

Meeting of the Full Board February 22, 2024 8:30 a.m.

Presentation

BOT – 3 Understanding the UNC System Performance-Based Metrics and Their Impact on Institutional Strategic Planning

Background Information

The UNC System now includes performance-based metrics as a component of its funding model. Dr. Andrew Hamilton, Associate Vice Provost and Dean of Undergraduate Studies, will give a highlevel introduction to the metrics, as well as a look at the most important factors driving scores in each category. We will also examine UNCG scores relative to UNC System's threshold and stretch goals, and how they inform strategic planning at the institutional level. Finally, we will discuss continuing improvement efforts at UNCG.

Understanding UNC System Metrics And Their Impact on Institutional Planning



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The 2017-2022 Plan

Focus Areas

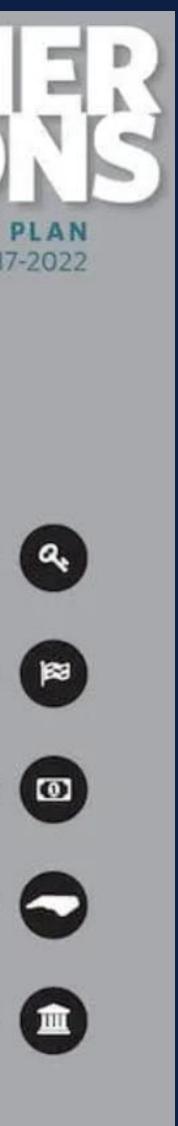
Access Student Success Affordability and Efficiency Economic Impact and Community Engagement Excellent and Diverse Institutions



for The University of North Carolina 2017-2022

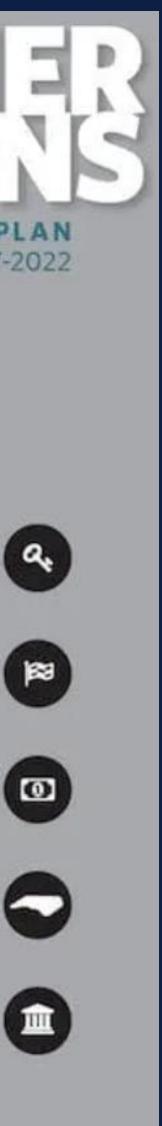
Student Success

Affordability and Efficience



Economic Impact and Community Engagemen

Excellent and Diverse Instituti





The 2017-2022 Plan

UNCG IS ONLY UNC SYSTEM SCHOOL TO MEET PRIORITY GOALS

Posted on April 23, 2021



UNCG METRICS FOR YEAR THREE

Priority Metrics

Priority Metric (Year 3)

Low-income Enrollments*

Low-income Completions*

5-Year Graduation Rate (F

Degree Efficiency (Underro Minorities) (Fall 2020)

Critical Workforces (Fall 20

	Trend from Baseline Year	Year 3 Performance	Year 3 Goal	% of Year 3 Go Achieved
* (Fall 2020)	+10.4%	7823	7679	101.9%
s* (Fall 2020)	+23.4%	1970	1881	104.7%
(Fall 2020)	+10.1%	62.4%	59.8%	104.3%
represented	+12.0%	21.5	19.7	109.1%
2020)	+22.1%	1577	1431	110.2%



The 2022-2027 Plan

The "refresh" has the same five focal areas, but some of the metrics are importantly different.



HIGHER EXPECTATIONS

OF NORTH CAROLINA SYSTEM **STRATEGIC PLAN FOR 2022-2027**







The Core Five Metrics

Increase Four Year Graduation Rate Increase Degree Efficiency Decrease Loan Debt at Graduation for FTIC Students Decrease Loan Debt at Graduation for Transfer Students Decrease Education and Related Expenses (ERE) Per Degree

(These are less about growth and more about effectiveness and efficiency.)



Definitions and Fu List of Metrics

Some Definitions

Graduation rates are measured for non-transfer students.

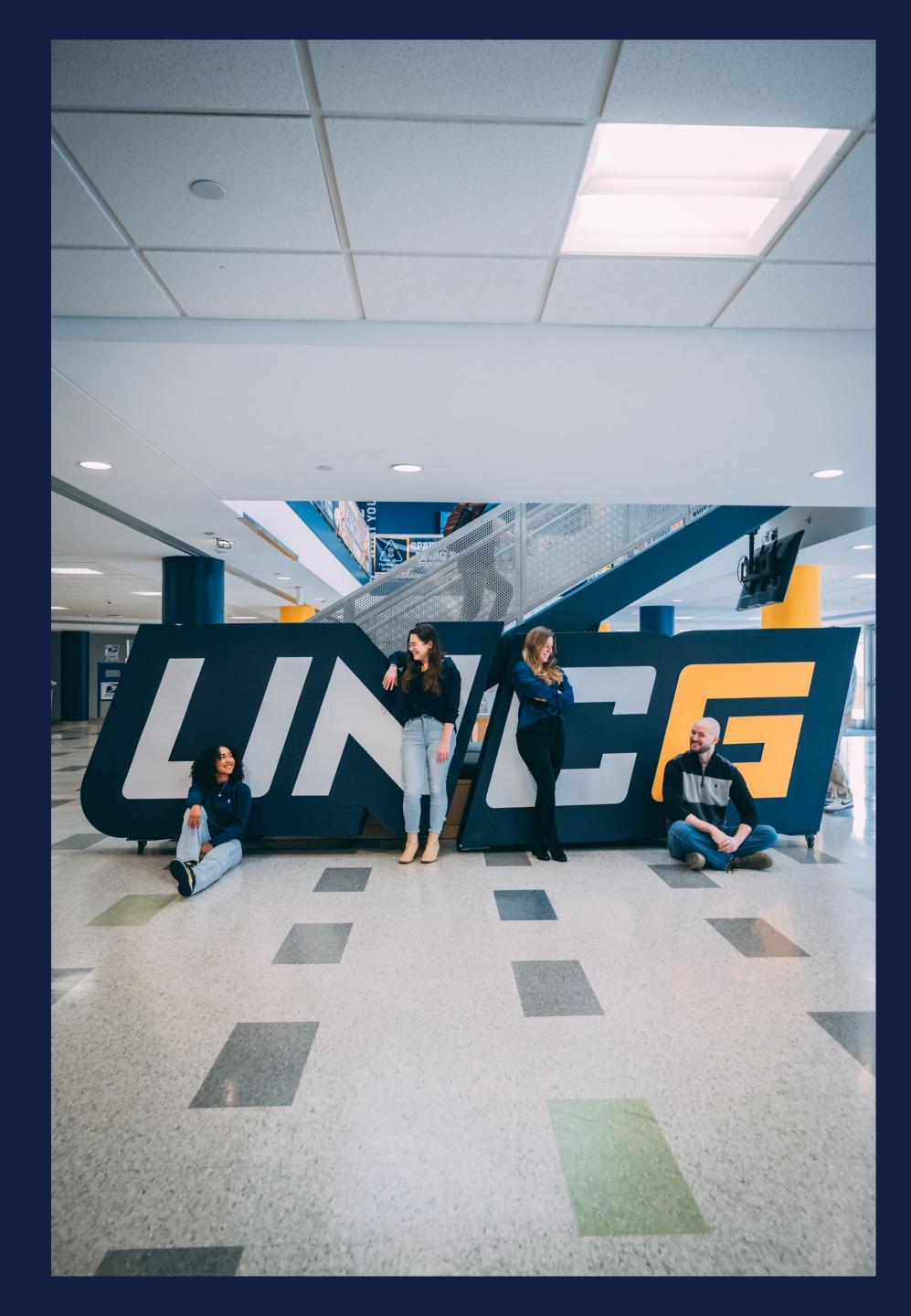
Degree efficiency is the number of degrees awarded per 100 full-time equivalent students (three-year average).

Education and Related Expenditures (ERE) per degree is a complex measure of what the institution spends per degree awarded.



The Challenge

Taken together, these five metrics ask us to move students through faster while both we and they spend less money on their degrees.



Challenge Accepted

Strategic Thinking and Planning

Goal	Main Drivers	Options	Concerns
Increase 4Y Grad Rate	Pre-College Academic	Raise Admission Requirements;	Contrary to Mission;
	Preparation; Academic	Invest in Academic Success;	Resource Intensive;
	Performance; Degree Velocity;	Admit Fewer Pell Students	Conflicts With Other Goals
	Financial Resources		
Increase Degree	Average Time to Degree;	Raise Admission Requirements;	Contrary to Mission;
Efficiency	Graduation Rates;	Invest in Academic Success;	Resource Intensive;
	Transfer Student Proportion	Admit Fewer Pell Students;	Conflicts With Other Goals;
		Increase Transfers as a	Not Really Improvement
		Proportion	
Decrease Cumulative	Total Cost of Attendance;	Lower Tuition/Fees; Increase	Contrary to Mission;
Load Debt	Grant Aid; Family Income;	Grant Aid; Admit Fewer Pell	Resource Intensive;
LUAU DEDI	Time to Degree	Students; New Scholarships;	Conflicts With Other Goals
		Decrease Time to Degree	
Decrease ERE	Instructor Salaries; Enrollment;	Improve Completion Rates;	Salary Increases from GA;
	Degrees Awarded	Reduce Staff Numbers	Instructional Constraints;
			Conflicts With Other Goals



2022 Outcomes

Baseline, Actual, and Goals

Four-Year Graduation Rate

Undergraduate Degree Efficiency

First Time Student Debt at Graduation (Nomin

Inflation-adjusted—2022 Dollars Transfer Student Debt at Graduation (Nominal

Inflation-Adjusted—2022 Dollars ERE per Degree (Nominal)

Inflation-Adjusted—2022 Dollars

				2022 C	Goals
	2020 Baseline	2022 Actual	Change	Threshold	Stretch
	41.5%	41.67%	.17	42.76%	46.09%
	22.7	23.63	.93	22.95	23.69
nal)	\$16,612				
	\$17,875	\$15,089	-15.59%	-2.67%	-9.00%
.1)	\$14,327				
	\$15,416	\$11,686	-24.20%	-2.67%	-9.00%
	\$61,268				
	\$65,924	\$58,208	-11.70%	0.00%	-8.18%



Important Notes

Precipitously decreasing student loan debt will almost certainly increase time to degree.

Our ERE numbers show we are being responsive to enrollment declines.

There is more we can do.

Strategic Planning: Next Steps Even as we have reduced costs, we have seen significant improvements in academic perfomance.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Percent in Good Standing	87.5	87.9	84	86.3	86.5
Percent Suspended or Dismissed	1.75	.89	1.38	1.8	1.52
Percent FTIC Retention to Second Year	80.8	77.9	73.3	75.8	

Strategic Planning: Next Steps

As a further step toward improvement, we have made data widely available on the impediments to retention and timely completion.

Strategic Planning: Repeated Courses

About	DFW Perc Instruct		W Percent by Course	DFW Percent by Selected Metric	-) DFW Percen Ranked	ıt					Data Updat	ed 2/2/2024 ⁻	10:14:06 AN
		Underg	raduate D	FW										* e
Find your wa		DFW Per	cent by Co	ourse										3 😿
Semester		Term		Course Colle	ge		Course Depart	ment	Coh	ort Type and T	ſerm	Student	Program Can	ıpus
All	\checkmark	All	\checkmark	All		\sim	All		∼ Al	1	\sim	All		\sim
First Generation		Full-Time/Par	·t-Time	Gender			Pell Offered		Rac	e/Ethnicity IPI	EDS	Rural S	tudent	
All	\sim	All	\sim	All		\sim	All		→ Al	1	\sim	/ All		\sim
Course														
All	\sim	Course	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022 S	pring 2023	Summer 2023	Fall 2023
	Ý			0.0%	0.0%		7.7%	3.8%	4.0%	13.6%	20.8%		8.3%	0.0%
Course Section		 			10.0%			0.0%			11.1%			0.0%
All	\checkmark					0.0%		0.0%	0.0%		0.0%	20.0%		0.0%
Class Section Size		 												
All	\checkmark				18.8%	20.20		26.1%	24 1 07		18.2%	25 7 0		14.5%
	•	 		1.2%	8.3%	20.3%	0.0%	11.3%	24.1%	4.3%	10.7%	25.7%	6.1%	2.1%
Delivery Method					7.9%	8.0%		8.0%	16.3%		38.0%	10.0%	4.8%	34.0%
All	\sim	🕀 ARH 211												
MAC Indicator					15.00			17 407		4.0%	15.00		4.0%	10.00
		 			15.8% 0.0%			17.4% 22.7%			15.0%			10.0%
All	\checkmark				0.0 /0	19.6%		40.0%			26.0%			18.8%
		🕀 ARH 311												
		 			36.7%			37.5%			42.4%			38.7%
					50.7 /0	20.4%		57.570	20.4%		-2 /0	33.3%		50.7 /0
					0.0%			12.5%						
					16.7%				23.3%			18.2%		
		 						41.7%						
		Total	b 12.5%	8.2%	15.8%	14.7%	10.9%	16.3%	14.1%	9.1%	13.9%	12.9%	9.8%	13.5%

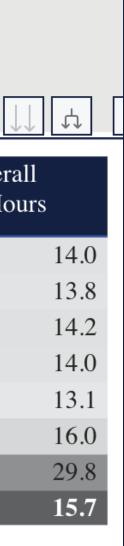
Strategic Planning: Credit Hour Completion



Attempted & Earned Credit Hours for Undergraduate Degree Recipients Overall Attempted & Earned

Completion Term	Original Enrollment Status			
Multiple selections	·	All	\checkmark	

	•								$\uparrow \downarrow \downarrow$
Program College	Size	MAX Overall Attempt Hours	MED Overall Attempt Hours	AVG Overall Attempted Hours	STD Overall Attempt Hours	MAX Overall Earned Hours	MED Overall Earned Hours	AVG Overall Earned Hours	STD Overa Earned Hou
College of Arts and Sciences	5939	308.0	138.0	141.7	18.3	291.0	128.0	132.7	
College Visual/Performing Arts	1206	236.0	139.0	142.8	16.0	220.0	132.0	135.9	
Health and Human Sciences	3263	253.0	137.0	140.5	17.1	230.0	130.0	134.0	
 Interdisciplinary 	255	233.0	131.0	137.9	19.9	208.0	122.0	128.1	
∃ Sch of Business and Economics	4011	265.0	137.0	140.4	16.1	265.0	130.0	133.3	
School of Education	614	237.0	142.0	144.0	16.9	237.0	139.0	140.6	
School of Nursing	973	293.0	133.0	146.6	30.1	293.0	133.0	145.4	
Total	16261	308.0	137.0	141.5	18.4	293.0	130.0	134.3	





We've seen academic performance improvements even as we have reduced ERE.

We will have to make some trade offs.

We can improve outcomes for students by making sure they take only what they need and pass what they take.

The new metrics emphasize efficiency.



Thank you.