SETTING SYSTEM GOALS FOR ACCESS

September 8, 2016
Meeting Purpose, Overview, & Deliverables

Purpose: Approve definition and discuss draft goals.

Overview:
• Update on Strategic Planning Process
• Recap Last Meeting
• Vote on “Access” definition
• Creating a Goal
• Review other State Goals
• Review NC Draft Access Goals
• Discuss each Goal

Deliverables: Approve definition & identify 2-3 topical areas for draft goals.
UPDATE ON STRATEGIC PLANNING PROCESS
Access Recap

Access is important.

- Economic Priority
  - In NC by 2020, 67% of the jobs will require a postsecondary education

- Demographic Reality
  - The state must replace a large cohort of boomer retirees while ensuring the successful integration of a generation of students and workers that includes more women and minorities.

Themes that emerged during our prior meeting:

- Encouragement, aspirations, in-state students, rural students, alignment with K-12, multiple access points, etc.
Proposed Definition of Access for Vote

Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education.

Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes:

• Providing multiple access points into the University;
• Academic, financial, cultural, and other knowledge-based services to help all students – but particularly for those who are underserved for any reason – to aspire to, enroll in, and graduate from institutions that meet their interests and capabilities.

Suggestions from Strategic Planning Committee:
None.
CREATING A GOAL
System Goals should be:

- System-focused rather than constituent institution-focused;
- Direction-setting;
- Aligned with and central to the University’s mission;
- Aspirational and rigorous; and
- Actionable, time-bound, and measurable.
Creating a Goal

• Too broad
  o Improve the University’s six-year graduation rate.

• Too specific
  o Improve the University’s six-year graduation rate by [X%] for each of the following student categories by [Y date]: Underserved, Transfer, and Older students.

• Appropriate
  o Increase the University’s six-year graduation rate by [X%] by [Y date].
Goals v. Activities

Goal
• Increase the University’s six-year graduation rate by [X%] by [Y date].

System-level activity
• Performance measurement & transparency, incentive funding, etc.

Institutional activity
• Using evidence based practices, Institution [A] will identify and revise high enrollment gate keeper courses to reduce the WDF rate by [X] percentage points.
  • Measurable, Institutional Specific, Aligned to System Goals
SAMPLES FROM OTHER STATE SYSTEMS
Samples from other State Systems

**Colorado:**
Enhance access to, and through, postsecondary education to ensure that the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities.

**Virginia:**
Provide Affordable Access for All
*• Expand outreach to PK-12 and traditionally underserved populations*
*• Improve the college readiness of all students*
*• Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students*
*• Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay*
Samples from other State Systems

Pennsylvania:
Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

• Increase access to higher education of low-income and underrepresented minority students by reducing the difference in the entering class for these groups compared to those of all students graduating from Pennsylvania high schools by half.

• Increase the number of working adult and transfer students enrolled in the System; specifically, increase the number of undergraduate students over the age of 25 to at least 11,000 and the number of Pennsylvania community college transfer students to at least 4,000.

• Increase the number of courses and programs available to students through distance education; specifically, increase the number of students in online and blended courses to 53,000.
Texas

**Goal:** By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.

**Strategy to Achieve this Goal:**

Improve academic preparation and academic support for students to enter and complete higher education.

For example:

- Scale up and share practices that support students in their academic preparation for postsecondary education.

- Streamline credential pathways through the P-16 continuum to ensure that secondary education graduation plans, including endorsement coursework, prepare high school graduates for completing a postsecondary credential.

- Scale up and share practices that support underprepared students to increase persistence and completion and to reduce their time to degree.
Draft Goals for Review/Discussion

1. **Improve outreach.**
   Develop outreach and other programs to increase college enrollments for all North Carolinians, with the expectation that demographic, socioeconomic gaps are reduced/eliminated by 2025.

2. **Increase access.**
   Develop flexible university admissions processes, to allow each university in the system to achieve their access goals.
Draft Access Goal 1

Improve outreach.

Develop outreach and other programs to increase college enrollment for all North Carolinians, with the expectation that demographic, socioeconomic gaps are reduced/eliminated by 2025.
Background for Goal 1

Demographic Changes in North Carolina

- 2015-16 Whites for first time are not the majority in NC public schools

- Hispanic/Latino represent over 16% of the population and are the fastest growing group (325% increase since 2000-01)

- In 2006, 45% of NC public school students qualified for free or reduced price lunch; in 2013 it was 53%
UNC’s student body is not reflective of the citizens of North Carolina.
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Supporting Information Goal 1

**UNC Headcount***

145,430

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**UNC Low-Income Students**

56,325

39.7%

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**Low-Income Student UNC Representation**

***Fall 2015, undergraduate, degree seeking, in-state, under 34***

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**North Carolina Population Age 18-34**

2,351,158

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**North Carolina Low-Income Population Age 18-34**

1,159,121

49.3%

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**Low-Income NC Representation**

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**Participation Gap:**

-9.6

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*Fall 2015, undergraduate, degree seeking, in-state, under 34, Pell recipient (income under $50,000)*
Supporting Information Goal 1

Low-Income Student Enrollment GOAL

145,430

49.3%

71,697

Low-Income Student Enrollment BASELINE

145,430

39.7%

56,325

Number of additional low-income students enrolling to close gap:

15,372

*Fall 2015, undergraduate, degree seeking, in-state, under 34
Examples of Strategies/Activities

• Create or enhance current transfer programs like UNC-Chapel Hill C-Step, NC Central’s Eagle Connect, UNC Charlotte’s Passport Program and Winston Salem’s Dual Admission program to increase number and success of transfer students.

• Expand Carolina College Advising Corps to increase information dissemination to underserved high school students.
Supporting Information

C-Step

• UNC-CH partners with 10 NC cc’s to identify low- to moderate-income students who are prepared academically at a 4-year institution but often not thinking about transferring
• Students are guaranteed transfer admission if they meet program requirements
• Graduation rate over 10 years is 85%; next year 100 students will enroll as juniors

Carolina College Advising Corps

• Program recruits recent UNC-CH graduates, trains them as admissions and financial-aid advisers, and places them in local schools
• Advisers help students find their way to institutions where they will thrive and help principals and counselors build college-going culture
• Students at partner high schools have:
  o enrolled in 4-year institutions at rates as much as 11 percentage points higher than students at other schools with similar profiles
  o persist into the 2nd year at rates that exceed the national average
• In 2016-17, 51 advisers are serving 71 high schools and 62,000 students statewide
DISCUSSION
Draft Access Goal 2

Increase access.

Develop flexible and evidence-based admissions processes, to allow each university in the system to achieve their access goals.
UNC institution admission policies generally follow a common set of criteria (e.g., GPA and SAT minimums).
Goal 2 Problem Statement

Current system policies may constrain innovative evidence-based strategies to increase access.
Supporting Information Goal 2

Flexibility on Minimum Admission Requirements

• National literature suggests that high school GPA is a stronger predictor of collegiate success than standardized tests such as the SAT or ACT.

• Over 850 colleges and universities have recently shifted to “test optional,” “test flexible” or otherwise de-emphasized the use of standardized tests.

Impact of international & out-of-state students

• Out-of-state/International students enrich the education of North Carolina residents and help them prepare for leadership in an increasingly interconnected world.
Examples of Strategies/Activities

Minimum Admission Requirements

• Pilot evidence-based admission processes (e.g., ECSU, FSU, and NCCU pilot that allows these institutions to rely more on high school GPA rather than test scores).

18% Cap

• Consider calculating the 18% cap on a 3 or 5 year rolling average.
DISCUSSION
DISCUSS OTHER BROAD TOPIC AREAS TO CONSIDER
IDENTIFY 2-3 TOPIC AREAS FOR FURTHER GOAL DEVELOPMENT
NEXT STEPS

Draft goals based on topical areas identified for further discussion at October BOG meeting.