



UNC GREENSBORO

Board of Trustees

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 high-level 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.



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Understanding UNC System Metrics And Their Impact on Institutional Planning

The 2017-2022 Plan

Focus Areas

Access

Student Success

Affordability and Efficiency

Economic Impact and Community Engagement

Excellent and Diverse Institutions



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



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)	Trend from Baseline Year	Year 3 Performance	Year 3 Goal	% of Year 3 Goal Achieved
Low-income Enrollments* (Fall 2020)	+10.4%	7823	7679	101.9%
Low-income Completions* (Fall 2020)	+23.4%	1970	1881	104.7%
5-Year Graduation Rate (Fall 2020)	+10.1%	62.4%	59.8%	104.3%
Degree Efficiency (Underrepresented Minorities) (Fall 2020)	+12.0%	21.5	19.7	109.1%
Critical Workforces (Fall 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

UNIVERSITY OF NORTH CAROLINA SYSTEM
STRATEGIC PLAN FOR 2022-2027



The Core Five Metrics



Definitions and Full
List of 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.)

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

2022 Outcomes

Baseline, Actual, and Goals	2020 Baseline	2022 Actual	Change	2022 Goals	
				Threshold	Stretch
Four-Year Graduation Rate	41.5%	41.67%	.17	42.76%	46.09%
Undergraduate Degree Efficiency	22.7	23.63	.93	22.95	23.69
First Time Student Debt at Graduation (Nominal)	\$16,612				
Inflation-adjusted—2022 Dollars	\$17,875	\$15,089	-15.59%	-2.67%	-9.00%
Transfer Student Debt at Graduation (Nominal)	\$14,327				
Inflation-Adjusted—2022 Dollars	\$15,416	\$11,686	-24.20%	-2.67%	-9.00%
ERE per Degree (Nominal)	\$61,268				
Inflation-Adjusted—2022 Dollars	\$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 performance.


	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 Percent by Instructor](#)
[DFW Percent by Course](#)
[DFW Percent by Selected Metric](#)
[Top 20 DFW Percent Ranked](#)
Data Updated 2/2/2024 10:14:06 AM


Undergraduate DFW
DFW Percent by Course

Course

Course Section

Class Section Size

Delivery Method

MAC Indicator

Course	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
ARE 367		0.0%	0.0%		7.7%	3.8%	4.0%	13.6%	20.8%		8.3%	0.0%
ARE 368			10.0%			0.0%			11.1%			0.0%
ARE 369												
ARE 465	0.0%			0.0%		0.0%	0.0%		0.0%	20.0%		0.0%
ARE 468	0.0%											
ARH 110			18.8%			26.1%			18.2%			14.5%
ARH 111	9.2%			20.3%			24.1%			25.7%		
ARH 112		1.2%	8.3%		0.0%	11.3%		4.3%	10.7%		6.1%	2.1%
ARH 210			7.9%	8.0%	0.0%	8.0%	16.3%		38.0%	10.0%	4.8%	34.0%
ARH 211	0.0%											
ARH 214								4.0%			4.0%	
ARH 219			15.8%			17.4%			15.0%			10.0%
ARH 300X			0.0%			22.7%						
ARH 302				19.6%		40.0%			26.0%			18.8%
ARH 310												
ARH 311												
ARH 312												
ARH 321			36.7%			37.5%			42.4%			38.7%
ARH 322	12.0%			20.4%			20.4%			33.3%		
ARH 340			0.0%			12.5%						
ARH 345			16.7%				23.3%			18.2%		
ARH 347												
ARH 348						41.7%						
Total	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
Multiple selections

Original Enrollment Status
All

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 Overall Earned Hours
⊕ College of Arts and Sciences	5939	308.0	138.0	141.7	18.3	291.0	128.0	132.7	14.0
⊕ College Visual/Performing Arts	1206	236.0	139.0	142.8	16.0	220.0	132.0	135.9	13.8
⊕ Health and Human Sciences	3263	253.0	137.0	140.5	17.1	230.0	130.0	134.0	14.2
⊕ Interdisciplinary	255	233.0	131.0	137.9	19.9	208.0	122.0	128.1	14.0
⊕ Sch of Business and Economics	4011	265.0	137.0	140.4	16.1	265.0	130.0	133.3	13.1
⊕ School of Education	614	237.0	142.0	144.0	16.9	237.0	139.0	140.6	16.0
⊕ School of Nursing	973	293.0	133.0	146.6	30.1	293.0	133.0	145.4	29.8
Total	16261	308.0	137.0	141.5	18.4	293.0	130.0	134.3	15.7

Summary

The new metrics emphasize efficiency.

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.



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Thank you.