

# HIGHER EXPECTATIONS

**STRATEGIC PLAN**  
for The University of North Carolina • 2017-2022

**Access**



**Student Success**



**Affordability and Efficiency**



**Economic Impact and Community Engagement**



**Excellent and Diverse Institutions**





*What if all North Carolinians reached their full potential?  
What would that mean for our state  
and what would it take to get us there?*

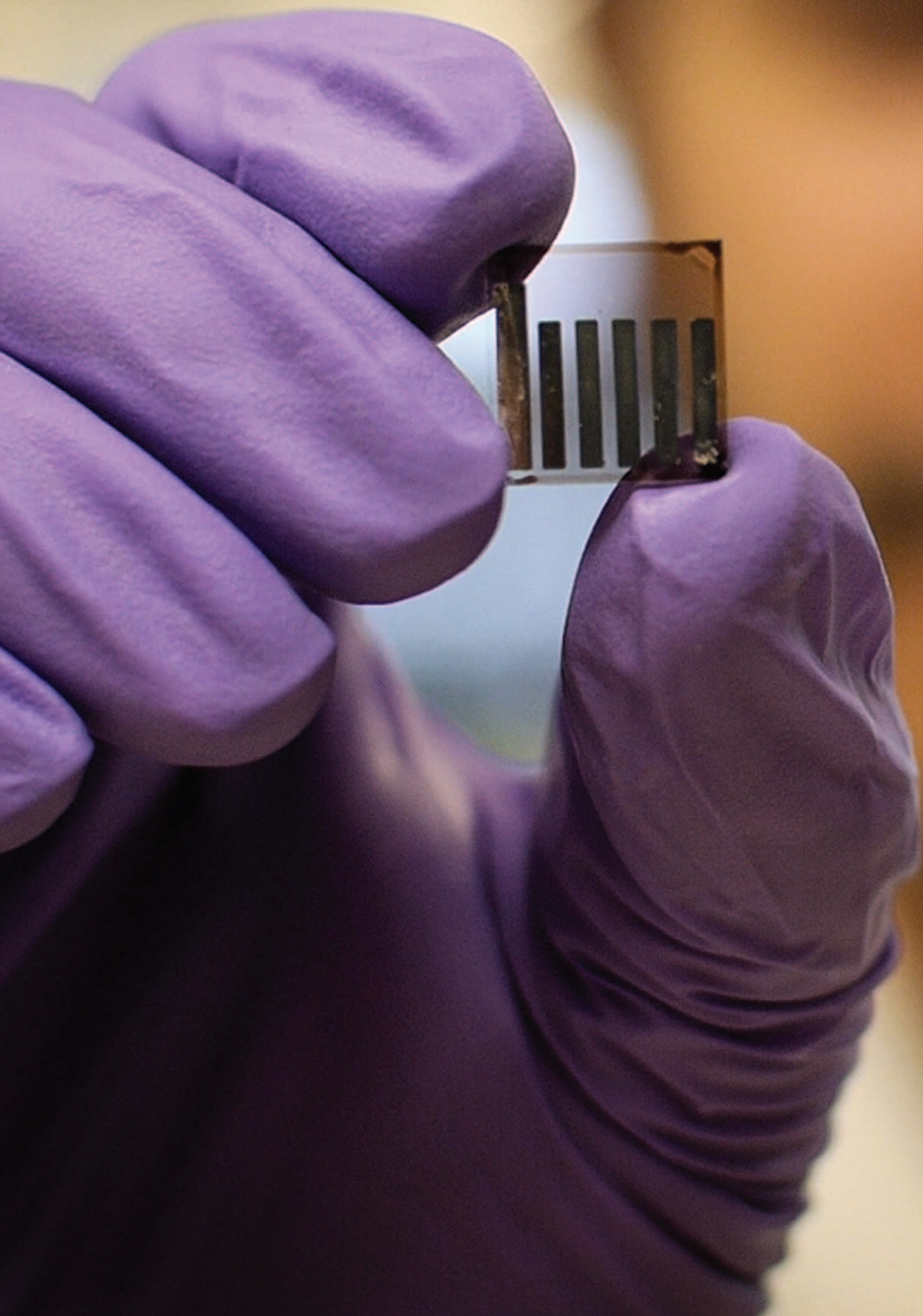
— **UNC PRESIDENT MARGARET SPELLINGS**

OCTOBER 13, 2016



ALL  
TOMORROW

# AN INTRODUCTION



## A MESSAGE FROM THE CHAIRMAN AND THE PRESIDENT

**D**ear Friends:

We are pleased to share with you “Higher Expectations,” a new Strategic Plan for the University of North Carolina (2017-2022).

This five-year plan sets a series of well-defined, measurable goals in five key areas—Access, Student Success, Affordability and Efficiency, Economic Impact and Community Engagement, and Excellent and Diverse Institutions. These aims are aligned with our state’s greatest needs.

From its earliest days, North Carolina has pioneered a visionary approach to higher education. Our founders recognized a public university as a critical piece of civic infrastructure—an institution crucial to the development of our citizens and our economy—and they believed in higher education as a great equalizer. Free citizens in a free society need access to the highest and best forms of knowledge. Education, at its best, strengthens democratic values, fosters civic and economic engagement, and levels the playing field so that all people can work toward the American Dream and contribute to the greater good.

North Carolina’s public universities have grown and evolved along with the state, meeting the changing needs of a growing and diversifying population with a more complex, global economy. Today, our institutions are not only beacons of individual opportunity, but also centers of ingenuity and growth that benefit us all. This plan underscores the state’s commitment to higher education, building from a proud legacy of public support so that North Carolina can thrive in the century ahead.

This Strategic Plan grew from public discussions with students, faculty, staff, alumni, Chancellors, members of the Board of Governors, elected officials, business and civic leaders, and the citizens of North Carolina through town halls, surveys, planning meetings, and written contributions over the course of several months. We appreciate all of those who gave their time, energy, and careful thought to this plan, and we look forward to the work ahead.

With thanks and high expectations,



Lou Bissette  
Chairman  
UNC Board of Governors



Margaret Spellings  
President  
University of North Carolina

## INTRODUCTION

**A** better educated state benefits us all.

That basic truth has guided North Carolina for centuries. It drives our commitment to public education, including our constitutional mandate to keep higher education affordable.

The opportunity to learn and achieve is the fundamental promise that one generation makes to the next. Sharing knowledge improves individual lives, strengthens economic and public life, and enriches us all.

A quality, affordable education has never been more important. Our state is growing, and growing more diverse. Changes in our economy and our society are demanding more of our citizens — broader skills, deeper knowledge, and greater competitiveness.

*Every North Carolinian deserves the opportunity to rise and thrive.*

Every North Carolinian deserves the opportunity to rise and thrive. And though we have made extraordinary strides as a state, we are a long way from achieving the ideal of equal opportunity for all.

To give life to that shared hope — the fundamental promise of public education and the cornerstone of the American dream — the University of North Carolina must do more. We must offer all North Carolinians valuable and affordable options for education beyond high school.

North Carolina invented public higher education, and we have one of the strongest public universities in the country. But we also have too many citizens whose hopes for the future are limited by geography, by income, by struggling K-12 schools or by college costs that seem out of reach. Too many talented, ambitious students never go to college because the path seems too confusing, the risks too high, the rewards too uncertain.

If North Carolina is to thrive in the century ahead, we have to answer these challenges. In generations past, security and prosperity were achieved with a high school diploma. The American century was driven by a remarkable expansion in the number of citizens who reached high school graduation, growing from less than 1-in-4 Americans in 1940 to nearly 9-in-10 by the year 2000. In a single lifetime, an achievement that had been available to a select few became the expectation for all, leading to profound progress for our country and our people.

It's time to raise our expectations once again.

We cannot tolerate gaps in opportunity that hold back so many of our young people — not when North Carolina needs a greater diversity of talent. We cannot afford to neglect adult learners, veterans, and part-time students who need more flexible choices — not when our economy is demanding new skills and more adaptable careers. And we cannot let costs be a barrier for students and their families.



## INTRODUCTION

Public higher education has always been a compact between students and taxpayers, a balance of personal and public investment. In recent years, that balance has been severely tested by the strains of the Great Recession and the uneven recovery that followed.

The University has learned to do more with less, maintaining high quality in a time of tight public budgets and growing demand. We've become more efficient — better at guiding students to graduation. North Carolina's public colleges have a statewide graduation rate well above the national average, and, thanks to continued support from our legislature, we still have some of the lowest tuition anywhere in the country.

But averages and comparisons are no comfort to a family that can't afford the cost. National rankings offer little reassurance to a student worried about debt or a parent trying to save for the future. A working-class income used to be enough to send a child to college. Today, a working family faces a much steeper climb to access opportunity.

*We can lower the cost of pursuing opportunity.*

We can make that climb easier. We can make education beyond high school available to every North Carolinian, no matter their background or financial circumstances. We can lower the cost of pursuing opportunity.

And we can expand the remarkable impact of our public universities on the wellbeing of North Carolina. Through the contributions of our graduates, the scale of our research and service, and the talent of our faculty and staff, the University helps build a stronger economy and a richer society.

Achieving that vision will take the combined work of our 17 institutions. It will take deeper partnerships with public schools and community colleges, as well as the continued support of state policymakers.

It will also take imagination — a willingness to develop new ideas for a new era. Educating elites is no longer the only game in town. In a complex and highly competitive knowledge economy, we must help more North Carolinians — particularly first-generation, low-income, and rural students who have historically lagged in college attainment — to achieve at much higher levels. That means thinking more creatively about how we reach new students and deliver a quality education that fits their needs.

We are equal to that task. The University benefits from thousands of talented, driven people working in some of the world's most challenging disciplines. And it enjoys a deep well of support from the people of North Carolina.

It's time to raise our expectations for what the University can do for all North Carolinians.

# ACCESS



## ACCESS

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 such as pathways for transfer students and availability of online courses;
- Offering academic, financial, cultural, and other knowledge-based services to help all students — but particularly those who are underserved for any reason — aspire to, enroll in, and graduate from institutions that match their interests and capabilities.

## IMPORTANCE

North Carolina led the nation in creating an affordable system of public higher education. We've maintained that commitment through economic changes and shifting demographics, expanding to serve a growing state and a more diverse student body.

Today, we enroll a greater proportion of low-income students than the national average among public universities, preserving our historic role in promoting social mobility and economic opportunity. But we must do more to ensure that our University — and our graduates — better reflect North Carolina as a whole now and in the days ahead.

Our state needs more skilled graduates to fuel an economy growing larger and more demanding. Analysts predict that by the year 2020, 67 percent of jobs in North Carolina will require some postsecondary education. As today's college-educated workforce begins to retire, they will be replaced by

a rising generation of students who are more diverse and drawn more heavily from underserved populations. That presents challenges and opportunities.

Tuition and fees have outpaced income growth over the past two decades, and students from struggling high schools and low-income backgrounds often lack information about financial aid and college options.

And too many of our students graduate from high school unprepared for the rigors of college-level work, leaving them with fewer options and longer odds for success. Adult students, often balancing family and work commitments, struggle to find college options that fit their unique needs and schedules. The University must be more engaged at the K-12 level and more flexible to serve all students striving for opportunity.

## PROGRESS

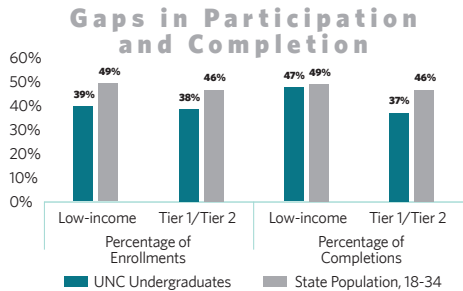
North Carolina's commitment to college access has paid dividends. Since 1980, the

## ACCESS

proportion of adults with postsecondary education in our state has nearly doubled to 62 percent. The University's undergraduate population grew by 15 percent over the past decade, mirroring the national trend, and the number of bachelor's degrees awarded annually has grown by nearly 10,000 over that period. Where we once lagged the nation in college attainment, we're now at the national average.

Still, we have persistent gaps in access and graduation. Low-income and rural students are less likely to enroll in college than their wealthier and more urban peers, which contributes to the state's low ranking in undergraduate participation. North Carolina ranks 41st in the country when it comes to undergraduate enrollment in public four-year colleges as a percentage of the population. In 86 of North Carolina's 100 counties, the educational attainment rate among adults ages 25-64 lags behind the statewide average, highlighting the geographic disparity in educational opportunity and the need to serve students from every corner of the state (see page 39).

*Where we once lagged the nation in college attainment, we're now at the national average.*



Some of these inequities reflect the uneven quality of public high schools, and the University can do more to improve K-12 preparation and clearly define the requirements for college readiness. But we're also leaving behind far too many students who meet the standards for admission but never apply. Some of these qualified students have good reasons, like job opportunities or military service. But others may see college as too costly or be unaware of their college options. For those students, more effective outreach, simpler financial aid processes, and clearer pathways to college can make a significant difference in opportunity.

## ACCESS

### GOALS AND METRICS

#### Goal 1: Increase Access to Success

**Goal:** The University of North Carolina's undergraduate enrollments and baccalaureate degree recipients will more closely reflect the demographics and growth rate of the state by 2021-22.

**Metrics:** While maintaining rigorous standards, by 2021-22, increase enrollments of and completions by underserved students, including those from low-income families, rural counties, and others who are underserved for any reason.

#### Enrollment:

1. *Low-income:* By fall 2021, increase enrollment of low-income students by 13% over fall 2015 levels (an average of 2% per year) to reduce the existing participation gap by at least half.

2. *Rural:* By fall 2021, increase enrollment of students from Tier 1 and Tier 2 counties by 11% over fall 2016 levels (an average of 2% per year) to reduce the existing participation gap by at least half.<sup>1</sup>

#### Completions:

3. *Low-income:* Our natural growth rate projects an increase in low-income graduates of 32% (an average of 5% per year) over 2015-16 levels by 2021-22. Building upon past successes, the University will increase the number of low-income graduates by 37% (an average of 6% per year) over 2015-16 levels by 2021-22.

4. *Rural:* Our natural growth rate projects an increase in graduates from Tier 1 and Tier 2 counties of 12% (an average of 2% per year) over 2015-16 levels by 2021-22. Building upon past successes, the University will increase the number of graduates from Tier 1 and Tier 2 counties by 20% (an average of 3% per year) over 2015-16 levels by 2021-22.

#### Goal 2: Improve the Transition from K-12 to College

**Goal:** Improve student transitions from high school to college and community college into the University through better alignment of K-12, community college, and University policies, practices, and standards.

**Metric:** By May 2017, UNC General Administration will convene a multi-agency working group, including but not limited to

<sup>1</sup>The N.C. Department of Commerce annually ranks the state's 100 counties based on economic well-being and assigns each a Tier designation. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2 and the 20 least distressed as Tier 3. A county automatically qualifies as Tier 1 if it has a population less than 12,000 people or if it has a population less than 50,000 and a poverty rate of 19 percent or greater. A county automatically qualifies as Tier 2 if it has a population less than 50,000.

## ACCESS

representatives from K-12, the University, North Carolina community colleges, and the State Education Assistance Authority, to recommend policies and strategies designed to improve readiness and the transition to postsecondary education.

By 2018, the working group will report its recommendations to the UNC Board of Governors, State Board of Education, State Board of Community Colleges and the General Assembly. The working group will focus on issues including but not limited to: efforts to engage with and inform prospective students about postsecondary options and financial aid, integration of state data systems, alignment of standards and admission requirements, and teacher preparation and professional development.

**Discussion:** Closing enrollment gaps is critical, but getting into college is not enough. Students need a clear path to graduation. State leaders, faculty, staff and community members raised this concern throughout our planning process, and it is reflected in firm completion goals. To reach these targets, we must expand the pipelines to nontraditional students and adult learners. Community college transfer students will be a major part of that effort. Our state has nearly 1 million adults with some college credit, but no degree. Bringing these partway home students back into higher education will require more flexible options and creative outreach, but, when we do, our state will benefit greatly from their talent and ambition.

At the same time, the University can only grow the ranks of its in-state students if public schools are preparing students for college-level work. That requires not just better coordination between K-12 and higher education, but a shared sense of mission and purpose. North Carolina is one of 10 states that lacks a comprehensive educational attainment goal. We have room for improvement on these coordination issues, and the University is committed to playing a leadership role improving educational pathways at every level.

### SYSTEM-LEVEL STRATEGIES

Recruiting and graduating more low-income and rural students requires a much more coordinated effort to inform students and parents about their college options, explain the value of pursuing higher education, and offer guidance for finding the best match. And all of that has to begin early — before students make the high school decisions that will expand or limit their college options. That means working more closely with our partners in the public school and community college systems. A number of promising initiatives are already underway:

- The College Advising Corps places recent graduates of UNC-Chapel Hill and North Carolina State University in high-need high schools across the state. The aim is to build college guidance capacity — and college-going cultures — in schools that cannot afford dedicated college advisors, helping students

## ACCESS

research and apply to well-matched colleges. There is significant scope for expanding the program.

- The Comprehensive Articulation Agreement between UNC and the North Carolina Community College System helps smooth the pathway for students interested in transferring from two-year to four-year degree programs, but there is much more to be done. Transfer students perform well at UNC institutions, but North Carolina lags in the proportion of community college students who actually transfer to pursue four-year degrees. Individual institutions have developed closer relationships to guide students through the process, but a more systematic approach is needed to ensure that potential transfer students receive robust advising about pathways early in their college careers.

- The University is reaching out to adults with some college credit and no degree. With backing from the legislature, UNC General Administration’s “Part-way Home” initiative has awarded \$500,000 in grants to 12 UNC institutions to open pathways to these adult students. These grants support activities

ranging from data and transcript analysis, developing and testing interventions to prevent stop-out, and competency based education curriculum redesigns of courses, course clusters, and certificates.

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) tackles many of these access challenges beginning in the 7th grade. The federally funded program is active in 46 middle and high schools, and also works to distribute general college and financial aid information across the state. The University should sustain and scale those efforts, with an emphasis on best practices learned through years of experience and research.

Better data can go a long way in creating more effective outreach. The University needs reliable research on where we’re missing out on qualified students and why. And we need stronger relationships with the local school districts and community organizations that can help guide student decisions about college. We know there is talent and dedication in every corner of the state, and we have a responsibility to harness it.

## Institutional Innovations

### **University of North Carolina at Chapel Hill: C-STEP**

The Carolina Student Transfer Excellence Program (C-STEP) helps smooth the path for community college students to transfer and graduate from UNC-Chapel Hill. By identifying talented students while they are still in high school or early in their community-college careers, this program offers guaranteed admission to UNC-Chapel Hill if they successfully complete community college. C-STEP today serves more than 600 students from 10 partner colleges. More than 450 C-STEP students have already enrolled at UNC-Chapel Hill, with an overall graduation rate of 85 percent.

### **UNC Wilmington: Onslow Extension Program**

UNC Wilmington's Onslow Extension Site is a model partnership with Coastal Carolina Community College (CCCC) and the U.S. Marine Corps in Jacksonville, North Carolina. UNCW provides a guided pathway to college for active duty service members, veterans, and their families in Onslow and surrounding counties. The program includes dedicated advisors and a wealth of online offerings to help students earn a degree that fits their busy lives.

### **Western Carolina University: Nursing RIBN Program**

A creative partnership between Western Carolina University and local community colleges allows students to earn a four-year nursing degree for less than \$20,000. The first three years are hosted on a community college campus, with one class each semester delivered online through WCU. Students finish their fourth year through WCU classes at an extension site in Biltmore Park.

### **North Carolina School of Science and Mathematics: Distance Education and Extended Programs**

To make high-quality STEM courses available to any high school student in North Carolina, NCSSM offers an online program that allows rising juniors and seniors to remain enrolled in their home schools while benefiting from specialized coursework through NCSSM. The school also offers live video conferencing classes to hundreds of students each year, opening up courses like Forensic Science, Aerospace Engineering, and African-American Studies at high schools across the state. Today, NCSSM serves more students through distance education than through its core residential program.





# STUDENT SUCCESS



## STUDENT SUCCESS

Student Success is a combination of positive intellectual, personal, and social development facilitated by a high-quality university education. It includes:

- The development of competencies — critical and creative thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others — for meaningful engagement in 21st-century life;
- The timely acquisition of a degree.

### IMPORTANCE

Access to college is only the first step. Every student who works hard should have a clear path to graduation.

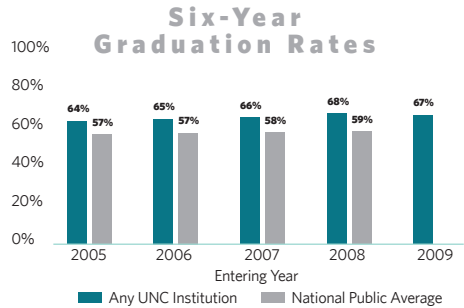
That means acquiring the skills and knowledge necessary for 21st-century citizenship. The world has grown more complex and demanding, making critical thinking, communication, and creativity ever more important.

And it means ensuring a degree carries real value in the marketplace. Especially for low-income and first-generation students, successful graduation can be the key to economic mobility. Decades of research convincingly show that college graduates earn more, have higher rates of civic engagement, and are better able to secure economic opportunity for their children. The benefits echo across generations and to all of us.

Timely graduation also benefits the University and the state, conserving resources so that more students can access opportunity.

### PROGRESS

The University already performs well compared to peers when it comes to



graduation rates and degree efficiency. Our system-wide graduation rates are much higher than the national average for public universities. Our data show that 67 percent of our first-time, full-time students who start at a UNC system institution complete a degree at one of our institutions within six years, compared to about 60 percent of public university students nationally.

*Only 44% of first-time, full-time students finish within four years.*

But there is still significant room for improvement. Four-year graduation rates — what most students and families regard as

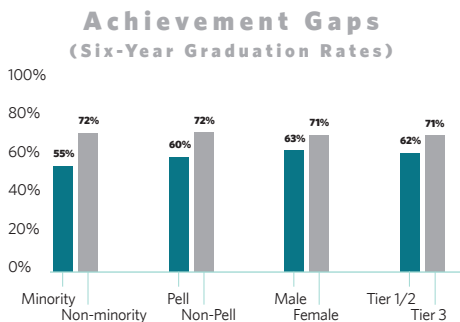
## STUDENT SUCCESS

“on-time” graduation — are uneven across the system, with an overall average of just 44 percent.

There are also major achievement gaps among different student populations, with low-income and minority students less likely to graduate on time or at all. Addressing those inequities will go a long way in fulfilling our promise of equal opportunity, while also bolstering overall student success and helping drive our state forward.

*There are major achievement gaps among different student populations.*

We also have work to do in measuring outcomes beyond graduation. Making sure that a degree carries real value will mean better measurements of student experiences, closer tracking of career outcomes, and regular surveys of graduate satisfaction. We need to know not only how our alumni are performing as wage-earners, but how they’re succeeding as engaged citizens and lifelong learners.



## STUDENT SUCCESS

### GOALS AND METRICS

#### **Goal 3: All Useful Learning**

**Goal:** Provide all students with outstanding academic and experiential learning opportunities to acquire “all useful learning” needed to be responsible citizens, productive members of the workforce, and life-long learners in a global environment.

**Metric:** By 2018, the University will implement a survey of current students and alumni that will measure the degree of engagement during their academic careers and satisfaction in postgraduate life. (Potential indicators: student learning gains; involvement in campus organizations, internships, and research; job placement and earnings; and well-being.)

#### **Goal 4: Improve Timely Degree Completion while Reducing Achievement Gaps**

**Goal:** Improve timely degree completion for all and be the nation’s leader in degree completion by groups with disproportionate achievement gaps.

**Metrics:** By 2021-22:

1. Increase the number of undergraduate degrees awarded per 100 full-time students (undergraduate degree efficiency) by 1.4 to reach a target of 23.5.

2. Increase the proportion of first-time, full-time freshmen who graduate with a

bachelor’s degree from any accredited institution within five years by 5.1 percentage points to reach a target of 70%.

3. Reduce by half existing gaps (as of 2016) in undergraduate degree efficiency among student groups with disproportionate achievement gaps.

**Discussion:** Throughout the drafting of these strategic goals, university leaders, faculty, staff, and students reminded us that UNC institutions serve many different types of students, some of which are excluded from traditional graduation rates. Failure to count these students in measures of success does a disservice to our institutions and underestimates the University’s productivity.

In response, we identified metrics that would capture the success of as many of our students as possible. This collection of outcomes provides a more comprehensive picture of student success than traditional completion rates. The five-year graduation rate from any accredited college rightfully gives institutions credit for students who transfer out and successfully graduate somewhere else. Similarly, undergraduate degree efficiency counts students who transfer in, as well as those who enroll part-time, and go on to earn a bachelor’s degree. Together, these metrics will set North Carolina apart as a national leader in measuring student success.

Of course, the true test of a UNC degree is how well it equips our graduates to be productive members of the economy, their

## STUDENT SUCCESS

communities, and our democracy. In public input sessions, members of the University community urged us to acknowledge that UNC institutions do more than just train students for jobs; they prepare them to lead fulfilling lives. Collecting new information on student experiences and post-graduation well-being will help us measure our impact and identify areas for improvement.

### SYSTEM-LEVEL STRATEGIES

Increasing student success requires timely data that leaders can use to identify areas for improvement, allocate resources and evaluate investments. Our institutions collect a great deal of information, but our ability to mine that data for valuable insights lags behind. That's because university data systems were built over time to keep up with increasing compliance demands, not purposely designed for continuous improvement. Harmonizing the different systems built over many years will help us connect policies and spending to measurable outcomes and better serve students.

Better data will help us engage in more research and development on what works to improve student success. Our platform provides a unique opportunity to test new

innovations, evaluate the results, and scale those ideas that prove successful. Each of our institutions has identified groups of students with significant achievement gaps and developed a plan to help more of those students graduate. With targeted investments in promising strategies and rigorous evaluation, the University can inform not only our system, but the national discussion on student success.

We must also find opportunities to leverage technology in new and creative ways that promote student success. A growing body of research suggests that students are more likely to earn a degree if they are provided with a “guided pathway” — a clear map from enrollment to graduation, with timely guidance along the way. Advances in technology and data science have given rise to new digital tools that chart the most efficient path of courses to a degree and, each semester, advise students on which courses to take to remain on track to graduate. Campus leaders can then use these data to ensure that students are able to access the courses they need, when they need them. Guided pathway software could also help more students access required courses via the UNC Online course exchange, creating additional opportunities to complete required classes.

## Institutional Innovations

### **UNC Greensboro: The CRAFT Project**

The objective of the Create and curate content, Replace lectures with Active and Flipped, Team-based learning (CRAFT) Project is to improve student learning and success in high enrollment courses, those with high rates of failure and withdrawal, and general education courses. The CRAFT Project endorses three areas of course redesign: online course content, course scheduling and student enrollment, and team-based learning.

Student outcomes improved immediately. In three of the four courses, students in the redesigned courses earned higher grades than students in traditional courses did. In one course, the share of students earning an A or a B increased by sixteen percentage points to 56 percent. In two of the courses, the share of students who earned a D or an F fell by about 50 percent. At the same time, the flipped model meant the university was able to enroll more students in those courses. The faculty members teaching the courses, meanwhile, said their workload remained stable — at least after they had finished developing the courses — and that they would want to teach again using the new model.

### **UNC Charlotte: The 49er Finish Program**

In Fall 2005, UNC Charlotte started a graduation and retention initiative called the 49er Finish Program to target former undergraduates who stopped out of UNC Charlotte in their senior year. The program

utilizes an innovative marketing strategy to recruit students, and a concierge approach to personalized advising services, including degree planning, connecting with departments, accessing support services and programs, and life coaching. Since its inception, more than 700 students have re-enrolled at UNC Charlotte and finished their degrees with the support of the program.

The program won the outstanding advising program award for the National Academic Advising Association in 2009, and in November 2015, the program was named a ‘Model of Excellence’ in *University Business Magazine*.

### **Fayetteville State University: BroncoConnect Portal**

BroncoConnect is an online portal that allows instructors to provide productive feedback to students as well as connect them with helpful campus resources in an effort to improve their academic experience.

Through BroncoConnect, advisors can prepare success plans for at-risk advisees and track their implementation. Students can seek academic support services like tutoring. And coordinators can attach their service offerings to specific academic courses so students and instructors have a relevant experience.



**AFFORDABILITY  
AND  
EFFICIENCY**



## AFFORDABILITY AND EFFICIENCY

Article IX, Section 9 of the North Carolina State Constitution requires that “The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.”

That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and UNC to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay.

### IMPORTANCE

North Carolina’s constitutional promise of affordable higher education has never been more important. In our growing and changing economy, a college degree offers a vital route to opportunity and mobility. To serve an expanding population — and maintain fair access for all, regardless of family circumstances — the University must keep costs low and quality high.

*In our growing and changing economy, a college degree offers a vital route to opportunity and mobility.*

The Great Recession challenged those goals, testing the compact between students and taxpayers. With fewer state resources per student, the burden of paying for college shifted more toward students and families. Still, thanks to the generous support we receive from the state, our tuition prices remain among the lowest in the nation. And the value of college is strong for those who earn a degree. But the level of financial risk for students has increased as costs have

risen. Especially for low-income families, the prospect of paying for college can be daunting.

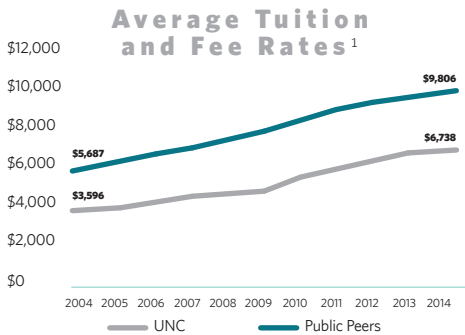
To avoid missing out on much-needed talent, we must redouble our efforts to contain costs, strengthen and simplify financial aid, and operate more efficiently. We must revisit outdated rules, set clear goals and standards of accountability and transparency, and trust our institutional leaders to meet them. We need to ensure that no student who has earned a place is barred from public higher education because of a lack of money.

### PROGRESS

North Carolina’s public universities are among the best values in the country, a reflection of strong and sustained state support. Even as tuition and fees increased in the past decade, UNC institutions continued to charge thousands less than their public peers. In 2014-15, nearly forty percent of first-time, full-time public university graduates from UNC had no student loan debt, and the average balance among those who borrowed

## AFFORDABILITY AND EFFICIENCY

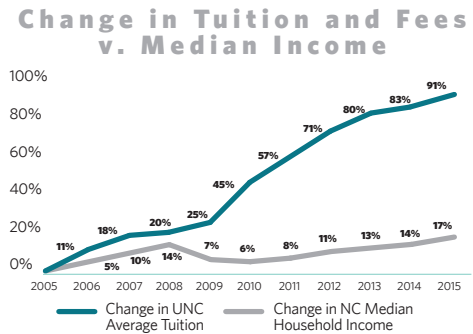
was \$23,600 — more than \$6,000 below the national average. North Carolina graduates have among the lowest debt-loads in the country, ranking 40th on the average debt among graduates from four-year colleges.



*North Carolina's public universities are among the best values in the country, a reflection of strong and sustained state support.*

During the Great Recession, UNC institutions were able to limit tuition costs through steady increases in productivity. Today, our public universities spend \$10,000 less in education and related spending per degree than they did before the recession, and the University outperforms its public peers in overall productivity. That effort has directly benefited students and taxpayers.

Even so, college costs in North Carolina have grown faster than wages and income over the past decade. To remain truly affordable, tuition rates must stay within reach for working families. Pricing low- and middle-income students out of a college education undermines opportunity and hurts North Carolina's competitiveness.



*To remain truly affordable, tuition rates must stay within reach for working families.*

Greater flexibility for institutional leaders can help drive the efficiency improvements needed to keep costs in check. A growing thicket of rules and regulations creates bureaucratic burdens and compliance costs, hampering efforts at reform. We can do better.

<sup>1</sup> Due to a lag in federal data reporting, the two graphs in this section use slightly different data on tuition, fees and full-time equivalent enrollment. All data are in current dollars.

## AFFORDABILITY AND EFFICIENCY

### GOALS AND METRICS

#### Goal 5: Affordability

**Goal:** Offer education of equal or higher quality than currently provided at a cost that is both consistent with the State constitution and attainable to students and families in North Carolina.

**Metric:** Commit to affordable tuition by limiting annual percent increases in undergraduate resident tuition rates to no more than the increase in the median income,<sup>2</sup> while providing autonomy and incentives for UNC institutions that can demonstrate that the financial investment made by students, families, and taxpayers is of excellent value.

#### Goal 6: Efficiency

**Goal:** Pursue and utilize increased operational and financial flexibility for the benefit of the educational, research, and public service missions of the University.

**Metric:** Increase operational and financial flexibility for the University and demonstrate its financial impact. This includes reductions in regulatory burdens and increases in financial reporting and transparency.

**Discussion:** There is no standard definition of college affordability, which leaves policymakers without a strong benchmark to guide decision-making. Linking tuition and fees to North Carolinians' economic fortunes will add much-needed context to tuition and fee discussions. While we recognize that economic circumstances can change, this standard will help anchor future decisions.

During our listening sessions, we consistently heard about regulatory burdens, reporting requirements, and growth in compliance and bureaucracy as key issues undermining affordability and efficiency. Campus leaders described rules that govern everything from resurfacing a road to adjusting a salary, hurdles that lengthen projects and cost time and money. The University will work to reduce compliance costs while retaining appropriate oversight.

### SYSTEM-LEVEL STRATEGIES

State policymakers have shown a clear commitment to affordability. Beginning in fall 2016, UNC students can lock in a fixed tuition rate for four years of continuous enrollment. This guaranteed tuition policy offers predictability for students and families, and it provides a real incentive for on-time graduation.

Lawmakers also created NC Promise,

<sup>2</sup> UNC General Administration will calculate the increase in the median income using a three-year average of the change in the Median Household Income in North Carolina as reported by the U.S. Census Bureau's American Community Survey (one-year estimates).

## AFFORDABILITY AND EFFICIENCY

which lowers in-state tuition to \$500 per semester at Western Carolina, Elizabeth City State, and UNC Pembroke (out-of-state tuition is set at \$2,500 per year). For \$4,000 in tuition, North Carolina residents will be able to earn a four-year degree in each region of the state. The General Assembly has set aside state funds to offset lost tuition revenue at these institutions, ensuring they remain a great value for students and families.

Across the UNC system, strong financial aid is critical to making our institutions affordable for any student who earns admission. We need to simplify existing state aid programs and work to ensure that they promote both access and success. Supporting Chancellors and campus leaders as they develop effective strategies for need-based aid will go a long way in promoting affordability and strengthening the quality and diversity of our institutions.

The University is also building new

models of education that can save time and lower costs for students. Aligning online courses across the system will give students more options for finding the classes they need to graduate. And pilot programs in competency based education will give students credit for what they've learned rather than how long they've been in class. Offering students more control over the pace of learning will help focus resources where they are most needed.

Granting University leaders more flexibility in deploying those resources will also help with cost and efficiency. Expanding carry-forward authority — which allows our institutions to put existing funds toward targeted investments — remains a core priority. Loosening state regulations around capital projects, human resources, and routine accounting will make the University more competitive, allowing us to attract talent and focus on high-impact work.

## Institutional Innovations

### **Elizabeth City State University, Western Carolina University, and UNC Pembroke: NC Promise Tuition Plan**

The NC Promise tuition plan marks a dramatic improvement in affordability at Elizabeth City State University, UNC Pembroke and Western Carolina University. The program sets tuition for undergraduates at \$500 per semester for NC residents and \$2,500 per semester for out-of-state students. Providing students and their families with predictable, affordable tuition enables them to better plan for college costs. The program will take effect in the fall of 2018, and will serve as a national model for state-led efforts to improve affordability.

### **Fayetteville State University: Continuous Improvement Report**

By measuring student success, efficiency, and community engagement at the department level, Fayetteville State University is encouraging faculty and administrators to design innovative strategies for improving performance. At the beginning of each academic year, each department receives a Continuous Improvement Report (CIR) assessing progress on metrics like student persistence, efficient use of faculty time, and learning outcomes. Funding is awarded for performance and growth, helping drive improvements in average student GPA and overall degree production.

### **Winston-Salem State University: Purposeful Pathways**

Students and taxpayers benefit when universities offer the most efficient path to graduation, and Winston-Salem State is a leader when it comes to minimizing unnecessary credit hours. With clear curriculum plans and strong advising, WSSU has reduced average attempted credit hours per degree from 137 to 128 since 2013. By keeping students focused on courses that count, the University is saving both time and money for everyone.

# ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT



## ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

Universities have sustained impact on state and regional economies through the students they attract and teach, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build with their communities and across the world. The University can enhance economic impact and community engagement by preparing graduates to be well-rounded citizens and lifelong learners to meet the state's long-term needs; improving quality of life; investing in foundational research; speeding the discovery, application, and translation of research; and deepening sustained partnerships that strengthen local communities and the state's economy.

### IMPORTANCE

Former UNC President Bill Friday called the University the “mighty engine” of North Carolina, powering our economy with skilled graduates, talented faculty, and cutting-edge research. From medical breakthroughs to advanced manufacturing to agricultural science, UNC discoveries improve the quality of life for all North Carolinians. Strong fundamental research forms the foundation for applied and translational research efforts that ultimately develop into products and services that grow our economy and create new jobs.

*Public universities also enhance economic mobility, allowing North Carolinians of all backgrounds to access opportunity.*

Public universities also enhance economic mobility, allowing North Carolinians of all backgrounds to access opportunity. A generation ago, a high school diploma

brought solid job opportunities and the chance to earn a stable living. Today's economy demands advanced knowledge and the ability to adapt to a changing world.

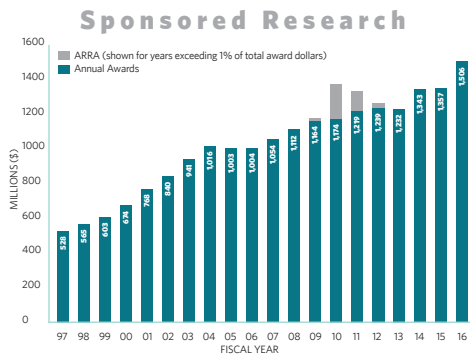
Our institutions play a major role in the cultural and civic life of the state, serving as regional hubs for art, performance, sports, public service and lifelong learning. Generations of North Carolinians have listened to their first symphony, seen their first play, heard their first speech, or attended their first football game on our campuses, and countless community organizations draw support from our institutions.

### PROGRESS

North Carolina is a research and development powerhouse, thanks in large part to our public universities and the talent they attract. In 2016, UNC institutions brought in \$1.51 billion in research grants, up more than 40 percent since 2007. That funding produces new knowledge and new economic prospects, generating 31 startup

## ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

companies and 133 patents in 2016 alone. University-driven efforts have combined with those of North Carolina's private universities to make our state a national leader in technology licensing (9th in the country), campus-based startups (7th), and higher education research and development (4th).



University innovation has also helped establish North Carolina as a hub for emerging industries in health care, technology, and advanced engineering. Because of growth in those fields, our state has a pressing need for more graduates in science, technology, and math, and our institutions have boosted enrollment to help meet that demand.

There is room for improvement, however. While the University's production of credentials in STEM and health sciences has grown considerably, far fewer students are graduating with credentials in K-12 education than in the past. In the 2014-2015 academic

year, just over 4,500 graduates received a credential that prepared them for work in the North Carolina public schools. Just three years earlier, UNC institutions graduated more than 6,000 future educators. UNC graduates make up 37 percent of the public school teachers in North Carolina; that number could be a lot higher.

While our research efforts are impressive, some of our institutions lag behind peer institutions when it comes to sponsored research. The University could also be more proactive in translating its research into practical applications. On both research and development (R&D) commercialization and high-tech business activity, North Carolina ranks below the national average, with private sector investment in and commercialization of R&D lagging behind other states. North Carolina's ability to capitalize on university research is key to the continued economic success of the state. Fundamental research is of critical importance to the future of the state, but so are the new innovations that emerge from that research.

Our universities are extremely important to their surrounding communities, but too often the benefits of the UNC system are simply not visible to North Carolinians outside of our cities and many college towns. Our institutions could do more to focus their public service efforts on communities and regions in need, including those that may be far from the college gate.



## ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

### GOALS AND METRICS

#### Goal 7: Critical Workforces

**Goal:** While maintaining excellence in the delivery of a foundational liberal arts education, increase the number of high quality credentials awarded in health sciences, STEM, K-12 education, and other emerging regional workforce needs.

**Metric:** By 2021-22, increase the number of credentials (including, but not limited to: bachelor's, master's, doctoral degrees, and post-baccalaureate certificates) awarded in the fields of health sciences, STEM, K-12 education, and other emerging regional workforce needs by an aggregate of 25% over 2015-16 levels.

#### Goal 8: Research Productivity

**Goal:** Strive for continuous improvement in research and scholarship, collaboration with UNC institutions and outside entities, and effective commercialization of technologies.

**Metric:** By 2021-22, increase combined revenue from research and development sponsored program awards and licensing income by \$275 million.

#### Goal 9: Community Engagement

**Goal:** Increase investment of time and resources in strengthening North Carolina communities.

**Metric:** By Fall 2018, in consultation with UNC General Administration, the University's constituent institutions will each create an implementation plan (including focus area, proposed activities, metrics, and targets) to assist a North Carolina community or region in need (including but not limited to Tier 1 or Tier 2 counties or any local education authority that qualifies for a UNC lab school).

**Discussion:** The critical workforces goal acknowledges the important role that graduate programs play in preparing the workforce of the future and in helping our institutions expand on their reputation for excellence. Credentials at both the undergraduate and graduate levels will count toward the goal. The University is also a key supplier of the doctors, nurses, and specialists that keep North Carolina healthy, and this goal will push our institutions to expand their effect on the state's health care system.

Throughout the fall of 2016, stakeholders cautioned us that some of the most important research that UNC institutions conduct may not have commercial applications. Regardless of whether a particular research program is intended for commercial applications, fundamental research has a positive impact on the quality of life in North Carolina and across the

## ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

world. This goal and metric allow for different institutions to contribute in different ways. Some institutions will focus more of their energy on translating research into commercial applications, while others will focus on expanding their externally-funded research. Both are critical to the future of the state.

### SYSTEM-LEVEL STRATEGIES

The University needs to think more strategically about how to make the most of its resources in health care. UNC is one of the state's largest health care providers, as well as the single largest source of health care professionals throughout North Carolina. With two world-class medical schools at UNC-Chapel Hill and East Carolina University, as well as important medical research facilities across the state, we play an enormous role in statewide wellbeing.

Meeting the complex healthcare needs of North Carolina — which faces acute challenges in elder care and rural medicine — will take a much more coordinated effort, involving not only UNC institutions but also private partners and other state agencies. Both UNC-Chapel Hill and ECU are considering an expansion of their medical programs to meet increasing state needs, and UNC institutions across the state are working to graduate more nurses and allied health professionals who will make up an increasing share of the state's healthcare workforce.

The University is also working to expand its footprint in advanced research, beginning

with additional funds for the successful UNC Research Opportunities Initiative (ROI). This competitive program selects advanced research programs in high-impact areas for North Carolina: advanced manufacturing; marine and coastal science; defense, military, and security; pharmacoengineering; energy; and data sciences. In the first two years of ROI funding, six research teams have already earned \$7.5M in follow-on funds from external sources, started two new companies, filed 11 patent applications, and attracted new faculty. Over time, these seed investments in innovation will help to fuel the state's economic growth.

The University's role in strengthening public education will be enhanced by the legislature's Laboratory Schools initiative. Starting in fall 2017, East Carolina and Western Carolina will open public schools serving students in Grades K-8 in high-need school districts. Seven additional institutions will follow by 2019. The Lab Schools — run by Colleges of Education — will benefit from new ideas, new research, and the opportunity to tap the energy and expertise of UNC students and faculty. Students in those districts will have an innovative new option to choose from, and teacher education candidates in participating UNC institutions will have a new opportunity to gain valuable student teaching experience. Through real-world application of new ideas in teaching and school leadership, the Lab Schools can offer a model for the University to expand its role in teacher preparation and professional development, a crucial need for North Carolina.

## Institutional Innovations

### **NC State University: Agricultural Research and Extension**

Agriculture remains the state's single largest industry, employing more than 600,000 workers and generating \$84 billion annually. For more than a century, NC State's agricultural research and extension programs have supported farmers and agricultural businesses by offering advanced knowledge and resources in every part of the state. Extension faculty and staff — on campus, at 18 regional research stations, and in all 100 counties — work directly with local partners to improve crop yields and promote economic growth. This direct connection between a world-class research university and the daily needs of the state is a hallmark of the land-grant model, meeting a vital need for all of North Carolina.

### **East Carolina University: Telepsychiatry**

East Carolina University is filling critical health care needs through innovative programs like telepsychiatry, which provides psychiatric consultations to patients at 80 hospital emergency departments across the state through video conferencing. A statewide shortage of psychiatrists often leaves patients with long wait times for a consultation, leading to increased health costs and unnecessary stays in psychiatric care facilities. ECU's telepsychiatry effort helped prevent 573 involuntary commitments last year, reducing health care costs to the state by more than \$3 million.

### **UNC School of the Arts: Thomas S. Kenan Institute for the Arts**

The Kenan Institute builds creative community by fostering new knowledge, mentoring businesses, and forging strategic alliances aimed at strengthening the arts ecosystem. The Institute's Creative Accelerator educates creative startups on business model development and provides venture capital loans. The Institute is also working to create an arts-based community and economic development corridor along South Main Street in Winston-Salem through its Southside and Perimeter Redevelopment Initiative.

### **North Carolina Central University: Community Service Curriculum Component**

NC Central University works with more than 200 campus and community partners to provide service learning experiences for NCCU students. Students are required to devote at least 15 hours per semester to service work, creating more than \$5 million in economic impact in our community. The curriculum strengthens the University's ties with the local community and promotes lifelong civic engagement for our students.



EXCELLENT  
AND  
DIVERSE  
INSTITUTIONS

## EXCELLENT AND DIVERSE INSTITUTIONS

The University's constituent institutions are individually distinct and mission-focused and collectively comprise an inclusive and vibrant university system, committed to excellence and the fullest development of a diversity of students, faculty, and staff.

### IMPORTANCE

The unique missions of our seventeen institutions make UNC the most comprehensive public higher education system in the country. And the exceptional talents of our faculty and staff make us one of the best.

*Thanks to the impressive diversity of our institutions — both in the students they serve and the missions they fulfill — North Carolina offers a public university option to fit any goal.*

Thanks to the impressive diversity of our institutions — both in the students they serve and the missions they fulfill — North Carolina offers a public university option to fit any goal. Our system boasts a world-class arts conservatory; an advanced math and science high school; a leading liberal arts college; two internationally-ranked research universities; and incredibly strong regional institutions that expand opportunity in our state. We have five public Historically Black Colleges and Universities, more than any other state, a Native American-serving institution, and 3 other institutions where minority students make up more than one-quarter of enrollments.

*Every UNC institution opened and evolved in response to the real needs of the citizens of North Carolina.*

Every UNC institution opened and evolved in response to the real needs of the citizens of North Carolina. From often humble roots as teachers' colleges, industrial schools, and agricultural institutes, these public-spirited places have become vital parts of an even greater whole.

### PROGRESS

UNC institutions have remained true to their distinct missions and achieved national and international recognition for their work. Three of our institutions were ranked in the top-20 of the *US News and World Report* rankings of the country's best HBCUs. Among public HBCUs, UNC institutions ranked second, third, and sixth on that list (North Carolina A&T, North Carolina Central, and Elizabeth City State). UNC Asheville made *US News'* top-10 list of public liberal arts colleges. Five of our institutions made the top-50 in *Washington Monthly's* ranking of the colleges that offer the best bang for the buck in the Southeast. And UNC-Chapel Hill ranked 35th out of 500 on the 2016 Shanghai Jiao Tong Academic Ranking of World

## EXCELLENT AND DIVERSE INSTITUTIONS

Universities, which measures research impact.

Our institutions have also built innovative partnerships that complement each other's strengths. North Carolina State's College of Engineering has created "3+2" dual degree programs with UNC Pembroke, North Carolina Central, and Fayetteville State. These programs enable students to earn a bachelor's degree in three years at their home institution before transferring to NC State to spend two years earning another bachelor's in engineering. The Center for Design Innovation, a joint effort between Winston-Salem State, UNC School of the Arts, and Forsyth Technical Community College, is a research hub focused on new ideas in imaging technology and digital manufacturing (like 3-D printing).

The University faces some key challenges in its continued pursuit of excellence, including a competitive labor market for top faculty and staff. Public universities nationwide have had to compete for talent with private and out-of-state peers that are often able to provide higher pay and benefits. Unfortunately, the University lacks systematic data on employee engagement

and retention among our faculty and staff. Do our best people stay in the system? If not, why do they leave and what can we do to keep them here? Without better intelligence on the engagement and satisfaction of faculty and staff, we are at greater risk of losing out on top talent.

As a system, the University must also work to maintain what makes us great—the diverse array of institutions, each with its own unique comparative advantage. Competition for students and resources can push colleges to follow the lead of more selective institutions, sometimes moving away from their original missions. While North Carolina is not immune to such competitive pressures, the University remains committed to the idea that a system of higher education should have a mix of distinct missions and opportunities for students with all manner of interests, needs, and goals.

*As a system, the University must also work to maintain what makes us great—the diverse array of institutions, each with its own unique comparative advantage.*

## EXCELLENT AND DIVERSE INSTITUTIONS

### GOALS AND METRICS

#### **Goal 10: Areas of Distinction**

**Goal:** Strengthen the reputation and accomplishments of the University by having each constituent institution identify mission-focused academic “areas of distinction” and achieve significant regional or national recognition within those areas by 2021-22.

**Metric:** By May 2017, each institution will identify areas of distinction (including baseline data, metrics, and targets).

#### **Goal 11: Human Capital**

**Goal:** The University will systematically focus on recruitment, retention, and development of the most talented and diverse workforce possible at all levels over the next five years.

**Metric:** By May 2017, UNC General Administration will create an implementation plan (including the details of proposed data collection and metrics) to systematically measure — at all levels — engagement, retention, succession planning, and investment in professional development in order to promote system-wide improvements in these areas.

**Discussion:** Our institutions have unique and multifaceted missions. Identifying particular mission-aligned areas of distinction is not

designed to constrain institutions, but rather to further develop the strengths of each university in a way that bolsters the system’s place as a first-choice destination for faculty and students.

In the absence of existing data on faculty and staff engagement and retention, we were unable to set an empirical target on those measures. The first step, therefore, is to gain a better understanding of the University’s strengths and weaknesses in those areas. The University can then use these data to set concrete goals for improvement in the years ahead.

### SYSTEM-LEVEL STRATEGIES

The University will continue to advocate for faculty and staff. For the past two legislative sessions, our budget priorities have advocated to better compensate University employees. General Administration continues to monitor trends in faculty salaries and benefits to ensure that the University remains competitive.

Our policy agenda also asks the legislature to replenish the Faculty Recruitment and Retention Fund, a critical tool in our ability to attract and retain the best and the brightest. The Fund has been remarkably successful in retaining faculty with competitive outside offers and recruiting top talent from outside of the system. Replenishing the fund will help the system continue to compete in the race for the world’s most accomplished.

## EXCELLENT AND DIVERSE INSTITUTIONS

Better information on employee engagement and retention will enable our constituent institutions to maintain world class faculty and staff. Goal 11 calls on General Administration to implement a system-wide survey of employee engagement. This survey will provide much-needed information on the state of our faculty and staff. Institutional leaders will be able to use these data to identify areas for improvement and make informed decisions about campus-based human resource practices.

General Administration's Faculty Fellows program draws on faculty members from different institutions and disciplines to help inform system policy. This past year, fellows contributed to system-level projects on predictive analytics, online learning, technology transfer, and campus climate issues. New projects include research on rural student success, a look at department chair

training, and degree program review policies. The program provides an opportunity for General Administration staff to work with and learn from some of our up and coming faculty.

This Strategic Plan is designed to allow our many different institutions to flourish. As part of the implementation of the plan, the President will work with each Chancellor to identify each institution's contribution to these system-level goals. Those contributions will build on institutional strategic plans and will be spelled out in a written agreement and evaluated annually. Importantly, these new agreements will be tailored to each institution's mission and priorities, ensuring that we preserve our greatest strength — the distinctiveness of our institutions — while pursuing system-level goals. We are confident that together, the distinct contributions of our institutions will accomplish our goals as a system.



## Institutional Innovations

### **Appalachian State University: Appalachian Energy Summit**

The Appalachian Energy Summit gathers university faculty, staff, students, and industry leaders to organize and inspire collaborative efforts around energy innovation. The summit is on track to save North Carolina \$2 billion in avoided energy costs by 2025.

The Summit has provided a platform through which UNC institutions together with industry partners have avoided more than \$499 million dollars in utility costs, representing almost nine billion pounds of CO<sub>2</sub>e emissions. The UNC system spends an estimated \$225 million per year on utilities, or ~\$1,000 per student.

### **North Carolina Agricultural and Technical State University and UNCG: Joint School of Nanoscience & Nanoengineering**

Established as an academic collaboration between NC A&T and UNCG, JSNN builds on the strengths of the two universities in the basic sciences and engineering to offer an innovative, cross-disciplinary graduate program that trains scientists in emerging areas of nanoscience and nanoengineering. The program emphasizes not only academics but also business aspects of the field including funding, business development and patent creation. Many companies and organizations use JSNN facilities, tools and resources to test and develop technology through the fabrication of nanostructures.

### **UNC Asheville: AVID for Higher Education**

UNC Asheville's AVID (Advancement Via Individual Determination) for Higher Education program, the only program of its kind in North Carolina, supports first-generation and Pell-eligible students as they transition to and complete college. AVID Scholars are provided opportunities to partner with a faculty or staff mentor, join a living-learning residential community, pursue on-campus leadership opportunities, and partner with a career development mentor from UNC Asheville's Osher Lifelong Learning Institute (OLLI).

Asheville's 2014 AVID Scholars returned for their sophomore year at higher rates than a peer comparison group and passed more of their first-year courses than other students.

### **UNC Charlotte: Leadership Development Program**

In conjunction with the Center for Creative Leadership, three competitively selected high-potential managers attend a five-day program in which they learn to be more effective leaders. Participants learn to: communicate direction; achieve alignment and build commitment to bridge the gap between senior management and the front line; gain critical perspectives, create buy-in and manage politics through collaboration; and solve complicated problems and take action amidst complex, rapidly changing conditions. UNC Charlotte has sent 21 people through the program since 2012.

## PLAN PARTICIPATION

### THE PLANNING PROCESS

For any strategic plan to be meaningful and successful, it is essential to understand the perspectives of as many individuals and constituencies as possible.

To that end, stakeholders (faculty, staff, students, alumni, and community members) had two opportunities to provide feedback on the draft definitions, goals, and metrics: 1) an online survey and 2) one of seventeen public forums held at each UNC institution.

### FEEDBACK



The **survey** was open from September 23 to November 20



**8,559** survey responses



more than **16,000 comments** on the survey



**17 public forums** between October 5 and November 17, 2016



approximately **1,300 attendees**



**40 visits** from Board to Governors members to campuses

### TIMELINE

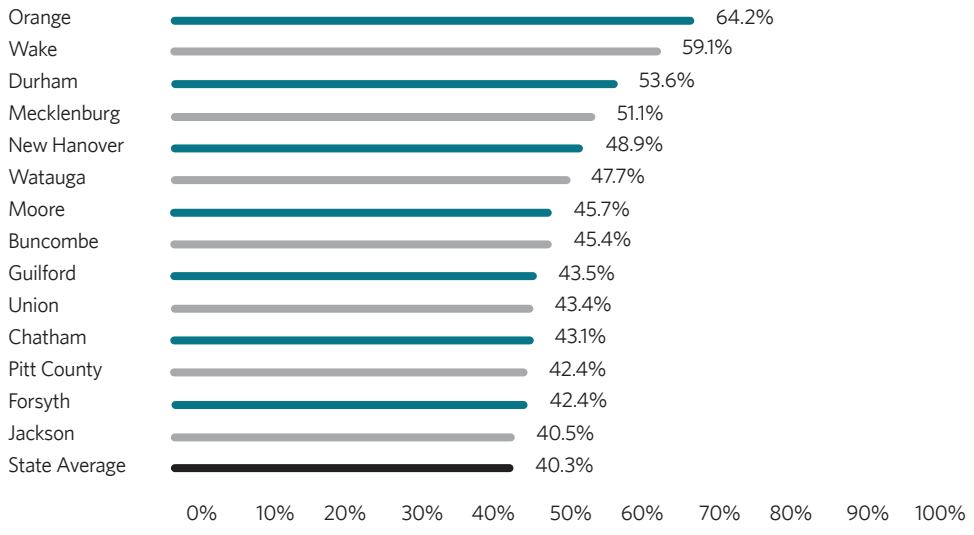


## PLAN PARTICIPATION

### LEARN MORE

Do you want to know where your county in North Carolina stands in terms of educational attainment? Only the top fourteen counties shown exceed the statewide attainment rate. Want to see all 100 counties? Visit [www.northcarolina.edu/strategic-planning](http://www.northcarolina.edu/strategic-planning)

### County Level Attainment



Percentage of Adults Ages 25-64  
with at Least an Associate's Degree

Source: Lumina Foundation analysis of U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates"

Learn more about the data and information discussed throughout this document at [www.northcarolina.edu/strategic-planning](http://www.northcarolina.edu/strategic-planning)

THE UNIVERSITY OF NORTH CAROLINA



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL



UNIVERSITY of NORTH CAROLINA  
ASHEVILLE

NC STATE UNIVERSITY



WINSTON-SALEM  
STATE UNIVERSITY

Appalachian  
STATE UNIVERSITY.



THE UNIVERSITY of NORTH CAROLINA  
GREENSBORO

East Carolina  
UNIVERSITY

Western  
Carolina  
UNIVERSITY



NORTH CAROLINA  
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FOUNDED 1910



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