comprehensive CLD/ELL Manual. The manual provides informat on to tutors about

success e orts. UNC will cont nue invest ng in data analyt cs and data literacy moving forward, for using inst tut onal data.

Impact

UNC has or is in the process of inst tut onalizing many of the strategies, curricula,
developed through the QII. This init at ve provided an opportunity to address longstanding needs,
develop new frameworks for support ng students, and invest gate promising pract ces for future
investment. For example, through past program reviews and other analyses, the university ident fied a
support ng domest c CLD/ELL students, yet UNC lacked the infrastructure to expand
UNC faculty and sta developed a framework for support ng these students,
permanent funding in the form of scholarships to domest c students
enrolled in ELL courses. Similarly, prior
transfer student support. In year two of the QII, UNC hired a new transfer coordinator, and in his first
year, he supported 60 transfer students and completed a needs

UNC's investments to improve the university's data infrastructu   Amo   mc s   ˝

- Monfort College of Business   revised transfer policies to provide more flexibility and access to   interested in business majors; hosted mult ple events, including an Innovat on Talk and opportunit es for
                    mentors with first generat on students.
- College of Natural and Health Sciences   Created a communicat on campaign based on new   interest to students each week; set quant tat ve student success benchmarks for reduc   FW rates; and   based toolkits for faculty: the [33 Simple Strategies Project]   [DFW Project]
- College of Performing a   t   a

change across the curriculum; (3) artificial intelligence (AI) in education; and (4) mentoring and teaching graduate students. Faculty Teaching Conversations will continue as part of UNC's faculty development portfolio moving forward.

Campus Engagement

The development of UNC's QII was led   the university's interim provost, the Dean of the College of Education and Behavioral Sciences, the Assistant Provost for Academic Effectiveness, and the Assistant Vice President for Student Academic Success. The latter two individuals QII project lead   The initial design   a Graduate   and Retention Taskforce (GART)   College of Education and Behavioral Sciences ssistant Vice President for Student Academic Success.   for Academic Effectiveness, who is also UNC's HLC Accreditation Liaison Officer, administered the project budget, including the   practices grants, and the project evaluation.   ssistant Vice President for Student Academic Success   ommittees and continued to meet regularly with the committee chairs. As the Student First Framework evolved to the Strategic   Management Plan, GART was disbanded.   s continued to ensure that the project was implemented and provided regular updates to campus leaders.

Several committees   were involved with UNC's QII at various stages of the initiative provides a brief description.

          : Committees and Individuals

Committee/

Commitee/	Compositon		in Project

Commitee/	Compositon	

QII Evaluation

Support ng student success is a top priority for the university as evidenced by the level of involvement of projects and init at ves, and intent ons to cont nue many of the strategies UNC QII implementat on. evaluat on results, UNC has ident fied promising pract ces to be cont nued, develop infrastructure for support ng vulnerable populat ons, and expand engagement in student success act vit es. UNC EÔ 5€ae]]] ¡pt• OÄ

UNC committed to continuing investment in those that produced positive outcomes.

Future Plans

UNC has identified several components of QII initiative that will continue. Some of these are the natural continuation of curriculum revisions emerging from funded activities (gateway STEM courses, English composition courses, etc.). UNC plans to continue the following activities QII:

- College ommittee these will continue to be
  ssistant Vice President for Student Academic Success and the A for Academic E ectiveness.
- Career ntegration supported by the AAC&U/Lumina Grant, UNC will initiate a Career Readiness Faculty Fellows pro
  QII will continue to be maintained as a resource for
- Support for CLD/ELL students UNC will maintain the resources develop o ou o