

## SESSION I – GROUPS A-D

### CURRICULUM & PROGRAM DEVELOPMENT

#### Discussion Items:

- UNC has broad curriculum offered to students – lots of choices. Challenge then to focus students on what to study
- Students choose UNC because of programs offered
- How do we make sure we have courses to allow studs to progress in timely manner? Challenge from state to complete course load w/l state limited time.
- LAC is being used for degree requirement – are there enough
- GtP may too easily allow studs. To transfer to other schools. – no incentive to stay at UNC.
- UNC = “advanced community college”
- May not be offering courses students really want and causing them to transfer
- Survey says UNC is first choice
- Many undeclared or unsure of what they really want to study – survey indicates major jump in undeclared students
- How many majors require which LAC classes? Which ones? Is there communication between the departments?
- Are we offering enough sections of needed classes? Do we add more sections? Is there enough faculties. Some “0-cap” classes opened if need arises
- Good student to instructor ratio – small classes are good.
- Personal attention is a good thing
- Labs are good when having large lecture classes
- Needed improved communication between colleges. Is there a need for improved communications? Is it really an issue?
- Priority registration (AKA learning communities) seems to be good. Package deal – cluster classes. Math not included and not sure how to do that.
- Offer more GtP classes and online
- Many colleges not offered online. What needs to be done to offer them online? Faculty are resistant. Can the obstacles be overcome? CU & CSU offer more. Appeals to students. Pay attention to quality of online courses. Is there data that shows that online is as good as in class courses. Specific to sciences. Perhaps lecture online and labs in person.
- Using GtP classes as “flow-through” classes. Students would pass through UNC to other schools. How does that make UNC look? Is that the sort of student that we want? Steer students once they are here and move them on to majors. Used as a recruitment tool to get students to UNC and then use other tactics to retain. Can be intentionally used as a stepping stone.
- Online classes allow students to not need to come to campus. No need for increased physical classroom size. May result in increased instructors in order to teach more effectively. Perhaps train existing instructors to better teach online.
- Instructors may not need to be on campus either. Will this impact the quality of instructors? What impact will that have on the students that come to UNC? Will it shepherd students to come to UNC if the instructor is located somewhere else?
- Online courses are not for all students. Who can take them? Who will succeed? What combo of online vs inroom classes.
- What impact will online classes have on Housing? Funding will be impacted if student. What are we doing with Freshman pop. Need to look at the other impacts? What does the student need to survive and what does UNC need? Students need inclass connection. Face-to-face contact is necessary for success.
- Take a step back and look at what we are doing well BEFORE deciding what to add. We are trying to be all things to all people and is this necessary?
- What is our campus image?
- Put more resources into successful existing programs instead of into new programs.

- Does UNC take advantage of Denver campus? Several classes offered throughout the year? Is UNC going to their other populations? Example: Special Ed in Denver. Good market and good application.
- Do we have an opportunity for a niche in Colorado that other U's aren't doing
- UNC is still trying to capture an identity. What is our mission? Who are we? What lessons are we teaching the students that are only here for 2 years?
- Capture civic-engage opportunities and utilize that in the classroom as well as outside the classroom. Count this toward college credit. Give student connection outside the classroom. Learn many skills that cannot be offered in the classroom.
- Some of our philosophies are similar to small Liberal arts colleges. Lower state costs combined with LA philosophy is a good niche. Add this with international/global engagement. Most students in some colleges have the opportunity to study abroad. Home & abroad is very good for student education.
- How is community engagement used with undeclared students? How do students get real-world experience? Community service required in some programs (i.e. – honors, scholars, and leaders)
- Offer unique courses in the summer – outside experiences
- Demystify the myths – i.e. nursing program – it's great but the information isn't getting out.

**Action Items:**

- Offer more LAC to meet req of majors
- Is there survey of students that Transfer to other schools. – Why and where are they going
- More classroom spaces? Utilize space more efficiently – i.e. larger lectures for some course
- More Smart classrooms
- Offer more GtP classes and online instruction for 100 & 200 level
- Offer more online classes
- Utilize other UNC campus – Denver (and Colo. Spgs)
- Local and Global experiences in all programs
- Tout what UNC has to offer – tell our story
- Give students credit for work outside of classroom
- Create/improve database for opportunities outside of the classroom
- Creating service learning projects/courses. i.e. - Instead of just serving the food at a soup kitchen – learn about the nutritional side (for nutrition major).

**Question 1: What might be the best way to calibrate courses for student demand at all levels?**

**Discussion Items**

- In Journalism, it is the responsibility for the Program Director (is there a method that could be shared?)
- People may be good at allocating courses in their program, but not in their college—what is the global picture at the University level?
- Look at some best practices within programs for undeclared students
- May need to look at some “out of the box” options like course-planning for up to 3 semesters out—need some research on pros and cons—what are successful institutions doing
- Currently a lot of anxiety and doubt about course selection in the future, having an ability to plan out their courses for 1-2 years in advance might alleviate much of that anxiety and be retention tool for students knowing that they would have the classes that they need and want
- May need to make a commitment to how we support student course needs and sabbatical needs and faculty retention
- Faculty retention needs to be a priority so that course offerings can be supported throughout students experience

**Action Items**

- Use data to forecast pro-forma enrollment based on current and admitted student
- Look at potential students to schedule courses
- More coordination from LAC to understand the demand for core courses and coordinate when is the best time to take the LA core.
- Know as early as possible “who is going to show up” for courses – before summer

- Be able to predict who will taking what
- Go to different schools and program what LAC course they are recommending and when
- Look more carefully at time of day offerings
- Use Univ college to schedule and manage LAC course work but keeping in mind coordination of resources. Need to work very closely with school directors to schedule faculty
- Consider a College of First Year Studies
- Utilization software for courses is out of date
- Scheduling needs to be more flexible – start stop dates and frequency especially for upper division courses
- Think more creatively hybrid courses- mixed delivery
- How can we raise caps on courses?
- Do a better job of matching staffing to demand
- Know why there is more demand for a particular course

**Question 2: What new degree programs could attract additional students?**

**Discussion Items**

- Would like to know what our growth in the 80% rather than the 20% we know about.
- How do we partner with CSU? What would this look like, what would be the advantage for CSU?
- Students may be able to earn a minor at CSU in programs that are nonexistent at CSU (engineering, etc.)
- Currently there is CSU/UNC collaboration in the area of Public Health.
- How do we work more with Metro-Denver institutions?
- How do we get early childhood development students from CSU to come to UNC? The CSU program is very exclusive and many of the students who do not get into this program come to UNC at some point.
- Large market for applied-anthropology and we'd like to be distinctive in what we can offer potential majors to make them and their degree much more marketable. How do we work with existing programs to “beef up” current degree programs to take into account the applied-anthropology? How do we make the students feel like community members who have had a program created for them rather than just consumers?
- We need to balance the marketability of our careers with the understanding that few students actually work in the specific job where they think they will work. Focus on creating the interpersonal/critical thinking/communication skills not just the “how to” knowledge of a specific career.
- How many of the undeclared students are just waiting around to transfer to CU or CSU? We have students at UNC who are just waiting to transfer. Even when other schools do not have comparable programs (UNC's are better) we do not do a good enough job of marketing to help the positives of UNC be more visible and desirable. We're the gem or best kept secret, unfortunately, we're still a secret. This plays out with faculty and administration as well.
- Parents want to know what students can do with an English, sociology degree...can my student get a job and/or pay off their loans with this type of a Liberal Arts college degree?
- Career Services is a KEY place to help students and parents understand what the L.A. degree means and how it can be used outside of college/university
- Partner with the community to help students and parents understand what their degree can mean and how it can be used outside of the college/university
- Online hybrid program where, specifically, american-indian students can identify with UNC but also participate in different aspects of the university.

**Action Items**

- Partner with CSU in order to create joint degree programming in order to leverage funding and other resources between the two campuses.
- We need to not necessarily create new degree programs but market our current degree programs and the areas where we really shine.
- Play on our strengths – Nursing
- GIS – Has a conglomeration of companies lots of opportunity in this region
- Opportunity to develop interdisciplinary programs, PVA/Business expand minor offerings,

- certificates or concentrations to add strength to degrees when applying for jobs.
- Returning students may want “degree enhancement” programs that look a little like professional development
- What programs are missing – construction management - combination programs
- Possible to “emulate” our competitor’s good programs, comparing within your level.
- We tend to lose a lot of athletes to schools that have programs we do not have, engineering, pre-med, etc.
- Find programs that align with those programs we do not have.
- Look at service courses not geared toward major, but might enhance another degree program.
- Engineering— we have a lot of pre-engineering majors
- Nutrition vs. dietetics
- Dance Major
- Nobody currently knows our majors!! We need to be able to advertise what we currently have. Clarification and marketing to students...
- Software development/Gaming
- Photojournalism
- Expanding Nursing Program
- 3000 students audition for Theater majors, 340 students are all that can be handled in the current facilities--- need to be developed
- Could we expand and develop the programs that we do so well—instead of trying to add new things
- Let’s not try to be everything to everybody as much as doing what we do well—strengthen and embrace our niche. We have some a very positive reputation in many areas—lets expand, market and develop them (Performing Arts, Business, Education, Nursing, Journalism)

**Question 3: What should be the purpose of Summer Session, and how can it be enhanced and made more effective/successful?**

**Discussion Items**

- Students have to be able to afford classes!!
- Important for out-of-state students, in particular
- Need to be classes that are important to progressing in their coursework
- Advertising and Marketing
- Could we expand offerings for teachers who are off in the summer—continuing education for teachers
- Ecology is offered in the summer but could be marketed
- Could incoming freshmen have a summer on campus? Bridge Programs
- Non-traditional students for summer sessions—need financial support
- 6-week program at Estes Park—Old Man Mountain getting out into the community
- College in Colorado in the summer could be packaged and very attractive to the community
- Need to air-condition buildings
- Any opportunity to have a positive experience on campus is a marketing experience
- College for Seniors Opportunities
- Articulate opportunities on websites and marketing—we are doing things for the community, but they could be better publicized
- Alumni programs on campus—continuing education
- HSS-one day university for the community is a great indicator for success
- More on-line courses? Needs to be some research in this area...
- Pay faculty for their work in the summer at minimally the same pay rate---potentially offer incentives for faculty to do so
- Differentiate the summer programming for traditional academic year—distinguish “summer programming” AND provide classes for students that they need to academically progress—they are two v. different needs, but both need to be addressed
- Summer sometimes is given over to conferences—the current message is that the University is closed during the summer

**Action Items**

- Offer summer night classes. Test market for people who are working

- Make summer a term comparable to fall and spring. Allow students to intern or take spring or fall and not be behind.
- Students cannot find all offerings during the summer term.
- Is summer different for financial aid? Courses, financial aid
- Provide more options in summer
- Define purpose, goals for summer for students as well as the administration

**Question 4: Is there a place for individual program admission requirements in managing enrollment in programs? What can we do to create a path to academic success for pre-business, nursing, and pva students who do not get into these programs?**

**Discussion Items**

- We lose many nursing students b/c they don't want to switch to biology or other majors...they want a nursing degree and that is it. Pre-business is having the same issues. Limitations on places for clinicals.
- What do we do if students do not meet the individual program reqs?
- There is a shortage of PhD professors in multiple disciplines and the result is a negative effect on students due to the fact that programs cannot be enhanced or developed.
- Other disciplines have the ability to work with students more creatively as these disciplines do not have as strict requirements as degree programs with very structured curriculum. It is easier for the L.A. to work with students with the courses they've taken to piece a minor/major together.
- Create a system that helps students who do not make it into degree programs with very structured curriculum understand that the degree they do receive can help them be flexible in their career, provide examples of how others have attained the end goal with a history, sociology or other L.A. degree.
- Millennial students are looking for direction. How can we help students see the same sort of prescribed structure/perceived structure that exists in degree programs with very structured curriculum.
- We must understand the importance of mentoring and helping students understand that they can still be incredibly successful even if they do not follow the path they had created for themselves (or been created for them by parents) before they arrive at UNC.
- The role of the 100 level courses in exciting students about a major is VERY important. 60/80 students taught by GAs/Adjuncts is a bad money making opportunity.
- Liberal Arts degrees could be expanded
- UC could find enhanced curriculum that allows that to get experiences that they wanted when they come in—integrated curriculum (Acting for Non-Majors, Public Speaking)—Stay involved in the arts
- Pre-Nursing—let them come into a Biology degree—better ways to communicate to students
- Inform advisors about options that are out there so that they can work with students
- FYE courses could be a resource to help students developing an alternative plan—work with advising to help support students
- Find ways to be proactive with students—Orientation, first semester—hard to make decisions when you have been “denied” or “rejected” from a program
- At orientation, you can work with parents and students to understand these options
- Can add options into the catalog---so that students can see other options
- Communicate alternatives to majors—in a positive way
- Website improvement—Create big links about potential other options at appropriate

**Action Items**

- Finding partners for nursing/business majors to help alleviate the burden of lack of PhD faculty (community partner, campus partner, where do we find these partners?)

**Question 5: Would it be possible, or desirable, to require all UNC Freshmen to take FYE 108?**

**Action Items**

- A vast majority of our undeclared students have a “home room teacher” who do not know a lot about the university. The teachers are not regular faculty. Students feel it is busywork and demeaning. Not defined as a class according to students
- Are FYE teachers prepared to teach? Who are they

- With the freshman book, bringing together a sense of community
- Rob says yes, but the “all” is concerning and we would need to expand offerings
- May want to move away from required...be sure it counts

## SESSION I – GROUPS E-H

### INTERNAL/EXTERNAL MARKETING AND CAMPUS IMAGE

#### 1. What can alumni do to assist in promoting UNC?

##### Discussion Items:

- Partnering with Residence Life – mentorship
- Engage principals and teachers to tell our story with high school students
- Advocates at career days and more connected with schools
- Contact applicants that are interested in programs
- Educating alumni about what is going on at UNC
- Targeted by association to a certain program
- UNC graduates across the States can be used as hosts at various conferences.
- What can UNC do to get the alumni interesting in helping at UNC?
- What is UNC currently doing?
- Raising the UNC flag isn't working here (e.g. Let's get together and have a good time).
- Instead alumni could be #1 group of recruiters – especially teachers, etc. Engage them in something that is significant and that matters. Let them hear the wonderful things that are happening so that they can go out. Need to disseminate "We are the best in ..." Especially get out information about education. Also get items on the teacher alumni's desks – UNC logo items, lapel pins, etc. A lot of good things to say about UNC's education program.
- At another university the alumni had a yearly program with Alumni continuing education "day" on Friday, alumni tours, class reunion dinners, etc.
- Help in dispelling myths about community. Bedroom image, smell...
- Outreach to HS students...Points of pride that are community oriented. Talking points, even before the graduate. Provide information and statistics. Build in pride for Alumni of the institution.
- Promote student alumni association...
- More than the image of the university wants their money (in reference to the alumni center)
- At my former institution, the alumni center calls to use me to reach out to students in Colorado. It is nice they don't call me for money.
- Perception that alumni events are fundraisers
- Are you willing to go out and talk to students ...give points of pride, I am assuming we do this...but don't know.
- WE have to connect better with alumni, but it costs money and we are so busy. We give out foreign language awards and they love this...college based recognition. How do we recognize educators...use professional organizations...
- Cultivate relationships with students while they are here, so they become active alumni.
- We can be a bear for the rest of our lives. Let us know what we can do as alum, or what we can do in our graduate areas.
- Once a bear always a bear...articulate what that means.
- Perspective student likes to hear from current students...parents like to hear from parents...PVA has a list for admissions of what graduates are doing. Have that from education, chemistry or biology would help us ...
- Best product of UNC
- Minority alumni to promote by phone calls to prospective students and parents

- Not sure about phone format
- Teach what we are great at/doing here
  - Teach 5 main points of pride
    - Alumni website to list/mailler to alumni
- Involve alumni in projects
  - Service learning with students
  - Convocation
  - Make contacts for university students and friends
- International alumni – no tax write off
  - Talk to friends/family to promote UNC
  - Make contacts for university students and friends
- Alumni were identified in geographic locations to identify with students
  - Contacting applicants in the geographic region
  - Talk to students about UNC experience
    - Successful in business
    - Can be outside university
    - Professional days – talk about careers
    - Recent and long term graduates
- Use current statistics “Quality Ratings of UNC on Characteristics” to emphasis and promote what students in general value and UNC is doing well and be able to address the negative

**Action Items:**

- Put together advisory boards (e.g. HSS is looking at doing this) with alumni on the board.
- Pick a theme or initiative (example: HSS has selected “increasing study abroad opportunity” this year for their initiative) to use as a retention tool.
- Give alumni ideas on how they can disseminate their experiences – collect their experiences, what are the three things that they got out of the university. Then they can share these experiences (rather than just new things.) This will resonate more.
- Two different aspects being discussed:
  - Bringing alumni to campus to reunite
  - Have alumni help spread the word about UNC using their own stories.
- Create Alumni Speaker’s bureau – get alumni in front of students as speakers in classes
- Need to provide incentives to alumni – library items – databases of journals provided to all alumni.
- Need to get alumni interested in what we’re doing. Just can’t call them for money. Need stuff. Also get items on the teacher alumni’s desks – UNC logo items, lapel pins, etc. A lot of good things to say about UNC’s education program.
- Use educators who are alumni to disseminate good things about UNC

**2. What steps can be taken to improve UNC’s image regionally and nationally?**

**Discussion Items:**

- Relationship building
- Course time release for professors to go out into the community
- Grow the awareness of our logo
- Find out where the students are getting their information

- Increase the positive amount of press – communicate our story to the media
- Build relationships with the media – stronger relationship with the Greeley Tribune
- Targeting of families of under- represented families
- We need to be positive – image of a safe community
- Community relations – telling the community of our stories
- Understand our mission and our identity
- Have an issue with the secondary paper on campus “Connection”. This is not an official UNC publication, whereas *The Mirror* is the official paper. The *Mirror* is at risk – down to 8 pages, much advertising is going to Connection. Also Connection has many ads of students in pubs, etc.
- Look at programs that are being marketed heavily and problems with students not being able to make it in this programs.
- On the other hand, quality overall sells – so ok to promote competitive programs.
- Problem with losing pre-majors that leave after they don’t get into the programs they wanted to get into. University College will help greatly with retention – to help guide these students.
- Biggest downward blips on data based on why students enroll – City where college is located. Don’t seem to get much help with city media. On the other hand, Greeley is a very diverse, great city. Perception is different: Gangs, smells, cracks
- Stop using UNC...nobody outside of Colorado knows what UNC is...think North Carolina...even in neighboring states.
- PVA normally ranked in the top 5...that college is known.
- PVA does showcase in Hollywood...and do an alumni event around it. Reconnecting with people out in California. They are thrilled about it. We have found if we ask them they will do it. We do a lot of trips to areas where we know we can recruit from the top PVA highschools. Doing this we now have a feeder in Vegas. The students don’t care about the name or the smell, it’s the program. SCHOLARSHIPS.
- 27% of kids in PVA are out of state.
- Broadly, to have a presence in other states by using people who live there? Use the program to promote the institution.
- Admissions...it is very difficult to recruit by major out of state. You are selling the school more than the program.
- Building the image with alumni...all of us go to national associations...hosting things at these events...local and national to bring alumni together.
- Consistent message...Northern Colorado...not UNC
- Society wants to hear from a person...you read about other peoples “review” reading about UNC from many perspectives, student, alumni...
- collaboration with city of Greeley for marketing purpose
  - Pool resources
- Huge number of faculty do not live in Greeley
  - Start help program to get new faculty to Greeley
  - Make image change to blend into community
    - Market to community
    - Classes sign language, yoga, etc at night to involve community with school.
      - Not limited to student population
      - PVA started program
    - PVA – SRC provides \$ for visiting artists to come to UNC and stay for a weekend to see Greeley and teach a class
  - Faculty live in dorms – in process of making faculty residence program
    - Faculty in Residence

- Advocate supporting program
- Ties into programs such as CUMBRES etc on campus
- Faculty/Staff social events
  - Meet and greet after
- Trailing Spouse –
  - In work Marshall Parks HR

**Action Items:**

- Recommend that UNC departments advertise with the *Mirror* rather than *Connection*.
- Marketing position – need to define what UNC *should* be known for.
- Create Minor in Business program to help retain business students that can't get into the full Monfort College of Business program rather than transferring to AIMS. Also look at potential for minors in other popular programs as well.

**3. What efforts can we, as a university, initiate to build student-friendly bridges with the community?**

**Discussion Items:**

- More involvement with our local schools – public and private – spokes people
- Marketing our strengths of what we already do in the schools
- Raise profile in the community
- Highlight of what we already do in the community
- Talk to elementary schools about becoming a teacher
- Community access to university events
- Serving on city boards and/or committees
- City partnership with UNC and appreciating students and making them feel welcome
- Internship opportunities for students in the community
- Develop a professional tool kit – more information available for people to use
- Get our apparel out in the stores and the community – professional women apparel, golf shirts, etc.
- Mandate community connections in the curriculum
- Need to work with the mayor to build better image. Own media operation is creating these stories. Rumor that gang initiation includes “raping” student on campus. This is VERY bad publicity, and was shown as total rumor. Also, when the First Lady was visiting campus there was no publicity, and there should have been.
- High School drop –out rate is almost 50% in Greeley. Need to have our educators to go into the High Schools. There are relevant perception differences between Greeley and other communities: Ft Collins/Boulder. “Don’t put a ‘cake costume’ on soup.” Need to be realistic.
- University provides a lot of jobs and economic impact on the city. The City is trying to work with us, but their budget is flat.
- Homecoming parade: MapleWood was the only school in the parade. Not active in getting the other HS, and bands. Also not active in having own students in their own parade. Not engaging HS students.
- There are pockets though. But even the pockets of city K-12 students on campus have issues. Some community students have library borrowing privileges at the University Library. The problem is that they show up and then get parking tickets.
- Parking on this campus for the community is a problem.
- Need to emphasize small classes. Cultural shift – not Greeley the Island and UNC the Island.

- 280 arts events a year....so much going on on campus...its all about publicity...let people know. Once they go to an event...they want more...
- Follow up...what can we do with publicity...
- There are very few faculty that go to events...it would help moral if they went...the events are so high quality they would grow pride.
- It would be nice to see more in the airport...not CU or CSU or DU...
- We have a community that is comfortable
- Can I go into Walgreens and get a UNC sweatshirt? No I can get a CU one.
- Target had an agreement to get a bus from campus to Target when they moved out west...if our students went to those stores they can promote NC
- Building internal pride and extending to greater community...at one time a lot of faculty lived in Greeley. Now they do not. Incentives to get people to live here...improve the quality of life for ourselves in Greeley.
- Reach out to not only faculty...but reach out to schools in community more, so that kids in community know about UNC. Reach parents through Kids...Huge gap...
- Satisfaction of Greeley is low...Would like to hear from students on their perception on Greeley
- Increase things to do
  - Unify UNC and City of Greeley Calendar
    - Current dry erase board
    - Faculty – fliers with information
      - Could put on light board – where students hang out on campus
    - Expanding UC more activity areas
      - Expand hours for dining operations
        - resources
      - Feels like a walk through place
      - UNC feels commuter not residence
    - More centerish place to hang out
    - UNC put signage out to businesses
    - Use dining halls to promote interactive performance entertainment
  - Faculty use activities for classes to be involved in community
  - Shuttle bus from Dorms to plaza area
    - Find out why students don't go down town
      - Campus security
  - Involve students in community projects such as
    - Bear Hug
    - Habitat for Humanity
    - Service Learning

#### **Action Items:**

- Improve parking scenario so that community members are not getting tickets. Improve signage more meters....
- Development of a strategic marketing plan that is adequately funded.
- Continuing to promote the “Bear Business” program where stickers are in windows of local businesses that give discounts to students from UNC and promote to students so that they know it exists. Publicize where you can go.

- Improve first contact customer service on phones, anonymous reporting mechanisms, also promote the exceptional services; “secret shoppers”. The negatives can make external customers turn off.
- Develop comprehensive internal marketing plan – include what is our concept of customer service. Find out how happy are the customer service persons (often are the least paid); make sure they are invested in, and have the information they need to do a great job.

#### **4. How do we create excitement surrounding events and athletics?**

##### **Discussion Items:**

- Homecoming – not enough hype. Students didn’t know the superhero theme. Not enough banners, etc. However there were pockets of students who were involved – RA’s for instance. Need more banners and ribbons around town.
- Don’t feel like this is a college town.
- Roadblocks – prices on the athletic camps (camps are great but can’t get there), parking is a roadblock
- Message board advertising – been suggested on at least 3 committees – high priority

##### **Action Items:**

- Integrate the community into Homecoming.
- Need more integrated programs and plans. Marketing plans with all areas integrated.
- Athletic camps – work with community to build and get funding for lower income students (K-12)
- Get community to games – make bigger and better

#### **5. What can we do to decrease the sense that there is nothing to do in Greeley or on campus on the weekends and in the evenings?**

##### **Discussion Items:**

##### **Action Items:**

- “This week on campus” listing on every table on campus at UC, T-K, and Holmes, in plastic holders.
- Work with facilities involved to get advertising on back of stalls in restrooms.
- Create a posting policy (getting posters approved)
- Invite all HS students to hear college student presentations to Academic Excellence Week.
- Bus system to move students between the campus and downtown
- The cactus does not appeal to every student and that is the only thing to do in Greeley.
- Something to do vs. nothing to do...
  - Roller rinks...latin dance...bad bowling allies...
- Provide Talking points for alumni
- Social and community points...
- Use Alumni to help with recruiting calls
- Provide scholarships

- Community Advisory Boards – building relationships
- Have a presence in other states by using people who live there
- Have a presence at national and regional conferences and host alumni events
- Incentives for faculty to go to events...
- Bridge gap over highway...
- Get Greeley businesses involved
- Cultivate an interest for faculty to improve quality of life in Greeley
- Get more student info on what to do in Greeley
- Have UNC promote community activities
- Explore how we can work with community to create more opportunities
- Commercial areas close to campus for students...the hill (boulder) downtown (CSU)
  - Partner with city manager – ex. Arts and entertainment district...
  - Provide incentives for groups to buy buildings between 16<sup>th</sup> and downtown.
  - Federal/state/local partners to create tax incentives.
- Service Learning...
- Bus to downtown
- Help local businesses
- Bear country signage in town...similar to CSU ram country..banner system on campus and off campus
- Consistent name...

## SESSION II – GROUPS A-D

### ACADEMIC ADVISING AND STUDENT SERVICES

#### Discussion:

- Serving the non-traditional and military vets. Large population in Denver. Out of school for long periods of time and with much work experience. Gtp works very well for this population. Concerned that they have been out of school for long time. Easy transfer classes very appreciated by this population.
- How to recruit. Go to schools and talk with para-pros. Driving & speaking with SpEd directions to educate. Targeted. Very specific populations. Oct & Nov good recruiting months.
- Increase collaboration between areas serving 1<sup>st</sup> year students. Still “kids” not yet adults. Who is helping the students? More commitment needed.
- How are faculty trained in advising when they arrive? What support is available to new faculty so that they can support students? Current training is packed meetings over short period of time and then let loose. What is the ratio of advisor to student? Varies significantly between departments.
- Peer support available in some departments. Student-to-student. Nice as supplement, but not replacement
- Departments need FAQ for students AND faculty advisors
- Faculty should not spend as much time on the administration work – focus time on work with students
- FYE – require of all traditional freshman, not good for non-trads. Quality of instruction varies with each faculty
- When spending time to educate campus on what is going on, this takes away from running the departments. Some effort needs to be placed on individuals to find out.
- First-generation students – very large population. Great work is being done on campus to reach those students and can be used across campus. Find a model that works across the campus and allow each college to tune for their area.
- Where do we need to focus resources? Can faculty handle load of advisee’s?
- Talk about retention of parents who are sending kids off for the first time. What are we doing to serve the parent population? How do we keep parents informed? Wellness program made available to new parents. Separate website just for parents. Parents appreciate hearing about their students regardless of the type of news (good & bad)
- Housing sends out newsletters before school starts and during the year – make this a more collaborative effort.
- Student will call parents for help. Parents need to have the resources to send on to the students. Parents are the cheerleaders for the students and need to be educated on what is going on on campus.
- Need to encourage parents to encourage student independence.
- Years ago there was a university wide advising committee. Shared info from across the campus. And educated different departments.
- Concern of effective advising for online students. Not as much mentoring available because students aren’t committed to the campus. Online classes draw students away from the campus and don’t build a connection to the campus.
- Some responsibility falls to the student to get out and make connections.
- What education/orientations are provided for facilities online? Are these taken to distance campuses? Is the online use of facilities, such as library, tracked?
- What is “mentoring” and how is it defined? Accomplished professors in the field are teaching lower level classes in addition to upper level. Mixed course load for all professors to give students the opportunity meet people in the field, not just a TA or adjunct faculty.
- Individual attention to students willing to work with the students on their life experiences and

giving them credit for that.

- What do students need and how do we meet the needs of the individuals. Every student is different and has different needs.
- How do we manage and facilitate any sort of formal mentor structure. What will be done to train those mentors and what will they need to know. What are the needs of each type of student and how will we meet those needs. What resources will be needed to accomplish this and are they available.
- Business FYE classes utilize upper-division students to mentor the students. Upper level students put on programs and help the students with their concerns. Student mentors are paid for their work so that they are committed to their work. Payment is small.
- Transfer students – MCB requires transfer students to meet with academic advisor before the student can start classes. Make sure the students know what is expected of them and provide them with the resources necessary to be successful. Build connections.
- How are transfer students that are undeclared getting their needs met? ASA provides support to them, seeming better than those that are declared. Those with majors seem to have a hard time finding someone to meet with. Not all employees are 12-month and so student might be lost until advisor arrives. Colleges need to have advisor that can work closely with students to help with the transfer of classes. Students should not have to retake a class that could meet the requirements of existing class because no one would listen to them.
- Transfer students are an issue across the board because there are not resources available in all the departments to meet the needs of the students. Faculty can just wait and see if a student comes by to ask for help. Only specific people can evaluate the transcripts and not all faculty is available year around. A lot of work goes into evaluating a course and it takes a lot of resources.
- Who is communicating between departments, admissions, and registrar? Who is the right person and place to go to? Do students go to specific college or do they go to admissions or registrar. It varies depending on the course.

**Action Items:**

- Pardon the pavement more for recruiting.
- Be in more High schools – UNC missing from many opportunities.
- Market in the spring as well as the fall. Be specific to population. Develop market plans to specific areas
- Adjust hours of operation to adult students. Not just in the classroom, but in the administration. I.e. – fin aid only available m-f & 8-5
- Offer night classes
- Better orientations from non-trades – freshman orientation not welcoming of older students
- Go to sites where students are coming from. I.e. Kodak
- Transition office for Non-trads
- Day Care available on campus for students AND faculty – repeated several times
- Nearest Vet office is in WY – needs better communication but difficult to work administration
- More resources devoted to advising, not just in the academic area
- Some department offer support, but it varies. Mentor faculty, meetings, booklets.
- Faculty need to know what information is available and where to get it. They don't need all the information at once just the resources
- Support was available on Blackboard. Voluntary and not well published.
- Develop online FAQ's for students AND faculty.
- Utilize web resources better – one click away.
- E-mail information needs to be more utilized
- Reduce load on faculty of administrative work –
- Upper class students should not need to meet with advisor to get pin. That is wasted time with students. Advising for upper class should focus on life after college - career
- Adjust advising style with student type. Use different models. May be labor intensive at first – will work better for students and advisor in the long run. General advising done by one group for early years – specific advising for upper level
- Use more FYE classes – required of all students. More developmental topics.

- Get educated on what is going on across campus – outside of individual areas. continued orientations for new AND current employee's
- Utilize Best-Practices from each college – communicate across campus
- What parents list is there for 1<sup>st</sup> gen?
- Create/improve website for parents and their needs.
- Collaborative efforts and communication across campus for parents. What information is going out and who is sending it.
- Bring back monthly advising meetings from cross campus collaboration. Share information to all departments on campus on a regular basis.
- Pair freshman with upper level students as well. They know what to do within their program and can pass that information on. This in conjunction with the faculty advising.
- Resources, time and money, need to be allocated to meet the needs of transfer students specifically. People need specialized training on transcripts and the needs of these students. A few people on call for specific areas. They can cover more than one area, but specific to certain areas. On-call duties in conjunction with other responsibilities. Get information early and electronically allow flexibility
- Have better relationships with Community College systems to evaluate the transfer classes to meet the needs of the transfer students and take the burden of specific faculty.
- Have someone on staff or an office to work with transfer students.

**Question 1: What can we do to improve advising for both first year and continuing students?**

**Discussion Items**

- From an Athletic standpoint, there are NCAA reqs. that need to be met and advising is EXTREMELY crucial to direct the students to the correct courses/advising standards in order to make sure all NCAA reqs. are met.
- BIG difference between course advising and professional/career path advising.
- 1<sup>st</sup> year and Transfers need a "schedule plan" this isn't necessarily advising.
- Due to some of the state requirements, we no longer have students who take 140+ credits in order to just take classes for fun.
- Students need tools and resources that they can use on their own. Degree Audit Tool that students can look at 24/7 this may reduce the necessity for the number of individuals dedicated to advising.
- For some Depts., graduating students rate "advising" lowest in regards to a number of other areas.
- It is a challenge for faculty to stay current with course/requirement changes in their own Depts., regardless of other areas on campus.
- We need to better train faculty to be the "one stop shop" for class, course and professional career direction advising.
- Documentation from the Registrar's Office for degree/course reqs. is quality information. However, the first time people look at this info (Faculty included) it is difficult to interpret/understand.
- How do we help faculty refer students to the correct resources if answers to student's questions are not readily available?
- How do we balance challenging students to seek out and understand information for themselves and providing them the support they need to succeed in regards to course scheduling as well as professional career development?
- What do we do when students receive bad information from an advisor that REALLY impacts a student (graduation, scholarship, athletics, etc.)

**Action Items**

- Continue to tap in the technology in banner to track students and focus more as "career advisors"
- Put four year plans in Banner, check of courses as they are taken. Auto reminders to students for 4 year plan for coursework.
- Degree audit is difficult, need to improve the report, make like a check box to help advising Put degree audit check boxes in Ursa
- Undeclared students are being advised to take classes they do not need. If undeclared students

are our largest population, we need to focus. Should we assign these students a consistent advisor and must meet on regular schedule

- Move to model for “professional advisors” to do degree and course advising and faculty do career advising.
- Requiring a signature to take class, figure out a check list that advisor can use to figure out course selection.
- What is value added to course advising by faculty – why take a class, when to take it (in what sequence). Perhaps use prof advisors for lower division and faculty at upper division.
- Hook up undeclared stds with career testing – during orientation? Test should have an academic element.
- CIRP data revealed most stds had a sense of what they wanted, not quite as naïve as stats might reveal.
- Communicate options and alternatives to students through FYE—other options
- We need to have a list of majors—we need to have an EASY way for students to know these
- Reduce “I didn’t know” for students—
- We have general advising—undeclared students and major advising—(both of these need additional support, but in general okay), but there is no middle tier—for example, have a health science advisor who could help them see the options that are most interesting to students
- Move towards professional advisors is positive—could those advisors be “themed” into particular areas –Health Professions—Humanities, etc.
- Additional opportunities for training and effective advising
- PVA Student Services Coordinator—is a tremendous example of a middle tier person to have a person to refer students –allows for intervention, a confidant for students, a place/person to ask questions
- Having a central person who can act a point of contact for students & faculty—students and faculty will always a place to go—those people have the time to know the resources and can serve the students
- Would an advising website be useful? Q & A site—there is no central person for questions
- Shift from it is not my job—to “how can I help you?”: Create positive walkways between areas on campus.
- If advising is important, then don’t ask me to do it on-top of everything else! It must be a priority.
- Create positions for people to simply be advisors to students rather than have individual faculty members serving as advisors as well.
- Train Faculty to be as well versed in all aspects of advising including the skills we would look for in an academic advisor position

**Question 2: What might we do to create a truly effective transition experience for transfer students, including summer advising and orientation?**

**Discussion Items**

- A lot of students are missed over the summer due to the fact that many faculty members are not always available during the summer. Too many mistakes are made during group advising as students do not receive 1:1 attention.
- Students may be taking the “wrong” or non-transferrable courses (AP) and these courses are not transferring in as students anticipate.

**Action Items**

- They get treated like they are “new”—not valued on campus
- Transfer student site on the website in not friendly
- Just a simple how-to for transfer students—not marketing to these students
- Transfer students and non-traditional students are an oversight
- Our culture must shift—to support students as consumers—need to have a more personable—personal touch type of campus environment
- Transfer students must be able to have summer courses
- Coordinator for Transfer Student programming---there has to be a person that can help students through that process
- Students report less connection on campus than their peers at other institutions
- Have a person available all summer to answer any questions new, prospective, transfer or

- current students may have.
- Create linkages between advisors at Aims, FRCC and other local institutions in order to make sure that students know UNC requirements before they arrive.
- Encourage Transfer Students to attend Discover Days and develop the type/scope of information these students receive.

**Question 3: What needs to occur to provide more opportunities for faculty, staff and students to mentor students?**

**Discussion Items**

- We need to find more time to create these relationships.
- Is there a disconnect between the way faculty/staff communicate and the way students communicate? If so, how do we bridge that gap in order to help faculty/staff connect with students?
- Do we mentor the C students or do we mentor the 4.0 students?
- We have faculty/staff who are not quality mentors and we need to be realistic about who we want mentoring our students.
- Students are looking for faculty when it is convenient for the student, not always when it is convenient for the faculty member.
- Once students declare a major it is important for the advising they receive to be located in and around their faculty and department.

**Action Items**

- Have professors spend more time on-campus, longer office hours and making them more available. Doors open, welcoming environment, other activities outside the classroom. Not spontaneous now.
- Use faculty and alum to mentor students, show the wide variety of job options at the end of a degree
- Allow for students to remain in the classroom after class to talk to faculty
- Need to develop better relationships between faculty and students, inclusive
- Meet with faculty in lounge or study area. Brown bag
- Fireside chat, faculty open their home
- Invite faculty to dorms to talk about programs
- Many faculty do not live in Greeley – perhaps require they be here 4 days a week.
- Work with a passion, encourage faculty to work from the heart
- Lots good is happening in the classroom, use our own success story to instill passion and excitement on student achievements to build momentum.
- Perhaps the students who are shy would hook up with student mentors, assign each class a student mentor who can work with classmates on questions and motivation
- What is the easiest way to connect shy, unconfident students with faculty and mentors?
- We should tap into our alumni—formal connections and informal connections
- Retain staff and faculty—hard to mentor with high turn-over
- Build community and enhance knowledge of campus programs
- Allow some release time for those activities
- Develop opportunities for faculty and students to work together on scholarly work...some way to facilitate this—Explore a framework to do this
- Need to reallocate resources to better serve students
- Developing a way to offer an opportunity for key-people an avenue to discuss this and create a buzz
- Recognizing faculty who do mentor students
- Career Services might be a good place to create that connection place---we could offer more resources to that area that can help that
- Designated advisors that could support students and help foster those connections
- Help each student find one connection or group—each student find one
- Match alumni to mentor and internships—need to make sure there is a formal process
- Admissions needs to be informed of these relationships—it is a recruiting tool for students and parents
- Transfer students could really benefit from a mentor

- Off-campus students need to be connected
- Better use of the Learning Communities---residential learning communities in particular need to be enhanced---faculty brought into the residence halls
- Need smaller classes—don't need to increase all the class size—this is a positive on this campus and we need to prioritize it
- Partner senior faculty members with new faculty members to help understand all aspects of being a faculty member (yearly reports, advising, how to be a mentor)
- There is a need to make mentoring more of a priority for faculty. Scholarship, publications and other “academic” pursuits are rewarded more than mentoring.
- Be practical. Find community or other campus members to serve as mentors; the people who are good at mentoring.
- Develop a way to assess the quality of advising faculty provided to students

**Question 4: What can we do to increase the collaboration between areas that offer services to first year students?**

**Discussion Items**

- FYE scavenger hunts that send student to get information about different campus departments/services.
- Most majors do not have the room to have students take an FYE or other “outside” courses and this hinders students’ ability to get a broad perspective of services available.

**Action Items**

- Need better student information on financial aid questions.
- List of contacts for 10 most frequent questions students may have.
- Require staff to go to the ASK ME mini training sessions.
- Use UNC today to put in section called DID YOU KNOW that might increase reading of the actually staff who read it.
- Do a better job of sharing the good stories about UNC, send to Spot Light link to Nate Hayes
- Work with student newspaper to tell our good stories, classroom, students, research, concerts,
- Put a quick link on URSA to the ASK ME data to refer to when a student asks a question.
- Find areas where there are deficits of knowledge—where are the connections not being made and find out why...we need to really study this area
- Where are the deficits in collaboration?
- DATA! There is a lot of data available and we need to find a systematic way to collect and share that information
- Assessment day and share information! How can we support one another?
- Find ways to share positive messages and information about our campus and students
- Be careful of our structures so that we don't limit communication by creating barriers that are unnecessary
- Workshops that may not be credit bearing but will help students learn/receive information about campus in general.
- Create a mentor/ambassador program where students who have something in common (transfer, major, interest, etc.) help other students connect to campus and campus services.

**Question 5: How can we better serve our non-traditional and military veteran students? What services would support the success of these populations?**

**Discussion Items**

- Post Traumatic Stress Syndrome

**Action Items**

- Consider a center for these students for support and encouragement
- Consider course scheduling, time of day, start-stop, modules, and hybrid. , but be careful to align with enrollment.
- Need a convenient time
- Are we losing non-trad to Phoenix and other institutions?
- Need to make sure they have initial advising and orientation, all students including non-degree seeking have initial contact and orientation.
- Advisors can put meeting request and reminders on student's emails. Put in exam dates, when a

student has to do things. (BUT MUST CHECK EMAIL)

- Do we have a financial partner to teach the afterhours course (offer 1 day a week say Wed 5 to 9 pm) bring an entity to campus who has the resources to deliver those classes if we don't)
- Childcare Center—this is a priority to serve this population (and others on campus—community college students, faculty, staff, low-income)
- Language change may be more inclusive—adult learners or others
- Disability Support Services must be staffed appropriately—great office but needs additional resources, physical disability needs are going to increase
- Counseling Support Services—PTSD, etc
- Military veteran students are a huge opportunity to be a leader in Colorado to serve these students
- Facilities have to be improved (access to building, cleaning ice, making campus safe) for students who have limited physical abilities—increased staffing so that we are able to do that effectively (only 10 personnel to clean up snow in the winter)—elevators are often out of order...students don't have access...restrooms need to be improved
- We need to ensure that UNC needs to be a military sanctioned university—to receive military dollars
- Create a child care center
- Create more evening and weekend classes (Do more to assess the actual needs of these students, what are the conflicts that these students encounter?)
- Work with Disability Support Services (DSS) to help faculty and staff understand Post Traumatic Stress Syndrome (PTSS) and the limitations that go along with PTSS.

## SESSION II – GROUPS E-H

### STUDENT RECRUITMENT

#### Discussion Items:

- Create the highest quality product...
- The more publicity knows about what is going on the more they can promote...
- Communicate information to UNC today...
- Do colleges understand their role as a recruiter?
  - In general academic programs do not know this...
  - For programs to be effective they need to be diverse...
  - WE don't have the funding to do out of state recruitment...
- Information desks try to get answer...
- As a program we need to understand out needs...
- Know our capacity to have an inclusive student body...
- Inform admissions on expectations...
- Assign faculty
- Partnership is helpful...admissions...get them information...how do we work across campus to share needs...
- Personal touch...spend personal time meeting with student s and parents...
- Students say I am not just a number, I like the size...
- Students say...it just felt right...
- Very important to have the availability of resources....especially for very specific areas...
- Extend the personal touch to the phone and be mindful of using voicemail...
- Registrar has the menu...
- Difficult to bring recruits to different offices...Is there a system to connect people and recruits to areas...
- Designated contact in each area to work with recruits
- Increase scholarship base...
- Look at National Undergraduate Scholarship
- Utilize students in recruiting events....
- Define "Our Goals"...is it really the university vision and buy in...
- Metro is the only other school that is close to being HIS we may have a niche.
- More of a presence from athletics to departments ... locals schools are struggling academically.
- The university should make a conscience effort to help by proving ACT prep
- Frank Garcia doing recruitment – shows Latino presence – diverse recruiters
- Identify alum in Hawaii to promote students
  - Current offering scholarships to promote opportunities
  - Rejoined WUE
- Hand out pens at conferences
- Out of state support group for students
- Set up articulation agreements with 2 year colleges on reservations to have graduates come to UNC
  - 2 year tribal degree transforms to AA to cover liberal arts core
- Emphasizing current student services
- Expand FYE program
  - As much as can be done
    - If possible through Senior Year
- Promote learning and living communities
- Continue International Ambassador program going on for 3 years between study abroad students and international students
- Develop program between new students and returning students within same groups
- SSAC gathering data from successful colleges and universities to find best practices
- Develop human touch type programs for Hispanic students to increase retention

- Show students what is going on hands on
- Hispanic students more likely to succeed if living on campus for Freshman year
- Develop mentor component across disciplines and ethnic backgrounds
  - life skills
- Require freshman to have 5 community involvement activities in first year
- Build on CUMBRES model
- Support for non-traditional students who are supporting their families in different capacities
  - Academic support
  - Tutors
- Develop a transfer student program
  - Faculty buy in
  - Student buy in
- welcoming and supporting on all levels
- Join Hispanic Association of Colleges and Universities
  - Promotes Hispanic Student support
  - Utilize their resources
- Work with local churches to have Sunday evening meals
  - Community support
  - Allows students to recruit students
- Send out invitations for applications
  - Targeted messages
- UNC hosted career counselors
- Gather data from UNC alumni teachers
- Student teachers talk about UNC
  - Give out pens, stickers, etc
- Advertise in High School newspapers
- Work with afterschool programs
- Sleep over in residence halls
  - Friday, Saturday, and Sunday
  - Or stay with a student and attend class
- Family literacy nights
  - Includes parents and students (all ages)
- UNC Bureaucracy hard to navigate
  - Ombuds program
  - Help for parents unfamiliar with website.
- High touch to recruit community college students
- Getting practical day to day information out to students

**Action Items:**

- Offer high program quality
  - Define this more specifically...
  - What do graduates do
  - What research is done by faculty
- Timely and personal response to inquiries
- Broadly look at overall customer service
  - Focus on personal touch...Invest in a position focusing on this!!!
    - Every area should have this!
- Resources in the broader areas to provide personal touch and connections...humanities...
- Create a resurgence of awareness around campus around what it means to be a college who focuses on size and personal touch...
  - Sharing of best practices between areas...
- Define the UNC experience in a very concise way...
  - Tie this into the alumni talking points
  - Standardize this between units and allow areas to personalize it
- Commit to having program resources available from all areas...
- Review institutional customer service
  - What is the standard...what is the desired goal?

- Use available technology
- Designated contact in each area to work with recruits
- Create a base amount of scholarship for local recruitment.
- Importance of increasing the number of faculty of color
- Utilize students in recruiting events
- Add more precollegiate programs...either summer or afterschool
  - Promote these on the website!
  - Make them affordable...
    - The burden of cost of facility uses.
- Create a campus wide understanding of University profiles of students
  - Need materials in Spanish including website...
- Highlight the fact that UNC has cultural centers and many other universities don't...
- Ask more in depth questions on applications to show what we have.
- Cultural centers are student fee funded...look at how non student fee funds can be funneled to support cultural centers or can they be completely funded outside of student fees.
  - To assist with backyard recruitment
- Work more directly with cultural centers in recruitment events
- Need to focus in our back yard
- Clarify what our recruitment goals are
  - In reference to diverse populations
  - What is the student mix Define what our target student populations are...community college? Transfer?
- Explore opportunities to be a Hispanic Serving Institution (HIS)
- University sponsored ACT prep courses
- Send students along to do HS recruitment
- Don't forget the importance of outreach to international
- Define inclusive as a university...
- Admissions advisor from UNC on AIMS campus...
- Define ways to use teaching workforce in intentional ways.

**Question 1: What might be the role of the faculty, staff and student in recruitment?**

**Discussion Items**

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**Action Items**

- Partnering with Residence Life – mentorship
- Engage principals and teachers to tell our story with high school students
- Advocates at career days and more connected with schools
- Contact applicants that are interested in programs
- Educating alumni about what is going on at UNC
- Targeted by association to a certain program

**Question 2: What 2 or 3 things could your unit and you as an individual do to affect recruitment?**

**Action Items**

- Carry business cards – having business cards for faculty and staff to hand out
- Give work load credit for recruitment by faculty
- Middle school program – follow up with students who visit UNC
- Experiential opportunities
- Our equivalent of the Wizard Show
- Each college could adopt a middle school
- Help kids study for the ESAP
- Academic mentorship for community schools
- Correspondence with schools
- More high school opportunities to come to campus events
- Develop a position that is focused on FYE and K-12 – library

- Relationship building
- Course time release for professors to go out into the community
- Grow the awareness of our logo
- Find out where the students are getting their information
- Increase the positive amount of press – communicate our story to the media
- Build relationships with the media – stronger relationship with the Greeley Tribune
- Targeting of families of under- represented families
- We need to be positive – image of a safe community
- Community relations – telling the community of our stories
- Understand our mission and our identity
- Ask current students, alumni, and employees to “refer” potential students.
- Highlight faculty/Staff who are helping with recruitment (need to get away from “That’s not my job.”)
- Create a more unified effort to call prospective students –
  - Make it easy for faculty/staff to help. Example provide lists of student registered in Fall but not in Spring – but make sure that NSE and Study Abroad students not on these lists (which happened in a previous year).
  - Have “pizza parties” with department staff to encourage them to help make calls.
- Improve communication on what is already being done with Recruitment and Retention. Every college has a recruitment and retention plan and all chairs on overall R&R plan committee. Need better promotion of the plans to the university community – let the faculty/staff know what we are doing because there are some great things being done.
- Coordinate the R&R efforts so that efforts are streamlined and not duplicated.
- Investigate “best practices” at other universities that are in similar situations across the country. Send a team to go see what they are going.
- Do more off-campus recruitment activities.
- Involve more faculty to these recruitment functions – from across campus so that they can answer questions.
  - Need to have incentives for faculty to participate
    - Evaluations
    - Rewards
    - Can’t just Mandate
  - Service needs to make a difference to the Faculty’s evaluation, etc.
  - Directors should know what faculty are going out to these functions so that it is documented.
- Recruitment at on-campus young student (Jr High, High School) conferences (Journey Conference, Latina Conference). Get the names and follow-up. Invite them to come back to campus.
- Have college students go to the K-12 schools to judge contests.
- Market UNC to the youth that come on campus for summer camps and conferences. Do campus tours, give out information, presentations, etc.
  - Integrate a mini-college event and activity (mini-bonfire?). Give these potential students a “taste” of the University.
  - Welcome these large camps in a different way.
  - Have admissions counselors at these events (rather than just having materials available like was done this year.)
- Satellite activities at I-25/Hwy 34 (at new Centerra location)
  - Put out a freeway sign
- Implement a student recognition program
  - Coordinate with admissions
  - Create a scholarship with pomp & circumstance
  - An event on campus – invite students who qualify for the awards on campus for recognition. Be sure to integrate minority/Hispanic students. Make it their night.
  - Put student bio and photo in Bear News.
  - Need to be external to show the awarding of the scholarships.
  - Send to the local newspaper (Tribune)

**Question 3: What strategies can we implement in order to accomplish our goals of serving and recruiting a diverse student population?**

**Action Items**

- Hire more diverse faculty
- More people of color involved in recruitment
- Collaborating with communities of color in terms in cultural and educational
- International diversity
- Identify what we do and who we are and get it out to the public
- Embrace the cultural diversity in Greeley and celebrate it
- More involvement with our local schools – public and private – spokes people
- Marketing our strengths of what we already do in the schools
- Raise profile in the community
- Highlight of what we already do in the community
- Talk to elementary schools about becoming a teacher
- Community access to university events
- Serving on city boards and/or committees
- City partnership with UNC and appreciating students and making them feel welcome
- Internship opportunities for students in the community
- Develop a professional tool kit – more information available for people to use
- Get our apparel out in the stores and the community – professional women apparel, golf shirts, etc.
- Mandate community connections in the curriculum
- Create more parent programs. Often this is a family affair “going off to college for the first time.”
- Highlight English as a second language programs that are at AIMS College that the UNC students can attend.
  - Look at some of the classes on UNC campus – have part of program at AIMS and some on UNC campus.
- Make the campus more accessible financially for these students.
- Look at issues involved public transportation needs.
- Need to create viable multi-cultural affairs structures like some other campuses have.
  - The Office of Multi-Cultural needs a director and needs to oversee the cultural centers.
  - Diverse students need to feel a stronger connection.
- Look at Cultural roots issues– students need to be able to identify with their culture *while* still studying and looking at going to college.
  - Parents need to be integrated – they need to feel comfortable with the college or they won’t allow students to enroll.
- Look at getting news on UNC students who are Hispanic in the Spanish language papers and media outlets (examples: cultural center happenings, students winning awards and scholarships).
- Look at joining Colorado Hillel.
- Look into creating targeted programs for non-traditional and other student populations (besides just the Hispanic demographic).

**Question 4: What are some specific strategies the institution as a whole and your program or area specifically could implement to increase the number of local students enrolling at UNC?**

**Action Items**

- More scholarship opportunities for local students
- Helping the students to see that they can go to college
- Addressing top reasons students select college and marketing to those items
- Getting our marketing materials into the local schools
- Sponsorship buyers – UNC spends money to sponsor local clubs
- Start younger
- Message board advertising – been suggested on at least 3 committees – high priority
- Create programs to educate local parents about UNC.
  - Intentional programming for parents of middle school parents
  - Need to have reason for these parents to attend, provide meals,

- Need to have lots of Spanish speakers available at parent programs.
- Integrate the cultural centers with the potential parent programs.
  - Show the parents that many students come to UNC that are not from high incomes.
- Look into initiatives for the University to become a “Hispanic Serving University” which is a specific designation and requires a certain percentage.
- During summers bring middle school students and high school students to campus for specific recruiting events.
  - Look at the travel patterns of the Hispanic families
    - Many travel to Mexico in the summer
  - Look at what is already happening with summer conferences
- Investigate creating a Child Care facility on campus or some other mechanisms for providing child care to those students who need it.

**Question 5: How can we do a better job of recruiting community college students to come to UNC?**

**Action Items**

- Partnering with Community Colleges with Early Childhood Development
- Articulation agreements with Community Colleges
- 3 + 1 idea – get a BA and Masters at the same time
- Transfer student center – somebody who processes them
- Identify the community colleges who offer programs that are similar to our programs
- Child care center
- Get more data about transfer students
- Accepting more of their credits to transfer to our programs
- Ensure people turn out to events (small turn out for transfer fair)
- Bus system to move students between the campus and downtown
- Dance club downtown
- Ask students for their input
- Safety measures for downtown Greeley
- Reduce PVA rates – cheaper tickets for entertainment
- Move the Colorado 2-year transfer guide to the front of the website.
- Look into transfer credits issues with community college transfers; students being told “this would transfer...”; Also look at various problems with not allowing classes to transfer in general.
  - Community College administration has indicated that UNC is the toughest at transfers.
  - Look at doing away with separate programs having their own admission criteria (This is already in process).

## SESSION III – GROUPS A-D

### QUALITY OF CAMPUS LIFE AND FACILITIES

**Question 1: What are examples of UNC policies/processes/procedures that create negative experiences for students? What steps might be taken to review and revise these?**

#### Discussion Items

- Students occasionally get to their classroom and have questions for faculty/staff and those individuals do not have the correct (or any) information about the student's inquiry.
- Some students mention it is difficult to understand or find information about how they will be graded, grade forgiveness,
- There are minor, anecdotal, every-day-life things that happen: "Disagreements" with parking services, things being closed at appropriate/inappropriate times, when do scholarships show up on student accounts, paperwork
- The overall sense that there is a discrepancy between the "normal" bureaucracy/policies and faculty/staff being learners, part of a team/community and supporting students.
- How do we become more of a team who are always trying to help/support students?
- A major issue is that forms, policies, procedures are just created and never really tested to see if they lead to the desired effect or whether there are other consequences
- Bear Mail – students are not using these accounts
- The UNC catalog seems to be fragmented and has made it very difficult to find anything via the UNC website.
- When we award financial aid is too late, students are getting their packages earlier at other institutions
- Students need to have a plan to get financial aid awarded appropriately for Study Abroad
- Our students make decisions later
- Need to have activities on students' schedules (Homecoming Parade at 10:00am.) –Another example parade route didn't hit student areas
- Dining Services (can't take your ice-cream cone out of the dining hall!) Little things that students see that could be v. important to students
- Remove barriers that exist from mistakes from 10 years ago to benefit students
- Customer services needs to be improved—students are seen as an annoyance
- Priority course selection tried to support students so that they didn't have to understand all the complex policies in relation to LAC—
- Financial Aid Counter needs to be eliminated so students don't have to share information at the front desk—customer service
- Must be parent-focused
- Difficulty in transferring – credit transfers
- Most students complain about breakfast – timing and duration
- Information on text books
- Fraiser Hall is not functional for students. They cannot find a place to rehearse or practice.
- Academic classrooms are not up to even mediocre standards. Colleges are forced to raise their own funds to renovate classrooms.
- What does it mean to be a regional school as opposed to a national school? Can we be the best regional school we can be to attract students. Know your teachers, small classes,
- How can we get people out here to see who we are, what are our strengths, what is good about our area?
- We don't have a clear area for a transfer student to start.
- Students/Parents bounced from each office. Person touch is critical. Are there people who can take someone where they need to go? If the primary person to answer the question is not available who can give them some answers and how can we provide them some information.

- New Student Orientation brings offices together to talk. Get staff out of their office.
- What kinds of complaints come from students? Cost of text books. Some textbooks are even available in the bookstore until after the classes have started. Students then start the semester off behind. Some books are available online or articles.
- Issues with Blackboard – shutting down, not getting in, glitches, in access. Needs to be addresses especially for online courses. E-college was another alternative, more reliable although more expensive. Moving tech support to IT. Will this be a good thing? Unknown. This would be a benefit to have more than one person to address issues. Send feedback to Cody Stone so that they can have a better understanding of what faculty and staff want
- Mid-term grades aren't being sent out. Needs to be more effective, only 40% return on grades for students that are required to have them. Math requires 100% response for all LAC classes and is having success. Some faculty is using other means, while others are not responding at all.
- Does faculty see the benefit of mid-terms grades? Seems to be a waste of time. This could be an issue with retention. Very cumbersome currently and if it is something the University really wants to use then they need to find a better way.
- Many factors to consider not just the mechanism of the grade. Participation, attendance

#### **Action Items**

- Generate a mechanism to get student information about this question and distribute this information to faculty/staff.
- Evaluate how we are communicating, specifically mass email blasts, to students as the "shotgun" style does not seem to be working.
- Create an internal & external student advisory group to help us revise the catalog/website
- Rolling financial aid process that takes into account that not everyone is ready to apply by March 1<sup>st</sup>. (PVA students don't even audition sometime until April! Transfer students, non-trads, etc)
- We need to do some research on how other financial aid offices make it work (including community colleges)
- Continue to support and improve Priority Course Selection (Parents and students are v. impressed with this service)
- Should be no skating on campus
- No liquor on campus, why not, may be unreasonable? Would provide a more social environment.
- Registrar's office and financial aid need to improve process, make easier
- Move both financial aid and registrar's office to a more accessible location.
- Financial aid is giving incorrect information – need to be sure that admin office give accurate info
- Financial aid notices need to be more timely – students need to know early what their aid will be
- Do not allow students to add class two weeks into the class.- think they do not have to make up the first two weeks of work. Not a good practice and negative experience
- Book notification book availability – need to get book lists early to student.
- Renovate the resident towers
- Internet in the library 3<sup>rd</sup> floor is not accessible – need to improve.
- Need more outlets in all bldgs. Not nearly enough outlets for lap-top power!
- Need AC in all bldgs
- Classrooms all need to be reviewed to be sure they provide optimal learning environments. Many bldgs are sub-standard.
- Consider becoming part of CU system or CSU system to leverage positioning (name of school) and resources.
- Departments need to be aware of what is going on across campus. Who does what and where can people go with question. University Wide Advising Committee – might be SSAC now? Needs to include faculty from different college
- Cross training among front-line staff to be able to help when primary person is not available
- Get staff to central location that students are comfortable to go to
- Make it easier for students to find out what textbooks are required for the coming terms. Needs to be put out in a timely fashion to allow students to pickup books in advance.
- Faculty might consider using older versions of books so that they can be reused
- Utilize Facebook Market Place or other resources to sell/purchase books
- Provide links on blackboard to online articles and books so that students don't need to purchase books/periodicals.

- Encourage faculty to be flexible in types of books and alternatives to traditional textbooks
- Blackboard has accessibility issues for students that have ADA issues? This needs to be addressed?
- Move visibility of IT people in addition to 351-HELP. A face would be nice and helpful. A walk-up window.
- Send feedback to IT regarding concerns and suggestions
- Mid-term grade policy needs to be utilized more. Without the information advisors can effectively reach students.
- Too cumbersome to go to Insight to find out who needs grades and then go into URSA to get input grades. Technology needs to be developed to allow for ease of reporting. Link from Blackboard to Banner.
- Auto e-mail to professors of students that are required to have mid-term grades reported.
- Make mid-terms grades required across the board.

**Question 2: What are some ideas for user-friendly sources of information for students?**

**Discussion Items**

- E-mail no longer seems to work
- Evaluating how social networking can help and/or hinder interactions between students, faculty and staff.
- URSA could be much improved
- People who care about students—make the phone call, take a walk, etc
- Recognize and appreciate the people who reach out and take the extra step with students
- Need customer service people to be the front line---must be friendly!
- Admissions office has been unresponsive to needs of faculty and staff getting out to the campus community
- Near the Greeley sign—could we put up something regarding to UNC---Home of UNC type sign
- Blue and Gold the town
- Need to expand this discussion on include parents—CSU has made a huge emphasis on parents—telling parents to look for parent programming
- Resources in Spanish for parents and students
- More family friendly environment, culturally appropriate for Latino families
- East African population as a market for UNC—could be an opportunity to look at
- New bear mail a good step in the right direction

**Action Items**

- Challenge students in leadership positions to be more active in communicating to the general student body
- Need people who are friendly contacts for students
- Make a student service bill or rights—what is expected
- Reinstate the Ask Me program and Customer Service emphasis
- Admissions office must be able to respond to the needs from faculty and staff
- Get UNC represented in the schools!!! (In our own areas)
- Parents are having a large impact on prospective students—improve communication to parents
- Reestablish ties with University schools
- Need a parent contact...someone for the parents to talk to; Parent advisory board
- Need to look at other institutions who are supporting parent programming--we need to embrace parents
- Need to explore resources in Spanish

**Question 3: How can we create a university center that is more of a “student center”?**

**Discussion Items**

- It currently feels like a mall/shopping center – consumer model. You come in, get your book, a coffee and on your way.
- It is amazing to some that there are so many closed off spaces in the UC and that groups have to pay for the spaces when we do want to use them.

- Keep things open! (longer operation hours and summer)
- Consumer friendly—students have to pay to use the student center
- Put something in the University Center for students to do.
- Campus history demonstrations---campus pride
- Too “businessy”—need more student-centered environment
- Music addition was nice—students like it
- Remodeling plan? Where did it go?
- 11% of our students are PVA students—why can’t we use them more?
- Do you want this to be a place where students hang out? If you do, you need to create nooks and not make it so sterile---New Hall is a good model
- Ideas: movie theatre, restaurants, bowling alley, convenience store, post office, capitalize on the view of the mountains
- Add a rooftop café
- Conference Services is too much of a priority on this campus
- SRC and UPC are hidden—need to be a more open area
- Stop charging rent for UNC constituents to use the UC
- Provide more activities in the evenings and weekends
- Starbucks should be open on weekends
- Look at the hours the businesses are open
- Add pool halls, entertainment, golf course, putt-putt
- Provide a reason for students to be here in the UC.
- Rent bikes, kayaks, maps, a hub for activities
- Make SCR more visible, clubs and organizations are not visible
- Need to increase participation in student clubs
- Establish a clearing place in the UC for students to connect students with similar interests. Notice of what clubs are available, and a signup sheet for students to express interests in establishing new groups.
- Miss the bowling and the bar and the convenience store. Do students really miss it or is it simply because we don’t have it. Would these be used?
- Usage is important. Selling point for students and parents. Activities available
- UC is a conference center NOT a student center.
- Good place to study – that is what the library should be for
- There are some good things here – James, Einstein, Subway
- Good to use the old registration center FINALLY
- Views of dirt are not attractive
- Recruitment is occurring on Central Campus because it looks better and makes a better first impression.
- Issues with Map quest and other online sites that don’t provide good instructions. What can be done to fix this?
- Theater to provide a program; band, comic, plays. Make food available.
- Funding is low to support the marketing of events in the different offices.
- Summary on UNC Today for students
- It’s more than a computer lab, but that is all students know it as.

#### **Action Items**

- Create a place that fosters engagement rather than a place where students stop in but don’t stay.
- Create more community spaces across campus and in the UC
- Create a boomerang bus stop at the UC
- Evaluate how to make the UC more of a community (game room)/retail (convenience store) location
- Bear Pride needs to be all over—create a group to focus on and develop a plan
- Increase hours of operation, increase student resources
- Must have music, theatre, art represented
- Need to provide basic needs to students that cannot drive (hygiene needs)
- Late night food available – not just taco bell
- Starbucks stay open late
- Need to have newer and upgraded facilities

- Face lift – make it look good
- Better coordination with the facility and class time-line. Why was Carter Hall upgraded during the first week of class? Think before we act and look at the time table.
- Invest in grounds. Make it look good. Need the staff and resources to spruce up the campus. Students are more likely to take care of things if they look good.
- Better relationship with city to point out the University. Banners, signs, etc. Example: CSU has many signs as they approach on I-25 and into Ft. C. More pomp & circumstance!
- Advertise the events better that are going on. There is a lot going on but students go home because they can't find out what is going on. Better marketing.
- Centralized office/location available to advertise events. Make this available to all the departments on campus.
- Make index better online
- Extend to downtown area and work to improve quality. Area between UNC and Downtown is scary to many students.
- Display student artwork across campus more. Paintings, murals, sculpture. Not just at UC, but across campus.

**Question 4: How can we improve the presentation of campus- the external sense of community (grounds, way-finding, flag pole banners/sense of identity)?**

**Discussion Items**

- A staff member had to direct a family to the visitor center when they were standing in front of the visitor center. It is very difficult for students and prospective students to find ANYTHING on campus.
- There is a sense that UNC is distributed throughout Greeley rather than Greeley and UNC are connected.
- Our buildings must be taken care of better—classrooms need to be painted, cleaned, etc.
- Mold up the steps to Candelaria—non-trad student said she only uses the elevator because it is gross
- Restrooms need to be updated—need to be cleaned, toilet paper is stuffed in the holes so that you cannot see in to the stools
- Landscaping needs to be improved
- People walk by Candelaria for graduation
- Graduation needs to be improved
- Better signage on campus
- Banners---need more—more color, more UNC everywhere
- Arts Corridor—student sculpture (like Centerra has)
- Nice little nooks for students---improve the community garden area-reflecting pond
- Historical Markers on campus—originally this is where this original building stood
- Housing trying to make outdoor areas better accessible for technology
- With PVA there should be more opportunities for activities to be made available to students.
- There are more students on campus over the weekend, we just don't know about them.
- Yellow shirts on campus are great!
- CSU and CU gear available at Target in Greeley, but we can't find UNC gear there.
- Build pride in the community as well.

**Action Items**

- Create Kiosks with campus maps and place them at different locations on campus
- Create new ways (painted lines, signs, paw prints) to connect and direct people on campus.
- Need to clean up the buildings that we do have—landscaping needs to be a priority
- Increase signage for parents and students (Campus facilities are working on it)
- Focus on campus face-lift opportunities—use people resources to do the work—use Bear Pride to do this work
- More outdoor seating area's that can be utilized during the nice months & days.
- More bands and activities each semester to keep students around campus.
- Recruit from farther distances so that students cannot go home on the weekends – travel is too far.
- Push marketing to other area's

- More push on the events; in addition to the activity itself push community building
- Organized tailgate for EVERY game not just homecoming
- Staff needs to reflect "it is cool to wear their colors." Face time on Fridays to show school spirit.
- Build pride of school by show off colors – staff to set standard which will pass down.

**Question 5: How do we develop a sense of community within the campus?**

**Discussion Items**

- Create an ethic of care for the campus---we need to feel responsibility for your area
- Need to increase efforts for the environment
- Cans for Candelaria—builds a sense of community
- Concern for the campus morale—we do have problems, but keep it in the family—our care of our community and our campus is that we bad-mouth them—we need to share a positive message
- Cannot slam where we work! We need to get on-board
- Tour guides mention the smell of Greeley—do we need to do that...
- Not many high paying employment opportunities e
- Does the layout of campus affect our sense of community?
- Even CSU parking lots are empty on weekends
- There is not a good central gathering place. (stuff going on - bands,

**Action Items**

- Make it a priority to address the socially stratified community in which UNC exists.
- Need to move forward! We have strengths...we need to share that.
- Add events on weekends, concerts after games, find things for students to do
- Bus for students to take to ski, hike, rent rafts, snowshoes, etc.
- Empower student groups to organize student events.
- Develop a survey for undeclared students to find out what would make their life more interesting
- Collaborate between colleges and create activities that focus on a program to college students. PVA informing NHS students about activities.
- Provide a big place for students to hang out.
- 11<sup>th</sup> Ave divides the campus
- Assemble a focus group to talk about what it would take to get students to stay on campus and to hang out at the uc.
- Display student artwork across campus more. Paintings, murals, sculpture.

**SESSION III – GROUPS E-H**  
**RETENTION/STUDENT SUCCESS**

**Question 1: How might faculty, staff, & students be involved in retention efforts?**

**Discussion Items**

- There seems to be something about the students we are recruiting...seems to be bimodal.
- I worry about the non declared students...we work with them but they don't come to office hours. 4 people come to SI
- Retention connected to admissions...selectivity and institutional match
- Be an interventionist and not set students up for failure in advising
- Standards and context...we want students to excel...but we understand the context ...
- We balance the learning styles of students as they arrive
- We can't frustrate students so much that we increase attrition, but we can't coddle them.
- Interactive developmental model...
- Standards and context...
- Know who we are...context...
- Retention data
- Mentoring Program
- Students looking at majors as a potential career instead of field of study
- How Undeclared are advised
- Are we looking at successful student profiles to see what is helping them to succeed?
- University wide retention committee did originally look at the negatives, but are now looking at what things help students to stay. They are doing focus group interviews for students who were not coming back to renew their housing contracts. One common element seemed to be – they didn't "connect" with anyone – faculty, friends.
- Statistically students that are rooted on campus and form relationships on campus are more successful
- However, many students go home to work on the weekends.
- Also students want to go home to see parents, friends from home.
- Need to understand the difference with this generation of students.
- Faculty need to learn how to be mentors for these new students.
- Term "customer service" can have negative connotations for faculty, since faculty do not see students as customers.
- "Student success" as a whole does not often enter the minds of faculty.
- Currently new students who say that they are "interested" in a certain program show up in system as a pre major in the system or as that major. But this information is not getting to the departments. Are there separate admissions criteria for these programs? (Example HSS has some material to read when they are interested and then write a declaration for the major, and then they are in the database and get on the mailing list, etc.) Concern is that this is an impediment. However, getting students connected to the department early is a good retention tool.
- "Voluntary shepherds" in programs to help new students in each department. Assign upper classman to freshman.

**Action Items**

- Encourage majors to get together – social networking
- Involve FYE student in adventure activities – team building activities
- Collect data about students when they come to campus
- Assign each student a mentor – 20-30 students/mentor
- Formalized mid semester support system
- Expand current services on campus – learning communities that have faculty mentors
- Audit Banner packaging of information that is available to staff

- Social networking site for each college
- Provide support system for non-traditional students transition or students who start in the spring semester
- Professional development for professors in best practices pedagogy
- Set up group dates for advising
- Learn the students names
- Expand the supplemental instruction program
- Classes that provide an organizational class/study class
- Explore ways to make academics a priority.
- Selectivity and institutional match need to be in the forefront of recruitment
- Gateways...create screening processes at different levels...
- Decide what an acceptable attrition rate is.
- More advisement within the programs
- Keep and increase the first year experience
- Have a designated advisor in each college
- More tutors
- Turn in midterm grades
- Understanding who is successful at UNC and recruit that profile
- Provide context to students on how to be successful in class though advising
- Exploring appropriate pedagogy inside the classroom...
- Invest in time to explore how students learn
- Support for professional development for faculty.
- Examine how we support the liberal arts core courses...
- Explore if there is a coloration between class size and retention
- Is there evidence that areas that teach freshmen classes well get rewarded...?
- Personal touch outside the classroom...referral network in place to address student needs.
- Education for UNC staff on resources that are out there for students
- Pre collegiate program to prepare students for college.
- Faculty take extra time with struggling students
- Make retention everyone's job and clearly define it
- FYE 108 is a great resource...make it mandatory
- Provide support to explain why some support course are required
- Hold majors meetings for student engagement
- Freshmen class size needs to be cut down.
- Get retention data for all years and reasons for leaving where are they going
- Get faculty and student buy in to support retention
- Consider enrollment management for higher enrollment programs to ensure students are returning - enough classes
- Educate students how Liberal Arts Degree can prepare for a broad base of careers
- Market Liberal Arts degree as viable option
- Support move toward University College
- Satellite tutoring / advising for additional programs in addition to Business School
- Work on ways to keep freshmen on campus on the weekends so that they are not going home EVERY weekend. Work with parents to teach the value of students staying on campus – negotiate so that some weekends students stay.
- Create some programs that include parents on the weekends.
- Help students to find balance between partying and schoolwork.
- Evaluate Pre-majors – are we allowing students into the pre-programs that aren't qualified? How are we addressing these students? This is creating negative publicity for UNC when they are not getting into their program.
- Look at number of credits for declaring major in comparison to other universities. Students sometimes feel too much pressure to declare before they can register.
- Instruct the faculty on who the students are. Faculty may assume students are like they were, and they are not. Faculty need to understand students and how they can empower students.
- Create mechanisms and systems for faculty/staff to receive on-going training and instruction on helping the students.

- Identify faculty opinion leaders (those who the other faculty listen to), and work with these faculty with instruction on students, etc. Other idea – Find “Gatekeepers”.
- Improve the Advising. Need a stronger professional advising staff with the resources they need.
- Single University operator that can refer questions to proper places including advising etc. (The voice trees are not working.) Need human beings to route these questions – one phone number.

**Question 2: Is there something we can do to bring students back who have 2 or more years completed, but not degree?**

**Discussion Items**

- Curriculum that is relevant to today
- Market to non-traditional and provide on-line, evening, weekend classes
- Veteran programs
- More personal contact
- Offer specialty advising
- Explore a second year experience
- Personal outreach...
- Is there data available to identify who makes up this population
- Set criteria for data set
- Students don't always know that they can get scholarships or may need more financial help.

**Action Items**

- Provide understanding of current data
- Target recruiting efforts
- Provide personal touch to try and recruit students who have not returned for a consecutive semester such as exit interview or invitation to return such as send card or e-mail
- Have great scholarships available for 3<sup>rd</sup> and 4<sup>th</sup> year students for students staying at UNC. Two years of success – you get scholarships.
- Need to promote scholarships that are available – many private endowment scholarships are available to upper division. Look at who is getting the scholarships. Also look at the timing of when these scholarships are being awarded – example July is too wait.
- Look at creating workshops for applying for scholarships for upper classmen or enrolled students, and create other mechanisms for informing students of scholarships available.
- Create more international and national student exchange opportunities for these students – support efforts in place.

**Question 3: What can we do to improve early alert & intervention systems?**

**Discussion Items**

- Map works current – how it works – pilot program
- Midterm grades
- Is this a good way to use our resources as after the fact
- Need a more holistic approach
- Define who students are
- What is the correlation between index and student success...
- Newer student generations “Millenials” need more hand-holding and early alerts may help.
- Faculty needs help in understanding the students, so that they can help more. However, faculty will feel uncomfortable taking a parental role.
- What mechanisms are in place to share information to faculty?

**Action Items**

- Use mid-term grading system
- Regular assessments and regular feedback to the students
- Faculty contact students and/or advisors
- Possible use gateway standards...with appropriate advising.
- Academic areas need to interact with the Dean of Students.
- Do a better job of communicate policies that impact student success...withdraw deadline....
- Allow an easier access to things like index to possibly identify high risk factors.
- Require midterm grades for all students...follow through with accountability create appropriate

system

- Create an educational campaign around what is available on campus
- Implement an earlier assessment than midterm grades...
- Create an early alert system that works with withdrawal deadline
- Simplify the mid term grade report system.
- Attendance...as an early alert system...
- Hold first substantial test within 1<sup>st</sup> 6 weeks.
- Explore best practices at like institutions around early alert. But not too complicated or time consuming.
- Collaborate more between faculty and support services...
- Work with faculty to create a manageable system.
- Learn from MapWorks Pilot Program implemented campus wide
- At orientation put out student responsibility to contact advisor or someone if having problems – student responsibility
- Add to syllabi to put responsibility to students
- Educate people about the difference early alert systems Mapworks, counseling, etc
- Provide a mechanism to allow faculty to reach FYE instructors or someone such as Hall Director/RA to allow student intercept in halls
- Model after other larger Universities best practices
- Increase awareness and determine ways to expand the new trial program with on line success survey about positive indicators (are you thinking of transferring, are you connecting on campus, what grades would you like, how many hours are you studying) used for early intervention with use by advisors.
- Implement system created to give alerts about students that are not attending class – these alerts go to Dean's office or advisors, etc. Need a simple system for faculty that can implement. Need to make sure the system is not 'offensive' to the faculty (faculty may resent feeling like they are "in loci parentis" on campus).
- Increase awareness of the Health & Safety referral program.
- Create communication mechanisms and networks among course coordinators for the first year courses.
- Need to look at emergency responses and communicate it to the faculty and staff – how do you get a wheelchair?
- CETL to create some 20 minute programs to disseminate information at faculty departmental meetings.

**Question 4: How do we ensure that first year students receive the best possible classroom experience?**

**Discussion Items**

- Class sizes
- Adjuncts how to attract
- Need to examine student in-classroom experience.
- Experience perception in class are primarily developed at the beginning of the class.
- Students value social interaction in the classroom.
- What role does technology play? Some students need to learn without technology. Technology enhances the learning.

**Action Items**

- Best faculty teach the first classes instead of adjunct
- Collaborative teaching
- Better classroom environment
- Put them in smaller classes
- More clear expectations on syllabus
- Work on making class size smaller
- Examine use of adjuncts –
- FYE instructors have more experience -
- Senior faculty teach more freshman classes
- CETL support for professional development

- Create links between upper division students within a major to a new student within that major to play guide and help them: A mentor program between students.
- Look at having class evaluations done earlier in the year.
- First year students may need more team/group work in their classes to provide the social interactions. Create ways of informing faculty of the students needs in this area. (CETL trainings in faculty meetings)

**Question 5: What 2 or 3 things could your unit and you as an individual do to affect retention and student success**

**Discussion Items**

- Generation millennium

**Action Items**

- Coordinating the efforts of writing center, library, extra services
- Staggered payments on the bills
- Let students forward their emails again
- More study spaces in academic buildings and places to congregate
- Improve communication between departments
- Identify that every student is an individual
- Improve advising system
- Incorporate an advising work shop or regular training for all advisors – timely
- Training on this generation of students
- Compile an advising booklet updated each year for all faculty/staff

## SESSION IV – GROUPS A-D

### STUDENT FEES AND FINANCIAL AID

#### Question 1: How can our financial aid strategies support our enrollment strategy?

##### Discussion Items

- FAFSA is difficult to navigate for all students/families but especially 1<sup>st</sup> generation college students and families.
- We have heard from parents that UNC is the last school to send financial aid information to the family.
- Are there things we can do to make it easier for students/families to access information about gaining residency?
- Some families receive information from schools letting them know exactly what aid/scholarships the student may be available to the student. Does UNC, A) send out this type of information? And B) if so, do we know if we are timely with our information in regards to our competitors?
- Not customer service friendly
- To deal with financial aid problem, you have to jump through so many hoops
- Front desk is a rough experience—students feel like they are defending themselves at the counter
- We have low-income students and we are making students feel like they have to defend their experience and a sensitivity to those students-
- Students spend a lot of time worrying about financial aid
- Students don't have their money distributed in a timely manner—to buy books, to pay bills, etc
- Reduce the cost of attendance
- Data needs to be used to define what works/what doesn't and what makes a difference
- Financial aid has to have a policy that is more flexible---it cannot be fixed (March 1 or Feb 1)—get rid of the deadline date—
- Getting the best students requires money
- Is it our mission to reach more regional students vs. out of state students
- How do we provide financial aid to fulfill our mandated state mission
- There is a role for outstanding students – high index students need to be attracted to UNC
- Need to increase our average index score
- Is our purpose to educate only talented students, have we done more when we educate more “average” students? The most educational improvement is done with our average students
- Many rules need to be followed makes it difficult to use as a recruiting tool
- All freshmen that had a 0 family contribution received 100% coverage.
- When do students fill out FAFSA? Optimal date is March 1, but any date is acceptable for the above
- 2007 freshman survey for all incoming freshman indicated that student relying on loans were the ones that did not return the following year. Would the impact of the above grant have an impact on the students and what would that impact be?
- Each year will be different with the funding. Regardless, with 0 family contribution students will receive at least \$6000.
- COF doesn't really make a difference to students. Do students not take advantage of COF? Usually not an issue and students can do it at any time.
- What difference do the grants make? It all depends on the school and costs.
- Are we competitive with local competition? Yes except with institutional awards. UNC does not have funding for institutional awards. CSU charges many more fees' than UNC, but parents don't see the fees when looking at the cost. Seems to be unknown to most faculty and staff at UNC.
- Many variables regarding the costs and how do we make that clear to students/parents.
- Specific to fees how do we make that information clear?
- UNC is beginning to separate out fees to make it clear

- BOT seems to be reluctant to change fee structure and to add new fees despite evidence that other schools are higher.
- Would it be good to increase freshman index score? What impact would this have on retention? The higher the score the more competitive the environment to compete against.
- Resources are not available and the fee's provide for them.

#### **Action Items**

- Find new ways to help prospective student/families understand and complete all different types of financial aid.
- Educate prospective and current students on loan forgiveness programs by creating some sort of online or hard copy directory for the ways to access these programs.
- Each college develops a list of the available state, federal and private aid programs/scholarships that could possibly be available to certain majors or to students in general.
- Partner with local high schools (all of them) to do presentations on all financial aid strategies.
- Offer instate tuition to out of state students who are the children of UNC alumni
- Make sure faculty and students know about the available summer application processes
- Financial aid office needs to be customer-service oriented—compassionate financial aid
- Must be aware of who are students are—first-gen/low income and be sensitive to them
- Financial aid needs to be student-advocates—need to find ways to work policies that support students education
- Need to invest in data to make decisions about financial aid
- Rethink and reinvest resources in when we have priority dates and how to send student-friendly letters
- Target scholarships to those students who we want to attract who we don't
- Keep student accessibility in mind at all times
- Need to look at other ways to raise funds for financial aid (Not state funds)
- Use the difference in fee's to market. If CSU is so much hirer then why not market that.
- Show comparative costs to prospective students
- Separate fee's out of tuition costs so that it can be clear how much money is being spent.
- Adjust timing of when to make offers of aid sooner. Currently awarded in March.

#### **Question 2: What is the proper mix of merit-based and need-based grant programs?**

#### **Discussion Items**

- Who decides whether the scholarship is merit or need based?
- We would like to know the break-down of how many students who received merit-based scholarships could afford UNC without the scholarship.
- Is there any correlation between socio-economic status and grades/GPA? If so, is there a high percentage of students who receive merit-based scholarships that could be better used as need-based?
- Students feel unappreciated when they don't get anything
- Need to spend a lot of time with research---many unanswered questions
- How many of our Merit based students stay? How many of our need-based students stay?
- In PVA, there is a need for talent-based scholarships to compete
- Money is more important to the parents than the students---parents want to know their child is appreciated through receiving funding to go to school
- If we want out-of-state students, we have to have money to attract them
- Financial aid process is challenging for program areas—programs may work outside of financial aid to avoid going through the process
- Identity of the University would impact what sort of grants we should give and how many of them.
- There are a lot of good things, yet enrollment is decreasing. Why is that and what needs to change?
- Do we have a good balance between need and merit based aid? Is our balance typical of other state school?
- Regarding cultural centers Asians are decreasing because Greeley cannot support their needs. What needs of the students are being offered.
- What jobs are available? There seems to be a disconnect between the student job needs and

available employment. Only work-study students can be hired at most offices. Only about 400 students can receive work-study based on the budget. There are more jobs for work-study students than there are students that can work. Work-study award amounts are not increasing. Many students that are awarded work-study are not working and so financial aid over spends by about.

- Are there stats on students that have work-study and their retention? It seems there is a “family” feel among employers and students.
- Working students do better according to a national survey
- There is work-study employment off-campus with select employers. Good for student experience, pulls from on-campus work-study employees.

#### **Action Items**

- Research—use data to make these decisions—hard to make these decisions without data
- We need to shot for a good mix of talented and average students who can work together to get all students to a high level – raise all the boats. Look at our enrollment as a “portfolio” and balance need based avg. stds with talented stds.
- Need to know how much of our scholarship \$ are need based and how much are merit.
- Offer something to Asians students that the city currently isn’t offering. This can expand to other student populations.
- Get stats on retention and employment specific work-study.
- Offer incentives to students or alumni that recruit other students to come. Generational scholarships.

#### **Question 3: How can we use student employment more strategically to support student retention?**

##### **Discussion Items**

- It is important to employ students to increase student/faculty/staff interactions. Students receive job skills and increases mentoring opportunities.
- Need to create a greater pool of work-study, students who want to work should be able to work
- We want students to work, so we must create ways to have jobs on campus---campus jobs are only taking work study
- Could we raise money through the alumni or others for student work options—we are not going to get an increase in Federal dollars
- Increases mentorship opportunities—need students to be able to work with faculty and staff
- Employment is very important in retention
- Campus employment works better to accommodate student’s schedule
- Student feels more connected when they work on campus
- Builds sense of community

##### **Action Items**

- Increase the ability to employ students
- Find an easy-access point for students to know what is available
- Encourage Greeley businesses to open a campus version of business – kiosk or booth – have a presence on campus.
- We need summer employment to keep students here over the summer
- Expand work-study
- Expand undergraduate research with work-study
- Turn financial aid to “work study” where they are able to build resume and experience – undergrad research.
- Work-study awards need to be notified in time to not have to look for work off campus
- Provide financial aid for students involved in internships
- Look for opportunities for foundation giving to support internships. Sustainability is an area that may have many opportunities for internships and outside financial support.
- Focus on emerging industries here in Colorado (Vestas, etc) for internships, scholarships.

#### **Question 4: How do we reengineer the process of offering and awarding financial aid and scholarship?**

##### **Discussion Items**

- Lobby for changes in FAFSA process
- Universal Scholarship is primarily for sophomores and above...but there is a communication issue that is a problem
- Nice to have faculty have some input into what is written for essays—
- Alumni office working to publicize who donates and why and what it means to students
- When are we losing students, freshman, sophomore?

**Action Items**

- Rolling deadline dates
- Distribute funds earlier
- Change the dates for merit-based Scholarships application that are not FAFSA based—universal scholarship app should not have to be the pre-requisite
- Data—understand the recruitment cycle—differs by group—we really need to mine the data so that we understand this information
- Create an easy way to find scholarships—on the website
- Help parents and students understand the FAFSA process
- Notify students of awards much earlier in the year
- Demonstrate how nice it is to attend UNC and make the students believe we care about them very early in the process. They need to feel valuable at the beginning of the process
- Recruit at the community college level, low cost alternative
- Close gap in scholarships at sophomore level. We need to sustain students over 4 years.

**Question 5: Is a “First Generation Scholarship” something that would be useful at UNC?**

**Discussion Items**

- Yes, we must value first-generation students—for marketing alone, we must find a way to compete—and saying this is a population of students is important to us
- In comparison, UNC has more first-gen students than CSU and UC---this could be a v. important niche for us
- 41% of freshmen are 1<sup>st</sup> generation
- CSU lowered standards for index, will they have a problem in retention next year. Need to watch.
- With 41% first gen.
- How many first gens have financial need?
- Are there other programs on campus that meet their needs
- How do you prove that they are 1<sup>st</sup> gen?
- Why target that population and how are we supporting them.
- What is the strategic goal and will that meet the university needs?
- Would it be better spend as a scholarship or better to be invested in other programs that already exist?
- Do we feel we are not getting enough first gen students?
- Why are there so few students from Greeley coming to UNC? Do we capitalize on that? UNC isn't targeting local students.
- The university used to invest in recruiting trips to other areas and doesn't seem to be any more

**Action Items**

- Yes, we must offer this scholarship! Might be worth offering it over 4 years-or 5 years
- Do not make the 1<sup>st</sup> generation student scholarships only 1 year. If we take it away, we have a retention problem
- If we are more concerned about retention, perhaps we need to focus more on talent
- If you want to admit more of these students, do we acknowledge we may have lower retention rates?
- First gen scholarships should be tied to need. Not necessary to award to a std who is not needy.
- Recruit and market in local high schools.
- Create a Greeley resident scholarship, not
- Free credits for local graduates – Aims did this a few years ago.

## SESSION IV – GROUPS E-H

### OPTIMAL ENROLLMENT

#### **Question 1: What factors might be important to consider when UNC begins the process of determining strategic enrollment targets and goals?**

##### **Discussion Items**

- # of students ensuring quality students
- # of classrooms and capacity
- retain quality faculty
- Is there a correlation between the decline between full time faculty and enrollment?
- Size of classrooms
- Number of support staff
- Number of offices and departments
- Number of full time faculty
- Mission of the University – large or personal touch
- Size of feeder programs for colleges
- Look at SES diversity, amount of first time bachelor's seekers, cultural diversity – what is the university's vision? Ask how much recruitment effort is being made in Greeley?
- Many students choose UNC because of its size. So question becomes how big does UNC want to be. Question – was UNC overenrolled for a few years and made inadvertent budget predictions based on this?
- Is there interest from the University to have smaller incoming classes? Increase in quality is most important.
- Once we push pass 10,000 undergraduate students, whole nature of university may need to change to accommodate this population.
- It might not be a desirable goal to grow the University. Must instead determine what size is best for this Institution.
- Universities can get larger without getting better.
- UNC is a niche institution right now and this must be taken into consideration.
- Issues of policies ex: title ix Physical and human resources
- Time resources
- Accreditation standards...
- Institutional identity
- Program quality
- Capacity...capacity...capacity....
- Support services capacity..library...advising...
- Size and preparedness of graduating classes

##### **Action Items**

- Ask the students what the barriers are
- Multiple technological ways to contact students
- Similar to My Space – Start a Bear Space website
- Racial/social diversity
- Who are we – identity
- Market who we are – 1<sup>st</sup> generation students
- Size feeder programs to majors such as business and nursing
- Provide additional office space
- Determine what type of institution we want to be. Selective? Smaller? If the institution is going to be selective and smaller, how to accommodate diversity?
- Determine how dedicated the university is to becoming more diversified – quantify the investment, create a vision for the future, coordinate with one collective image and vision
- Look at and contact institutions that have gone through similar scenarios. How did they redefine themselves? (example: Western Washington).

**Question 2: Related to capacity & differential tuition, how can we balance the cost of the program and capacity**

**Discussion Items**

- Differential tuition and impacts
- Financial aid and scholarships are impacted with after add/drop reviews
- Two philosophies here – premium demand gets premium price. 2<sup>nd</sup> is the cost issue – differential tuition for program with more costs (costly programs need higher tuition so that other departments don't have to carry the weight).
- Question – how much of the differential tuition goes back to the department?
- Harder to increase fees when its bound up in tuition.
- Idea of cultural capital – students might think that they should have equal access to any program on campus –“isn't education the same”. In other words, the differential tuition may make a statement that doesn't resonate with certain cultures and may impact diversity.
- Price increases will have impacts on lower SES students and may have impact on diversity.
- Social justice issue – for everyone to participate, may need subsidy to make fair.
- It is a cultural perception that “you get what you pay for” but this impacts UNC's perception because it is cheaper than CSU and CU. When you charge more for PVA and MCB then perhaps these programs are better than the other programs. Are there programs that don't have innovative programs with more equipment for those that have lower tuition?
- Need to adjust Financial Aid to make a difference.
- Student view – does not want to pay the extra fees if they are not using that equipment.
- If the mission of the university is for the pursuit of academe at large then not for a particular program, then equal access. (example rural areas don't necessarily pay for full cost of their phone line).
- Question about whether these programs are with students who make more money when they leave? (e.g. nursing and business vs. political science).
- Are these differentiated tuitions creating different perceptions?
- Question is should we cross subsidize to have same tuition.

**Action Items**

- Reinvest the additional cost back into the program
- Benchmarking with our peers and competitors
- What does it cost to deliver the program – do the programs need to keep half
- Maintain current policy with differential tuition
- UNC needs to review from a cultural standpoint as to whether the differential tuition is serving the community, the campus, and students at large and meeting the goals of diversity.
- Address the question of differential tuition with course fees and materials fees.
- Consider residual cost regarding capacity
- Should we examine other models of differential tuition other than credit hour
- Where do student fees fit into this?

**Question 3: How do we balance among selectivity, affordability, and accessibility**

**Discussion Items**

- Stratified within the residence halls
- Closing off access to middle class – rich can afford, poor get help, but middle get nothing
- Learning community access may be affected by cost of living in different halls
- Do our policies support the demand in the job market? (accessibility)

**Action Items**

- Do we want quantity or the quality
- What is our identity
- University administration requests more money to support being the institute who provides an education to in-state students – targets a certain population
- Complicated questions
- Explore options for learning community affordability and accessibility
- Identify target market of students

- Define what is the university's commitment to social justice.
- Analyze the factors – how much do we need to charge? What impacts will this have in light of social justice?
- Define what should be demographic makeup of enrollment.
- Define the nature and character of our institution...
- High level administration needs to frame the nature and character of institution through institutional conversation
- Understand and define what students we as an institution serve best and who do we want to serve.
- Do not deny the nature and character of each college...

**Question 4: Since enrollment cannot be predicted from year to year, but it can be greatly influenced, what implications does this fact present for your area**

**Discussion Items**

- Some programs are under enrolled and some are over enrolled
- Demands in Liberal Arts Core vary greatly and are not able to be predicted accurately
- Recruitment is retention. Happy students tell their friends, and then the friends might come here too.
- However, this would keep the same demographic disbursement.
- Need also proactive recruitment to the other demographic elements.
- From Housing side, need a minimum number of freshmen to have all beds filled.
- Idea of "right-sizing". Perhaps growth is not the issue, instead looking at programs that are underenrolled and make hard decisions, or perhaps the underenrolled programs could be turned around with specific efforts.
- How we decide our capacity has an effect on all areas...and understand the balance between academic areas and support
- Differentiating – creating accommodations to service credits
- How do you know you need more service courses
- Under resourced in service areas
- Service aspect should be part of calculations around accessibility...

**Action Items**

- Course scheduling
- Faculty hiring
- Tuition deposits
- Advising loads
- Targeted recruiting to under enrolled programs
- Formulate a set of program specific criteria for enrollment management
- Reallocate resources accordingly
- Areas need to do what they can to retain current students – keep them happy.
- MCB does survey to students and ask whether they would recommend there program to another student. Other colleges should look at this kind of survey as well.
- Determine what programs the students are leaving from – mostly undeclared and pre-programs. Many programs (MCB, etc.) are not losing students. Need to look specifically at undeclared students (phone calls?) and focus on retention efforts on these students. (example: new minors set up for those pre-major students who don't get into their desired program – nursing, business).
- Take a look at under-enrolled programs. Some may need resources added and marketing.
- Set enrollment targets as an institution and by college...and share them
- Have a clearly stated enrollment goal, and strategy to attain it and a process to collect data.
- Providing colleges with data they may need to inform decisions around enrollment predictions
- Create an institutional wide enrollment plan
- Assess the success of the learning community model.
- Create a systematic way to predict enrollment

**Question 5: What pipelines are currently working best for us? Where would it be most productive to focus our admissions resources?**

**Discussion Items**

- AIMS works
- Online courses are working well
- Pipelines in Denver and Colorado Springs seem to be dried up- lack of recruiters.
- Problem with out of state students coming for snowboarding – end up in conduct situations.
- Native feel of campus to Colorado is important to the University. UNC has a real State niche.
- Make sure the names being purchased are being used well.
- UNC does very well with first generation students.
- We know our pipeline....

**Action Items**

- Doing orientation at other schools
- Take our show on the road a couple times during the year
- More advertising in community colleges
- Continue effort between UNC and Denver Public Schools
- Get input from cultural resource centers
- Speak to a live person during peak times for Admissions/Registration
- Consistently keep efforts focused on our local areas
- Target Weld County for recruiting efforts
- Expand Denver and Colorado Springs recruitment efforts
- Buy names that meet the profile UNC is working for. Send recruiters to those markets – out of state markets.
- Need to put the most energy into recruiting students that are going to other Colorado institutions instead.
- Explore the pipeline between alumni teachers and the students they teach.
- Create hospitality and admissions communications for faculty that have prospects. Need a contact person in admissions to create this hospitality.
- Look at profiles of students who succeed at UNC and know who to recruit by using real data and analysis. Also may need to look outside of that box if the institution is trying to change its profile.
- Why do we not implement a decision deposit...
- Have more resources – balance international and out of state recruitment
- Inform our current students so they can help recruit.
- Information around resources needs to be decimated (ex. Insight)