CLASS of 2021

- 2642 First Time First Year Students
- 446 Transfers
- 120 New Global Gateway Students
CLASS of 2021

- 47 States
- 336 Students of Color
- 23% Vermont
## First-Time First-Year 2016 – 2017

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td>2496</td>
<td>2642</td>
</tr>
<tr>
<td>Average SAT</td>
<td>1210</td>
<td>1260</td>
</tr>
<tr>
<td>Percent Vermont</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>Percent Female</td>
<td>61%</td>
<td>62%</td>
</tr>
<tr>
<td>Percent Students of Color</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Admit Rate</td>
<td>69%</td>
<td>67%</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>16.1%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>
CLASS of 2022

- Lower admit rate
- Increase Yield
- Improve the Academic Quality of the Class
- Continue to Improve Geographic Diversity
CLASS of 2022

- Increase Ethnic Diversity
- Improve Gender Balance
Number of Male Applicants, Admits and Enrolls 2012-2017
Male First-Time First Year Admit Rate and Yield

Admit Rate

Yield

<table>
<thead>
<tr>
<th>Year</th>
<th>Admit Rate</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>2013</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>2014</td>
<td>65%</td>
<td>10%</td>
</tr>
<tr>
<td>2015</td>
<td>60%</td>
<td>10%</td>
</tr>
<tr>
<td>2016</td>
<td>55%</td>
<td>10%</td>
</tr>
<tr>
<td>2017</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>
GROW TRANSFER ENROLLMENT

- Continue to work with CCV and UVM Colleges/Schools to expand progression plans.
- Explore a partnership program with one or more out-of-state community colleges.
- Create a checklist for transfer students for next steps in the enrollment process and improve communication.
UTILIZE TECHNOLOGY TO IMPROVE THE STUDENT EXPERIENCE

- Begin upgrading BANNER Student Information System to version 9.
- Implement EAB – Student Success Collaborative.
- Work with Faculty Senate and college partners to create a new schedule of courses.
CONTINUE TO ENHANCE THE GLOBALIZATION OF CAMPUS

- Build out Generation Study Abroad initiative to aggressively increase participation in experiential learning abroad and to diversify that participation by end of 2020.
IMPROVE RETENTION RATE AND FOUR YEAR GRADUATION

- Improve the first-year retention rate from 86 (or new rate as of Fall 2017) to 90 percent.
- Improve four year graduation rates to 70 percent.
## 2015 One-Year Retention Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Full-Time, One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>95%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>95%</td>
</tr>
<tr>
<td>George Washington University</td>
<td>94%</td>
</tr>
<tr>
<td>Boston University</td>
<td>93%</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>92%</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>91%</td>
</tr>
<tr>
<td>University of Massachusetts - Amherst</td>
<td>91%</td>
</tr>
<tr>
<td>SUNY at Binghamton</td>
<td>91%</td>
</tr>
<tr>
<td>Stony Brook University</td>
<td>90%</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>86%</td>
</tr>
<tr>
<td>University of Colorado - Boulder</td>
<td>86%</td>
</tr>
</tbody>
</table>
UVM Full-Time, One-Year Retention Rates

- 2005: 88%
- 2006: 84%
- 2007: 86%
- 2008: 86%
- 2009: 85%
- 2010: 87%
- 2011: 85%
- 2012: 85%
- 2013: 86%
- 2014: 87%
- 2015: 86%
- 2016: 86%
### Retention Rates by College 2015-2016

<table>
<thead>
<tr>
<th>College</th>
<th>2015 Cohort Size</th>
<th>One Year Retention Rate</th>
<th>2016 Cohort Size</th>
<th>One Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>265</td>
<td>86.0%</td>
<td>246</td>
<td>86.2%</td>
</tr>
<tr>
<td>CAS</td>
<td>1,150</td>
<td>86.0%</td>
<td>1,227</td>
<td>84.8%</td>
</tr>
<tr>
<td>GSB</td>
<td>184</td>
<td>83.7%</td>
<td>183</td>
<td>83.6%</td>
</tr>
<tr>
<td>CESS</td>
<td>116</td>
<td>94.0%</td>
<td>106</td>
<td>87.7%</td>
</tr>
<tr>
<td>CEMS</td>
<td>304</td>
<td>83.9%</td>
<td>325</td>
<td>86.2%</td>
</tr>
<tr>
<td>RSENR</td>
<td>146</td>
<td>84.2%</td>
<td>173</td>
<td>91.9%</td>
</tr>
<tr>
<td>CNHS</td>
<td>235</td>
<td>91.5%</td>
<td>236</td>
<td>91.1%</td>
</tr>
</tbody>
</table>
## Retention Rate by College, Five Year Overview

<table>
<thead>
<tr>
<th>College</th>
<th>Five Year Average</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>86.4%</td>
<td>90.4%</td>
<td>85.1%</td>
<td>84.4%</td>
<td>86.0%</td>
<td>86.2%</td>
</tr>
<tr>
<td>RSENR</td>
<td>87.5%</td>
<td>87.9%</td>
<td>90.3%</td>
<td>82.1%</td>
<td>84.2%</td>
<td>91.9%</td>
</tr>
<tr>
<td>CAS</td>
<td>85.4%</td>
<td>85.0%</td>
<td>85.7%</td>
<td>85.9%</td>
<td>86.0%</td>
<td>84.8%</td>
</tr>
<tr>
<td>GSB</td>
<td>83.7%</td>
<td>77.2%</td>
<td>85.8%</td>
<td>88.0%</td>
<td>83.7%</td>
<td>83.6%</td>
</tr>
<tr>
<td>CEMS</td>
<td>84.7%</td>
<td>83.8%</td>
<td>86.1%</td>
<td>83.4%</td>
<td>83.9%</td>
<td>86.2%</td>
</tr>
<tr>
<td>CESS</td>
<td>90.6%</td>
<td>90.8%</td>
<td>92.6%</td>
<td>87.2%</td>
<td>94.0%</td>
<td>87.7%</td>
</tr>
<tr>
<td>CNHS</td>
<td>90.5%</td>
<td>88.8%</td>
<td>90.7%</td>
<td>90.1%</td>
<td>91.5%</td>
<td>91.1%</td>
</tr>
<tr>
<td>Campus</td>
<td>86.2%</td>
<td>85.5%</td>
<td>86.8%</td>
<td>85.9%</td>
<td>86.4%</td>
<td>86.2%</td>
</tr>
</tbody>
</table>
Factors that Impact Retention
Student Characteristics

• Academic Prep
• Residency
• Gender
• Motivation/Grit
• Financial
• External (family, behavioral)
First-Year Retention by Gender

- Female retention rates:
  - 2007: 75%
  - 2008: 80%
  - 2009: 85%
  - 2010: 90%
  - 2011: 95%
  - 2012: 100%

- Male retention rates:
  - 2007: 75%
  - 2008: 80%
  - 2009: 85%
  - 2010: 90%
  - 2011: 95%
  - 2012: 100%
First-Year Retention by Residency

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VT</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>85%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>
First-Year Retention by Average Ace Score

- 75%
- 80%
- 85%
- 90%
- 95%
- 100%

Years: 2007 to 2016

Charts show retention rates for different average ace score categories:
- Low (1-3)
- Mid (4-6)
- High (7-9)
# One-year Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual One-year Retention Rate</th>
<th>Retention Rate if we kept all students with a 2.00 and above in their first fall semester</th>
<th>Retention Rate if we kept all students with a 3.00 and above in their first fall semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>85%</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>87%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>86%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>86%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>86%</td>
<td>97%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Institutional Experiences

- Level and quality of engagement
- Integration (academic, co-curricular, social)
- Academic challenge
- Supportive campus environment
New Retention Initiatives in Enrollment Management

• Outreach to students who request transcript sent to another University.
• Banner programming to have advisor/student services office intervention before student can drop last course.
• Improved communication strategy around registration holds and intentional messages/outreach to those who have not registered or have low hours.
• Retention/Mentoring Program for Catamount Commitment.
• Implementation of Degreeworks.
New Retention Initiatives in Enrollment Management

- Phone calls to returning first and second year students with a 3.0 GPA or higher who had not registered for courses.
- Retention tracking report – tracks week to week registration numbers and provides a list of students who have currently withdrew from all courses.
- Internal Transfer Information included on college and Registrar website.
- Leave of Absence form to collect information about departure and intentions for re-enrollment.
Departure Data: Leave of Absence/Withdrawal Forms

- 136 forms collected since mid-January 2017
- 76 either plan to return or will likely return

<table>
<thead>
<tr>
<th>Reasons for Departure</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal (individual circumstance)</td>
<td>69</td>
</tr>
<tr>
<td>Campus Climate/Environment (individual response to place)</td>
<td>62</td>
</tr>
<tr>
<td>Financial</td>
<td>45</td>
</tr>
<tr>
<td>Academics</td>
<td>44</td>
</tr>
<tr>
<td>Medical: Mental Health</td>
<td>32</td>
</tr>
<tr>
<td>Medical: Other</td>
<td>14</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
</tr>
</tbody>
</table>
Departure Data: Leave of Absence/Withdrawal Forms

**Personal:**
- Family circumstances
- Travel
- Learn about self and interests
- Determine area of study/what I would like to do
- Seeking reason for being in school, find motivation to continue
- Desire to be closer to home

**Campus Climate/Environment:**
- Not the right fit
- Campus size
- Seeking bigger city/more urban environment
- Difficulty adjusting to general college or residence hall life
- Lack of diversity, not as accepting as expected
Upcoming Strategies

- In collaboration with the Office of Institutional Research, create tracking reports by cohort to track progress towards graduation.
- Provide a letter to students/parents of students who have a 3.0 or higher after first semester to encourage involvement in high impact activities and consider hosting a special event for students who have a 3.5 or above.
- Track special interest student cohorts and provide communication and activities. These cohorts include: Partnership students, New Americans, and Green and Gold scholars.
Generation Study Abroad Update
study abroad.

YOU WON’T KNOW UNTIL YOU GO.
#uvmstudyabroad
Affordability

• UVM Study Abroad Access Grant ($1,500)
• IIE Generation Study Abroad Travel Grants ($2,000)
• STA Travel “Book now pay later”
New programs

- UVM Semester Program: Costa Rica
- New bilateral exchange program
  - University of Adelaide (Australia)
Positive growth trend

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Semester % Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>21%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>20%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>19%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>29%</td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
</tr>
</tbody>
</table>

- Spring semester participation **up significantly**
- Exchange participation **up 15%** (conservatively) Spring over Spring
- iAbroad search by program type
“Independent Travel” • uvm.edu/oie/independent

- Research
- Internships
- Case competitions
- Clinical rotations....
Student Debt
Controlling Student Debt

• Importance of loan counseling and advising
• Borrowers that do not complete their degree are more likely to default
• Graduates struggling with high debt will blame school
• Limitations on school’s ability to restrict borrowing
• Implications for high default rates
• Growing interest for schools to have “Skin in the Game”
# Federal Loan Limits

<table>
<thead>
<tr>
<th></th>
<th>Subsidized Stafford* (need based)</th>
<th>Total Subsidized &amp; Unsubsidized Stafford*</th>
<th>Subsidized Aggregate loan limit</th>
<th>Total Sub &amp; Unsub Aggregate Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$3,500</td>
<td>$5,500</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Second Year</td>
<td>$4,500</td>
<td>$6,500</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Third and Beyond</td>
<td>$5,500</td>
<td>$7,500</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Graduate &amp; Prof</td>
<td>$0</td>
<td>$20,500</td>
<td>$65,500**</td>
<td>$138,500**</td>
</tr>
</tbody>
</table>

* Aid eligibility dependent upon 150% program length, Satisfactory Academic Progress and at least ½ time enrollment

** Aggregate loan limits for graduate and professional students include loans for UG study
Undergraduate Indebtedness by Loan Type

- SUB STAFFORD: 33%
- UNSUB STAFFORD: 23%
- PERKINS: 21%
- PARENT PLUS: 1%
- ALTERNATIVE: 1%
- UVM: 1%

Legend:
- SUB STAFFORD
- UNSUB STAFFORD
- PERKINS
- PARENT PLUS
- ALTERNATIVE
- UVM
Percentage of Undergraduates who Borrowed
Graduating Classes 2006-07 through 2015-16

Percentage of Students Who Borrowed Graduating Classes 2006-07 through 2015-16

Graduating Classes


VERMONT

OUT OF STATE

ALL

Percentage of Students Who Borrowed

30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80%

30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80%

30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80%
Average Indebtedness by Level and Residency Borrowers and Non-Borrowers

- Undergraduate
  - Vermont: 18,616
  - Out of State: 18,737

- Graduate
  - Vermont: 17,906
  - Out of State: 28,541

- Medical
  - Vermont: 130,888
  - Out of State: 163,441
Indebtedness by Student Level
Average by Borrower and by All Students
Class of 2017 Graduates

DEBT

Undergraduate
Graduate
Medical

31,910
51,951
199,117

18,697
22,342
154,099

borrowers
all students
Average Indebtedness by Level and Residency
Borrowers Only

<table>
<thead>
<tr>
<th>Level</th>
<th>Vermont</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>26,898</td>
<td>35,128</td>
</tr>
<tr>
<td>Graduate</td>
<td>41,110</td>
<td>67,576</td>
</tr>
<tr>
<td>Medical</td>
<td>148,941</td>
<td>223,369</td>
</tr>
</tbody>
</table>
Undergraduate Class of 2017
Indebtedness at Graduation
By College

AVG (BORROWERS)
AVG (ALL STUDENTS)
AVERAGE VERMONT UNDERGRADUATE DEBT,
CLASS OF 2017
BY EXPECTED FAMILY CONTRIBUTION

EXPECTED FAMILY CONTRIBUTION

- No FAFSA
- 60,000 and up
- 55,000-59,999
- 50,000-54,999
- 45,000-49,999
- 40,000-44,999
- 35,000-39,999
- 30,000-34,999
- 25,000-29,999
- 20,000-24,999
- 15,000-19,999
- 10,000-14,999
- 5235-9999
- 0-5234
AVERAGE OUT OF STATE UNDERGRADUATE DEBT, CLASS OF 2017
BY EXPECTED FAMILY CONTRIBUTION

EXPECTED FAMILY CONTRIBUTION

<table>
<thead>
<tr>
<th>Expected Family Contribution</th>
<th>Average Indebtedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FAFSA</td>
<td>$30,000-34,999</td>
</tr>
<tr>
<td>60,000 and up</td>
<td>$35,000-39,999</td>
</tr>
<tr>
<td>55,000-59,999</td>
<td>$40,000-44,999</td>
</tr>
<tr>
<td>50,000-54,999</td>
<td>$45,000-49,999</td>
</tr>
<tr>
<td>45,000-49,999</td>
<td>$50,000-54,999</td>
</tr>
<tr>
<td>40,000-44,999</td>
<td>$55,000-59,999</td>
</tr>
<tr>
<td>35,000-39,999</td>
<td>$60,000 and up</td>
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<tr>
<td>30,000-34,999</td>
<td></td>
</tr>
<tr>
<td>25,000-29,999</td>
<td></td>
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<td>20,000-24,999</td>
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<td>15,000-19,999</td>
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<td>5235-9999</td>
<td></td>
</tr>
<tr>
<td>0-5234</td>
<td></td>
</tr>
</tbody>
</table>
### Example of Expected Family Contribution Scenarios

<table>
<thead>
<tr>
<th>Expected Family Contribution (EFC)</th>
<th>Parent Adjusted Gross Income (AGI)</th>
<th>Total Family Size</th>
<th>Number of Children in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20,001</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>10,000</td>
<td>50,901</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>20,000</td>
<td>75,913</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>40,000</td>
<td>129,642</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>60,000</td>
<td>227,127</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Class of 2017 Undergraduate Indebtedness by Length of Enrollment and Residency

<table>
<thead>
<tr>
<th></th>
<th>4 Years</th>
<th>+4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERMONT</td>
<td>25,483</td>
<td>28,179</td>
</tr>
<tr>
<td>OUT OF STATE</td>
<td>30,971</td>
<td>36,018</td>
</tr>
</tbody>
</table>
What Happens If I Don't Repay My Student Loans?
Three-Year Cohort Default Rates
Federal Stafford Loans
FY2009 - FY2013

Institutional Default Rate
National Default Rate
SUMMARY

• UVM student borrowing is declining, financial counseling is critical to continue trend
• Lower than national average borrowing and defaults
• Importance of retention and on-time graduation
Questions?
Admissions Updates
Introducing Ryan Hargraves
Admissions
Central Campus Tour Route

40,000+ Campus Visitors Annually
• 29,000 Visitor Center/Campus tour
• 3,000 Open Houses
• 8,000 Admitted Student Visit Days
MYCOALITION.COM

• Second year of membership
• First year of accepting applications
• Over 90 member schools
• Commitment to providing substantial support to lower-resourced students
• Commitment to student graduation
Admissions Updates

Two ways to apply on-line:
  • commonapp.org or mycoalition.org

Deadlines:
  • Early Action – November 1
  • Regular Notification – January 15
  • Spring Entrance – November 1 (First year & Transfer)
Admissions Updates

Decision release:
  • December 14 (Early Action)
  • February 23 (Regular Notification)

Notification:
  • All decisions released on application status website
  • Acceptance and defer letters will continue to be mailed
The University of Vermont

ADMISSIONS APPLICATION STATUS PAGE

Your Personal Info

Name: Karolane H Hart Marion
Preferred Name: Karo
Permanent (Home):
2034 Foster Hill Rd
East Calais, Vermont 05650
Washington
Email Address: kmaron17@uvm.edu

Your Application Status

Decision: Paid Enrollment
Application Status: Complete
Residency Status: In State
Admission Term: Fall 2017
Application Type: Regular Notification: February 9th
Student Type: New First Year
Current Program: Bachelor of Arts
Level: Undergraduate
Program: Arts & Sciences: BA
College: College of Arts & Sciences
Major: Music

Requirements

Application Fee/Waiver: Received
Music Audition/DVD: Received
High School Transcript 1: Hazen Jenson High School
Major: Received
SAT/ACT scores: Received
SAT/ACT Writing Score: Received
Mid-year/1st semester grades: Received

Please ask your school counselor to send an Official High School Transcript, including date of graduation, to the UVM Office of Admissions as soon as it becomes available.

When will I find out my decision?
What does my decision mean?
How can I withdraw my application?
Return to Applicant Services Menu
STATUS UPDATE
An update to your application was last posted September 7, 2017.

View Update >>>

APPLICATION CHECKLIST
Our goal is to process your supporting materials (transcripts, letters of recommendation, test scores) within three to five business days after they arrive. Find below the outstanding item(s) we have yet to receive from you:

<table>
<thead>
<tr>
<th></th>
<th>Details</th>
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<tbody>
<tr>
<td>✗</td>
<td>Application Fee</td>
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<td>✗</td>
<td>High School Transcript</td>
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<td>✗</td>
<td>Letter of Recommendation</td>
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<td>✗</td>
<td>SAT or ACT Scores</td>
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<tr>
<td>✗</td>
<td>TOEFL or IELT Scores</td>
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</table>

ADMITTED STUDENT VISIT DAYS
The best way to get familiar with what your next four years will look like is to join us for one of our Admitted Student Visit Days.

YOUR ADMISSIONS COUNSELOR
Moses Murphy
Moses.Murphy@uvm.edu
+1 802-656-8830

If you need to contact us regarding your application, provide your name and this reference number: 738124018.
STATUS UPDATE

New updates to your application were posted September 7, 2017.

View Update >>

APPLICATION CHECKLIST

Our goal is to process your supporting materials (transcripts, letters of recommendation, test scores) within three to five business days after they arrive. Find below the outstanding item(s) we have yet to receive from you.

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<thead>
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</tbody>
</table>
**STATUS UPDATE**

New updates to your application were posted September 21, 2017.

View Update >>

**APPLICATION CHECKLIST**

Our goal is to process your supporting materials (transcripts, letters of recommendation, test scores) within three to five business days after they arrive. Find below the outstanding item(s) we have yet to receive from you:

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<td>SAT or ACT Scores</td>
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</tr>
</tbody>
</table>

**VERIFY ADDRESS**

We have your address listed as follows:

Mailing Address
194 S Prospect St
Burlington, VT 05401-7418
United States

**FAFSA**

Want to be considered for Federal Aid? Just complete the Free Application for Federal Student Aid (FAFSA). In order to be considered for financial aid, UVM’s federal school code to include on your FAFSA is 003696. The CSS profile is not required nor reviewed.

**YOUR ADMISSIONS COUNSELOR**

Moses Murphy
Moses.Murphy@uvm.edu
+1 802-862-8830

If you need to contact us regarding your application, provide your name and this reference number: 762438363.

**UPLOAD SUPPLEMENTAL MATERIALS**
SLATE

Campus partners on or coming on board: Orientation, TREK, SFS, Residency Officer, Transfer Affairs, Academic units Training for partners to begin in October
Questions?
Technology Updates
Degree Audit vs CATS

**Highlights**

Quick access to important info

Email link to advisor

Overall GPA

Registration hold indicator

Simplified exception processing

Hyperlinked course information

Easy identification of transfer credit

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This is a sample of what a degree audit might look like for a student in an Engineering and Mathematical Sciences degree program. Your audit will differ depending on your academic major.

DISCLAIMER:

This curriculum audit report tracks your progress toward completion of your degree program. It is an advising tool, not an official document. You are responsible for verifying that the audit accurately details your coursework and for fulfilling all degree requirements.

If there are discrepancies in the audit or if you have questions about course applicability, please contact Student Services.

On the bottom of the audit, there is a legend that explains the meaning of various symbols that are used in the audit. Following is an explanation of the status indicator symbols which show the completion status of the requirements and sub-requirements within the audit.

- **OK = REQUIREMENT COMPLETED**
- **NO = REQUIREMENT NOT COMPLETED**
- **IP = REQUIREMENT IN PROGRESS**
- **+ SUB-REQUIREMENT COMPLETED** (Any in-progress courses used must be completed)
Goal: To implement the new Banner degree audit software modules to provide a unifying tool that will enhance the visibility of curriculum requirements, support advising, and aid in recruiting new transfer students.

“Welcome to the 21st Century. It’s about time!”
-Nicholas, CEMS

“Where has this been all these years?!?!?”
-Jen, CNHS

“Love, love, love it!”
-Liz, CESS

“The new audits are like night and day.”
-Eli, RSENR

“…the new degree audit system is AMAZING. I’m so happy with it, fantastic new addition.”
-Michael, GSB

“So easy to read and takes out all the guesswork.”
-Amanda, CALS
Advising & Retention Software
Impetus for Exploration

• Find a tool that can impact our ability to effectively manage:
  • Enrollment
  • Advising
  • Retention

• The lack of enterprise-wide advising/retention software was named as the single greatest obstacle to improved retention and four-year graduation in college/school retention plan update (January 2017).
Timeline of Events

- Summer 2016 – Functional requirements identified
- Fall 2016-Spring 2017 – Presentation of software options to Council of Dean’s, Associate Deans and Student Services Collaborative
- March 2017 – Advising/retention software RFP issued
- April 2017 – Proposal review; three vendors selected for on-campus demonstrations
- May 2017 – On-campus demonstrations; EAB identified as strongest, most cost-effective system
- June 2017 – Second EAB on-campus demonstration held
- June 2017 – Provost’s Academic Leadership Council endorses continued progress on potential purchase
- Fall 2017 – Seeking final feedback
Education Advisory Board – Student Success Collaborative

Functional Requirements/Benefits

- Interdepartmental communication, a record of student interactions
- One stop shop – go-to place for information
- Integration with existing systems (i.e. Banner, DegreeWorks, Blackboard, etc.)
- Timely, multi-modal, two-way communication capabilities for reaching sub-sets of students
- Advisee filtering and list management
- Ability to initiate and evaluate early interventions for long term success
- Role-based views
- Scheduling and appointment management
- Career insights by major
- Data mining and predictive analytics to guide initiatives
Predictive Analytics to Improve the Quality of Advising Interactions

Prioritized, Actionable Intelligence Around Student Risk and Progress Enable More Meaningful Conversations

Student Risk

- A "smart view" of academic factors allows advisors to assess a student’s risk within seconds, and leverage this insight during meetings and outreach.
- A page for each student reveals rich detail into his or her performance against a range of course completions, grades, and GPA levels determined to be predictive of success in his or her program of choice.
Advanced Prioritization and Case Management Tools

Enable Advisors and Student Support Specialists to Define and Track Targeted Interventions

**Progress Indicators and Alerts**
- Faculty, tutors, and other support specialists can submit one-click alerts on student risk, including class attendance and academic performance. This allows any user to quickly identify struggling students.
- Advisors can also solicit information directly from faculty in the form of Progress Report campaigns.

**Advanced Filtering**
- At-risk students are organized and prioritized for advisor follow-up in the form of customized lists.
- Flexible filters provide each advisor with the ability to build lists to match the specifications of the students they work with on a daily basis or to create campaigns targeting specific populations.

**Campaign Management**
- Campaign features allow advisors and advising leaders to plan, automate, and track outreach efforts directing resources to specific groups of at-risk students.
- Charts and graphs monitor progress to goal for each campaign: tracking which students scheduled and attended appointments, and highlighting the most active contributors.
Direct-to-Student Engagement Tools—Grounded in Best Practice

Students Receive Tailored Mobile Content; Support Providers Can Easily Coordinate and Track Interactions

Seamless Communication and Scheduling
- Students have a personalized, curated feed on their mobile device. Content is tailored to each student's interests to guide them towards key milestones and experiences, from professional development to extracurricular participation.
- Mobile alerts cut through "email white noise" and provide students with guidance on how to course correct.
- With multi-modal communication, advisors and support providers can have two-way conversations with students. The platform supports communications routing, captures all conversations automatically, and syncs with Outlook. It also includes embedded best-practice templates to support staff in writing effective messages.
- Advisors, faculty, and support specialists can set up automated outreach and appointment requests as part of their targeted campaigns.
- Appointment management allows advisors and students to schedule sessions based on both parties' availability, with optional automated appointment reminders.

Shared Notes and Documentation
- Centralized student documentation is available to all advisors, faculty, and support providers with appropriate permissions.
- A cross-campus referral system allows advisors to open cases for at-risk students right from the platform. Advisors can see a complete history of each case, thereby closing the loop.
Return on Investment

• Go-live September 2018
• Improved student experience
• Streamlined, more efficient faculty/staff advising tool
• Powerful communication and analytical tool
• Estimated 2% improvement in retention rate
• Improved 4-year graduation rate
• Enhanced University reputation and rankings