Student Success Task Force Interim Report 1
October 22, 2018

Contents

Student Success Vision Interim Task Force Report

Task Force:	Student Success
Committee:	Student Success Vision
Committee Chair(s):	Sarah Chase
Date:	10/22/18

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?

The Student Success Vision action team is systematically working through a list of guiding questions. A sample of the preliminary discussion is included in this section.

How do we define Student Success at UNC? What words come to mind when we think of Student Success?
- See Word Cloud in section 5

How can we measure Student Success? What types of metrics should be considered?
- Retention/persistence rates (including Fall:Fall, Fall:Spring and to include Summer and Winterim sessions)
- Graduation/completion rates
- GPA
- Incoming GPA (with consideration to special student characteristics, such as HS the student graduated from, home city, FT/PT status, ethnicity, etc.) to identify areas where UNC can positively impact success

What is the formal role of Student Success in guiding institution-wide advising policies and practices?
- Identify and establish advising consistencies among/between different academic departments and units.
- Communicate to faculty and staff advisors regarding best practices, technology, and tools (e.g., SSC Campus).
- Set the standard of a student-centered model and ensure appropriate staff and faculty have all received proper advising training.
- Nurture a "culture of communication" campus-wide. While Student Success may not be responsible for this, SS needs to be part of it. This means deliberate, open communication between faculty, staff, and advisors.
- Ensure access to and dissemination of consistent, dependable 4-year plans for all academic programs.
- Engage in ongoing assessment of how students interact with and perceive the usefulness of advisors in managing their degree plan and ultimate goal of graduation.
- Employ generalists/success coaches who understand many campus resources and can help students develop their networks.

What role should Student Success perform in guiding first-year retention strategies in and out of the classroom?

- Promote campus-wide use of technology such as SSC Campus and provide information and training.
- Implement a "home base" for new students to be staffed by generalists, coaches, and/or advisors who connect students tactically to resources and people. A first-year student success department may be helpful in enhancing the support and retention of incoming students. With this recommendation, the university must be cognizant about other opportunities to enhance the retention and success of returning students (2nd year, 3rd year, etc.) or include all students in the "home base" initiative.
- Facilitate connecting students with familiar and/or preferred culturally sensitive organizations on campus to support first-year retention.
- Student success is a vital institutional structure for guiding and ensuring implementation of first-year retention strategies; however, individual academic departments, faculty, and staff who work directly with students must also be part of the process.
- Student Success could help facilitate connections between campus partners to be more strategic in offering support to students.

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

- UNC's Stayers and Leavers Report (as shared by K. Raymond)
- EAB's SSC Advising Program Diagnostic (a tool for assessing the effectiveness of program advising strategies)
- Nudging for Success: Using behavioral science to improve the postsecondary student journey (ideas42)

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

The SS Vision action team will discuss the remaining questions, giving thought to special student categories that should be further considered. For example, success of students from underrepresented populations, transfer students, non-traditional students, veterans, extended campus students, international, graduate students.

After discussion of all the guiding questions, the action team will move toward developing a vision for Student Success and articulating specific recommendations.

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

- 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.

The action team determined that a word cloud could be a helpful way to articulate the importance of ideas around Student Success. This is a preliminary example of our word cloud:

Student Success Data Strategy Interim Task Force Report

Task Force:	Data Strategy
Committee:	Charlie Couch, Stephanie Torrez, Matt Goetzel, Jay Lightfoot, Randy Larkins, Phil Wyperd, Eli Swick, David Slykhuis, Marty Somero, Nancy Rubin,
Committee Chair(s):	Charlie Couch
Date:	October 23, 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?

> The objectives of the Data Strategy Sub-Committee group is to provide a current overview of UNC's current data context, identify current institutional data framework and offer both short term and long-term data strategy solutions to address student success, operational improvements and informed decision making amongst campus stakeholders.

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

> The committee reviewed:
> - UNC's current Insight Reporting structure
> - IRAS's website: https://www.unco.edu/institutional-reporting-analysis-services/
> - Feedback from Associate and Assistant Deans of data needs

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

> Looking at UNC's data
> - Strengths
> - Areas of Challenges
> - Potential Gaps

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

> Working on outlining both short term and long recommendations

5. Please provide any additional information or comments.

> Committee is mostly done with its work. Will provide full report by next reporting period

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:	10/22/2018

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: determining useful metrics and categories that will identify courses deserving of special targeting in the broader effort to increase student success.
- Compiling an inventory of current support for student success in gateway courses.
- Compiling a list of potential recommendations from the action group.

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.
- List of LAC courses at UNC.
- Insight reports on Mathematics Pre-requisites (with a request that the report be expanded to other course prefixes to be used broadly by the action group as a check on the success of pre-requisites (i.e. gateways). This is report ACD152.

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

- Pre-requisite reports for English and Biology gateway courses in addition to mathematics.
- Continue to develop / finalize our recommendations.
- Compute the number of students not passing courses because of DFWI (we have percentages rather than raw totals in our current report).
- Look at trends in DFWI rates of gateway course.
- Check on whether dual enrollment courses are included in our report and see if there is a way to have them removed if they are.

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

We have determined four broad categories in which our recommendations are classed:
1. Partnerships Category: we have a number of recommendations that are for increased partnership and cooperation between units and support centers on campus.
2. Data Category: The university needs access to data disaggregated by race, gender, generational status and socioeconomic status and well as better and more targeted use of data. For example an expanded Early Warning System to support all students in gateway course.

3. Support within the Classroom Category: WID, Re-Envision Gateway Course Designs (such as composition or statistics).
4. Support Outside of the Classroom Category: Tutoring services

5. Please provide any additional information or comments.

Return to Contents

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:	10-22-18

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?

We began the brainstorm of relevant topics for the committee to cover, including personal interest and what has been researched to be high impact practices. After topic brainstorm and research, we came up with the following areas that will intent to pursue:
- Learning communities
- Student Employment, particularly focusing on entry into
- University 101
- Financial Nudges/Financial Literacy
- Fostering a Sense of Belonging/Campus Climate
- Possibly a sub-group on student mental health needs?

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

Our committee referred to the stayers and leavers report from the PLC area. We also have done research that has been summarized in SharePoint on the following areas:

Employment
Learning communities
University 101
Campus climate

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

The sub-sub-committees will be meeting to work through the action steps that we suggest the university could begin to implement, the metrics that would be involved including data collection, and what resources would be needed to implement and sustain.

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

Our recommendations have begun in the form of the different areas listed in #1.

5. Please provide any additional information or comments.

There has been an interest in making sure the leadership knows that UNC staff and faculty have felt empowered. There is a strong hope and interest to make sure that the 150 or so people are being taken seriously. There will be a leadership transition again soon in the form of the new Provost and there is an expectation that this work will not be lost.

Return to Contents

First Year Advising Interim Task Force Report

Task Force:	Student Success Task Force
Committee:	First year Advising
Committee Chair(s):	Corey Pierce
Date:	10-22-18

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?

- What are the basics of effective advising for 1st year college students?
- What unique program requirements/designs may influence 1st year advising of students by their chosen major?
- What are the advising strengths of programs currently at UNC?
- How is Student Success Collaborative currently being used across the University to advise students?
- Are there specific classes or sequences of classes that make students more or less likely to be successful in their first year?

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

- "local" program data/anecdotal data on pros and cons of their first year student advising efforts.
- Rates of success for students who complete 30 credit hours by end of 1st year.
- UNC acceptance rate and demographic data on who attends UNC.
- Discussed New Student Orientation data and how their events are designed.

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

- Review addition research and data reports.
- Identify 8 specific strategies to improve academic advising of 1st year students that could be applied all programs at UNC.
- Investigate what students will need from the new GPS+/OneStop in the Campus Commons so those serving students there can help improve 1st year student advising.

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

- Identify ways to get students more engaged with the technology available to enhance advising, including using heir BearMail accounts, leveraging SSC for communication, and using Degree Works to follow progress in their area of study.
- Developing a more accessible point for 4 year plans and program course sequence information. This information will be particularly useful for advisors who provide advising across multiple programs (e.g., athletics).

5. Please provide any additional information or comments.

- The team has begun to discuss the uniqueness of advising new graduate students and would like to consider their needs so retention among these students increases as well.
- The team is beginning to review data from our sister institutions and will begin to consider benchmarks for measuring the impact of improvements in 1st year advising at UNC.

Return to Contents