

Got College?

An Analysis of Policy Options to Preserve North Carolina's
Greatest Asset: The University of North Carolina System



FRANK BATTEN SCHOOL
of LEADERSHIP *and* PUBLIC POLICY

Prepared By:
Katharine M. Shriver
Master of Public Policy Candidate



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Presented To:
Dr. Shun Robertson
UNC System Office

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Finally, I extend my deepest gratitude to my family, Chris, Cyndie, Elizabeth, Joe, and Caroline, whose unwavering support enabled me to pursue and complete this graduate program.

DEDICATION

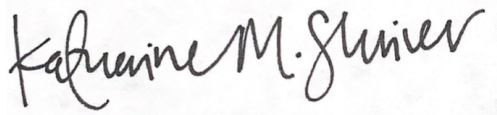
This applied policy project is dedicated to my mother, Cyndie Kern Shriver. Thank you for instilling in me the value of education. You are my hero and constant source of inspiration.

DISCLAIMER

The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency.

HONOR CODE

On my Honor, I have neither given nor received unauthorized aid on this assignment.

A handwritten signature in black ink that reads "Katherine M. Shriver". The signature is written in a cursive, flowing style.

EXECUTIVE SUMMARY

The University of North Carolina System (UNC System) is considered by many to be North Carolina's greatest asset. Since its inception, each institution within the UNC System has made North Carolina's economy stronger, its people more knowledgeable, and its culture richer. While the value of the UNC System cannot be understated, it is not immune to the current enrollment cliff occurring across the country to higher education institutions. Dedicated to serving North Carolina and its people, the UNC System is proactively searching for solutions to this take-up issue.

The analysis includes an exposition of factors that lead to a decline in enrollment as well as potential strategies for the UNC System to adopt to solve the problem of enrollment decline. In this project, I propose three alternatives for the UNC System to consider:

1. Increase the number of North Carolina Promise Institutions
2. Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System Institution
3. Expand The UNC System Equity Fellows Program

After evaluating each alternative based on effectiveness, cost, equity, and feasibility, I recommend the UNC System pursue Alternative #2: Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System institution. Despite the equity concerns and potential implementation challenges, a direct admissions policy is the most cost-effective.

The final section of this report recommends steps for implementing this alternative as well as considerations the UNC System should take with respect to stakeholders and potential risks.

INTRODUCTION

Gwen Richards was sitting at her family dining room table, contemplating her future. Entering her senior year of high school, she was at a crossroads: apply to college or jump head first into the homemaker role her mother constantly desired for her. Previously, obtaining a college degree was the subsequent next step if one wanted to succeed in adulthood. An increasing number of Americans have begun to question the return on investment (*America's Hidden Common Ground on Public Higher Education*, 2022). So much so that enrolling in a four-year public institution is starting to become the road less traveled by.

The following report will provide an extensive review of the enrollment decline the UNC System is experiencing. The background focuses on the current status and scope of the enrollment decline, the causes of this higher education crisis, and what will happen if this continues to be the norm. The existing evidence section will focus on strategies and policy solutions that higher education advocates and institutions are adopting to solve this problem. The policy alternatives proposed for potential adoption incorporate the existing literature and have been tailored to the UNC System. The policy alternatives, the recommendation, and the implementation consider effectiveness, cost, equity, and feasibility. The policy recommendation is followed by an implementation section that considers next steps, stakeholder perspective, and how to manage risks.

PROBLEM STATEMENT

Too few students are enrolling in UNC System institutions resulting in an overall two percent decrease in the UNC System's total undergraduate enrollment ("Stats, Data, & Reports," 2023). If the UNC System wants to fulfill its mission, it must advise institutions with declining enrollments on the best avenues to solving this take-up issue.

CLIENT OVERVIEW

An Overview of The UNC System

The UNC System is the public higher education system in North Carolina, comprising sixteen universities and one two-year public residential high school for talented students ("About Us," n.d.). Considered one of the country's top public higher education systems, the UNC System's mission is to serve the state of North Carolina and its people ("About Us," n.d.). As dictated by North Carolina General Statute, the UNC Board of Governors (BOG) is responsible for the overall governance of the UNC System Office and its institutions ("About Us," n.d.). Within the UNC System Office, divisions contribute to a multitude of operational services that guide and advise senior staff ("Offices and Services," n.d.). For this report, I worked directly with the Division of Strategy and Policy within the UNC System Office. The Division of Strategy and Policy is concentrated on implementing and advancing the second five-year strategic plan, *Higher Expectations: The Strategic Plan of The UNC System* ("Division of Strategy and Policy," n.d.). Specifically, the plan is focused on five goals: access, student success, affordability and efficiency, economic impact and community engagement, and excellent and diverse institutions (*Higher Expectations*, 2022). Within the access category, the UNC System aims to provide *all*

North Carolinians an opportunity to achieve a higher education degree and, thus, increase enrollment throughout the state.

Importance of The Problem & The UNC System's Role

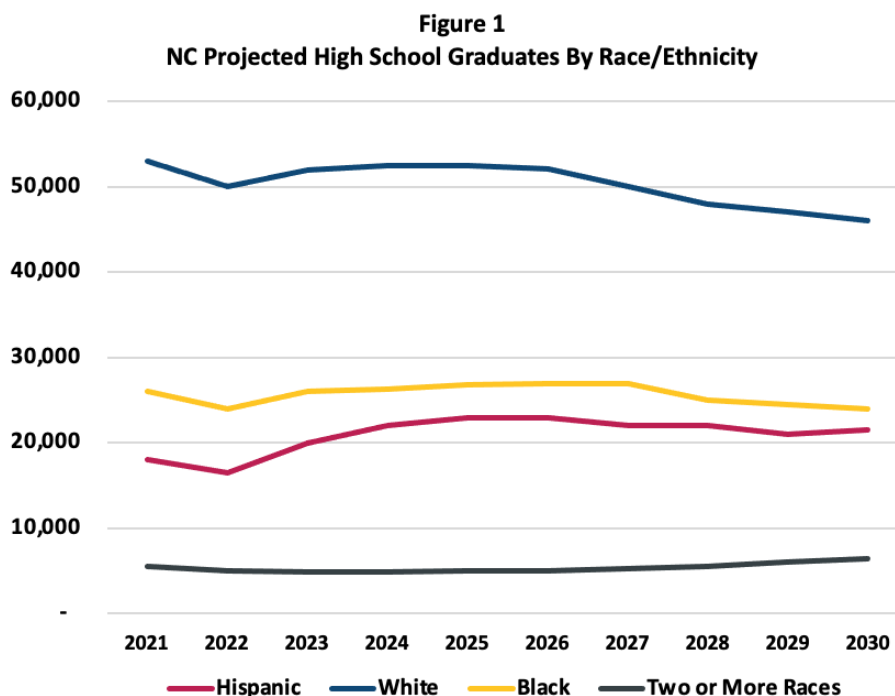
Education has long been considered the great equalizer. Significant research has indicated that achieving a college degree will lead to greater levels of employment, better health outcomes, and stronger community engagement (Carnevale et al., 2013; Cutler & Lleras-Muney, 2006; Anthony, 2021). With each student that enrolls in a UNC System institution, the impact is felt far beyond the classroom. Specifically, the UNC System strengthens the state's economy, improves citizens' well-being, supports vital research, and stimulates every community. Due to the benefits that the UNC System provides all 100 counties, the UNC System Office is uniquely positioned to solve this enrollment decline.

BACKGROUND OF THE PROBLEM

The Scope and Scale of the Problem

While the UNC System is one of the country's leading public higher education systems, its enrollment decline is on track with national trends. Prior to the COVID-19 pandemic, academia forecasted enrollment declines amongst higher education institutions due to the decline in fertility rates, changes in immigration and migration, and a reduction in high school graduates (Grawe, 2021) (Bransberger et al., 2020). While a decade ago, higher education institutions were able to neglect this demographic change, the pervasiveness of this problem has grown extensively following the pandemic.

Specifically, the Western Interstate Commission for Higher Education (WICHE) published a report, *Knocking At The College Door*, supplying projections on high school graduates (Bransberger et al., 2020). WICHE forecasts that by 2025 the total number of high school graduates nationally will return to 2015 levels (Bransberger et al., 2020). Although the

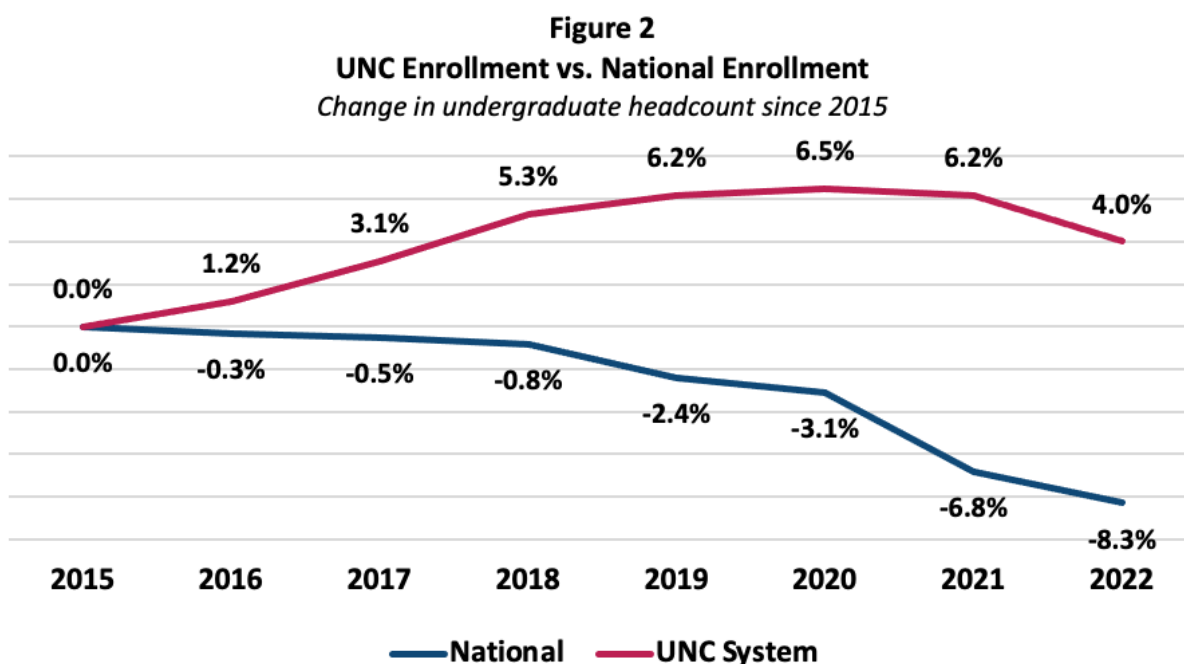


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020.

total number of high school graduates will decline nationally, regions and states will experience this decline differently - including North Carolina.

Based on WICHE's report projections, North Carolina anticipates having another decline in 2026 (Bransberger et al., 2020). Figure 1 illustrates further investigation regarding race and ethnicity among North Carolina high school students. Specifically, between 2021 and 2030, White North Carolina high school graduates are expected to decline by almost 13 percent (roughly 7,000 students) and Black North Carolina high school graduates by almost 3 percent (roughly 1,000 students) (Bransberger et al., 2020).

Due to these demographic shifts, a decline in high school graduates will coincide with fewer college students. Figure 2 illustrates that roughly an eight percent decline in undergraduate enrollment has occurred nationally since 2015 (*Current Term Enrollment Estimates*, 2023). In contrast, North Carolina witnessed an increase in undergraduate enrollment from 2015-2020 (*Current Term Enrollment Estimates*, 2023). However, after 2020 North Carolina began to experience a two percent decline (*Current Term Enrollment Estimates*, 2023).



Source: National Student Clearinghouse Research Center, Current Term Enrollment Estimates, Fall 2022

In terms of which UNC System institutions are experiencing a decline, Table 1 illustrates the total undergraduate enrollment percent change from 2020-2022. Out of the sixteen institutions, nine institutions have observed an enrollment decline. In particular, the University of North Carolina at Asheville (UNCA) witnessed almost a thirteen percent decline. In comparison, the University of North Carolina at Greensboro (UNCG) witnessed roughly a twelve percent decline

in enrollment ("Stats, Data, & Reports," 2023). With a majority of institutions experiencing this decline, the UNC System must take significant action on this issue.

Table 1

UNC SYSTEM INSTITUTIONS	ENROLLMENT % CHANGE, 2020-2022
Appalachian State University	1.5%
East Carolina University	-6.9%
Elizabeth City State University	5.7%
Fayetteville State University	2.4%
North Carolina A&T University	6.2%
North Carolina Central University	-7.2%
North Carolina State University	2.5%
University of North Carolina at Asheville	-12.5%
University of North Carolina at Chapel Hill	3.6%
University of North Carolina at Charlotte	-3.7%
University of North Carolina at Greensboro	-11.7%
University of North Carolina at Pembroke	-13.3%
University of North Carolina at Wilmington	-1.4%
University of North Carolina at School of the Arts	0.1%
Western Carolina University	-6.2%
Winston-Salem State University	-3.2%
UNC System Total	-2.6%

Additional Contributing Factors

Along with the demographic changes, there are additional causes for the UNC System's enrollment decline, including access and affordability, the COVID-19 pandemic, changes in admissions requirements, failing to meet the demand of students, and the waning support for a college degree. Below are additional details regarding the primary and secondary root causes.

Access and Affordability

Higher education advocates have long argued that students fail to enroll in a four-year institution due to the lack of access and high cost. While the UNC System strives to offer multiple access points to a four-year degree, many low-income students often need more resources and hands-on support to apply to college (*Higher Expectations*, 2022). Furthermore, state lawmakers have curtailed higher education institutions' funding over the past decade and raised tuition and fees (Webber, 2017). The past decades' surge in tuition and fees has caused many to consider higher education an unattainable goal (Natow, 2022). Recognizing this issue, the UNC System launched a system-wide education campaign highlighting the affordability and access within North Carolina ("UNC System Launches Statewide Affordable Education Campaign," 2019).

COVID-19

With institutions switching from in-person classes to zoom university, many students chose to pause their education or forgo the idea of a college degree altogether. According to the Chronicle of Higher Education, nearly 1.3 million students have vanished from colleges and universities (Fischer, 2022). While colleges previously dealt with higher education crises by enhancing academic programs and increasing resources, institutions did not adequately prepare for a worldwide pandemic (Fischer, 2022). Even in today's tech-savvy world, institutions' online learning opportunities were and continue to be mediocre - failing to reach non-traditional students (Fischer, 2022).

Changes in admissions requirements

The UNC System sets system-wide minimum admissions requirements (MAR) to determine if students are prepared to meet the rigor of a four-year degree program. Before COVID-19, the UNC System considered students' achievement in their high school courses, grade point average (GPA), and test scores ("Minimum Admissions Requirements," 2022). Due to COVID-19 and the waning importance of standardized tests, the UNC System waived the standardized test requirements through Fall 2024 (Lorin, 2022). Through this adjustment, UNC-CH and NC State have seen a surge in admissions applications and, consequently, an increase in their enrollment.

Failing to meet new demands of students

Due to demographic changes, colleges have begun to serve an entirely new mix of students. While most public high-school graduates were previously White, according to the Western Interstate Commission of Higher Education, Asian and Hispanic students will overtake the majority (Bransberger et al., 2020). Current systems, practices, and policies were not created through an equity-minded lens. Instead, they are often unsupportive, leading many students to reconsider their college decision ("Students of Color Aren't Broken," 2020). As each year passes, colleges must adjust their policies to match their population, or they will continue to lose students.

Questioning the Return on Investment

Higher education advocates often emphasize the return on investment that a college education provides. However, Gallup discovered that since 2015, Americans' confidence in higher education institutions has declined (Jones, 2018). These confidence drops are primarily due to increased tuition and fees (Jones, 2018). Furthermore, a survey conducted by New America found that Americans' perceptions of who should pay for college have shifted (Fischer, 2022b). Rather than burdening individual students, Americans now believe that the government should face responsibility (Fischer, 2022b). Ultimately, a college's return on investment has shifted in some American's eyes.

CONSEQUENCES OF THE PROBLEM

A decline in undergraduate enrollment significantly impacts the UNC System's ability to fulfill its mission of serving the state of North Carolina and its people. Specifically, a decrease in enrollment will lead to an increased likelihood of an individual's unemployment, worse health

outcomes, and a decline in their community engagement (Carnevale et al., 2013) (Cutler & Lleras-Muney, 2006) (Anthony, 2021).

In addition to impacting a student's life trajectory, North Carolina will have negative consequences, both in direct cost and opportunity cost.

In terms of direct costs, each institution receives yearly revenue from students through tuition and fees. Table 2 illustrates the undergraduate tuition and fees for 2022-2023. Due to the diversity and offerings at each institution, tuition and fees vary from institution to institution. On average, each UNC System institution receives roughly \$6,500 per year per student ("Undergraduate Tuition and Fees," 2023). Declines in enrollment ultimately equate to thousands of dollars in lost revenue. As institutions begin to experience declines in revenue, institutions' ability to retain current faculty and staff and continue programs will be impeded.

Table 2

UNC SYSTEM INSTITUTIONS	TOTAL UNDERGRADUATE TUITION & FEES, 2022-23
Appalachian State University	\$ 8,918.25
East Carolina University	\$ 8,751.46
Elizabeth City State University	\$ 7,154.00
Fayetteville State University	\$ 6,611.31
North Carolina A&T University	\$ 7,023.00
North Carolina Central University	\$ 7,379.00
North Carolina State University	\$ 7,133.51
University of North Carolina at Asheville	\$ 7,289.00
University of North Carolina at Chapel Hill	\$ 3,462.00
University of North Carolina at Charlotte	\$ 6,462.21
University of North Carolina at Greensboro	\$ 3,494.76
University of North Carolina at Pembroke	\$ 3,977.00
University of North Carolina at Wilmington	\$ 5,966.16
University of North Carolina at School of the Arts	\$ 7,214.00
Western Carolina University	\$ 3,356.00
Winston-Salem State University	\$ 8,941.00
UNC System Average	\$ 6,445.79

While direct costs provide a stark image, North Carolina faces opportunity costs with declines in enrollment. Specifically, the cost of not enrolling in college greatly impacts the state's health and well-being. The Michigan Journal of Economics found that states with higher bachelor degrees are likely to have citizens with healthier lifestyles and higher voting rates (2022). Unfortunately, researchers argue that as states witness a more significant enrollment decline, they experience worse health outcomes and lower voter turnout ("The future costs of declining college enrollment rates," 2022). Notably, North Carolina is the hub for innovation as many

institutions spearheaded research regarding COVID-19 ("COVID-19 research projects," 2022). Furthermore, rural and low-income counties have not kept up with enrollment in urban and affluent counties (*Higher Expectations*, 2022). Without increasing enrollment, North Carolina will likely experience declines in research and innovation, along with more significant wealth disparity among counties.

EVALUATIVE CRITERIA

To address the current enrollment decline plaguing most UNC System institutions, the UNC System will utilize a set of criteria to evaluate each alternative. Each criteria is briefly described and a successful alternative is summarized below.

Effectiveness

In terms of effectiveness, the UNC System is concentrated on solving the significant enrollment decline occurring at most institutions. Thus, effectiveness will involve increasing enrollment to a subset of UNC System institutions. The subset of institutions will be defined within each policy alternative. In terms of measurement, an alternative's effectiveness will be determined by considering the effectiveness of complementary interventions and relevant evidence provided by the UNC System.

Cost

With each loss of a prospective student, the UNC System and its institutions have forfeited thousands of dollars in lost revenue. Thus, the UNC System must consider how much implementation costs for each alternative compare to the status quo. The financial cost of each alternative will be determined through the utilization of publicly available UNC System data and market research.

Equity

Within the UNC System's strategic plan for 2022-2027, its stated goals include increasing student enrollment from underserved counties (*Higher Expectations*, 2022). A county is considered "underserved" if the college enrollment rate is less than the statewide average (*Higher Expectations*, 2022). Based on North Carolina Department of Public Instruction (NC DPI) data from the high school graduating class of 2020, 80 counties fall into this designation (*Higher Expectations*, 2022). As such, this criteria will measure the degree to which each alternative increases the number of students enrolled in a UNC System institution from an underserved county. Equity will be measured through informed studies, interviews, and reports to determine how each alternative would affect underserved counties. An alternative will rank high on equity if comparable studies and research projections indicate an increase in enrollment from underserved counties.

Feasibility

Regarding feasibility, the UNC System should only adopt an alternative if it is likely to be implemented, given the current climate. When considering feasibility, one must consider how politically feasible an option is. Is the North Carolina General Assembly (NC GA) willing to allocate more funds to this initiative? Would the NC DPI support this policy? One must also

consider if an alternative has buy-in from each institution, their administration, and students. Without their support, it is unlikely the alternative will succeed. Lastly, considering implementation challenges is vital to an alternative's success. Feasibility will be measured through interviews with experts in the field and input from my client. Each alternative will receive a low, medium, or high rating for feasibility.

POLICY ALTERNATIVES

To address the current enrollment decline plaguing most UNC System institutions, the UNC System has several potential solutions at its disposal. Each alternative is briefly described below and evaluated based on each criteria.

Alternative #1: Increase the number of North Carolina Promise Institutions

In 2018, the NC GA launched the NC Promise Tuition Plan to increase access to higher education by reducing the cost of tuition for ("NC Promise," n.d.). Currently, the state has decreased tuition costs to \$500 per semester for in-state students at four institutions: Elizabeth City State University (ECSU), Fayetteville State University (FSU), University of North Carolina at Pembroke (UNCP), and Western Carolina University (WCU) ("NC Promise," n.d.). With college affordability being a top concern, this policy alleviates the financial burden many students and parents face. To continue their commitment to access and affordability within every corner of the state, alternative 1 aims to expand the NC Promise Tuition initiative to the Piedmont region, with the NC GA including North Carolina Central University (NCCU) and Winston-Salem State University (WSSU).

Effectiveness: Total Enrollment Increase of 1,255 students

Regarding effectiveness, comparable studies and quantitative research directly on the NC Promise initiative provide conflicting evidence. In terms of comparative studies, Jeffrey Denning examined the effects of lowering tuition at community colleges in Texas on enrollment through a difference-in-difference estimator (2017). Unlike grant aid, Denning discovered that students responded more to tuition changes (2017). In particular, a decrease of 1,000 dollars in tuition led to roughly a 20 percent increase in attendance (Denning, 2017). This evidence is verified further through more recent research on cost-reduction policies, specifically at community colleges. A 1,000-dollar reduction in tuition at community colleges increased enrollment by 18 percent and lowered enrollment at local public and private institutions by 15 percent (Acton, 2021).

However, researchers recently evaluated NC Promise and its impact on enrollment at ECSU, UNCP, and WCU from 2016 to 2020 (Klasik et al., 2022). Their synthetic control analysis indicates that NC Promise increased the number of transfer enrollment and underrepresented students (Klasik et al., 2022). In terms of first-year student enrollment, researchers ultimately discovered that after an initial increase in enrollment, there was little to no effect on first-year enrollment (Klasik et al., 2022). The researchers were somewhat surprised by their findings, as they assumed that such a significant drop in tuition would enact a larger enrollment increase (Klasik et al., 2022). However, researchers argue that one must consider the tuition decrease in context

with the total cost of obtaining one's college degree (Klasik et al., 2022). Along with the rising cost of room and board, NC Promise institutions increased their fees to reconcile the revenue loss they experienced (Klasik et al., 2022). Acknowledging these factors, researchers assert that the NC Promise initiative was not large enough to adjust students' preferences (Klasik et al., 2022). While this explanation is plausible, additional investigation is needed to clarify this finding.

With this evidence at odds with Denning and Acton's research study described above, we can conservatively assume that NC Promise will likely trend on the lower end of enrollment increase: increasing enrollment at NCCU and WSSU by 10 percent, roughly totaling out to 1,255 students.

Table 3

Institution	Fall 2022 Total Headcount Undergraduate Enrollment	Percentage Increase	Increase in the number of students
North Carolina Central University	7,553	10%	755 students
Winston-Salem State University	5,004	10%	500 students

Cost: \$35 million

The addition of two institutions to the NC Promise program will be costly. As the statute is written, the Chancellors at each institution submit a report by October 1 indicating the amount of lost revenue resulting from the NC Promise Initiative ("116-143.11," n.d.). Previously, institutions have utilized and subtracted their former tuition rate from the current 500-dollar tuition rate (Klasik et al., 2022). Once they determine the difference, institutions multiply this by the number of students participating in the program based on their Fall Census numbers (Klasik et al., 2022). Based on market research and the UNC System projection, Table 4 provides the projected yearly cost that will occur with the addition of NCCU and WSSU into NC Promise. As stated in Table 4, alternative 1 will cost the NC GA an additional 35 million dollars if enrollment estimates occur as expected. This estimate aligns with the previous addition of FSU into the NC Promise Initiative, with the NC GA allocating an additional 16 million (Mayorga, 2022).

In terms of cost-effectiveness, for each increase in 100 students, it would cost roughly 2.86 million.

Table 4

Institution	2022-2023 Tuition	Lost Revenue with NC Promise	Projected Student Enrollment with NC Promise	Projected Total Cost
North Carolina Central University	\$3,728.00	\$2,728.00	8,308	\$22,664,224.00
Winston-Salem State University	\$3,401.00	\$2,401.00	5,504	\$13,215,104.00

Equity: Medium

Alternative 1 ranks medium on equity. The NC Promise Program focuses on the NC GA core promise: to keep the cost of college as low as possible in North Carolina ("NC Promise," n.d.). While this core promise creates greater access, the NC Promise Program was not designed to aid low-income, minority students solely - instead, it is designed to help *all* students. The Tennessee Promise Scholarship is a prime example, as the promise program served primarily middle-to-upper-income students rather than low-income students (Smith Jaggars, 2020).

On the other hand, NCCU is located in Durham County, currently considered an underserved county (*Higher Expectations*, 2022). While WSSU is not located within an underserved county, it is adjacent to five underserved counties: Randolph, Rockingham, Surrey, Stokes, and Yadkin (*Higher Expectations*, 2022). Therefore, it is likely that minority, low-income, and rural students within these underserved counties will benefit from NCCU and WSSU becoming NC Promise institutions. Additionally, Klasik et al. research suggested that the NC Promise initiative will increase the enrollment of Hispanic students (2022). Specifically, relative to peer institutions, enrollment of Hispanic students increased by 100 at UNCP (Klasik et al., 2022). Outside of Hispanic students, researchers found no substantial impacts of NC Promise on other social-economic and racial sub-grounds (Klasik et al., 2022). With such variation between comparative literature and quantitative studies, alternative 1 ranks medium.

Feasibility: Low

Alternative 1 requires significant political and financial support from the NC GA. While the initial enrollment success of the NC Promise initiative is a prime talking point for lawmakers, the UNC System Government Relations team has indicated that its initial findings make many lawmakers wary of its effectiveness (Interview, 2023). Therefore, lawmakers will likely support increasing the number of institutions once additional research and analysis is conducted (Interview, 2023). Regarding backing from NCCU and WSSU, interviews with administrators indicate their desire to be a part of this initiative, especially since both have witnessed potential students shifting to NC Promise institutions (Interview, 2023). However, other institutions within the UNC System could oppose the addition of NCCU and WSU. In particular, the University of North Carolina at Greensboro (UNCG) and North Carolina A&T State University (NC A&T) are within a 60-mile radius of one another (Interview, 2023). As such, institutions often compete for the same students. Therefore, expanding the NC Promise Initiative to NCCU and WSSU could face opposition from other institutions (Interview, 2023). Thus, alternative 1 ranks low on feasibility.

Alternative #2: Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System Institution

For Alternative 2, the UNC System should institute a direct admissions policy within the UNC Policy Manual and Code by establishing a partnership with the NC DPI. The top leadership at the NC DPI will share with the UNC System Office all eligible high-school North Carolina seniors at the beginning of the admissions season. Eligibility includes completing fifteen required high school units and maintaining a 2.5 cumulative grade point average. Due to COVID-19 and the waning importance of standardized tests, the UNC System waived the standardized test requirements through Fall 2024 ("admissions Requirements," n.d.). Once the UNC System Office receives the list of all eligible high-school North Carolina seniors, the UNC System Office will send the complete list to each institution that would like to participate in the direct admissions policy. Through conversations with the UNC System Office, North Carolina State University (NCSU), the University of North Carolina at Chapel Hill (UNC-CH), and the University of North Carolina at Charlotte (UNCC) will likely not participate (Interview, 2023).

Individual institutions will determine which students receive admission. Then, individual institutions will send a letter directly to eligible high-school North Carolina seniors, promising them admission contingent on verifying self-reported information. There is no limit on the number of direct admissions letters an eligible student receives. The eligible student will ultimately decide on which direct admissions offer to accept. On April 1, the System Office will investigate the list to confirm that based on the data provided by NC DPI, all eligible students have received at least one admission to a UNC System institution. Higher education advocates argue that enrollment, specifically for low-income, first-generation students, will increase by simplifying the tedious college admissions process (Hoover, 2023).

Effectiveness: Total Enrollment Increase of 7,075 students

In terms of effectiveness, a UNC System direct admissions policy is expected to increase enrollment by 6 percent (7,075 students) at the thirteen UNC System institutions participating in the direct admissions policy. While the UNC System does not currently have a direct admissions policy, the effectiveness of alternative 2 can be garnered from Idaho's direct admissions policy.

In 2015, Idaho instituted a direct admissions policy, proactively admitting Idaho high-school students during the fall of their senior year ("Direct Admissions—Next Steps Idaho," 2023). Similar to alternative 2 with NC DPI, the Idaho Office of the State Board of Education (OSBE) manages the K-12 education system in Idaho and collects data on all Idaho students (Odle & Delaney, 2022). OSBE finalized a student's eligibility, and then students received a letter notifying them of their admission status (Odle & Delaney, 2022). To finalize their status, students received a free, common application to claim their slot and verify their student data (Odle & Delaney, 2022).

While this policy was recently implemented in 2015, initial evidence is promising. After the first year, Idaho experienced a 3.1 percent increase in enrollment and a 3 percent decrease in the number of Idaho students leaving the state for an out-of-state college (Kovacs, 2016). In 2022, researchers used synthetic control methods to analyze the causal relationship between Idaho's direct admissions policy on institutional enrollment outcomes (Odle & Delaney, 2022). Researchers found that enrollment increased by roughly 4 to 8 percent, which is 50 to 100 students per campus on average (Odle & Delaney, 2022). This finding was statistically significant and aligned with similar direct admissions results, such as the Common Application's direct admissions pilot program. Launched in 2021, the Common Application partnered with three Historically Black Colleges Universities to offer guaranteed admission to roughly 3,300 high school seniors (Hoover, 2023). At the end of the year, eight students were accepted and enrolled in one of the three institutions (Hoover, 2023). While some might consider this a meager increase, Common Application found this result encouraging - as just by sending a direct admissions letter, a student's life trajectory is potentially changed. The Common Application enacted a second round of direct admissions letters during the 2021-22 academic year, and it will announce its findings this spring (Hoover, 2023).

While the UNC System is triple the size of Idaho's public education system, it holds roughly the same amount of institutions: fourteen ("Fact Book—2022," n.d.). In addition, Idaho's direct admissions program is almost identical to alternative 2. Thus, a direct admissions program within the UNC System will also likely experience effectiveness.

Table 5

Institution	Fall 2022 Total Headcount Undergraduate Enrollment*	Percentage Increase	Increase in the number of students
UNC System Office	117,932	6%	7,075 students

* Excluding NCSU, UNC-CH, and UNCC

Cost: \$144,308.40

Unlike traditional grant-aid or scholarship programs, the cost of a direct admissions program is relatively low. The direct admissions policy requires a state to obtain a longitudinal data system to determine which high school seniors meet eligibility. Since NC DPI already collects this academic information, the cost to implement this portion of the policy is zero (Interview, 2023).

In addition to the longitudinal data system, alternative 2 requires paper, postage, an envelope to send direct admissions letters to students, and additional staff members to execute this policy. To determine the cost, one must consider how many in-state students meet MAR. In Fall 2022, the UNC System enrolled 30,537 new, first-time undergraduate in-state students ("Stats, Data, & Reports – UNC System," 2023). Since these students were offered admission into a UNC System institution, they all met the UNC System MAR. In addition to these students, it is vital to consider the many North Carolina high school seniors who met the MAR but did not enroll in a UNC System institution. Thus, we can project that at least 45,805 direct letters will be sent by multiplying the Fall 2022 new, first-time undergraduate in-state enrollment by 1.5, considering

those who meet MAR but will not enroll in a UNC System institution. A 1.5 multiplier was arrived at after considering data provided by NC DPI, along with conversation with my client.

Regarding paper, postage, an envelope, the current market price of cardstock paper will cost \$0.11 per sheet ("Hammermill Cardstock | Staples," n.d.). According to the United States Postal Service, the current stamp price is \$0.63 ("USPS Stamps," n.d.). The envelopes will cost \$0.14 per envelope ("Business Envelopes | Staples," n.d.).

In terms of staff time to administer the program, Odle and Delaney contended that this policy reimagined the admissions process for students *and* college admissions staff (2022). Rather than spending countless hours reading through endless applications, this policy increased their jobs efficiency (Odle & Delaney, 2022). However, Odle & Delaney's research mentioned the importance of a liaison between the institutions and the Idaho State Board of Education (2022). As such, it is necessary to factor in a liaison at the UNC System Office for this alternative. Based on the UNC System Salary Information Database, it is estimated that this full-time position would cost roughly 104,000 dollars including salary and benefits (2022). As stated in Table 6, alternative 2 will cost \$144,308.40.

In terms of cost-effectiveness, for each increase in 100 students, it would cost roughly 2,039 dollars.

Table 6

# of Letters	Cost of Cardstock	Cost of Postage	Cost of Envelopes	Liaison Employee	Total Cost
45,805	\$0.11 per cardstock sheet (45,805)(0.11) = \$5,038.55	\$0.63 per postage (45,805)(0.63) = \$28,857.15	\$0.14 per envelope (45,805)(0.14) = \$6,412.70	\$104,000.00	\$144,308.40

Equity: Low

Alternative 2 ranks low on equity. Since alternative 2 applies to all UNC System institutions, a direct admissions policy will certainly engage with a majority, if not all 80, underserved counties. However, while direct-admissions policies are praised for removing barriers and establishing stronger access to higher education, quantitative literature reveals that direct admissions policies only guarantee access for *some* students.

Specifically, while researchers found an increase in enrollment from Idaho's direct admissions policy, they also discovered that the policy had a positive but insignificant increase in Pell-eligible students (Odle & Delaney, 2022). Researchers were somewhat perplexed by this finding, as they hypothesized that removing barriers to the college admissions process would nudge pell-eligible students (Odle & Delaney, 2022). While this finding contradicts the researchers' original hypothesis, they discussed a key element that could have influenced

Pell-eligible enrollment: continuous support for students. Researchers argue that many students encounter asymmetry information and affordability issues even with the prospect of guaranteed admission (Odle & Delaney, 2022). In addition, direct admissions policies are often not paired with increased financial aid. For example, Pell-eligible students may get in but be unable to afford college. On the other hand, non-Pell-eligible students who receive an admissions offer and are able to afford it, so it is expected that the enrollment effect is driven by middle/upper-income students absent increased financial aid. Ultimately, without ongoing support there is potential for some students to forgo the idea of college.

Some higher education administrators have even taken a step further, calling these direct admissions programs borderline cruel. In particular, some believe they enact wishful thinking in students, leading them to make impulsive financial decisions (Hoover, 2023).

Conclusively, this evidence indicates that a direct admissions policy might serve low-income minority students better if coupled with additional interventions (greater financial aid, success coaches). Due to comparable studies, a direct admissions policy will likely have a greater effect on middle/upper income students rather than students from an underserved county.

Feasibility: Medium-to-High

With feasibility, alternative 2 relies heavily on the working relationship between the NC DPI and the UNC System Office. The current leader of NC DPI is Catherine Truitt, who previously worked at the UNC System Office. Through conversations with my client, she will likely recognize the benefits of this policy and, thus, favor it ("State Superintendent of Public Instruction," n.d.) (Interview, 2023). In addition, since DPI already has a longitudinal data system, the required infrastructure is currently in place. Regarding UNC System institutions, some institutions will likely not favor a direct admissions policy due to enrollment competition among institutions (Interview, 2023). However, due to this problem's prevalence and alternative 2's effectiveness, institutions could be enticed to support this policy. As such, alternative 2 ranks medium-to-high.

Alternative #3: Expand The UNC System Equity Fellows Program

In 2021, the UNC System Office launched the UNC System Equity Fellows Program to provide high-quality, intense first and second-year advising to underrepresented current college students ("Equity Fellows Program," n.d.). Funded by the John M. Belk Endowment, the UNC System recruits previous College Advising Corps members to serve as first- and second-year college student success coaches at a UNC System institution ("Equity Fellows Program," n.d.). Specifically, fellows are required to meet in person with students three to five times each semester and follow up through additional forms of communication (email, text, or phone call) ("Equity Fellows Program," n.d.). In addition, fellows will receive training and constant support from their institution, along with attending a professional development coaching conference at the UNC System Office. In terms of compensation, the program covers the fellow's full tuition and fees and provides them with a 10,000 stipend ("Equity Fellows Program," n.d.).

Currently, the program is offered at four UNC System institutions: North Carolina State University (NCSU), North Carolina A&T State University (NC A&T), the University of North Carolina at Charlotte (UNCC), and the University of North Carolina at Chapel Hill (UNC-CH) ("Equity Fellows Program," n.d.). While high-intense college advising is costly, similar studies have indicated that these initiatives bolster a student's first-year experience, increase their likelihood of persistence, and aid in on-time graduation.

Due to its initial success, the UNC System should advocate for additional funds to expand the UNC System Equity Fellows Program to each region of North Carolina. With the Piedmont Triad area already included, the program should extend to Appalachian State University (ASU) and East Carolina University (ECU) so that all geographic areas reap the benefits of this initiative.

Effectiveness: Total Enrollment Increase of 8,089 students

In terms of effectiveness, the UNC System Equity Fellows program is currently in its inaugural year, starting in the fall of 2022. Therefore, no data analysis or research regarding the program's effectiveness exists. However, by examining comparable studies, one could estimate the effectiveness of alternative 3. One important note: Whereas I evaluate the 1 and 2 alternatives for their potential impact on *initial* enrollment in college, I evaluate the second alternative for its potential impact on enrollment in the *second* year of college. Specifically, a randomized control trial examined the efficacy of individualized success coaching for first-year undergraduate students (Bettinger & Baker, 2014). Researchers found that success coaching increased college persistence within the first 24 months by 14 percent (3.4 percentage points). Furthermore, this finding is statistically significant at the 99% confidence level (Bettinger & Baker, 2014).

In addition, a study examined the impact of College Forward, a college advising program in Texas that provides one-on-one advising to Hispanic students from their junior year of high school through college (Castleman et al., 2020). Students who participated in College Forward were 36 percent more likely to persist to their third year of college (Castleman et al., 2020). Similar to College Forward, since fellows are previous College Advising Corps members, there is a strong possibility that they could continue their relationship with previous students.

Another study investigated student success coaching across 10 North Carolina community colleges (Valentine & Price, 2023). Through a randomized controlled trial, researchers discovered that students who were assigned a success coach were 4 percent (1.7 percentage points) more likely to be enrolled at the end of their second year (Valentine & Price, 2023). This effect was felt even stronger amongst Black students. Specifically, Black students with a success coach were 18 percent (5 percentage points) more likely to continue their enrollment into the second year (Valentine & Price, 2023). Since this analysis occurred at North Carolina community colleges adjacent to ASU and ECU, expanding the program to these institutions will likely have a similar impact on enrollment.

To determine the effectiveness of alternative 3, a weighted average was taken based on the commensurated studies above. Since Bettinger & Baker examined the causal effect through a

randomized controlled trial, and their findings were statistically significant at the 99 percent level, their estimate was weighted higher, 50%, while the other two studies were weighted by 25%. We can conservatively estimate that expanding the UNC System Equity Fellows Program to ASU and ECU will increase enrollment by roughly 17 percent at both institutions. Thus, we might expect to increase enrollment by 3,474 students at ASU and 4,615 students at ECU.

Table 7

Institution	Fall 2022 Total Headcount Undergraduate Enrollment	Percentage Increase	Increase in the number of students
Appalachian State University	20,436	17%	3,474 students
East Carolina University	27,151	17%	4,615 students

Cost : \$235,488

In 2023, ASU charged, on average, \$8,219.00 in tuition and fees for graduate students this academic year ("Graduate Tuition and Fees," 2023). For ECU, graduate students were charged \$7,467.00 for tuition and fees ("Graduate Tuition and Fees," 2023). Along with covering tuition and fees, the UNC System provides each student success coach with a two-year 10,000 dollar stipend ("Equity Fellows Program," 2023). Lastly, the UNC System Office provides each institution with \$15,000 to support the management of the program at the institutional level (Interview, 2023). Assuming the program maintains the same number of success coaches, four at each institution, and tuition and fees remain unchanged, the addition of ASU will cost about \$120,752, and ECU will cost about \$114,736. Expanding the UNC System Equity Fellows Program to ASU and ECU will cost \$235,488.

In terms of cost-effectiveness, for each increase in 100 students, it would cost roughly 2,910 dollars.

Table 8

Institution	2023-2024 Graduate Tuition & Fees	Stipend	Institutional Management of the Program	# of Success Coaches	Total Cost
Appalachian State University	\$8,219.00	\$10,000	\$15,000	4	\$120,752
East Carolina University	\$7,467.00	\$10,000	\$15,000	4	\$114,736

Equity: High

Alternative 3 ranks high on equity. First, alternative 3 specifically targets underrepresented students to improve their enrollment, retention, and completion rates ("Equity Fellows Program," 2023). In addition, ASU borders six underserved counties: Ashe, Burke, Caldwell, Mitchell, Wilkes, and Yancey and ECU borders eight underserved counties: Beaufort, Craven,

Edgecombe, Greene, Jones, Lenoir, Martin, and Wilson (*Higher Expectations*, 2022). Thus, it is likely that minority, low-income, and rural students within these underserved counties will benefit from success coaches. Furthermore, quantitative studies suggest that intensive, in-person advising starting in high school and continuing throughout college can increase enrollment at four-year institutions along with persistence with the greatest effect on low-income, minority students (Barr & Castleman, 2021) (Castleman & Long, 2013) (Valentine & Price, 2023). This abundance of evidence indicates that alternative 3 would increase the enrollment from underserved counties.

Feasibility: Medium

In terms of feasibility, this alternative ranks medium. To implement alternative 3, the UNC System Office will need additional funds from the John M. Belk Endowment, which has already allocated \$600,000 to the UNC System Office (Interview, 2023). The relationship between the John M. Belk Endowment and the UNC System is strong, according to conversations with my client. Thus, advocating and obtaining additional funds from the endowment is feasible (Interview, 2023). In addition, since ASU already has an established partnership with CAC, recruiting previous CAC members should be easier ("Where We Work," 2023). However, ECU is not a partner program with CAC, so recruiting success advisors will be more demanding. Lastly, alternative 3 relies heavily on institutional support and infrastructure. Through interviews with administrative leaders at ASU and ECU, they indicated their support and bandwidth for this program (Interview, 2023).

OUTCOME MATRIX

Table 9 provides an overview of how each alternative compares to one another based on each of the evaluative criteria. In addition, Table 10 includes an overview of how each alternative would compare to one another based on cost-effectiveness.

Table 9

Outcome Matrix			
	Increase the number of North Carolina Promise Institutions	Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System Institution	Expand The UNC System Equity Fellows Program
Effectiveness	<i>Total Enrollment Increase of 1,255 students</i>	<i>Total Enrollment Increase of 7,075 students</i>	<i>Total Enrollment Increase of 8,089 students</i>
Cost	<i>\$35,881,106.80</i>	<i>\$144,308.40</i>	<i>\$235,488.00</i>
Equity	<i>Medium</i>	<i>Low</i>	<i>High</i>
Feasibility	<i>Low</i>	<i>Medium-to-High</i>	<i>Medium</i>

Table 10

Outcome Matrix			
	Increase the number of North Carolina Promise Institutions	Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System Institution	Expand The UNC System Equity Fellows Program
Cost-Effectiveness	<i>For each increase in 100 students, it would cost roughly 2.86 million.</i>	<i>For each increase in 100 students, it would cost roughly \$2,039</i>	<i>For each increase in 100 students, it would cost roughly \$2,910</i>

RECOMMENDATION: ALTERNATIVE #2

Based upon the above analysis, I recommend that the UNC System implement alternative 2: Partner with the North Carolina Department of Public Instruction to offer direct admissions into a UNC System institution.

At the onset of research and analysis, the UNC System Office expressed its desire to implement a cost-effective policy. As seen in Table 9, alternative 2 is the most cost-effective as each increase in 100 students will cost the UNC System roughly \$2,039. Unlike alternative 2, alternative 1 has the highest cost and performs the most inadequate at increasing enrollment. While alternative 3 is effective, it comes at a high ticket price.

In addition, alternative 2 not only cost-effectively increases enrollment but also ranks high in feasibility. Since the UNC System already has an established working relationship with the NC DPI, the typical hiccups across stakeholders when collaborating on a task will lessen somewhat. Unfortunately, by choosing alternative 2, the UNC System trades off cost-effectiveness with equity. To mitigate this effect, System Office leaders should consider working closely with financial aid officers at each institution to ensure that in-need students receiving direct admission are also given as much financial support as possible.

Finally, it is essential to note that not all institutions will likely participate in alternative 2. Top institutions like the University of North Carolina at Chapel Hill, North Carolina State University, and the University of North Carolina at Charlotte have experienced increases in their enrollment. Furthermore, they would likely want to continue their selective admissions process. However, even if some institutions do not participate in this initiative, most will benefit from this policy. So much so that alternative 2 stands out as the best option for the UNC System.

IMPLEMENTATION

While alternative 2 is the most cost-effective policy, implementing the program will likely be challenging. In particular, this alternative relies heavily on coordination between the NC DPI, the UNC System, and individual institutions. To effectively implement this alternative, the UNC System must consider running a direct admissions pilot program with one institution. A pilot program will allow the UNC System to pinpoint complications before scaling up the direct admissions policy program to additional institutions. Below outlines the necessary next steps to move this pilot program forward, each stakeholder the UNC System should consider, and the potential challenges a direct admissions policy will face.

Implementation Steps

The UNC System Office should focus on the five steps below when implementing a direct admissions policy. These steps are ordered chronically and are necessary before a direct admissions policy is carried out to the pilot institution and additional UNC System institutions.

- 1. Reach out to the Idaho State Board of Education:** The UNC System must meet with the Idaho State Board of Education to better understand the strengths and weaknesses of Idaho's direct admissions policy.
- 2. Develop a data sharing agreement:** Since NC DPI already holds a longitudinal data system, the UNC System will first need to contact the NC DPI to develop a data sharing agreement. A working group of the NC DPI Office of Data, Reporting, and Privacy and the UNC System's Division of Strategy and Policy and Academic Affairs should be included.
- 3. Contact the Institution's Admissions and Enrollment Divisions:** Once the data-sharing agreement has been finalized, the UNC System should begin conversations with the pilot institution regarding a direct admissions policy. A task force, including the institution's

senior leadership and the UNC System Office, will meet bi-monthly to discuss the policy, their admissions process, and potential enrollment impacts.

- 4. Assemble Together Financial Aid Officers:** Higher education advocates have argued that direct admissions policies are only one piece of the college enrollment puzzle. Without additional support, many students take on endless debt. After meeting with the pilot institution's admissions and enrollment divisions, the UNC System should pull financial aid officers into the conversation. Financial aid officers will offer guidance on scholarships and how best this information could be marketed to students. Furthermore, it is important that the UNC System Office share with the pilot institution student-level family data so that Financial Aid officers are able to pinpoint vulnerable students.
- 5. Gather Support from the UNC Board of Governors:** Ultimately, the UNC Board of Governors must approve the direct admissions policy. Thus, it is vital that senior leadership at UNC System Office begin to gather support from BOG members. Senior leadership should present at the upcoming board meeting regarding the direct admissions policy and illustrate its potential impact on enrollment.
- 6. Approval of the Direct Admissions Policy:** After senior leadership has gathered support from BOG members, the policy should be introduced and voted on by the BOG. Once approval is given, UNC System will implement the policy with the pilot institution.

Stakeholder Perspectives

Aside from the stakeholders discussed in the steps above, there are other perspectives that will need consideration.

High School Students & Families

High school students and their families directly benefit from a direct admissions policy. Therefore, the UNC System, NC DPI, and institutions must keep their perspective in mind when implementing this policy. College admissions is a complicated and taxing experience for students and families. While a direct admissions policy is intended to remove barriers to entry and ease the application process, the policy could be considered a perplexing idea to students and families at first (Hoover, 2023). Therefore, the UNC System Office and the institution should carefully consider the language they place into the direct admissions letter and the exact next steps a student and their family should take.

High school Counselors

High school counselors are integral to the college admissions process and would be considered brand ambassadors of the direct admissions policy. A high school counselor's day-to-day consists of building relationships with students and guiding them through the admissions process. When a student receives a direct admissions letter, a high school counselor might be one of the first individuals they speak with about the institution and the admission offer. Therefore, it will be necessary for high school counselors to be knowledgeable about the policy and the process.

Retention Specialists

A direct admissions policy can offer admission to students who are on the margin of college attendance. Often, these students are less likely to persist throughout college and graduate on time (Hoover, 2023). In addition to financial aid officers, the UNC System should consider the value of college advisors and retention specialists. A consistent support system to help students find additional scholarship funds or set them up with a tutor to aid in their studies could make or break a college experience. The UNC System must emphasize the importance of these specialists to institutions and advocate for their involvement in this process. It is important to note though that additional financial aid and retention specialists will likely increase efficiency but it will come at an increase in cost for the UNC System.

Risks and Considerations

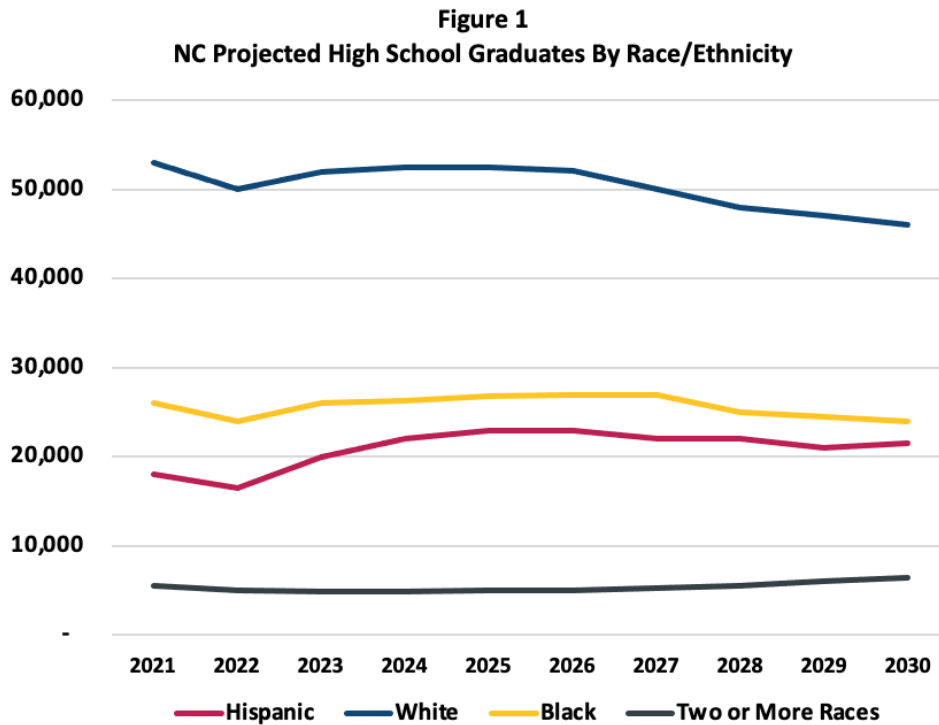
It is essential to note the potential setbacks and risks associated with implementing a direct admissions policy. Specifically, while the UNC System Office has a good working relationship with NC DPI, they might be hesitant to enter into a data sharing agreement. Conversations with stakeholders show skepticism about sharing high school academic data with institutions (Interview, 2023). Therefore, it is important to stress to NC DPI the active role that the UNC System Office plans on holding within this policy. Since the UNC System Office governs each institution, it will ensure that data is correctly used and protected. Another worst-case scenario could be opposition from the BOG. Since members are elected by the NC GA and hold staggered four-year terms, the members often shift with the political makeup of North Carolina ("Leadership and Governance," n.d.). Thus, senior leadership at the UNC System Office should be intentional about how they present this policy to the board. In particular, they should focus on present-day revenue loss from enrollment decline and the consequences if the UNC System does nothing. By illustrating the costs and ramifications of this problem, it will be difficult for any board member to argue against a direct admissions policy. Lastly, individual institutions can push back on a direct admissions policy. Institutions value autonomy over their admissions policy; thus, involving the UNC System Office and NC DPI will likely decrease their independence. Rather than forcing this policy onto institutions, initiating a conversation with them about the benefits of a direct admissions policy and gauging if any institution is interested in serving as the pilot institution is the first step. Once the first institutions begin to experience enrollment increases, other institutions will want to follow suit.

CONCLUSION

While the University of North Carolina System is a nationwide leader in public higher education systems, it is not immune to enrollment decline. As we enter another college admission cycle and enrollment declines are projected to continue for years, the UNC System must develop strategies to weather this storm. By establishing a direct admissions policy, the UNC System will combat enrollment decline head-on and change North Carolina's trajectory for the better for years to come.

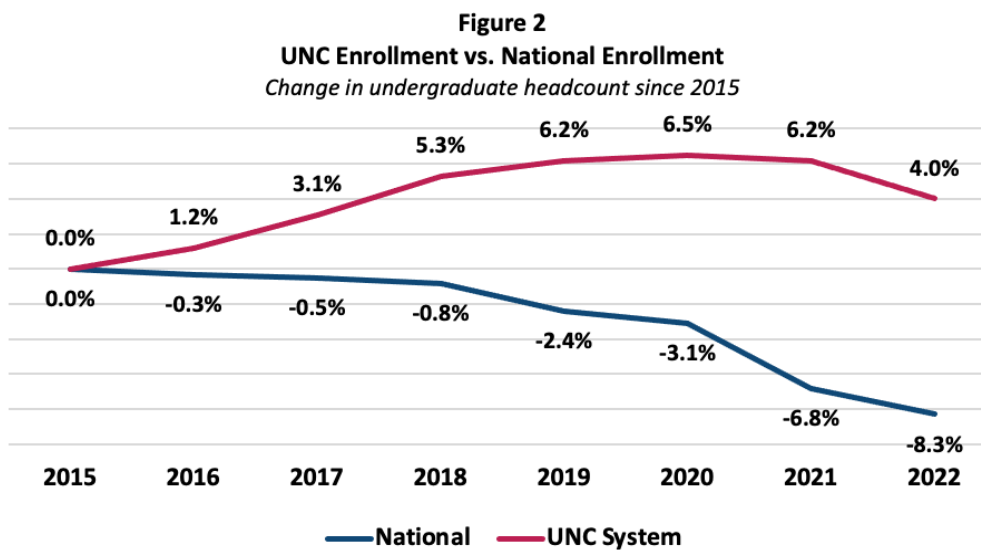
APPENDIX

Figure 1



Source: Western Interstate Commission for Higher Education, Knocking at the College Door, 10th edition, 2020.

Figure 2



Source: National Student Clearinghouse Research Center, Current Term Enrollment Estimates, Fall 2022

Table 1

UNC SYSTEM INSTITUTIONS	ENROLLMENT % CHANGE, 2020-2022
Appalachian State University	1.5%
East Carolina University	-6.9%
Elizabeth City State University	5.7%
Fayetteville State University	2.4%
North Carolina A&T University	6.2%
North Carolina Central University	-7.2%
North Carolina State University	2.5%
University of North Carolina at Asheville	-12.5%
University of North Carolina at Chapel Hill	3.6%
University of North Carolina at Charlotte	-3.7%
University of North Carolina at Greensboro	-11.7%
University of North Carolina at Pembroke	-13.3%
University of North Carolina at Wilmington	-1.4%
University of North Carolina at School of the Arts	0.1%
Western Carolina University	-6.2%
Winston-Salem State University	-3.2%
UNC System Total	-2.6%

Table 2

UNC SYSTEM INSTITUTIONS	TOTAL UNDERGRADUATE TUITION & FEES, 2022-23
Appalachian State University	\$ 8,918.25
East Carolina University	\$ 8,751.46
Elizabeth City State University	\$ 7,154.00
Fayetteville State University	\$ 6,611.31
North Carolina A&T University	\$ 7,023.00
North Carolina Central University	\$ 7,379.00
North Carolina State University	\$ 7,133.51
University of North Carolina at Asheville	\$ 7,289.00
University of North Carolina at Chapel Hill	\$ 3,462.00
University of North Carolina at Charlotte	\$ 6,462.21
University of North Carolina at Greensboro	\$ 3,494.76
University of North Carolina at Pembroke	\$ 3,977.00
University of North Carolina at Wilmington	\$ 5,966.16
University of North Carolina at School of the Arts	\$ 7,214.00
Western Carolina University	\$ 3,356.00
Winston-Salem State University	\$ 8,941.00
UNC System Average	\$ 6,445.79

Table 3

Institution	Fall 2022 Total Headcount Undergraduate Enrollment	Percentage Increase	Increase in the number of students
North Carolina Central University	7,553	10%	755 students
Winston-Salem State University	5,004	10%	500 students

Table 4

Institution	2022-2023 Tuition	Lost Revenue with NC Promise	Projected Student Enrollment with NC Promise	Projected Total Cost
North Carolina Central University	\$3,728.00	\$2,728.00	8,308	\$22,664,224.00
Winston-Salem State University	\$3,401.00	\$2,401.00	5,504	\$13,215,104.00

Table 5

Institution	Fall 2022 Total Headcount Undergraduate Enrollment*	Percentage Increase	Increase in the number of students
UNC System Office	117,932	6%	7,075 students

* Excluding NCSU, UNC-CH, and UNCC

Table 6

# of Letters	Cost of Cardstock	Cost of Postage	Cost of Envelopes	Liaison Employee	Total Cost
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