

Attachment 2

ACTION PLAN: SPARC (Updated 10/18/16)
Strategic Planning for Admission and Recruitment Committee Report

Enrollment Projections							
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes/Results
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	
Complete five-year enrollment projections	<ul style="list-style-type: none"> Roxie M. Shabazz, Enrollment Management (EM) Yang Zhang, University of Hawai'i Mānoa Institutional Research Office (MIRO) 	Environmental scan completed by fall 2017 Five Year Enrollment Projections completed by fall 2018	<ul style="list-style-type: none"> Pearl Iboshi, UH Institutional Research Assessment Office (IRAO) Appropriate faculty who can assist with data collection 	<ul style="list-style-type: none"> Availability of Data 	<ul style="list-style-type: none"> To provide information everyone can use to make informed decisions concerning UH Mānoa capacity, to verify and/or contradict anecdotal data and stories, test our assumptions against market trends and benchmarks. 	<ul style="list-style-type: none"> Scan complete Enrollment Projections Complete 	<ul style="list-style-type: none"> Enrollment Projections for budget purposes completed System EM committee formed to address targets
Strategies							
1. Complete Environmental Scan Data collection has started							
2. Develop Enrollment Projections Completed for budget							
3. Develop overall enrollment targets for UH system							

Branding, Imaging and Marketing

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes/Results
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	
<p>Create and implement a strategic media plan for print and digital markets</p>	<ul style="list-style-type: none"> • Jennel Sesoko, EM • Shawn Nakamoto, Chancellor's Office (CO) • Daniel Meisenzahl, UH University Relations (UR) • Derek Inouchi, Athletics (Ath) • UH Office of Alumni Relations (AR) • UH Student Media • Roxie Shabazz, Enrollment Management 	<p>Continuous</p>	<ul style="list-style-type: none"> • Budget TBD • Social Media Management Tool • Participation in key projects 	<ul style="list-style-type: none"> • Costs • Student staffing for day to day social media engagement 	<ul style="list-style-type: none"> • Relevant and highly used social media ultimately increasing social engagement and awareness generating leads and resulting conversions • UH Mānoa presence in key O'ahu and neighboring island publications and in key U.S. continent markets • Collective voice that represents UHM campus as a whole, utilizing the strengths of each unit to advertise and market the UHM campus • Strengthening ties and 	<ul style="list-style-type: none"> • Baseline – 2016 Prospective and Admitted Student survey results on use, ease and relevance of our social media sites • Consumption metrics: how many people viewed, downloaded and listened to content • Sharing metrics: How resonant is this content and how often shared with others • Lead-gen metrics: how often does content consumption result in a lead? • Number of collaborative projects and partnerships between units using YTY comparisons 	<ul style="list-style-type: none"> • HHSAA • Island Air • Merrie Monarch Sponsorship 2016 • Star-Advertiser School Section • Honolulu Magazine College Guide • Ka Leo Art & Flea at UHM campus • Ka Leo special issue "Make Mānoa Yours" • Make Mānoa Yours social media contest • Megatron Messaging • MEX (UHM Student Media Involvement) • Hāna Hou in-flight – Sydney College Football cup (August 2016)

					relationships with our local community <ul style="list-style-type: none"> • Improve brand perception • More prominent Mānoa presence at UH Mānoa athletic games • Alumni Outreach Pieces 		
Strategies							
1. Create and implement a social media and content marketing strategic plan to increase social engagement Completed							
2. Establish partnerships with both internal and external units for strategic communication Started and on-going							
3. Identify key opportunities on campus and within our community to market and promote UH Mānoa (community events, fairs, games, high school games, Homecoming week and first game of the season) Started and on-going							
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Improve reputational image of the university to the local community – as a University, we must make a concerted effort to improve our image and reputation in the local community. The University of Hawai'i Mānoa must advertise in our local media markets, that will create positive University images and create positive press.	<ul style="list-style-type: none"> • Roxie Shabazz, EM • Jennel Sesoko, EM • Shawn Nakamoto, CO • Dan Meisenzahl, UR 	<ul style="list-style-type: none"> • Continuous starting fall 2016 	<ul style="list-style-type: none"> • Budget – TBD • At least 50% of this blitz will be in paid advertising and marketing (celebratory ads, info ads etc.) • This type of proactive media blitz must be consistent and sustaining for at least 12 months to begin to change public perceptions. 	<ul style="list-style-type: none"> • Costs for advertisement could be prohibitive 	<ul style="list-style-type: none"> • Number of advertisements UH Mānoa has created in key markets • Overall improvement in local constituencies' perceptions of UH Mānoa 	<ul style="list-style-type: none"> • 2% increase in applications from the local market • Establish baseline call-to-actions that can be tracked and measured 	<ul style="list-style-type: none"> • Idea to market nationally, UH system as a destination/one stop shop available across all markets • Utilizing strengths collectively that can impact and saturate our target markets and key demographics with larger spending dollars

Strategies							
1. Design and implement a media blitz with positive new stories, advertising and marketing Started and on-going							
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
<p>Promote recognition of the Mānoa campus as a part of Mānoa Valley with the ahupa'a of Waikīkī, extending from Lyon Arboretum to Waikīkī Aquarium. It is important to develop and promote educational materials and tours of Welina Mānoa that put the focus on UH properties at Lyon Arboretum, Magoon, Kānewai, and the Waikīkī Aquarium, as well as other places as future partnerships between UH and the community develop. Expanding and sharing this knowledge and providing for greater opportunities for learning outside</p>	<ul style="list-style-type: none"> • Campus-wide team of students, staff, faculty & those with kuleana in spaces off the Mānoa campus (e.g., Lyon Arboretum, Magoon, Kānewai, and the Waikīkī Aquarium) • Roxie Shabazz, EM • Jennel Sesoko, EM • Kaiwipuni Punihei Lipe, Hawai'i inuiake a School of Hawaiian Knowledge, (HSHK) 	<ul style="list-style-type: none"> • Budget – TBD 	<ul style="list-style-type: none"> • Abbreviated Aloha Aina info session for EM staff and other stakeholders • UH Mānoa stakeholders to brand across campus – prime real estate (walls, stairwells, steps, bathrooms, dorms etc) 	<ul style="list-style-type: none"> • Resistance, changing of mindset and culture of business practices and operations 	<ul style="list-style-type: none"> • To develop and promote educational materials and tours of Welina Mānoa.). • Expanding and sharing this knowledge and providing for greater opportunities for learning outside of the classroom about this Hawaiian Place of Learning (HPL) • Welina Mānoa built into admissions materials • HPL and HSHK language, terms, unique areas on campus, Mānoa history etc. blended into campus tours, slides presentations, etc. 	<ul style="list-style-type: none"> • Educational materials with information about each of these places; historical significance as well as paths for tours w/ appropriate signage 	<ul style="list-style-type: none"> • Office of Admission has started incorporating Mānoa stories into key recruitment publications

of the classroom can help UH Mānoa move towards being a Hawaiian Place of Learning (HPL).							
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Strategies

1. Create informational resources about Mānoa, the ili, ahupa a and moku

2. Increase awareness and connection by students and faculty with Mānoa and UHM as a HPL

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
<p>Create a “Front Door” to Mānoa Create a first class visitor’s center, on par with a flagship, research I institution that will highlight the beauty of Hawai’i and the Mānoa campus. This visitor’s center will be a one-stop shop for any visitor to campus, for any reason. It must have adequate parking and be in a prominent location.</p>	<ul style="list-style-type: none"> Office of the Chancellor Lori Ideta, Office of Student Affairs (OSA) Kathy Cutshaw, Office of Administration, Finance & Operations (OAFO) Roxie Shabazz, EM Shawn Nakamoto, CO Jennel Sesoko, EM Kevin Lam, EM Abigail Hulganga, OA Jan Taniguchi, OA 	<ul style="list-style-type: none"> Fall 2017 Feasibility Task Force charged Open Visitor’s Center no later than Summer 2020 Virtual Welcome Center Portal live by summer 2017 	<ul style="list-style-type: none"> Need to identify a space, with easy access and parking for Consultant to develop the portal Budget TBD the welcome center 	<ul style="list-style-type: none"> Costs Identifying an appropriate space 	<ul style="list-style-type: none"> Welcome Center Open A vibrant, highly used virtual Welcome Center Portal Post-visit survey to include key questions to identify strengths and areas of opportunity for improvement 	<ul style="list-style-type: none"> Increased visitors to campus who indicate they had a positive experience Year 1 - Establish baseline hits to the portal Year 2 – Increase number of hits and number of applicants who indicate they used the portal Year 2 – increase in number of applications 	

Strategies

1. Coordinate efforts to create this space

2. Within the new web design, create a virtual Welcome Center Portal that would include, a virtual tour, student videos, webcasts (pre-tour talk, financial aid webcasts etc.) UHM’s

unique location makes it difficult for U.S. continent students to visit.

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
<p>Create a cohesive look for Mānoa in undergraduate and graduate recruitment and admissions marketing and publications – In order to “brand” Mānoa, the University must begin the process of a cohesive and recognizable experience that we want our constituencies to experience through our marketing, publications, websites and social media</p>	<ul style="list-style-type: none"> Lori Ideta, OSA Roxie Shabazz, EM Jennel Sesoko, EM AO Punihei Lipe, HSHK Shawn Nakamoto, CO Recruitment Staff, OOA Krystyna Aune, OGE Derek Inouchi, ATH 	<ul style="list-style-type: none"> Create an updated look for Mānoa for fall 2018 recruitment cycle, which begin summer 2017 Continuou s as the shelf live for marketing and publications is about 3 years or less 	<ul style="list-style-type: none"> Costs – TBD Make Mānoa Yours (MMY) University-wide buy-in and participation Print, online and video materials to market MMY, incorporating MMY into all materials Collaboration amongst key stakeholders; initiated as a campus wide effort to develop traditions Social media strategy behind traditions to generate buzz, excitement, and participation 	<ul style="list-style-type: none"> Trying to do one publication that will appeal across all constituencies Additional costs for targeted publications Staying abreast of market trends that speak to the target demographic Video costs and resources Internal buy-in to identify and create traditions and an iconic symbol 	<ul style="list-style-type: none"> New publications ready by summer 2017 Traditions identified and used throughout publications and websites Iconic singular symbols and traditions that are synonymous with UH Mānoa Increased UH Mānoa pride among students, faculty, staff, alumni and the community Social engagement across social media platforms 	<ul style="list-style-type: none"> Year 1 – Establish baseline metrics across social media channels Year 2 – Compare social analytics and metrics, applications and enrollment YTY Year 2 – 2% increase in applications Social media hashtag usage popularity 	<ul style="list-style-type: none"> Although the admissions office is primarily responsible for recruitment publications, this will be a collaborative process, allowing for feedback as the design is formalized Social Media contest Branded materials – t-shirts, pull-ups #makemanoayo urs included in acceptance letter Homecoming revamp

Strategies

- Further develop and implement the undergraduate admissions’ brand campaign (Make Mānoa Yours) **Started and on-going**
- Redesign publications to appeal to target audiences (high school students and young adults) with a younger and fresher look **Complete for 2015-2020**
- For graduate education, include them in the Make Mānoa Yours branding campaign or create one for them and create publications to appeal to their target audience consistent with the undergraduate brand
- Create an iconic symbol for UH Mānoa, perhaps a Native Hawaiian symbol
- Identify and/or create Mānoa traditions
- Create an interactive campus map **Started**

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<p>Update the admissions and graduate program websites According to Eduventures Survey of Admitted Students, 80% of admitted students used UH Mānoa’s website for information and indicated it was outdated and difficult to navigate. Students today want to experience the website with images, fewer words and video.</p>	<ul style="list-style-type: none"> • Chancellor’s Office • Roxie Shabazz, EM • Krystyna Aune, Office of Graduate Education (OGE) • Jennel Sesoko, EM • Shawn Nakamoto, CO • Kevin Lam, EM • Kaiwipuni “Punihei” Lipe, Native Hawaiian Affairs (NHA) 	<ul style="list-style-type: none"> • Fall 2016 new undergraduate website live • Fall 2017 graduate website live • Spring 2017 Task-force formed 	<ul style="list-style-type: none"> • Consultant to assist with design and implementation of University website • Find services in-house or 3rd party to create interactive campus map • Build into map specific Native Hawaiian facts, locations emphasizing HPL 	<ul style="list-style-type: none"> • Undergraduate website will not have the look of the current site • Full website redesign – magnitude of the task • Technology limitations 	<ul style="list-style-type: none"> • An updated and modernized website with a marketing look (versus informational only) • Strengthening UHM’s digital footprint; creating that last impression, where website users/visitors see the site as a trusted resource • Builds brand awareness and strengthens overall image and perception of the university • A form of engagement for the prospective student that is not able to physically visit the campus (website and interactive 	<ul style="list-style-type: none"> • Eduventures Survey of Admitted Students website ratings improve from fall 2015 survey • Google Analytics • Visitors, clicks – pull from Google Analytics (drill down specifics of map visitor – location, browser, most viewed area of campus, etc.) • Specific call-to-actions built into map that will generate leads and potential conversions 	<ul style="list-style-type: none"> • Chancellor will charge a committee for the University site

					campus map)		
<u>Strategies</u>							
1. Develop graduate and undergraduate admissions website redesigns that encompasses both informational processes and marketing strategies Prospective landing and admission pages complete							
2. Create an interactive campus map Started							
3. Form a University task-force to begin the process of a university-wide website redesign							

Recruitment							
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
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<p>Increase Local Constituencies Campus Engagement Make a concerted effort to improve our image and reputation with our local constituencies to improve the perceptions our counselors, students and families have about the University.</p>	<ul style="list-style-type: none"> Roxie M. Shabazz, EM Jan Taniguchi, OA Ryan Yamaguchi, OA Jennel Sesoko, EM Garett, OA Abigail Huliganga, OA Nicky Neimy, OA Amy Nye, Conference & Events Services (CES) UHM Regional Coordinators, OA 	<ul style="list-style-type: none"> Dates will vary from spring 2016 thru fall 2017 Continuou s 	<ul style="list-style-type: none"> General funding needs - TBD Funding for additional tour guides Campus visit software 	<ul style="list-style-type: none"> Lack of funding to hire additional tour guides Attendance at counselor and student programs Lack of campus support for more admission programming (faculty, students, student groups, administrative offices) Level of campus-wide participation Lack of DOE support to hold professional development activities at UH Mānoa Lack of appropriate conference 	<ul style="list-style-type: none"> Increase the number of tours and number of visitors to UH Mānoa Counselors will have positive UHM experiences to convey to their students Counselors are better informed about the admission and enrollment processes at UHM UHM becomes the place of choice for professional development workshops Transfer students will have an opportunity to visit Mānoa and meet with departmental representatives to ease the enrollment 	<ul style="list-style-type: none"> 2017-2018 - Establish a baseline number of visitors to campus for campus tours Increase in total visitors and number of tours: Year 1 - 5% Year 2 - 8% <ul style="list-style-type: none"> Year 1 - determine baseline attendance at each program Year 2 - increase counselor attendance by 2% Year 1 - determine baseline number of programs Year 1 - determine baseline attendance at each program Year 2 - Increase number of programs Year 2 - Increase number of people who attend Increase yield of transfer students by 1% each year for 5 Increase in number of prospective student participants Increase in 	<ul style="list-style-type: none"> Fall 2016 local first-time freshmen enrollment up

				<p>space on campus for increased programming</p> <ul style="list-style-type: none"> Administrative hurdles, such as procurement 	<p>process</p> <ul style="list-style-type: none"> Prospective students will receive a relevant and timely information about UH Mānoa with the goal of increasing applications To begin imprinting the UH Mānoa experience UH Mānoa will have a presence at major high school sports functions Prospective students and other visitors to Mānoa can easily sign-up for campus tours 	<p>applications from students who attend Open House programs</p> <ul style="list-style-type: none"> Increase in yield Increase the number of local students who visit campus Increase applications from local students Increase yield from local students Increase the number of individuals who sign-up for campus tours <p>Increase the number of individuals who take a campus tour</p>	
Strategies							
1. Expand the campus visitation program to include extended hours, holidays and weekends (Spring 2016) Started and on-going							
2. Bi-annual school counselor informational programs at Mānoa (Spring 2017 for 2 nd program) Fall 2016, held our annual counselor workshop, spring 2017 planning counselor breakfasts							
3. Host professional development workshops for local high school teachers and counselors (On-going)							
4. Develop an annual community college day at UH Mānoa (Fall 2017) Planning stages							
5. Revise and improve local Open House programs (Fall 2017) Completed							
6. Invite local middle and high school students to appropriate UH events							
7. Host high school nights at sports functions Started and on-going							
8. Secure a campus visitation software Complete							

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<p>Increase Local Student Enrollment Hawai'i high school students are more likely to leave the state than students are from any other state for higher education. There are strategies we should employ, that could result in more local students enrolling into UH Mānoa. This is critical, as we cannot continue to backfill our enrollment with WUE and non-residence students. Strategies would include outcome pieces, growing the Student Exchange, Study Abroad and Internships programs. In addition, approximately one third of the graduate student population has attained a</p>	<ul style="list-style-type: none"> • Roxie Shabazz, EM • Lori Ideta, OSA • Krystyna Aune, OGE • Jan Taniguchi, OA • Jennel Sesoko, EM • Shawn Nakamoto, CO • AR • Wendy Sora, Mānoa Career Center (MCC) • Sandy Davis, National Student Exchange (NSE) • Sarita Rai, Study Aboard Center (SAC) • Ron Cambra, Office of UG Education (UGED) • Kyle Van Dueser, First-Year Programs (FYP) • Ryan Yamaguchi, 	<ul style="list-style-type: none"> • Fall 2016 • Continuous 	<ul style="list-style-type: none"> • Funding – TBD • Scholarship Funding – TBD • Student Funding (Scholarships) – TBD • Staffing – 2 additional staff • Photography • Funding for travel – TBD • Funding for additional programming - TBD 	<ul style="list-style-type: none"> • Current island culture encourages students to attend schools on the U.S. continent. We must try to change this cultural norm, although difficult. • Capacity issues related to Study Exchange and Study Abroad • Alumni profiles – gathering career/graduate school information for outcome pieces • Ability of UHM to increase the number of meaningful internships • UH Mānoa's Relationship with local press 	<ul style="list-style-type: none"> • Outcomes publications that will highlight to UH Mānoa constituencies the value of the UH Mānoa degree • Successful marketing plan completed and deployed by fall 2017 • Cohort group participate in either NSE or SAC in 2019-2020 academic year (strategy 4) • Feasibility of making a campus-wide study abroad requirement for all incoming freshmen • More student exchange options for students • More internships options for students • New publications developed and deployed for 	<ul style="list-style-type: none"> • Year 1 – close the declining gap of local student applications (maintain prior year application numbers) • Years 2 and 3 - increase local student applications by 2% • Years 3, 4 and 5 - increase the local student enrollment by 1% each year • Year 1 – develop baseline data for number of students who express an interest in Study Aboard, Student Exchange and Internships • Year 1 - Increase number of exchange schools by 5% • Year 1 - Increase number of internships by 3% • Year 2 – increase the number of students participating in NSE and SAC by 2% • Year 2 – increase the number of students who choose to participate in specialized cohort 	<ul style="list-style-type: none"> • Fall 2016 local first-time freshmen enrollment up

<p>bachelor's degree from UH. Systematic recruitment of our local student population to graduate school could reverse the downward trend of graduate enrollment.</p>	<p>AO</p> <ul style="list-style-type: none"> • Abigail Huliganga, AO • Jodie Kuba, Financial Aid Services (FAS) • Malia Peters, UH Foundation (UHF) • Academic units • Regional Admissions Reps, OA 				<p>the 2017-2018 recruitment season (for the 2018-2019 incoming class)</p> <ul style="list-style-type: none"> • Information sessions conducted throughout O'ahu and neighbor islands • Once a semester meetings with school counselors to update them on UH Mānoa • Once a semester newsletters to update school counselors • Updated school counselor portal • The AVCEM will visit all local high schools and/or hold annual school counselor breakfast meetings within the next year to "talk story" with local school counselors and to develop stronger 	<p>group</p>	
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					relationships between our local high schools and the Office of Admissions		
					<ul style="list-style-type: none"> Road Warriors hired, who ideally will come from the area they will represent 		
Strategies							
1. Implementing strategies that will appeal to parents to include outcome pieces, rankings and opportunities for US continent experiences (Fall 2017) Started							
2. Develop and market the message that you can come to Mānoa and have an U.S. continent educational experience by aggressively marketing our Study Abroad, Student Exchange and Internship opportunities (Fall 2017)							
3. Develop a first-year cohort group that require a student exchange or study abroad experience in the sophomore and junior years (Fall 2018)							
4. Expand our Student Exchange program to include more opportunities for students (Fall 2017)							
5. Expand the number of internships we can offer (Fall 2017)							
6. Create updated publications (paper and online) that feature and highlight Study Abroad, Student Exchange and Internships (Fall 2017)							
7. Conduct island-wide informational/promotional tours on Student Aboard, Student Exchange and Internships (Fall 2017 and continuous)							
8. Build stronger relationships with local counselors to breakdown UH Mānoa negativity and myths (Continuous) Started and on-going							
9. Hire Road Warriors who will be recent grads to recruit on O'ahu and the neighbor islands (Fall 2017) Started							
10. Compete better for our local students by holding events of the same caliber as we do on the U.S. continent and implement more high-touch strategies (Spring 2016) Completed							
11. Increase the number of scholarships for local students (Fall 2017 and continuous) Started							
12. Reinstate the Centennial Scholarships which will allow us to give automatic scholarships to local students who meet GPA and test score criteria (Fall 2018, for recruitment year 2017-2018) Completed							
13. Work with advancement to generate more funding for first-year local scholarships to keep students here (Continuous) Started and on-going							
14. Create and offer a tuition remission program, for a limited number of local students, where they work at UH Mānoa in exchange for tuition or work for the State of Hawai'i after graduation for an established number of years (Fall 2019)							

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<p>Increase Native Hawaiian Student, Filipino, Samoan/Pacific Islander Enrollment</p> <p>As a Hawaiian place of learning and as a Hawaiian serving institution, we are further obligated to increase the enrollment of Native Hawaiian students, as well as other underrepresented groups to UH Mānoa at the undergraduate and graduate levels.</p>	<ul style="list-style-type: none"> Christine Quemuel, Equity, Excellence and Diversity (SEED) Ryan Yamaguchi OA Jan Taniguchi, AO Jennel Sesoko, EM Roxie Shabazz, EM Willy Kaua'i, Native Hawaiian Student Services (NHSS) Krystyna Aune, OGE Garett Inoue, AO Academic Deans Jodie Kuba, FSA 	<ul style="list-style-type: none"> Fall 2016 Continuous 	<ul style="list-style-type: none"> Budget – TBD Funding to expand MAI Funding for staffing Funding to expand scholarships 	<ul style="list-style-type: none"> Adequate staffing to include positions and funding Resistance to innovative ideas to enroll more underrepresented students Resources 	<ul style="list-style-type: none"> Publications Diversity team established for targeted initiatives Demystification of the college admission and financial aid processes for underrepresented students and their families 	<p>Year 1 – increase applications by 2% each year for the next 3 years</p> <p>Year 2 – increase enrollment by 1% each year for the next 3 years</p>	<ul style="list-style-type: none"> Fall 2016 Native Hawaiian first-time freshmen enrollment up

Strategies

- Expand the Mānoa Access Initiative (MAI), a conditional admission program for incoming freshmen that belong to historically underserved/ underrepresented ethnic groups who are required to participate in student services programs that will increase the likelihood of retention and persistence **Started and on-going**
- Ensure culturally sensitivity in all university publications **Started and on-going**
- UH Maui and UH Mānoa Transfer Pipeline
- Develop and hire a diversity recruitment team within the UH Mānoa Office of Admission
- Increase the number of 2+2 programs specifically targeted to underrepresented groups
- Develop college experience campus for rising seniors, held at UH Mānoa (SAT prep, study skills, applying to colleges, financial aid etc.)

- 7. Expand college application days at underrepresented schools **Started and on-going**
- 8. Develop and hold Parent Workshops on the College Admission and Financial Aid process for parents of underrepresented students to demystify the process

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<p>Increase/main-land non-resident and WUE enrollment We must, at a minimum maintain non-resident and WUE enrollment, which is currently declining. In order to reach an optimal enrollment for UH Mānoa we must stop the 2013, 2014 and 2015 declining trend and balance our enrollment of resident and non-resident students.</p>	<ul style="list-style-type: none"> • Roxie Shabazz, EM • Jan Taniguchi, OA • Ryan Yamaguchi, OA • AR • Jose Magno, OA • Tracyn Nagata, OA • Jodie Kuba, FAS • Lori Ideta, OSA • Kathy Cutshaw, OAFO 	<ul style="list-style-type: none"> • Fall 2016 • Continuous 	<ul style="list-style-type: none"> • Budget – TBD • Funding for staff • Funding for scholarships 	<ul style="list-style-type: none"> • Our primary feeder state, California has announced a funded initiative to keep 10,000 California students in state. • Lack of scholarship funding for WUE and non-resident students • Funding to expand into new markets • Regulations that could impede our ability to form public/private partnerships 	<ul style="list-style-type: none"> • Stabilize declining enrollment from WUE and non-resident students 	<ul style="list-style-type: none"> • Year 1 - increase applications from WUE and non-resident students by 2% each year for the next three years • Year 2 - increase WUE and non-resident enrollment by 1% each year for the next three years 	

- Strategies**
- 1. Expand our markets beyond the WUE states based on the College Board’s Enrollment Planning Service data **Started and on-going**
 - 2. Hire a regional coordinator for California (and possibly other areas) **Started process**
 - 3. Establish a recognized Alumni Recruitment Program for UH Mānoa
 - 4. Establish a California Parent Recruitment Program
 - 5. Show the WUE discount as a scholarship
 - 6. Increase scholarship funding for WUE and U.S. non-resident students and if necessary provide unfunded tuition discounts

7. Partner with commercial tour companies to offer college visitation tours in Hawai'i paid by participants

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/ effective? (Targets & Measures)	Notes/Results
<p>Increase transfer/non-traditional student enrollment In order to meet overall enrollment goals, the University must stabilize declining transfer student numbers, and increasing community college transfer rates. Continue to initiate and develop new ideas to increase efficiency of the transfer credit evaluation process</p>	<ul style="list-style-type: none"> • Garrett Inoue, OA • Ryan Yamaguchi, OA • Roxie Shabazz, EM • Ron Cambra, UGED • Mānoa Transfer Coordination Center OVCAA • Representation from UH Community College System • Jan Taniguchi, OA • Jennel Sesoko, EM • Deans • UH Mānoa Recruiters, OA • UH Mānoa Admissions Officers – OA • Kevin Lam, EM • Lori Ideta, OSA • Office of the Vice Chancellor for Academic Affairs (OVCAA) 	<p>Fall 2017</p>	<ul style="list-style-type: none"> • Separate transfer student budget • Travel funding to fairs in CA, WA, OR and AZ • Electronic delivery of course evaluations to and from departments • Optical Character Recognition (OCR) tool to electronically populate course information into Banner from a transcript • Cross campus data mining within the UH CC System for students who were accepted to Mānoa but chose to enroll at an UHCC • Phi Theta Kappa data and students to help recruit and share stories • Departmental participation in recruitment events • Staff to create new look for transfer site that fits into the Office of Admissions website • Resources to create new articulation agreements 	<ul style="list-style-type: none"> • Declining community college enrollments • Lack of in-state incentives for non-Hawai'i transfer students • Departmental hesitation to switch to electronic process • 9 month versus 11 month faculty who are reviewing courses • OCR cross walk into Banner • Cross campus data mining within the UH CC System for students who were accepted to Mānoa but chose to enroll at a UH CC 	<ul style="list-style-type: none"> • Quicker evaluations to students • More robust, up to date transfer credit database • Increased Ka'ie'ie student population on the CC campus • Increased numbers of reverse transfer students • Clear information for transfer students from Admissions thru Advising • Clear information for counselors/advisors who see potential/accepted students 	<ul style="list-style-type: none"> • Year 1 – close the declining transfer student enrollment • Year 2 & 3 – increase transfer student applications by 2% each year • Year 2 & 3 – increase transfer student enrollment by 1% each year 	

			<p>(staffing, funding for travel to campuses etc.)</p> <ul style="list-style-type: none"> • Staff and faculty for transfer learning community 	<ul style="list-style-type: none"> • Use Phi Theta Kappa data and students to help recruit and share stories • Identifying all other websites that are focused to share information with transfer students (incoming and prospective) • Rising costs for venues and travel • Similarities/ Differences of current freshman events which can affect participation • Finding transfer student ambassadors • Institutions need to be open to having articulation agreements • Challenges of semester vs quarter system credit conversion • General Education Core differences 		
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Strategies							
1. Establish a transfer student task force							
2. Establish a transfer recruitment and admissions team within the undergraduate admission office Discussions started							
3. Faster and smoother transfer credit evaluations Completed							
4. Create data driven recruitment strategies for transfer students Started and on-going							
5. With Eduventures, conduct a Survey of Admitted Students for transfer students Started, waiting for results							
6. Review current transfer student services and programs for effectiveness Started and on-going							
7. Create learning communities for transfer students to provide them an opportunity to acclimate to UH Mānoa							
8. Develop specialized transfer publications for prospective students and transfer counselor newsletter Discussions started							
9. Provide transfer specific tours, admission sessions, ambassadors and prospect and yield events Starting							
10. Expand articulation and dual enrollment programs both in Hawai'i and with schools internationally and on the U.S. continent Started and on-going							
11. Expand our community college visits Will begin Spring 2017							
12. Develop a unified transfer student website							
13. Increase scholarship dollars for transfer students							
14. Attend appropriate professional training to remain current on transfer student issues and trends Started and on-going							
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/ effective? (Targets & Measures)	Notes/Results
Increase Graduate Student Enrollment	<ul style="list-style-type: none"> • OVCAA • Lori Ideta, OSA • Roxie Shabazz, EM • Krystyna Aune, OGE • Julianne Maeda, OGE • Academic Deans • Reid Takamatsu, OGE • Jarren Miki, OGE • Jan Taniguchi, 	<ul style="list-style-type: none"> • Fall 2016 • Continuous 	<ul style="list-style-type: none"> • Budget – TBD • Staffing for graduate student recruitment 	<ul style="list-style-type: none"> • Lack of funding • Number of graduate assistantships • Lack of dedicated recruiters for graduate admission • GRE Search Service 	<ul style="list-style-type: none"> • Increase number of graduate students • Graduate recruitment plan developed • Graduate student prospective student database developed • Graduate student communication plan developed and implemented • New interactive website live • High quality publications with a consistent look to support a Mānoa brand 	<ul style="list-style-type: none"> • Year 1 – close the declining graduate student enrollment • Years 2 & 3 – increase graduate student applications by 2% each year • Years 2 & 3 – increase graduate student enrollment by 1% each year 	

	<ul style="list-style-type: none"> OA Jennel Sesoko, EM 					
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- Strategies**
1. Increase resources for graduate recruitment and admission
 2. Auto-admit current UH Mānoa undergraduates who qualify for Mānoa graduate programs
 3. Develop graduate student recruitment plan
 4. Develop high-touch communication plan for graduate prospective students
 5. Purchase prospective graduate student names from the Graduate Record Exam (GRE) and Educational Testing Service (ETS)
 6. Join the Association for Graduate Enrollment Management NAGAP, a national organization that provides resources on the best practices in graduate enrollment management
 7. Develop graduate recruitment materials with a consistent look and message
 8. Develop and increase the number of 3+2 agreements to increase international student enrollment
 9. Review the admission and enrollment processes for graduate students
 10. Increase graduate student financial assistance
 11. Streamline the application process with an integrated online application

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/ effective? (Targets & Measures)	Notes/Results
Increase active duty military, veteran and dependent enrollment	<ul style="list-style-type: none"> Roxie Shabazz, EM OVCAA Bill Chismar, Outreach College (OC) Academic Deans Ryan Yamaguchi, OA Christine Quemuel, SEED Krystyna Aune, OGE Xiaoxin Mu, OGE Academic Deans 	<ul style="list-style-type: none"> Fall 2017 Continuous 	<ul style="list-style-type: none"> Budget - TBD Presence on military installations Faculty willing to teach on military installations Online courses of interest to military Military friendly processes and procedures 	<ul style="list-style-type: none"> Lack of interest from Mānoa faculty Inability to establish and maintain a presence on military installations Not accepting credit from military experience 	<ul style="list-style-type: none"> UHM presence on military installations UHM face to face teaching on military installations Robust online programs for military personnel Increased numbers of military students at the Mānoa campus Innovative partnerships with the military and 	<ul style="list-style-type: none"> Year 1 - increase military student applications by 2% each year for 3 years Years 2 & 3 -increase military student enrollment by 1% each year for 3 years (graduate and undergraduate) 	

	<ul style="list-style-type: none"> Mānoa Faculty Senate 				Office of Graduate Education to offer educational opportunities for military officers		

Strategies

1. Assess and meet (where we can) the higher education needs of the military community
2. Develop innovative delivery systems to provide offerings that respond to specialized schedules and calendars of military personnel – i.e., Outreach College
3. Improve enrollment policies, processes and procedures for military personnel Started and on-going
4. Conduct military student needs assessment to determine interest in military related career fields (i.e., intelligence studies, cybersecurity, military studies, project management, logistics/supply)
5. Feasibility student on accepting prior military experience for credit (using ACE's equivalencies)
6. Explore the feasibility of a UH Mānoa presence on bases in Hawai'i Started and on-going
7. Expand graduate program offerings for military officers
8. Advertise in appropriate military publications Completed
9. Begin recruitment presence on Hawai'i bases Started and on-going

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
<p>Increase international student enrollment International student enrollment at the University of Hawai'i Mānoa has declined 11% since 2011, with graduate enrollment at 18% down since 2011. In order to reverse this declining trend, UH Mānoa must implement a collaborative, funded and concerted effort to increase international student enrollment.</p>	<ul style="list-style-type: none"> • Andy Sutton, International and Exchange Programs (IEP) • Linda Duckworth, ISS • Roxie Shabazz, EM • Lori Ideta, OSA • OVCAA • OC • Kathy Cutshaw, OAFO • Steve Rola, OA • Justin Lau, OA • Jan Taniguchi, OA • Krystyna Aune, OGE • Xiaoxin Mu, OGE • Ryan Yamaguchi, OA • Joanne Taira, VPAA • Dennis Ling, Department of Business, Economic Development and Tourism (DBEDT) 	<ul style="list-style-type: none"> • Fall 2017 • Continuous 	<ul style="list-style-type: none"> • Budget - TBD • DBEDT • Scholarship partnerships • In country funding • In country recruiters • Agents 	<ul style="list-style-type: none"> • Location issues- Hawai'i as a vacation destination versus a serious place of learning • Current SAT admission requirements • Lack of funding for international students • Housing issues for sponsored students • Capacity issues for increased numbers of international students 	<ul style="list-style-type: none"> • Reversal of the decline of international students at UH Mānoa • Reasonable admission requirements for international students in line with national standards • Increase number of 2+2 and 3+2 articulation agreements • UH Mānoa presence in key international markets (offices and recruiters) • Increased interest from prospective students from new recruitment territories/segments • High touch communication plan developed using CRM 	<ul style="list-style-type: none"> • Increase international student applications by 2% each year for 3 years • Increase international student enrollment by 1% each year for 3 years (graduate and undergraduate) 	

	<ul style="list-style-type: none"> • Robynn Yokooji, EM • Carolyn Stephenson, UH Mānoa Faculty Senate Committee on Academic Policy and Planning (CAPP) • Kevin Lam, EM • Qiong Jia, Office of Admission China (OAC) • Nicky Neimy, OA 						
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Strategies							
1. Assess UH Mānoa’s ability and capacity for an increased international student presence							
2. Charge international students the WUE rate and increase scholarship support							
3. Identify new recruitment territories/segments based on data, trends and country-specific characteristics like economic status/stability, student sponsorship, mobility etc. Started and on-going							
4. Continue to develop and expand the 3+2 program in the Office of Graduate Education							
5. Explore non-traditional international regions to diversify our international student body (Northern Europe, Canada, Brazil, etc.) Started and on-going							
6. Establish a physical presence in our key feeder international areas (setting up recruitment offices, teaching courses etc.) Started							
7. Hire UH Mānoa exclusive agents in China, Japan, Korea, Vietnam and Indonesia Started and on-going							
8. Expand international recruitment travel by extending international trips by faculty and administrators to include a recruitment component Started							
9. “Grow our own” international alumni recruiters and hire an international alumni coordinator Started and on-going							
10. Hire additional native speakers in key recruitment areas							
11. Hire a graduate level international recruiter							
12. Expand our short-term and English intensive options for undergraduate students Started and on-going							
13. Create a sponsored student coordinator who can build/maintain relationships with foreign government embassies and organizations to meet the needs of sponsored students and sponsoring organizations							
14. Review admission standards, SAT requirements and course transfer issues for international students for possible obstacles Started and on-going							
15. Implement E-Recruitment strategies - Web and Social Media – that must be mobile compatible and culturally accurate (i.e., translations, measurements etc.), should include “How To Videos”, FAQ, customized pages based on location, and remain current on worldwide social networking sites							
16. Invest in Collegeweek Live https://www.collegeweeklive.com/college-reps/solutions/international-recruiting - will allow us to contact international students via live chat and virtual fairs							
17. Develop high-touch communication plans for international students with our CRM Started and on-going							

18. Targeted advertising/publications – essential to develop brand and advertising strategies targeted to international students (do not use publications designed for domestic recruitment) Started and on-going
19. Target and recruit international students who are already living in the United States
20. Recruit international students in Hawai'i – host visitation days for international students
21. Work with local community colleges to recruit international students (campus visits, articulation agreements etc.) 2+2 agreement with Kapi'olani Community College - guaranteed admission to UH Mānoa to international students who are admitted to and enroll into KCC Started and on-going
22. Invite international students who are attending schools on the West Coast to U.S. continent recruitment programs Started and on-going
23. Develop guaranteed admission agreements to UH Mānoa with local international students – i.e., Maui Prep Agreement Started and on-going
24. Collaborate with the Department of Business, Economic Development, and Tourism (DBEDT) and Study Hawai'i to recruit and utilize office space Started and on-going

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
<p>Faculty and Department Involvement</p> <p>In order to build our academic brand, it is critical that faculty and departments are involved in both graduate and undergraduate recruitment efforts. The University must consistently update, improve and value the academic reputation and quality of instruction at Mānoa.</p>	<ul style="list-style-type: none"> Jennel Sesoko, EM Academic Departments Roxie Shabazz, EM Jan Taniguchi, OA Krystyna Aune, OGE OVCAA Abigail Huliganga, OA Academic Deans Nicky Neimy, OA Recruitment Coordinators, OA Garrett Inoue, OA Irene Kato, EM 	<ul style="list-style-type: none"> Summer 2016 (department training) Fall 2016 – increased faculty involvement in recruitment Continuous 	<ul style="list-style-type: none"> Budget - TBD Faculty involvement 	<ul style="list-style-type: none"> Lack of faculty involvement Lack of funding Inability to gather necessary information to highlight faculty achievement Time needed to complete new publications for the 2016-2017 recruitment season 	<ul style="list-style-type: none"> UH Mānoa's academic brand consistent with a flagship, research I institution New publications highlighting faculty developed and deployed no later than spring 2017 Annual training of recruitment staff by departments developed and implemented Departmental participation in receptions and other admission events 	<ul style="list-style-type: none"> Year 1 – establish benchmarks for faculty involvement Year 2 – increases in faculty participation 	

Strategies

1. Develop publications that focus on faculty achievements and research
2. Develop departmental marketing materials with a look consistent with the UH Mānoa Office of Admissions for undergraduate and graduate programs

3. Increase participation in recruitment and admissions activities for undergraduate and graduate programs
4. Engage students who express interest in specific academic areas – contact prospective and admitted students, be available for visits and calls, allow prospective and admitted students into the classroom **Started and on-going**
5. Coordinate and collaborate with admissions on recruitment activities by creating a calendar of college/school/departmental recruitment activities **Started and on-going**
6. Invite departments to attend admitted student receptions on the U.S. continent **Started and on-going**
7. Invite departments to visit community colleges to recruit
8. Academic departmental annual training for office of admission recruitment staff **Started and on-going**
9. Provide annual feedback to AVC for Enrollment Management who have children going through the current admission cycle at UH Mānoa and other institutions for feedback and ideas

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Results/Notes
<p>Prospective Student Database UH Mānoa must build a more robust prospective student database and must commit to communicating with prospective students in a strategic and consistent manner</p>	<ul style="list-style-type: none"> • Roxie Shabazz, EM • Ryan Yamaguchi, OA • Jan Taniguchi, OA • Roy Suda, EM • Jennel Sesoko, EM 	<ul style="list-style-type: none"> • Fall 2016 – CRM implemented • Continuous 	<ul style="list-style-type: none"> • Budget – TBD • CRM implemented • EPS and College Board Student Search 	<ul style="list-style-type: none"> • Delays in implementation of CRM 	<ul style="list-style-type: none"> • Student profiles developed of students likely to apply and enroll into UH Mānoa • A targeted prospective student database developed of students likely to enroll • CRM implemented • A multiple levels, targeted communication plan from prospect to enrollee 	<ul style="list-style-type: none"> • Year 1 – establish prospective student benchmarks • Year 2 – increase in number of prospective students • Year 1 – 2% increase in applications 	

Strategies

1. Further develop our prospective student database using Banner and selected CRM **Started and on-going**
2. Create profiles of those who will likely enroll and buy the names of students who fit our profile **Started and on-going**
3. Utilize recruitment tools such as EPS and College Board Student Search to generate a targeted inquiry pool **Started and on-going**
4. Develop a communication plan with multiple levels of contact **Started and on-going**

5. Increase the use of technology in recruitment (e-newsletters, website, texting, social media etc.) **Started and on-going**

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/ effective? (Targets & Measures)	Notes/Results
<p>Increase Yield UH Mānoa’s yield rate (the percentage of accepted students who enroll) has been decreasing and is on the lower end of the national average. If the yield rate continues to decline, the University will have to generate more applications each year to keep enrollment flat and/or to increase enrollment. In addition, raising the yield rate allows us to increase enrollment while minimizing the impact on the academic profile and bring down the admit rate (an institution is considered more competitive with lower admit rates).</p>	<ul style="list-style-type: none"> • Jennel Sesoko, EM • Roxie Shabazz, EM • Ron Cambra, UGED • Ryan Yamaguchi, OA • Jan Taniguchi, OA • AR • Roy Suda, EM • Kevin Lam, EM • OVCAA • Academic Deans • Abigail Huliganga, OA 	<ul style="list-style-type: none"> • Fall 2016 • Continuous 	<ul style="list-style-type: none"> • Budget - TBD • Increased Scholarship Funds 	<ul style="list-style-type: none"> • Inability to market UH Mānoa as a viable choice for resident and non-resident students • California initiatives to keep their students in-state • Lack of scholarship funds for resident and non-resident students 	<ul style="list-style-type: none"> • Establish baseline attendance for accepted student receptions and yield rates • Improved yield rates • Improved enrollment processes • Meaningful engagement and communication with accepted students and parents 	<ul style="list-style-type: none"> • Year 1 – maintain the current yield rate • Year 2 – improve yield rate by 2% • Years 3 & 4 – increase enrollment by 2% each year 	<ul style="list-style-type: none"> • Yield increased by 1% • Summer melt decreased by 3%

Strategies

1. Improve our brand and image (see Branding, Imaging and Marketing) **Started and on-going**
2. Improve the enrollment process and eliminate confusing communications and unintentional administrative hurdles **Started and on-going**
3. Engage parents, both resident and non-resident **Started and on-going**
4. Develop outcomes publications and information – how UH Mānoa will ensure their student’s success **Started and on-going**
5. Evaluate the success of our accepted student receptions – how can we improve
6. Expand our alumni events for admitted students

7. Develop an enrollment portal for both parents and students
8. Maintain departmental contacts with students who expressed an interest in the specific programs Started and on-going
9. Marketing blitz to and communication with admitted students – continue intensive marketing Started and on-going

Affordability							
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes/Results
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	
<p>Strategic Use of Financial Aid for Optimal Enrollment Our financial aid strategies can affect our marketability and enrollment either to our advantage or to disadvantage. As an institution, we must determine how we should leverage our limited funds to meet our enrollment goals, better assist students and lower loan indebtedness.</p>	<ul style="list-style-type: none"> Roxie Shabazz, EM Jodie Kuba, FSA Lori Ideta, OSA OVCAA Ryan Yamaguchi, OA Jacob Nakasone, FSA Malia Peters, UHF Kathy Cutshaw, OAFO Ron Cambra, UGED Gary Rodwell, UGED Linda Duckworth, ISS 	<ul style="list-style-type: none"> Fall 2016 Continuous 	<ul style="list-style-type: none"> Budget – TBD Increased scholarship funds Increased scholarships for first year students 	<ul style="list-style-type: none"> Lack of scholarship funding Resistance to change (policy and procedure) Diminishing tuition scholarship funding Inability to implement a FAFSA requirement policy 	<ul style="list-style-type: none"> Financial aid leveraging that makes optimal use of limited funds Increased enrollment Improved yield rates Better use of funds which will lead to an increase in new student enrollment 	<ul style="list-style-type: none"> Increase the number of scholarships by 10% Decreased loan indebtedness Year 1 Establish baseline measures for student service Year 2 & 3 – Improved student service ratings 	
Strategies							
1. Reduce the amount of departmental scholarship dollars left not awarded Started and on-going							
2. Increase funding to WUE students beyond Pell and loans							
3. Reinstate the Centennial Scholarship to local students who meet grade point averages and test score criteria determined by the Office of Admissions Completed for implementation Fall 2017							
4. Work with advancement to increase the number of scholarships for new first-time students Started and on-going							
5. Create a tuition remission program for a limited number of local students, where they will work in exchange for tuition or work for the State of Hawai'i after graduation for an established number of years							
6. Increase the number of merit-based scholarships							
7. Require the FAFSA for all students who receive scholarships							
8. Develop a common application portal for all scholarships Completed							
9. Apply the WUE tuition rate to meritorious international students							

10. Make the International Undergraduate Student Scholarship automatically awarded via the Admissions Office to meritorious students to increase yield of new international students
11. Further develop educational programs to raise student awareness about financial aid, scholarships, loan indebtedness and financial management
12. Improve student services at the ground level Started and on-going
13. Implement a customer/student services survey
14. Develop a task force to explore the feasibility of consolidating all scholarship management under the Office of Financial Aid Services in order to best leverage our limited scholarship funds
15. Develop a predictable and set tuition schedule that does not change within the established timeline

Infrastructure							
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes/Results
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	
<p>We must look and act like a selective, research I, flagship institution</p> <p>As part of our efforts to improve public perceptions of Mānoa, we must present ourselves on our website and in our admission policies and processes as a selective, research I, flagship institution</p>	<ul style="list-style-type: none"> Roxie Shabazz, OA Ryan Yamaguchi, OA Jan Taniguchi, OA 	<ul style="list-style-type: none"> Fall 2016 Fall 2020 – Welcome Center 	<ul style="list-style-type: none"> Welcome Center – TBD Funding for Welcome Center 	<ul style="list-style-type: none"> Lack of land area for a Welcome Center 	<ul style="list-style-type: none"> Move from a rolling admission to a selective admission school Correspondence updated with a more congratulatory and achievement tone Welcome Center Opens 	<ul style="list-style-type: none"> Year 1 – maintain current application and enrollment numbers Year 2 – Increase applications by 2%, increase enrollment by 2% Year 2 – Increase the number of campus visitors to campus 	
Strategies							
1. Implement deadline dates and notification dates Completed							
2. Ask for extracurricular activities							
3. Require a personal statement							
4. Regionalize the admission and recruitment functions Completed							
5. Change the tone of recruitment and admission correspondence Completed							
6. Create a state of the art Welcome Center							
What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	Notes/Results
Improve enrollment processes for	<ul style="list-style-type: none"> Roxie Shabazz, EM 	Fall 2016 and continuous	<ul style="list-style-type: none"> Budget TBD Space for 	<ul style="list-style-type: none"> Cooperation across different departments to 	<ul style="list-style-type: none"> More enrollment information available to 	<ul style="list-style-type: none"> Year 1 – Maintain yield rates Year 1 – Decrease 	

<p>efficiency and effectiveness and make changes as needed Enrolling into UH Mānoa for new students in its current form is overly bureaucratic, disjointed and confusing. The process can leave prospective first-time students and their parents frustrated, which can lead them to choose another school, driving our enrollment down.</p>	<ul style="list-style-type: none"> • Ryan Yamaguchi, OA • Jan Taniguchi, OA • Ron Cambra, UGED • Gary Rodwell, UGED • Krystyna Aune, OGE • Hae Okimoto, ITS 		<p>a one-stop center</p>	<p>change processes and procedures if necessary</p> <ul style="list-style-type: none"> • Lack of building space for a one-stop center 	<p>students and families across different mediums (portal, publications etc)</p> <ul style="list-style-type: none"> • When and where possible, reduced numbers of bureaucratic processes • Registration directly into Banner for all students via STAR 	<p>summer melt rate</p> <ul style="list-style-type: none"> • Years 2 & 3 – Increased yield rates 	
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Strategies

1. Move the end of summer session back one week to allow campus housing, financial aid etc., more time to prepare for the start of the semester
2. Improve the registration process for new students (better communication, registration directly into Banner etc.) **Started and on-going**
3. Review the health forms, make them clearer **Started and on-going**
4. Send electronic bills and/or notices of payment due dates to parents and guardians as well as students
5. Create parent communication plan to inform them of key/essential processes and deadlines (housing, registration, tuition etc.) **Started and on-going**
6. Create a parent portal on the admissions website
7. Create a one-stop center (easily accessible with parking)
8. Move STAR registration into Banner earlier, or create a tuition bill in star
9. Create an integrated online application for graduate students (for supplemental materials)

What task will be done?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, etc.)	What could get in the way of task completion? How will you overcome them?	What is the outcome of the task?	How will we know the action is successful/effective? (Targets & Measures)	
<p>Improve Physical Plant & Landscaping Unkempt buildings and grounds diminish efforts to enhance UH</p>	<ul style="list-style-type: none"> • Kathy Cutshaw, OAFO 	<ul style="list-style-type: none"> • Fall 2017 • Continuous 	<ul style="list-style-type: none"> • Budget TBD • Deferred maintenance reduced 	<ul style="list-style-type: none"> • Lack of funding • Deferred maintenance budget 	<ul style="list-style-type: none"> • Campus is viewed as modern, updated and 	<ul style="list-style-type: none"> • Updated campus grounds • Improved signage • Renovated buildings 	

<p>Mānoa’s image in the local community and does not provide a welcoming, polished look/feel/impression to visiting high school counselors, prospective students and their families</p>					<p>beautiful • Easy to navigate campus</p>	<p>and classrooms</p>	
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<p>Strategies</p>							
<p>1. Renovate classrooms and academic buildings to accurately portray UH Mānoa as a research I, flagship institution</p>							
<p>2. Renovate and/or paint buildings and maintain grass and shrubs (particularly fronting busy streets like University Avenue, Dole Street, East West Road, Maile Way and Correa Rd)</p>							
<p>3. Repave parking lots</p>							
<p>4. Routinely clean stairwells and floors</p>							
<p>5. Add adequate signage</p>							