

Strategic Enrollment & Student Success (SESS) Update – April 2021

Executive Summary

While student success is “everyone’s business,” it is critical that the collective efforts of the institution are grounded and informed by UNC’s strategic enrollment and student success (SESS) goals. President Feinstein and his cabinet have asked the Assistant/Associate Vice Presidents of Enrollment Management, Student Affairs, and Student Academic Success to serve as progress monitors and continued champions of the work underway to meet our stated recruitment, retention, and graduation goals.

The AVPs have collected information on accomplishments and ongoing activities underway since the August 2020 Transition Report. This executive summary offers major highlights of pivotal accomplishments and notable ongoing efforts. The more in-depth review follows the executive summary and is organized by the original four priorities developed by the Implementation Team.

Major Highlights

The purpose of the review was to assist the AVPs in the understanding of progress that has been made since the SESS work was initially launched and eventually transitioned to respective units. Major highlights from our review suggest that staff and faculty have gained a greater awareness of the importance of working collaboratively in support of students and their success. It’s also clear that the difficult work of reorganization and rebuilding has positioned UNC for a much greater focus on student success and reaching our collective enrollment, retention, and graduation goals.

- Creation of an Enrollment Management Division comprised of Undergraduate and Graduate Admissions, Registrar’s Office, Office of Financial Aid, and the Bursar’s Office. Permanent leadership filled in June of 2020 by Kim Medina. Vacant Director of Admissions position filled in August of 2020 by Dave Fedorchak. An audit of all facets of the Admissions operation and an overhaul of recruitment and enrollment strategies toward industry best practice is ongoing.
- Establishment of a Division of Student Affairs, placing Dr. Katrina Rodriguez in the leadership role. The new division is focused on student success, shaping its work around the nationally-recognized Curricular Model of Student Affairs, a learning outcome based systemic approach to working with students in step with their academic journey. In addition, Dr. Tobias Guzman was named Chief Diversity Officer to lead the Office of Equity and Inclusion, working closely with underrepresented students at our institution to ensure they are supported throughout their academic journey. Student Affairs is adding cutting-edge technology regarding student engagement and badging, which will be in alignment with our Student’s First philosophy and UNC’s *Rowing, Not Drifting 2030* strategic plan.
- Implementation of a New Advising Model. The new advising model consists of advisement centers housed in each college that, at minimum, advise students in their initial terms of enrollment. This new model combines the benefits of a distributed advising model with a centralized system to ensure consistency of advising practices and student experiences, such as the advisors having shared training and constant coordination for campus-wide interventions, including the early alert/mid-term reporting expectations.
- Reorganization in Academic Affairs to create the Division of Academic Effectiveness, consisting of Assessment and Accreditation, Center for the Enhancement of Teaching and Learning (CETL), and Instructional Design and Development. The reorganization allows for greater synergy and coordination among these critical functional areas, toward faculty development in teaching and learning as well as continuous attention to program improvement and vitality.
- Implementation of a data governance committee focused on greater campus-wide access to student data and data literacy.

Strategic Enrollment & Student Success Update

The following is an update of the accomplishments and ongoing activities underway since the August 2020 Transition Report. The report is organized by the original four priorities, desired outcomes, and related goals and metrics. The recruitment, retention and graduation targets were established by the President's cabinet and the SESS Team.

Recruitment, Retention & Graduation Targets:

- Increase Fall 21 New First Time +216 and New Transfer +50 = 2225 new students enrolling in Fall 2021 (+266 from Fall '20, -283 from Fall '19)
- Fall-to-fall retention goal is 78%
- Fall-to-fall retention goal of first-gen students with a HS GPA under 3.0 is 65%
- 4-year graduation goal is 38%
- 6-year graduation goal is 58%

SESS Priorities (1-4) articulated outcomes, and aligned goals and metrics, focused on retention and graduation.

Priority 1: Desired outcomes

1. A coordinated approach to recruitment, selection, and yield strategy between admissions and the Colleges.
 - Develop a strategic recruitment and enrollment plan. Rebuilding the admissions team (over 50% turnover in staff since February 2020).
 - Collaborated with the Monfort College of Business to develop processes and increase access to the Slate CRM to support college level recruitment.
 - Collaborated with the Honors program to build an application for prospective students in the Slate CRM.
 - Collaborated with School of Nursing to redirect applicants with less than a 3.0 GPA but were admissible to UNC to another major outside of Nursing-Exploring.
 - Cesar Chavez Cultural Center organizes the annual LatinX Youth Conference, which helps with recruiting. The Colorado Opportunity Scholarship Initiative (COSI) is housed within DSA and awards scholarships to seniors in Weld County District 6, assisting with recruitment, retention, and completion rates.
2. A collaborative and streamlined melt and orientation process for all students that incorporates Colleges.
 - Re-evaluated orientation, advising, and registration. The Registrar's Office is coordinating new student advising and registration programs with the college advising centers and Soar. Orientation is no longer required for students to be able to register for courses, however, it is highly recommended. Fall 2021 Orientation has moved from two-days overnight to one day during the summer, and a new welcome program has been created titled "New Student Days (NSD)." NSD is a four-day program that will take place before the beginning of the semester. NSD is the result of a collaboration led by Student Affairs and supported by Orientation. Orientation staff and students will be integrated into the program in the fall to ensure a smooth transition and to provide additional human resources to the initiative.
3. A marketing and communications plan aligned to UNC's stated vision and identity that is differentiated for key target audiences, including Colleges.
 - Enrollment Management and the Integrated Marketing and Communication team created a stakeholder committee to develop a structured marketing and communications plan to support outreach and engagement with prospective students and their support systems. All communications were completely revamped.
 - Messages and strategies have been developed and lead sources diversified, outside of ACT and SAT, to generate the volume and quality of the prospective student pool necessary to support enrollment goals.

4. Enrollment growth (via increased pool and yield) of in-state and WUE students by focusing on institutional capacity and academic capability, increasing selectivity over time.

- Changed the deployment of admissions counselors by geographic territory to support application generation and support. Future travel plans will support territory management.
- As a strategy to increase yield, the responsibility for application file review for students with a high school GPA below 3.0 was moved from the processing team to admissions counselors. This created efficiencies by utilizing existing human resources even with an increase in applications and eliminated the need to hire temporary processing staff during peak application times.
- Include merit (Admissions Based Awards) in the acceptance letter. Merit/Admissions Based Awards were redesigned to use grade point average only.

5. Embrace UNC's vision as an institution that supports students, including those that identify as first-generation, to strengthen market identity in the region.

- The integrated marketing and communication plan focused on community and return on investment. These themes are woven into messaging and activities throughout the recruitment and enrollment cycle.

Priority 1: Aligned Goals & Metrics

Guiding Goal(s):

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

Other Metrics to Consider and Monitor:

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

Priority 2: Desired outcomes

1. Clear and simple pre-enrollment best practices, policies, and procedures related to credit articulation, course equivalencies, and guaranteed transfer (GT) Pathways.

- The Registrar's Office has aligned and streamlined transfer policies and processes to support transfer enrollment growth. International transfer practices have been strengthened with the introduction of International transferVIEW. Credit review was moved from academic areas to the Registrar's Office. Registrar's Office staff met with every academic unit on campus to outline guidelines for their office to determine transfer credit at the 100/200 level rather than within the academic unit. This initiative condensed the transfer evaluation process from two weeks to 1-2 days, a significant reduction in turn-around time.

2. Established transition pathways (dual enrollment, 2+2 programs, dual admissions) for students pursuing and completing AA degrees at Aims and Front Range Community Colleges, as well as supporting the Aims2UNC transition. AIMS2UNC partnership continues with strategies in place to increase enrollment and ultimately transition more students to UNC.

- Signed Bridges to Bachelor Program agreement with the Colorado Community College system, which allows students at the point of application to the community college to identify which colleges they are interested in attending. The transfer enrollment coach will work with these students early on in their community college career to support their transfer to UNC.

- The Division of Student Affairs is collaborating on the Aims2UNC program, including the following units: Student Life, Housing, Residential Education, Dean of Students, Student Outreach and Support, and Dining, among others.
- A new Aims2UNC Transition and Mentorship Program is currently in the design phase to support the retention and success of program participants.

3. Effective and efficient framework for transfer student advising to ensure transfer students receive the support they need throughout their student experience.

- Establishment of a dedicated transfer enrollment coach with community college advising experience managing relationships with community college prospective students and their advisors.
- Student Affairs included in the transfer student guide & transfer toolkit to highlight services available for transfer students.
- Aims2UNC Coordinator is a part of UNC's undergraduate advisor network quarterly meetings and email distribution. The college advisement and success centers participate in meet and greet events for transitioning Aims2UNC students.
- Aims2UNC Coordinator serves on the Covid Student Impacts Task Force.

Priority 2: Aligned Goals & Metrics

Guiding Goal(s):

- Overall transfer enrollment = 635 students by 2023 (up from 516)
 - CO Resident enrollment = 500 students by 2023 (up from 405)
 - WUE enrollment = 70 students by 2023 (up from 49)
 - Non-Resident enrollment = 65 students in 2023 (maintain current growth)

Other metrics to monitor:

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

Priority 3: Desired outcomes

1. Student-centered and integrated coaching and advising practices that are accessible, consistent, trusted, and accurate.

- Implementation of a new advising model. The new advising model is based on a shared advising concept with centralized professional advising teams housed in every college that, at minimum, advise students during their initial terms of enrollment. As of summer 2020, every college has established their own advisement and success center with dedicated physical office space and staff for professional advising, academic intervention/outreach, and academic success coaching.

| Advisement & Success Center | Location | Comments |
|--|---------------------|---|
| CEBS Undergraduate Advising Center CEBSadvising@unco.edu | McKee Hall Room 125 | Newly established as of spring/summer 2020. |
| HSS Student Success Resource Center HSS.StudentSuccess@unco.edu | Candelaria 0295 | Established fall 2019. |
| MCB Advising mcb.advising@unco.edu | Kepner 1095 | One of the first college advising centers. Established in the 1990s. |
| NHS Advising Center nhsadvising@unco.edu | Ross 1210 | Established summer 2019. |
| PVA Advising pva.advising@unco.edu | Frasier Hall 105 | Established summer 2020. |
| Exploring Advising- Soar soar@unco.edu CHE advising and SAAS (Student Athlete Academic Success) center staff are the | Michener L149 | Since the late 90's Soar has served as the primary Exploring Advising office, (under different names and organizational structures). In the last few years, |

| | | |
|---|--|--|
| primary advisor for their participants declared as Exploring. | | CHE and SAAS assumed responsibility for advising their Exploring participants. |
|---|--|--|

- Launched v1 of Canvas shell for new advisor training and development in Spring 2021. Modules are intended to be self-paced.
- Implemented the Undergraduate Advising Manual. Published the third edition this fall. *2020-2021 Undergraduate Advising Manual*. Housed on the Office of the Registrar website: <https://www.unco.edu/registrar/pdf/advising-manual/ug-advising-manual-2021.pdf>.
- In the process of building an Advising @UNC website to serve as a resource for current students, advisors, and prospective students. Once the site is up, we will remove the temporary pages hosted on the Student Academic Success website and add links to the main advising webpage.
- Established a formal infrastructure for coordinating professional advising efforts across the network. The Advisor Network has an estimated 50+ members and serves as a community of practice for professional advisors and their critical partners in the Center for International Education, Office of Financial Aid, Registrar's Office, and Bursar's offices. The chart below explains the formal structure implemented fall 2020 to further strengthen UNC's capacity for advisor accountability, accuracy, and consistency of practice. The structure includes regular engagement with advisement center directors as well as separate leadership meetings with the a-deans (associate/assistant deans) who typically serve as the immediate supervisors of their respective advisement and success center directors.

| Stakeholder Group | Description | 2030 Vision |
|---|--|--|
| Undergraduate Advising Executive Leadership team (new this year) | Focus: Establish a clear structure for advisor support and accountability with formal feedback loops for continuous improvement. Membership: Team includes a-deans and AVP for Student Academic Success (convener). | Students First Enhance & Invest |
| Adv. Directors Leadership Team (new this year) | Focus: Using institutional and advising center data, this group is responsible for leading advising practices that promote student-centered, consistent access to accurate, high quality academic advisement across campus. Membership: Consists of directors from each of the college advising centers, the assistant director for CHE, director for Student Athlete Academic Success, the director for Soar, and AVP for Student Academic Success (convener). | Students First Enhance & Invest |
| Advisor Network (Established several years ago by the AVP for SAS as an informal professional learning community. Formalized in 2020 w/ co-chairs to lead semesterly logistical and pd meetings.) | Focus: Professional Community of Practice. Membership: Includes all professional undergraduate advisors as well as key staff from Bear Central and CIE. Co-chairs are responsible for planning and leading the Advisor Network quarterly meetings. The Network leverages synchronous communication tools such as a Microsoft chat site for day-to-day communication and collaboration. | Enhance & Invest Connect & Celebrate Students First |

- Created standard PDQs (job descriptions) for academic advisors and advising center directors across the Advising Network. The AVP for Student Academic Success is working with the advising center directors, the undergraduate advising executive leadership team, and HR to verify the final copies. The goal is to have standard/common job descriptions with a recommended career ladder for professional advisors as well as a baseline job description for college advising and success center directors, plus a set of shared criteria for annual evaluations.
- With the establishment of college advisement and success centers, probation advising is now provided by the student's home college to reduce students having to work with multiple offices, increase their connection with their respective college advising center and resources, and increase college awareness of their students on academic probation. The Canvas-based workshops for students newly placed on probation, regardless of major, are centralized and organized and delivered by Student Academic Success.
- We would like to offer a consistent student experience with advising. One strategy to support this commitment is ensuring consistent training and development. There is now centralized training and development on the probation policy and advising practices is provided by Student Academic Success.

- The college advisement and success centers recently joined (fall 2020) the CDHE Advisor Stakeholder group. This is an opportunity to provide CDHE input on advising-related topics and to meet/connect with professional advisors from across the state.

2. Strengthened sense of belonging and academic experiences in the first year as a result of student-centered policies, registration, and curricular decisions.

- Reorganization in Academic Affairs to create Division of Academic Effectiveness, consisting of Assessment and Accreditation, Center for the Enhancement of Teaching and Learning (CETL), and Instructional Design and Development (IDD). Key strategies include the following:
 - Added staff in CETL and IDD to enhance faculty professional development and instructional and course design support.
 - Revised program review process and Assessment Mini-Grant funding priorities to align with SESS goals and desired outcomes.
- CETL initiated a revitalization process focused on improving faculty development related to teaching and assessment. Since August 2020, the following strategies have been implemented by CETL:
 - Web-based resources were made available, including 7 [teaching toolkits](#) and [additional resources](#) generating 2300 unique page views.
 - 37 [webinars](#) took place to date with 146 participants (130 unique participants).
 - 20 individual consultations for teaching and assessment have taken place.
 - 4 [faculty learning communities](#) have been implemented with 75 faculty and graduate student participants.
 - [Teaching for Inclusion and Equity](#) program occurred with 25 faculty participants.
 - [Teaching and Assessment Symposium](#) happened with 218 unique registrations across four sessions.
 - Collaboration is in process with NHS and MCB faculty to develop and submit an NSF grant to support chemistry labs and research comparing online and in-person chemical education experiences (due 12/2021).
 - Collaboration is in process with faculty to develop a CARES grant to research motivation for Universal Design for Learning.
 - Collaboration with IDD took place and is ongoing to provide a 6-hour intensive faculty workshop series during winter break focused on building community in online courses through course design decisions and tools for effective teaching. 124 faculty participated.
 - Collaboration with DSA took place and is ongoing to present select workshops and information sessions, such as handling disruptive students in the classroom.
- IDD supported faculty and students by designing an online classroom template based on best practices for online teaching. These templates provide a consistent learning experience for students and will be available for faculty to use in the future for all courses (can be used for all delivery modalities). For academic year 2020-21, IDD provided the following curricular support:
 - Produced 1,641 classroom templates.
 - Implemented the templates in 2,064 course sections.
 - Supported 584 instructors using the templates in fall semester and 408 using them in spring.
 - Had 1,730 instructor contacts by the end of January 2021.
- SESS Action Team 3 proposed the implementation of an Integrated Network Council (INC) to focus on student-centered policies and practices. The INC began their work in summer 2020. An early accomplishment of the INC is recommending a change to the withdrawal policy, which was recently passed by faculty senate for implementation beginning fall 2021.
- Bears First programming, launched as a pilot in fall 2019, continued with a second cohort in fall 2020 and a third is planned for fall 2021. The academic coaching program focuses on new students who enter UNC with a high school GPA of less than 3.00. Students meet with their Soar academic coach approximately 4-5 times each semester. Planning for 2021 is underway and will include the implementation of a 3-day bridge program for the incoming Bears First cohort and an opportunity for continuing Bears First students to receive a second year of tailored support.
- Implementing a nationally-recognized curricular approach to unify Student Affairs work around student learning outcomes in the first year and beyond.

- Student success workshops and cultural programming are delivered through UNC's Cultural Services. Some examples include workshops on academic success, test anxiety, study skills, and career and leadership development. Examples of cultural programming offered includes the Black Heritage Month series, Native American Heritage Month, Indigenous People's Day, and Dreamer Awareness Month. These have had a significant positive impact on students' sense of belonging and academic success.
 - Cultural Center programming, facilities, one-to-one mentoring, and culturally specific student clubs and organizations enhance sense of belonging, which in turn effect academic success.
 - Plans are underway to purchase and implement a badging program to strengthen sense of belonging in the first year and beyond. The program will help first-year students have a career competency pathway throughout their Bear experience. The program is campus-wide for academic and non-academic student experiences. The badging initiative will improve education to employment pathways by maximizing the value of students' curricular and co-curricular experiences, and more clearly communicate a graduate's career-ready skills to employers.
 - Plans are underway to purchase and implement involvement software that will enhance sense of belonging through the creation of a co-curricular transcript; tracking of participation in events, activities, and service projects; and tracking leadership experiences and competencies. Students will be able to promote and find events more rapidly. All registered student organizations will be listed, including officers, which permits students to contact other organizations and their leaders. This will allow Student Life to communicate efficiently and effectively with all student organizations, provide finance modules for student FOAPs, and give election tools for student organizations.
3. Data, information, and communication flows seamlessly throughout the network, attached to student profiles.
- Regular and joint communication is sent out between Academic Affairs and Student Affairs.
 - Monthly Dean of Students, OIEC, and Academic Associate Deans meetings to case manage conduct, CARE, and Students of Concern.
 - COVID weekly updates.
 - COVID task forces made shared decisions between all divisions.
 - Division of Student Affairs (DSA) rep on Covid Communications Task Force
 - DSA co-chair of Student Impacts Task Force
 - DSA representation on Coronavirus Task Force
 - Data was shared between the Office of Student Outreach & Support (SOS) and the Advising Network on students identified through the early alert/midterm reporting portal as "at greater risk" for not passing the course. SOS checked their system for overlapping alerts to aid in coordinated outreach and support.
 - Referral system within EAB's Navigate sends notifications to Bear Central when professional advisors refer students to their office for assistance.
 - A communication strategist has been hired (April 2021) to coordinate and streamline marketing and communication to current students focusing on registration, financial aid, and student accounts.
 - Enrollment Management is piloting the use of the Student Success module in the Slate CRM to communicate to current students. This will enhance the tools available to communicate with current students including the use of text, enhancing the seamless communication strategy.
 - Integrated Marketing and Communications and the Division of Student Affairs collaborate regularly. Weekly meetings were held, COVID Communications Committee membership included DSA, select Admissions projects utilized collaboration, content strategy meetings, and DSA marketing projects, such as the Housing website improvement with graphic design and videos.
 - The Center for Career Readiness is working with the Monfort College of Business and College of Performing and Visual Arts to have internships listed through Handshake software program to improve integration and access for students seeking internships. Streamlines documentation and communication, simultaneously freeing up faculty and staff bandwidth.
4. System for ongoing data analytics to proactively identify risks and issues that can be managed by the network.

- Added a First Generation tag display in EAB's Navigate for targeted intervention and outreach. Registration data by college, provided by IRAS, revealed that some student demographics, for example First Generation Students, are registering at lower rates (registration gaps) than other populations.
- CSU designed dashboard for UNC with equity gap data.
- The director for Institutional Research and Effectiveness is co-leading a data governance group that has recommended the implementation of a "one stop data at UNC webpage." Categories for organization of the website will include institutional data, public dashboards, internal dashboards, Surveys, and quick links.
- The Office of Assessment and Accreditation designed and implemented three new student surveys to collect data on the impact of COVID on incoming and continuing students. Survey results were broadly shared with academic and student affairs leaders to inform fall and spring semester planning. The following examples illustrate the use of data analytics to drive university practices and can be deployed rapidly to identify risks and emerging issues.
 - Results from the entering student survey were included in the teaching toolkit distributed at the beginning of fall semester to all faculty.
 - Results of the fall experience survey revealed challenges to student sense of belonging. This information was shared with Deans and used as the basis of soliciting nominations of faculty employing effective teaching strategies for improving student sense of belonging. It was also used to develop the six-hour winter break faculty development workshop series referenced above.
 - One of the surveys, a registration survey, was designed as a retention nudge. The survey includes an option for requesting advising and/or financial aid assistance, with notifications going out immediately to UNC advisors and financial aid staff to provide additional outreach. We have decided to continue using this survey moving forward.
- UNC is participating in the CSU Student Success Data Analytics Certificate Program. Twenty UNC faculty and staff from Academic Affairs, Student Affairs, and Finance and Administration are participating in the 2021 cohort, working on two projects:
 - One project is focusing on improving data analytics (including equity gap data) for academic program review to improve student outcomes at the program level for ongoing program health and vitality.
 - The other project is investigating sources of data for understanding and tracking student sense of belonging. A dashboard using National Survey of Student Engagement (NSSE) data is being developed as the first of a series of data analytics that can be used to track student belonging as an indicator of student success.
- The University Assessment Council launched a pilot project in 2020-2021 to use Canvas for assessing UNC's [Institutional Learning Outcomes](#). Five programs are participating. Future plans are to scale up to provide data for monitoring student learning outcomes as an important indicator of student success.
- UNC is participating in the National Survey of Student Engagement (2nd year) and the Faculty Survey of Student Engagement (1st year). These surveys measure student experience, faculty use of high impact teaching practices, and engagement indicators. A module on experiences with diversity and inclusion was added to both surveys in Spring 2021 and also administered to graduate students and staff (with permission from NSSE) to obtain comparison data across all UNC constituents.

5. Clearly defined roles and responsibilities across the integrated network that includes representation from faculty, Colleges, student service units (i.e., Bear Central), Student Affairs, IRAS, Student Academic Success, and Assessment.

- Major reorganizations to improve efficiencies, better align services and functions, and create new opportunities for innovation and improvement – including restructuring Enrollment Management, Student Academic Success, the Graduate School, and Academic Effectiveness.
- Major reorganization into a new Division of Student Affairs that included:
 - Creation of the Chief Diversity Officer position.
 - Moved OIEC under Vice President and General Counsel to better represent all campus constituents.
 - COSI Grant housed under Student Life.
 - Created two ASC positions to serve administrative and human resource needs across DSA.

- Purchase authorized for badging software to integrate across campus (see Priority 3.2 for description).
- Purchase authorized for involvement software to increase student involvement and retention (see Priority 3.2 for description).
- DSA communications position collaboration with Integrated Marketing and Communications.
- Creation of campus-wide Career Readiness Committee to foster career readiness in all divisions.
- Campus Recreation and Athletics collaborations on space usage.
- Added faculty representation to CARE Team.
- Incorporated Service Level Agreements between units to improve effectiveness of collaborative partnerships.
- Investment in data analytics and institutional research functions, including the creation of a new department – IRE, new position in Admissions focused on data analytics, and establishment of data governance committee to clarify roles and responsibilities and improve UNC's data infrastructure for decision making.

Aligned Goals & Metrics

Guiding Goal(s):

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

Other Metrics to Consider and Monitor:

- Career Placement Outcomes (i.e., % of graduating students employed within six months) and Satisfaction (Data from the UNC Alumni Survey administered by the Office of Assessment and Accreditation six months after students graduate. Please direct questions about this data to Allison Grant).

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------------------|-----------|-----------|-----------|-----------|
| Overall response rate | 35% | 31% | 29% | 38% |
| Placement rate UG | 83% | 83% | 81% | 83% |
| Placement rate GR | 90% | 87% | 94% | 94% |
| Employed in related field UG | 76% | 81% | 81% | 76% |
| Employed in related field GR | 97% | 96% | 94% | 94% |
| Grad school rate UG | 20% | 24% | 22% | 23% |
| Grad school rate GR | 11% | 9% | 7% | 10% |
| Satisfaction rate UG | 89% | 89% | 85% | 87% |
| Satisfaction rate GR | 88% | 87% | 86% | 89% |
| Average salary UG | \$ 38,423 | \$ 45,570 | \$ 39,014 | \$ 37,570 |
| Average salary GR | \$ 52,141 | \$ 52,070 | \$ 52,889 | \$ 54,850 |

Note: Placement indicates percentage of respondents who had obtained employment, furthered education (i.e., graduate school), or service (includes volunteer service such as AmeriCorps, Peace Corps, etc.) position at the time of the survey.

- Alumni Satisfaction (i.e., NPS from alumni survey) – see chart above.
- Current Student Survey Outcomes (NPS, sense of belonging, service satisfaction, etc).

National Survey of Student Engagement (NSSE) Summary Results – NSSE was administered in spring 2019 to UNC freshmen and seniors. 1,256 students responded (38% response rate), including 505 freshmen (34% response rate) and 751 seniors (41% response rate). NSSE provides comparison data with peer institutions. UNC used Carnegie Comparable and the NCHEMS 27 Comparable.

Engagement Indicators

| NSSE Theme | Engagement Indicator* | UNC Freshmen scores | UNC Senior scores |
|-----------------------|-----------------------------------|---------------------|-------------------|
| Academic Challenge | Higher-Order Learning | M = 38.5 | M = 41.1 |
| | Reflective & Integrative Learning | M = 36.9 | M = 40.6 |
| | Learning Strategies | M = 36.5 | M = 37.9 |
| | Quantitative Reasoning | M = 28.5 | M = 28.5 |
| Learning w/Peers | Collaborative Learning | M = 35.6 | M = 35.6 |
| | Discussions w/Diverse Others | M = 40.4 | M = 40.0 |
| Experiences w/Faculty | Student-Faculty Interactions | M = 24.0 | M = 27.1 |
| | Effective Teaching Practices | M = 38.6 | M = 40.5 |
| Campus Environment | Quality of Interactions | M = 43.1 | M = 43.8 |
| | Supportive Environment | M = 35.6 | M = 30.2 |

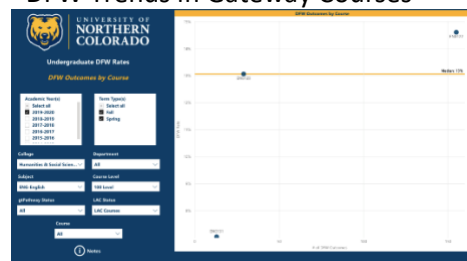
*Specific items included in each indicator available upon request.

Note: Green highlight indicates UNC scores are statistically higher than one or more peer groups. Orange indicates UNC scores are statistically lower than one or more peer groups. No highlight means there were no statistical differences in scores.

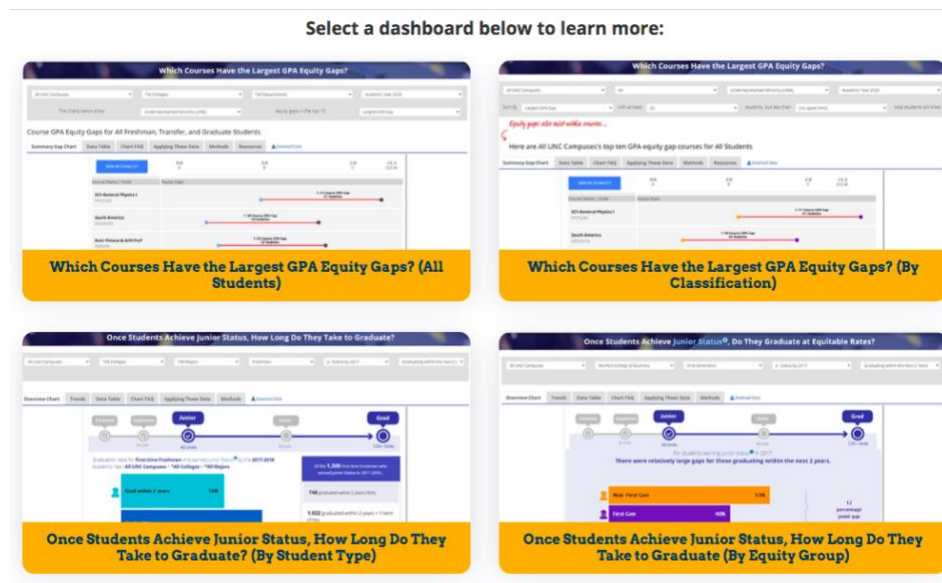
High Impact Practices (HIP): Includes Service-Learning, Learning Community, Research with Faculty, Internship/Field Experience, Study Abroad, and Culminating Senior Experience.

| HIP Participation | Freshmen | Seniors |
|--|-----------|---------|
| Participated in one HIP | 48% | 23% |
| Participated in two or more HIPs | 9% | 68% |
| Total Participated in 1 one or more HIPs | 57% | 91% |
| Service-Learning | 52% | 68% |
| Learning Community | 12% | 29% |
| Research with Faculty | 4% | 19% |
| Internship/Field Experience | Not asked | 57% |
| Study Abroad | Not asked | 10% |
| Culminating Senior Experience | Not asked | 48% |

•DFW Trends in Gateway Courses



CSU designed UNC equity dashboards



Priority 4: Desired outcomes

- Proactive, intrusive, and trusted coaching and advising services for students with greatest risk of attrition.
 - UNC's advising process includes "progress reports" (early alert) targeting approximately 2,000 undergraduate students (first year through senior year). The request for feedback typically focuses on students who are struggling academically or could benefit from additional support. The faculty response rate to progress reports this fall (2020) was 85%, which reflects an ~ 8% improvement in responses as compared to Fall 2019. This increased response rate results in more intensive advising and other supports, which should yield improved GPAs, credit completion, persistence, and graduation rates. The table below provides prior comparative data between Spring 2017 and Spring 2018, illustrating the expected differential in outcomes from more intensive advising.

Table 1. Historical Outcomes Associated with Supporting "Students of Concern"

| Metrics (next Fall term) | Spring 2017 Students of Concern | Spring 2018 Students of Concern |
|--|--|---|
| Average Cumulative GPA | 2.82 | 2.94 |
| Average Credit Completion | 89.5% | 91.9% |
| Persistence Rate | 74.4% | 75.9% |
| Graduation rate | 7.8% | 10.1% |
| 2.4% GPA Improvement for Spring 2018 students of concern | 8.1% Increase in attempted credits for Spring 2018 students of concern | 2.0% Persistence rate improvement for Spring 2018 vs. Spring 2017 students of concern |

- Robust and scaffolded approach to orientation and onboarding for students with greatest risk of attrition that stretches into the first term.
 - Decoupled orientation and advising to allow for greater focus on and access to each of these critical onboarding activities.
 - An inaugural extended orientation program is added for Fall 2021, titled "New Student Days," and will take place from August 18-22, 2021. The program will emphasize sense of belonging and community building. Among the activities to welcome new students include: Convocation, DEI awareness, college

welcomes, health and wellness guidance, academic success strategies and tactics, class photo, and clubs & organizations involvement fair.

3. Clear academic pathways and communication of policies for students seeking degrees in majors with additional admissions requirements (i.e., “Seeking Nursing” and / or “Seeking Business”).

- Phase 1 (spring 2020) implemented Exploring Nursing major designation in place of “Seeking Nursing,” complete with a 30 earned credit hour (no major hold) in place. Exploring Nursing students are required to declare a degree granting major once they’ve earned 30 credit hours. As Seeking Nursing students, there was no major hold in place. All exploring major types have the ‘30 credit hour’/no major hold (meaning, students do not have to declare a major until they’ve earned 30 credit hours).
- Phase 2 (fall 2020) School of Nursing implemented a 3.0 high school GPA minimum requirement for students who wish to declare Nursing Exploring. This change impacts the incoming 2021 class and beyond. The School of Nursing found that students with less than a 3.0 GPA in high school were not getting into the program and persisting at UNC at much lower rates with low GPAs. The hope is that this change will reduce the number of students on academic probation or suspension due to lack of academic preparation.
- Seeking Business no longer exists.
- Seeking PVA major types are also being phased out, beginning with the incoming 2021 class.

4. Implementation of integrated system for tracking and proactively managing early alerts and early success indicators.

- Continuing with EAB’ Navigate (additional 2/3-year contract) for advisor case management and the use of Maxient for the Division of Student Affairs areas (e.g., Housing, Counseling Center, Student Outreach & Support, and Community Standards & Conflict Resolution). The contract with Ellucian (Banner software suite) will end in the next two years. The recommendation is to reconsider options at that time.

Aligned Goals & Metrics

Guiding Goal(s):

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

Other Metrics to Consider and Monitor:

- Academic performance of target population vs. overall population / historical norms
- Retention among students with 1+ DFW grade
- Current Student Survey Outcomes (NPS, sense of belonging, service satisfaction, etc.)
 - See NSSE data from P3 section
- DFW Trends in Gateway Courses