHEM 141. Implementation included coordinating outreach for flags and referrals by freshman advisors in the Career and Academic Advising Center and other selected offices, such as the Student Support Services Program (SSSP), International Student Services, Minority Access and Achievement (MAAP) and the Kīpuka Native Hawaiian Student Center. MySuccess deployed two surveys over the course of the spring 2018 semester. Overall, 594 issues were identified with 79 percent resolved by the end of the semester.

IV. Strategies to Achieve Targets

Efforts in each strategy will be assessed annually or otherwise, as deemed appropriate.

Recruitment

Over the next three years, undergraduate recruitment at UH Hilo will focus on reinforcing processes in its enrollment funnel and increasing the number of prospects, applicants, accepted, deposited and enrolled students every semester for both freshmen and transfer students. To meet recruitment targets, UH Hilo will continue to develop and maintain its brand identity and reputation as well as sustain strong relationships with local high schools, UH System campuses and local businesses.

To assist with growing enrollment over the course of the next few years, UH Hilo has adopted key third-party services to support recruitment processes, including the EAB / Royall recruitment platform to assist with increasing prospects, Signal Vine to maintain contact with students in the admission pipeline, and Raise.me, a microscholarship platform aimed at connecting Hawai'i high school students to UH Hilo. UH Hilo will continue evaluating the effectiveness of current scholarship practices and revise how student aid may be leveraged to attract and retain a strong incoming class of undergraduate students each fall. Finally, UH Hilo will work closely with the UH Community Colleges to increase the number of articulated 2+2 pathways to cultivate a robust transfer population.

UH Hilo's Education Advisory Board (EAB) Partnership

Approximately 450 institutions contract with EAB for their enrollment and financial aid optimization tools (an actual list of clients is not available due to confidentiality). EAB has likely contracted with some of our competitors, as national data shows we are all competing for the same 75 percent or more of college-going students. What will make EAB's work with UH Hilo unique is the predictive model they will use to identify which students will likely enroll at UH Hilo, leaving the campus with the work of following through with engagement and communication strategies. Additionally, EAB will run a financial aid optimization model for UH Hilo to determine the best use of limited financial assistance funds.

- With this partnership, UH Hilo will reach a larger number of prospective students (152 percent increase) by purchasing large volumes of names, by identifying students who are the "right fit" for the campus and by making effective contact at critical times to saturate our primary and secondary markets.
- As of December 2018, UH Hilo surpassed the total fall 2018 freshman application numbers by 37 percent, with the final deadline for fall 2019 still 6 months away. The Admissions Office has seen an 88 percent increase in all applications compared to the same time last year.
- EAB will assist UH Hilo in developing a financial aid optimization plan that includes a data analytical tool to implement effective financial aid leveraging strategies for enrollment growth.

Increase Strategic Use of Financial Aid for Optimal Enrollment

The Financial Aid Office will increase the number of incoming freshmen qualifying for four-year micro scholarships by 75 percent in the first year and then 50 percent for each subsequent year's enrollment target. In addition, UH Hilo will refine our institutional aid award procedures in an effort to improve usage rates by 10 percent each year.

Fully Implement Texting Communications for Accepted Students

The Admissions Office will implement text plans to accepted students, including at minimum ten scheduled text messages per student for the fall term and six messages for the spring term. In total, the goal is to deliver text messages to 1,400 participating students for 2018-19 with an increase of 10 percent over each prior year's target.

Transfer

A key recruitment strategy aims to grow UH Hilo enrollment by increasing the number of transfer students to UH Hilo, with special attention paid to transfers from the UH Community Colleges.

Fully Implement a Transfer Center

Establishment of a Transfer Center is key to addressing the needs of transfer students. The center will focus on work with prospective transfer students and campus offices to inform onboarding activities. Development of transfer services will focus on establishing and expanding orientation offerings for transfer students, in addition to helping transfer students engage early with campus resources.

Increase UH Community College Transfer Events / Recruitment

Through the Transfer Center, UH Hilo will work in partnership with the UH Community Colleges to participate in transfer events throughout the year. UH Hilo will also create mobile ads for the UH Community Colleges and select mainland campuses to expand marketing to prospective transfers.

Figure 9 – Planned Transfer Recruitment Events

UHCC Recruitment / Transfer Events	SP18	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22
Place transfer admissions counselor	■								
Participate in four transfer events			■						
Participate in seven transfer events					■				
Deliver one mobile ad to UHCCs and Mainland CCs			■						
Deliver two mobile ads to UHCCs and Mainland CCs				■					
Deliver three mobile ads to UHCCs and Mainland CCs						■			

Increase Number of 2+2 Pathways Available

To ease transfer and ensure coursework applies toward a UH Hilo degree, the campus will host a series of annual meetings with faculty and staff to create and / or refine 2+2 pathways between the UH Community Colleges and UH Hilo. The first identified 2+2 articulation agreements and distance learning collaboration for degrees in Administration of Justice and Psychology are slated for 2018-19, with two 2+2 articulation agreements to be added every year until 2021.

Retention

UH Hilo will sharpen its focus on retention, especially in the current climate of flat high school graduation numbers, competition from other universities and employer demand in a tight job market. Successful retention at UH Hilo will mean investing in initiatives that cultivate student success, that make curriculum progression more efficient, that improve degree completion rates and that encourage student mobility for the campus’s diverse student population.

The campus has selected activities, based on research-based best practices, to stabilize and improve overall student retention, from a student’s first semester through graduation. The initiatives will focus on engaging and retaining students through improved communication, experiential learning, leveraged peer-to-peer support and alternative modes of educational delivery, while facilitating campus-wide fluency about enrollment management and specifically, retention. Units from Student Affairs, Academic Affairs and Administrative Affairs will work in close collaboration to minimize redundancy, maximize cost efficiency and redirect funds to improve student success.

Table 3 – First Year Retention Rates for Fall 2019 - Fall 2021

	Historical			Target			
	2016	2017	(Actual) 2018	(Planned) 2018	2019	2020	2021
Retention Rate	70.9	68.2	66.0	68.0	69.0	70.0	71.0

Develop a Service Learning / Community Engagement Program Across All Academic Units

UH Hilo is reorganizing the College of Continuing Education and Community Service (CCECS) into a Center for Community Engagement (CCE), focused on creating meaningful interactions between UH Hilo and the community. CCE will pilot an interdisciplinary course cluster for engaged learning and assess the pilot for lessons learned. CCE will also define, develop and coordinate significant service learning opportunities across campus.

Implement Purpose First Integrating Major Choice, Career Exploration and Employment Advising

Beginning with an inaugural event in spring 2018, UH Hilo has committed to holding Annual Career Fairs for the entire campus designed to connect students with employers from across the State. Efforts to develop a shared plan for Career Advising between Academic Affairs and Student Affairs are already underway, with implementation scheduled for fall 2019. Academic colleges have begun to identify career topics for inclusion in all classes, from introductory surveys to career-specific classes. Methods designed to evaluate the effectiveness of these efforts will be implemented in fall 2019. In addition, UH Hilo will evaluate the expansion of meta-majors that encourage students to explore career pathways earlier in their academic experience.

Expand Peer Advising and Peer Tutoring / Learning Assistants with a Focus on Freshmen

UH Hilo will continue support for its successful peer tutoring program in ENG 100 and 100T courses. This program closely mirrors the first-year English course co-requisite model endorsed by Complete College America (CCA). In the STEM fields, UH Hilo will expand the UH System learning assistant pilot program for gateway courses (MATH, PHYS, CHEM).

Establish Retention Data for Individual Programs and Work with Departments to Identify Ways to Increase Persistence

Depending upon the timing and availability of UH system support, UH Hilo will identify and implement retention analysis process steps for all academic units, allowing these units to identify areas of successful retention and to build upon that success in other units.

Create an Undergraduate Distance Learning Program with Established Majors and General Education Courses to Support Them

Efforts are already underway to create an inventory of past distance learning (DL) course offerings, to research and report information on DL best practices and to assess current and future DL curricular and equipment needs. UH Hilo will continue to work with departments to create strategic DL offerings to pair with 2+2 programs and to assist students in reaching their degree goals on time.

Adjust Awarding of Institutional Aid to Support Retention

To improve the effectiveness of the Retention Grant Program, UH Hilo will continue to assess previous strategies for merit-based aid distributed through the academic colleges and to adjust them to improve student retention, progress to degree and graduation.

University of Hawai'i - West O'ahu

System Enrollment Management Plan

The University of Hawai'i at West O'ahu's Enrollment Management and Student Success Team was convened under Chancellor Maenette Benham with a challenge to increase student success and engagement. The team's goals focus on the campus mission statement and value proposition to "prepare 21st Century leaders, career creators through integrated, transdisciplinary programs where learners and teachers together discover and innovate as they engage with the diverse communities we serve." The cross collaborative team is co-chaired by Jeff Moniz, Vice Chancellor for Academic Affairs and Judy Oliveira, Vice Chancellor for Student Affairs, with well-experienced team members across the campus:

Name	Position
Jeff Moniz	Vice Chancellor for Academic Affairs, Co-Chair
Judy Oliveira	Vice Chancellor for Student Affairs, Co-Chair
Jim Cromwell	Director, Enrollment Management
Jan Javinar	Director, Student Affairs
John Stanley	Director, Institutional Research

I. Enrollment Trends

After a period of explosive enrollment growth, beginning in the fall of 2012 with the opening of the new campus in Kapolei, enrollment at UH West O'ahu has entered a more modest growth phase. The excitement of the new campus, in one of the fastest growing districts of Hawai'i, brought increased awareness and subsequent enrollment growth over a relatively short period of time. In fall 2018, UH West O'ahu was recognized by the Chronicle's Almanac of Higher Education as the "fastest growing baccalaureate-granting campus" for a second year in a row. Adding to the equation was the earlier conversion from an upper division transfer institution to a four-year campus, with the first freshmen class of 30 students enrolled in fall 2007 increasing to 242 students by fall 2018. The University now has over 3,000 students enrolled.

Over the last three years, UH West O'ahu's enrollment has increased 15.8%, and since fall 2012 has increased 54.3%. The continuing student enrollment percentage reached an all-time high of 72.1% in fall 2018. This increase is particularly noteworthy considering the institution continues to offer just six majors. The number of first-time freshmen and transfer students entering the University has begun to taper off after the initial surge to the new campus in 2012. Future growth is possible with increases in physical space, available majors and faculty and staff positions.

II. Vision for the Future

The enrollment vision culminates in a vibrant, interactive and engaged community, in person and online, where members learn, teach and discover with the intent to generate the next generation of leaders that will transform the community, create opportunity and build capacity for prosperity. To reach this end, members shall build *kauhale*, a culturally-responsive academic home, and shall learn from each other and themselves about what is done well and what is needed to improve to better move forward as a collective body. The educational experience is

one that is both demanding in expectation yet personally satisfying and immensely rewarding. Students choose to enroll, persist and graduate from UH West O‘ahu because the major they want is offered, they feel personally connected to the campus and they have a meaningful relationship with faculty, staff and fellow students.

The hallmark of success is student achievement. Retaining and graduating students is therefore of utmost concern since these successful students ultimately become the face and voice of the campus. Their stories are what attract future generations of students, their actions shape the public’s perception of the institution and their degree attainment can change the quality of life for our community, island and state.

The enrollment vision also strives to achieve optimal enrollment in order to meet operational expenses, sustain consistent program growth and provide funding for future repair and maintenance. Increases in enrollment are required in order to increase revenue collected through tuition. Sustained increases in revenue in subsequent years will be required as new programs are developed, more personnel are hired and new buildings are constructed. UH West O‘ahu intends to become an anchor institution with a growing pipeline of Hawai‘i resident students from our Ewa moku high schools, our UH community colleges and international student populations.

Our strategies will be evaluated each year and adjusted accordingly, but regardless of what the institution does to actively recruit, admit, enroll and graduate students, the decision always rests with the individual student on the course of action to apply, enroll, persist and graduate. Ultimately, the choice is to attend UH West O‘ahu or to pursue something else. The decision to commit to UH West O‘ahu is different for every student, but will revolve around variables such as academic offerings, institutional image, word-of-mouth stories, price, location and other personal factors important to the individual student.

The collection of all these variables comprise the institutional brand, and the strength of that brand is measured in the ability to attract new students as well as build loyalty and satisfaction among current students. UH West O‘ahu cannot be all things to all people, and we understand that some students will choose a different path. UH West O‘ahu will focus on excelling at its core function as an undergraduate learning institution, with the goal of offering an exceptional educational experience to all its students. In the end, that exceptional educational experience is what will attract and sustain student enrollment. We know we will face challenges and we look forward to the opportunities ahead as we strive to grow our enrollment and improve retention and completion.

Opportunity

To reach 8,000 students by 2028, we must market to, recruit and retain more students from the island of O‘ahu, while also building enrollment statewide via our distance education programs. Comprehensive marketing campaigns will target traditional and non-traditional students, especially those from under-represented populations. New baccalaureate degree programs and concentrations will open doors to more working adults, active military and neighbor island students. Increasing support – financial aid opportunities, advising, work study, internships, evening and weekend programs and other services – will enable more students to achieve their higher education goals. The University will also create a vibrant campus atmosphere to foster

student participation and interaction with services, amenities and activities designed to strengthen the sense of belonging, identity and purpose within our student body.

Challenges

To continue to grow, UH West O’ahu will need to create new programs, degrees and related offerings to draw traditional and non-traditional students, while developing a comprehensive student-centered culture to increase student retention.

With its focus on applied and technical programs, UH West O’ahu is charged with serving this region by embracing innovation and providing needed technical and management skills. UH West O’ahu has a number of signature degree and concentration programs, some of which can only be found at this institution (e.g. Cyber Security; Disaster Preparedness and Emergency Management; Creative Media; Risk Management and Insurance; Health Sciences; Forensic Anthropology; Sustainable Community Food Systems). UH West O’ahu must also expand the offerings of Bachelor degree programs to support the needs of this region (i.e. health services; health sciences; STEM; natural and life sciences; physical sciences; engineering).

Historical and Targeted Enrollment Efforts

In fall 2017, the Enrollment Management and Student Success Team was tasked with reviewing our historical enrollment (Figure 1) to meet to our fall 2018 enrollment targets (Table 1): 1) increasing, retaining and graduating the target population of working adults, veterans / active military and distance education students; 2) increasing retention of students from year 1 to 2 and year 2 to 3; 3) strengthening our educational ‘auwai (early college); 4) performing as a model indigenous-serving, Hawaiian place of learning through building kauhale.

Figure 1 – UHWO Historical Fall Semester Headcount Enrollment

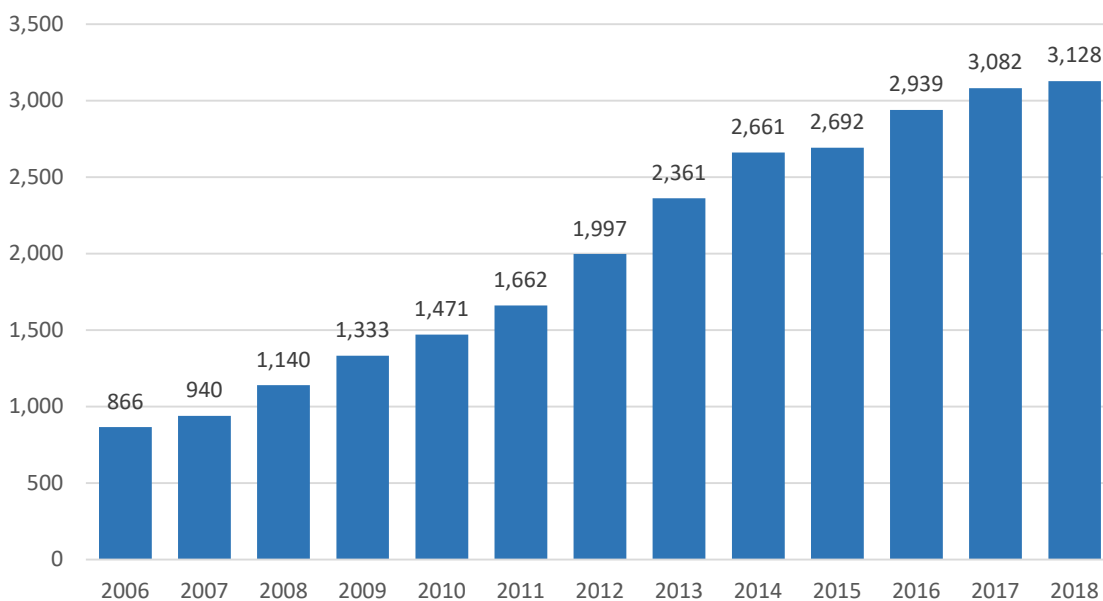


Table 1 – UH West O’ahu Campus Enrollment: Fall 2015 to Fall 2018

	Fall Semester	Historical Enrollment			Targeted Enrollment	
		2015	2016	2017	2018 (Planned)	2018 (Actual)
	Total Enrollment *	2,692	2,939	3,082	3,201	3,128
	% Change Total	1.2%	9.2%	4.9%	3.9%	1.5%
1	First-time Freshmen Total *	254	292	282	296	242
	% Change	-4.5%	15.0%	-3.4%	5.0%	-14.2%
	Leeward Public High Schools	128	137	163	184	136
	Central O’ahu Public High Schools ¹	57	75	62	65	57
	Hawai’i Private Schools ²	38	33	32	37	27
2	Transfer Total ^{3 *}	557	599	585	605	561
	% Change	-2.3%	7.5%	-2.3%	3.4%	-4.1%
	Leeward CC	181	175	195	203	193
3	Non-Traditional Total	911	1,064	1,066	1,106	991
	% Change	N/A	16.8%	0.2%	3.8%	-7.0%
	Part-Time & Age: 25 and over	709	789	775	805	727
	Veteran	202	275	291	301	264
4	Continuing / Returning ^{3 *}	1,706	1,865	1,878	1,911	1,940
	1 st Time Freshmen Retained (Yr 1 to Yr 2) ⁴	131	168	174	197	194
	Retention Rates	67.2%	70.3%	65.4%	70.0%	72.1%
	1 st Time Freshmen Retained (Yr 2 to Yr 3) ⁵	100	123	127	169	N/A
	Retention Rates	51.3%	51.5%	47.7%	60.0%	N/A

¹ Includes U.S. Military.

² Includes U.S. related areas: Territorial Possessions, U.S. Commonwealths & Compact of Free Association states.

³ Degree- seeking undergraduate students.

⁴ Retention of first-time full-time freshmen from first fall semester to second fall semester.

⁵ Retention of first-time full-time freshmen from second fall semester to third fall semester.

* Details provided for targeted groups only and may not add up to total.

Recruitment and Retention Actions Taken in 2017-18 for 2018-19 Enrollment

To meet the targeted focus areas in Table 1, the following actions were taken in 2017-2018 to impact and increase enrollment in fall 2018 and spring 2019.

First time Freshmen from High School / Transfer Students

- Summer Bridge programs targeted to specific special cohorts: Ike Ola - health pathways; Pueo Scholars - education pathways; Onipa’a “Summer Melt” - Hawaiian Studies; Math Summer Bridge - low income, first generation students.

- Recruitment events: Admissions Open House events prior to letter of intent day.
- New Student Orientations targeted to specific student groups: first generation; distance education; Ohana
- Pueo Mentors, assigned to all freshmen, who met twice a semester.

Continuing Students from UHWO

- Retention communication initiative: Email, direct mail and phone calls to stopped-out students and students with registration holds.
- Financial aid, financial literacy and scholarship completion events.
- Student employment combined with leadership and work skills training.
- E Ala Pono campaigns: “high touch” advising by major for all students combined with faculty referrals to campus resources.
- Redesigned UH West O’ahu website with new appearance and improved functionality.
- STAR GPS pathways rolled out across all majors and concentrations.

Assessment of the Effectiveness of Actions Taken / Results for Fall 2018

- Enrolled a record 3,128 students, which included 242 freshmen and 561 transfers.
- Enrolled 1,940 continuing students, an increase from 1,878 in fall 2017.
- Enrolled 262 early college students from five feeder high schools (Figure 2).
- Increased the freshman retention rate from 65.4% in 2017 to 72.1% in 2018, an all-time high (Figure 3).

Figure 2 – Enrollment of Early College Students

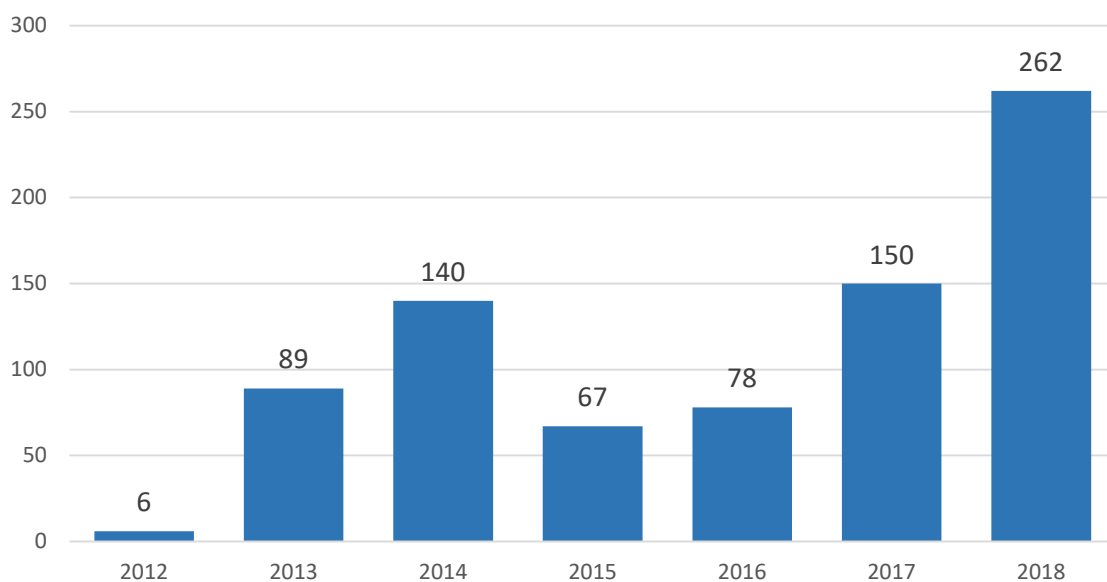
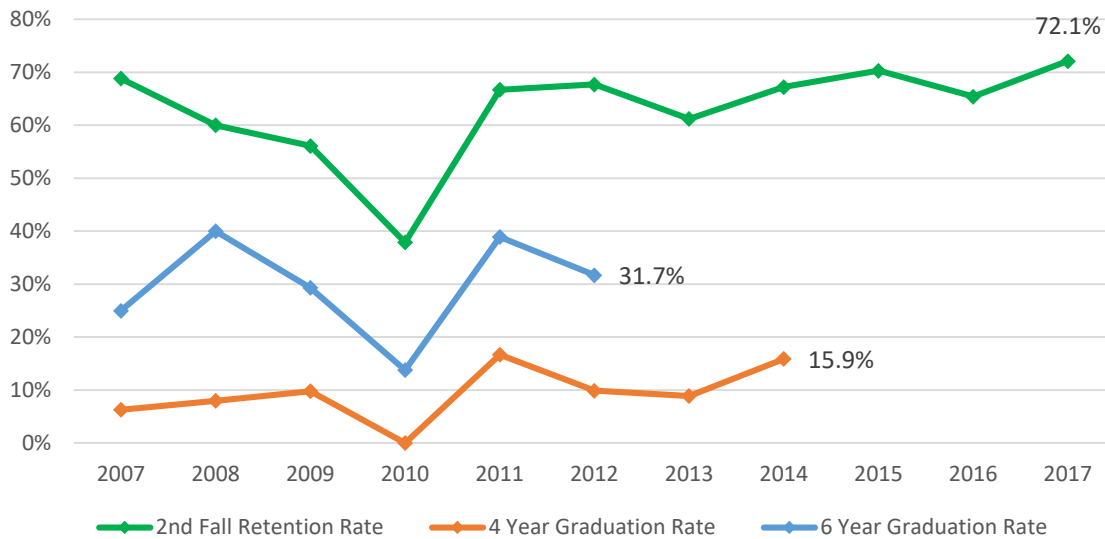


Figure 3 – First-Time Full-Time Freshmen Retention & Graduation Rates



III. Strategies to Achieve Targets

In our 2018 – 2028 Strategic Plan, the campus has committed to *multiplying our campus enrollment through student engagement and advancing first year retention, second-to-third year persistence, degree completion and post-graduate success*. The following strategies are being employed to achieve our proposed enrollment targets (Table 2).

Table 2 – Campus Enrollment Targets: Fall 2019 to Fall 2021

	Fall Enrollment	Historical Enrollment			Targeted Enrollment		
		2016	2017	2018	2019	2020	2021
	Total Enrollment *	2,939	3,082	3,128	3,388	3,664	4,018
	% Change Total	9.2%	4.9%	1.5%	8.3%	8.1%	9.7%
1	First-time Freshmen Total *	292	282	242	286	310	335
	% Change	15.0%	-3.4%	-14.2%	18%	8.5%	8%
	Leeward Public High Schools	137	163	136	160	174	188
	Central Public High Schools ¹	75	62	57	67	73	79
	Hawai'i Private Schools ²	33	32	27	32	35	38
2	Transfer Total ³ *	599	585	561	662	761	868
	% Change	7.5%	-2.3%	-4.1%	18%	15%	14%
	Leeward CC	175	195	193	227	261	297
3	Non-Traditional Total	1,064	1,066	991	1,169	1,254	1,376
	% Change	16.8%	0.2%	-7.0%	18.0%	7.3%	9.7%
	Part-Time & Age: 25 and over	789	775	727	844	901	968
	Veteran	275	291	264	325	353	408

4	Continuing / Returning^{3 *}	1,865	1,878	1,940	1,989	2,145	2,309
	First-Time Full-Time Freshmen	168	174	194	207	223	242
	Retention Rates	70.3%	65.4%	72.1%	70.0%	70.0%	70.0%
	First-Time Full-Time Freshmen	123	127	N/A	185	207	234
	Retention Rates	51.5%	47.7%	N/A	62.5%	65.0%	67.5%

¹ Includes U.S. Military.

² Includes U.S. related areas: Territorial Possessions, U.S. Commonwealths & Compact of Free Association states.

³ Degree- seeking undergraduate students.

⁴ Increase 4.6 percentage points to the retention rate in the second fall semester of enrollment, and 8.5 percentage points in the third fall semester of enrollment, to sustain 70.0% second year retention and 65.0% third year retention goals by 2020.

*Details provided for targeted groups only and may not add up to total.

Recruitment – First-Time Freshmen and Transfer Students

Increase Pre-Admissions Outreach in High Schools and the UH Community Colleges

This spring, the Admissions Office’s upcoming recruiting activities include both pre-admission and post-admission events. Events include: two Kapolei CAES (onsite) Application Days on February 5 and March 6; participating in the Kapolei Post-High School Planning Night (for parents and students) on March 14; conducting “Next Steps” visits where we meet with admitted students (April); hosting our own Open House for Admitted Students on March 9 and again on April 4. We are also hosting the Leilehua Junior Day on our campus on February 1.

In addition, we are conducting more high school visits with presentations for potential applicants, and are doing our usual follow-up with both students and high school counselors to make sure students complete their applications. We are also working with the UH system to participate in the February UH Transfer Days (part of Transfer Awareness month) and are working individually with the UH Community Colleges to conduct visits at each campus, to address admissions, advising and financial aid.

Increase College Pathway Outreach with Targeted Vertical Alignment Early College Programs – Education, Health Science and Creative Media

The UH West O’ahu Early College Education Pathway was developed using a “grow your own” strategy that starts with inspiring high school juniors and seniors to become teachers. The first section of the pathway focuses on creating and sustaining Teaching & Learning Academies (TLAs) that provide high school students with experiences that promote a strong understanding and appreciation for the noble profession of teaching. This pathway includes a comprehensive set of supports to assist students as they prepare to become teachers and return to this region’s classrooms. Other ECHS pathways include our successful Creative Media and Health Sciences programs. ECHS students at Waipahu, Campbell, Kapolei, Waianae and Nanakuli high schools begin taking college courses at UH West O’ahu in their junior year of high school. Early college students are more likely to enroll in college and participation in early college narrows the gap for economically disadvantaged students.

Improve and Expand Automated Prospects Contact Plan to Build Relationship between Prospective Students and UH West O'ahu

UHWO is reaching out via multi-communications platforms – website, online form, email, phone and postal mail – to prospective high school juniors, seniors and transfer students who plan to attend within the next two years. Students receive timely notifications that remind them to complete the college application process while focusing on UHWO's values, affordability, academic quality and campus engagement. Students receive four contact pieces: 1) search piece to learn about the campus; 2) financial aid information; 3) academic information; 4) an invitation to visit the campus. Each piece is mailed and / or emailed in four intervals of 0 days, 30 days, 45 days and 60 days, respectively.

Retention – New and Continuing Students

Kealaikahiki Retention Coaching – First Year Initiative

The nine-member Kealaikahiki Retention coaching team consists of faculty and staff, including: academic advisors; Career Coordinator; Student Life Coordinator; financial aid staff; grant-supported staff; No'eau staff. They meet one a month to review retention initiatives and student participation in any of our high impact practices – engaging academic and cultural events, activities and workshops for every first-time, full-time freshman. They begin by assessing freshmen predicted risk scores and other attributes, including level of academic preparation, access to financial aid and high school GPA. A Kealaikahiki Success coach collects notes for each student from the academic advisors, peer mentors and faculty via E Ala Pono (EAP) referrals. For fall 2018, of the 154 students that were assigned to a success coach, 122 earned a 2.0 or higher GPA (79%) and 132 students are registered for the spring 2019 semester (88% retention).

E Ala Pono / Early Alert Program – Advising and Financial Aid Notification

In the spring 2019 semester, our campus will be implementing an additional feature within our well-received E Ala Pono Early Alert Program (EAP), which connects faculty and students to campus resources to support student success. A new flag, "no show", will be added to identify students who have not attended class within the first three weeks of the semester or have not submitted or participated in required chats or discussion boards in an online course. When the instructor selects the flag, an email will be sent informing the student of their options: attend class or drop the class by the 100% or 50% deadlines. In addition, a report will be generated to both our registrar and financial aid unit. Our financial aid staff will then cancel, reduce and / or return aid. Regardless whether or not the student is on financial aid, raising the "no show" flag prompts the student to take action.

Huli ka Lima i Lalo – Financial Aid project

The Huli ka Lima i Lalo Financial Aid project is expected to increase FAFSA completion among current students by: 1) hosting monthly FAFSA Friday events for students and their families to complete the FAFSA application and subsequent verifications; 2) increasing availability of financial aid and FAFSA-related marketing material and correspondence to a wide range of students both online and on campus. In addition, the project will collect survey data on the

overall student experience regarding the FAFSA. Data and feedback provided by the student attendees will inform future FAFSA events and outreach.

Redesign the First Year Academic Pathway to Ensure a Successful Momentum Year and Senior Project Completion

The English / Math redesign is a best practice being implemented under UHWO's participation in Complete College America. All incoming freshmen will continue to be assigned to English 100T in their first semester at UHWO. Students may take a placement test to enroll in English 100. In Spring 2019, we will be redesigning the Math entry course options from Math 100 – Survey of Math to Math 115 – Statistics. Students will be encouraged to enroll in Math 115 to help develop the skills needed for the successful completion of their Senior Project prior to graduation.

Build Out Returning Adults and Military CLEP Testing options

In fall 2018, UHWO gained certification to offer national College Board CLEP (College Level Examination Program) testing options targeting returning adults and military students to meet degree requirements. The Noeau Center has begun to administer test exams on different subjects. Students who pass tests with eligible scores will be able to transfer their credits to count for equivalent UHWO courses.

Increase Call and Email Campaigns to Support Registration and Survey Collection

In spring 2018 and fall 2019, assigned academic advisors and Pueo peer mentors contacted continuing students by email and phone to remind them to register for the upcoming semester. If a student had a registration, medical or financial hold at UHWO or another UH campus, the student was assisted in resolving the hold in order to register in a timely manner. If a student elected not to return for the fall 2018 or spring 2019 semester, the student was assisted in completing a "leave of absence" request. Survey data was collected for others who were transferring to another campus or school, leaving due to desired major not being offered or due to lack of course availability, or departing for financial or personal reasons.

Provide More Opportunities to Stay Engaged through Student Leadership and Employment

In the fall 2018 and spring 2019 semesters, UHWO increased on-campus employment through meaningful placement in areas where students would be engaged in co-curricular student life planning, one-to-one peer mentorship and course-embedded tutoring in high need subjects such as Math. We also aligned our campus student leadership opportunities to national organizations such as National Student Affairs Professionals in Higher Education (NASPA.) Several student employees were selected as fellows and received stipends to attend and present at a national conference.

Identify Facilities and Campus Spaces to Foster a Sense of Belonging

In the past year, the facilities team identified and developed locations around campus for students to interact and socialize between and after classes. Outdoor learning spaces were identified and retrofitted to create a more vibrant campus by encouraging students to remain on campus after classes. The new Naulu Health and Wellness Center offered a student "hang-out" space for exercise and studying. In the coming semester, engaging spaces will be identified in our new Health Sciences building.

University of Hawai'i Community College System

System Enrollment Management Plan

I. Introduction

The University of Hawai'i Community Colleges (UHCC) focus on enrollment is to advance the mission of the colleges to serve Hawaii's residents. Over the last decade, the UHCC enrolled record numbers of students in education and training programs and awarded record numbers of degrees and certificates. In 2018, the UHCC awarded 4,935 degrees and certificates, 85% more than were awarded in 2010 during the peak of recession-fueled enrollment. The UH Community College enrollment targets for priority populations, assessment of 2017-2018 investments and plans for 2018-2019 strategies to achieve enrollment goals are reported.

II. Enrollment Targets

The UHCC continues to pursue strategic initiatives to advance educational opportunity and equity across Hawai'i and to support workforce, personal and community development by achieving greater success for students. For the UHCC, enrollment – the number of students who participate in UHCC education – is a pipeline to achieve our mission of providing broad access, achieving equity, meeting the State's workforce needs and developing individuals and the community. UHCC enrollment also contributes to achieving the "55 by '25" goal of increasing the State's educational capital.

The UHCC enrollment targets are set to fulfill its mission of serving the State of Hawai'i. In addition to managing the enrollments of new, continuing and traditional students, the UHCC has designated the following four priority populations for strategic growth:

- **High school graduates enrolling directly into college**, to assist the Hawai'i Department of Education in reaching its goal of increasing the Hawai'i college-going rate to the national median;
- **"Working age adults," ages 25-44**, to engage them in education and training to invest in our community's human capital and workforce development;
- **Residents without a high school diploma**, students who may have earned an equivalent to a high school diploma (e.g., GED) or who have not completed high school, in fulfillment of the UHCC role to provide "open door" educational opportunities for all adults;
- **International students**, to bring global perspectives to our campuses to enhance our local students' experiences and to reach an additional market segment.

As part of our commitment to diversity, the UHCC also work to ensure that all of Hawaii's ethnic groups are represented both in the student body and in key student outcomes. Based on review of key enrollment and success metrics, the UHCC student body reflects the diversity of our state. Over the last decade, participation and success of Native Hawaiians in the UHCC has improved such that Native Hawaiians are currently represented at parity or at a greater rate than in the State as a whole. Pacific Islanders are the only ethnic group whose enrollment at the UHCC remains underrepresented compared with the State population. Pacific Islanders, therefore, are a group with special focus for attention to promote equity.

The UHCC have campus-level and system-level targets for enrollment of priority student populations. Table 1 lists the UHCC system-level fall 2021 enrollment targets and the rationale for the longer-term target to be reached by 2027. The interim annual targets at campus and system-levels were last revised in summer 2018 and have not yet been adjusted for the actual fall 2018 enrollments.

Table 1 – UHCC Enrollment Targets

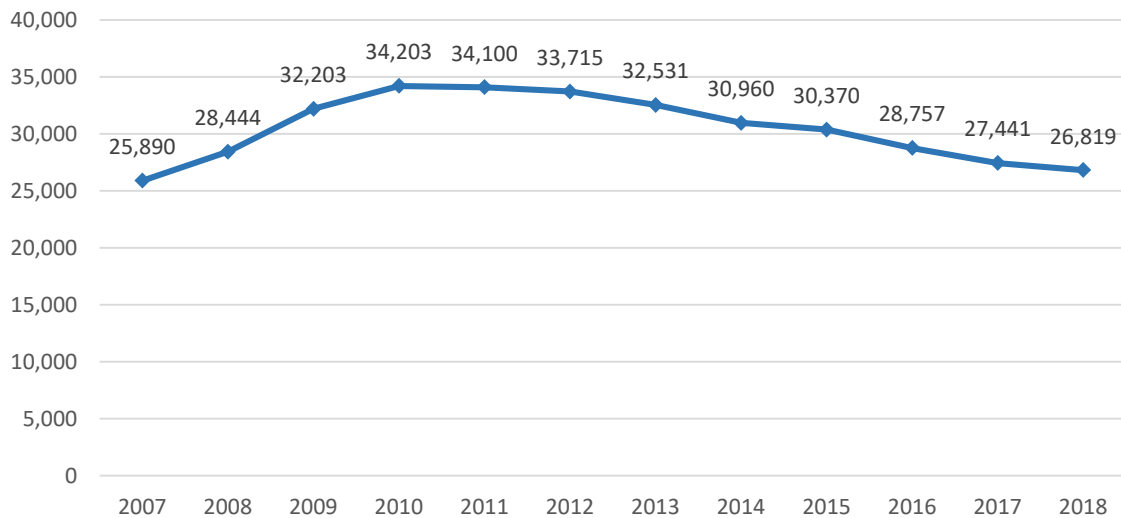
Targeted Priority Student Population	Fall 2021 Enrollment Target	Basis of Enrollment Target (to be reached by 2027)
High School Direct Entry (First Fall After High School Graduation)	2,902	Reach 65% or greater college-going rate at all DOE high schools (http://uhcc.hawaii.edu/highschool_data)
Working Age Adults (Ages 25-44)	9,610	Increase postsecondary participation in population to 4%
Non-High School Graduates (e.g., GED recipients)	1,632	Incremental growth
International Students	1,150	Campus growth targets
First Year Students		Reach 65% retention rate
Other (New, Non-Targeted Students and Continuing Students)	16,710	
TOTAL	32,004	

III. Enrollment Trends

As with public community colleges across the country, the UHCC enrollment is sensitive to the economy. When unemployment rates rise, more residents pursue community college education, and when the economy booms more residents pursue employment rather than education. When the economy stalled in 2008, the UHCC enrollment increased steeply, rising to a historic high in 2010. Post-recession, enrollment has steadily declined at the system level (and at most campuses) for seven years, yet overall enrollment still remains above pre-recession levels, as shown in the Figure 1.

In light of the current strong economy, UHCC enrollment has been declining. In 2018, the UHCC adjusted the timeline to reach the ambitious enrollment growth targets previously set in 2015. The UHCC are still committed to the achieving these enrollment targets, but have extended the timeline to achieve the higher enrollments levels. The longer-term targets are intended to continue to drive strategic focus and programmatic changes to better serve students and to realize a positive impact on enrollment and student success. This report reflects adjustment in the interim annual targets for enrollment of priority populations, assessment of prior year investments and plans for 2019 to improve enrollment and student success.

Figure 1 – UHCC Total Fall Headcount Enrollment



IV. Highlights of Fall 2018 Enrollment

Record low unemployment rates and high workforce demand for labor negatively impacted UHCC enrollment of both new and continuing students. In this tight economy, UHCC students are being hired directly out of career and technical education programs before they earn degrees or certificates. Since the opportunity cost of education is high in Hawai'i, especially with low wages relative to the cost of living, employment is attractive to many would-be students.

The overall number of students pursuing credits declined for the ninth consecutive year, though at a lower rate than the preceding two years. Total UHCC enrollment in fall 2018 was still higher than pre-recession levels (as far back as 1995), and most campuses (5 of 7) were serving more students than in pre-recession years. UHCC enrollment of credit-seeking students, including priority populations, for years 2015 – 2018 are shown in Table 2.

Enrollment of new students in certain populations increased in fall 2018, reversing six years of decline. Students entering the UHCC directly after high school graduation (“direct entry from high school”) increased from the prior year, ending a 6-year slide. Also, more students returned to the UHCC to complete their education after having been stopped-out for at least one term. “Returning” students are a priority for UH, and an initiative to encourage more former students to return is supported by a private foundation grant which began with demonstration projects in 2018-19.

Considering the priority populations, declining enrollment is most prominent for those students without a high school diploma. Fewer students who identified as having a GED have been enrolling in the UHCC; there was a 29% drop in this student population between 2015 and 2018. This continued decline reflects local and national decreases in the number of students taking and passing the GED test (which increased in rigor in 2014).

The most notable change in UHCC enrollment is that the number of “early admit” students has increased dramatically. Early admit students are typically high school students who are taking

UHCC classes. In fall 2018, the UHCC had 2,786 early admit students, 10% of total enrollment. The program has grown year over year with a 43% increase from fall 2017 to fall 2018. The growth is driven primarily by the “early college” program, in which high school students take college-level courses offered at their high school. High school students in early admit programs are not a priority population, per se, but early admit programs are being strategically focused to better inspire and prepare students to enroll and be successful in college, post-high school graduation, especially students who may not otherwise enroll in college.

In spite of recent declining enrollment, student success – completion of degrees and certificates plus transfers of UHCC students to baccalaureate programs – remained steady and is much higher than a decade ago.

Table 2 – UHCC Enrollment of Credit-Seeking Students, 2015-2018

	Historical Enrollment			Targeted Enrollment	
	Fall 2015	Fall 2016	Fall 2017	Fall 2018 (Planned)	Fall 2018
FIRST-TIME STUDENTS FROM TARGETED POPULATIONS					
High School Direct Entry	2,980	2,725 (-9%)	2,596 (-5%)	2,657	2,637 (2%)
Working Age Adults (Ages 25-44)	2,339	2,303 (-2%)	2,077 (-10%)	2,548	1,995 (-4%)
Non-High School Graduates (e.g., GED)	558	506 (-9%)	466 (-8%)	523	389 (-17%)
International	390	406 (4%)	390 (-4%)	420	337 (-14%)
All Other	5,812	5,629 (-3%)	5,862 (4%)	5,545	6,297 (7%)
CONTINUING STUDENTS					
All (Including Retained Students)	18,291	17,188 (-6%)	16,050 (-7%)	16,762	15,164 (-6%)
TOTAL ENROLLMENT	30,370	28,757 (-5%)	27,441 (-5%)	28,455	26,819 (-2%)

Of further note is that the UHCC primarily serve Hawai'i residents: 88% of students have Hawai'i residency and 94% have a Hawai'i permanent address. By comparison, only about two-thirds of UH Mānoa and UH Hilo students are residents. Compared to the UH four-year campuses, the vast

majority of UHCC students attend part-time (less than 12 credits per term). Two-thirds of UHCC students are considered “part-time,” and that proportion has increased over the last ten years.

V. Enrollment in Continuing Education

In addition to degree and certificate programs based on credits, the UHCC offer a range of non-credit continuing education and training programs. Non-credit programs at the UHCC provide a variety of successful models including apprenticeship programs, workforce training programs, industry certification and private contract training. In fiscal year 2018, the UHCC served 8,986 students through non-credit programs with 60% enrolled in trades, health or business.

UHCC apprenticeship programs lead to a variety of occupations. Apprenticeship programs that support Hawai‘i’s construction industry offer related instruction in partnership with the Boilermakers, Bricklayer-Masons, Carpenters, Cement Finishers, Drywall, Acoustic and Lather Installers, Electricians/Wirepersons, Glaziers, Iron Workers, HVAC, Plumbers and Painters. Apprenticeship programs are also available in non-trade disciplines, including health care, Hawai‘i Hotel and Restaurant Industry and Training Funds (Local 5), Culinary and Information Technology.

The University also provides apprenticeship opportunities with Pearl Harbor Naval Shipyard. Through this program, participants serve in 27 trade occupations and are paid \$20.03 per hour. Upon completion of the program, participants earn an Associate of Applied Trades.

Non-credit workforce training also includes industry-responsive programs that serve Hawai‘i’s incumbent workforce. In partnership with the Workforce Development Division of the State of Hawai‘i Department of Labor and Industrial Relations, UH campuses are approved training providers of the State’s Employment Training Fund. Non-credit industry-valued pathway solutions are available in healthcare, with certificates for pharmacy technicians and medical assistants, as well as in information technology, which align with the US Department of Defense 870.1 manual. The fund provides employers with subsidized training to maintain a competitive workforce in all industries throughout the State.

Private contract training with Hawai‘i’s employers is offered via non-credit programs. These programs address specific workforce needs identified by employers, such as the “Universal Banker” program developed in partnership with the Hawai‘i Bankers Association, the employability skills program developed for the Chamber of Commerce of Hawai‘i, the Marine Welding program developed in partnership with the Ship Repair Association of Hawai‘i and the Industrial Maintenance Program development with Pacific Allied Products and the Manufacturing in Hawai‘i Group.

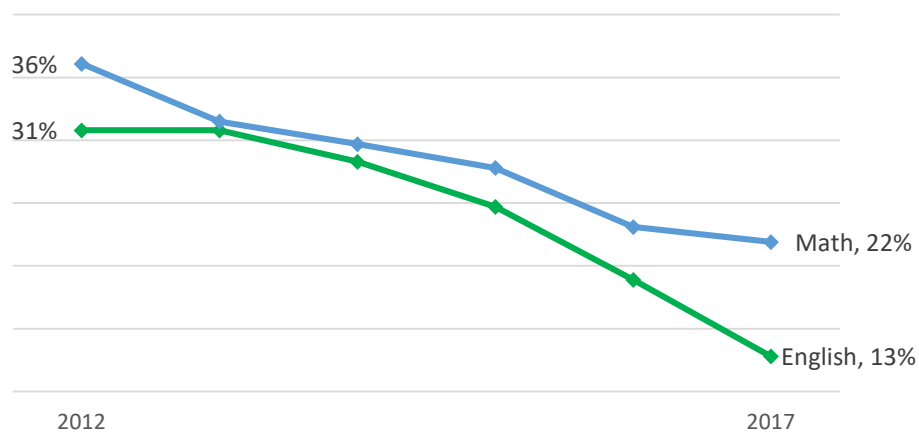
VI. Initiatives to Support Enrollment and Student Success

Three major initiatives support new student retention, completion and outreach: first year student success, college affordability and outreach for new student enrollment.

For about a decade, the UHCC have pursued initiatives to improve student success, particularly in the first year. A major initiative has been to address “remedial education.” In the past, remedial education hindered many students from achieving their educational goals. The UHCC took a multi-pronged approach including: work with public schools to increase students’ academic

readiness for college; use of academic history (rather than just a single high-stakes test) to place students in English and math classes; redesign of math and English classes so that students may take college level classes immediately with additional support (rather than a series of remedial and developmental classes, which they often failed to complete). The results have improved student success dramatically. One-third fewer recent high school graduates are taking remedial or developmental college classes (Figure 2). Redesign of math and English has resulted in 150% and 40% increases, respectively, in first-year students completing these gateway courses (2017 compared with 2013), and both full and part-time students who complete English and Math in the first year are more than twice as likely to be retained as those who do not.

Figure 2 – Hawai‘i Public High School Graduate Enrollment in Less Than College-Level Courses Immediately Following High School Graduation (% of Graduates Enrolled in a UH Campus)



“Integrated Student Support” initiatives, begun last year, build upon redesigned math and English classes. These initiatives redesign curricular and co-curricular supports. Hawai‘i has selected student success initiatives based on national models and best-available data, as well as results from UH’s peer and benchmark community college systems. Improved support in the first year includes: career advising; integrating career experiences into first-year courses; student selection of a major earlier in their study; identifying students for assistance “just in time” and alerting students and counselors when a student is at risk of falling off-track. The “My Success” tool allows for increased communication between the faculty, students and student success staff to keep students on-track toward completing their programs. The UHCC system supports campuses with funds and structure to provide professional development to lead and support innovation, large-scale institutional change and continuous improvement.

The cost of college is a real and perceived challenge for community college students, especially since so many Hawai‘i families struggle to make ends meet. The UHCC primary college access and affordability initiative is to publicize and award new Hawai‘i Promise scholarships. In 2017, the State Legislature funded \$1.5 million of these “last dollar” scholarships to serve all UHCC students with financial need. In 2018, the Legislature appropriated an additional \$700,000 to fully fund the program and established the program in law. Hawai‘i Promise makes community college more affordable for residents and is being promoted to overcome the cost barrier to both initial enrollment and continuing education. The Hawai‘i Promise scholarships often support “gap”

students, who do not receive maximum federal financial aid. In 2017-18, 1,444 students received Hawai'i Promise scholarships; the average Hawai'i Promise scholarship was \$1,201.

In addition, UH's Food Insecurity Committee and the HI-NET program are beginning to identify and address student needs beyond educational costs. In partnership with the State of Hawai'i Department of Human Services, the HI-NET program provides UHCC students with access to Supplemental Nutrition Assistance Program (SNAP) benefits that support food security as well as help with emergency needs such as housing. HI-NET is expanding to six UHCC campuses this year.

The third major strategy supporting enrollment is recruitment and outreach to new students. The UHCC system and campuses are strengthening outreach, simplifying the process of enrolling and expanding access to more students. For many of Hawaii's residents, current low wage jobs are vulnerable to economic pressures and education provides an important opportunity to "recession proof" their employability. UHCC remains committed to extending opportunities for residents to enroll and improve their education and training.

VII. Initiatives to Support Priority Populations

Students Directly from High School

Table 3 – Enrollment of Students Directly from High School

Enrollment counts	Historical			Targets			
	2016	2017	2018	2018	2019	2020	2021
Fall Semester							
New students	2,725	2,596	2,637	2,657	2,747	2,813	2,902
% Change from Prior Year	-9%	-5%	2%	2%	4%	2%	3%

The UHCC partners with the State of Hawai'i Board of Education and Department of Education, often through Hawai'i P-20 Partnerships for Education, to increase post-high school enrollment ("direct entry" of high school graduates enrolling immediately after high school). The UHCC targets are aligned with the public school college enrollment goals. Each UH Community College campus is assigned a share of helping its neighboring high schools reach 65% or higher college enrollment of its graduates by 2027.

Assessment of 2017-18 strategies:

Fall 2018 enrollment reflected an increase in enrollment of students directly from high school, reversing a six-year decline in enrollment of this priority student group. Honolulu, Kapiolani, Leeward and Windward Community Colleges each saw increases in enrollment of recent high school graduates. Campuses implemented new marketing strategies to reach public high school seniors and their parents through direct mail and digital communication statewide and at in-person events at high schools. The UHCC collaborated with the Hawai'i Department of Education and Hawai'i P-20 to increase high school senior completion of applications for admission and financial aid. The UHCC developed online tools for faculty, counselors and administrators at UH

and public high schools to understand college-going trends ([uhcc.hawaii.edu/high school data](http://uhcc.hawaii.edu/high_school_data)) as well as a “lifestyle” calculator to inform students about the relationship between their lifestyle expectations and salaries of Hawai’i jobs. The tools provide information to analyze college-going data to understand trends in college enrollment, selection and high school background to improve recruitment strategies and to give information to students to motivate them to pursue post-high education and training (<http://uhcc.hawaii.edu/workforce/lifestyle/mylife.php>).

Another outreach strategy has been to expand college courses for high school students, primarily through early college programs. Early college exposes students who may not otherwise go to college to college experiences, helping them develop confidence about being “college material” and securing college credits for them. For the 2017 Hawai’i public high school graduates, 17% earned UH credits (“dual credits”), mostly from the UHCC, prior to high school graduation. In 2017-18, 17 high school graduates from various public high schools earned an Associate degree prior to high school graduation. High school graduates with dual credit – including low-income students – enroll in college at high rates (about 80%). For 2018 graduates, the UHCC implemented a scholarship program which awarded 287 scholarships for public high school graduates with UH credits to enroll early in the UH Community Colleges.

Strategies for 2018-19:

The effort to encourage high school students to enroll in the UH Community Colleges immediately after high school continues to be a priority. There are four major strategies to increase enrollment of high school graduates.

The UHCC campuses work with high schools in their region or county, since graduates from area high schools tend to enroll in the closest UH campus. The UHCC are implementing campus-specific strategies, such as campus visits and enrollment days for high school students, career coaching for high school students and the establishment of an enrollment office.

The UHCC are collaborating with Hawai’i P-20 to increase college going among high school graduates. Hawai’i P-20 is leading the effort to expand outreach to high school seniors through expanded use of the My Future Hawai’i UH application, which provides a “fast track” for high school seniors to streamline the enrollment process and which maximizes student opportunity for the highest possible placement in English and mathematics gateway courses, increasing the likelihood of persistence. Another Hawai’i P-20 initiative is to expand high school senior application for financial aid to meet the Hawai’i Department of Education goal of 90% of graduates completing the FAFSA.

The UHCC are implementing more strategies to convert early college participants into post-high school graduation UHCC students. Campuses are expanding early college offerings, supported by an increase in legislative funding to the DOE (total of \$1.5 million). In fall 2018, 2,786 high school students enrolled as “early admits,” earning college credits while in high school. For the 2018-19 school year, local high schools are expected to offer 455 sections of early college courses. In addition, some high schools are beginning to offer non-credit-based industry-recognized certificates. Furthermore, the UHCC are collaborating with Hawai’i P-20 Partnerships for Education, the Hawai’i Department of Education and others to offer early college options strategically within career pathways or to supplement educational options available at high schools in order to attract high school students who otherwise may not attend college. Public

high school seniors with UH credits are being offered a “Momentum Scholarship” to enroll in a UHCC in fall 2018 (uhcc.hawaii.edu/momentum).

The UHCC System office has created online tools to connect high school students, families and school counselors with career outlook data. The UHCC Hawai‘i Industry Sector website (uhcc.hawaii.edu/workforce) provides real-time labor market data, such as salary information, availability of jobs and projected demand, in a dynamic and easy to use way for students to explore potential career opportunities based on interest, skills and abilities. The Hawai‘i Industry Sector website is also linked to the Hawai‘i P-20 My Future Hawai‘i one-stop shop college access webportal (MyFutureHawaii.org). A highlight of the UHCC and Hawai‘i P-20 tools are academic program sheets that display the pathways of high school career programs of study through community college programs to credentials that lead to careers.

Working Age Adults

Table 4 – Enrollment of Working Age Adults (Ages 25 to 44)

Enrollment Counts	Historical			Targets			
	2016	2017	2018	2018	2019	2020	2021
Fall Semester							
New students	2,303	2,077	1,995	2,548	3,062	3,658	4,336
Continuing students	4,944	4,790	4,665	4,906	5,025	5,148	5,274
Total	7,247	6,867	6,660	7,454	8,087	8,806	9,610
% Change from Prior Year	-5%	-5%	-3%	9%	21%	9%	9%

Education is a critical need in helping people achieve their personal and professional goals and in providing opportunity for upward mobility to achieve a family-sustaining income. Supporting “working age” adults, ages 25 to 44, is vital to developing the educational attainment of the overall population and ensuring a vibrant workforce. The strong economy and plentiful employment opportunities continue to compete with education for working age students, and fewer working age students started or continued their education in 2017-18 (Table 4).

Assessment of 2017-18 Strategies:

In 2017-18, the UHCC initiated new efforts to encourage students who have accumulated earned credits but are not currently enrolled (“stopped out”) to return to complete their education (“returning adults”). The UHCC launched mini-campaigns to re-engage and re-enroll stopped-out students, including a December 2017 outreach offering a “first class free” scholarship and a summer 2018 outreach which experimented with different messages to students; about 850 students who were targeted by these efforts returned to UH.

The UHCC also collaborated with the Chamber of Commerce and professional associations in a “Sector Convening” project by industry sector and region. One outcome was the development and implementation of a “universal teller” training program for the banking sector offered by the UHCC continuing education. The UHCC developed an online “Sector Mapping” tool

(www.uhcc.hawaii.edu/workforce) to identify high demand job areas to inform discussions with industry leaders about workforce needs.

Strategies for 2018-19:

The UHCC have many initiatives to support working age adults, including providing more course options, support for specific groups of working age adults and additional financial aid. The UHCC are expanding online options to offer more flexibility in course scheduling. In January 2019, the UHCC announced a new, fully online Associates in Arts program in the “accelerated” five-week format, slated to begin in fall 2019. The program targets employed adults who are not currently attending college with a program that offers one course at a time and allows students to learn and study on their own schedules (uhonline.hawaii.edu).

The UHCC are conducting targeted outreach and support for working adults. The UHCC System has hired a coordinator for campus efforts to consider work experience for academic credit and to support veterans. In addition, the UHCC are advancing the initiative to identify, re-enroll and support “returning adults” through direct marketing, streamlining of the re-enrollment process and the implementation of campus innovations.

The UHCC are continuing their partnership with the Department of Human Services to assist eligible students in accessing public benefits to support their educational and life expenses. The HI-NET program is being expanded to six community college campuses in 2018-19, enabling eligible students to access SNAP benefits for food, educational expenses, child care and emergency expenses such as housing.

Non-High School Graduates

Table 5 – Enrollment of Adult Students Who Did Not Graduate from High School

Enrollment Counts	Historical			Targets			
	2016	2017	2018	2018	2019	2020	2021
Fall Semester							
New students	506	466	389	523	573	632	699
Continuing students	984	840	762	862	885	910	933
Total	1,490	1,306	1,151	1,385	1,458	1,542	1,632
% Change from Prior Year	-12%	-12%	-12%	6%	27%	6%	6%

Following a national trend over the last five years, fewer of Hawai‘i’s residents are passing the GED exam and earning the related high school equivalency. This decline may be attributed to changes in the GED exam and to an increasing high school completion rate for Hawai‘i’s public high school students. There has been a concomitant decrease in the UHCC enrollment of students identified as having earned a GED.

Assessment of Strategies Implemented in 2017-18:

The UHCCs expanded the “13th year” program to all seven campuses in 2017-18. Started in 2010 at Kaua‘i Community College, the program annually provides first year tuition and other support

for a group of adults who may not otherwise attend college. Funded by private donors and branded for each college, the program works with community partners to identify prospective students, many of whom do not have a traditional high school diploma. Expansion to all seven campuses in 2018-19 will increase the impact of this program.

In 2017-18, the HIDOE clarified the programs and diplomas awarded by the Community Schools for Adults. The UHCC are committed to being “open door” institutions that serve all residents in the community, including those who did not earn a high school diploma. Financial aid rules distinguish among different types of high school equivalencies for federal aid eligibility. Therefore, the UHCC expanded this category from “GED” to any student who did not earn a traditional high school diploma.

Strategies for 2018-19:

Given that many students in this priority population may not qualify for federal financial aid, a priority for 2018-19 is to ensure accessibility of aid for those with need. This includes making Hawai’i Promise scholarships available to those who are eligible and establishing pathways for eligibility to federal aid. Two routes are available for students without a high school diploma who want to pursue a community college degree and access federal financial aid:

- Students must take and pass the GED or HISET test.
- Colleges must document the alignment of UH Career and Technical Education programs with the Department of Labor Workforce Investment Opportunities Act requirements so that students may access aid early in their CTE programs.

Colleges are partnering with the Community Schools for Adults to develop pathways from the CSAs to the UHCC through campus-specific strategies, such as co-locating CSA programs at UH campuses and designating a counselor for outreach and career coaching to high school dropouts.

International Students

Table 6 – Enrollment of International Students

Enrollment Counts	Historical			Targets			
	2016	2017	2018	2018	2019	2020	2021
Fall Semester							
New students	406	390	337	420	445	473	497
Continuing students	603	584	563	600	617	635	653
Total	1,009	974	900	1,020	1,062	1,108	1,150
% Change from Prior Year	-3%	-3%	-8%	5%	18%	4%	4%

International students add to the diversity of the UHCC campuses, provide a global perspective to the UHCC environment and represent a valuable market segment for the UHCC. Attracting international students is particularly challenging because the UHCC do not offer housing, and many prospective students may view the current national political climate as unfriendly to foreigners. Among the UHCC, Kapi’olani CC attracts the most international students – 68% of the

total international UHCC student enrollment. While the UHCC primarily serve students with in-state Hawai'i residency (88%), the UHCC environment, offerings and location within the Asia-Pacific make it an attractive destination for some international students.

Strategies for 2018-19:

The UHCC plan to increase the recruitment of international students through marketing, partnerships and scholarships. Efforts include: outreach through recruitment fairs, recruiting agents, social media and an online presence; engaging alumni abroad; highlighting the UHCC baccalaureate pathways for international students and student support services; scholarships for international students. The UHCC campuses are developing new and strengthening existing partnerships with colleges abroad, targeting different regions, partnering with sister cities for student exchanges and offering early college classes to targeted international partner schools. Examples of the campus-specific partnerships being developed are Honolulu CC with Bunka University (Japan) for fashion design and Maui College with Maui County Sister Cities in China, Japan and the Philippines. Finally, the UHCC System office is re-examining options regarding housing for international students, which has been identified as a major impediment to enrollment.

VIII. Leadership for Enrollment Management

Table 7 – UHCC Campus Enrollment Management Leads

UHCC Campus	Lead(s)
Hawai'i CC	Joni Onishi, Vice Chancellor for Academic Affairs Dorinna Cortez, Vice Chancellor for Student Affairs
Honolulu CC	Karen Lee, Vice Chancellor for Academic Affairs
Kapi'olani CC	Brenda Ivelisse, Vice Chancellor for Student Affairs
Kaua'i CC	Margaret Sanchez, Vice Chancellor for Student Affairs
Leeward CC	Della Teraoka, Vice Chancellor for Academic Affairs
UH Maui College	Debra Nakama, Vice Chancellor for Student Affairs
Windward CC	Thomas Doi, Interim Vice Chancellor for Student Affairs

As shown in Table 7, each UHCC campus has a team responsible for enrollment management, which typically has broad responsibility for student success. The teams have campus-specific names, such as Honolulu's Integrated Student Support team, Kapiolani's High Priorities Core Team, and Windward's RATT (Recruitment, Activation, Training and Teaching) Pack. All teams include campus leaders, such as the chancellor and / or vice chancellors, faculty leaders and student affairs leaders (e.g. recruiter; financial aid manager; academic counselor; institutional research).

The UHCC System provides support for enrollment management through target setting, performance funding for enrollment-related outcomes, initiatives for student success and data support. At the UHCC System office, enrollment management is coordinated by Tammi Chun, Director of Academic Programs.