Task Force: Student Success & Student Affairs
Committee Name: First-Year Experiences

Committee Chair(s): Erin Datteri-Saboski, New Student Orientation

Committee Members and Titles: Olga Baron, Center for International Education; Samantha Black, Major Exploration Academic Probation; Jayne Blodgett, Library; Whitney Dyer, Outdoor Pursuits; Karen Eichel, Career Services; Fritz Fitsimmons, History Faculty; Sherri Frye, EMSA; Anna Gay, Office of Student Life; Mel Lafferty, Graduate Student; Geri Landwehr, Bursar; Penny Mascarenas, Cumbres; Susannah Moore, Graduate Student; Chris Perkins, Housing & Residential Education; Angela Vaughan, University 101; Kim Wilcox, Counseling

Date: 11/30/18

There are several recommendations from the First-Year Experiences Task Force in the following pages.

The following is a summary of the topics covered and page numbers to refer:

Academic Learning Communities

Summary of Recommendations – Provide your committee's recommendations in a numbered list in the space below.

Justification for the Plan

To aid retention and improve the sense of belonging to the UNC community for UNC freshmen we propose bringing back freshman learning communities taught by faculty members. The national literature on effective high impact practices for first year students clearly supports the utilization of Learning Communities to improve retention, student engagement and student learning. Good practice in undergraduate education requires student-faculty contact, cooperation among students and communicates high expectations (Laufgraben, "Building Learning Communities" in Improving the First Year of College). Faculty led and organized learning communities will accomplish all of these goals, and at a minimal cost.

The proposed Learning Communities are specifically designed to support a number of UNC Institutional Learning Outcomes. Bringing together first-year students in a Learning Community will "Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own" (Learning Outcome 2a). Asking students to connect ideas from a number of LAC courses will "Apply multidisciplinary perspectives to gain new insights into issues and concepts" (Learning Outcome 3a). And integrating the LAC courses while also meeting outside of class on a monthly basis will "Connect experiences in and out of the classroom" (Learning Outcome 3d).

Structure of the Plan

We propose creating Learning Communities based on groupings of three courses, with each grouping bringing together two related LAC courses alongside a section of ENG 122, College Composition. Each grouping would be developed by the participating departments. No new or specifically designed courses are necessary and no new faculty hiring would be required since we will bring together already existing courses. Faculty will volunteer to participate in the Learning Communities and participation will count as part of faculty service responsibilities. UNC experience with a similar program in the past indicates a strong likelihood for full faculty buy-in for this program.

We propose to begin by offering up to 15 groupings of three courses. Each link will enroll 25 students for a total of 375 students. This number derives from the capacity of ENG 122 sections taught by full-time faculty. Our goal is to recruit students from the "great middle" of the freshman class. Many will have yet to decide on a major and will not be entirely clear on the purpose and focus of a university liberal arts education. Others will have declared majors and will appreciate the ease of registering for a pre-set course schedule of required classes offered during prime times. We believe these are students who might be most likely to leave the university due to a lack of connection to faculty and other students.

Students would register for the courses as a group. Each group of 25 students would fill a single ENG 122 section and then would be mixed in with other students in the regular LAC classes typically capped at 65. This model was used successfully for at least a decade at UNC.

This program will guarantee students seats in high demand LAC courses. It will also provide students with a better understanding of the relationship of courses in a Liberal Arts Curriculum. Since most of the courses (including the ENG 122 courses) in the LAC are offered in HSS, HSS will take the organizational lead for the program. However, we envision faculty and students from all colleges participating in the Learning Community program.

The groupings would each cover a broad theme and focus on the big questions central to a liberal arts education. Faculty will coordinate their syllabi in order to stagger course assignments and connect student learning outcomes in the three courses. This will improve student time management and provide opportunities for students to appreciate the interdependence of courses in the LAC curriculum.

Faculty teaching these grouped courses will work together to craft two or three outings/activities with the students outside of normal class times, creating a connection between full-time faculty and the students. This supports the institutional learning outcomes discussed earlier and will increase both student connectedness to UNC as an academic institution and faculty understanding and appreciation of our students.

Faculty in the Learning Communities will also work to build stronger relationships with this cohort of students. Such relationships will allow for identification and intervention with students in danger of earning a low gpa. A low UNC Fall gpa is one of the leading indicators of risk of students not returning to UNC in the Spring, according to the Stayers and Leavers report (8, 12).

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.
1. In what ways do these recommendations align with the guiding principles for all task force committees?
This aligns with the first principle that promotes academic progression and student success.

2. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.
   - Obtain agreement from faculty to volunteer for the program. UNC has successful experience with faculty buy-in with this sort of system in the Cluster system from two decades ago.
   - Obtain agreement from NSO staff to include marketing for the LC during NSO, including providing a table at every NSO to sign-up students (who will then be released into the links during the break before registration.)
   - Obtain agreement from administrative offices that coordinate new student enrollment, such as the Registrar, to support the program. This would require a system for registration and retention for students in the course groupings.
   - Obtain agreement from the Office of Assessment to help administer the assessments for the program (See such agreement in the recommendations from Kim Black below)
   - Fund the program: The dollar cost for the program will be minimal. Funding for a Faculty Coordinator 10 hours per week during the Fall and Spring Semester and 10 hours per week during the summer registration period in order to coordinate the creation of the links, monitor enrollment of each course, and coordinate faculty meetings and outings. Based on prior experience, the work involved in administering such a program is too much to be covered within a traditional faculty service assignment. This could take the form of a course release each

semester along with summer payment. In some (but not all) cases, a course release might require hiring of an adjunct replacement.

- o Hire a Coordinator: Because most of the courses involved in the Learning Communities will be LAC courses from HSS, the Dean of HSS will chose the Director of the Program from the HSS faculty and assign the administrative duties for the program to a current admin in HSS.
- o Funding for admin help and faculty/student activities (for example, pizza and soda or the rental of a movie).

Given the above, the total additional cost for this program would not exceed $10,000 per year and would in all likelihood be closer to approximately $7,000. In relation to retention, and in cost/benefit terms, this means that if the program helps in the retention of just 2 students, the program will be a financial benefit to the University (using the numbers provided by Vice President Quinn in the "Budget 101 Workshop")

3. How would implementation of these recommendations improve existing programs and services?

4. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

N/A

5. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?

6. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Assessment:

The Coordinator of the Learning Communities project will, with the support of the Director of Assessment and Faculty Assessment Fellows, develop and implement a program of assessment for the Learning Communities. As stated above, goals for the program include improve the following:

1. Improved fall to spring and fall to fall freshman retention.
2. Improved 4 and 6-year graduation rates.
3. Improved student understanding of the purpose of the UNC liberal arts core specifically and a liberal arts education in general. This will be measured by student evaluation and exit surveys.
4. Improved student engagement with UNC faculty. This will be measured by student evaluation and exit surveys and will be compared with "control groups" of students not participating in the Learning Communities Project.
5. Improved student appreciation for UNC as a community and an improved feeling of student connection to the diverse community of their fellow students. This will be measured by student evaluation and exit surveys and will be compared with "control groups" of students not participating in the Learning Communities Project.

6.   Improved UNC faculty engagement with students and improved faculty appreciation for UNC as a community. This will be measured by evaluation and exit surveys completed by faculty and will be compared with "control groups" of faculty not participating in the Learning Communities Project.

The Assessment Office has provided the following information on how, specifically, they would participate in this assessment:

The Assessment Office would be able to provide support for some of the assessment activities you describe if this project moves forward, but I would not have the capacity to support all aspects of the assessment plan as outlined in the proposal. I've described the ways I could support this proposal with existing human resources below:

1.   The Assessment Office is able to support the project's assessment and evaluation by working with the Learning Communities Project Coordinator and the Office of Institutional Reporting and Analysis Services (IRAS) to complete the following activities:
   a.   Develop reports/dashboards for tracking participation data disaggregated by student characteristics (first generation students, students of color, student major – including exploring students, gender, etc.).
   b.   Develop institutional reports/dashboards for tracking student success outcomes including retention and graduation rates overall and disaggregated by student characteristics.
   c.   Develop institutional reports/dashboards for comparing participant and non-participant characteristics and outcomes.
   d.   The Project Coordinator would be responsible for monitoring and analyzing the data generated by these reports once they are established.
2.   The Assessment Office is able to support the project's assessment and evaluation by working with the Learning Communities Project Coordinator on the following activities:
   a.   Provide reports using existing institutional surveys (HERI, CIRP, NSSE) that include measures of student engagement, student/faculty interactions, student belonging, faculty engagement, and faculty connection to UNC. Reports from these surveys can be disaggregated by participants/non-participants.
   b.   Assist in the development and validation of additional surveys as needed for assessment data not available through existing surveys. The Learning Communities Project Coordinator would be responsible for data collection and analysis of these additional surveys once they are developed.

Financial Success

Summary of Recommendations – Provide your committee's recommendations in a numbered list in the space below.
1. Financial nudges
2. Financial literacy programming

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.
1. In what ways do these recommendations align with the guiding principles for all task force committees?

Financial success programs will promote the academic progression and success of first generation and other underrepresented groups and students who don't belong to these programs. Financial stress and student loan debt contributes to an increased likelihood of discontinuing college (Britt, Allen Ammerman, Barrett, & Jones, 2017). Early intervention is essential in helping students manage their financial situation and persist to graduation.

2. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.

The Bursar's office and Financial Aid has the capability to send out mass texts and emails through our Touchnet and Campus Logic software, without extra cost.

Financial literacy programming would require a graduate assistant to implement and manage the program. There is precedence for a financial literacy graduate assistantship, however, funding was withdrawn and we are requesting it be reinstated. The financial literacy program, e.g., MVP Finance, would be free of cost. Utilizing existing resources, workshops will be offered through collaborations with MCB faculty and community partners.

3. How would implementation of these recommendations improve existing programs and services?

Financial Aid has already sent financial nudges for completing the FAFSA, verification and follow up but they have not coordinated these with the students who still owe a balance. Text messages have been very helpful as this generation of students respond better to texts than emails. The Bursar's is coordinating with New Student Orientation and IM&T to obtain approval from students to receive texts at the point of registration.

4. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

N/A

5. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?

Financial Aid and Bursar's will be responsible. Geri Landwehr, Bursar/Accounts Receivable Manager, is a member of the Task Force, and Marty Somero, OFA Director, has been consulted.

6. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC

is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Action Plan (add lines as needed)

Recommendation 1: Financial nudges		
Performance Metric(s): Students who owe more than the $200 threshold that prevents registration, didn't complete a FAFSA, were awarded aid but didn't accept it, those who still have available aid that wasn't accepted, and those who have accepted all of their aid and still owe a balance		
Action	Responsibility	Short or Long Term
Obtain approval to send text messages	OFA, Bursar's, NSO, IM&T	Short Term
Reporting on performance metrics	OFA, Bursar's, IRAS	Long Term
Financial nudges	OFA, Bursar's	Long Term
Recommendation 2: Financial literacy programming		
Performance Metric(s): Pre and post assessments on financial literacy		
Action	Responsibility	Short or Long Term
Hire graduate assistant	OFA, Graduate School	Short Term
Research and select financial literacy program	OFA	Short Term
Implement and assess financial literacy program	OFA	Long Term

Mental Health

Summary of Recommendations – Provide your committee's recommendations in a numbered list in the space below.

Work to meet current student mental health demand. UNC has a significant amount of data currently from HRE, PD, DOS, and Academic support/Advising, NCHA, Prevention Education along with the increase in Utilization seen by both the Counseling Center and the Assault Survivors Advocacy Program. (During 2018 NSO, an optional Mental Health breakout session was offered at 8am and it was attended by 735 incoming first-year students and support individuals out of 1,976 first-year students)

A. Address inadequate staffing at both the Counseling Center and the Assault Survivors Advocacy Program.

Current searches fail to generate applicants some hypothesis for this include:
- Salary to cost of living ratio is not sufficient for required credentials compared to postings of similar university positions in the Colorado area
- Acuity is at an all-time high and compensation does not reflect in the added liability and risk associated with the work
- Private Practice is far more lucrative and carries less liability/risk

Staffing for the ASAP program has not seen an increase since its inception, in actuality it has gone through a decrease in overall FTE. As the program has seen significant increases in usage staffing has remained stagnant.

B. Provide faculty and staff with training on mental health

Look at providing training for professional staff and faculty to help students with appropriate transitional and emotional challenges. Mentor staff and faculty to support students in a way that is active not reactive using motivational interviewing, coaching, active listening, validation skills and referring to appropriate resources. Evaluate and consider integrating mental health related resources into the curriculum to fit the institutional direction of a holistic or integrated learning approach.

C. With the increase in mental health needs occurring for all students, work to address both students on-campus and our online and abroad students with web-based applications, online resources and support.

We are looking at outsourcing these programs with HIPAA compliant options.

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.
7. In what ways do these recommendations align with the guiding principles for all task force committees?
This aligns with the first principle that promotes academic progression and student success.

8. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.
   - First line responders are trained to provide efficient, appropriate and compassionate support
   - Resources are accessible and well understood by campus constituents
   - Gen Z research supports their desire for mental health resources which lead to institution satisfaction (retention)
   - Prevention saves money overall

9. How would implementation of these recommendations improve existing programs and services?
It is important we have campus experts from the Counseling Center, Assault Survivor Advocacy Program and Prevention Education weighing in on UNC decisions and providing consultation and guidance to campus on mental health concerns as we further invest in training and resources for students, faculty and staff about specific mental health, gender violence advocacy and prevention outreach. Without this expertise, decisions may be executed without all the necessary data points for informed services.

10. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?
It is important the appropriate professional staff be at the table when decisions regarding the specialized areas of concern area addressed.

11. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?
Counseling Center
ASAP
Prevention Education

All of the above areas have been consulted.

12. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Assessment strategies can be pre and post training learning assessment for both students receiving information and all trainees. To evaluate faculty and staff who provide training an expertise assessment tool could be utilized along with appropriate performance review/evaluation processes (Swanson & Holton, 1999). The Counseling Center and Office of Assessment can partner on data collection and assessment.

Swanson, R. A., & Holton, E. (1999). Results: How to assess performance, learning, and perceptions in organizations. San Francisco: Berrett-Koehler.

Sense of Belonging

Summary of Recommendations – Provide your committee's recommendations in a numbered list in the space below.

Sense of Belonging Overview:

A student's sense of belonging, as defined by Hurtado and Carter (1997), is their psychological sense of identification and affiliation with the campus community. This has been researched by various individuals including Tinto's student integration model as well as Astin's model of student involvement. Much of the research outlines how important it is to help students integrate with the campus community and become involved with campus life. Kane, Chalcraft, and Volpe's (2014) research indicated that early engagement through induction and early engagement with extracurricular activities were factors in helping students transition and aided in their sense of belonging. Many researchers have found that a student's sense of belonging correlated, in some capacity, to a student's retention to the university. Kane, Chalcraft, and Volpe agree with this finding and indicated that students who do not develop a sense of belonging are more likely to feel disconnected from the university environment and are more prone to leaving the university.

Hurtado, S., & Carter, D.F. (1997). Effects of college transition and perceptions of the campus racial climate on latino college students' sense of belonging. Sociology of Education. 70, 324-345.
Kane, S., Chalcraft, D., & Volpe, G. (2014). Notions of belonging: First year, first semester higher education students enrolled on business or economics degree programmes. The International Journal of Management Education. Vol 12. Iss. 2. 193-201.

As a result of this understanding, the first-year experiences committee recommends three initiatives to help improve student's feeling of sense of belonging.
- A. **Peer Transition Support**
- B. **Inter-Departmental Programming Committee**
- C. **Bear Pride Fridays**

A. Peer Transition Support:

As the literature shows, a sense of belonging or connection to campus is a critical factor in student retention. The New Student Orientation (NSO) model at UNC creates an environment that specifically focuses on sense of belonging. We hire and train a summer full-time contingent of around 24 student staff. They are intentionally representative of the campus population and are well-prepared for their role interacting with both students and parents/support people. NSO spends just over 100 hours training the peer leaders for their roles. An Orientation Leader (OL) facilitates this sense of belonging with a small group of ten students at each orientation and spends an average of 18 hours each session with students, including shared meals and a limited amount of unstructured social time.
As evidenced by assessment data that is collected during the program, NSO is very successful in providing students with a supportive and positive environment during orientation. During the fall semester, NSO continues to employ Orientation Leaders by having them work one hour per week creating timely and relevant emails supporting student transition and responding to students when they have questions. The content of these emails is created from a wide range of campus partners, as well as national research on the student transition, and they include events and deadlines to help students better understand the campus and academic communities. These emails also continue the connection

made between the OL and the small group they worked with during orientation. NSO completes assessment data annually and consistently 76% of students indicate they read some or all of the emails. We know that this response rate happens because of the peer-to-peer relationship that was created during the summer and is being continued digitally.

As the campus climate report indicated, more needs to be done to give students a greater sense of belonging and connection. We are proposing that the transition program is expanded to allow OLs to work 3 hours per week. Using this method, the student staff would continue the email transition work and could add social support to help students feel comfortable getting connected elsewhere on campus. The OL would be asked to invite their students to join them in activities including, but certainly not limited to: the dining hall for dinner, to go to a sporting or campus event, or meet up at Michener Library for studying. We also suggest that they support the events sponsored by any of the student clubs and orgs or campus departments. It would be easy to connect to the new Inter-Departmental Programming Committee as described below. The outcome would be to support first-year students in finding their community on campus that is not connected to the OL. The student staff would be the delivery mechanism to make the first semester transition less intimidating. NSO could create digital communication options from student staff to the students who were in their small group in a myriad of ways to help encourage attendance (email, Instagram, GroupMe, etc.).

These in-person options would serve to support new students by capitalizing on a formally established group, meaning students would have to opt-out of their connection to their group from the summer instead of hoping they will opt-in to attendance at the various campus events at the start of the fall. We know that some students are fearful to go somewhere alone and choose not to leave their room. This would support students' initial sense of belonging on campus. We have already established a peer mentor relationship during the summer, so it would be a natural progression to continue that work in the fall semester. It would offer an opportunity for students to be reached in a personal way to help combat feelings of isolation and homesickness during their first semester on campus. This would be provided as a transitional support. The NSO student staff would help new students be willing to reach out and find community in the plethora of options across campus. The student staff goal would be to serve as a conduit of facilitating relationships between new students, not reliant on the Orientation Leader.

Performance Metrics: Orientation Leaders would be required to collect data about the students with whom they are meeting. NSO would do an outreach at the end of the semester in an email survey and a phone call to ask students about the effectiveness of the practice. We would also compare attendance at the major campus events from years' prior with attendance after this transition support.

B. Inter-Departmental Programming Committee:
Rationale:
Exit data shows that students who leave UNC cite a lack of on-campus and community social activities as a reason for leaving. However, UNC departments are consistently putting on programs almost every day of the week. This suggest that students are not aware of programs or they are not seeing programs that appeal to their interests.

A programming committee would allow campus partners to coordinate programs in order to reduce duplication of events, share data to improve the appeal to students, and ensure that programs are

offered every weekend to help keep student on campus. Additionally, having a committee that convenes regularly would allow UNC to develop a cohesive strategy for marketing programs to students and reduce the amount of time staff spend meeting individually to collaborate on programs. It is important to note that the goal of creating this committee is not to dictate the content of programs, but rather to streamline communication between different offices.

Desired outcomes:
- Increase student awareness of weekend programs (event planner & University Relations)
- Foster sense of belonging by keeping first year students on campus (connect to UNC and UNC peers vs. going home or visiting other institutions)
- Increase attendance by reducing duplication (i.e. avoid having two high impact events at same time)
- Increase communication between departments about who is attending/not attending and tailor programs in response to trends

Immediate action steps:
We propose setting up the committee during spring 2019 as many departments plan their programs up to a full year in advance. The resources needed to set up the committee are administrative staff time (anticipated 6 hours monthly) and professional or graduate assistant staff time to attend meetings (anticipated 3 hours monthly). To avoid overburdening staff, we recommend that the committee meet monthly for three hours and, if a member is unable to attend, they find another person to attend in their place.

We recommend that at least the following offices send a representative to each committee meeting: Housing and Residential Education, Office of Student Life, Campus Recreation, New Student Orientation, Conference & Events Services, Center for Peer Education and Prevention Education, Libraries, University Relations, Student Senate, Asian/Pacific American Student Services, Center for Women's & Gender Equity / Stryker Institute for Leadership Development, César Chávez Cultural Center, Gender & Sexuality Resource Center, Marcus Garvey Cultural Center, Native American Student Services, and Veteran Services.

Initial efforts of the committee should focus on creating a shared calendar and, through mutual agreement, schedule events to align with major campus event (e.g. move-in, midterms) and get best possible coverage of weekends. The committee should also develop a common method for tracking and reporting student attendance at programs. Ongoing efforts may focus on aligning programs between departments, developing common marketing materials for themed events (e.g. mental health awareness week), and sharing program data.

Long-term action steps:
When institutional resources are available, purchase a common engagement tracking system to collect demographic data rather than just examining the number of attendees at event. The costs for this will vary depending on technology purchase. One option is to purchase magnetic stripe readers and tablets to have students "swipe in" at events. This would cost between $4,000 and $6,000 depending on which units are purchased. This option would involve a significant amount of staff time because data would have to be manually transferred to the Office of Assessment to be processed and analyzed.
A second option, favored by this subcommittee, is to purchase an institutional license for an engagement tracker such as Campus Labs or Presence. The estimated cost for this is $20,000 - $25,000

annually. However, these services may be able to replace other programs UNC is already paying for as they can perform the same functions.

Performance metrics and assessment:
Because UNC does not currently track event attendance in a centralized manner, the committee would use the first year to gather baseline attendance data. At the end of the academic year committee members, with input from students, would then develop recommendations and attendance goals for the following year.

C. Bear Pride Fridays

Rationale:
Rationale: Bear Pride Fridays present an opportunity to increase students "sense of place" and attachment to the University. Currently, student awareness of and participation in Bear Prides Fridays is low. We recommend coordinating a regular, informal Friday event and Friday discount program. By creating a formal structure to support Bear Pride Fridays, we believe student awareness of this tradition will grow and, in turn, students will feel a greater sense of connection to UNC

Desired outcomes:
- Increase affinity between first year students and the university
- Increase student awareness and use of UNC services
- Increase student awareness of involvement opportunities at UNC
- Build campus tradition that will eventually sustain itself year to year

Immediate action steps:
1) Coordinate a Friday discount program for on campus vendors (e.g. 10% an Einstein's bagel or 20% off UNC gear at the bookstore). Student staff within the Office of Student Life (OSL) could start planning the program as early as Spring 2019 and would be able to implement it fully by the start of Fall 2019. OSL student staff could coordinate the discount program during their normal office hours, so there would be no additional cost for staff time. The only costs associate with this recommendation are marketing the program (estimated cost of $400 for flyers and inserts for orientation bags).

2) Coordinate a weekly event on Fridays to build awareness of the tradition and to provide an additional platform to market UNC services and involvement opportunities. We propose that campus offices and recognized student organizations be invited to "host" each Friday. Each host can highlight their services or group, increasing student awareness of resources and involvement opportunities. OSL student staff will coordinate the schedule and send reminders to groups to ensure people show up.

   We recommend that each group personalize their event, but the Office of Student Life can supplement what each group brings with our collection of games (e.g. Jenga, Bag toss) and activities (e.g. prize spin wheel, photo booth props). OSL student staff could do the bulk of the planning and scheduling for these events during their normal office hours, so there would be no additional cost for staff time.

3) At Fall 2019 Convocation, we suggest changing the t-shirt that is distributed to all incoming students that say something to the effect of "On Fridays we wear Blue & Gold" to signal that UNC has a Friday tradition.

Performance metrics and assessment:
- Attendance at the Friday events
- Increased use of the University Center and Campus Commons campus vendors
- Campus office and student organizations feedback about their events

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.

13. In what ways do these recommendations align with the guiding principles for all task force committees?

Sense of belonging research indicates these efforts directly benefit retention and ultimately graduation.

14. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.
   a. **Peer Transition Support**
      A.   There is a cost associated with the expansion of services, primarily funding the additional hours for student workers and a graduate student who would help support the delivery and data collection that would occur in the fall and the assessment, preparation and training that would occur in the spring.
      B. Additional OL pay = $13,500 and Half-time Graduate Assistant = $13,000. Total $26,500
      C. Funding source: Students pay a New Student Success fee of $250 for their first term at UNC. This fee has not changed since 2015 and if we raised it by about 3.5%, or $9 per person, that would cover the cost of this additional programming.
   b. **Inter-Departmental Programming Committee**
      A.   No initial additional costs other than staff time of 3-6 hours per month.
      B. Long term recommendation is to purchase a software that can track attendance at all campus events, costing up to $25,000.
   c. **Bear Pride Fridays**
      A. $400 for flyers and other advertisement. No additional costs except student staff time in the Office of Student Life.

15. How would implementation of these recommendations improve existing programs and services?
   a. **Peer Transition Support** – Early iterations of this program are in progress as Orientation Leaders communicate by email to the students who were in their Orientation group. The success of this initial program is why we suggest furthering this opportunity.
   b. **Inter-Departmental Programming Committee** – This initiative is improving student awareness and departmental collaboration on the existing programs.
   c. **Bear Pride Fridays** – This could have similar marketing and awareness benefits.

16. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

N/A

17. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?
    a. **Peer Transition Support** – New Student Orientation would coordinate, yes.
    b. **Inter-Departmental Programming Committee** – Office of Student Life would coordinate, yes.
    c. **Bear Pride Fridays** – Office of Student Life would coordinate, yes.

18. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Action Plan (add lines as needed)

Recommendation 1: Peer Transition Support		
Performance Metric(s): Student staff collect data about who they meet and what they do, email/phone call outreach at the end of the semester, attendance at campus events		
Action	Responsibility	Short or Long Term
Increase in Student Success Fee by 3.6%	Director of NSO	Short
Framework of meet-up options and assessment practices	NSO staff	Short
Job description creation and updates	NSO staff	Short
Recommendation 2: Inter-Departmental Programming Committee		
Performance Metric(s): Attendance data		
Action	Responsibility	Short or Long Term
Set up committee with representatives from strategically requested and open volunteered departments and student organizations	Student Life staff	Short
Create a shared calendar of events	Committee members	Short and Long
Create method for tracking and reporting student attendance	Committee members	Short and Long
Develop common marketing options that are student friendly	UR, Student Life Marketing Specialist, committee members	Short and Long
Recommendation 3: Bear Pride Fridays		
Performance Metric(s): Attendance data, use of University Center and Campus Commons vendors, feedback from campus offices and student organizations		
Action	Responsibility	Short or Long Term
Coordinate Friday discount program for on campus vendors	Student Life staff	Short
Coordinate weekly event on Fridays	Student Life staff, committee members	Short and Long
Update the convocation t-shirt to reflect the Bear Pride Friday message	Student Life staff, UR	Short

Student Employment

Summary of Recommendations – Provide your committee's recommendations in a numbered list in the space below.

According to the 2018 Summary of Undergraduate Students by Student Employment (table below), 23.2% of UNC students worked on campus during the 2017-2018 fiscal year. Students who worked on campus showed .29 higher GPA than students who did not work on campus. We know on-campus employment indicates a difference in GPA and want to further this benefit to students by being implemented as a High Impact Practice (HIP). In order to accomplish this, a uniform training program for all student supervisors needs to be developed that will focus on: identifying student learning outcomes; implementing hiring protocols; overseeing intentional management of students that is closely linked to the campus ILOs; ensuring alignment with national ethical and legal issues; and assessing on campus employment as an HIP.

Summary of Undergraduate Students by Student Employment Status
Fiscal Year 2017-18

		Student Employee		Not Student Employee		All Students	
		Count	Avg GPA	Count	Avg GPA	Count	Avg GPA
Student Employment	Yes	2,132	3.18			2,132	3.18
	No			9,189	2.89	9,189	2.89
Work Study	Yes	692	3.10			692	3.10
	No	1,440	3.21	9,189	2.89	10,629	2.93
First Generation	Yes	920	3.05	3,459	2.83	4,379	2.88
	No	1,212	3.27	5,730	2.92	6,942	2.98
Underrepresented Minority	Yes	695	2.97	2,382	2.63	3,077	2.71
	No	1,437	3.27	6,807	2.98	8,244	3.03
First Generation and Underrepresented Minority	Yes	488	2.95	1,517	2.59	2,005	2.67
	No	1,644	3.24	7,672	2.95	9,316	3.00

Note: Student employees received pay for a position beginning with SH or SS (student hourly/student salary).

Created by Finance and Administration/mdj
Date run: 10/12/2018

We also endorse the their recommendations made by the Active Learning group for the organization of work-study into a suite of active learning activities that students may experience by the time they have graduated

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.
19. In what ways do these recommendations align with the guiding principles for all task force committees?
   - These recommendations align with the guiding principles of claiming intentionally as our mission the education of first generation and other underrepresented groups, ensuring that every student graduates with a significant co-curricular learning experience, and supports social mobility, post degree outcomes and career readiness.

These recommendations also aligns with UNC's Institutional Learning Outcomes.

20. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.

First, a working group, including representatives from Financial Aid, Human Resources, and Career Services as well as larger student employers and interested parties who serves as role models for on campus student employment, will be charged with developing a more robust training program for student supervisors to ensure student workers are having a similar experience even if the work they are doing is very different.

Second, this same group will also develop clear outcomes for student workers that can be assessed. We recommend using the career readiness competencies recommended by the National Association of Colleges and Employers (NACE). These competencies are critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. While these competencies provide a framework, the working group will need to determine how they should be implemented across campus. The group could also recommend another list of competencies or assessment methods.

Recommendation for International Students: On-campus employment eligibility plays an important role for international students to pursue academic studies at UNC and is a benefit of their immigration status in the US. As such, international student employment must follow extensive federal immigration regulations where employment for certain visa holders must be endorsed in advance and closely monitored by appropriate, professional and well trained staff.   Currently, a high number of international students are employed on campus in various capacities in the Dining Services, Libraries, Campus Recreation, etc. CIE supports the need for a centralized and professional student employment management approach on campus as a significant factor in the institutional ability to meet and maintain US federal immigration compliance. International students are at high risk of falling out of status for unauthorized employment activities without proper documentation, prior authorization and inadequate immigration advising. A proposal to fill the international advisor position is currently under review in the Provost's Office as part of a broader UNC Internationalization Strategy and we further support this proposal.

21. How would implementation of these recommendations improve existing programs and services?

A new training program for student supervisors will create more uniformity in the student employment experience. This means that whether you are working in a department with one student worker or a large unit with dozens of workers, the experience will be similar. This is not just good for the students, who will be able to clearly understand the role of campus employment to their own personal and professional development, it will allow UNC to create an employment system that is assessable. Many students have employment that is crucial to the work of the university, but they may not be able to articulate to employers how that work made them ready for their career. By having a list of competencies to refer to, student supervisors can help their student employees better understand how their job is preparing them for the future.

CIE would be responsible for implementation of these requirements as the custodian of immigration compliance on behalf of UNC. Lack of appropriate staffing, specifically a full time international advisor position, exposes the university to a high level of risk for non-compliance. Again, we support the proposal to fill the international advisor position.

22. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

None

23. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?

Financial Aid, Human Resources and Career Services have been consulted and are willing to help. Other parties have not been contacted at this point in time.

24. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Implementation would begin in the short term.

Action Plan (add lines as needed)

Recommendation 1: Working Group for on-campus employment		
Performance Metric(s): Working group will determine additional metrics. Initial recommendations including the creation of a uniform training program for all on-campus employers and supervisors, and development of clear outcomes for student workers to be assess.		
Action	Responsibility	Short or Long Term
Set up working group including representatives from Financial Aid, Human Resources, and Career Services as well as larger student employers and interested parties who serves as role models for on campus student employment.	Financial Aid, Human Resources, and Career Services as well as larger student employers and interested parties who serves as role models for on campus student employment. Monthly meetings.	Short and Long
Develop a uniform training program for all student supervisors and determine how it should be implemented across campus.	Develop a uniform training program for all student supervisors that will focus on: identifying student learning outcomes; implementing hiring protocols; overseeing intentional management of students that is closely linked to the campus ILOs; ensuring alignment with national ethical and legal issues; and assessing on campus employment as an HIP.	Short and Long
Develop clear outcomes for student workers that can be assessed.	Working group will develop outcomes.	Short and Long

University 101

<u>Summary of Recommendations</u> – Provide your committee's recommendations in a numbered list in the space below.

- See Appendix UNIV 101 for program details and data for recommendations.
- UNIV 101 Recommendation 1 – Immediate (Resources required $4500; Revenue saved $557K per year)
  - Require all exploring/undeclared students (70% vs 56% one-year persistence for UNIV 101 participants) and students who earned a HS GPA of less than or equal to 2.75 (68% vs 52% one-year persistence for UNIV 101 participants) to take UNIV 101.
  - Provide $4500 to fully fund a Class Leader for every section of UNIV 101 (0.4 first-term GPA difference and 10% retention differences for students with CLs), see Appendix Peer Mentor Manuscript.
- UNIV 101 Recommendation 2 – When resources are available (Resources required $33K; Revenue saved $831K per year)
  - Require all exploring/undeclared students and students who earned a HS GPA of less than 3.00 (70% vs 53% one-year persistence for UNIV 101 participants) to take UNIV 101.
  - Provide $5500 to fully fund a Class Leader for every section of UNIV 101.
- UNIV 101 Recommendation 3 – Immediate
  - Provide program facilities/offices. Currently the program director is borrowing an office from another unit and 22 instructors and class leaders share two small offices. Program has no storage or program space.
- UNIV 101 Recommendation 4 – When resources are available (Resources required $114K or $154K)
  - Require students who earn less than a 2.0 in their first semester and are on academic probation to participate in UNIV 101 in their spring semester.
- UNIV 101 Recommendation 5 – When resources are available (Resources required $6806 per semester)
  - Provide a specific UNIV 101 section to support entering international students, replacing the current CIE101 course.
  - Update all dual degree cohorts from partner universities to include participation in UNIV101 to ensure successful program successful program completion
  - International students with conditional admission (undergraduate) to the university who successfully complete Intensive English Program will be required to enroll in Univ101 course as a pathway to support their transition to academic programs at UNC. Univ101 becomes a requirement for full academic admission to the university and must be taken by every international or domestic student matriculating from IEP into any UNC academic program.
- UNIV 101 Recommendation 6 – When personnel resources are available
  - Partnering with extended studies adapt UNIV 101 curriculum to online platforms for students who will be completing their education *completely* online.
- UNIV 101 Recommendation 7 – When personnel resources are available

- o Partner with financial aid and the bursar's office to create an online canvas module to provide students access to critical financial information and education. This module would be similar to how UNIV 101 currently provides access to the Community Engaged Learning Portal.

<u>Detailed Discussion of Recommendations</u> – Type your responses to the questions below in the space provided. You may add space as needed.

25. In what ways do these recommendations align with the guiding principles for all task force committees?
    a. The UNIV 101 program currently aligns with the Task Force guiding principles and each of the institutional learning outcomes.
        A. The program has successfully served underrepresented groups (e.g., 50% of current participants are first-generation and approximately 40% are students of color) on this campus and have helped them achieve significantly higher GPAs and higher short- and long-term retention. Providing opportunities to serve more students will only increase student success for these groups.
        B. The UNIV 101 syllabus aligns very closely with the institutional learning outcomes (see Appendix Fall 2018 Sample UNIV 101 Syllabus and Appendix LAC UNIV 101 Request). Although #4 is specific to program of study, UNIV 101 supports the development of transferrable skills (e.g., communication, critical thinking, etc.) that supports student success within their programs of study.
        C. Performance metrics are currently gathered and assessed on a continuous basis. First-term GPA, and short- and long-term retention for all students and student sub-groups are assessed.

26. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.
    - These are listed in the recommendations above. The Appendix UNIV 101 includes a breakdown of the specific costs.
    - Currently, the program has no administrative support. If the program is expanded to support all of these recommendations, administrative support would be needed. Most support could be handled by student hourly employee or work-study.

27. How would implementation of these recommendations improve existing programs and services?
    - The recommendations would improve student success in the short- and long-term. Differences in one-year retention rates are as much as 17% between UNIV 101 participants and non-participants for these groups (see Appendix UNIV 101). Some of the graduation differences are as high as 20%. Participants also consistently earn a significantly higher first-term GPA. The majority (71%) of students who earn a low first-term GPA and are on academic probation do not return the next year.
    - These recommendations also align with the recommendations of the UNC admission policy committee. This committee has assessed longitudinal data and has concluded that "high school GPA is the greatest predictor of success for students enrolled at UNC". Additionally, in aligning with CDOE's revised admissions policies, UNC intends to use admission scores "to place students into appropriate courses and refer to appropriate student success resources" (UNC Admission Policy presentation to Faculty Senate).

28. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

N/A

29. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?
    - UNIV 101 program, yes.

30. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Action Plan (add lines as needed)

Recommendation 1: UNIV 101: Require all exploring/undeclared students and students who earned a HS GPA of less than or equal to 2.75 to take UNIV 101. Fully fund Class Leader program to support students.		
Performance Metric(s): 1. Increased first-term GPA and one-year retention for all student groups. 2. Increased 4- and 6-year graduation rates for all student groups.		
Action	Responsibility	Short or Long Term
1. Partner with New Student Orientation, Major Exploration and Academic Probation, and Admissions/Registrar to ensure advising and enrollment of students required to enroll in UNIV 101.	UNIV 101	Short term
2. All other action steps are ongoing and completed within normal functions of UNIV 101.	UNIV 101	Short term
3. Long-term marketing can highlight the successful support of these student groups at UNC.	UNIV 101	Long term
Recommendation 2: UNIV 101: Require all exploring/undeclared students and students who earned a HS GPA of less than 3.00 to take UNIV 101. Fully fund Class Leader program to support students.		
Performance Metric(s): 1. Increased first-term GPA and one-year retention for all student groups. 2. Increased 4- and 6-year graduation rates for all student groups.		
Action	Responsibility	Short or Long Term
1. Partner with New Student Orientation, Major Exploration and Academic Probation, and Admissions/Registrar to ensure advising and enrollment of students required to enroll in UNIV 101.	UNIV 101	When resources are available
2. All other action steps are ongoing and completed within normal functions of UNIV 101.	UNIV 101	Short term
3. Long-term marketing can highlight the successful support of these student groups at UNC.	UNIV 101	Long term
Recommendation 3: UNIV 101: Provide program facilities/offices.		
Performance Metric(s):		
Action	Responsibility	Short or Long Term
1. Identify long-term office and program space.	Facilities committees	Short term

Recommendation 4: UNIV 101: Require students who earn less than a 2.0 in their first semester and are on academic probation to participate in UNIV 101 in their spring semester.		
Performance Metric(s): 1. Increased retention to the second year for probation students. 2. Increased number of students who return to good academic standing. 3. Increased percentage of students who are required to leave and then can return to UNC.		
Action	Responsibility	Short or Long Term
1. Partner with New Student Orientation, Major Exploration and Academic Probation, and Admissions/Registrar to ensure advising and enrollment of students required to enroll in UNIV 101.	UNIV 101	When resources are available
2. All other action steps are ongoing and completed within normal functions of UNIV 101.	UNIV 101	Short term
3. Long-term marketing can highlight the successful support of these student groups at UNC.	UNIV 101	Long term

Recommendation 5: UNIV 101: Provide a specific UNIV 101 section to support entering international students.		
Performance Metric(s): 1. Increased short- and long-term achievement (i.e., GPA and retention) of international students.		
Action	Responsibility	Short or Long Term
Partner with CIE and Admissions/Registrar to ensure advising and enrollment of students required to enroll in UNIV 101.	UNIV 101 & CIE	When resources are available
All other action steps are ongoing and completed within normal functions of UNIV 101.	UNIV 101	Short term
Long-term marketing can highlight the successful support of these student groups at UNC.	UNIV 101	Long term

Recommendation 6: UNIV 101: Adapt UNIV 101 curriculum to online platforms for students who will be completing their education *completely* online.		
Performance Metric(s): 1. Increased first-term GPA and one-year retention for online students. 2. Increased 4- and 6-year graduation rates for online students.		

Action	Responsibility	Short or Long Term
1. Consult with Extended Studies on adapting curriculum.	UNIV 101/Extended Studies	Depends on resources
2. Import content to online platform.	Extended Studies	Depends on resources

Recommendation 7: UNIV 101: Create an online canvas module to provide students access to critical financial information and education.		
Performance Metric(s): 1. Reduced holds and attrition due to students' lack of information and understanding around financial matters.		
Action	Responsibility	Short or Long Term
1. Create canvas portal.	Financial Aid/Bursar	Depends on resources
2. Post to UNIV 101 canvas shells and encourage students to visit portal.	UNIV 101	Short term