DATE: April 2, 2010

TO: Chancellor Rose Tseng

FROM: Luoluo Hong, Vice Chancellor for Student Affairs & Chair, Enrollment Management Implementation Team

Phil Castille, Vice Chancellor for Academic Affairs & Co-Chair, Enrollment Management Implementation Team

RE: Recommendations for Enrollment Management Goals at UH Hilo & Response to BOR Policy Proposal Regarding Non-Resident Enrollment Cap

You had requested that members of the UH Hilo Enrollment Management Implementation Team meet to discuss the draft BOR policy proposal to increase the non-resident enrollment cap from 30% to 35%, with a stipulation that UH Hilo would have a 40% cap during a three-year pilot study. In addition, you also asked that EMIT develop a cogent set of enrollment-related goals to guide UH Hilo’s recruitment and admission efforts in the next several years. Below is the summary of our results, being forwarded to you on behalf of the entire EMIT.

At its February 3, 2010, meeting members of EMIT discussed strategies that UH Hilo would need to implement should it elect to move the campus towards a non-resident student enrollment of 40% over the next three years – assuming that graduate/professional students are excluded from the count. Below is the summary of our recommended strategies:

- Immediately increase housing capacity and available bed spaces at an affordable rate so that resident students do not experience reduced access to this important student service, which is correlated with higher persistence for first-year students.
- Obtain and/or allocate new resources, if feasible, to support out-of-state marketing and recruitment efforts, with an emphasis on non-Western Undergraduate Exchange (non-WUE) states.
• Engage academic colleges/departments in discussions and actions to increase course and program capacity informed by market research and workforce demand data, with an emphasis on filling available capacity first.

• Develop a distinct brand and unique niche that will encourage prospective out-of-state students to attend UH Hilo while simultaneously attracting resident students. It was noted that our “uniqueness” and distinction comes from (a) being a liberal arts institution, (b) capacity to infuse culture in science for student learning, (c) offering a combination of small classes and/or a small campus environment, (d) having a notably diverse/international student population, (e) high degree of involvement by faculty/staff in individual student mentoring, and (f) extensive outdoor recreation opportunities. We noted that the brand will need to distinguish us not only to students from the continental US but also to Hawaii students, so brands that focus on our “aloha spirit” and similar traits may not be as effective.

• Increase efforts and attention towards marketing to and recruiting more transfer students, given the declining pipeline of high school graduates in the State of Hawai‘i and the rest of the US.

In addition, the members of EMIT felt it was important that UH Hilo – in its efforts to possibly increase non-resident enrollment – continue to honor what is special and core to the campus’ identity and mission. As such, during its March 3, 2010, members of the UH Hilo Enrollment Management Implementation Team (EMIT) identified a proposed list of nine guiding principles, or values, that we believe should inform our enrollment management efforts, regardless of the proportion of resident versus non-resident students that we seek to enroll. The initial list was revised after a meeting with members of Hanakahi Council and a follow-up discussion in a subsequent EMIT meeting. These recommended principles are:

1. Ensure access to any qualified Hawai‘i resident student who applies and wishes to attend UH Hilo;

2. Actively strive, through model educational practices, to retain the students who matriculate at UH Hilo and assist them with timely achievement of their academic goals;

3. Maximize the likelihood that the students whom we enroll are a “match” in terms of their interests/lifestyle/expectations/aspirations/etc., with what we offer here at UH Hilo and on Hawai‘i Island;

4. Maintain our status as a Native Hawaiian serving-institution as defined by Department of Education and other applicable entities, maintaining at least 20%
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Native Hawaiian enrollment and affirmatively striving to achieve a Native Hawaiian enrollment that mirrors the Native Hawaiian population in the State of Hawaii;

5. Maintain our status as an underrepresented minority-serving institution as defined by National Science Foundation, National Institutes of Health and other extramural grant funding agencies;

6. Maintain our status as an Asian American, Native American & Pacific Islander-Serving Institution (AANAPISI) as defined by Department of Education and other applicable entities;

7. Work purposefully to build and sustain an effective pipeline of aptly prepared undergraduate students to UH Hilo from UH System community colleges and foster a seamless transfer process, with a special emphasis on Hawai‘i Community College;

8. Use the WUE tuition-discount more strategically to minimize excess capacity in baccalaureate-level academic majors and to ensure access to a diverse range of academic majors for our resident students, as well as develop processes to better track WUE students; and

9. Leverage National Student Exchange, Global Exchange, and other similar exchange programs in a manner that intentionally creates meaningful learning experiences for UH Hilo students and increases their capacity to work and lead in an increasingly global and multicultural society, especially targeting Hawaii residents, while maintaining access to programs/services/amenities for our degree-seeking students.

We look forward to hearing your feedback regarding these recommendations and receiving guidance on how you would like to proceed with this dialogue. Thank you for giving us the chance to discuss these critically important issues and for providing you our thoughts.

cc: Members of the Enrollment Management Implementation Team (list attached)

I AFFIRM / I DO NOT AFFIRM these recommendations as stated above.

Dr. Rose Tseng, Chancellor

Date APR 13 2010

200 West Kawili Street, Student Services Building
Hilo, Hawai‘i 96720-4091
Telephone: (808) 974-7335 | Fax: (808) 974-7691
URL: http://www.hilo.hawaii.edu/vcsa
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