Student Success Task Force Interim Report 2
November 12, 2018

Contents

Student Success Vision Interim Task Force Report

Task Force:	Student Success
Committee:	Student Success Vision
Committee Chair(s):	Sarah Chase
Date:	11/12/18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

Student success permeates everything.

Priority #1: UNC leadership must develop and articulate a clear, direct institutional mission and vision for UNC. This mission and vision will set the tone and expectations for members of the campus community. It will serve as a foundation and framework for all the taskforce work to continue in an intentional and meaningful way. This foundation is imperative for the success and efficacy of future institutional planning.

Ideally, the university mission and vision would be developed in Spring 2019 with participation from the campus community (including faculty, staff, and students). ___________

The Student Success Vision action team also presented the following draft definition/vision for Student Success on 11/5. During this time, feedback was solicited from SS task force members.

At the University of Northern Colorado (UNC), we prepare our students to accomplish their current and future academic, personal and professional goals by providing ongoing and active support, guidance, and resources that assist students as they progress through and complete their college experience. At UNC, student success is achieved through student learning and personal development, as well as persistence through graduation. We acknowledge that success does not look the same for every student; therefore, as a foundation of student success, UNC is committed to fostering spaces of equity and inclusion where students feel they belong and can succeed. In addition, students achieve success by actively engaging in personal and professional growth both on and off campus and by cultivating connections that expand beyond UNC. Through our University culture, we are devoted to our students' academic, personal and professional preparation and achievement.

<u>After UNC's institutional mission and vision have been developed</u>, the following action steps will be necessary for campus-wide adoption of the University's strategic plan:

- Finalize organizational charts and reporting structures
- Determine locations for offices
- Update or develop new policies and procedures for all organizational units
- Realign budgets (including signatory authorities)
- Develop new faculty/staff orientation, which more fully conveys our campus culture and what it means to be part of the UNC community. Determine which department owns faculty/staff orientation.

- Rebranding of Student Academic Success and/or Student Affairs, to include publicity that is clear to students, faculty, and staff
- Garner support/buy-in for shared vision through:
    - Communication of the vision at departmental meetings
    - Direct, clear 2-way communication (to include listening and revising as needed)
    - Developing trust

2. What data or other information have you used (numbered or bulleted list is fine)?

- Institutional definitions of student success from several other universities
- Colorado statutory roles and missions for the state institutions of higher education: https://highered.colorado.gov/academics/colleges/rolemission.html

3. What action steps are planned for the next reporting period?

The week of 11/12/18, the SS Vision action team will further develop our recommendations and action steps and we will work to refine our full report.

4. What recommendations, if any, have been determined to date?

- Involve IM&T directly in all aspects of the organizational transition process to avoid confusion.
- Devote attention to campus culture. UNC must develop a more concrete way to help all members of our campus community (students, faculty, and staff) understand what it means to be a Bear, and to be part of the UNC community.
- Consider the important intersections between Student Success, Student Affairs, and Academic Affairs and the implications on our organizational structure. Rather than three separate divisions, perhaps Student Success can be a bridge between Student Affairs and Academic Affairs.
- Outcomes decided upon during this process must be tied to faculty and staff evaluations in order to have an impact.
- UNC must develop a more effective strategy for transfer student success (both prospective and current transfer students).
- We recognize the importance of success among both our undergraduate and graduate student population. While this work is vital to our undergraduate students, similar attention should be given to graduate student success.

5. Please provide any additional information or comments.

Our action team firmly believes that we are putting the cart before the horse by attempting to tackle the organizational structure without a clear university mission and vision, and without knowing the extent to which a new provost will agree with the work of the task forces.

We also foresee a significant disconnect between the work of the separate action teams and task forces.

We are also concerned about the timeframe and process for the Task Force information rollout event on Jan 8th. Who is the intended audience? To what extent is the new provost expected to "go along with" the task force plan, or alternately, have a say in the new organizational structure?
How do we create a model that isn't more work, but instead that is different work, while being sensitive to the budget and resource constraints?

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Student Success Data Strategy Interim Task Force Report

This committee has begun drafting its final report, which will be posted after December 3.

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Gateway Course Completion Success Interim Task Force Report

Task Force:	Student Success
Committee:	Gateway Course Student Success Action Group
Committee Chair(s):	Virgil Pierce (Mathematics)
Date:	11/12/2018

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

- Defining gateway courses
- Compiling a list of potential recommendations from the committee.
- Connecting the committee's recommendations with initiatives and recommendation from other committees.

2. What data or other information have you used (numbered or bulleted list is fine)?

- DFWI Report on high enrollment and LAC courses from the Taskforce Data Dashboard; note that the report has been updated to list the DFWI for sections that were not dual enrollment courses.
- List of LAC courses at UNC.
- Insight reports on pre-requisites (MATH and ENG). This is report ACD151.

3. What action steps are planned for the next reporting period?

- Finalize the list of recommendations.

4. What recommendations, if any, have been determined to date?

<u>Recommendation re: Gateway Course List</u>
A UNC standing committee within academic affairs should be charged with refining and updating a list of gateway courses using the criteria listed below.

1) The subcommittee prepared a sample list of gateway courses (see Excel spreadsheet uploaded into Sharepoint although note that that list includes dual enrollment students) using the DWFI dashboard. The dashboard can filter the list to not include dual enrollment students.
2) The criteria used and recommended for gateway course identification are:
   a. LAC and/or,
   b. 100/200 w/high enrollments and/or,
   c. English or math and/or,
   d. high DWFI threshold 20% or higher,

e. AND select courses on the bubble of 20% with higher enrollments.

Recommendations re: Gateway Course Instruction

1) Establish clear learning outcomes and a set of shared materials and assessments across course sections to create a common standard for student achievement.

a. Support collaboration and sharing of course resources among all faculty and instructors teaching the gateway course.
b. Familiarize all faculty and instructors with the common approach and resources in a gateway course.
c. Multi-section gateway courses will have a common course syllabus.

2) Balance traditional lecture instruction with active learning pedagogies (high impact practice or HIP) to promote student engagement and mastery of course competencies.

a. Provide faculty and instructors with resources and professional development in active learning pedagogies through workshops and other professional development.
b. Encourage the use of and invest in support for interactive software systems (like clickers and plickers) for use in high-enrolled classrooms.

3) Incorporate equity-minded practices in gateway courses to address student achievement gaps.

a. Provide faculty and instructors with resources and professional development in equity-minded practices.
b. Provide faculty and instructors with disaggregated demographic data cross-referenced with course data to investigate achievement gaps. (See data recommendations below).

4) Incorporate early and frequent course assessments (some low stakes) to provide students with feedback about how they are doing in the class and where they need to adjust their learning strategies to master core concepts.

a. Faculty and instructors should follow-up with students who are struggling through individual emails/meetings as appropriate and through classroom responses.
b. Faculty and instructors should connect students with campus resources (tutoring) to help students master core concepts.
c. Faculty and instructors should post early alert progress reports through the Student Success Collaborative (SSC) as requested.

5) Investigate the impact of class attendance on student mastery of core concepts and consider a campus-wide attendance policy for gateway courses.

a. Plan for attendance tracking on a larger scale and integrate it with an Early Warning system.

6) Gateway courses and pre-requisite success.

a. Programs should be checking the success of pre-requisite requirements for gateway courses and use students' performance in pre-requisites for identifying at risk students and appropriate interventions.

Recommendations re: UNC learning assistance programs (LAPs)

1) Establish clear campus referral systems to connect students with existing UNC learning assistance programs:

a. Tutorial Services & Supplemental Instruction: UNC's centralized, multi-disciplinary and nationally certified academic support program.
b. Discipline-specific resources:
   i. Math Lab
   ii. Writing Center
c. Specialty programs for target populations:

   i. Student Athlete Academic Success Center (SAASC)
   ii. Center for Human Enrichment (SSS Federal grant program for 200 first-generation students)
   iii. Learning through engaging in authentic practices program.

2) Establish student success outcomes within LAPs to monitor impact on student achievement in gateway courses.

a. Provide LAP administrators with resources and professional development in program assessment through workshops.
b. LAP administrators should provide annual data-driven reports demonstrating program usage and impact on students in gateway courses.

3) Scale up academic support through existing LAPs to serve all gateway courses.

a. Expand Supplemental Instruction (SI) offerings to improve service to gateway courses where student demand for academic support outpaces current supply. (SI is a small part of UNC's Tutorial Services Program with tremendous potential to reach greater numbers of students in peer-led collaborative learning environments. SI currently supports 2 sections of BIO 110; 2 sections of CHEM 111; 3 sections of CHEM 103; and 2 sections of FND 250. All are gateway courses.)
   i. Provide SI in additional sections of BIO 110 and CHEM 111
   ii. Scale up SI to include additional gateway courses such as (all listed are above a 20% DFWI rate):
      1. AST 109 (The Cosmos – LAC Area 6)
      2. BIO 245 (Intro to Anatomy & Physiology)
      3. BIO 246 (Advanced Anatomy & Physiology)
      4. CHEM 281 (Fundamentals of Biochemistry – LAC Area 6)
      5. ECON 203 (Microeconomics – LAC Area 5)
      6. ECON 205 (Macroeconomics – LAC Area 5)
      7. ENST 100 (Intro to Environmental Studies – LAC Area 6)
      8. HIST 100 (American History – LAC Area 4)
      9. HIST 120/121 (Western Civilization – LAC Area 4)
   iii. Collaborate SI implementation with supporting centers (i.e. the Writing Center).
b. Re-envision and re-brand the Writing Center to improve student outcomes in gateway courses re: writing competencies and to support a foundation for Writing in the Disciplines (WID).
   i. Engage UNC constituents re: core writing competencies
   ii. Diversify writing center tutor staff (i.e. using undergraduate student tutors and incorporating faculty from different academic areas).
   iii. Incorporate greater flexibility in delivering writing support
   iv. Collaborate undergraduate writing center tutor training with Tutorial Services.
c. Invest in program infrastructure and personnel in LAPs
   i. Conduct needs assessment to allocate (and/or reallocate) funds where LAP needs are the greatest
   ii. Consult with deans, chairs, and directors in budgetary conversations to support buy-in.

<u>**Recommendations re: data & technology**</u>

1) Make available to instructors, course coordinators, chairs, and directors disaggregated demographic data cross-referenced with gateway course data to investigate achievement gaps and plan initiatives aimed at equity.
2) Expand campus use of SSC early warning progress reports for gateway courses

3) Invest in support for interactive software to support active learning in gateway courses.
4) Develop database/software and workflows to support LAC program evaluation and assessment

Recommendations re: program efficiencies & cost savings through campus collaborations and partnerships:
1) Establish channels for collaboration and regular communication among LAP program administrators to avoid duplication of services, to capitalize on economies of scale, and to create appropriate referral systems.
2) Create a collaborative and sustainable foundation for Writing in the Disciplines.
   a. Part of Department of English overhaul in the area of rhetoric and composition
   b. English chair and writing program administrate will consult with health, science, business deans, chairs, directors, and faculty re: new WID composition course and current SCI 291 (Scientific Writing) offerings
3) Encourage campus partnerships in support of student learning in gateway courses. Examples include:
   a. Tutorial Services & Residential Education Partnership – Currently providing tutorial support to students participating in the following Residence Learning Communities: Pre-nursing, Biology, Seeking-Business, Elementary Education, Cumbres
   b. STEM (Biology) + Tutorial Services + Cultural Centers – This is a potential partnership that, if funded (via grant), will provide targeted tutoring support in gateway courses for students in select Cultural Centers.
   c. Integrate gateway courses with learning communities initiatives (see Learning Communities subcommittee of the Student Success Taskforce).

5. Please provide any additional information or comments.

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First-Year Experiences Interim Task Force Report

Task Force:	Student Success and Student Affairs Joint
Committee:	High Impact First-Year Experience
Committee Chair(s):	Erin Datteri-Saboski
Date:	11-12-18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

There has been a consistent set of topics that this committee has focused time upon. The following areas are where our recommendations will occur:

- Learning Communities
- University 101
- Sense of Belonging
- Financial Nudges
- Mental Health
- University Libraries

2. What data or other information have you used (numbered or bulleted list is fine)?

We used much research to inform the development of these sub-sub-committees. Those sources are provided by topic in the First-Year Experiences folder of the Student Success task force.

3. What action steps are planned for the next reporting period?

The committee has split into smaller sections to write different portions of the final report. We are committed to uploading the sub-sub-committee reports to the shared drive by Monday, 11/19, to be able to provide feedback to each other before creating the final submission.

4. What recommendations, if any, have been determined to date?

See the "Draft Proposal" below to see the current iterations of our recommendations. We are offering several ways to further support the first-year experience via the list of topics from question #1.

Sense of Belonging Overview:

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

Hurtado, S., & Carter, D.F. (1997). Effects of college transition and perceptions of the campus racial climate on latino college students' sense of belonging. Sociology of Education. 70, 324-345.

Kane, S., Chalcraft, D., & Volpe, G. (2014). Notions of belonging: First year, first semester higher education students enrolled on business or economics degree programmes. The International Journal of Management Education. Vol 12. Iss. 2. 193-201.

Peer Transition Support:

As the literature shows, a sense of belonging or connection to campus is a critical factor in student retention. The New Student Orientation (NSO) model at UNC creates an environment that specifically focuses on sense of belonging. We hire and train a summer full-time contingent of around 24 student staff. They are intentionally representative of the campus population and are well-prepared for their role interacting with both students and parents/support people. NSO spends just over 100 hours training the peer leaders for their roles. An Orientation Leader (OL) facilitates that environment with a small group of 10 students at each orientation and spends an average of 18 hours each session with students, including shared meals and a small amount of unstructured social time.

NSO is very successful in providing students with a supportive and positive environment during orientation, as evidenced by assessment data that is collected during the program. During the fall semester, NSO continues the role of Orientation Leaders by having them work one hour per week creating timely and relevant emails supporting student transition and responding to students when they have questions. The content of these emails is created from a wide range of campus partners, as well as national research on the student transition, and they include events and deadlines to help students better understand the campus and academic communities. These emails also continue the connection made between the OL and the small group they worked with during orientation. NSO completes assessment data annually and consistently 75% of students indicate they read some or all of the emails. We know that this response rate happens because of the peer-to-peer relationship that was created and is being continued through this means.

More could be done to give students a greater sense of belonging and connection. We are proposing that the transition program is expanded to allow OLs to work 3 hours per week. In this method, the student staff would continue the email transition work and could add social support to help students feel comfortable getting connected elsewhere on campus. The OL would be asked to invite their students to join them at the dining hall for dinner, to go to a sporting or campus event, or meet up at Michener Library for studying. The outcome would be to support first-year students in finding their community on campus that is not connected to the OL. The student staff would be the delivery mechanism to make the first semester transition less intimidating. NSO could create digital communication options from student staff to the students who were in their small group in a myriad of ways to help encourage attendance (email, Instagram, GroupMe, etc).

These in-person options would serve to support new students who do not want to go somewhere alone so choose not to leave their room. As the campus climate report indicated, it is clear that more needs to be done to increase students’ sense of belonging on campus. We have already established a peer mentor relationship during the summer, so it would be a natural progression to continue that work in the fall semester. It would offer an opportunity for students to be reached in a personal way to help combat feelings of isolation and homesickness during their first semester on campus.

Cost: There is a cost associated with the expansion of services, mostly including hours for student workers and a graduate student who would help support the delivery and data collection in the fall and assessment, preparation and training that would occur in the spring.

Additional OL pay = $13,500 and Half-time Graduate Assistant = $13,000. Total $26,500

Funding source: Students pay a New Student Success fee of $250 for their first term at UNC. This fee has not changed since 2015 and if we raised it by 3%, or $9 per person, that would cover the cost of this additional programming.

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

Inter-Departmental Programming Committee:

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

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

Desired outcomes:

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

Immediate action steps:
We propose setting up the committee during spring 2019 as many departments plan their programs up to a full year in advance. The resources needed to set up the committee are administrative staff time (anticipated 6 hours monthly) and professional or graduate assistant staff time to attend

meetings (anticipated 3 hours monthly). To avoid overburdening staff, we recommend that the committee meet monthly for three hours and, if a member is unable to attend, they find another person to attend in their place.

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

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

Long-term action steps:
When institutional resources are available, purchase a common engagement tracking system to collect demographic data rather than just examining the number of attendees at event. The costs for this will vary depending on technology purchase. One option is to purchase magnetic stripe readers and tablets to have students “swipe in” at events. This would cost between $4,000 and $6,000 depending on which units are purchased. This option would involve a significant amount of staff time because data would have to be manually transferred to the Office of Assessment to be processed and analyzed.

A second option, favored by this subcommittee, is to purchase an institutional license for an engagement tracker such as Campus Labs or Presence. The estimated cost for this is $20,000 - $25,000 annually. However, these services may be able to replace other programs UNC is already paying for as they can perform the same functions.

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

Bear Pride Fridays

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

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5. Please provide any additional information or comments.

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First Year Advising Interim Task Force Report

Task Force:	Student Success Task Force
Committee:	First year Advising
Committee Chair(s):	Corey Pierce
Date:	11/12/18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

Our committee broke out into 6 subgroups to focus on questions in specific areas that we believed would positively impact first-year advising, including advisement of students transferring to UNC. The 6 subgroups and their specific questions were:

1. **<u>Before Orientation:</u>** What are best practices that should be happening by advisors and students from the time a student is admitted until they attend Orientation in the summer? Examples include developing major 4 year plans that allow for a major course and/or major exploring course within first year, sending out pre-Orientation emails or things students should be thinking about before arriving.
2. **<u>During Orientation:</u>** What are best practices that should be happening by advisors during Orientation?
3. **<u>After Orientation but Before Fall Semester Begins</u>**: What are best practices that should be happening by advisors/for students prior to the start of the fall semester? Examples include assigning advisors in Degree Works, checking credit load and emailing students their fall schedules, and reaching out to advisees as a first-contact.
4. **<u>During Fall Semester</u>**: What are best practices that should be happening by advisors and students during the fall semester? Examples include creating personalized 4 year plans that can be changed each semester as needed, meeting in-person for advising and each student requiring a PIN to register, and developing an early alert system for all first semester students.
5. **<u>During Spring Semester</u>**: What are best practices that should be happening by advisors and students during the spring semester? Examples include revisiting personalized 4-year plan, and how to help students who change majors into and out of major. 6. Other Recommendations: What are other best practices that should be happening to enhance the advising experience? Examples include university-wide mandatory advisor training, learning about other programs (MEAP, Career Services) and resources on campus that students can be referred to for help, expanding online course offerings to help transfer students

2. What data or other information have you used (numbered or bulleted list is fine)?

Committee members reviewed numerous datasets, research articles, and shared information related to specific programs offered at UNC. Information reviewed included:

- College Senior Survey 2017 data relevant to advising
- How to Finish in Four, an EAB report
- Nudging for Success, an ideas 42 report

- 61 Ideas Campaign
- The Power of 15 Credits, a report by Complete College America
- Guided Pathways Research Summary – Chris Freeman and Pepper Mueller
- Advising Program Diagnostic – an EAB report

3. What action steps are planned for the next reporting period?

The next steps for this group will be to refine our recommendations, to avoid redundancy, develop priority designations and clarify what is being asked. Our group will also begin to identify metrics for measuring the success of these recommendations. Metrics have been discussed often in our meetings, but we have not yet tied specific metrics to specific recommendations, so they are not included in this interim report.

4. What recommendations, if any, have been determined to date?

Our recommendations are currently organized by subgroup:

Before Orientation:

- Attendant names and BearMail addresses for NSOs are released 4 business days prior to the NSOs.
- Units should contact students at this time to let them know who will be advising them at the end of the NSO and what to expect. Early contact from their academic units will help welcome students, prepare them for the NSO experience, and provide them with additional contacts for any questions or concerns.
- Units are advised to establish a system for assigning advisors as early as possible so that students can see this in their initial exposure to DegreeWorks during orientation. For units requiring more information about students in order to best assign a faculty advisor, it is recommended that an initial advisor such as the department chair be assigned so that the point of contact is established.

During Orientation:

- Consistent expectations and presentations among advisors/availability to field questions for students
    - Tie-in with training: Creating a resource binder for advisors and what's expected during Orientation
    - Specific recommendations forthcoming
- Provide NSO overview for faculty advisors (ensuring they know what's happening during NSO)
- Students email their full-schedule to advisors for review
- TBD: Address concerns in forthcoming New Student Orientation data
- Creative universal advising worksheet—informed guide for looking ahead to future semesters (without overwhelming students)
    - Suggesting combinations to pursue/avoid
- In planning Orientation: bring together a board of advisors from each college to discuss changes/updates/elicit feedback

After Orientation but Before Fall Semester Begins:

- Make sure advisor is listed on Degree Works by August 1

- Advisors check student schedules to make sure they are registered for 15 credits and in courses appropriate to the major/LAC
- Advisors send welcome email to incoming students with instructions on how to pull up their fall schedule and how to contact their advisor
- Provide advisor training to new faculty and staff advisors; make sure all new personnel have access to advising tools (Degree Works, SSC)

During Fall Semester:

- Consider 1 credit course to teach university culture/expectations: Teach students about how the university works (departments, structure, etc.), build relationships with new students in their first semester, teach expectations and how they are different than HS, advising information, major information.
- Much like the orientations leaders, advisors have scheduled emails to first semester students. Because the OLs send more in those first few weeks, advisors may send fewer then, but as the OL's fade their support, advisors pick up the support role.
- If the colleges transitioned to meta-majors, advisors within each college would work together to teach students about the various pathways students can take to meet career goals.
- Meet with every student face to face every semester, but perhaps more often for first semester students (the one credit class could be a good way to do it.)
- Overall our research showed that retention increases when 1) advisors build relationships with students beyond course scheduling 2) students understand "university culture"
- Create personalized 4 year plans that can be changed each semester as needed
- Meet in-person for advising and each student requiring a PIN to register
- Develop an early alert system for all first semester students.

During Spring Semester:

- Revisit personalized 4 year plan
- Help students who change majors into and out of major
- If First-Year Students Succeeded in Fall
    - Through advising revisit course-load, strategies to diversify LAC credits.
    - If double-major or attempting a minor in addition to degree – begin discussing customizing the degree plan. Create a 4-year mock up to share with any additional advisors assigned to the student.
- If First-Year Students had a "rocky" Fall Semester, which may include probationary action
    - Analyze credit amount in which the student was successful.
    - Discuss strategies to improve academic record including grade replacements, reducing credit amount, changing formula of LACs
    - Provide required appointments for students to check-in on improvements. Document all requirements and expectations in writing to ensure the student is aware of expectations.
    - Encourage usage of institutional resources such as tutoring and supplemental instruction o If student is interested in changing their major, show them how to use the What If in Degree Works to see course load of other majors; then refer to a specific major to meet with an advisor

Other Recommendations:

- Grouping many of UNC's major programs into "meta major/guided pathway" clusters should be explored further by UNC leadership, deans, advisors, and program heads to see how the concept could fit UNC programs and majors. Data has shown that implementation of meta majors/guided pathways at other schools has been followed by increases in retention and decreases in how many times a student switches their major.

- First year students should take 15 credit hours in their first semester, which data from other schools show will increase first year student GPAs and set the expectation that graduating in 4 years is accomplished by taking 15 credits each semester. This should be adopted as "the norm" at UNC when advising students, with room for rare exceptions discussed on a case-by-case basis with students. This message needs to be adopted and promoted by leadership, advisors, and faculty at UNC so that the student is receiving a consistent message about credit load.
- Effective academic advising is one of the key components of student satisfaction, retention and persistence. UNC is committed to best practices in academic advising. In order to insure consistent and high quality advising, we are proposing advising training and assessment.
- Academic advising training: We propose that all new faculty/staff go through formal training, including but not limited to conceptual, informational and relational strategies. The training will have two stages: university wide (which can be done through online workshops) and unit specific (which needs mentoring).
    - University wide training: advisors should learn the general principles, tools and resources for effective advising, including guidelines for LACs, university-wide credits and major credits.
    - Unit specific training: advisors learn specific skills that applies to their unit's major/minor requirements.
- Academic advising evaluation (assessment): We propose assessment of effective academic advising in order to ensure that student needs are met and the advising goals are achieved. Assessment should identify measurable outcomes using multiple metrics, including but not limited to student surveys, advisor's self-reflection, evaluation by colleagues and evaluation by the unit chair/director/supervisor. The assessment should measure both quantity and quality of effective advising.
- Academic advising should be evaluated on its own merit in its own separate category of annual/biennial and/or comprehensive evaluation for the faculty. That means faculty evaluation criteria should have four categories: instruction, professional activity, services and academic advising – each with workload percentage adding to 100 percent.
- In addition:
    - PINS should be assigned to all students in all majors, colleges and classifications.
    - All advising must be done in person before students get their PINS.
    - All advisors should be trained in developing a customized electronic "4-year plan" for each advisee that can be uploaded into SSC and/or Department SharePoint.

5. Please provide any additional information or comments.

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Peer Benchmarking

Task Force:	Student Academic Success
Committee:	Peer Benchmarking
Committee Chair(s):	Stephanie Torrez
Date:	11-12-18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

This committee was added to the Task Force in November at the request of President Feinstein and Provost Kalikow. The issues/questions we worked on include the following:

- What is the intended use of the peer institutions we identify? We determined that we are looking for peer and aspirational peers for benchmarking undergraduate student success outcomes.
- Should we start by considering all possible US institutions or use a pre-determined list? We decided to start with the current list of NCHEMS peers and to identify additional institutions through the Ed Trust website.
- What institutional characteristics should be considered for identifying peer institutions? We reviewed several models used by other institutions and described as best practices to identify 14 characteristics that describe institutions:
    - Institutional size
    - Enrollment for latest fall semester (UG, GR, total)
    - Tuition and fees
    - Total operating revenues
    - Degrees awarded
    - Number of faculty
    - Instruction costs as percent of expenditures
    - Percent of degrees by field
    - Student demographics
    - Participation in federal aid programs
    - Percent of UG receiving grant aid
    - Percent of UG receiving Pell grants
    - Selectivity
    - Carnegie classifications
- What institutional characteristics should be considered for identifying aspirant institutions? Using examples from other institutions and the committee's knowledge of UNC priorities, we identified a set of outcome and 2nd tier characteristics:
    - UG retention rates (overall and by FG, URM, and income)
    - 4- and 6-year graduation rates (overall and by FG, URM, and income)
    - Minority serving or HIS
    - Endowment assets per FTE
    - International enrollment
    - Research activity
    - Test scores (ACT-ACT)

- Mode of delivery

2. What data or other information have you used (numbered or bulleted list is fine)?

We primarily relied on documents for this stage of the process:

UNC documents:

Peer Benchmarking at UNC – A Brief History and Current Status (October 29, 2018).

UNC Peer Analysis for Enrollment Planning. (n.d.)

Wahle, J. (November 3, 2017). Vying for Placement: Peer Benchmarking for the University of Northern Colorado. Research report.

External documents:

APS Default Cohort (June 2018)

Carrigan, S.D. (2012). Selecting peer institutions with IPEDS and other nationally available data. *New Directions for Institutional Research, 156,* pp. 61-68.

Colorado State University. (2010). 2009-10 CSRDE Peer Report.

D'Allegro, M., Zhou, K. (2013). A case study to examine peer grouping and aspirant selection. Association for Institutional Research, Article 132.

Levy, G.D. & Valcik, N.A. (2012). Editors' notes. *New Directions for Institutional Research, 156*, pp. 1-3.

Luna, A.L. (Summer, 2018). Selecting peer institutions using cluster analysis. Austin Peay State University. White paper.

Schueler, B. (Sept. 13, 2016). University of Wyoming Peer Institutions. Report to the UW Board of Trustees.

3. What action steps are planned for the next reporting period?

1. Karen Raymond will use the descriptor variables with the NCHEMS 27 and send report to committee and perform an analysis of patterns that emerged.
2. The committee will meet November 13 to begin narrowing down the list and planning next steps.
3. The committee will identify peer and aspirant institutions.
4. The committee will recommend performance targets and timelines for student success.

4. What recommendations, if any, have been determined to date?

1. Adopt best practices for establishing peer institutions.
2. Recognize that different variables may be used for different peer benchmarking purposes (e.g., UG and GR benchmarking will consider different institutional characteristics).
3. Recognize that quantitative analysis will go only so far and that qualitative analysis is important in making final recommendations.

5. Please provide any additional information or comments.

Best practices suggest that most institutions will identify peers through an iterative process that engages multiple stakeholders. The expedited timeline for making recommendations is not ideal; however, because the recommendations from the task forces are recommendations and not decisions, we hope that there will be opportunities for input from stakeholders as we continue to refine the list that emerges from our committee's work.

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