



# STRATEGIC ENROLLMENT AND STUDENT SUCCESS PLAN (SESS) PATH TO IMPLEMENTATION



UNIVERSITY OF  
NORTHERN  
COLORADO

April 2019



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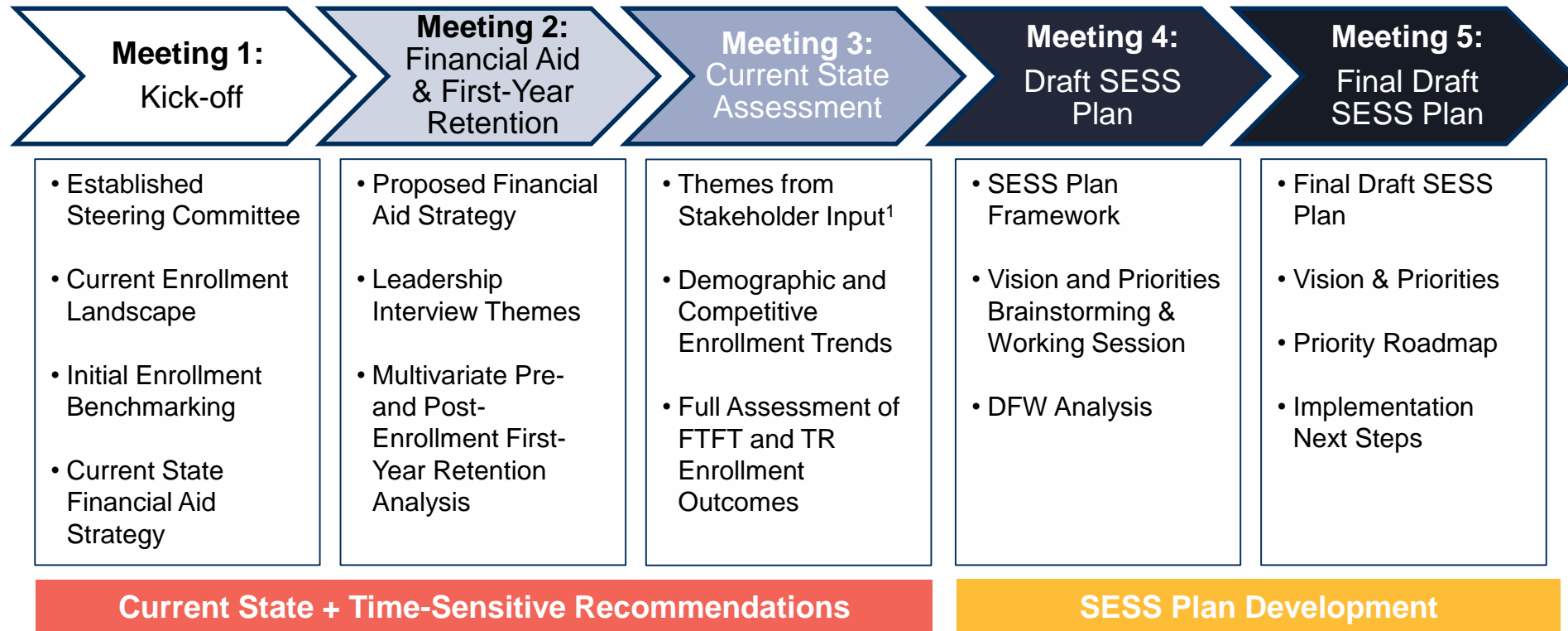
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# WHAT WE LEARNED ABOUT OURSELVES

# WHAT WE LEARNED

## PROJECT PROCESS RECAP

Over the course of 14 weeks Huron partnered with the Strategic Enrollment and Student Success (SESS) Steering Committee members to complete the work below that has led to the generation of the SESS Plan that we will review today.



1. Stakeholder input included individual interviews with each SC member, individual and small group interviews with 35 key staff and unit leaders, a campus-wide faculty and staff survey with 51 responses, 30 brief one-on-one interviews, Task Force Town Hall event, and focus groups with 20 students.



# WHAT WE LEARNED

## EXECUTIVE SUMMARY OF INTERVIEW THEMES & OBSERVATIONS

Huron gathered insights from over 70 UNC faculty, staff, and administrative leaders and 20 students, and 51 stakeholders completed a brief survey. The following key themes emerged in five areas:

### 1 Marketing, Brand, and Value Prop

- **Identity:** Desire for clarity of UNC's universal identity exists, though many common perspectives were shared related to teacher/scholar model, making good students great, and reputation aligned to Colleges.
- **Differentiation:** Desire to build specific value propositions for key populations (by College, WUE, and Transfers most often cited).
- **Value:** Sense that UNC tells an affordability story well, but needs to expand to match price with value/outcomes.
- **Innovation:** Identifying and telling the story of top programmatic innovations could be valuable.

### 2 Recruitment & Admissions

- **Capacity:** Constraints on recruitment capacity relative to peers is impacting Admissions' portfolio strategy and ability to be more targeted and focused on right prospects.
- **Levers:** Determining enhancements to Transfer, WUE, and International student enrollment could be beneficial to UNC's overall enrollment performance.
- **Goals:** Goals for FTFT, TR, and WUE enrollment will enable backwards planning and tracking for portfolio managers.
- **Slate:** Tool adoption is time and resource-intensive; efforts to evolve and differentiate comms strategy will pay dividends.

### 3 Yield, Orientation & Onboarding

- **Keep Selling:** Balance between process communications and yield strategies that continue to convince prospects "Why UNC?" with differentiated messages by College, etc.
- **Transfers:** Devoted onboarding and academic planning support would be beneficial.
- **Point of Contact:** Students desire feeling of single contact during decision-making, orientation, and onboarding but *also exposure to Colleges*; staff integration could improve.
- **Orientation and Registration:** Orientation could be extended earlier, and advanced support around initial registration is key need.

# WHAT WE LEARNED

## EXECUTIVE SUMMARY OF INTERVIEW THEMES & OBSERVATIONS

Huron gathered insights from over 70 UNC faculty, staff, and administrative leaders and 20 students, and 51 stakeholders completed a brief survey. The following key themes emerged in five areas:

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### Student Success

- **Advising**: Inconsistent and decentralized approach to academic advising *and* overall student support causing confusion and resource proliferation.
- **Student Needs**: UNC students require (and seek) non-academic support in addition to academic support, particularly in first year.
- **Proliferation**: SS efforts are proliferated; both SS and SA TFs propose support-related enhancements, but a university-wide approach isn't clear.
- **Data**: Opportunity to re-instill data-driven decision-making into culture by building out and empowering data analytics team as a data leader.

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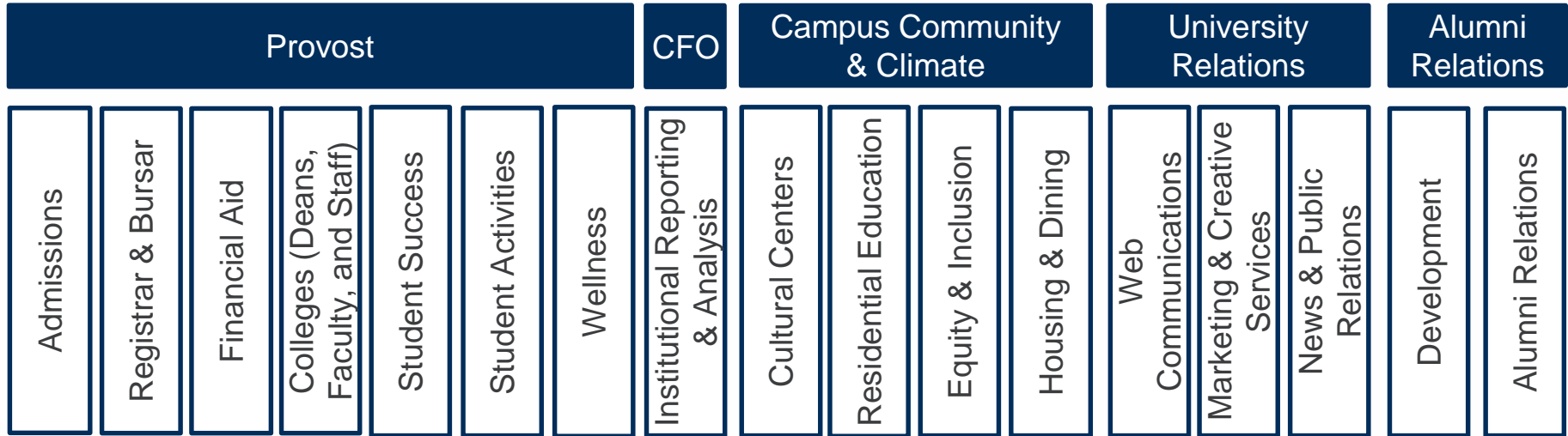
### Student Experience & Student Services

- **Liberal Arts Core**: Simplification and equitable policies for transfer students w/r/t waivers could enhance degree planning & progression.
- **Student-Centered Course Scheduling**: Currently owned by Colleges; Enhancing Registrar's role could make scheduling more student-focused.
- **Academic Planning**: Many students struggle navigating Degree Works, four-year plans are hard to follow, and desire more planning flexibility.
- **Financial Aid**: UNC students face serious financial challenges and have been disproportionately impacted by verification.

# WHAT WE LEARNED

## ORGANIZATIONAL SILOES

Many UNC units operate effectively, but within organizational silos, creating redundancies and an inability to effectively deploy people and resources to implement strategic enrollment and student success initiatives.

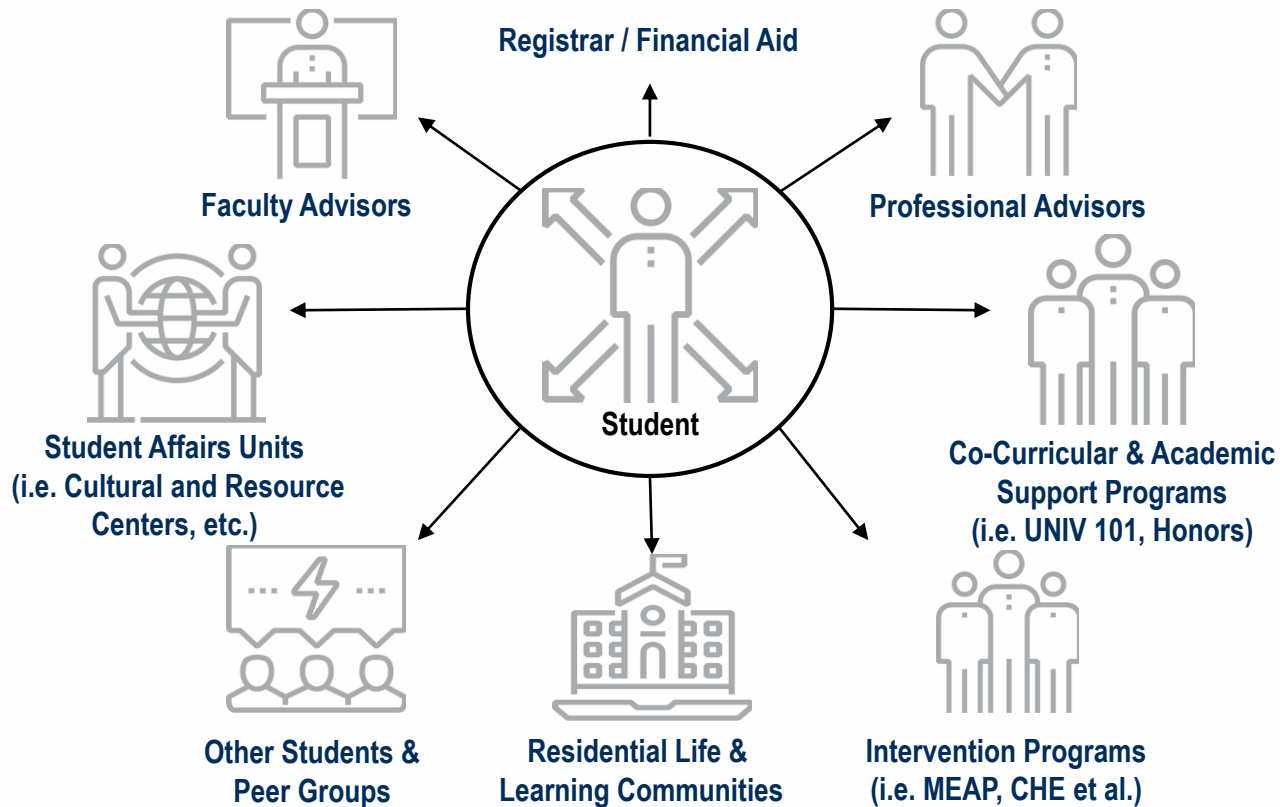


**Some sub-units of the major functional areas work well within and across their organizational areas, but there are opportunities to enhance coordination, integration, and communication across the organization to drive change.**

# WHAT WE LEARNED

## THE STUDENT VIEW: STUDENT SUPPORT SERVICES

Students solicit advising support from various sources across campus with variance in quality, validity, and accuracy due to the lack of clarity, consistency and / or training with faculty and professional advising.



**Having multiple sources for support can be valuable, but it can also be detrimental when information is not consistent nor shared among individuals providing the support.**



# WHAT WE LEARNED

## ENROLLMENT AND RETENTION FUNNEL: FTFT OVERALL

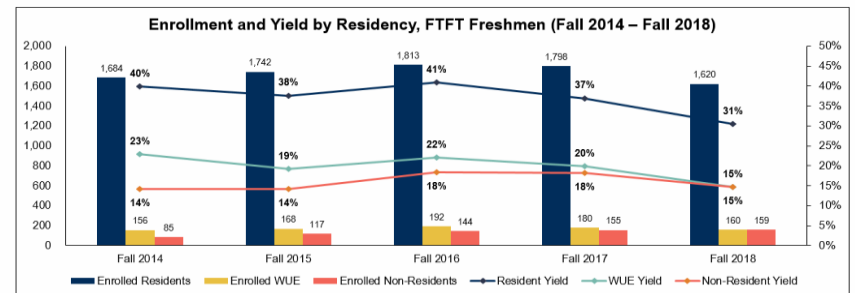
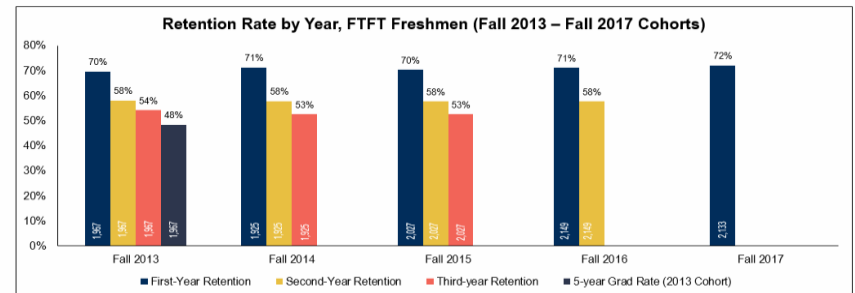
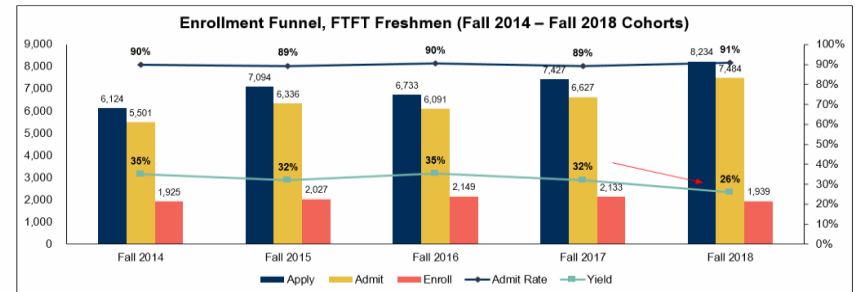
The overall trends and datapoints below indicate high-level opportunities to enhance enrollment and ongoing student success outcomes (i.e. first- and second-year retention and graduation rates).

### FTFT Enrollment:

- Applications have increased by 34% since 2014, but enrollment has remained stagnant due to declining yield rates.<sup>1</sup>
- Changes to application sources have led to increased demand, but weaker yield. UNC yielded 26% of 7,484 admitted students in 2018.
- Yield among WUE students has declined 8 points since 2014 and now matches non-resident yield (15%)

### FTFT Retention and Graduation:

- First-year retention has remained steady between 70-72% since 2013.<sup>2</sup>
- The five-year graduation rate of the 2013 cohort was 48%.<sup>2</sup>
- An additional 12-13% of incoming students leave during their second year (prior to the start of their third year) at UNC.
- 41% of students who transfer go to an in-state community college; 29% go to an in-state four-year public.



1 UNC's enrollment growth rate was third lowest among its selected peer group.  
 2 UNC's retention and graduation rates lag its selected peer group by 2-6 points.  
 3 Enrollment Funnel Data provided by UNC Master File.  
 4 FTFT Freshmen includes international students, but does not include Extended Campus, part-time, 2<sup>nd</sup> bachelor, or non-degree seeking students.

# WHAT WE LEARNED

## FTFT: ACADEMIC PREPARATION

Academic Rank	GPA	ACT
1a	$\geq 3.80$	29
1b	$\geq 3.60$	27
2	$\geq 3.40$	24
3a	$\geq 3.20$	22
3b	$\geq 3.00$	20
4	$\geq 2.75$	18
5	$< 2.75$	17

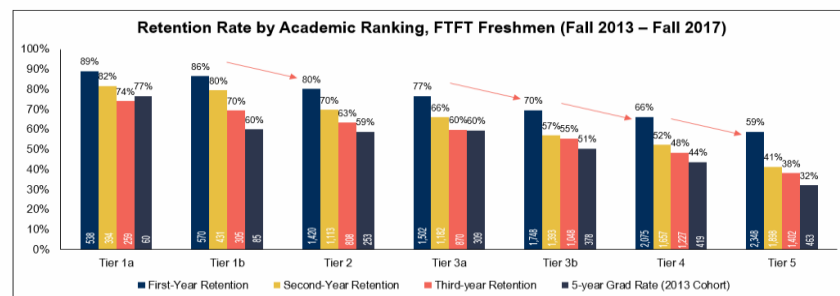
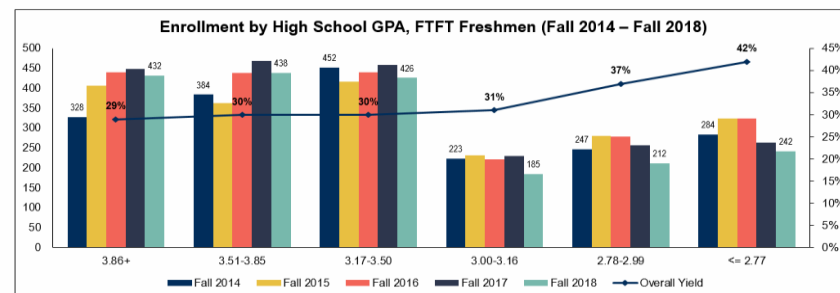
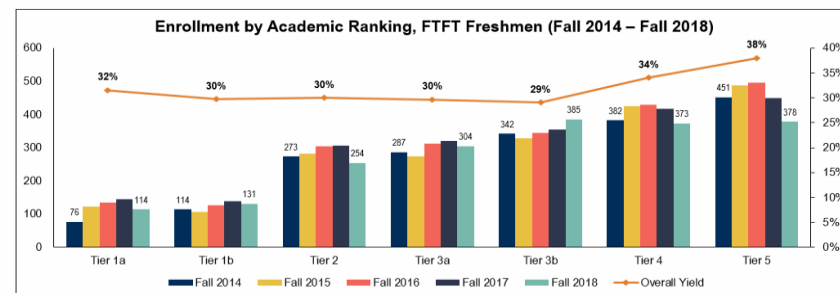
A large share (39%) of UNC's FTFT population comes from Academic Tier 4 and Tier 5, where only 52% and 41% of students make it to their third year, respectively. Similar trends hold when evaluating by HS GPA.

### FTFT Enrollment by Academic Preparation:

- 39% of students who enrolled in Fall 2018 were in Academic Rank Tier 4 or Tier 5.
- Tier 3b is the highest it's been since 2014, and Tier 3a has demonstrated growth as well.
- Enrollment has increased among students with HS GPAs > 3.50, but enrollment numbers are still significant among students with < 3.00 HS GPA (23% of overall enrollment in 2018 cohort).

### FTFT Retention and Graduation:

- First- and second-year retention decreases significantly as academic preparedness decreases – Tier 4 and 5 first-year retention = 66% and 59%, respectively.
- Only 41% of Tier 5 students make it to their third year.
- Five-year graduation rates among Tier 4 and 5 students are 44% and 32%, respectively.
- Similar to Academic Rank, less than 50% of students with HS GPA < 3.16 make it to their third year; only 39% for students < 2.77.

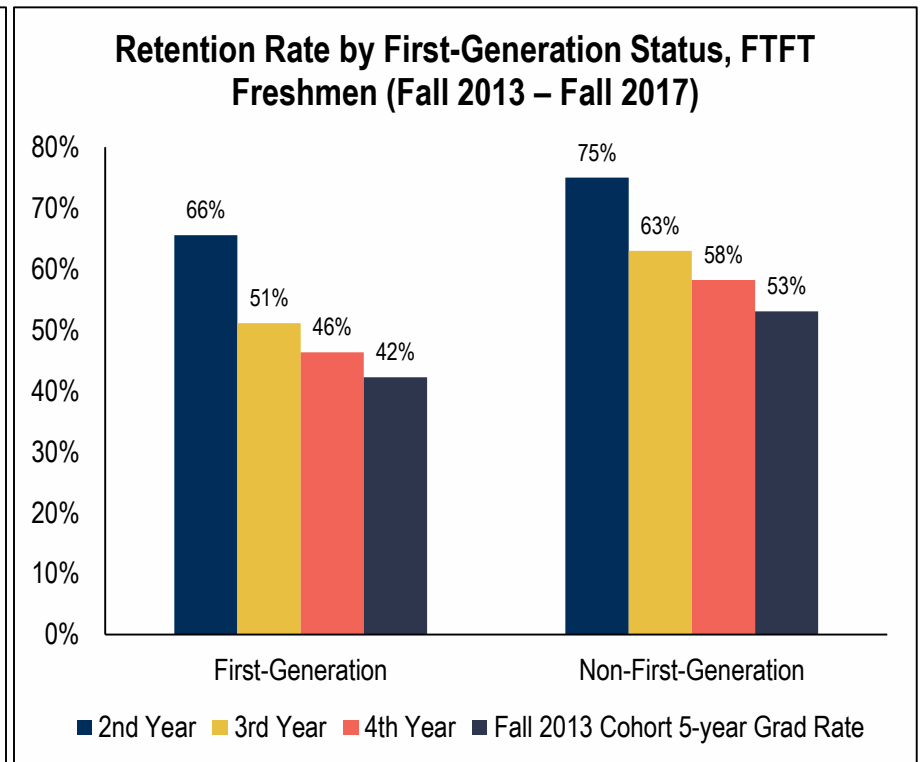
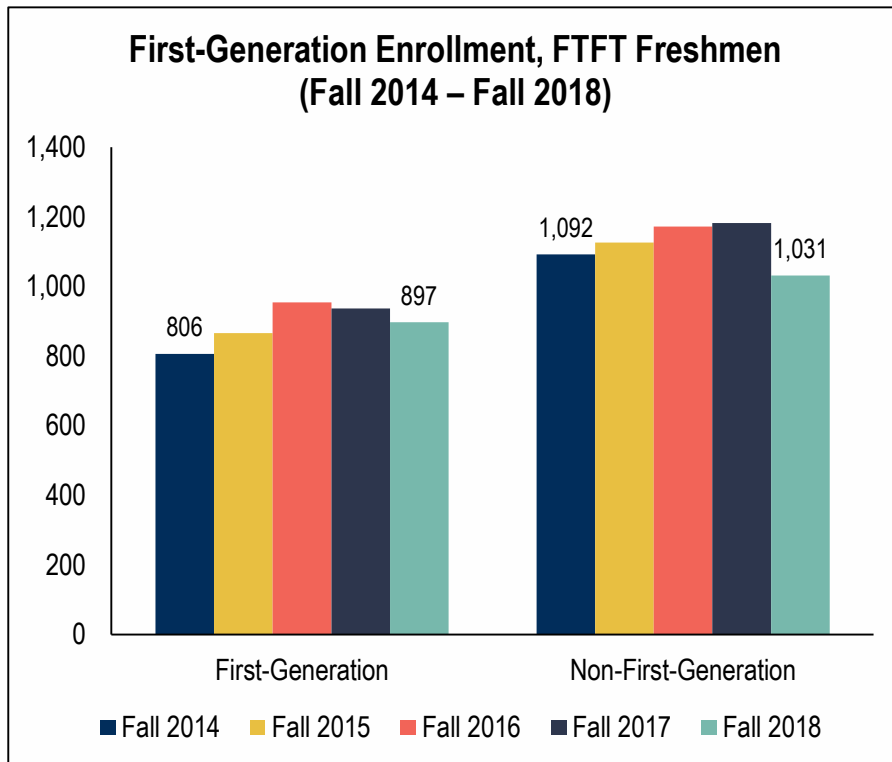


1 Enrollment Funnel Data provided by UNC Master File.  
 2 FTFT Freshmen includes international students, but does not include Extended Campus, part-time, 2<sup>nd</sup> bachelor, or non-degree seeking students.

# WHAT WE LEARNED

## FTFT ENROLLMENT & RETENTION: FIRST-GENERATION

Enrollment among first-generation students has increased by 11% since Fall 2014 and that population now represents 46% of the incoming FTFT cohort.



**Only 51% of first-generation students reach their third year at UNC, a rate 12 points below non-first-generation students. Put another way, 439 of the 897 Fall 2018 first-gen students will not make it to their third year.**

# WHAT WE LEARNED

## FTFT RETENTION: FIRST-GEN + ACADEMIC PREPARATION

First-gen students with HS GPA  $\leq 3.17$  have low retention rates regardless of ACT score. Retention among non-first-generation students is stronger in many of these same cells, with the exception of HS GPA  $\leq 2.77$ .

First-Year Retention by Best Composite and First-Gen  
(Fall 2013-2017)<sup>1</sup>

HS GPA	Best Composite							
	1-17	18-19	20-21	22-23	24-25	26-28	29+	
3.86+	89%	83%	87%	77%	84%	82%	86%	
3.51-3.85	73%	76%	78%	74%	76%	76%	74%	
3.17-3.50	62%	62%	66%	67%	70%	66%	75%	
3.00-3.16	60%	62%	56%	62%	55%	57%	67%	
2.78-2.99	49%	55%	59%	59%	60%	37%	100%	
$\leq 2.77$	52%	48%	62%	57%	52%	57%	50%	

Best Composite

Population per Cell<sup>2</sup>

HS GPA	Best Composite							
	1-17	18-19	20-21	22-23	24-25	26-28	29+	
3.86+	18	35	73	111	127	151	122	
3.51-3.85	67	125	162	188	144	83	31	
3.17-3.50	173	192	237	178	122	80	24	
3.00-3.16	135	117	146	93	47	23	6	
2.78-2.99	154	183	138	102	45	27	2	
$\leq 2.77$	125	154	177	134	73	35	14	

First-Year Retention by Best Composite and  
Non-First-Gen (Fall 2013-2017)<sup>1</sup>

HS GPA	Best Composite							
	1-17	18-19	20-21	22-23	24-25	26-28	29+	
3.86+	100%	82%	76%	82%	87%	89%	91%	
3.51-3.85	74%	76%	80%	84%	78%	79%	83%	
3.17-3.50	74%	71%	78%	74%	77%	71%	76%	
3.00-3.16	67%	58%	66%	68%	69%	71%	65%	
2.78-2.99	56%	64%	68%	75%	70%	63%	83%	
$\leq 2.77$	53%	60%	57%	59%	59%	55%	57%	

Best Composite

Population per Cell<sup>2</sup>

HS GPA	Best Composite							
	1-17	18-19	20-21	22-23	24-25	26-28	29+	
3.86+	5	11	68	146	266	387	474	
3.51-3.85	31	91	171	265	282	250	109	
3.17-3.50	76	153	248	270	219	155	58	
3.00-3.16	63	103	119	123	86	49	17	
2.78-2.99	66	149	166	130	84	51	18	
$\leq 2.77$	45	111	183	191	116	102	23	

Retention < 65%

Retention is 65% - 75%

Retention > 75%

1. Red cells = Retention < 65%; Yellow = 65-75%; Green = Retention > 75%.  
2. Number of total students per cell (before attrition).



# WHAT WE LEARNED

## FTFT ENROLLMENT & RETENTION: BY ENROLLED MAJOR

Nursing is the most sought-after major at UNC (nearly 2x the next largest major), 50% of students seeking Nursing do not make it to their third year. The same retention trend is true for those *seeking* Business and Psychology.

**Enrollment and Outcomes Among Top 10 Enrolled Majors**

Enrolled Major	College	Enroll (14-18)	First-year Retention	Two-year Retention	Grad Rate (2013 Cohort)
Nursing (Seeking)	NHS	1398	65%	50%	46%
Business Administration	Monfort	834	76%	65%	57%
Biological Sciences	NHS	662	70%	56%	55%
Elementary Education	EBS	648	81%	72%	-
Business (Seeking)	Monfort	612	65%	50%	41%
Exploring the Liberal Arts (Seeking)	UC	609	68%	56%	46%
Psychology	EBS	556	69%	52%	39%
Sport and Exercise Science	NHS	446	70%	59%	51%
Theatre Arts	PVA	328	85%	71%	56%
English	HSS	241	70%	60%	30%

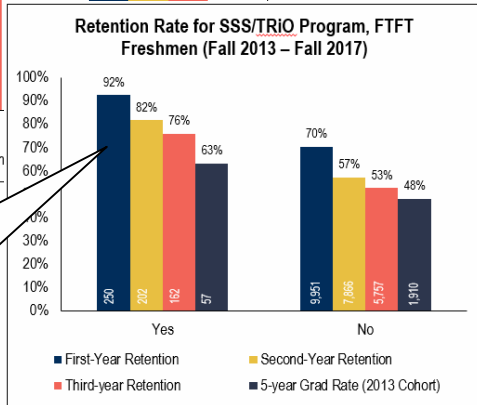
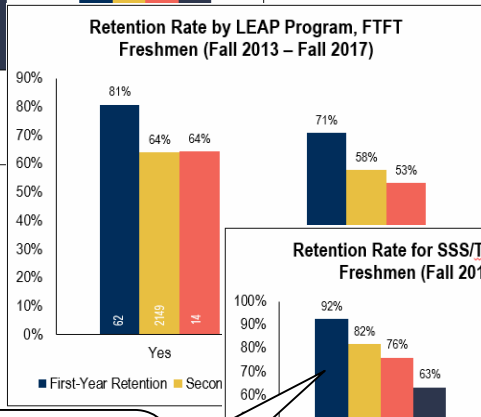
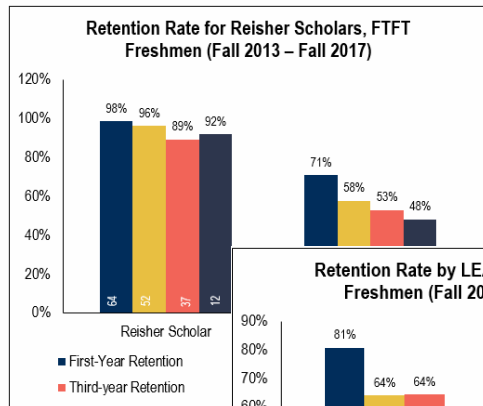
**The confluence of rigorous pre-requisites and limited enrollment capacity<sup>4</sup> has a significant impact on retention of *Seeking Nursing* students; over 50% of these students will not be admitted to Nursing.**

# WHAT WE LEARNED

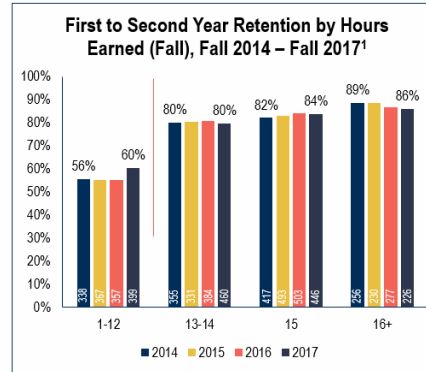
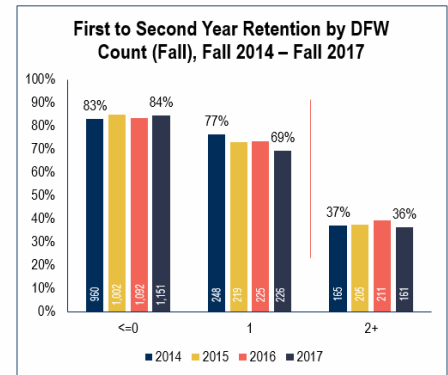
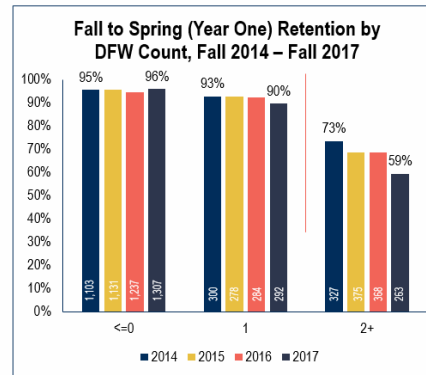
## FTFT: POST-ENROLLMENT FACTORS AND SUPPORT

Retention and graduation outcomes are significantly higher among students who participate in TRiO, McNair, and other specialized support programs. Unfortunately, these programs only serve a sliver of the eligible population.

Earning D, F, or W grades in the first term, attempting  $\leq 12$  credits in the first term, and / or earning less than a 2.13 first term GPA are flags that a student may be a retention risk.



*First- and second-year retention among students in TRiO exceeds the retention rates among students who do not participate by 22 and 25 percentage points.*



*Post-Enrollment CHAIDs*

- $\leq 12$  Credits Attempted
- DFWs: > 2
- DFWs: 1
- Credits Earned: 7-11

**Retention Rate: 62% (N = 155)**

**2-3 DFWs: 49% (N = 230)**  
**4+ DFWs: 33% (N = 32)**

# WHAT WE LEARNED

## TRANSFER ENROLLMENT AND RETENTION: KEY FINDINGS

Transfer enrollment<sup>2</sup> has declined by 19% since 2014, outcomes among Transfer students exceed outcomes of FTFT peers, and formal transition partnerships should continue to be a priority.

### Transfer Enrollment:

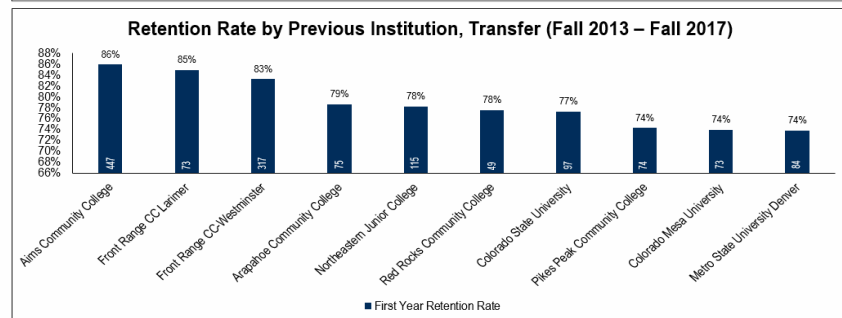
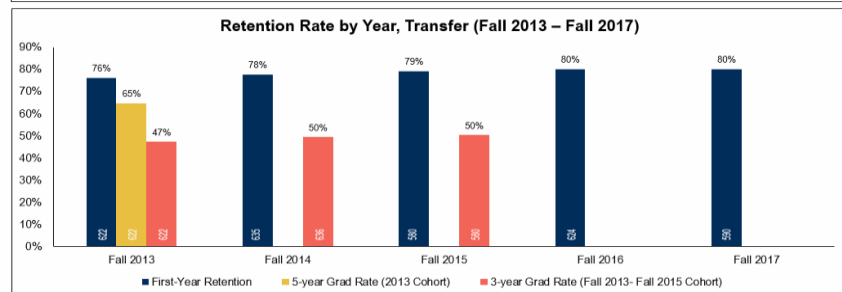
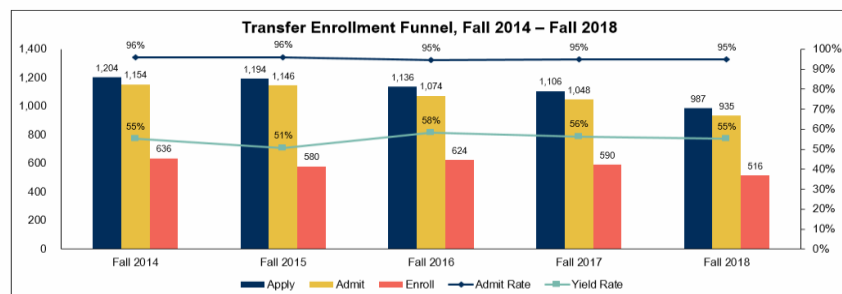
- Transfer applications have decreased by 18% since 2014 while yield has remained steady at 55%, leading to a 19% drop in transfer enrollment between 2014-2018.
- 34% of all transfer students that enroll at UNC apply to the College of Natural & Health Sciences.

### Transfer Retention and Graduation:

- The current first-year retention rate (80%) exceeds the FTFT first-year rate by 10 points.
- 47% of the 2013 Transfer cohort graduated within three years of enrolling, and 65% graduated within five.

### Other Key Findings:

- Retention among students who transfer from Aims (86%) supports the recent efforts to build a more formal transition partnership, and suggests that similar efforts at Front Range (85%) could be beneficial.
- Similar to FTFT students, poor first-term academic performance of TR students is an indicator of future persistence challenges.



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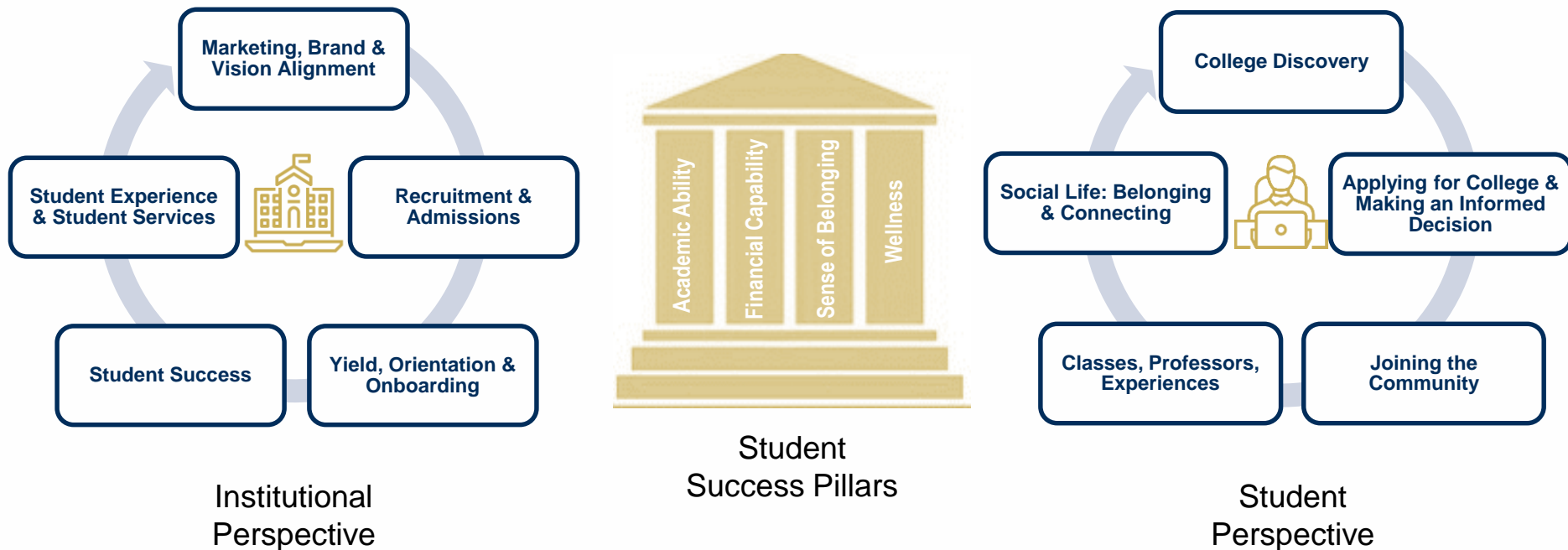
**STRATEGIC ENROLLMENT &  
STUDENT SUCCESS (SESS)  
PLAN**



# SESS PLAN

## STUDENT LIFECYCLE AND THE PILLARS OF STUDENT SUCCESS

To successfully execute a Strategic Enrollment and Student Success Plan, UNC will need to keep the institutional perspective in mind, and approach the implementation process from the lens of the student and see the UNC journey through their eyes to rationalize and effect change.



# SESS PLAN

## ENROLLMENT AND STUDENT SUCCESS VISION & PRIORITIES

The enrollment and student success vision below summarizes the vision we collectively aspire to live out. This vision is supported by the four strategic priorities we believe will have the greatest impact on enrollment and student success outcomes for UNC.

### Enrollment and Student Success Vision:

UNC leverages its teacher/scholar model and integrated network of coaching and support resources to attract and provide students with the education, experiences and opportunities they need to succeed and achieve their desired outcomes.

### Strategic Priorities

- (1) Align Admissions' efforts, and the efforts of its key collaborators, to the UNC enrollment and student success vision** by intentionally recruiting, selecting, and onboarding the students UNC is best-positioned to support.
- (2) Develop formal and sustainable partnerships with area community colleges and establish a deliberate strategy to grow transfer enrollment and enhance transfer student services.**
- (3) Develop an integrated network approach to partnering with students to ensure their success and progression.**
- (4) Develop a focused, intrusive and proactive strategy for coaching students with the greatest risk of attrition.**

# PRIORITY ROADMAP

## PRIORITY 1: FTFT ADMISSIONS & ENROLLMENT

Priority 1: Align Admissions' efforts, and the efforts of its key collaborators, to the UNC enrollment and student success vision by intentionally recruiting, selecting, and onboarding the students UNC is best-positioned to support.

### Desired Outcomes

1. A coordinated approach to recruitment, selection, and yield strategy between admissions and the Colleges.
2. A collaborative and streamlined melt and orientation process for all students that incorporates Colleges.
3. A marketing and communications plan aligned to UNC's stated vision and identity that is differentiated for key target audiences, including Colleges.
4. Enrollment growth (via increased pool and yield) of in-state and WUE students by focusing on institutional capacity and academic capability, increasing selectivity over time.
5. Campus-wide embrace of UNC's vision as an institution that supports students, including those that identify as first-generation, to strengthen market identity in this area.

### Aligned Goals and Metrics

#### Guiding Goal(s):

1. Overall FTFT enrollment<sup>1</sup> = 2,150 students by 2023 (up from 1,939)
  - a. CO Resident enrollment = 1,770 students by 2023 (up from 1,620)
  - b. WUE enrollment<sup>2</sup> = 220 students by 2023 (up from 160)
  - c. Non-Resident enrollment<sup>2</sup> = 160 students in 2023 (maintain current scale)

#### Other Metrics to Consider and Monitor:

- College-based enrollment targets
- Enrollment targets by Academic Tiers or GPA thresholds
- Yield rate growth by market
- National Student Clearinghouse Reports

1. FTFT Enrollment numbers include first-time full-time freshmen & international students; excluding part-time, extended campus, non-degree seeking, and 2<sup>nd</sup> bachelor seeking.  
2. Focusing on WUE growth will be a top priority, in combination with in-state, requiring additional investment; Non-Resident enrollment tactics will remain static in the interim, and additional resources can be visited post WUE-enrollment growth.

# PRIORITY ROADMAP

## PRIORITY 1: FTFT ADMISSIONS & ENROLLMENT

Priority 1: Align Admissions' efforts, and the efforts of its key collaborators, to the UNC enrollment and student success vision by intentionally recruiting, selecting, and onboarding the students UNC is best-positioned to support.

### Initiatives to Achieve Desired Outcomes Associated with Priority 1

1. **Establish a formalized partnership** between Admissions, Colleges, and campus-wide units **that enhances the recruitment and yield** of prospective students.
2. Shift Admissions staff and approach to **enhance intentional and relational recruitment efforts**.
3. Further **integrate marketing and communications to achieve a unified approach** across admissions-related communications, focused on UNC's value proposition and differentiators.
4. **Enhance onboarding strategy to be a seamless experience** for incoming students, beginning at acceptance through first Fall semester.



# PRIORITY ROADMAP

## PRIORITY 2: TRANSFER ENROLLMENT

Priority 2: Develop formal and sustainable partnerships with area community colleges and establish a deliberate strategy to **grow transfer enrollment and enhance transfer student services**.

### Desired Outcomes

1. Clear and simple pre-enrollment best practices, policies, and procedures related to credit articulation, course equivalencies, and GT Pathways.
2. Established transition pathways (dual enrollment, 2+2 programs, dual admissions) for students pursuing and completing AA degrees at Aims and Front Range Community Colleges.
3. Effective and efficient framework for transfer student advising, to ensure transfer students receive the support they need during their student experience.

### Aligned Goals and Metrics

#### Guiding Goal(s):

1. Overall transfer enrollment = 635 students<sup>1</sup> by 2023 (up from 516)
  - a. CO Resident enrollment = 500 students by 2023 (up from 405)
  - b. WUE enrollment = 70 students by 2023 (up from 49)
  - c. Non-Resident enrollment = 65 students in 2023 (maintain current growth)

#### Other Metrics to Consider and Monitor:

- Application, yield, and enrollment rates from Aims and Front Range Community College
- Transfer Graduation Rates by academic pathway

1. Transfer enrollment numbers include full-time transfer and international students; excluding part-time, extended campus, non-degree seeking, and 2<sup>nd</sup> bachelor seeking.

# PRIORITY ROADMAP

## PRIORITY 2: TRANSFER ENROLLMENT

Priority 2: Develop formal and sustainable partnerships with area community colleges and establish a deliberate strategy to **grow transfer enrollment and enhance transfer student services**.

### Initiatives to Achieve Desired Outcomes Associated with Priority 2

1. **Grow UNC's transfer recruitment pipeline** by enhancing presence and relationships at local community colleges and **developing formalized transition partnerships**.
2. **Enhance support services and resources for transfer students** beginning at pre-enrollment through graduation.
3. Streamline credit evaluation processes and **build clear academic pathways to simplify transfer students' transition to UNC** and enhance overall success.

# PRIORITY ROADMAP

## PRIORITY 3: INTEGRATED APPROACH TO STUDENT SUCCESS

Priority 3: Develop an integrated **network approach to partnering with students to ensure their success and progression.**

### Desired Outcomes

1. Student-centered and integrated coaching and advising practices that are accessible, consistent, trusted, and accurate.
2. Strengthened sense of belonging and academic experiences in the first year as a result of student-centered policies, registration, and curricular decisions.
3. Data, information, and communication flows seamlessly throughout the network, attached to student profiles.
4. System for ongoing data analytics to proactively identify risks and issues that can be managed by the network.
5. Clearly defined roles and responsibilities across the integrated network that includes representation from faculty, Colleges, student service units (i.e. Bear Central), Student Affairs, IRAS, Student Academic Success, Assessment.

### Aligned Goals and Metrics

#### Guiding Goal(s):

1. First-year retention = 78% by 2023 (up from 72%)<sup>1</sup>
2. Four-year graduation rate = 38% (up from 27%)
3. Six-year graduation rate = 58% (up from 46%)

#### Other Metrics to Consider and Monitor:

- Career Placement Outcomes (i.e. % of graduating students employed within six months)
- Alumni Satisfaction (i.e. NPS from alumni survey)
- Current Student Survey Outcomes (NPS, sense of belonging, service satisfaction, etc.)
- DFW Trends in Gateway Courses

1. Improving by 1.2 (6 points total) percentage points per year is equivalent to retaining ~30 additional first-year students each year.

# PRIORITY ROADMAP

## PRIORITY 3: INTEGRATED APPROACH TO STUDENT SUCCESS

Priority 3: Develop an integrated **network approach to partnering with students to ensure their success and progression.**

### Initiatives to Achieve Desired Outcomes Associated with Priority 3

1. **Define membership of the integrated network** and create a standing committee to **manage the network's activities going forward.**<sup>1</sup>
2. **Establish clear standards of practice for advising** regardless of College enrolled, shifting the approach to a **coaching relationship.**<sup>2</sup>
3. **Develop an onboarding and first term experience** and set of resources to **ensure students acclimate to UNC.**<sup>3</sup>
4. Evaluate and **streamline student business services-related policies and procedures** – that may inadvertently impede student progression – to be student-centered and welcoming.
5. **Enhance utilization and integration of current technologies and CRM** tools on-campus to **support student success** network.

1. This committee should include members of Academic Affairs, Student Affairs, Admissions, and the Colleges that have a direct connection to the four pillars of student success.

2. This will require involvement from Student Academic Success, CETL, Faculty, Deans, Admissions, and Orientation.

3. Key players will include Student Academic Success, Orientation, Student Affairs, Admissions, Faculty, and Deans.



# PRIORITY ROADMAP

## PRIORITY 4: TARGETED COACHING

**Priority 4:** Develop a focused, intrusive and **proactive strategy for coaching students with the greatest risk of attrition.**<sup>1</sup>

### Desired Outcomes

1. Proactive, intrusive, and trusted coaching and advising services for students with greatest risk of attrition.<sup>1</sup>
2. Robust and scaffolded approach to orientation and onboarding for students with greatest risk of attrition<sup>1</sup> that stretches into the first term.
3. Clear academic pathways and communication of policies for students seeking degrees in majors with additional admissions requirements (i.e. “Seeking Nursing” and / or “Seeking Business.”)
4. Implementation of integrated system for tracking and proactively managing early alerts and early success indicators.

### Aligned Goals and Metrics

#### Guiding Goal(s):

1. Close first-year retention gap between first-generation and non-first-generation students (66% vs. 75% today)<sup>2</sup>
2. Close five or six-year graduation rate gap between first-generation and non-first-generation students (42% vs. 53% today)<sup>3</sup>
3. First-year retention of first-generation + HS GPA < 3.00 = 65% by 2023 (up from 55% today)<sup>4</sup>

#### Other Metrics to Consider and Monitor:

- Academic performance of target population vs. overall population / historical norms
- Retention among students with 1+ DFW grades
- Current Student Survey Outcomes (NPS, sense of belonging, service satisfaction, etc.)
- DFW Trends in Gateway Courses

1. Our recommendation is that UNC start by focusing on the needs of first-generation students with low HS GPAs and those that are designated as “Seeking Nursing” and/or “Seeking Business”. The average number of students who identify as first-gen with a HS GPA < 3.00 is ~270 students per year; the average # “seeking” Nursing or Business is ~400 per year (280 Nursing, 120 Business).  
2. Based on average of Fall 2013-2017 FTFT cohorts  
3. Five-year graduation rate among 2013 cohort is cited; Huron did not have data from 2012 cohort to look at six-year rate comparisons  
4. Based on average of Fall 2013-2017 FTFT cohorts, among students who identify as first-gen and had a HS GPA < 3.0. Rate is 56% today if we expand to HS GPA < 3.16.

# PRIORITY ROADMAP

## PRIORITY 4: TARGETED COACHING

Priority 4: Develop a focused, intrusive and **proactive strategy for coaching students with the greatest risk of attrition.**<sup>1</sup>

### Initiatives to Achieve Desired Outcomes Associated with Priority 4

1. **Establish a scaffolded approach** from point of admission through the first term for students who meet the criteria for **targeted and proactive coaching and development.**
2. Move forward with the proposal to **reconfigure the MEAP Office<sup>1</sup>** to provide academic success coaching and proactive advising **focused on the population of students that are most at risk for academic difficulty or attrition.**<sup>2</sup>
3. **Determine necessary adjustments to “Seeking Nursing” and “Seeking Business” degree pathways** to enhance student success.<sup>3</sup>
4. **Evaluate and update degree planning and coaching pathways** that will benefit the target population.<sup>4,5</sup>

Red text = Task Force recommendation that Huron believes meets desired objectives

1. MEAP = Major Exploration and Academic Probation; SOAR = Student Outreach & Academic Resource and is the proposed office within the Student Success Task Force Final Report.  
2. This initiative will require immediate collaboration between MEAP, Student Academic Success, Student Affairs, Colleges, Admissions, and Orientation. It may also require eventual investment, but UNC could proceed with the change in the short-term without investment, then assess need for future investment once structure and roles/responsibilities are established and implemented.  
3. This will require the involvement of NHS, Nursing, MCB, the Provost, Financial Aid, Admissions, and the Registrar, and will likely require substantial effort and change management.  
4. This will require the involvement of the Registrar, Colleges, Assessment, IRAS, SAS, Orientation, MEAP/SOAR, and the Provost.  
5. Standards of practice and professional development / training for faculty and professional advisors from Priority 3 will also be a critical initiative related to this area of Priority 4. (Task Force Recommendation)

# PRIORITY ROADMAP

## ACADEMIC BOTTLENECKS IMPACTING PROGRESSION

The following areas will need to be addressed in the near-term by the new Provost and his Academic Affairs leadership team, with input from – and connection to – the Implementation Team.

**1 Faculty Involvement:** Determine the appropriate incentives and recommendations<sup>1</sup> to get faculty appropriately engaged and invested in their desired roles within this updated approach to recruitment, yield, orientation and onboarding, advising, and student success.

**2 DFW / Course Combinations:** Develop an approach to reducing DFW rates in gateway courses and combinations of courses that impede student progression through student-centered degree plans and curricular enhancements.

**3 “Seeking” Majors:** Determine the necessary adjustments (policies and pathways) to the “Seeking Nursing” and “Seeking Business” degree pathways to enhance student success.

**4 Academic Portfolio:** In the long-term, consider conducting a full academic portfolio review to align academic capacity with evolving student demand and enrollment strategy.

1. Examples: Training and professional development opportunities, service incentives, course releases, etc.

# FINANCIAL IMPACT OF SESS PLAN

## IMPACT ON FINANCIAL SUSTAINABILITY

Achieving the core five-year guiding goals associated with the SESS Plan (FTFT enrollment of 2,150; TR enrollment of 635; 6 percentage point improvement in retention) will increase net tuition revenue by \$10.1M in 2023 relative to the status quo.

5-Year Scenario: 2023	Increased Matriculants <sup>2</sup>	Retention Rate Increase by 2023 <sup>3</sup>	Change in NTR
<b>Baseline / Status Quo<sup>1</sup>: No Change to Enrollment or Retention</b>	FTFT = 0 Transfer = 0	FTFT = 0% Transfer = 0%	<b>Loss of ~\$5.6 million</b> <i>*Change from 2018</i>
<b><u>Scenario 1: Achieve Increased Retention Guiding Goals</u> (No change to enrollment)</b>	FTFT = 0 Transfer = 0	FTFT = 6 % pts Transfer = 6 % pts	<b>Gain of ~\$2.6 million</b> <i>*Change from Baseline scenario</i>
<b><u>Scenario 2: Achieve Enrollment Growth Guiding Goals</u> (No change to retention)</b>	FTFT = 211 Transfer = 119	FTFT = 0% Transfer = 0%	<b>Gain of ~\$7.2 million</b> <i>*Change from Baseline scenario</i>
<b><u>Scenario 3: Achieve Enrollment Growth + Retention Rate Targets</u></b>	FTFT = 211 Transfer = 119	FTFT = 6 % pts Transfer = 6 % pts <i>*1.2 % points annually</i>	<b>Gain of ~\$10.1 million</b> <i>*Change from Baseline scenario</i>

**UNC's ability to deliver on the outcomes associated with this SESS Plan will have a direct and meaningful impact on the financial sustainability of the institution.**

1 The model includes FTFT Freshmen and Transfer students at the undergraduate level (including international students). The model excludes part-time, extended campus, non-degree seeking, and 2<sup>nd</sup>-bachelor students. Baseline enrollment = Fall 2018 actual values, while retention rate = last known value.

2 Additional number of total matriculants (2019-2023) from Fall 2018 enrollment numbers to achieve 5-year goal.

3 Increase to retention rates for years 2-5 for all students.

4 This assumes a tuition increase of 2% for WUE & Non-Resident populations in Fall 2019, and remaining flat thereafter.

**3**

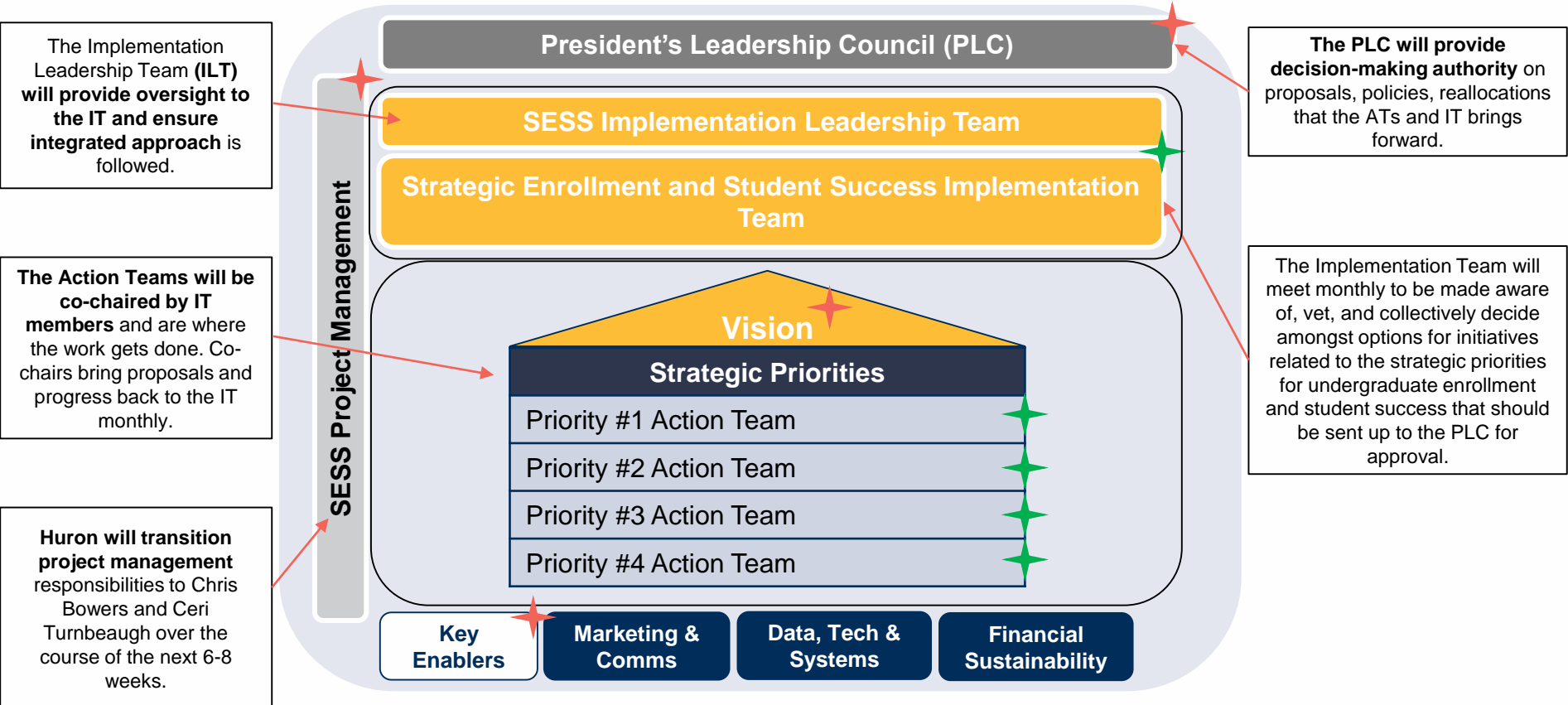
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# **SESS PLAN IMPLEMENTATION**

# SESS IMPLEMENTATION

## AN INTEGRATED APPROACH TO IMPLEMENTATION

The Strategic Enrollment and Student Success Implementation Team will reinforce that enrollment and student success is “everyone’s business” by managing the integrated execution of UNC’s SESS Plan.





# SESS IMPLEMENTATION

## POTENTIAL SEQUENCE OF EARLY IMPLEMENTATION ACTIVITIES

A slightly modified version of the timeline of potential activities to pursue over the next 3+ months is provided below for review and modification as we consider the top three objectives for each Action Team to pursue.

Activity <sup>1</sup>	March				April					May				June
	Wk 1	2	3	4	5	6	7	8	9	10	11	12	13	14+
<b>Finalize SESS Plan and establish Implementation Team</b> co-chairs and committee members	■	■	■	■										
<b>Develop / finalize the Communications Plan</b> and initial materials	■	■	■	■										
<b>Kick off Implementation Team</b> and develop necessary action teams			■	■	■									
<b>Execute Communications Plan</b> (Town Hall, Dean's Retreat, Memo/Letter from President, Investiture, etc.)			■	■	■	■	■	■						
Establish <b>Action Teams</b> , Charters, and Launch Teams				■	■	■	■	■						
<b>P1: Designate Admissions reps</b> in each College and develop integrated yield / melt / orientation approach and communications						■	■	■	■	■	■	■	■	■
<b>P1: Determine appropriate structure</b> for Admissions Office moving forward														■
<b>P2: Establish clear policies</b> and roles/responsibilities to ensure timely credit eval for transfer students this spring/summer						■	■	■	■	■	■			
<b>P2: Connect Governance Committee</b> to current team managing Aims transition partnership to enable coordinated path forward						■	■	■	■	■	■	■	■	■
<b>P3: Review students</b> with account holds and take action to support their efforts to register in April				■	■	■	■	■	■					
<b>P3: Ensure all incoming students</b> have academic advisors committed to ensuring their onboarding and first-term success								■	■	■	■	■	■	■
<b>P4: Align on solution</b> to financial aid issues for "Seeking" majors		■	■	■	■	■	■	■	■					
<b>P4: Confirm criteria</b> for targeted approach eligibility, formalize SOAR, and develop communications for students						■	■	■	■	■	■			
<b>Ongoing: Onboarding</b> for Provost + cadence of IT and AT meetings + Enrollment monitoring and actions	■	■	■	■	■	■	■	■	■	■	■	■	■	■



**THANK YOU**

