



July 26, 2012

MEMORANDUM

TO: Members of the UNCG Board of Trustees

FROM: Alan Boyette
Vice Provost

RE: 2012 Board Retreat: *UNCG Enrollment, Challenges and Strategies*

The report of the Board’s Task Force on Identifying Alternative Revenue Sources and Enhancing Existing Revenue Sources (February 16, 2012) helped us to focus significant attention on many of the challenges and opportunities facing UNCG in the realm of enrollment management. We are grateful to the Board for creating and supporting the work of this Task Force, which helped to frame relevant issues pertaining to student recruitment, enrollment, and retention.

During the Board’s retreat on August 7, 2012, Chancellor Brady will cite the Task Force report and then facilitate a broader conversation with you regarding various enrollment issues at UNCG. I am writing at the Chancellor’s request to provide information that is intended to help inform that conversation. The attachment describes the primary challenges we face in student recruitment, retention, and graduation, and provides a summary of our strategies for addressing these enrollment challenges. It closes with a brief look ahead, including a description of UNCG’s newly established Enrollment Planning Council.

I hope this memorandum and its attachments are helpful to you as you prepare for and participate in the 2012 Board of Trustees retreat. Please let Chancellor Brady, Bonita Brown, or Mike Tarrant know if you have questions or desire additional information regarding enrollment issues. Thank you again for your commitment and service to UNCG.

c: Chancellor Linda P. Brady
Chief of Staff Bonita J. Brown
Director Mike Tarrant
Provost David H. Perrin

A. Enrollment Challenges

1. Determining the Appropriate Size Composition of UNCG's Student Body

The UNC System funding model, which has traditionally rewarded enrollment growth, is now transitioning to a focus on undergraduate student success, with resource allocations tied to indicators such as student retention and graduation rates. Consequently, UNCG has embarked upon the development of a new enrollment model that projects moderate growth generated by improved undergraduate persistence rates and modest annual increases in transfer, graduate, and distance education enrollment. The stable freshman class is expected to demonstrate somewhat higher levels of academic preparation, as measured by indicators such as GPA, standardized test scores, and high school course selection.

The University will establish measurable enrollment goals (such as enrolling larger percentages of out-of-state and international undergraduate applicants, maintaining/improving enrolled student quality, increasing freshman to sophomore retention rates for resident and non-resident students, graduate student retention, and graduate student time to degree) and also create guiding principles that drive our enrollment planning efforts. In doing so, we will lay the groundwork for development of an Enrollment Management Plan that addresses institutional revenue needs, capacity issues, University reputation, and other factors. Working with UNC General Administration, the University will also revise its short term and longer term enrollment projections.

2. Financial Aid

The protracted economic downturn and new changes to financial aid regulations are seriously affecting the ability of UNCG's admitted students to enroll and persist towards graduation. These factors not only affect new freshmen, transfers and incoming graduate students, but also continuing students. While the stressed economy, state budget cuts and reductions in financial aid have had widespread impact on higher education nationally, the financial need¹ of UNCG's students in particular, has resulted in significant challenges for the institution and its student body.

The percentage of students at UNCG that qualify for need-based financial aid is considerable, especially when compared to UNC institutions UNCG regularly competes with for undergraduates (UNCC, ASU, NCSU, UNCW). Approximately 20% of UNCG undergraduates come from families that are recipients of means-tested Federal benefits (Food Stamp Program, the Free and Reduced Price School Lunch Program, etc.) or have parents whose annual income is \$30,000 or less. In Fall 2011 nearly 15% of UNCG's undergraduates fell below the 100% poverty guidelines.

¹ Financial Need is the difference between the cost of attendance (COA) and expected family contribution (EFC) as determined by the federal government using data collected on the FAFSA.

State and Federal sources of financial aid have been curtailed in recent years. For instance, Federal Pell Grant rules changed on July 1, 2012, reducing student eligibility from 18 semesters to 12. Additionally, State Need-based Grant rules changed on July 1, 2011, reducing student eligibility from 8 semesters to 6. Simultaneously, tuition is increasing, a consequence of reduced state funding. While student need has been growing, the average percentage of need met for UNCG students has fallen from 59% to 53% since 2008-09.

3. Quality Enhancement in the Midst of the Great Recession

A 2010 analysis of UNCG's enrollment data over the past decade found that the University faced serious threats that would create permanent or long-term damage to the University if not addressed quickly and aggressively. In 2006, the average SAT for entering freshman began to decline (from 1051 in 2005 down to 1030 in 2010), as UNCG admitted more marginally prepared applicants to meet enrollment targets tied to state funding. High school students and guidance counselors within and outside the state observed a decline in UNCG's student applicant selectivity at a time when many of UNCG's primary competitors increased the academic quality of their incoming students. Furthermore, the decline in the academic profile of entering students threatened the University's ability to achieve the graduation and persistence rates mandated for UNCG by UNC General Administration.²

In 2010 the Deans Council recommended and the Executive Staff adopted an approach that included maintenance of UNCG's highly diverse student body, while halting the downward slide in average SAT scores. UNCG raised the floor of the SAT composite score from 820 to 900 resulting in a 2 point increase in the average SAT for the Fall 2011 entering class. Significantly, the recent encouraging trend reversal was accomplished with no negative impact on diversity. 34% of UNCG's Fall 2011 entering freshman are ethnic minorities (a slight increase from Fall 2010).

Year	New Freshman	Avg SAT	New Transfers
2008	2,492	1039	1,495
2009	2,510	1031	1,531
2010	2,518	1030	1,602
2011	2,443	1032	1,521

UNCG will strive to raise the average SAT of the entering class each year until reaching or exceeding the SAT average of institutions generally deemed to be our peers and/or primary competitors. However, it is important to note that one of the most immediate consequences of the increase in Mean SAT scores has been decreased revenue caused by the loss of potential new first-year students. In 2011 UNCG lost more than \$1 million in state funds for not meeting enrollment targets due primarily to the increase in mean SAT scores. The \$1 million came on

²The goals established with UNC General Administration include increasing retention rates to 80%, four-year graduation rates to 34%, and six-year graduation rates to 60%.

top of the \$30 million in state budget cuts mandated by the General Assembly in 2011 and the over \$80 million in state cuts and reversions since 2008.

4. Shifting Demographic Trends

Overall, graduation rates from North Carolina public high schools are decreasing. Populations with historically higher levels of college going rates are also decreasing. When growth in high school graduation rates resumes, ethnic minorities will initially account for 100% of that growth.

North Carolina White High School Student Graduation Projections

2011	49,102	2015	48,628	2019	49,919
2012	49,035	2016	50,128	2020	49,466
2013	48,404	2017	50,188	2021	49,622
2014	48,192	2018	52,202	2022	49,419

UNCG's enrollment goals for new domestic freshmen and transfers for fall 2012 are 2,450 and 1,355, respectively. Despite significant challenges mentioned later in this overview, it is likely that the freshman goal will be reached and the transfer goal will be surpassed. While UNCG's student population may grow slightly over the next few years, it will not be due to the acceptance of more entering freshman but because of improved retention rates of enrolled high-achieving students and an increase in graduate enrollment as a result of several newly approved PhD programs in nanoscience, medicinal biochemistry, etc.

5. Graduate Enrollment Challenges

Prior to 2009, UNCG's experienced several years of steady growth in the number of graduate applications. In late 2009 and early 2010, applications began to slow, and, for the first time in years, the Graduate School experienced a flattening in both applications and enrollment. In the fall of 2011, enrollment saw a slight decline from the previous year, primarily at the master's level and in graduate certificate programs.

The number of students able to afford graduate school has decreased and the number of local employers providing an educational benefit in the form of tuition has also decreased. In 2011-12, graduate enrollment at public universities declined nationally by 3%. This trend is continuing today and institutions such as UNCG must make extra efforts to recruit good students and provide student development programs that help improve retention.

Fall 2012 Graduate Enrollment Snapshot (June 29, 2012)

Fall 2012 Registration Data Point in Time Comparison (Same Day)					
Class	Fall 11	Fall 12 Same Day	Difference	Fall 12 Current Credit HRS.	%Change
Masters	1,431.00	1,380.00	(51.00)	11,370.00	-4%
Doctoral	608.00	632.00	24.00	3,943.00	4%
VISIONS	59.00	68.00	9.00	318.00	13%
GRAD Other	147.00	127.00	(20.00)	661.00	-16%
Total Grad	2,245.00	2,207.00	(38.00)	16,292.00	-2%
DCL Grad	363.00	388.00	25.00	2,185.00	6%

The Category of GRAD Other is a representation of the students who are enrolling in certificate programs. Certificate enrollment declined more than 15% in 2011-12, and it appears to be headed in the same direction again this year. This decline has coincided with new Department of Education regulations on Gainful Employment and the resulting loss of eligibility for Title IV federal financial aid among certificate programs that elected not to remain in the Federal Government’s Participation Agreement.

UNCG’s non-degree exploratory program, Visions, is showing increases for fall 2012, in contrast to sharp declines in 2011. Visions students are particularly susceptible to tuition increases because there is no financial aid available to students who are not enrolled in a degree or certificate program.

6. Merit-Based Student Financial Support (UG Scholarships/Graduate Fellowships)

The lack of a sufficient pool of unrestricted scholarship money to allow UNCG to compete with other institutions in attracting high achieving undergraduate and graduate students is a serious and continuing problem. The Morehead and Parks scholarships are well known examples of such undergraduate programs at UNC-CH and N.C. State, respectively. In fall 2010, one of our primary competitor institutions, UNC-Charlotte, introduced a similar undergraduate scholarship program (The Levine Scholars). Many other public institutions and virtually all of our private school competitors have invested heavily in merit-based scholarships. We must find similar resources in order to be competitive in undergraduate recruitment.

Recruiting the best graduate students also requires competitive financial aid packages, in the form of assistantships, fellowships, and health insurance. Although some outstanding students are attracted to UNCG’s graduate programs due to program reputation and faculty quality, stipend levels generally make the difference between attracting mediocre students and highly qualified students. The stipend levels at UNCG are not competitive with peer institutions. While the amount of stipend levels is market driven and varies accordingly by discipline, the floor established by The Graduate School is inadequate.

International students are not eligible for federal financial aid, yet they enhance our reputation nationally and internationally while contributing to UNCG’s diversity and intercultural engagement. Therefore, UNCG must raise money for international student scholarships to complement continued growth of our governmental and otherwise sponsored students.

7. Retention and Graduation³

It is not enough to aggressively recruit new students; it is also necessary to have a comprehensive effort to retain the students that we enroll. While access to higher education has more than doubled since 1980, just over 50% of students nationally who begin a four-year degree ever complete it within six years. The results are worse for students most at risk. For instance, only 7.5% of Pell-eligible students who are also the first in their family to attend college earn a bachelor’s degree within six years (currently, 39% of UNCG’s undergraduate students are Pell-eligible).

Retention % for First Time Freshmen Cohort

Year	07-08	08-09	09-10	10-11
UNCG	75.6	76.7	76.9	75.7 ⁴
ACT ⁵ Peers	73.2	74.0	73.6	71.7

Marginally reassuring is that each year, UNCG’s retention rates were higher than its comparison group. It is also worth noting that UNCG’s retention rates increase to 80.2%, 80.6%, 80.7% and 79.1% when sophomore transfer to any UNC System school is considered. UNC’s General Administration tracks these System-wide persistence rates, accounting for internal transfers, but it does not credit the campus of first enrollment with these successes. Retention rates at seven other UNC System schools also dropped in the most recent reporting year. In addition to UNCG, the following experienced declines: ECU, NCCU, NCSU, UNCA, UNCW, WCU, and UNCP, where the average drop was 10.5%.

Most observers expect the slow economic recovery to continue to dampen persistence rates for the next 2-3 years. There is mounting local evidence that retention at UNCG will remain depressed during that period, with possible further slippage, though an array of robust interventions, described below, are being rolled out as quickly as possible to address the problem.

³ Retention is defined as the percent of first-time-in-college freshmen—not transfers—who enrolled in any fall term and returned the subsequent fall, while “graduation” tracks degree completion only for first-time-in-college, full-time freshmen, usually in 4- and 6-year cycles from start to finish.

⁴ More than two-thirds of the UNCG students who dropped out at the end of their freshman year and who were individually surveyed in summer 2011 cited financial reasons for their non-return.

⁵ ACT (American College Testing) peers for UNCG include schools identified as Ph.D. Public with “Traditional” admissions selectivity.

Nationally, women generally are retained at higher levels than men, which is also the case at UNCG. Noteworthy, though, is that UNCG Black students (10 out of the past 11 years) outperform their White counterparts in retention, typically by significant margins. However, there is greater parity in 4-year graduation rates, though Black students manifest higher graduation rates at the 6-year mark.

Research indicates that graduation rates are strongly correlated with mean admission scores (SAT or ACT), high school class rank, performance in the first semester of the freshman year, the institution's expenditures on instruction and academic support, and financial aid.

4- and 6-year Graduation %

Year	07-8	08-09	09-10	10-11
UNCG	28.9/52.5	27.9/51.6	29.4/52.8	29.5/53.4
ACT U.S. Peers	21.3/44.9	21.2/46.5	21.6/46.3	20.9/45.3

UNCG's graduation rates increase to 30.8%/59.5%, 29.7%/58.4%, 31.0%/59.6%, and 31.9%/59.6% if graduation from any UNC System school is considered.

B. Strategies for Overcoming Enrollment, Retention & Graduation Challenges

1. Recruiting High-Achieving Undergraduates

a. Strategic Recruitment Travel: Undergraduate Admissions (UA) recruitment travel includes a 16 state area (NC, VA, MD, DE, NJ, PA, NY, CT, MA, OH, TN, GA, SC, FL, TX, and IL) and more than 600 annual recruitment events. Specific events are chosen based upon prior years' enrollment history, staff evaluations of each event attended, and identification of potential future markets. One hundred top feeder schools in-state and one hundred top feeder schools out-of-state have been identified and given priority in recruitment travel. The top 5 home states for UNCG's Fall 2011 nonresident entering freshman included VA, MD, FL, NY and NJ. In addition, UA visits high schools whose counselors have participated in any of our recent school counselor events such as the First Flight Counselor Tour. UNCG is extremely successful in gaining the attention of out of state students, with approximately 33% of UNCG's applications submitted by nonresidents, but we must increase our pool of merit scholarship funding in order to convert a greater proportion of these applicants into matriculates.

b. Alumni Initiatives: Undergraduate Admissions and Alumni Affairs (AA) are partnering to host regional receptions with UNCG alumni living in key states to encourage high-achieving students to apply and enroll at UNCG. UA and AA also offer 10 summer send-offs to confirmed freshmen who will join our campus this fall.

- c. Enhanced UNCG Scholars Interviews: The UNCG Scholars Program is the University's prestigious merit scholarships event in which academically talented high school students from across NC and the nation are hosted on the UNCG campus. The event now spans two days. It begins with a formal reception at the Proximity Hotel and offers an overnight component for students who wish to stay on campus with a UNCG host at Lloyd International Honors College Residence Hall (North Spencer) or one of two learning communities. UA plans to invite local alumni to participate in future UNCG Scholars events. The enhanced program is designed to impress and be more welcoming to students and their parents, leading a greater percentage of these high-achieving students to accept UNCG's scholarship offer.
- d. Lloyd International Honors College (LIHC) Major on-campus recruitment programs for prospective freshmen include presentations about LIHC, tours of North Spencer Residence Hall, and tables in browsing fairs. LIHC students are often the speakers at our regional receptions for prospective students as well as at major campus visit programs. LIHC is featured at counselor events, in recruitment publications and in Admissions' videos. Two faculty phonathons (one in early December and one in February) encourage high achieving admitted students to consider LIHC. The Office of Learning Communities has provided a roadmap for interested students by developing a list of learning communities that are most compatible with each professional school, The College, and Exploratory Studies.
- e. UNCG in 3: The UNCG in 3 program, one of the first of its kind in the country, allows highly motivated students to graduate from UNCG in three years, saving time and money. Students must have at least 12 hours of transferable college credit to qualify for the program. This can include early college credit from programs such as Advanced Placement (AP), International Baccalaureate (IB), or the Governor's Career and College Promise.
- f. High School Counselor Initiatives: A newly established Counselor Advisory Board provides UA with feedback about the perception of UNCG in the marketplace. The 200 top feeder high schools that have been identified for school visits are also being targeted for building or strengthening relationships with their school counselors. Counselors from these feeder schools, remaining North Carolina high schools, and those on an ever-growing database of out-of-state schools receive an annual mailing of recruitment materials and a twice yearly mailing of the newsletter, "What's New at UNCG." Later this fall, UA is partnering with UNCW to host a joint counselor event for school counselors in New Jersey. UA will also host a counselor breakfast in Raleigh in conjunction with our First Look program for prospective freshmen.
- g. Addition of Application Essay: This year a 150 word essay and two short answer questions were added to the requirements of the Undergraduate Application process. The essay length will eventually be increased to 250 words to bring it in line with the requirements of The Common Application.

- h. Increased Recruitment of International Undergraduate Students: UNCG has set a modest goal of a 10 percent yearly increase in new international undergraduate students, and at this point is on target to surpass its goal. In Fall 2011 UNCG had 160 enrolled undergraduate degree-seeking students (cf. to 123 in fall 2010, representing a 30.1% increase). New international degree-seeking students rose from 56 to 76, reflecting a 35.7% increase. The students admitted in fall 2006 exhibit a four-year graduation rate of 76.2%; 81% graduate within 5 or 6 years. An international enrollment management position to facilitate collaboration among the three critical units in the International Programs Center (IPC) along with other units across campus is one of the critical positions needed realize significant gains in international enrollment.

IPC works with various Washington D.C. embassies and missions to develop relations that will provide highly qualified fully-sponsored international students. Owing to these connections UNCG was selected to be one of 25 universities in the US to receive Iraqi students through the scholarship program of the Higher Committee for Education Development in Iraq (HCED). This spring UNCG signed an agreement with the Omani mission to receive 20-25 of their undergraduate sponsored students. In the last three years we have seen our sponsored students (both undergraduate and graduate) increase from 26 in 2009 to 45 (73% growth) in 2011.

Many universities concentrate their international recruitment efforts on three to five countries that show promise based on Institute of International Education (IIE) reports. UNCG chose China as its first country for strategic recruitment. IPC created an online recruitment brochure specifically for international students and translated the *UNCG at a Glance* brochure into Chinese. Spring 2012 a small UNCG delegation led by the BOT Chair, Randall Kaplan, visited various cities in China (Beijing, Shanghai and Tongliao) with the purpose of building on existing relations and establishing new partnerships. For example, UNCG now has a signed pathway agreement with a high school in Inner Mongolia where the mining boom has created a rising middle class. Chinese applications to UNCG have seen a 52% increase (59 in fall 2010 compared to 90 in fall 2011) whereas applications from other Asian countries not strategically targeted saw only a 9.7% average increase.

- i. Enhanced Electronic Marketing Presence: Major progress has been made in the past two years in the area of electronic marketing. Undergraduate Admission's web site was redesigned in 2011 earning it the Silver award at the 27th Annual Educational Advertising Awards, second only to Drexel, which took Gold and ahead of Carnegie Mellon, which took Bronze. Additionally, a mobile site was launched. Ten videos were produced, which now have 32,000 views. In fall 2011, International Admissions launched a new e-mail recruitment initiative with a focus on selected international high schools whose curriculum met UNCG admission standards. Several billboards on I-40 West donated by *Replacements Limited* now feature UNCG's integrated marketing and include a link to the Undergraduate Admissions homepage.

- j. Redesign of Print Publications: All Undergraduate Admissions publications and collateral recruitment materials are in the process of being redesigned using the theme and style guide provided by the Integrated Marketing initiative.
- k. Increased Emphasis upon Prospect Development: Contracts have been established with College View and Cappex, vendors who specialize in helping prospective students match their interests with the specific offerings of colleges and universities. UA has tested a few virtual college fairs with CollegeWeekLive and have expanded the coming year's participation to include 6 specific college fairs and additional, on-demand chat rooms.
- l. Transfer Students: Approximately 26% (4800 students) of UNCG's student population currently consists of transfer and adult students. UNCG staff serve on the Advisory Boards for Piedmont CC, Durham Tech CC, Central Carolina CC, and Alamance CC and staff liaisons are assigned to each of the surrounding community colleges to foster community college relationships. In addition, UNCG is also a pilot participant for a Reverse Transfer program with GTCC, FTCC and other NC Community Colleges. Reverse transfer rewards community college transfers with an associate degree upon transfer to a partnering university, after meeting the degree requirements (post-transfer.) However, UNCG's tuition and fees have reached a point where Guilford College (local competitor for adult learners) is slightly less costly than UNCG on a semester to semester comparison. Guilford's adult program is offered fully in the evening.
- m. Military-Affiliated Students: UNCG's population of students receiving education benefits from the Veterans Administration (VA) is currently at 450 – an increase of 80% over the last 3 years. Military personnel becoming eligible students will increase each year as more individuals return home from deployments. Focused recruiting and marketing strategies could result in significant gains in the enrollment of military-affiliated students. UNCG has successfully initiated and participated in numerous services and programs to enroll, retain and better serve our students, and we continue to seek additional opportunities.

2. *Enhancing Retention and Graduation*

- a. Creation of Undergraduate Studies: In 2009, UNCG created a new unit, Undergraduate Studies, tasked with enhancing undergraduate teaching and learning while also promoting student persistence. This action was taken in recognition of successive studies documenting that retention efforts promote student success and are generally more cost effective than recruitment of new students. However, academic interventions take time to produce a return on investment; educational institutional change—particularly cultural change among faculty—can be frustratingly slow. In addition, successful initiatives are expensive to scale up to a level that will produce

significant increases in retention/graduations rates for more than 14,000 undergraduates.

- b. Learning Communities: Learning Communities expanded capacity from about 250 freshmen in the 2010/11 AY to c. 600 by fall 2011. Capacity will reach nearly 1100 freshmen by fall 2012, with a goal of full capacity for 3500 by 2014. Students in learning communities in the 2011/12 academic year earned higher average GPAs at the end of their freshman year than did non-participants, even though participants started the year with a mean SAT score disadvantage of 18 points. The impact on retention was even more profound. The learning community initiative is most effective when it is residentially-based. The rapid expansion of residential housing stock will allow UNCG to significantly increase the percent of students living on campus, which will also have a positive impact on persistence.⁶ The most recent retention rate for LC students was 86.5% as compared to 75.7% for UNCG overall.
- c. UNCG Guarantee: This program targeting good students with significant financial need expanded from an initial cohort of 35 students to about 70 by fall 2011. Enrollment should grow to nearly 120 students by fall 2012 and to 160 by fall 2013. Through intensive mentoring and academic supports, Guarantee Scholars, who are at increased academic risk, outperform the average UNCG student by wide margins in GPA and retention. The retention rate for Guarantee students was 92% for both the 2010 and 2011 cohorts.
- d. One-to-one interventions: High-touch interactions between employees (faculty, professional staff, and mentors) and students are effective, but they are not possible at a scale of 14,000+ undergraduates. However, they are scalable to specific cohorts most at risk. Hopefully, "Team Up with US," a new initiative that will invite available qualified professionals (mostly university retirees) to dedicate time, *pro bono*, to academic support services, such as tutoring and advising, will provide the human resources to permit high-touch expansions at a more rapid pace than is otherwise possible.
- e. Student Success Center: Provides nearly 30,000 service hours annually to students, reaching about 40% of undergraduates through tutoring, supplemental instruction, study skills, etc. The more frequently students interact with SSC, the greater the benefit. For instance, 77% of students who completed three or more tutoring sessions in the fall 2011 term attained ABC course grades, while students completing two or fewer hours attained only 66.6% ABC course grades. The retention rate for those who attended five or more service hours was 80%, while those who attended at least fifteen sessions retained at 87%.

⁶ National research has found that for every 17-point increase in students living on campus, there should be a one-percent increase in retention. See Hosch (2008), *Institutional and Student Characteristics that Predict Graduation and Retention Rates*.

- f. Software Initiatives: *Starfish*, which provides early alerts to students who are academically underperforming, was rolled out campus wide during the 2011/12 AY. *Degree Compass* uses analytics to create an individualized advising schedule personalized for each student, predicated on the student's major and prior experience and academic successes. Degree Compass can also predict the probable grades the individual student will earn in each scheduled course, based on a variety of inputs. "*Major Maps*" is a new on-line tool in development that will draw information from traditional sources (Undergraduate Bulletin, degree evaluation, etc.) to provide program-specific curricular and co-curricular advice to students and advisors, complete with semester-by-semester milestones specific to each major. These roadmaps should guide students toward degree completion.

3. *Recruiting and Retaining Graduate Students*

- a. New programs to bring Prospective Students to UNCG campus: The Graduate School increased the number of Open Houses and Information Sessions it sponsors each year. Each of these events was well attended, and surveys of participants reveal positive feedback as to the helpfulness of the presentations, tours of campus, and interaction with faculty and program representatives. The Graduate School with assistance from the Provost's Office provided funding to departments to help underwrite travel costs for admitted and funded applicants. These funds offset transportation cost and were used by departments to court their best applicants.
- b. Recruitment Grants: In 2012-2013, departments/programs will be encouraged to apply for \$2000 grants for recruitment of new students. Grant winners will be required to attend recruitment roundtables where best practices and successful ideas will be shared. The recruitment grant program seeks to incentivize intentional recruitment efforts on the part of program faculty and leaders.
- c. Accelerated Model for Bachelor's to Master's Degree Programs: The accelerated degree has been proposed and is under consideration and development to provide a more efficient means to obtain a master's degree. The program will be for students who have a high GPA and want to start taking courses that will count both towards their undergraduate and graduate degrees. A maximum of 9 to 12 graduate credits taken during their undergraduate career would be applied towards completion of their graduate degrees. Lloyd International Honors College students who apply to UNCG can take advantage of an application fee waiver.
- d. Certificate Programs: The Graduate School has worked with departments that have certificate programs to encourage and assist them in regaining eligibility for Title IV federal financial aid by complying with Gainful Employment regulations. The Graduate School worked successfully with the Office of Financial Aid and nine post-baccalaureate or post-master's certificate programs to regain their eligibility for federal financial aid.

Seven additional programs have been prepared to re-enter the agreement as soon as the next opportunity becomes available. This should help reverse the tide of graduate enrollment reduction in the *GRAD Other* category.

- e. Marketing: The Graduate School will launch a 30 second television ad campaign for the fall on News 14 Carolina. Targeted within the state, the ad is designed to draw attention to graduate opportunities at UNCG. A fall radio advertising campaign will also begin in September of 2012. This campaign, to be played out over 13 weeks, will highlight the VISIONS program and program opportunities at UNCG. A comprehensive program-based advertising campaign in college and university newspapers will take place throughout the 2012-13 academic year. The Graduate School has secured ad spots in 12 different college publications and will highlight the wide range of program offerings.
- f. Website and Publication Redesign: A redesign of the Graduate School's website and quarterly newsmagazine with particular attention to recruitment is underway. The newsmagazine will highlight current students, faculty and graduates, and will interactively engage readers in the electronic resources of the UNCG website. The website will contain videos of special events, interviews and research projects, highlighting the innovative collaboration between faculty and students in research and performance.
- g. Military Recruitment: Targeting graduates of the U.S. Army JFK Special Warfare Center and School at Ft. Bragg, the Graduate School has compiled information related specifically to the special needs of this population (i.e. online programs, tips for veteran certification, and on campus services). Relationship-building and student recruitment is underway.
- h. Graduate Student Retention Efforts: In order to increase retention and reduce time-to-degree for graduate students, an expanded series of professional development workshops were initiated this year. These workshops support students' resilience, scholarship, planning and organization, communication skills, and teamwork skills, since these characteristics lead to success in the academic program and beyond. A new leave of absence policy was developed to support students with legitimate needs and track them to be certain that they return. An annual review of each doctoral student's progress is now conducted by all departments according to criteria, timetable and procedures determined by each department. The purpose of this review is to assist students in the timely completion of their programs of study, and to advise them of their progress.

4. *Online and Summer Instruction*

- a. New Business Model for Division of Continual Learning (DCL): UNCG currently has 1600 completely online students. Online programs have experienced significant student

credit hour growth in recent years, fueled by consumer/market demand, UNCG's growing product portfolio of high-quality online programs and courses, as well as the University's targeted marketing and recruitment efforts.⁷ The most recent retention rate for LC students was 86.5% as compared to 75.7% for UNCG overall. Despite this success, significant growth potential remains. On August 1, 2012, Dr. Jim Eddy will assume the role of interim dean of UNCG's Division of Continual Learning. Dr. Eddy's arrival at DCL will result in reforms to UNCG's online learning initiatives and the establishment of a new business model. DCL will restructure operations and employ appropriate technology to meet marketplace demands for online learning.

- b. Revised DCL Goals and Objectives: DCL currently provides specialized skills and services for a limited number of UNCG programs. Effective fall 2012, DCL will provide basic level services to all departments with fundable business plans and use appropriate technology that faculty can manage with minimal training and support. Student credit hour production above present levels will be a key outcome measure. Professional development and non-credit programs represent an untapped source of revenue and will be a focus of DCL.
- c. Marketing Online Courses and Programs and Professional Development Programs: DCL will provide an array of basic marketing services (including tailored messages and target marketing applications) for UNCG courses and programs. Departments, schools, and colleges can pay for high tech marketing, if desired.
- d. Summer Session: DCL will create an entrepreneurial model which supports student credit hour production. It is anticipated that programs will pay faculty on a per student per course basis and retain excess income for departmental operation. Departments will pay faculty at a fixed rate, a percentage of annual salary, or on a per student per course basis. Courses offered during the summer should be the courses in high demand from students (general education courses, major requirements, etc.). In addition to recruiting UNCG students, the University will target students from other institutions for summer session enrollment, especially those living in the Triad during the summer.
- e. Administrative Oversight/Guidance/ Reporting Protocol: A DCL Advisory Committee (DAC) will assist with both short and long term decision making. The DAC will include a broad base of members representing related constituents from UNCG such as students, faculty, online program coordinators, ITS, registrar, student life, admissions, financial aid, etc. DCL will report to the Provost and the Deans Council.

⁷UNCG's philosophy department recently garnered national attention after developing what would be the University's first fully online undergraduate degree. The online degree is pending approval from UNC General Administration.

C. A Look Ahead

UNCG, like most other comparison institutions, is facing a perfect storm brought on by the lingering Great Recession, a storm that imperils student enrollment and persistence in the short term. Too many parents are un- or under-employed, forcing students to put college on hold or stop-out and transfer once enrolled. For-profit institutions are aggressively vying for students, tempting them with low cost options.

Students are working more (working more than 20 hours, particularly off campus, typically has a negative impact on persistence), thus spending less time on academics. Class sizes are larger, discouraging the one-on-one interactions between students and faculty that are so vital to persistence. The reduced number of courses and sections being offered makes it harder for students to build optimized schedules.

UNCG's students are particularly vulnerable, with many of them coming from economically disadvantaged circumstances. Also, many are first generation students. UNCG is also hampered by the current lack of on-campus housing, though residential capacity will be substantially increased over the next several years.

Fortunately, UNCG has made enduring commitments to facilitate enrollment and promote student academic success by supporting key initiatives, many of them cutting edge and potentially paradigm changing. Probably most notable is the enhancement of the undergraduate profile and the culture-shifting scale up of learning communities, particularly the residential variant, for all first-year students, and beyond. Learning Communities inculcate a sense of "belongingness" among small groups, moving students, especially those in that vulnerable first year, from anonymity to communal familiarity.

UNCG has also embarked upon a new era in enrollment management with Chancellor Brady's recent establishment of the Enrollment Planning Council (EPC), which met for the first time on July 23. The Council brings together in a single forum the institution's wide variety of enrollment-related practitioners, from marketers and student recruiters to career advisors and alumni representatives. Without regular interaction between these offices, communication and coordination among the key players is often insufficient to serve the University's needs. The EPC will address this and other challenges, resulting in a more comprehensive and strategic approach to enrollment management.

The EPC will continuously scan the environment for opportunities and challenges related to any aspect of the enrollment lifecycle, from the prospect stage (college-bound high school students and potential transfers and graduate students) through graduation and beyond. A key responsibility of the EPC is to embrace and model the notion that enrollment success is the job of each and every member of the UNCG community. Success will be evidenced not only by the size and characteristics of UNCG's enrollment, but also by the manner in which we serve our constituents.

UNCG Enrollment, Challenges and Strategies

As a result of the EPC's efforts, we should display a high level of coordination among campus offices with distinctly different responsibilities yet a shared dedication to enrollment and student success; we should observe consistently supportive and friendly interactions between our front-line staff members and our potential and enrolled students; and we should project an inviting high quality institutional image through UNCG's web presence and other communication, branding, and marketing vehicles. In sum, the EPC will strive to ensure that we are thoughtful and strategic in our recruitment and retention efforts, and that we put our best foot forward in doing so.

