Higher Education

What is your general opinion of...

Source: The Winston Group
<table>
<thead>
<tr>
<th>Colleges and Universities – Favorable</th>
<th>July 2018</th>
<th>March 2019</th>
<th>April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Voters</td>
<td>68</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>Men</td>
<td>67</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Voters 45-64</td>
<td>71</td>
<td>48</td>
<td>61</td>
</tr>
<tr>
<td>Seniors (65+)</td>
<td>71</td>
<td>54</td>
<td>56</td>
</tr>
<tr>
<td>Income $50K-$75K</td>
<td>73</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>Income $100K+</td>
<td>65</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>White</td>
<td>68</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>African American</td>
<td>78</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>Married women with children</td>
<td>75</td>
<td>47</td>
<td>65</td>
</tr>
<tr>
<td>Conservatives</td>
<td>61</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>College Graduates – Bachelor’s</td>
<td>72</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>Voters with postgrad education</td>
<td>75</td>
<td>52</td>
<td>64</td>
</tr>
</tbody>
</table>

Source: The Winston Group
Public Opinion

University of Chicago - NORC

Key Findings

- Admissions Process Fair?
  - Yes - 38%,
  - No - 36%
  - Neither - 25%

- High school grades (81%) and standardized admission test scores (75%) are and should be most important factors
Public Opinion

University of Chicago - NORC

<table>
<thead>
<tr>
<th></th>
<th>Is Considered</th>
<th>Should be Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Grades</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td>75%</td>
<td>68%</td>
</tr>
<tr>
<td>Financial Donations</td>
<td>44%</td>
<td>13%</td>
</tr>
<tr>
<td>Ability to Pay</td>
<td>46%</td>
<td>23%</td>
</tr>
<tr>
<td>Legacy</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Athletics</td>
<td>54%</td>
<td>32%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>40%</td>
<td>37%/22%</td>
</tr>
</tbody>
</table>
Birth Dearth Creates a Demographic Cliff

- Gen Z High School Graduates Won’t Be Enough to Fulfill Growth Goals
- High School Graduate Growth Rate Plateaus Before Decline

Number of High School Graduates and Compound Annual Growth Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Millions of H.S. Graduates</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>2.6</td>
<td>+1.6%</td>
</tr>
<tr>
<td>2003</td>
<td>2.8</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2005</td>
<td>3.0</td>
<td>-0.6%</td>
</tr>
<tr>
<td>2007</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>2023</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>2027</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>2029</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>2031</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: EAB analysis of WICHE data.
High school graduates: Public and Non-Public
Projected change in graduates during the next 5 years (2016-17 to 2021-22)
We Are in the Midst of a Historic Contraction in Total Enrollment

Total Fall Enrollment: 1947-2017

Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. 2017 Digest of Educational Statistics

-343K, 2 years, 14%
-226K, 3 years, 2%
-1,254K, 7 years, 6%
# Projected Number of High School Graduates

## Northeast 2013-32

<table>
<thead>
<tr>
<th>School Year</th>
<th>Public Schools</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Amer Ind/AK</th>
<th>Nat</th>
<th>Asian Pac-IsI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>530,421</td>
<td>93,837</td>
<td>320,988</td>
<td>71,416</td>
<td>1,816</td>
<td>43,033</td>
<td></td>
</tr>
<tr>
<td>2024-25</td>
<td>548,101</td>
<td>120,918</td>
<td>305,179</td>
<td>73,873</td>
<td>2,104</td>
<td>49,921</td>
<td></td>
</tr>
<tr>
<td>2029-30</td>
<td>506,973</td>
<td>111,849</td>
<td>272,560</td>
<td>67,574</td>
<td>1,788</td>
<td>54,539</td>
<td></td>
</tr>
</tbody>
</table>

5 yr Change: 3.3% 28.9% -4.9% 3.4% 15.9% 16.0%
10 yr Change: -4.4% 19.2% -15.1% -5.4% -1.6% 26.7%

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Western Interstate Commission for Higher Education

(CT, ME, MA, NH, NJ, NY, PA, RI, VT)
**Projected Number of High School Graduates**

**Vermont 2013-32**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Public Schools</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Amer Ind/AK Nat</th>
<th>Asian Pac-Isl</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>5,879</td>
<td>125</td>
<td>5,455</td>
<td>109</td>
<td>23</td>
<td>241</td>
</tr>
<tr>
<td>2024-25</td>
<td>5,896</td>
<td>193</td>
<td>5,412</td>
<td>127</td>
<td>75</td>
<td>235</td>
</tr>
<tr>
<td>2029-30</td>
<td>5,394</td>
<td>217</td>
<td>4,852</td>
<td>149</td>
<td>58</td>
<td>403</td>
</tr>
</tbody>
</table>

5 yr Change: 0.3% 54.7% -0.8% 16.3% 223.5% -2.2%

10 yr Change: -8.3% 74.4% -11.0% 36.4% 149.4% 67.5%
Projected Number of High School Graduates

Massachusetts 2013-32

<table>
<thead>
<tr>
<th>School Year</th>
<th>Public Schools</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Amer Ind/AK Nat</th>
<th>Asian Pac-Is</th>
<th>5 yr Change</th>
<th>10 yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>64,467</td>
<td>9,434</td>
<td>43,661</td>
<td>6,124</td>
<td>119</td>
<td>4,827</td>
<td>2.0%</td>
<td>-6.2%</td>
</tr>
<tr>
<td>2024-25</td>
<td>65,731</td>
<td>11,845</td>
<td>40,895</td>
<td>7,044</td>
<td>103</td>
<td>5,544</td>
<td>25.6%</td>
<td>41.4%</td>
</tr>
<tr>
<td>2029-30</td>
<td>60,471</td>
<td>13,340</td>
<td>34,544</td>
<td>6,689</td>
<td>86</td>
<td>6,119</td>
<td>-6.3%</td>
<td>-20.9%</td>
</tr>
</tbody>
</table>

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Majors/Interest with Greatest Growth Based on PSAT data 2018

• Agriculture Sciences: 72%
• Area/Ethnic/Cultural Studies: 229%
• Biological Sciences: 98%
• Business Management: 65%
• Computer/Information Science: 119%
• Engineering Technologies: 84%
• Family/Consumer Sciences: 68%
Majors/Interest with Growth Based on PSAT data 2018

- Health Professions/Sciences: 2%
- Liberal Arts & Humanities: 3%
- Mathematics & Statistics: 6%
- Security & Protective Services: 12%
- Social Sciences: 2%
- Visual & Performing Arts: 0%
Majors/Interest with Decline Based on PSAT data 2018

- English Language & Literature: -7%
- History: -26%
- Legal Professions & Studies: -16%
- Military Technologies & Applied Sciences: -35%
- Multi/Interdisciplinary: -8%
- Natural Resources & Conservation: -8%
- Park, Leisure & Fitness Studies: -13%
New Majors/Interest
No Data

• Library Science & Administration
• Mechanic & Repair Technologies/Technician
The Good News
New Students

- 2636 First Time First Year Students
- 388 Transfers
- 35 New Global Gateway Students
Class of 2023

- 43 States
- 12% Students of Color
- 21% Vermont
- 62% Female
- 1275 SAT - Best Ever
Retention and Graduation

- 86.9% Retention after first year
- 78.4% Retention after second year
- 66.7% Graduated in 4 years
- 76.2% Graduated in 6 years
2019-2020

Our Role in the Zero Percent Tuition Increase

- Increase transfer enrollment
- Improve retention by 2 percent after first and second year and transfer students
- Continue to improve the quality and diversity of the first year class, including geographic diversity
- Reduce financial aid expenditures strategically
Admissions Update
2019 - 2020 Changes, Strategies and New Initiatives

Ryan Hargraves
Director of Admissions

The University of Vermont
## Projections of High School Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>772,322</td>
<td>760,348</td>
<td>-2</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>Midwest</td>
<td>767,652</td>
<td>708,585</td>
<td>-8</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Northeast</td>
<td>641,902</td>
<td>599,484</td>
<td>-7</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>South</td>
<td>1,166,072</td>
<td>1,209,949</td>
<td>4</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>VERMONT</td>
<td>8,376</td>
<td>6,801</td>
<td>-19</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
Strategic Recruitment and Review
Bringing Search In House and More Digital Content
New Hire

Chris Perlongo
Associate Director,
Strategic Recruitment and Diversity
Christopher.Perlongo@uvm.edu
New Hire

Caroline Weaver
Lead Research Associate

Caroline.Weaver@uvm.edu
New Hire

Ashley Brown
Regional Associate Director of Admissions
Ashley.Brown@uvm.edu
Applicant Review

Qualitative Indicators

- Adversity/Grit
- Love of Learning
- Leadership
- EC Involvement
- Cultural Fluency
- Optional Essays
The Platform Formerly Known as ECD
Enhancement
Landscape (in place of Environmental Context Dashboard)

Three Categories of Information

- **Basic High School Data**
  - Locale (e.g., Rural)
  - Senior class size
  - Percent of students eligible for free and reduced-price lunch
  - Average SAT scores at colleges attended
  - AP participation and performance

- **Test Score Comparison**
  - Applicant's test score compared to others from the same high school

- **High School and Neighborhood Indicators**
  - College attendance
  - Household structure
  - Median family income
  - Housing stability
  - Education levels
  - Crime

Research shows these indicators are related to students' education outcomes. Two averages are created based on these six indicators. Values are shown on a scale from 1 to 100 relative to the U.S. average.
Affordability and SFS Updates

Marie Johnson
Director of Student Financial Services
College Cost and Affordability

• Families are increasingly interested in the affordability of education
• Expectation for recognition of meritorious qualities (academic and non)
• Increased competition
• Increased expectation of personal counseling and consideration
• Lack of college savings
• Desire to negotiate awards
• Consideration of change in family financial circumstances
Need-Based Financial Aid

• Eligibility for need-based financial aid is based on two calculations:
  • Total cost of attendance
  • Family’s ability to pay
• Expected Family Contribution (EFC) - Calculated based on FAFSA (Free Application for Federal Student Aid)
  • EFC heavily manipulated by Congress, not reflective of a family’s ability to pay in a given year
  • Example: Family of 4 with 1 in college, AGI between $90K & $110K ~$24K EFC
Merit-Based Financial Aid

- Merit-based aid is awarded based on student’s merit (academic and other talents) regardless of need.
- Students do not have to fill out the FAFSA form to receive merit-based aid. The University of Vermont awards both merit and need-based aid, however 28% of merit-based aid goes toward meeting students’ need.
Financial Aid Leveraging

Using financial aid to meet strategic goals and maximize net tuition revenue is referred to as financial aid leveraging. The three major goals are:

1. Provide aid packages that yield the optimal mix of students, including those who may not otherwise enroll at the institution. i.e. Improve selectivity

2. Help close gaps between costs and resources that may prevent students from persisting to degree (Retention);

3. Meet net tuition goals

UVM uses institutional aid in the most effective way possible to improve student quality and diversity, maximize net tuition revenue, and provide an affordable education.
Meeting Financial Need

• The University of Vermont does not meet financial need for all undergraduates
• Currently only 62 Universities meet the full financial need of students, and of those, only three are public universities: North Carolina, Virginia and the U.S. Merchant Marine Academy
Tuition Discount

• The financial aid a student receives (both merit and need-based) is also referred to as the **Tuition Discount**.
• UVM overall tuition discount rate is 32%
• The national discount rate is getting close to 50% per private universities.
Risk Sharing

• Seeking Accountability in Higher Education
• There is bi-partisan support for legislation that would have schools share in the expense of defaults or adverse repayment rates
• Schools are unable to restrict borrowing from Federal Loan programs
• Schools have no control over the servicers of student/parent loans
• Great uncertainty about how this would be implemented
• Discourages enrollment of students deemed at-risk
UVM Annual Loan Borrowing

- UVM Institutional Endowed Loans $2.8M
- Federal Direct Stafford Loan: $52.5M
- Private Student Loans: $19M
- Graduate Student PLUS Loan: $12M
- Federal Direct Parent PLUS Loan: $20M

Current discussions of risk sharing are focused on Stafford Loan borrowing

- UVM’s Stafford Loan 3 year Cohort Default Rate (CDR) is very low 1.8%
- National Average 3Y CDR 10.8%
Student Debt Amounts

National Average = $28,400

Vermont Students = $27,833

Out-of-State Students = $34,848
Debt Amount Statistics Undergraduates Graduated in 2019

- 45% Percentage of students who graduated with no debt
- 45% Percentage of students and families who graduated with no debt
- 13% Of those who borrowed, percentage of students who borrowed less than $10,000
- 79% Of those who borrowed, percentage of students who borrowed less than $40,000

Average Debt by Residency:

<table>
<thead>
<tr>
<th></th>
<th>Vermont</th>
<th>Out of State</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowers</td>
<td>$27,833</td>
<td>$34,848</td>
<td>$32,510</td>
</tr>
<tr>
<td>All Students</td>
<td>$18,474</td>
<td>$17,618</td>
<td>$17,854</td>
</tr>
</tbody>
</table>
Retention Effort Partnership

• Transparency in costs and aid during recruitment
• Consideration of significant change in family financial circumstances
• Leveraging of SFS Liaisons for students at financial risk
• Connecting with students with FH holds
  • Options decrease with time
• Monitoring student’s academic performance
• Academic advising for students on aid
• Utilization of EAB and Care Unit functionality to support struggling students
Transfer Recruitment and Enrollment

Veronika Carter
Registrar

Molly Witt
Associate Director of Admissions
## Transfer Students 2010 vs. 2019

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Fall Enrollment</td>
<td>482</td>
<td>388</td>
</tr>
<tr>
<td>Percent Vermont</td>
<td>54%</td>
<td>42%</td>
</tr>
<tr>
<td>Percent International</td>
<td>1%</td>
<td>20%</td>
</tr>
<tr>
<td>Percent ALANA</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Fall 2017</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>COMMUNITY COLLEGE OF</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>VERMONT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAINT MICHAELS COLLEGE</td>
<td>12</td>
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<td>COLLEGE</td>
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<td></td>
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</tr>
<tr>
<td>JOHNSON STATE COLLEGE</td>
<td>9</td>
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<td>VERMONT TECHNICAL</td>
<td>8</td>
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<tr>
<td>COLLEGE</td>
<td></td>
<td></td>
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<tr>
<td>CASTLETON UNIVERSITY</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Note - Data is from Banner prior institution field.
Fall Transfer Enrollment

- Vermont
- Out-of-State Non-International
- International
Fall Transfer Enrolled Students of Color
Fall Transfer Enrollment from CCV 2015-2019

Students entering with at least 15 credits
Regional Trends
(based on preliminary data)

Transfer applications and admits are down at New England Land Grant institutions with the exception of Univ. of Maine.
Transfer Landscape - National Context

- Online Programs growth
- Average age is 25-30
- Significant “other” obligations
  - Flexibility needed
Transfer Landscape - UVM Context

• On Campus

• Fall 2019 Applicants:
  • 37% are 19 years old or younger
  • 66% are 20 years old or younger
  • 78% are 21 years old or younger

• Similar to FTFY with what they want and need

• Stealth (59% application first point of contact)
Transfer Student Needs

• Fast Response Times
• Transfer Evaluation
• Path to graduation, prior to deposit
• Community
Transfer Opportunities

• Transfer-specific Marketing
  • Website presence
• Transfer friendly response times
  • Inquiry
  • Applicant
  • Paid
• Community College pathways and partnerships
Transfer Pathways and Partnerships

• Existing Transfer Articulation Agreements - Catalogue:
  • CCV/CAS
  • CCV/CESS
  • CCV/CNHS - CSD
  • CCV/RSENR
  • SMC/CEMS - Engineering 3+2
  • VTC/CEMS - Engineering
  • VTC/CALS - 2+2 FARMS Program
  • CSU, VTC, GCC / RN-BS
Transfer Pathways and Partnerships

• CCV & UVM Sample Plans
  • 1 year pathway from CCV to UVM
  • 36 majors
• CCV & UVM 2+2 Programs
  • 2 year pathway from CCV to UVM
  • 6 majors
• New Opportunities with Community Colleges outside of Vermont:
  • Bunker Hill, Bergen, Tunxis
  • Regional Admissions Representatives: Washington, California, Illinois, New Jersey
• Transfer Enrollment Management Plan
Division of Enrollment Management Updates
New Faces in our Division

Ashley Brown (Admissions)
Caroline Weaver (Admissions)
Celine Fraser (Admissions)
Chris Perlongo (Admissions)
Edward Liggett (Admissions)
Eliza Spalding (Admissions)
Kayla Goldberg (Admissions)
Xavier Hayden (Admissions)
Carrie Pratt (Admissions)
Emma Huse (International Education)
Hayley Barriere (International Education)

Dillon Bissell (ROTC)
CPT Wesley Champlin (ROTC)
Chris Cwieka (ROTC)
CPT Patrick Harvey (ROTC)
MSG Matthew Lally (ROTC)
Carlos Taveras (Student Financial Services)
Matthew DeSorgher (Student Financial Services)
Krysta Gingue (Student Financial Services)
Adrianne Gilbert (Student Financial Service)
New Study Abroad Data/Work Flow System
The Federal Government’s “Invisible Wall”
Presentations (Upcoming & On Request)

- Immigration Categories: The Basics
  - Employment, visitors and students
  - Contact: Kim Howard

- Immigration Basics: International Students
  - Contact: Emma Swift

- Plain English
  - Communicating effectively with non-native English speakers
  - Contact: Emma Swift
The University of Vermont’s Education Advisory Board
Navigate Advising Platform

Sarah Warrington
Coordinator of Strategic Retention
PROJECT UPDATE

Navigate for Students (Mobile App)
• More than 80% of FTFYs and Sophomores have downloaded
• Student Scheduler is Active (Implementation of Tutoring Care Unit)
• Fall 2019 Promotion Campaign

Navigate for Faculty/Staff (Advisor Platform)
• 6500+ Advising Notes Entered since August 2018
• User Group Additions (including Faculty Advisors)
• Expansion of functionality:
  • Progress Reports (CHEM031)
  • Cases/referrals

Live On-Demand Training Website
STUDENT SCHEDULER (Navigate for Students)

Appointment Scheduling

Reason 2 3 4

What type of appointment would you like to schedule?
- Student Support Offices

Pick the Department for your Appointment
- Athletics

Pick a Reason for your Appointment
- Athletic Advising
### Appointment Scheduling

**Available Times:** 4

Select a day and time.

<table>
<thead>
<tr>
<th>Sun, Sep 08</th>
<th>Mon, Sep 09</th>
<th>Tue, Sep 10</th>
<th>Wed, Sep 11</th>
<th>Thu, Sep 12</th>
<th>Fri, Sep 13</th>
<th>Sat, Sep 14</th>
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</thead>
<tbody>
<tr>
<td>No Times</td>
<td>No Times</td>
<td>No Times</td>
<td>AM</td>
<td>AM</td>
<td>PM 03:00 PM</td>
<td>No Times</td>
</tr>
<tr>
<td></td>
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<td>01:30 PM</td>
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<td>02:00 PM</td>
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</table>
STUDENT SCHEDULER (Navigate for Students)

Appointment Scheduling

Athletic Advising
One Time Appointment

 Fri. Sep 13  
3:00 - 3:30 pm  
Cathy Rahill

Athletics (Patrick Gymnasium)

Additional Details:
My office location is 221 on the second floor of Patrick Gym.

Anything specific you want to discuss?
Comments for your ...

Confirm Appointment
STUDY BUDDIES (Navigate for Students)

Join the group of Study Buddies available for each class. You'll be able to reach out to other students who would like to study together via email.

Spring 2018

MATH101
Fundamentals of Math
Section 1301

Biol123
Biology of Water
Section 4001

Hist200
History of Ancient Rome
Section 4001

Enol200
Writing and Usage of Paired commas
Section 4001

Summer 2018

Art1200
Painting

You have been added to MATH101 Section 1 Study Buddies.
Get in touch with other students who would like to meet with:

Search for student

Chris Johnson
Leave Group

Rosie Russell

Nannie Willis

John Stevenson

Evan Brewer

Nathan Pierce

Cynthia Patrick

Subject: MATH101 Study Buddies
Hey! Would you be interested in studying together for MATH101?
Sent from my iPhone
Example of a progress report from an advisor platform:

**Student Feedback**

Your information is secure. Security measures allow your school to adhere to government rules and regulations concerning FERPA and overall student privacy. Thank you!

**Professor Abbott:**
You have been asked to fill out progress reports for students in the following classes. Update each student based on your best knowledge of their performance at this point in the term.

**PRT-188-TRI Special Topics**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>At-Risk to Fail Your Class?</th>
<th>Alert Reasons (You must choose at least one if the student is at risk)</th>
<th>How Many Absences?</th>
<th>Current Grade</th>
<th>Comments</th>
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<td>Benjamin</td>
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</table>

Please note: The above table is a simplified example and does not represent the actual data provided in the image.
EAB NAVIGATE WEBSITE

https://www.uvm.edu/registrar/eab-navigate
Live Q&A on Instagram

Schedule

- Sunday, Sept. 15
- Sunday, Sept. 29
- Sunday, Oct. 27
- Sunday, Jan. 12
Instagram Q&A Engagement

- About 6,000-8,000 views on each story
- Up to 100 questions for each story
- Personalized (video) responses
- Themes:
  - Why UVM/Burlington?
  - Conversation starters (transfer, study abroad, ASL classes)
  - Class size/research/professors
More Instagram Stories

Areas of Study tours with Advocats (early October)
- Arts, Humanities, Social Sciences
- Health & Medicine
- Environment & Sustainability

Learning Community Instagram stories
Day in the Life of UVM: October 10, 2019