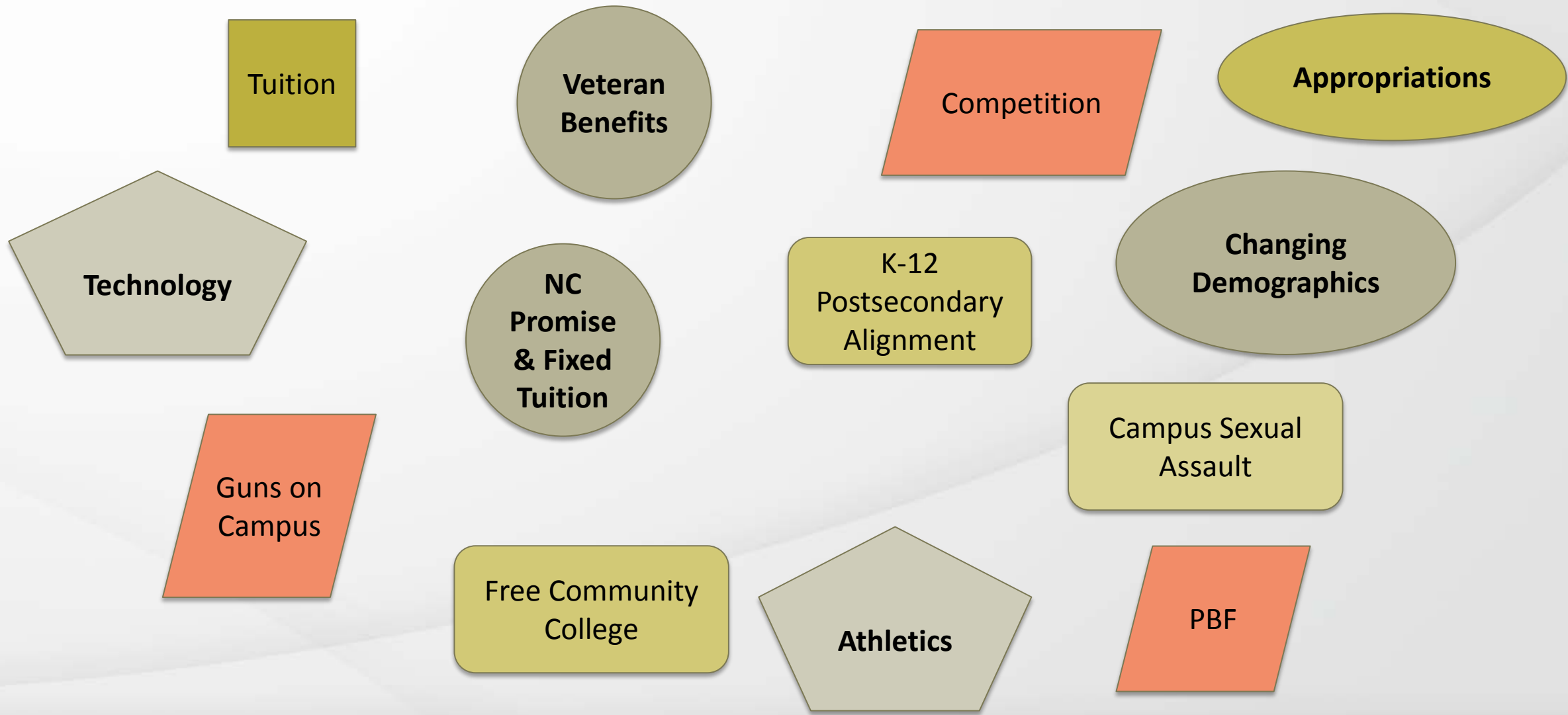


Whither Higher Education?
The University of North Carolina

Leadership North Carolina

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Strategic Planning Themes

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

Context and Background

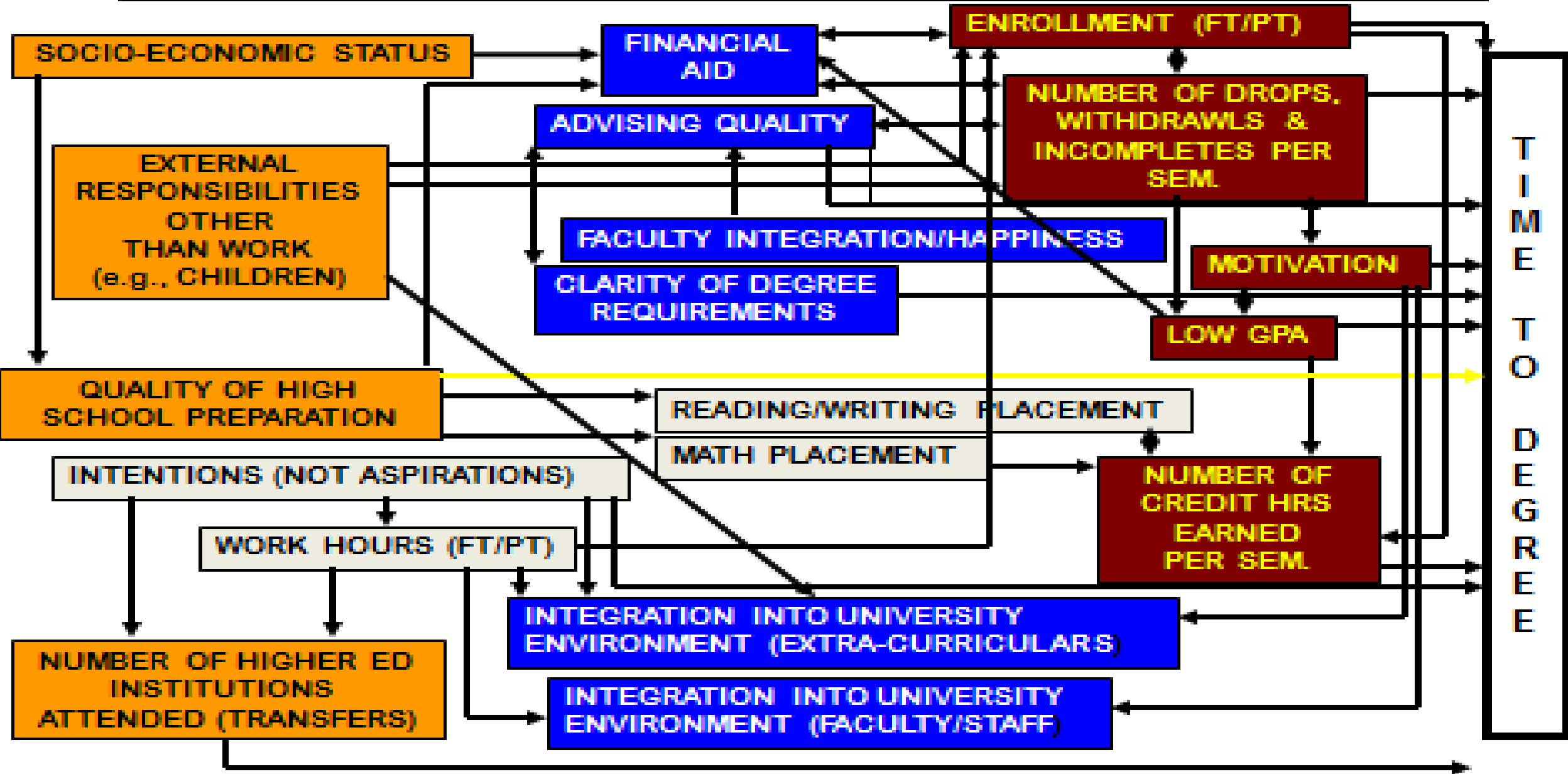
- North Carolina: overall economy, per capita income, educational attainment
- UNC System: compared to other public systems has higher completion, lower student debt, lower tuition
- Five myths about higher ed (ASU-Georgetown Higher Ed Innovation Academy)
 1. Students are drowning in dept
 2. It's all about the Ivies
 3. Today's students are too coddled
 4. Ed tech is the great equalizer
 5. The value of a college education is unclear

ISN'T IT ALL ABOUT STUDENT SUCCESS?

Timely Degree Completion, Skills for the 21st Century, Eliminating Disparities in Achievement

Question: is success only dependent on income & academic preparedness or do/can unique contextual and cultural factors – of students and the institution-- significantly & positively support success?

Factors that Affect Student Success



External Factors
 Shared External/Institutional Factors
 Institutional Factors
 Student-Based Factors

Students

- Are entering at older ages
- Are increasing as transfers
- Work more hours
- Don't view taking time off as negatively as others
- Have free will and choice

- Growing trend: more than 37% of students stop out at least once at four year U.S. public universities
- Students who do not start college right after high school tend to stop out more
- At UNC, **43% of students who stop out** do so during or after the **first year** (range 28-55%)
- On average, over a quarter of students or 27% who stop-out have a GPA of 2.5 or better, and at UNC's MSIs, about 35% stopped out with a 2.8 GPA or higher

Stop-outs, Debt, Policy and Aid

- Average debt for first year stop-out: \$4,277; all stop-outs: \$11,028
- 43% UNC students received some amount of Pell Grant (\$50k or less income) – 50% of students had parental income of \$25k or less
- Still unmet need for many students, so drops in completion
- State aid has dropped compared to other southern states
- Effects from the recession – who rebounded and who didn't? And what that means for enrollment and completion
- The roles of income with academic performance and completion need to be considered; that is, even with outstanding academic performance, low income impacts completion.

Meeting State Needs and Beyond

- Workforce needs and challenges (e.g., teachers)
- Time horizon for predicting correctly
- Retention of graduates in state
- Measurement of ‘value’
 - Gallup Purdue Index of engagement
- Moving poverty, health and per capita income – the correlation to education