

Expectations for all task force committees

1. Produce concrete action steps the university could begin to implement, both immediately and longer-term.
2. Recommend qualitative and quantitative performance metrics to evaluate the progress and success of the recommended strategies.
3. Specify how the performance data will be collected, by whom, and when. Consult with people or units responsible for data collection before submitting the recommendations.
4. Provide clear and realistic analysis of resources saved or required to implement and sustain the recommendations. Resources = human, financial, technology, facilities. In this time of fiscal constraint, seeking resource savings through efficiency and effectiveness are critically important.

Student Success Role and Vision Action Team

Articulate the role of student success in supporting campus wide services and initiatives related to student retention, persistence, and completion.

UNC needs to define and differentiate Student Success from Student Affairs. In response to the following questions, advise on the role of student success in supporting campus-wide services and initiatives related to student retention, persistence, and completion.

- What is the formal role for Student Success in guiding institution-wide advising policies and practices?
- What role should Student Success perform in guiding first-year retention strategies in and out of the classroom?
- How can Student Success partner with academic departments and schools to integrate high impact practices into classes and degree programs?
- How can UNC ensure that Student Success does not become viewed as solely responsible for achieving retention/persistence and completion goals?
- What units should be included in the Student Success organizational structure? Consider units currently housed in Student Success as well as units currently housed in the Colleges or other student services areas.

Propose a shared vision of student success and a plan for communicating the vision across campus. Consider engaging governing bodies in the long-term adoption of the declared vision.

Student Success Data Strategy Action Team

Evaluate current student success data strategy against institutionally stated goals for improved persistence, retention, and degree completion outcomes. Provide recommendations for data strategy improvement that ensures data is appropriately accessible and understandable for all stakeholders engaged in undergraduate student success (faculty, staff, and administrators/ leadership).

Questions to consider

- How might UNC better utilize the data we already have and regularly collect?
- What data are most important for understanding student persistence, learning, and success?

- What data governance structure is currently in place? Identify areas of strength and systemic issues that create barriers to informed action.
- Is there reasonable access to timely, quality data that presents ‘one version of the truth’?
- How are data used for decision-making, course or program redesign, student success program enhancement or development, and student success resource allocation?
- How is technology leveraged to facilitate reporting and assist in informing campus of potential needs for improved service to students?
- Does UNC provide access to concise, graphical displays of point-in-time and trend data through dashboards and scorecards?

Gateway Course Completion Success Action Team

Gateway course completion is a critical milestone for students’ progress toward degree.

Evaluate current gateway course outcomes and strategies, including an equity gap assessment.

Identify areas of excellence and systemic issues in current approaches as they relate to what is known from the data and institutional goals for persistence and graduation. What improvements in gateway courses and course support do we need to increase student success and retention?

Consult relevant and current literature on promoting success in gateway course completion.

Provide recommendations.

First-Year Experience Action Team

Evaluate current UNC curricular and co-curricular opportunities for first-year/new students.

Consider the current structure against what is known about students’ needs at UNC. Are there gaps in what is offered when compared to what is known about UNC’s undergraduate student body? Does every student who enters with less than X credits engage in a high impact experience? Should this be a goal for UNC? Identify areas of excellence and systemic issues in current approaches. Consult relevant and current literature on first-year experience strategies and consider the research as it relates to UNC student data. Make recommendations for addressing gaps and opportunities.

First-Year Advising Action Team

Consider the current system for advising against what is known about UNC students and their needs. Identify areas of excellence and systemic issues in current system. Consult relevant and current literature on advising today’s college students and consider the research as it relates to UNC student data. Propose a set of recommendations for implementation of a redesigned advising that provides all first-year undergraduate students with consistent, accessible, high-impact advising.

Metrics for success

- Evidence of contact with all first-year students within the initial 5 weeks of a term.
- Progressive improvement in 30 credit sophomore milestones for full-time and part-time students
- Progressive improvement in term-to-term persistence rate for first year/new students
- Course enrollment loads/averages
- Evidence of first year student success monitoring, including attention to equity gaps in persistence, 30 credit milestones, academic standing.

- Active participation in progress report campaigns and other campus-wide strategic campaigns coordinated by AVP for Student Success and use of SSC platform.
- Evidence of collaboration with Major Exploration & Academic Probation to support the success of students on academic probation.
- Establishment of baseline targets for above metrics with articulated goals for measurable improvement (e.g. 2%-5%) each year.

Other key considerations for recommended model

- An advising strategy that is student-centered and focused on success.
- An equity-minded advising system that is designed and monitored for equity and inclusiveness.
- A structure that addresses leadership as well as ongoing training and development.
- A system that supports the ability for cohesive communication and outreach plans (targeted outreach campaigns).
- An advising model that attends to the developmental needs/stages of career-readiness for first-year student populations.
- Consistent advising access with clear points of contact.
- Quality and supportive advisee-advisor relationships.
- A system that monitors first-year students of concern and is responsive to cases where other students (2nd year to senior) with academic progress concerns are also supported.