

Taskforce Revenue Generating Investment Recommendations

Date of Submission: November 24, 2020

Budget year: Fiscal Year [FY] 22, 23, 24

Recommendation #1: Improve Student Recruitment and Retention

The PUEO Budget Task Force recommends the improvement and enhancement of high school recruitment in Leeward, Central, and Windward districts.

Objectives for Investment Increase of \$546,000 to \$826,000 tuition-generated revenue annually in FY 23 & 24 due to expected 3%- 5% or an additional 108-163 (paying students) increase in enrollment.

Alignment with Campus & UH system mission and vision as well as strategic and other plans

UH System Strategic Plan

UHWO Strategic Action Plan

A. Optimization Formula [OF] – use of resources on tactics that strategically align with UH System and UH West O‘ahu plans and diversify to increase revenue streams.

C. Value Chain [VC] – introduction of a concentration without incurring cost while optimizing effort and increasing prosperity.

Revenue Generation

For FY 24, this recommendation will meet UHWO’s budget shortfall in the following way...

3% increase in resident student headcount

An additional **108** students @ an additional \$546,000 in tuition revenue per year (approx \$5,055 per additional student)

5% increase in resident student headcount

An additional **163** students @ an additional \$826,000 in tuition revenue per year (approx \$5,067 per additional student)

Market Interest/History + ROI

By instituting this Recommendation, implementation of the Faculty Ambassador + Social Media Expansion Programs may increase student recruitment in the following ways—Note: It is difficult to quantify how many additional students may enroll as a result of these initiatives. However, the following increases in headcounts, would result in the additional revenue below, per year:

2% increase in resident student headcount

An additional **80** students @ an additional \$406,000 in tuition revenue per year (approx \$5,075 per additional student)

3% increase in resident student headcount

An additional **108** students @ an additional \$546,000 in tuition revenue per year (approx \$5,055 per additional student)

5% increase in resident student headcount

An additional **163** students @ an additional \$826,000 in tuition revenue per year (approx \$5,067 per additional student)

10% increase in resident student headcount

An additional 301 students @ an additional \$1,525,000 in tuition revenue per year (approx \$5,067 per additional student)

Figures are approximate and are based on the Enrollment Planning Dashboard, using the F2020 projection of 3,019, which is slightly higher than the projections for Fall 2021 (3,009), Fall 2022 (3,010), Fall 2023 (3,018) and slightly lower than Fall 2024 (3,044).

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

Faculty Ambassador program (restart):

Enrollment Services to collaborate with faculty to create ambassador program that connects faculty with DOE high schools in meaningful ways: faculty visit high schools as guest speakers for career days, career fairs, attend information sessions with Admissions. Connect with high school principals for brainstorming. Reduce recruitment marketing expenses by eliminating outside production expenses (ex. printing publications) and using in-house productions.

Enhance marketing of UHWO programs by improving our social media and web presence by taking advantage of in-house resources (Creative media dept).

Increased social media presence

Collaboration among in-house resources such as Creative Media dept, Communications, Enrollment Services to improve public relations (institution image) by enhancing social media.

Other Key Information:

* Identify and address barriers; improve PR. One Barrier: Miscommunication with the school brand (Online school) Ongoing effort and group.

UH West O’ahu’s enrollment growth between Fall 2006 and Fall 2016 was the highest among all U.S. public baccalaureate institutions. Enrollment more than tripled (866 to 2,939, or almost 239 percent) between 2006 and 2016.

Future enrollment projections (see Enrollment Planning Dashboard) show enrollment leveling off in the next 3 years:

Fall 2021 (3,009)

Fall 2022 (3,010)

Fall 2023 (3,018)

Fall 2024 (3,044)

Enrollment Change Percent (2017-2020)*:

FALL

2020: 3,168 (+119)(+3.9%)

2019: 3,049 (-79)(-2.5%)

2018: 3,128 (+46)(+1.5%)

2017: 3,082

SPRING:

2020: 2,979 (+83)(+2.9%)

2019: 2,896 (-48) (-1.6%)

2018: 2,944 (+181)(+6.6%)

2017: 2,763

*See Enrollment Planning Dashboard) for tuition projections (see dashboard 3). Linda noted that although there was an increase in headcount from AY19-20 to AY20-21, because of an unusually high level of unpaid tuitions, the tuition revenue for FY21 was less than it was for FY20. To project a dollar amount for the +199 this fall, she is referring us to John Stanley as IR may have a better way to predict the type of students these increases may include (part-time, resident, non-resident, etc.) and the different tuition they pay respectively.

Recommendation #2: Expand Early College

The PUEO Budget Task Force recommends the expansion of the high school Early College program to Central and Windward HIODE school districts to secure future enrollment by building partnerships to encourage more high school students to enroll and attend UHWO (as freshmen).

Objectives for Investment: Increase of **\$411,254 tuition-generated revenue** annually in **FY 23 & 24** due to expected **19% or an additional 57 (paying students)** increase in enrollment.

Alignment with Campus & UH system mission and vision as well as strategic and other plans

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D. Strategic Positioning [SP] - maximizes UH West O’ahu’s position through leadership, improving differentiation/uniqueeness, and advancing our competitive advantage.

Revenue Generation For FY 23-24, this recommendation will meet UHWO’s budget shortfall in the following way...

Increase student enrollment by 19% or 57 new paying students to UHWO which equates to \$411,264 annually for FY 23 and 24.

Market Interest/History + ROI

The purpose of the Early College Program as proposed by the UH System and Hawai'i DOE and supported in theory by Hawai'i State Legislators is to provide baccalaureate level educational opportunities to secondary school partners who serve low-income youths, first-generation college goers, and students who come from ethnic backgrounds largely underrepresented in higher education. The program also supports the State's educational goal of increasing the amount of adults who hold a college degree to 55% by the year 2025.

While there are logistical costs that the EC Program cannot readily assess (such as the cost of processing paperwork, time involved in meeting about EC, etc.), an MOA between UH System and Hawai'i DOE has Hawai'i DOE public schools paying the UHWO \$2,000 per credit (the MOA expires in 2025). So Hawai'i DOE would be charged \$6,000 to offer a 3-credit college course, which is just enough to cover the cost of most instructors. All other expenses (such as textbooks and supplies) are paid by the DOE school or the students. Thus it would be difficult to fit the program into a "revenue generating" model.

Currently the program is run by 1 full-time faculty member and a .25 APT appointment. Aside from that, there have been no additional costs to promote the program. The mission of the program aligns with many government and charitable organizations, and has generated, and will continue to generate external support (such as grants).

If we were to assess the program's cost, then we can take a look at the Fall 2020 semester (which has been hit the hardest by COVID-19). For the 19 courses offered during Spring 2020, the UHWO recovered approximately \$20,154 (after instructional expenses were removed). The UHWO EC Program has been able to assist Divisions in offering their lecturers courses, especially when their on-campus offerings were cut, and the UHWO was in jeopardy of losing these lecturers.

- a. Based on information provided by the UHWO The program is supported by the State of Hawai'i, UH System, and DOE. Evidence for market interest can be gleaned from increase in enrollment even without grant support (numbers are estimates based on academic records and do not include Summer Programs):
 - i. 2016 to 2017: 170
 - ii. 2017 to 2018: 190
 - iii. 2018 to 2019: 490
 - iv. 2019 to 2020: 590
- b. In order to facilitate enrollment into UHWO, need to strengthen vertically articulated pathways directly tying in the high school academics to our academic disciplines. The UHWO ACM Program has done an excellent job at this, and on the high school end, Kapolei High School is committed to strengthening its bond with UHWO.
- c. I am not sure how this program would fit into an ROI. But it is definitely cheaper than placing ads, and far more effective than traditional outreach in penetrating the community and our feeder high schools

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

UHWO's current investment is 1 full-time faculty member and a .25 APT. Rather than looking for additional resources, the program can expand and increase enrollment into UHWO by creating stronger ties with enrollment services and academic advising. This is already happening, but more greater effort would more than likely reap greater benefits to the campus.

Other Key Information:

*Please note the following numbers and projections are based on estimates taken from available data. As such, the program opted for a more conservative approach to making projections. We can make more accurate projections when there is more time to gather and analyze the data from different sources. Also, the following information pertains to the Early College/Dual Enrollment Program only (and not Running Start).

Recommendation #3: Invest in High Quality Distance Education

Invest in providing high quality distance classes by placing support in teaching pedagogy training, technology and student support.

Objectives for Investment

Recruit a new population of students (neighbor island) through marketing of synchronous hybrid classes with face to face and distance components. This recommendation is projected to increase of **\$49,572 tuition-generated revenue** annually in **FY 23 & 24** due to expected **an additional 22-27 (paying students)** increase in enrollment.

Alignment with Campus & UH system mission and vision as well as strategic and other plans—

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D. Strategic Positioning [SP] - maximizes UH West O‘ahu’s position through leadership, improving differentiation/uniqueness, and advancing our competitive advantage.

Revenue Generation

For FY 23 & 24, this recommendation will meet UHWO’s budget shortfall in the following way...

HPST has had 22 students from UH Maui in this live synchronous format. These are all 3 credit classes. Thus, if one multiples 3 x 22, this accounts for 66 credits. At \$306/credit, this totals **\$20,196 of new student revenue.**

When the higher enrolled classes go to this format, we would expect at least 5 Maui students in each class. Thus, with 2 of these classes per semester (10 students), plus higher level language’s high enrollment with perhaps 5 students in our one semester class (5 students), plus 6 lower enrolled classes that might have 2 UH Maui classes students each (12 students), we anticipate ca. 27 UH Maui students enrolled each semester (could be one student in multiple classes). They would be in 3 credit classes. So multiple 27 x 3, you get 81 credits. At \$306/credit, this amounts to **\$24,786 of potential new revenue per semester** from new students from UH Maui. (This might be a bit high, but we also have Kaua‘i Community College students requesting classes too.)

Market Interest/History + ROI

Difficult to provide hard data (i.e., how many new students will enroll per new tech classroom built), it would behoove our campus to invest in distance learning (professional development, facilities, technology) to attract more students. See below for a concrete example of one program that has adopted the synchronous hybrid model for several of its classes.

Example of a small program (~25 students) that has adopted some of the technology and ideas from this recommendation: Hawaiian-Pacific Studies (HPST) has had a Title III grant to start a BA in HPST and to deliver live classes that are also DE synchronous classes for UHWO and UH Maui students (largely Hawaiian Studies UH Maui) – with students in the classroom and DE at the same time.

Kaua‘i Community College students are requesting classes and UH Maui College has a strong Hawaiian Studies program. There is a long history of UHMC students enrolling at UHWO in the various DE programs we offer. This is no exception.

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

The equipment for delivering the courses through the grant roughly 2 years ago. The total cost was \$60,832.43 (ca. \$61,000). This involved iPads, Apple care packages, adapters, a TV, TV mount/carts, 11 owls, microphone, group video conferencing system, document cameras for closeups, Kaptivo, carts for transporting this to classrooms, carrier bags for the equipment, headsets, extension cords/cables. IT student assistants can cost up to \$3,510 per semester.

Other Key Information:

*Typical budget for student help for a fiscal year is \$120,000. Blended Online/Online Synchronous - CARES funding was used to purchase equipment already. If we want to convert more regular classrooms to broadcast rooms for faculty to broadcast their DE classes, the cost for the current room was roughly \$10,000/room because we would need to purchase a HD camera, tripod, mixer for audio, stage lighting, and wireless microphone. But the biggest over all need is replacing the last 1/3 of faculty laptops/computers. CARES funds have already been used to replace 2/3 of the faculty computers. To replace this last 1/3 will cost about \$200,000 to \$300,000 because each faculty have different computing needs. (Therese Nakadomari)

**Though we are in our infancy of the NC-SARA agreement and there is no indication yet that we'll see an influx of non-resident DE students from California any time soon, the real challenge is recruitment of new freshmen from local high schools in our area and making sure they are aware that we have these high-tech facilities and are innovative in online learning.

Recommendation #4: Enhance UHCC Transfers to UHWO

Enhancing recruitment of transfer students from the UHCCs by creating more articulations with the UHCC's

Objectives for Investment: By offering multiple options for seamless transfer from the UHCCs to UHWO, we are creating more potential for increased enrollment which will result in increased tuition revenue. This recommendation is projected to increase of **\$546,000 to \$826,000 tuition-generated revenue** annually in **FY 23 & 24** due to expected **3%- 5% or an additional 108-163 (paying students)** increase in enrollment.

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Revenue Generation

For FY 23-24, this recommendation will meet UHWO’s budget shortfall in the following way...

- a. Increase Articulation Agreements to Increase Transfers: This would require collaboration between UHWO Academic Affairs and the UH system to determine additional areas where new articulations would make sense and appeal to UHCC students on Oahu and on the neighbor islands. Enhance marketing of articulation programs by improving our social media and web presence by taking advantage of in-house resources (ex. Creative media dept). The process would be the same as has been used in the past to create new articulations (ex. KAP CC AS in Medical Assisting to BAS HIM)
- b. Reduce Recruitment/Marketing Expenses: eliminating outside production expenses (ex. printing publications) and using in-house productions by increasing collaboration among in-house resources such as Creative Media dept, Communications, Enrollment Services to improve public relations (institution image) by enhancing social media.

Market Interest/History + ROI

To offer seamless transfer for UHCC students would help to market UHWO as an institution that offers many options, especially to non-traditional students. While it is difficult to estimate how many additional students may enroll as a result of new articulations, the Enrollment Planning Dashboard shows that increasing the resident student headcount by 1% - 10% results in tuition revenue of approximately \$5,000 per additional student, per year. For example, a 1% increase in enrollment of resident students would result in 53 additional students and \$266,000 additional revenue per year. (\$5,018 per student). Figures are approximate and are based on the Enrollment Planning Dashboard, using the F2020 projection of 3,019, which is slightly higher than the projections for Fall 2021 (3,009), Fall 2022 (3,010), Fall 2023 (3,018) and slightly lower than Fall 2024 (3,044).

2% increase in resident student headcount

An additional **80** students @ an additional \$406,000 in tuition revenue per year (approx \$5,075 per additional student)

3% increase in resident student headcount

An additional **108** students @ an additional \$546,000 in tuition revenue per year (approx \$5,055 per additional student)

5% increase in resident student headcount

An additional **163** students @ an additional \$826,000 in tuition revenue per year (approx \$5,067 per additional student)

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

The equipment for delivering the courses through the grant roughly 2 years ago. The total cost was \$60,832.43 (ca. \$61,000). This involved iPads, Apple care packages, adapters, a TV, TV mount/carts, 11 owls, microphone, group video conferencing system, document cameras for closeups, Kaptivo, carts for transporting this to classrooms, carrier bags for the equipment, headsets, extension cords/cables. IT student assistants can cost up to \$3,510 per semester.

Other Information:

IRAO data (HISTORICAL TABLE OF DEGREES AND CERTIFICATES AWARDED BY COLLEGE) shows that from 2018-19 to 2019-20, degrees awarded from the UHCC;s decreased from 5,210 to 4,818 (-392 students).

For Leeward CC: IRAO data

(HISTORICAL TABLE OF DEGREES AND CERTIFICATES AWARDED BY COLLEGE) shows slight decrease in past 2 years in General & Pre-Prof Ed degrees (AA's and Natural Science AS) awarded by Leeward CC, but steady increase since 2011 in Career & Tech Ed degrees (AS in Teaching, Bus Ed, Food Services, Technology).

Identify and address barriers; improve PR. One Barrier: Miscommunication with the school brand (Online school) Ongoing effort and group

Recommendation #5: Investing in recruitment of students for UHWO as offering a *Transdisciplinary Sustainability Education across the Curriculum.*

Invest in training new generations of youth in transdisciplinary programs in sustainability. Pivot to, scale and overwhelmingly emphasize as one of our value propositions sustainability education and applied research programs that are based on transdisciplinarity, experiential learning, cultural, ethnic and gender diversity, equity, and inclusion.

Objectives for Investment: Given the well documented and growing urgency of current environmental, economic, and societal challenges, we must train new generations of youth in transdisciplinary programs in sustainability. The number of U.S. undergraduate and graduate degree programs focused on sustainability has markedly increased in the past decade. UH is not keeping pace with this growing demand and is thus both losing opportunities to enroll new students and help Hawaii solve complex and interrelated real-world challenges. This recommendation is projected to produce an increase of **\$112,600 tuition-generated revenue** annually in **FY 23 & 24** due to **an additional 200 (paying students)** increase in enrollment.

Alignment with Campus & UH system mission and vision as well as strategic and other plans:

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- D. Strategic Positioning [SP] - maximizes UH West O‘ahu’s position through leadership, improving differentiation/unique, and advancing our competitive advantage.

Revenue Generation

For FY 23-24, this recommendation will meet UHWO’s budget shortfall in the following way...

Consistent with the recommendations of the US National Academies of Sciences, Engineering, and Medicine, UHWO (and the UH System) should pivot to, scale and overwhelmingly emphasize as one of our value propositions sustainability education and applied research programs that are based on transdisciplinarity, experiential learning, cultural, ethnic and gender diversity, equity, and inclusion. Such programming must become one of the emphases (like ASU) of the University of Hawaii System. The system should explicitly state and train future generations of leadership with the core competencies to help Hawaii, the nation and the world achieve the UN SDGs.

ASU School of Sustainability is the first comprehensive degree-granting program of its kind in the United States. With rapidly growing enrollment, ASU School of Sustainability now has over 1,500 (2018) students in their sustainability programs (minor, major and graduate programs) (ASU SoS see min. 6.17). With increased high-quality and scaled national outreach and recruitment, combined with robust support for online and hybrid learning, the UH System and UHWO could capture some of this growing demand and need for higher education in sustainability studies. Show the number of students that ASU generated in three-years to show potential revenue generation. Sustainability certificate. Kamehameha Schools has an MOU with ASU to provide scholarships to Native Hawaiian students to attend ASU’s School of Sustainability <https://scholarships.asu.edu/scholarship/23879> why can’t we keep these students in Hawaii Addresses the need of the state.

Market Interest/History + ROI

National trends for **Sustainability Certificate?** Hawaii Career Explorer Investing in creating a sustainable Hawaii. Effect on Hawaii's economy. Applied programs & transdisciplinary. This topic could also involve certificates, especially low enrolled concentrations. Students are interested in enhancing their bachelor degrees with certificates. There is an 'auwai available through partnership with MAO Farms and LCC. Students enroll at LCC through the MAO program and once they complete their AA there, enroll at UHWO, mostly in SCFS, but some in other majors as well. Most students are interested in sustainability as a baseline.

This recommendation has potential for extramural funding generation due to its focus on sustainability. The national spotlight is concentrated on this issue due to its urgency based on climate change projections and the lack of food system resilience throughout the state of Hawai'i. Grant from Kamehameha School ~\$350K in 2014 leading to tenure-track faculty. Since arrival of that faculty member the extramural funds listed below have been secured. Note: some of these funds have been used to hire two temporary faculty in SCFS who then generated additional funds through tuition revenue.

-2019/21: USDA NIFA ANNH; Hawaii Agriculture Consortium Grant: \$92,918.00

-2018/20: USDA NIFA ANNH; Hawaii Agriculture Consortium Grant: \$102,000.00

-2018/19: Kamehameha School Community Investing; Grant: \$100,000.00

-2017/19: USDA NIFA ANNH; Individual Institution Grant: \$406,000.00

-2017/18: Kamehameha School Community Investing; Grant: \$154,000.00

SCFS program has fluctuated from 25-38 students (\$91,800 - \$139,536) between its establishment in 2015 until the present generating tuition revenue that would otherwise have gone elsewhere.

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

Equipment, additional faculty/staff support. Need a marketing budget to promote the program. With no formal marketing, see student numbers ->

Other Information:

In Hawaii, nationally and internationally - we must increasingly emphasize a clear and compelling option for young people to study integrated and transdisciplinary approaches to advancing and achieving a socially equitable and sustainable human society. This suggestion does not imply, in any way, the reduction or elimination of basic and theoretical sciences and humanities scholarship and teaching, but calls for the integration of diverse fields of knowledge (natural sciences, social sciences, arts and the humanities) into praxis. Such integrative approaches to learning can serve to increase the power and meaning of higher education. Such a recommendation is consistent with the National Science Foundation Advisory Committee for Environmental Research and Education 2003 report Complex Environmental Systems: Synthesis for Earth, Life and Society in the 21st Century, and the recent US National Academies of Sciences, Engineering, and Medicine report entitled Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels.

Recommendation #6: Establish New Programs—Archaeology Field

Marketing the already established UHWO archaeology field school course, available every year. These courses are relevant to the Certificate of Applied Forensic Anthropology. They teach students excavation, mapping, and various related lab methods.

Objectives for Investment:

There are two different populations of people the field school would be marketed toward:

- 1) College students attending colleges in the continental U.S. wanting to travel to Hawai'i for field school training.
- 2) Local professionals such as F.B.I, police, Cultural Resource Management employees, or others such as Department of Defense POW/MIA Accounting Agency personnel who need forensic archaeology training.

This recommendation is projected to increase of **\$22,410 tuition-generated revenue** annually in **FY 23 & 24**.

Alignment with Campus & UH system mission and vision as well as strategic and other plans:
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Revenue Generation

For FY 23 & 24, this recommendation will meet UHWO’s budget shortfall in the following way...

Currently, anthropology has an MOU with Kalaeloa Heritage Foundation that manages Kalaeloa Heritage Park. This would be the ideal location for setting up the field school given that it is written into our MOU. At this location, there are airplane crash sites from WWII and Hawaiian cultural heritage sites.

The Department of Defense POW/MIA Accounting Agency has expressed interest in developing an MOU with us for having their personnel contracted via SNA International to teach as lecturers to assist with teaching a field school at this location. These lecturers would oversee professionals who would work at the crash sites. They would learn the skills of locating and identifying site types, mapping and recording sites, excavating in sensitive areas, and other field methodologies relevant to forensic analysis. There would be two options for working professionals. Either they could take a semester long course or they could receive training on the weekends over the course of 6 weeks and the lecturer would work with Dr. Vacca for running two concurrent field schools at the same site.

Market Interest/History + ROI

All archaeology majors that want to continue on in the field are required to take a field school at some point in their undergraduate or graduate career. For archaeology students that choose to work in Hawai‘i or the Pacific, their options are currently limited.

Maximum Capacity of a field school should not be more than 20 students.

Non-resident students would be charged \$2,935. It would include the following expenses:

- Housing: \$1512/student (summer conference housing at UH Manoa)
- Credits (3): \$1323/student (3 credits, based on Summer 2021 tuition rates)
- Miscellaneous fees: \$100/student (for field paper, journals, consumables)

In-state students would be charged a total of \$1,018. This fee includes the following expenses:

- Credits: \$918/student (3 credits, based on Summer 2021 tuition rates)
- Miscellaneous fees: \$100/student (for consumables)

Students would be responsible for purchasing their own flight to Hawai‘i and transportation on the island would be accomplished through carpooling so no transportation costs will be incurred.

Typically, 10 UHWO students register for ANTH 381, which would leave 10 slots available for non-resident students. The total revenue from resident students per year would be \$10,180. The total revenue from non-resident students per year would be \$29,350. The generated tuition money per year from residents would be \$9,180 and the generated tuition money per year from non-residents would be \$13,230, for a total of \$22,410 tuition dollars per field season,

Total revenue of \$39,530 per year x 3 years=\$118,590

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

Total Cost=\$51,360 (note that \$45,360 of this cost over 3 years will go towards housing at another UH campus so will still generate revenue for the UH system)

Dr. Kirsten Vacca would be overseeing students (both UHWO and from other universities) enrolled in the ANTH 381 Archaeology Field Techniques course. For the first week, students would learn the basics of site recording, mapping, setting up a site for excavation, and excavation techniques which are necessary for all projects. Then Dr. Vacca’s field school students would work at the Native Hawaiian cultural heritage sites, focusing on geoarchaeological skills while personnel would transition to the crash site and focus on forensic techniques.

Room and Board for Non UH Students: Dr. Vacca is planning to look into using student housing facilities at the UH Manoa campus to house out-of-state students using their conference accommodations. Students will be responsible for meals as is customary for field schools (the conference accommodations have kitchens available for meal preparation).

Transportation to and from the field site: Students that live on the island will be responsible for their own transportation to and from the site either via carpooling or rideshare services (the field director will help coordinate to ensure students have reliable transportation). However, students travelling from out of state will be transported via the field director's personal vehicle so no vehicle rental fees will be incurred.

Promotion would consist of advertising through various listservs and university departments, which would cost \$0.

There would not be any additional costs given Dr. Kirsten Vacca, currently UHWO anthropology faculty, would be teaching the course and we acquire supplies through grants. Additional consumable lab supplies needed will be purchased using the field school fees.

The DoD personnel, local police, Cultural Resource Management archaeologists, and FBI are in need of training related to forensic archaeology for knowing how to excavate forensic sites, identify remains and gain knowledge in human osteology, gain familiarity with the decomposition process of decedents, and learn remote sensing techniques for identifying crime scenes, crash sites, and burials.

Other Information:

Recommendation #7: Establish New Programs—Applied Forensic Anthropology

Marketing the already established UHWO archaeology field school course, available every year. These courses are relevant to the Certificate of Applied Forensic Anthropology. They teach students excavation, mapping, and various related lab methods.

Objectives for Investment:

There are two different populations of people the field school would be marketed toward:

- 3) College students attending colleges in the continental U.S. wanting to travel to Hawai'i for field school training.
- 4) Local professionals such as F.B.I, police, Cultural Resource Management employees, or others such as Department of Defense POW/MIA Accounting Agency personnel who need forensic archaeology training.

This recommendation is projected to increase of **\$23,000 tuition-generated revenue** annually in **FY 23 & 24**.

Alignment with Campus & UH system mission and vision as well as strategic and other plans:

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Revenue Generation

For FY 23 & 24, this recommendation will meet UHWO's budget shortfall in the following way...

The DoD personnel, local police, Cultural Resource Management archaeologists, and FBI are in need of training related to forensic archaeology for knowing how to excavate forensic sites, identify remains and gain knowledge in human osteology, gain familiarity with the decomposition process of decedents, and learn remote sensing techniques for identifying crime scenes, crash sites, and burials.

The Department of Defense POW/MIA Accounting Agency has expressed interest in developing an MOU with us for having their personnel contracted via SNA International to teach as lecturers to assist with teaching a field school at this location. These lecturers would oversee professionals who would work at the crash sites. They would learn the skills of locating and identifying site types, mapping and recording sites, excavating in sensitive areas, and other field methodologies relevant to forensic analysis. There would be two options for working professionals. Either they could take a semester long course or they could receive training on the weekends over the course of 6 weeks and the lecturer would work with Dr. Vacca for running two concurrent field schools at the same site.

Market Interest/History + ROI

Maximum Capacity of a field school should not be more than 20 students.

\$1,500 minimum for each working professional student would be charged (the approximate equivalent of the cost of 3 credit hours for non-residents plus materials fee). This would include fees for training and cover the cost of consumable supplies. In addition, a lecturer to lead the forensics portion of the field school would cost approximately \$5,000/summer, or \$250 per student. The total cost per student minus the cost of supplies and the lecturer fee equals \$1,150 of profit per working professional student. Profit per working professional student x 20 equals a total possible revenue of \$23,000 per year.

Note: This needs to be research further. It's quite possible that more could be charged than the minimum amount provided here.

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

Promotional costs should be minimal (\$0). Promotion would mainly consist of advertising it via existing contacts and partners through email.

Total revenue of \$30,000 per year x 3 years=\$90,000

Total Cost=\$21,000 (\$100/student for supplies and \$250/student for a forensics lecturer over 3 years)

Other Information:

Recommendation #8: Invest in raising extramural grants. Hire a part-time to FTE support staff to work with Melissa Saul in the IES on grant writing.

Objectives for Investment: Increase of **\$2-3 million extramural fund-generated revenue** annually in **FY 23 & 24** due to increase output of large government grant applications.

Alignment with Campus & UH system mission and vision as well as strategic and other plans

Yes. Aligns in potentially supporting all aspects of vision and mission.

UH System Strategic Plan

As above

UHWO Strategic Action Plan

As above

A. Optimization Formula [OF] – use of resources on tactics that strategically align with UH System and UH West O'ahu plans and diversify to increase revenue streams?

Estimated ROI for \$50,000 investment in part-time grant writer could generate an additional \$2-3million a year for research and development at UHWO

B. Customer Value Proposition [CVP] - supports educational experiences that enhance the 21st Century learner-leaders through an engaging, dynamic, state-of-the-art collegiate environment.

As above

D. Strategic Positioning [SP] - maximizes UH West O'ahu's position through leadership, improving differentiation/uniqueness, and advancing our competitive advantage?

As above

Revenue Generation For FY 24, this recommendation will meet UHWO’s budget shortfall in the following way...**Estimated ROI for \$50,000 investment in part-time grant writer could generate an additional \$2-3million a year for research and development at UHWO.**

Market Interest/History + ROI

The potential ROI from a capable 1/2-full time grants development person would help drive innovation v. contraction of UHWO around the cash cow class offerings of the university. The recent NSF grants in Natural and health Science was \$3million. In 2015 Melissa got \$10 million Title III grant. SCFS is another example. Albie Miles raised ~200K/year for the last three years and together with Melissa Saul brought in ~2.5m in extramural funding over the last 5-6 years. Some of these funds have been used to hire Elise and Bubba for SCFS who then generated additional funds through tuition revenue.

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:
As above \$50,000 part time hire.

Other Key Information:

This is big money for relatively little investment which can be targeted for UHWO as an innovative indigenous serving institutions training young leaders for a better world.

Appendix—Other Possibilities

Other Possibilities: Increase Course [Seat] Capacities by 10%, except live courses/classes due to space restrictions, by changing campus and system practices and policies.

Objectives for Investment: Increase of \$ _____ **tuition-generated revenue** annually in **FY 23 & 24** due to expected _____% or an additional _____ (paying students) increase in enrollment—(Walter’s note: At this time, it is unclear how this recommendation will generate revenue or decrease costs).

Alignment with Campus & UH system mission and vision as well as strategic and other plans

UH System Strategic Plan

UHWO Strategic Action Plan

- A. Optimization Formula [OF] – use of resources on tactics that strategically align with UH System and UH West O’ahu plans and diversify to increase revenue streams?
- C. Value Chain [VC] – introduction of a concentration without incurring cost while optimizing effort and increasing prosperity?
- D. Strategic Positioning [SP] - maximizes UH West O’ahu’s position through leadership, improving differentiation/uniqueness, and advancing our competitive advantage?

Revenue Generation For FY 24, this recommendation will meet UHWO’s budget shortfall in the following way...

Market Interest/History + ROI

UHWO Investment—personnel, resources, other needs to implement and grow this recommendation:

Other Key Information: