

University of Hawai'i at Hilo

Student Success Leadership Team

2018-2019 Annual Report

This Enrollment Management Plan narrative annual report is submitted on behalf of the Student Success Leadership Team for the 2018-2019 academic year. Challenges and barriers as well as lessons learned and next steps are outlined in this narrative report to complement the EMP Matrix that was submitted to Interim Chancellor Sakai in April 2019.

NEW RECRUITMENT STRATEGIES

UH Hilo's Education Advisory Board (EAB) Partnership - [Zach Street](#)

Approximately 450 institutions contract EAB for their enrollment and financial aid optimization tools (an actual list of clients is not available due to confidentiality). EAB is 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 their work with us unique, is the predictive model they will use to pinpoint which students will likely enroll into UH Hilo, leaving us with the work of following through with engagement and communication strategies. Additionally, EAB will run a financial aid optimization model for us, to determine the best use of our limited financial assistance funds to enroll students.

- With this partnership we will reach a larger number of prospective students (152 percent increase) by purchasing large volumes of names, and by identifying the right fit student and making effective contacts at critical times to saturate our primary and secondary markets.
- As of December 2018, UH Hilo surpassed our total Fall 2018 freshman application numbers by 37 percent, with the final deadline still 6 months away. We have seen an 88 percent increase in all applications compared to this 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.

Challenges and barriers encountered (bullet points):

- The volume of outbound messages prompted a proportional increase in inbound contacts directly to the Admissions Office, overloading the response capacity of our professional and student staff, and causing delayed responses
- The structure and language of EAB directed messages did not align perfectly with our own communications and processes, creating some confusion and duplication of effort for both applicants and the Admissions staff
- Questions remain about the source of funds for the contact/services for future years and also the eventual return on investment
- Integration of Search responder (new prospective students) information with Banner continues to be a challenge. The combination of not having an Admissions CRM and limited Recruitment expertise in Banner Central has led to a cumbersome and labor-intensive Search upload process that places demands on Banner Central and the Admissions staff.

Lessons learned and next steps (narrative):

For the 2019-20 campaigns, adjustments to language and process have been made to better align EAB messaging and outreach with Admissions process and practices. Work continues on redesigning our 'completion communications' to more clearly inform applicants and support application completion. The low completion rate (currently 54%) is a challenge still requiring improvement.

The Fall 2019 "not coming survey" currently has 456 responses, a strong data set that will help inform recruitment plans and messages in the coming year. Initial review of the Survey will be complete in August/September.

More complete support from Banner Central or Banner Consultants is needed to properly integrate the volume of contact and documents created by our expanded outreach.

Final enrollment data will help us assess the Return on Investment of the partnership.

Increase strategic use of financial aid for optimal enrollment - Sherrie Padilla

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 over each subsequent year's target. Additionally, UH Hilo will refine our institutional aid award procedures in an effort to improve usage rates by 10 percent each year.

Challenges and barriers encountered (bullet points):

- challenge-funding for casual hire could be eliminated or reduced, inhibiting the ability to move forward with the initiative.
- Admissions Office focus is on the EAB contract and therefore, this project took a backseat to more pressing issues this year.
- The Admissions Office not having access to auto load Raise.me high school student contacts into Banner in order to effectively recruit these students.

Lessons learned and next steps (narrative):

Next steps are to spend more time in the high schools informing students and counselors about the program. We need to work on the ability to auto load Raise.me high school student contacts into Banner.

Fully implement texting communications for accepted students - Zach Street

The Admissions Office will implement text plans to accepted students, including at minimum 10 scheduled text messages per student for Fall term and 6 messages for 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.

Challenges and barriers encountered (bullet points):

- Lack of an API (data integration) between Signal Vine and Banner is limiting the productivity of the Texting Service
- High volume of admissions applications, general students contact and overall recruitment responsibilities prevents Admissions Counselor from fully utilizing the texting service

Lessons learned and next steps (narrative):

Text messaging is proving to be a powerful communication tool for recruitment and enrollment. Our staff hopes to use it more frequently and expansively, but time and efficiency do not allow. We are requesting API integration but Banner Central has not made this a priority, as UH Hilo is the only campus making this request. However, this year we expanded use of the service, sending more than 23,000 messages to 1800+ students (Spring and Fall combined). We are making adjustments to workload and calendar to increase Admissions Counselor use of this powerful tool.

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 Transfer Center - [Farrah-Marie Gomes](#)

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 engaging transfer students early with campus resources.

Challenges and barriers encountered (bullet points):

- Lacking a coordinated vision for Transfer Center, including whether this is a physical “center”
- Lacking funding for position(s) to support transfer functions

Lessons learned and next steps (narrative):

A meeting was held on July 2, 2019 to discuss priorities for better serving transfer students. The primary purpose of that meeting was to identify a short list of items that we could put immediate resources to. The following is a summary of what was discussed.

- advising gap between TCE (done at point of acceptance) and registration, factoring in what credit will be provided for classes in progress and what classes are available that will fit in pathway
- pinning process as a possible solution down the line because it should help with clarifying pathways for UHCC students
- effects of applying late for admissions and financial aid
- financial aid challenges of scholarship deadlines past, most aid is already awarded, running out of aid due to excessive number of credits coming in
- auto-admit and optimal time for students to transfer, based on credits completed and what major students are interested in
- what data we have and don't have on transfer students, including GPS survey data
- use of What If Journey by us and our UHCC counterparts
- need for more 2+2 pathways, course renumbering, program changes, orientation track for transfers, etc.

A follow-up meeting will be scheduled shortly after the start of the semester to continue discussions on this topic.

Increase UH Community College Transfer Events/Recruitment - Zach Street

Through the Transfer Center, UH Hilo will work in partnership with 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.

Challenges and barriers encountered (bullet points):

- Increased travel expenses incurred from expanded outreach
- lack of accurate transfer data to measure price impact of marketing and outreach

Lessons learned and next steps (narrative):

As expected, additional funds are required to properly support that expanded transfer Outreach. However, mobile advertising and UHCC focused Transfer position, based on O'ahu, are showing signs of positive impact. Better data reporting and data tools are needed to properly measure the impact. An expanded Data Team on campus may help with these needs.

Increase number of 2+2 pathway available - Shelby Wong & Michael Bitter

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 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.

Challenges and barriers encountered (bullet points):

- Psychology:
 - Opted to create an AA-LBRT to BA-PSY advising map for transfer in lieu of a 2+2 articulation agreement.
 - Due to a lack of resource commitment, the Department leadership did not wish to pursue the formal agreement.
- Administration of Justice:
 - Created a 2+2 map with Hawaii CC for students in the Liberal Arts AJ Concentration.
 - Talks with Hawaii CC department leadership stalled, VCAA's to assist in convening meeting Fall 2019
 - In process to create a map and 2+2 with UH Maui College, Department Chair has discussed with leadership there about distance learning options.
 - In process to create a map and 2+2 with Honolulu CC, Department Chair plans to meet with leadership.
- Sociology:
 - Interest in creating a 2+2 with HawaiiCC.
 - HawaiiCC department leadership on sabbatical in Spring 2019, talks will resume Fall 2019.
- General Barriers include faculty time to coordinate, intercampus collaboration issues, availability of UH Hilo GE certified distance learning courses, and the commitment of financial and faculty resources needed to ensure that necessary courses will be offered as planned to allow transfer students to complete their degree requirements.

Lessons learned and next steps (narrative):

Lessons Learned:

Strong level of faculty support on our side needed for successful agreements, it is ideal to work with the department chair to communicate with department leadership at the other institution, without this faculty support, it makes it very difficult. Also, progress on agreements stalls over the summers because most department chairs are off-duty and cannot meet.

Next Steps:

Creation of 2+2 articulation agreements is a continuing process. In 2019-2020 focus will be on finalizing agreements with Hawaii CC in Administration of Justice and Sociology as well as with UH Maui College and Honolulu CC in Administration of Justice. This process should start early on in the Fall semester to make up for lost time over the summer when many faculty who are needed to complete these agreements are off-duty.

During the summer of 2019, Dr. Katherine Young has been in contact with faculty on the Maui College and Honolulu Community College campuses to discuss the future of 2+2 agreements with these institutions. Having received a very positive response from both campuses, she is now discussing the details of course offerings to allow their students to continue at UH Hilo, majoring in Administration of Justice through DL and/or face-to-face class offerings. During July, Dr. Young and the Interim CAS Dean will meet with faculty and administration from these campuses and the Hawai'i Community College campus to develop specific course pathways and institutional articulation agreements that will allow Community College students to register for AJ courses at UH Hilo as early as the fall semester of 2020, as they transfer into the UHH AJ major. Once these pathways and agreements are finalized, our AJ program should be ready to accept transfer students from all three campuses into its newly created DL courses offered in UCB 330, a very recently updated DL classroom. The success of this program in creating additional 2+2 agreements holds the potential to encourage other CAS programs to move in a similar direction.

NEW RETENTION STRATEGIES

Develop a service learning / community engagement program across all academic units - [Julie Mowrer](#)

UH Hilo is reorganizing the College of Continuing Education and Community Service (CCECS) into a Center for Community Engagement (CCE), focused on building capacity for community-engaged teaching. The CCE will pilot an interdisciplinary course cluster embedding a community-driven project into curriculum and assess the pilot for lessons learned. The CCE will also offer professional development opportunities for faculty and staff to develop the knowledge base across campus of what the Center does and how community engaged teaching benefits both our students and our community.

Challenges and barriers encountered (bullet points):

- The 2018-19 year was the first year of the Center for Community Engagement, so the transition of staff, revision of position duties, and mission took time and was a period of adjustment.
- Our current staffing is not necessarily doing what maximizes their strengths, so we are still finding the balance between resources provided and outcomes desired.
- Because the CCE oversees non-credit programming, SeniorTech, the ELI and was also asked to host the Science Olympiad, focusing on the new mission of creating community-driven projects that are embedded into UH Hilo courses was challenging.

- Also because of the above, communicating the new focus out to campus clearly was a challenge.
- Gaining buy-in from faculty will take time, in part because developing interest in any new pedagogical approach to teaching takes time. However, to increase the number of faculty willing to learn how to teach in this way will require clear messaging that this is a priority, and a reward system will need to be created to support the messaging.

Lessons learned and next steps (narrative):

Through our first year we learned that effectively communicating what the Center for Community Engagement does needs to be our first priority, so we have been working as a team and with others across campus to do this. In addition, the initial Campus Advisory Board has been found to be too large to work well, so this will be restructured into a smaller Navigation Council of no more than 12 people that includes community members, faculty, staff, administration and at least one student. To build awareness of community-engaged teaching as a pedagogical approach, we applied and received funding to offer a Chancellor's Engaged Scholars program that can serve an initial cohort of 8 faculty members to learn about community-engaged teaching, develop a community partnership, and implement a community-driven project into one of their courses in spring 2020. We also have a professional development workshop planned for spring 2020 open to all faculty and staff.

We are looking at ways to more systematically give students community-engaged experiences, either by working with the LLCs, revamping the GCCs or creating a required course for all students based on Dr. Inglis' concept "Kuleana & Community." We are exploring various options for creating consistent data collection methods, which will be crucial for assessing the impact of increased community engagement opportunities on students, faculty and community. Finally, we are working to restructure our non-credit offerings and the Science Olympiad event for DOE students to align both with our main mission and wrap in faculty and students. To this end we are exploring the possibility of non-credit courses being taught by upper-division and/or graduate students as paid internship opportunities. We also applied for and received grant funding to shift the regional Science Olympiad competition from an annual event into a year-long program of offering Family STEM Nights at middle schools across Hawaii Island. This gives us the opportunity to create deeper partnerships with the DOE and gain a better understanding of their needs for future collaborative work.

Implement Purpose First integrating major choice, career exploration and employment advising - Emmeline dePillis

Beginning with an inaugural event in the 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, with implementation in Fall 2019, are already underway. Academic colleges have begun to identify career topics 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.

Challenges and barriers encountered (bullet points):

- Unclear objective. What is the goal of Purpose First for us and how do we measure our progress? Improved job placements? Shortened time to degree? Increased student satisfaction? Decreased attrition? If we don't move the needle, at what point do we try something else?

- Declining enrollment > required courses offered only once every two or three semesters > students transfer out because they can't finish their degree on time > declining enrollment
- For the career fair, employers would like to have attendees prepared in advance with resume, elevator speech, and appropriate business dress. They would also like the fair to be well-attended. It has been difficult to accomplish both objectives at the same event.
- Variation in student preferences. 20% of students will eagerly do multiple internships and/or study abroad. 80% of students are focused on their coursework and will push back against any requirement to do out-of-class activities.
- Resources and logistical support. Faculty supervise internships individually. We do not have an equivalent to CSUMB's [Office of Academic Internships](#). The bulleted "services to faculty" are not done here. We don't have any internship support over the summer, when many students want to do internships.
- Limited interoperability among campuses. A student who falters in a FTF UH Hilo program and wants to finish the degree online cannot seamlessly switch to an online program at UHWO.
- Our business community is supportive but small, so internship and employment opportunities are limited in number.
- Behind many students' academic issues lie financial and/or childcare issues; UHH is one of only 3 campuses without onsite childcare

Lessons learned and next steps (narrative):

- Decide what we want to achieve with Purpose First and figure out how we're going to measure it
- Realize there's no one-size-fits-all solution; provide opportunities and support for internships, but understand that not every student can or will participate.
- Explore setting up something like CSUMB's [Office of Academic Internship](#)

Expand peer advising and peer tutoring / learning assistants with a focus on freshmen - [Karla Hayashi](#)

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).

Challenges and barriers encountered (bullet points) for Peer Tutoring through Kilohana:

- Recruiting and/or retaining qualified student tutors for multiple semesters
- Providing sufficient tutor and supervisory staffing to simultaneously accommodate classroom visits and drop in student visitors throughout the day
- Providing adequate supervisory coverage in multiple locations for scheduled hours throughout the academic year

Recruiting and later retaining experienced tutors is an ongoing challenge as student employees understandably prioritize their own academic studies, work to complete their academic goals in a timely manner, and explore academically relevant co-curricular opportunities such as internships, research opportunities, etc. Their commitment to their own academic success which sometimes results in an experienced tutor leaving employment before graduating. To that end I maintain regular contact with faculty in various departments represented in Kilohana's tutoring areas in an effort to conduct periodic recruiting for new tutor applicants as needed. I also consistently show my appreciation for student employee efforts to provide a supportive work environment. Student employees also know they can discuss issues with me individually as well as in small groups. Their concerns and suggestions are carefully considered and when appropriate action in response to issues they bring up are implemented as needed.

Sometime prior to or during the fall 2019 semester Kilohana Writing and Math student visitors and employees should have access to additional space immediately outside of the Center located on the first floor of the Mookini Library. Library Director Joseph Sanchez initiated a plan to re-shelve a number of books currently housed on moveable stacks. Once those books are moved and the shelving removed spare tables and chairs within the library will be moved down to the first floor for Kilohana use. This will allow me to continue to run classroom visits for 100-level English classes (and possibly other classes as appropriate) without interrupting drop in visits by other students. I will also be able to concurrently run any co-curricular workshops, lectures, etc in the Center and still have Kilohana tutor services available in that outer area. Work to re-shelve is ongoing by Library student employees.

The current professional staffing in Kilohana is down to one full-time faculty specialist. A search is underway to identify a qualified candidate to fill the vacant APT Natural Science Coordinator/Student Supervisor position. In a proactive move I promoted the most senior Biology/Chemistry tutor (a Ph. D. candidate) to a Student Supervisor role to assist with the transition to a new Coordinator/Supervisor. Supervisory staffing is a continuing challenge as there are three locations where student employees work from with two locations maintaining 9am to 7pm service hours. The APT hire, if successful, will be expected to provide evening supervision Monday through Thursday.

Challenges and barriers encountered for expanding STEM Learning Assistants and Peer Advising:

The bulleted items identified relative to Kilohana peer tutoring would also apply in this area. Since this initiative is evolving please note the discussion below intended to initiate a conversation.

- There should be an organizational structure drafted for STEM Learning Assistants and/or Peer Advising, identify clear duties and responsibilities for designated participants (faculty and staff), designate the appropriate unit where these programs will reside (e.g. Academic Affairs or Student Affairs), and minimize duplication of efforts with other existing academic and student support programs to maximize resources efficiently
- Peer Advisors and Learning Assistants duties and responsibilities should be identified so their work can be reasonably accounted for and supervised (e.g. appointment vs assigned shifts as well as who will be the designated supervisor for the student)

After these efforts are organized and drafted consideration of possible challenges and how to address can be identified.

Establish retention data for individual programs and work with departments to identify ways to increase persistence - Kelli Okumura

Develop a set of meaningful metrics at the department level that allow faculty and staff to track the flow of students in and out of each degree program. Initially we are using the Psychology Department and degree to develop these metrics to better understand our students. To date, we have produced several diagrams that track where students enter and leave the program along with persistence and degree completion.

Challenges and barriers encountered (bullet points):

- Developing new and meaningful department level metrics takes time and needs prioritization.
- Initial development of a working dashboard will take significant time and need faculty review and input.

Lessons learned and next steps (narrative):

Problem is complex and needs further development to produce the easy to digest visualizations.

Create an undergraduate distance learning program with established majors and General Education courses to support them - Michael Bitter

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.

Challenges and barriers encountered (bullet points):

- Delay in students' successful completion of prerequisite/core courses.
- High student demand for DL courses.
- Lack of institutional commitment of resources to hire faculty to maintain offerings of needed DL courses over the long term.
- Competition from other UH campuses and other institutions for DL students on Hawai'i Island.

Lessons learned and next steps (narrative):

An inventory of 89 DL courses was completed at the end of 2018, including 38 courses meeting General Education requirements. In addition, UH System funding was used to upgrade five additional classrooms for distance learning use. Equipment is being installed in these classrooms during the summer of 2019. UCB 330 in particular is scheduled for this upgrade to be used for DL courses within the 2+2 Administration of Justice program being arranged with Maui College, Honolulu Community College, and Hawai'i Community College as transfer partners. Once these pathways and agreements are finalized, our AJ program should be ready to accept transfer students from all three campuses into its newly created DL courses offered in UCB 330, due to recent upgrades. The success of this program in creating additional 2+2 agreements holds the potential to encourage other CAS programs to move in a similar direction.

Adjusted awarding of institutional aid to support retention - [Sherrie Padilla](#)

The campus developed the Retention Grant Program to assist students with outstanding balances. Financial Aid appointed a casual hire financial aid counselor 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.

Challenges and barriers encountered (bullet points):

- funding for casual hire could be eliminated or reduced, inhibiting the ability to move forward with the initiative.
- Getting the financial obligations report on a regular basis and in a timely manner.
- Working the financial obligations list is labor intensive at the point of making phone calls to students.

Lessons learned and next steps (narrative):

The next steps are to continue the Retention Grant Program for at least one more year. In addition, the financial aid office needs to track retention of the students who have utilized the program to see if it is viable.