



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs

November 8, 2018 at 11:00 a.m.
University of North Carolina System Office
Center for School Leadership Development, Room Number 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. [Approval of the Minutes of October 9, 2018](#)..... Anna Spangler Nelson
- A-2. [UNC System Degree Program Establishment –ECSU, UNCW](#) Kimberly van Noort
- A-3. [AHEC Annual Report on Primary Care Physicians](#)..... Hugh Tilson
- A-4. [Digital Learning Initiative](#) Jim Ptaszynski
- A-5. [Educator Preparation Advisory Group Update](#)..... Julie Kowal
- A-6. Other Business Anna Spangler Nelson
 - a. Duties and Authorities of the Boards of Trustees
 - b. Legislative Update
- A-7. Adjourn

Additional Information Available

- A-3. [AHEC Annual Report on Primary Care Physicians](#)

DRAFT MINUTES

October 9, 2018 at 1:00 p.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were in attendance: Rob Bryan, Steven B. Long, Ann Maxwell, and Bettylenah Njaramba. The following committee members were absent: Walter Davenport and Joe Knott.

Chancellor Nancy Cable of UNC Asheville participated. Chair of the UNC Faculty Assembly David Green was also in attendance. Staff members participating included Kimberly van Noort, Daniel Harrison, and others from the UNC System Office.

1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

Chair Nelson called the meeting to order at 12:59 p.m. on Tuesday, October 9, 2018, and called for a motion to approve the open and closed session minutes of July 26, 2018, and September 12, 2018.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed session minutes of July 26 and September 12, 2018 as distributed.

Motion: Ann Maxwell

Motion carried

2. UNC System Degree Program Establishment (Item A-2)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishment for the following:

University of North Carolina at Charlotte

- Master of Education in Urban Education (CIP 13.0410)

Motion: Steven B. Long

The University of North Carolina at Greensboro

- Doctor of Philosophy in Business Administration (CIP 52.0201)

Motion: Rob Bryan

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests to establish degree programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motions carried

3. UNC System Degree Program Discontinuations and/or Consolidations (Item A-3)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program discontinuation and consolidations for the following:

University of North Carolina at Charlotte

- discontinue Master of Education in Teaching English as a Second Language (CIP 13.0401) and
- consolidate into Master of Education in Curriculum and Instruction (CIP 13.0301)

The University of North Carolina at Pembroke

- discontinue Bachelor of Science in Athletic Training (CIP 51.0913)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests to discontinue and consolidate degree programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Ann Maxwell

Motion carried

4. Licensure Program Approvals (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following: Central Michigan University, Bellevue University, Platt College, and South College.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Steven B. Long

Motion carried

5. Student Success Update (A-5)

Andrew Kelly provided an update on progress toward goals for increasing student success and access set forth in *Higher Expectations: Strategic Plan for the University of North Carolina*, approved in 2017. Initial data measurements have been collected and the committee was brought up-to-date on progress and specific initiatives that have been created to reach the goals outlined in the plan.

This item was for information only.

6. Early College High School Graduates Report (Item A-6)

The State Legislature directed the Board of Governors of the University of North Carolina System to adopt a policy that requires each constituent institution to offer to any applicant with an associate degree from a cooperative innovative high school program the option of being considered for admission as either a freshman or as a transfer student. Bethany Meighan presented the committee with a review of the initial implementation of the directive and a summary of the data collected to date regarding student choices.

This item was for information only.

7. Comprehensive Articulation Agreement (Item A-7)

An update on the Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and the North Carolina Community College System (NCCCS) was presented to the committee by Stephanie Bailey. There has been a steady increase in the enrollment of NCCCS transfer students into UNC System institutions, indicating that the 2014 CAA is serving students well and leading the way to seamless and efficient transfers.

This item was for information only.

8. Annual Report of the Committee on Educational Planning, Policies, and Programs (Item A-8)

The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2017-2018 was presented to and reviewed by the committee.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs accept the report for submission to the Board of Governors.

Motion: Ann Maxwell

Motion carried

9. Duties and Authorities of the Boards of Trustees (Item A-9)

The Committee on University Governance requested that the Committee on Educational Planning, Policies, and Programs examine recommendations on the duties and authorities of boards of trustees. Each board of trustees responded to a survey regarding which duties and authorities might be more appropriately exercised by the boards of trustees. The committee received the results of the survey.

This item was for information only.

10. Other Business (Item A-10)

- a. James Ptaszynski provided an update to the committee on the Digital Learning Initiative. The project is working with Tyton Partners to evaluate the extension and viability of digital learning as a means to increase student access to post-secondary education.
- b. Future Teachers of NC Report
Andrew Kelly answered questions on a report submitted to the committee on the progress of establishing the Future Teachers of North Carolina Program, which is to be delivered to the General Assembly on October 15, 2018. The program is designed to encourage teaching as a career pathway.

There being no further business, the meeting adjourned at 2:10 p.m.

Ann Maxwell, Secretary

AGENDA ITEM

A-2. UNC System Degree Program Establishments – ECSU, UNCW Kimberly van Noort

Situation: Elizabeth City State University requests the establishment of the following degree program:

- Bachelor of Science in Homeland Security (CIP 43.0301)

University of North Carolina Wilmington requests the establishment of the following degree program:

- Master of Arts in Integrated Marketing Communication (CIP 09.0999)

Background: Per UNC 400.1, the constituent institutions and UNC System Office staff review degree program offerings and bring requests to establish new programs with recommendations to the Board of Governors.

Assessment: Establishment of the above-listed degree programs is recommended.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

**Request for Authorization to Establish a
Bachelor of Science in Homeland Security
(BS, CIP 43.0301) at
Elizabeth City State University**

I. Program Highlights

- The purpose of Elizabeth City State University's proposed BS in Homeland Security degree program is to provide students with a broad understanding of the political, security, and economic impact of domestic and international terrorist organizations. The degree would prepare students for careers in homeland security, national security and intelligence.
- The proposed degree program will be delivered online.
- The proposed degree program would require successful completion of 120 credit hours, including general education (35 hours), homeland security major courses (33 hours), criminal justice and emergency management electives (18 hours), related area courses (12 Hours), and free electives (22 hours).
- Twenty full-time students and 10 part-time students are projected in the first year. Thirty full-time students and 15 part-time students are projected by the fourth year.
- No new faculty members will be needed to implement the proposed degree program.
- No differential tuition or fees are requested.
- The resources of the campus libraries are adequate to support the proposed degree program.
- The facilities will be adequate for delivery of the proposed degree program.

II. Board Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no institutions in the University of North Carolina System with a BS in Homeland Security. East Carolina University offers a bachelor's degree in multidisciplinary studies that addresses domestic and international threats to U.S. security. Campbell University offers an online BS in Homeland Security.
2. **Relation to Campus Distinctiveness and Mission.** The proposed BS in Homeland Security degree program aligns with system, institutional, and unit missions and strategic plans, in that homeland security relates to professionals of diverse skills that help to ensure the safety and security of people, property, and infrastructure. Graduates would demonstrate specialized knowledge and skills in their careers while helping to protect their community, thereby promoting economic, social, and environmental progress for the people of northeast NC, the state of NC, and the nation.
3. **Demand (local, regional, state).** The Bureau of Justice statistics projected that the fastest growing occupations for 2016-2026 would include: information security analysts, forest fire inspectors, and fire prevention specialists. Each of these professions contributes to the role of homeland security and would benefit from prospective graduates of this degree program. In addition, the United States Bureau of Labor predicts a 37% increase in information security jobs related to homeland security between 2012 -2022, and protective service occupations are projected to grow 5% from 2016 to 2026, resulting in about 158,200 new jobs.
4. **Potential for Unnecessary Duplication.** No other institutions in the UNC System offer a BS in Homeland Security. East Carolina University offers a bachelor's degree in multidisciplinary studies

that addresses domestic and international threats to U.S. security. However, it is not specific to justice studies, with one required criminal justice course. Campbell University offers an online BS in Homeland Security.

5. **Employment Opportunities for Graduates.** Data from the federal Department of Homeland Security suggests that it employs more than 240,000 full time workers and has 597 job openings. Positions according to job postings average \$60,000 a year with full benefits depending on specific tasks and locations.
6. **Faculty Quality and Number.** There will not be a need for new faculty in the proposed degree program during the first four years. The proposed program will only require the creation of four new courses, which will be taught by criminal justice and emergency management faculty. The new courses will be a part of the faculty workload.
7. **Availability of Campus Resources (library, space, etc.)**

Library Services: The G.R. Little Library offers all students access to technology and the internet in the library, which can be used to access all relevant government agencies (FEMA, OSHA, UNISDR, NLM, and DSH) and their online publications. The library provides links to these open access resources, as well as online resources specific to subscriptions and relevant emergency management agencies sites. The library maintains extensive collections to support the university's academic curricula and collaborates with the academic departments and faculty to continually update the library collections for relevance.

Facilities: The proposed degree program would be housed in the Willie and Jacqueline Gilchrist Education and Psychology complex. The three-story building, built in 2011, currently houses the Departments of Social and Behavioral Sciences (BS criminal justice, emergency management; BA sociology, history, and BS psychology) and Education (BS elementary education, special education).

8. **Relevant Lower-level and Cognate Programs.** The proposed degree program would be interdisciplinary. It would provide educational training for students interested in building careers within homeland and national security. The curriculum has some connection to criminal justice and emergency management programs. The design of the proposed BS in Homeland Security program allows for reciprocity between the existing programs, as such there is no requirement for the expansion of the criminal justice or emergency management programs.
9. **Impact on Access and Affordability.** No differential tuition or fees are requested.

Tuition rates for full-time undergraduate and distance education students at ECSU are as follows:

Undergraduate Tuition and Fees (Fall 2018-Spring 2019)

Undergraduate (Per Semester)

ITEM	1 to 5	6 to 8	9 to 11	12 to 18	ANNUAL
NC Resident (Non-Boarding)	\$ 125.00	\$ 250.00	\$ 375.00	\$ 500.00	\$ 1,000.00
Non-Resident (Non-Boarding)	\$ 625.00	\$ 1,250.00	\$ 1,875.00	\$ 2,500.00	\$ 5,000.00
Athletics	\$ 109.86	\$ 219.72	\$ 329.58	\$ 439.44	\$ 878.88
Health Services	\$ 31.88	\$ 63.76	\$ 95.64	\$ 127.52	\$ 255.04
Health Insurance		\$ 1,293.88	\$ 1,293.88	\$ 1,293.88	\$ 2,587.76
Student Activity	\$ 87.88	\$ 175.75	\$ 263.63	\$ 351.50	\$ 703.00
Assoc of Student Government Fee	\$ 0.13	\$ 0.25	\$ 0.38	\$ 0.50	\$ 1.00
Campus Safety Fee	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 30.00
Technology Fee	\$ 40.75	\$ 81.50	\$ 122.25	\$ 163.00	\$ 326.00
Book Rental (optional; automatically charged to full-time undergrad students)				\$ 240.00	\$ 480.00
Total NC Resident (Non-Boarding)	410.50	2,099.86	2,495.36	3,130.84	6,261.68
Total Non-Resident (Non-Boarding)	910.50	3,099.86	3,995.36	5,130.84	10,261.68
			Dbl Rm Air	\$ 2,374.00	\$ 4,748.00
			Laundry Fee	\$ 40.00	\$ 80.00
			Board	\$ 1,543.79	\$ 3,087.58
			*Meal Plan Tax	\$ 104.21	\$ 208.42
			Per semester	\$ 4,062.00	\$ 8,124.00
Total Tuition, Fees, Room and Board(Resident)				7,192.84	14,385.68
Total Tuition, Fees, Room and Board(Non-Resident)				9,192.84	18,385.68

NOTE: Book rental is optional; however, it is usually more cost efficient for full-time students to use the book rental system
Tuition and fees are subject to change by the University of North Carolina Board of Governors without notice.

Undergraduate Distance Learning (Per Semester)

ITEM	1	2	3	4	5	6	7	8	9
NC Resident (Non-Boarding)	33.78	67.56	101.34	135.12	168.9	202.68	236.46	270.24	304.02
Non-Resident (Non-Boarding)	168.92	337.84	506.76	675.68	844.6	1013.52	1182.44	1351.36	1520.28
Educational & Technology Fee	11.01	22.02	33.03	44.04	55.05	66.06	77.07	88.08	99.09
Association of Student Government Fee	0.13	0.13	0.13	0.13	0.13	0.25	0.25	0.25	0.38
Total NC Resident (Non Boarding)	44.92	89.71	134.50	179.29	224.08	268.99	313.78	358.57	403.49
Total Non-Resident (Non-Boarding)	180.06	359.99	539.92	719.85	899.78	1,079.83	1,259.76	1,439.69	1,619.75

This schedule represents a per credit hour charge for distance learning tuition, additional hours beyond those shown will be calculated accordingly.

NOTE: Book rental is optional; however, it is usually more cost efficient for full-time students to use the book rental system
Tuition and fees are subject to change by the University of North Carolina Board of Governors without notice.

10. Expected Quality. The university will conduct annual evaluations of programs using the following metrics: (a) program enrollment, (b) retention, (c) credit hour productivity, (d) graduation rates, and (e) relative profitability.

11. Feasibility of Collaborative Program. Consultation with representatives from the College of Albemarle and Roanoke Chowan Community College, during a Community College Partnership Day, held on February 20, 2018, at ECSU, revealed enthusiasm for the new major.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the ECSU faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, ECSU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve ECSU's request to establish a Bachelor of Science in Homeland Security degree program (CIP 43.0301) to enroll students starting fall 2019.

**Request for Authorization to Establish a
Master of Arts in Integrated Marketing Communication
(MA, CIP 09.0999) at
University of North Carolina Wilmington**

I. Program Highlights

- The purpose of the University of North Carolina Wilmington's proposed MA in integrated Marketing Communication degree program is to prepare communication and marketing professionals for advancement in their fields.
- The proposed degree program will be delivered online.
- The proposed degree program would require successful completion of 30 credit hours, including residence, comprehensive exams, thesis, dissertation, and either clinical or field experience.
- Fifteen part-time students are projected in the first year. Fifty-two part-time students are projected by the fourth year.
- Two new tenure-track faculty members will be needed to implement the proposed degree program. In addition, a course buyout will be needed for the faculty member serving as graduate program coordinator. The institution requests at least three graduate student assistantships per year.
- Enrollment growth funding will not be needed.
- A tuition differential of \$250 per semester per student will be requested.
- The resources of the campus libraries are adequate to support the proposed degree program.
- The facilities will be adequate for delivery of the proposed degree program.

II. Board Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** UNC System institutions with similar programs include: East Carolina University, the University of North Carolina at Charlotte, and The University of North Carolina at Greensboro.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program reflects the principles outlined in UNC Wilmington's institutional mission: "The University of North Carolina Wilmington, the state's coastal university, is dedicated to the integration of teaching and mentoring with research and service. Our commitment to student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship is expressed in our baccalaureate and masters' programs, as well as doctoral programs in areas of expertise that serve state needs. Our culture reflects our values of diversity and globalization, ethics and integrity, and excellence and innovation."

The program's learning outcomes are consistent with UNCW's commitment to student engagement, critical thinking, thoughtful expression, and responsible citizenship. In addition, UNCW's values are expressed through an emphasis on ethics and excellence in theory-informed practice.

3. **Demand (local, regional, state).** Regional employment projections from the Bureau of Labor Statistics predict increasing demand for integrated marketing and communications-related

occupations, which are expected to grow by 19.5 percent from 2014 to 2024. The jobs outlook for market research analysts and marketing managers is projected to grow at rates well above the

regional average, at 19 percent and 26.6 percent respectively. Average salary projections in North Carolina range from \$69,080 to more than \$100,000.

4. **Potential for Unnecessary Duplication.** Market analysis commissioned from the Hanover Research consulting firm suggested that the proposed degree program would not compete directly with the programs at other UNC institutions. Although the program at ECU can be taken online, it emphasizes health communication, which is distinct from the proposed degree program at UNCW.
5. **Employment Opportunities for Graduates.** Data from the Bureau of Labor Statistics forecasts faster than average growth for relevant occupations (15 percent) compared to the average growth rate across all occupations (7.4 percent) from 2016 to 2026. Much of this growth is driven by high demand for market research analysts and marketing specialists (22.8 percent).
6. **Faculty Quality and Number.** Two new tenure-track faculty members will be needed to implement the proposed degree program. In addition, a course buyout will be needed for the faculty member serving as graduate program coordinator. The institution requests at least three graduate student assistantships per year.
7. **Availability of Campus Resources (library, space, etc.)**

Library Services: The Randall Library is currently well positioned to provide instructional and research resources for the proposed degree program. The library offers a broad range of journals, multi-disciplinary aggregator databases, and subject-related e-books.

Facilities: The proposed degree program would benefit from UNCW's partnership with Adobe to offer Adobe Creative Cloud to students free of cost. This is a key differentiator for the proposed degree program. In addition, UNCW's Office of e-Learning offers assistance for fully online and hybrid courses, both synchronous and asynchronous. They offer course evaluations, one-on-one training, and any other assistance needed for online courses.

8. **Relevant Lower-level and Cognate Programs.** The proposed degree program has a lower-level BA in Communication Studies at UNCW. Seven undergraduate courses were revised to build a more robust presence in integrated marketing communication and to prepare potential students to enroll in the MA program. The BA program does not have formal tracks, but related departmental areas, such as digital media and organizational communication, provide sufficient foundational knowledge to prepare students for graduate programs.
9. **Impact on Access and Affordability.** Enrollment growth funding will not be needed. A tuition differential of \$250 per semester per student will be requested to support online certificate programs, attendance at the Integrated Marketing Communication conference, and access to the latest software and applications.

Tuition rates for graduate and distance education students at UNCW are as follows:
Graduate Distance Education Tuition and Fees (Fall 2018-Spring 2019)

Graduate Distance Education/Extension (Per Credit Hour)

*Extension courses are section 800 or higher with a campus listed as "EXT"

*If a specific program is not listed below then it will be billed at the Graduate Student rates.

Per Credit Hour	In-State Tuition	Out of State Tuition	Ed & Tech Fees	Security Fees	In-State Total	Out of State Total
Graduate	\$231.32	\$909.22	\$24.23	\$1.47	\$257.02	\$934.92
CMBA	\$414.72	\$1,092.62	\$24.23	\$1.47	\$440.42	\$1118.32
EMBA	\$414.72	\$1,092.62	\$24.23	\$1.47	\$440.42	\$1118.32
IMBA	\$231.32	\$462.64	\$24.23	\$1.47	\$257.02	\$488.34
PMBA	\$339.17	\$1,017.06	\$24.23	\$1.47	\$364.87	\$1042.76
BFC	\$414.72	\$1,092.62	\$24.23	\$1.47	\$440.42	\$1118.32
DNP	\$297.01	\$974.90	\$24.23	\$1.47	\$322.71	\$1000.60
MS Business Analytics	\$481.32	\$1,159.22	\$24.23	\$1.47	\$507.02	\$1184.92
MS Finance	\$481.32	\$1,159.22	\$24.23	\$1.47	\$507.02	\$1184.92
MSAC	\$461.64	\$1,108.14	\$24.23	\$1.47	\$487.34	\$1133.84

Please Note: EXT Classes are billed per credit hour. Classes are typically 3 credit hours each, but may vary.

10. Expected Quality. The proposed degree program will be evaluated through student enrollment, student progress in the coursework, graduation rates, and job placement. In addition, feedback from employer and alumni surveys will be included.

11. Feasibility of Collaborative Program. The UNCW Department of Communication Studies has strong working relationships with graduate programs at ECU, UNC Charlotte, and UNC Greensboro. UNCW received a letter of support for the proposed degree program from UNC Charlotte. Efforts are ongoing to identify areas of collaboration where appropriate.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNCW faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNCW's request to establish a Master of Arts in integrated marketing communication degree program (CIP 09.0999) to enroll students starting fall 2019.

AGENDA ITEM

A-3. AHEC Annual Report on Primary Care Physicians Hugh Tilson

Situation: Presentation of the annual report, “Monitoring the Progress of North Carolina Medical School Graduates Entering Primary Care Careers in North Carolina.”

Background: This report responds to General Assembly mandates, as established in 1993 and since amended (G.S. 143-613), to expand the state’s pool of generalist physicians. The General Assembly required that each of the state’s (then) four schools of medicine develop a plan to expand the percentage of medical school graduates choosing primary care residency positions and that the Board of Governors “shall certify data on graduates, their residencies and clinical training programs.” The approved report is due to the Fiscal Research Division of the Legislative Services Office and to the Joint Legislative Education Oversight Committee by November 15 each year.

Assessment: This report summarizes the primary care outcomes at five years post-graduation for Brody School of Medicine, Duke University School of Medicine, the University of North Carolina at Chapel Hill School of Medicine, and Wake Forest University School of Medicine. Initial residency matches for the classes of 2018 are reported for all NC medical schools, including Campbell University School of Osteopathic Medicine. Due in part to this annual report, NC remains a national model for tracking medical student outcomes. Of the 436 medical students graduating from North Carolina medical schools in 2012, 73 students (17%) were in an NC primary care practice in 2017, yet only four students were in a rural NC county (two from UNC-CH SOM and two from Brody SOM). As in previous years, the highest numeric retention is for family medicine physicians, with 30 of 49 remaining in the state. AHEC presented information last year on recommended policy adjustments and financial incentives related to residency and precepting that could assist in boosting retention of NC medical graduates and in rural areas.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Medical Students Entering Primary Care: Tracking Workforce Outcomes to Determine Return on Investment

EXECUTIVE SUMMARY

In 1993, the General Assembly mandated an annual report on the progress of medical school graduates going into primary care. North Carolina AHEC and the Sheps Center produce this report each year using state licensure databases as well as national databases.

North Carolina is a national model for tracking annual workforce outcomes of its medical school graduates. Increasingly, the North Carolina General Assembly has been interested in knowing the workforce outcomes of medical schools and residency programs to better evaluate return on investment of state funds.

The data show:

- Of the 436 NC medical school graduates from the class of 2012, 73 (17%) were in practice in primary care in NC in 2017, with just 4 (1%) in a rural NC county.
- Five-year outcome data have been consistent for the cohorts from 2008-2012, with ECU retaining the most graduates in practice in NC, followed by UNC, Wake Forest, and Duke.
- For the class of 2012, a greater percentage of public medical school graduates were practicing in primary care in-state five years after graduating (ECU: 38%, n=28; UNC: 20%, n=32), compared to private medical school graduates (Wake Forest: 7%, n=8; Duke: 6%, n=5).
- Just 1% (n=4/436) of graduates from the 2012 cohort were in practice in primary care in a rural NC county, two from each of the public medical schools. This percent is similar to those from prior graduating classes. All four were practicing in Family Medicine.
- In contrast to prior years, across all schools, graduates who matched to Internal Medicine-Pediatrics were retained in state in the highest percentage (n=7 of 8, 88%). The greatest numeric retention, as in prior years, was for physicians practicing Family Medicine (n=30 of 49, 61%).

With a new school of medicine (Campbell) now graduating students annually, increased attention to GME expansion in rural areas, and the implementation of the Medicaid 1115 waiver, it will be important to continue collecting and tracking data on NC medical education outcomes so that the state can monitor trends and identify best practices.

Workforce Outcomes of NC's Medical School Graduates: Why track them? What do we learn?

Julie Spero, MSPH
Director, Sheps Health Workforce NC
Cecil G. Sheps Center for Health Services Research

UNC Board of Governor's Meeting
November 9, 2018

Who we are and what we do



SHEPS HEALTH WORKFORCE NC

Mission: to provide timely, objective data and analysis to inform health workforce policy in North Carolina and the United States

- Based at Cecil G. Sheps Center for Health Services Research at UNC-CH, but mission is statewide
- Independent of government and health care professionals
- Maintains the NC Health Professional Data System, a collaboration between the Sheps Center, NC AHEC and the health professions licensing boards



- **Mission:** to meet the state's health and health workforce needs and to provide education programs and services that bridge academic institutions and communities to improve the health of the people of North Carolina, with a focus on underserved populations.
- **Vision:** to lead the transformation of health care education and services in North Carolina.

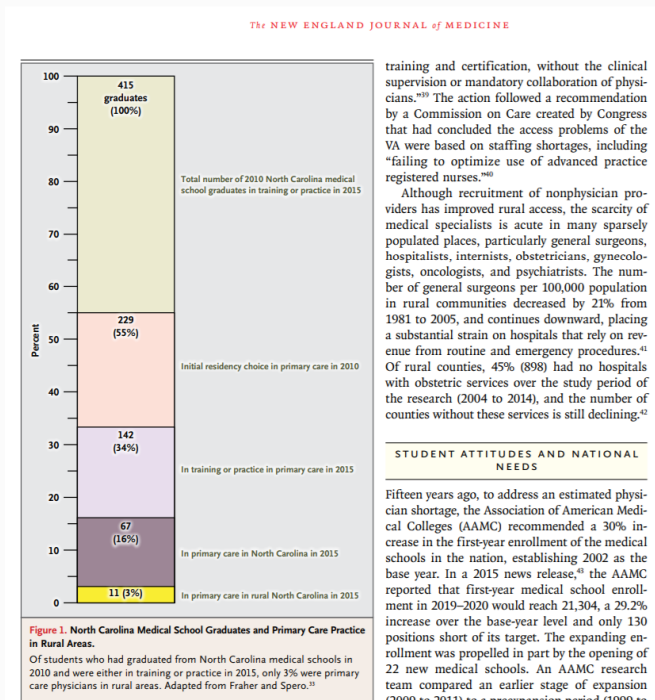
Why track NC medical student outcomes?

AHEC & Sheps have reported NC medical school outcomes since the mid-1990's

- S.L. 1993-321: NC's four medical schools will
 - plan to expand the percent of medical students choosing a primary care residency
 - report annual outcomes five-years post-graduation
- NC is a national model for tracking medical student outcomes
- Data featured in John Iglehart's 2/1/18 article: "The challenging quest to improve rural health care."



The NEW ENGLAND
JOURNAL of MEDICINE



The NC General Assembly increasingly interested in the ROI for medical school and residency

- S.L. 2018-88: Improving NC Rural Health
 - Examine possible new residency programs in rural hospitals
- H1002/S773: Medical Education and Residency Study (2018 session, not passed)
- S.L. 2017-57: Appropriations Act
 - UNC & DHHS produced two reports on workforce outcomes of NC medical schools and residency programs



<http://www.shepscenter.unc.edu/product/evaluating-workforce-outcomes-north-carolinas-medical-education-programs/>

Do NC med school grads stay in state? In primary care?





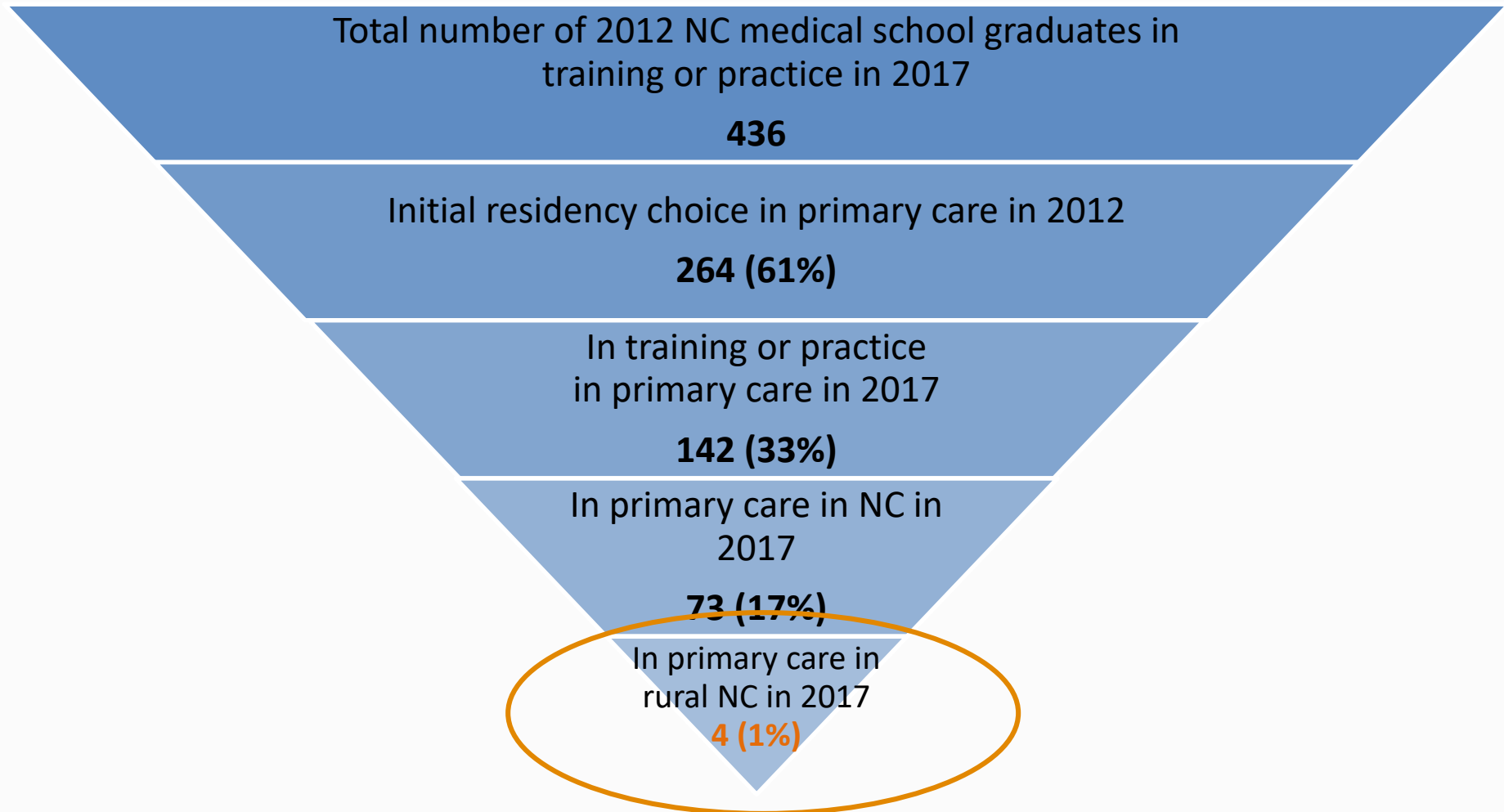
Class of 2018 – Initial Matches to Primary Care* in NC

Medical School	2018 Graduates Who Matched to a Residency	Number Matched to a Primary Care Residency in NC	Percent Matched to a Primary Care Residency in NC
Campbell	151	18	12%
Duke	102	12	12%
ECU	71	20	28%
UNC-CH	168	34	20%
Wake Forest	105	10	10%

*2018 Primary Care Residency Specialty includes Family Medicine, Internal Medicine, Pediatrics, Internal Medicine-Pediatrics, and Obstetrics/Gynecology. Source: Class of 2018 Residency Match lists downloaded from NC Medical School Websites, except for Campbell and Duke. Campbell data via Matt Huff, Office of Clinical Affairs and Graduate Medical Education, Campbell University School of Osteopathic Medicine, personal communication with Julie Spero on 27 September 2018. Duke data via Sheba Hall, Office of Student Affairs, Duke University School of Medicine, personal communication with Julie Spero on 28 Sept 2018.



2012 NC Medical School Graduates: Retention in Primary Care in NC's Rural Areas 5 years later



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.

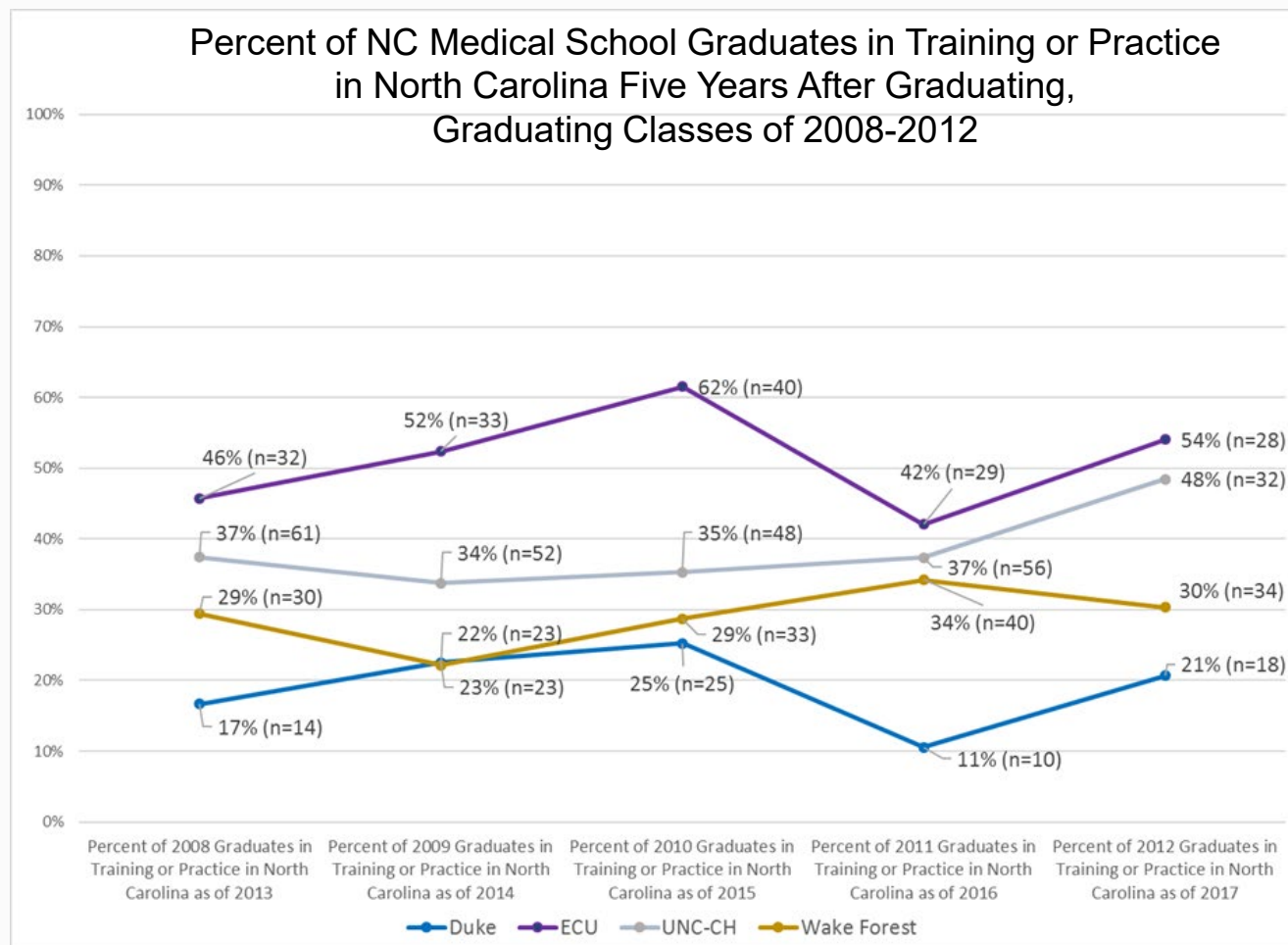
Source: North Carolina Health Professions Data System with data derived from the Association of American Medical Colleges, and the NC Medical Board, 2017.

Rural source: US Census Bureau and Office of Management and Budget, July 2017. "Core Based Statistical Area" (CBSA) is the OMB's collective term for Metropolitan and Micropolitan Statistical areas. Here, nonmetropolitan counties include micropolitan and counties outside of CBSAs.



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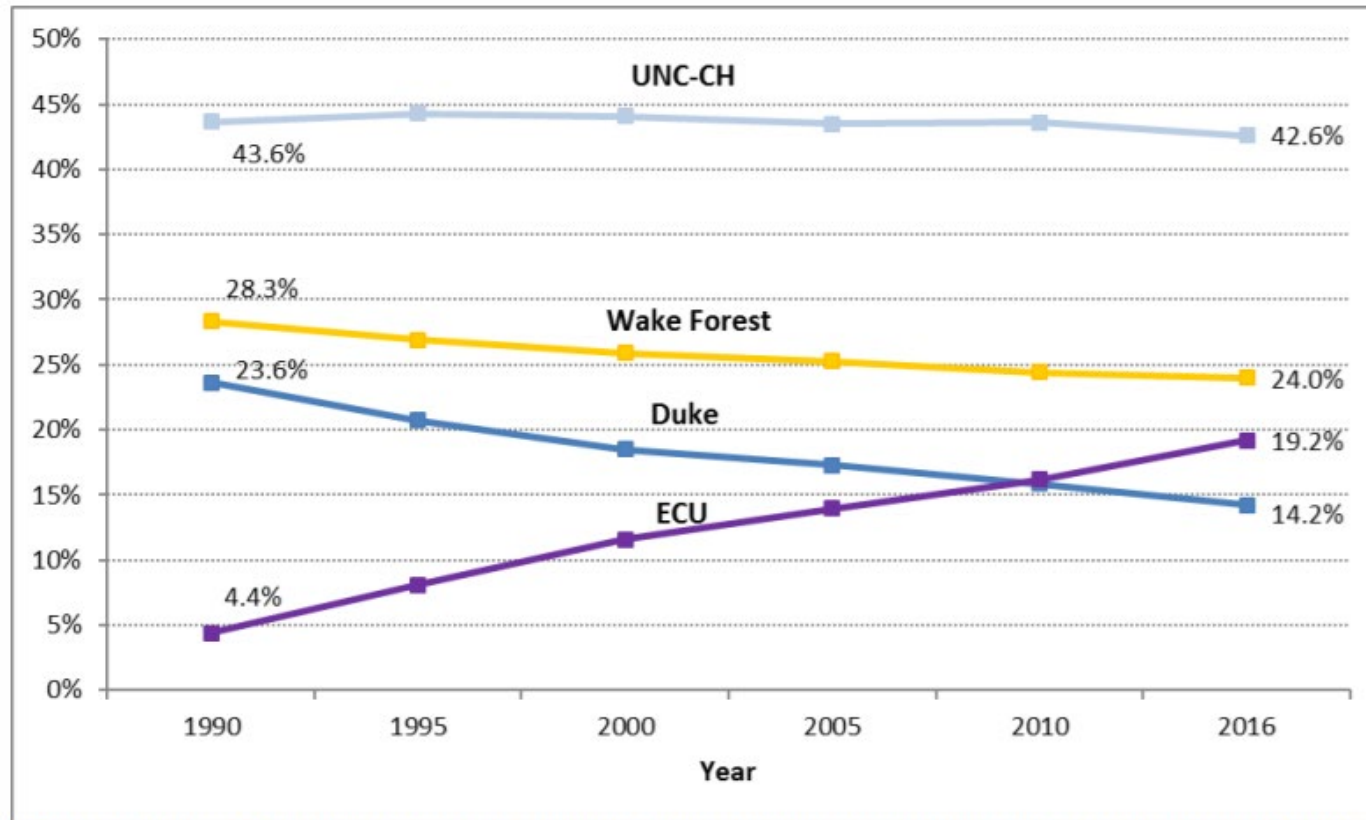
A greater percent of grads from public medical schools are retained in NC five years after graduating



27/65

Snapshot of NC physician workforce: UNC contributes the largest percent of NC-educated physicians to workforce; ECUs contribution is growing rapidly

Active, Licensed NC Educated Physicians by NC Medical School Location, 1990-2016

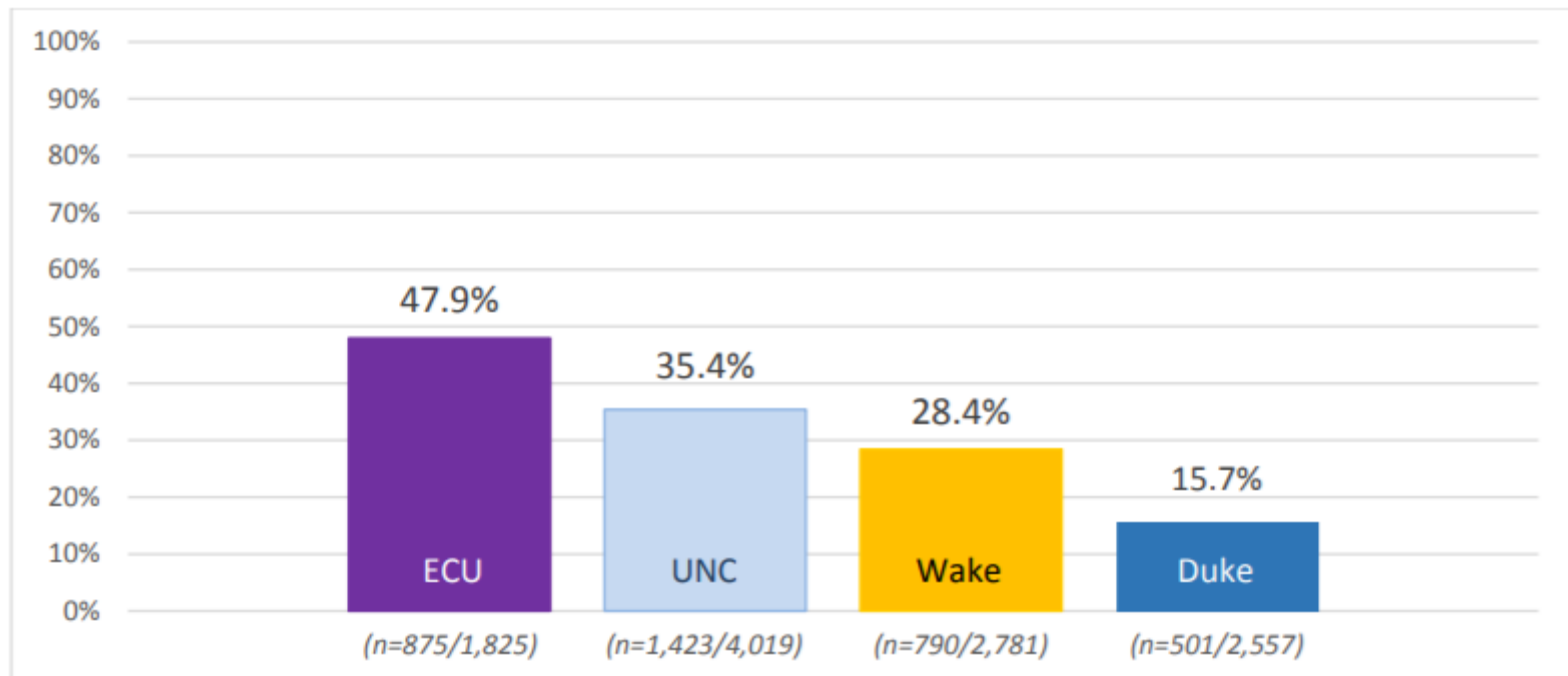


[Data are derived from the North Carolina Board of Medicine and include active, licensed physicians in practice in North Carolina as of October 31 of each year who graduated from an NC medical school, are not residents-in-training, and are not employed by the Federal government. Source: North Carolina Health Professions Data System, Program on Health Workforce Research and Policy, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.]

28/65

Snapshot of NC physician workforce: a greater percent of NC's public medical school graduates practice in NC

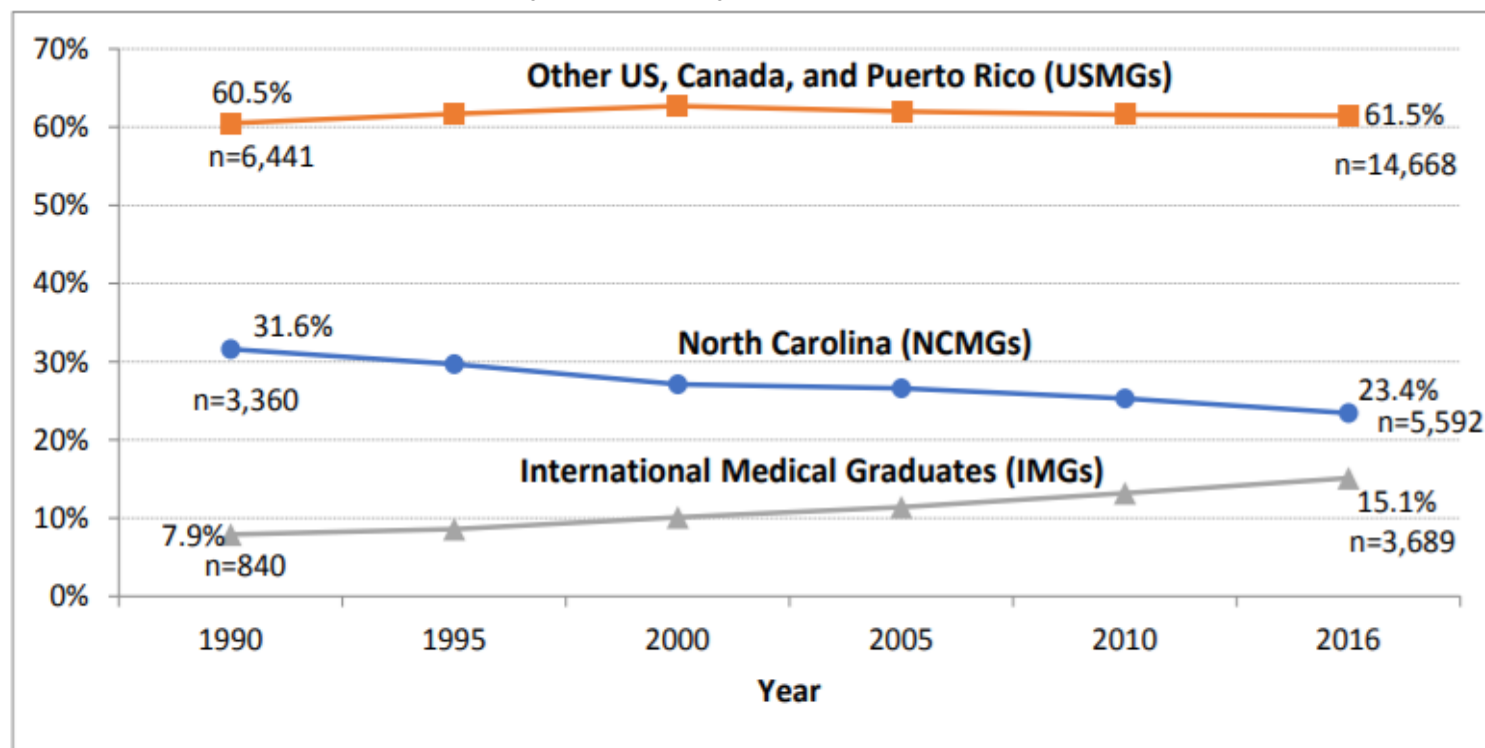
Percent of Graduates from the Classes of 1990-2015 in Active Practice in the 2016 NC Workforce



[Data are derived from the North Carolina Board of Medicine and include active, licensed physicians in practice in North Carolina as of October 31, 2016 who graduated from an NC medical school between 1990 and 2015, are not residents-in-training, and are not employed by the Federal government. Data on number of graduates from 1990-2015 obtained from the registrar's office of each medical school. Source: North Carolina Health Professions Data System, Program on Health Workforce Research and Policy, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.]

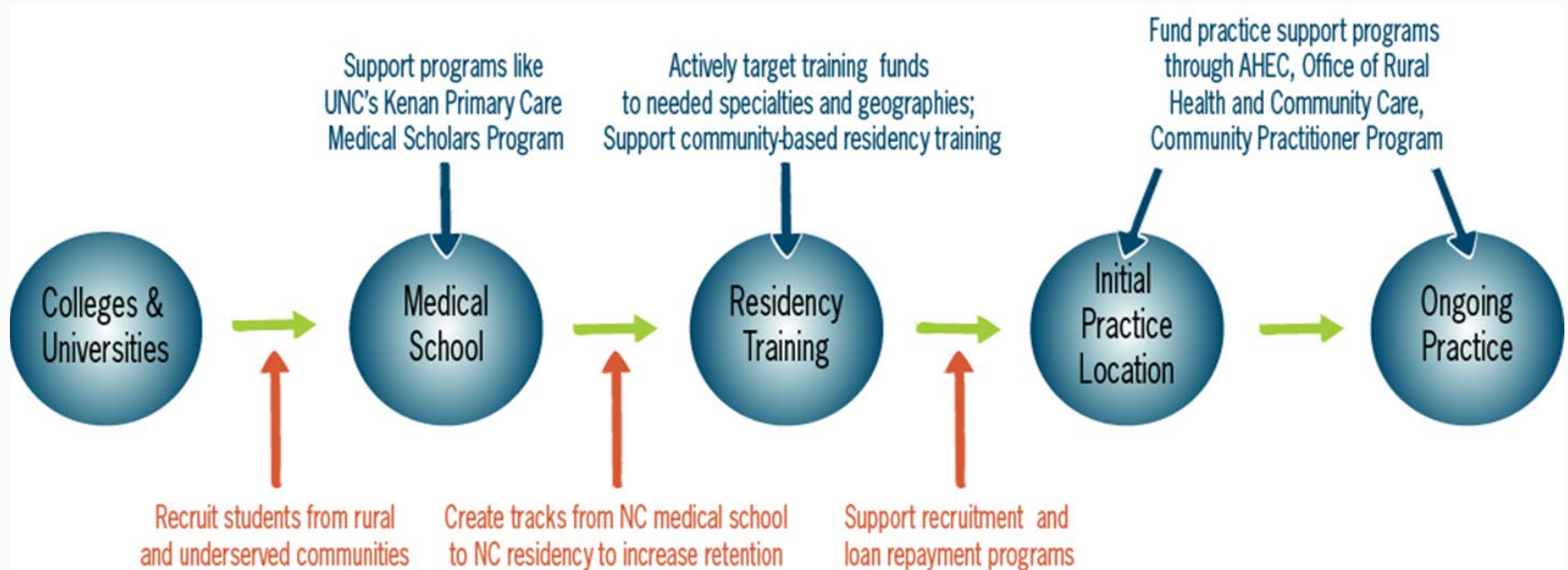
Snapshot of NC physician workforce: NC increasingly relies on physicians trained outside the U.S.

Active, Licensed NC Physicians by Medical School Location, 1990-2016



[Data are derived from the North Carolina Board of Medicine and include active, licensed physicians in practice in North Carolina as of October 31 of each year who are not residents-in-training and are not employed by the Federal government. Source: North Carolina Health Professions Data System, Program on Health Workforce Research and Policy, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.]

Medical school is one intervention point in a physician's career trajectory—there are others



Questions?

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<https://nchealthworkforce.unc.edu/>

**SHEPS HEALTH
WORKFORCE NC**

AGENDA ITEM

A-4. Digital Learning Initiative UpdateJames Ptaszynski

Situation: The Digital Learning Initiative is currently in the data gathering and business case research phase. The committee will receive an update on current findings, lessons learned, and preliminary business model opportunities.

Background: *Higher Expectations: Strategic Plan for the University of North Carolina* requires the UNC System to think creatively about how to reach new students and especially how to deliver a quality education to first-generation, low-income, and rural North Carolina students. While each institutions is responsible for addressing these challenges, the UNC System created the Digital Learning Initiative to offer alternatives – especially for adult students, many of whom balance family and work commitments and struggle to find college options that fit their unique needs and schedules.

Assessment: This update will apprise the Board of Governors of the current status and issues with the Digital Learning Initiative.

Action: This item is for information only.





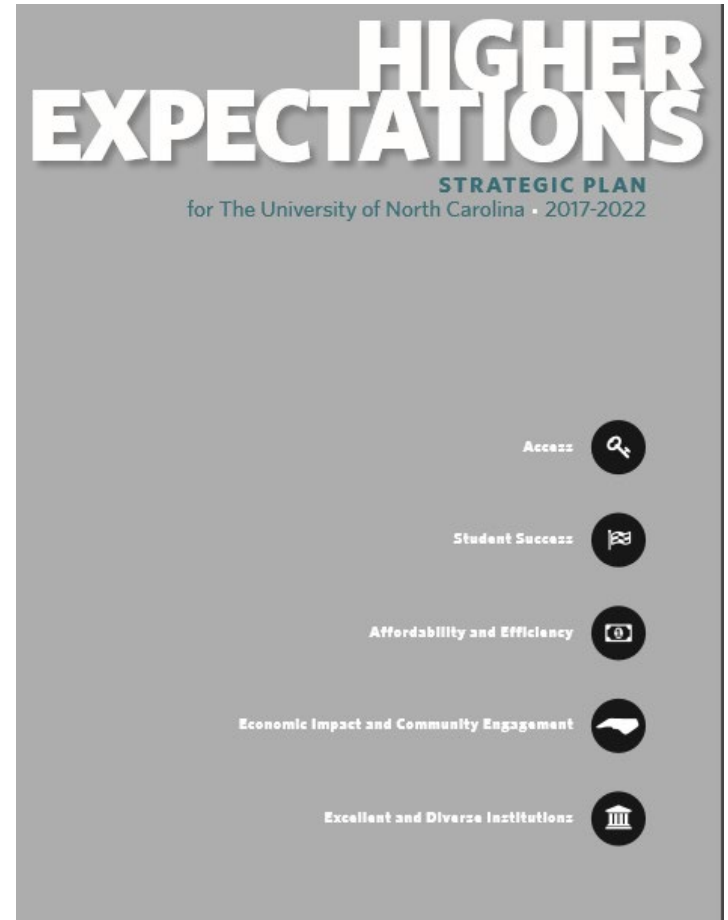
DIGITAL LEARNING UPDATE

Board of Governors of the University of North Carolina System
Committee on Educational Planning, Policies, and Programs

November 8, 2018

James Garner Ptaszynski, Ph.D.
Vice President for Digital Learning

Improving Access



We need to imagine what does not yet exist




Guiding characteristics

- **Transformative.** The initiative will define a strategy for transformation via digital learning that will support the mission of the UNC System and be in addition to the existing 17 institutions (and in cooperation with NCCCS).
- **Dynamic.** Higher education is evolving at an accelerated pace. No single, static plan will be able to anticipate the opportunities of the future.
- **High quality.** The learning experiences delivered will be of the highest quality making use of both proven and innovative technology. Quality will be informed continuously by refreshed data and research.
- **Sustainable.** Building on the strong financial foundation of the UNC System, the initiative will seek to generate new funding streams and be less reliant on state appropriations.
- **Serving the underserved.** The initiative will seek to enroll large numbers of learners who have historically not been able to access higher education.

Some of the fundamental questions

- Who is the target audience and what do they need?
- What do we need to put in place to support them – technology, pedagogy, academic affairs?
- Organization model?
- Governance model?
- Operating model?
- Funding model
- How is this related to the 16 university campuses?
- How does this align with the community colleges?

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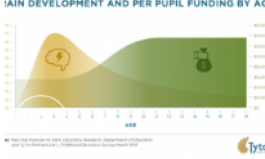
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The Time for Class series was first published in 2015...

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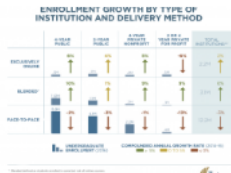
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A State Approach to Bridging the Gap In Early Childhood Education
The Bottom Line By kindergarten, 90% of a child's brain...

by **KATIE NOLAN**


TOOLS AND INFOGRAPHICS



The Cinderella Story of Online Learning In Higher Education
The Bottom Line In the fading glow of March Madness...

by **GATES BRYANT AND TRACE URDAN**

TOOLS AND INFOGRAPHICS

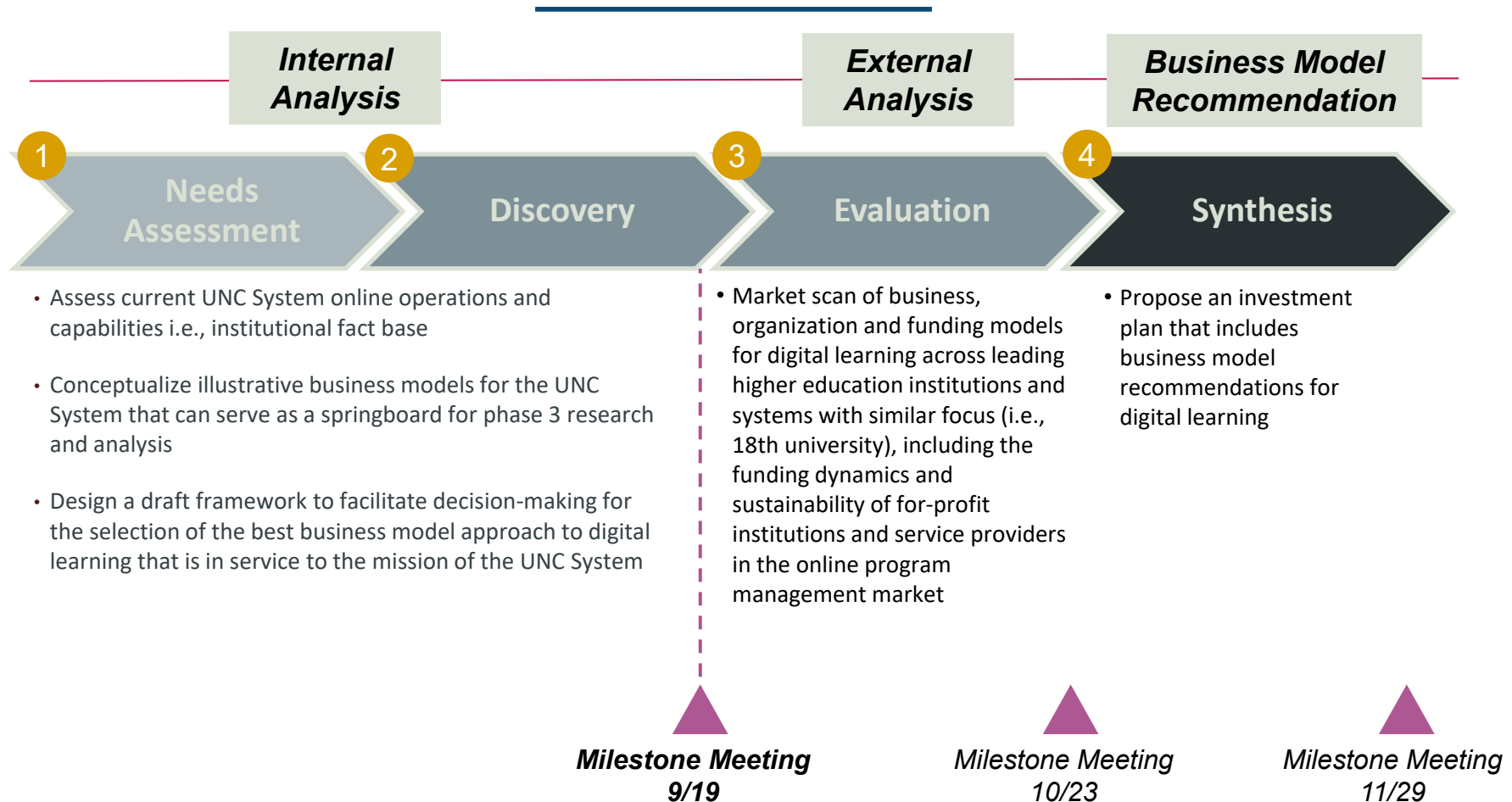


Who's the next winner in the shifting K-12 curriculum market?
The Bottom Line Poorly understood shifts in basal textbook spending...

by **TANYA ROSBASH**

TOOLS AND INFOGRAPHICS

Phases of the Business Case Research Project



Summary of key learnings

- **There is a large opportunity for the UNC System to increase tuition revenue via online enrollment.**
 - There are possible scenarios to achieve \$1B+ in new tuition revenue from online compared to a base of exclusively distance education tuition revenue of ~\$70M and total tuition and fee revenue across the system of \$1.8B
 - In North Carolina alone, there are 4.8 million underserved learners – in the non-traditional segments, the UNC System serves 3% or less of the population

Summary of key learnings

- **How the System chooses to pursue this opportunity will require changes to historical parameters.**
 - While there is considerable opportunity with new in-state enrollment, the largest underserved opportunity is out of state and requires flexibility with the 18% cap on out of state enrollment
 - The initiative will also need the flexibility to set tuition rates, spend considerably more on new student acquisition and control cost on instruction per student

Summary of key learnings

- **The current state of distance education across the system varies significantly. Key themes include:**
 - Other than the University of North Carolina at Chapel Hill and North Carolina State University, brand reach is very limited outside the state.
 - Several of the small and medium sized institutions are serving more underserved learners in state.
 - Medium sized institutions are in various stages of scaling and centralizing their distance education capacity and infrastructure. The smallest institutions are under-resourced to achieve transformation
 - Leadership, culture and attitudes about distance education are significant factors for progress and momentum in seeing growth from online
 - Specific policies at the system and institution-levels create complexity and barriers to online program growth; specifically, the funding formula, tuition revenue attribution, tuition rate setting controls and faculty promotion policies

Summary of key learnings

- **Several important changes could be undertaken to catalyze growth for the institutions within the UNC System and there are six business model options to consider for the initiative.**
 - The six model options are not exhaustive but help illustrate some of the key choices, namely: what students should be targeted, what brand(s), what online program functions should be provided centrally, what scale benefits or disadvantages exist, what types of new or traditional credentials should be offered.

The UNC System's Untapped Opportunity: Serving Nontraditional Learners



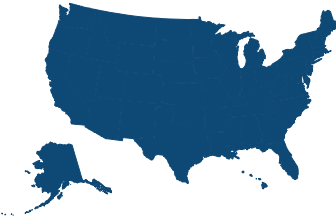
- There are 4.8M “underserved”* in the state of North Carolina today

- 1M are adults (>25) that are Pell Eligible

- More than 500K are Active Duty or Veteran Military with no degree



- UNC System penetration today of the adult learner group that is Pell Eligible group is 2%

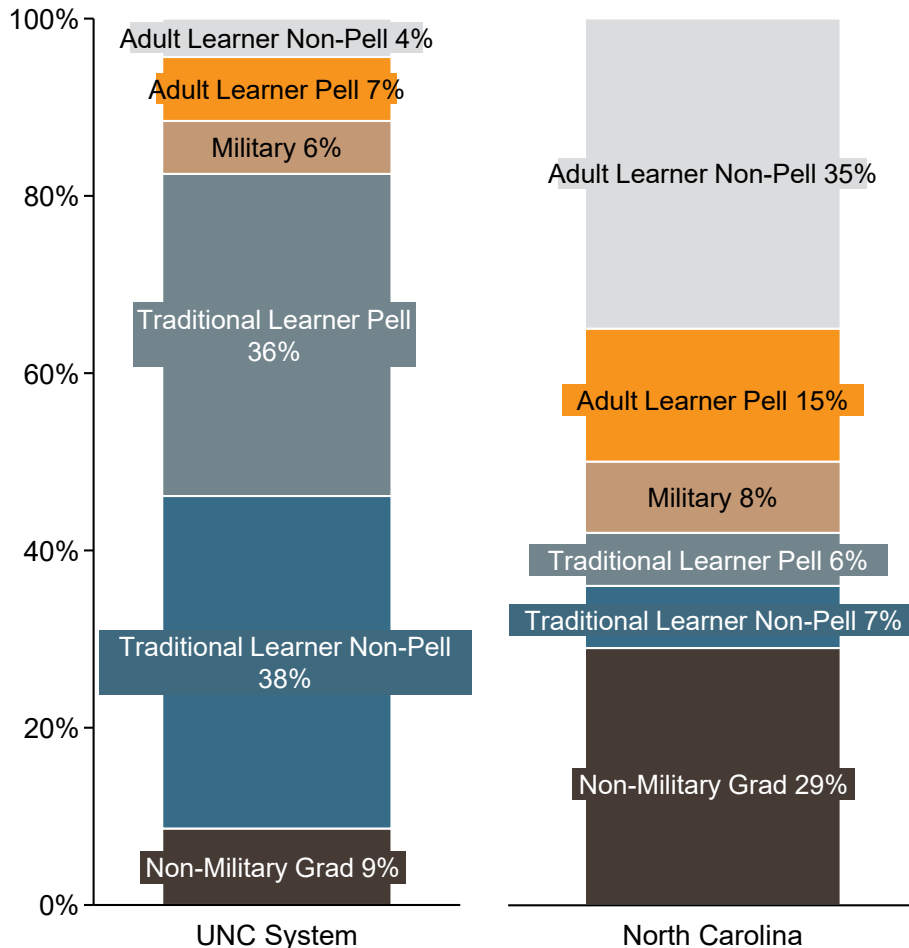


- There are more than 157M “underserved”* in the U.S. today

*Underserved is defined as the population under age 55 without an undergraduate degree, the majority of which are not currently enrolled in a degree-seeking program

The UNC System Today: Serving Traditional Learners

**UNC System vs. NC Demographics, 2016
By Learner Profile Group**



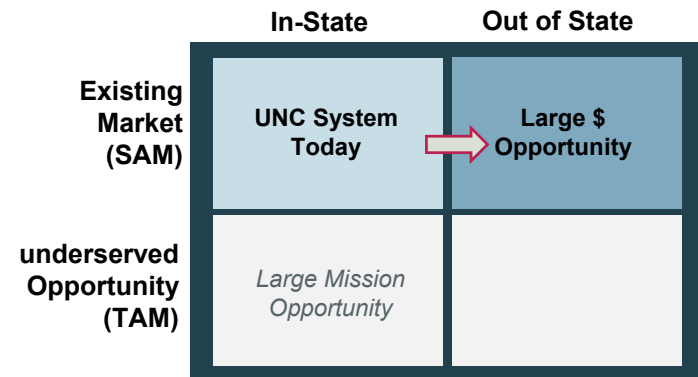
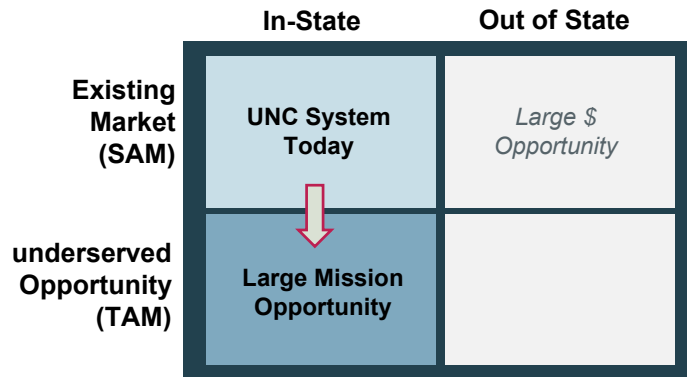
Penetration Rate Table, 2016

Learner Profile	Total Addressable Market (NC)	UNC Penetration Rate
Adult Learner Non-Pell	2.4M	<1%
Adult Learner Pell	1.0M	2%
Military	548K	3%
Traditional Learner Pell	411K	24%
Traditional Learner Non-Pell	480K	21%
Non-Military Grad	2.0M	1%
All Profiles	6.8M	4%

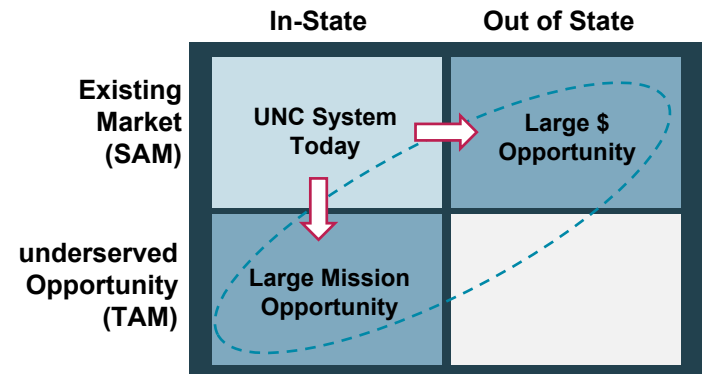
The Need to Serve Mission and Revenue Objectives

If we are focused on serving the underserved in state, we will not achieve transformative growth targets....

...but if we chase the large growth opportunity, we will underachieve mission objectives



The UNC System will need to balance its mission and revenue objectives, and find a model that can serve both



Six potential business models

1 UNC System Global



- Create standalone accredited 18th with own brand and infrastructure
- Option might include:
 - Low cost Gen Ed with new degree pathways
 - Partway Home Online w/ intensive supports
 - Undergrad, adult learners only
 - Grad + Undergrad

2 UNC – Alt Credentials



- Develop UNC solutions/offerings for alternative credentials
- Target entirely new learner populations and with new types of credentials

“Accredited 18th”

3 OPM to the UNC System



- Develop a “unit” that can serve as an internal UNC-only OPM provider, providing support to each institution within the system for online learning
- This could work in a few different ways:
 - “Free market” scenario – institutions engage and “buy” support as needed
 - Business rules dictate how the centralized OPM unit must be engaged

4 Front End Lead Generation



- New acquisition cost model
 - “Free” Online in Year 1
 - Major corporate partnership
- Create coordinated front-end for generating online leads across the System

“Services 18th”

5 Free Market, Fix Incentives



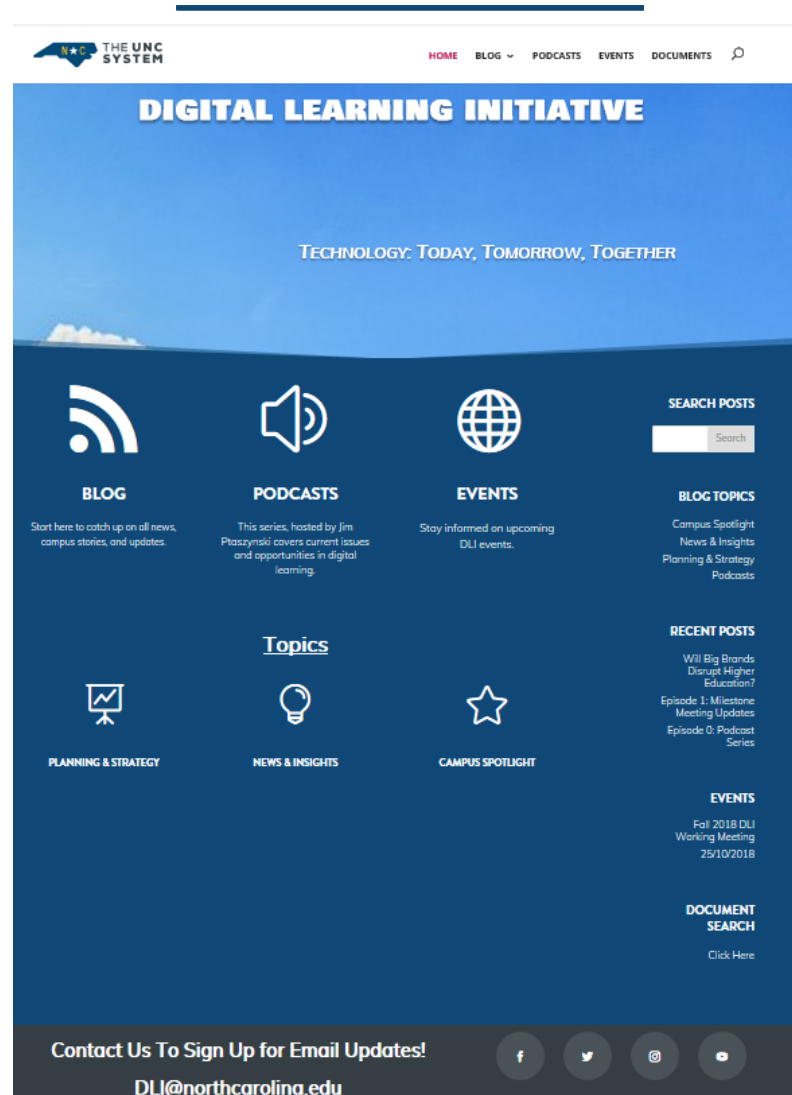
- Equip the institutions to achieve dramatic growth by making three major changes to incentive system across UNC:
 - Allow for tuition rate competition in DE
 - Change funding formulae for DE to incentive entrepreneurial activity and institutional behavior to launch and market online programs
 - Change tenure promotion to include/support digital learning capabilities and activity

6 Pick and Invest

- Determine areas of strength across the system and invest heavily in selected institution(s) that will represent flagship online brand for the system

“Crown an 18th”

Digital Learning website



QUESTIONS?



THANK YOU



AGENDA ITEM

A-5. Educator Preparation Advisory Group Update.....Julie Kowal

Situation: In spring 2018, President Spellings convened an Educator Preparation Advisory Group with the mission to support and accelerate improvement of teacher preparation in the state. This presentation will provide an update on the origins of the advisory group and its early progress to date.

Background: The UNC System Office report, *Leading on Literacy: Challenges and Opportunities in Teacher Preparation Across the University of North Carolina System*, identified several opportunities for improvement in teacher preparation across UNC System institutions, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher preparation more broadly. One of the UNC System Office's first actions, recommended in the report, has been to convene the Educator Preparation Advisory Group, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation in North Carolina.

Assessment: The Educator Preparation Advisory Group began its work in July, and, over the next several months, it will engage deans and faculty alongside P12 educators and system leaders to develop:

- 1) Concrete, measurable goals for the UNC System and for each educator preparation program that clearly signal expectations and facilitate accountability and continuous improvement;
- 2) Prioritized, System-wide strategies and initiatives to move teacher preparation toward those goals;
- 3) Potential partnerships, resources, and support needed to advance programs' work on those strategies; and
- 4) Mechanisms by which the advisory group and the System Office will oversee and share information about implementation and evaluation of those strategies.

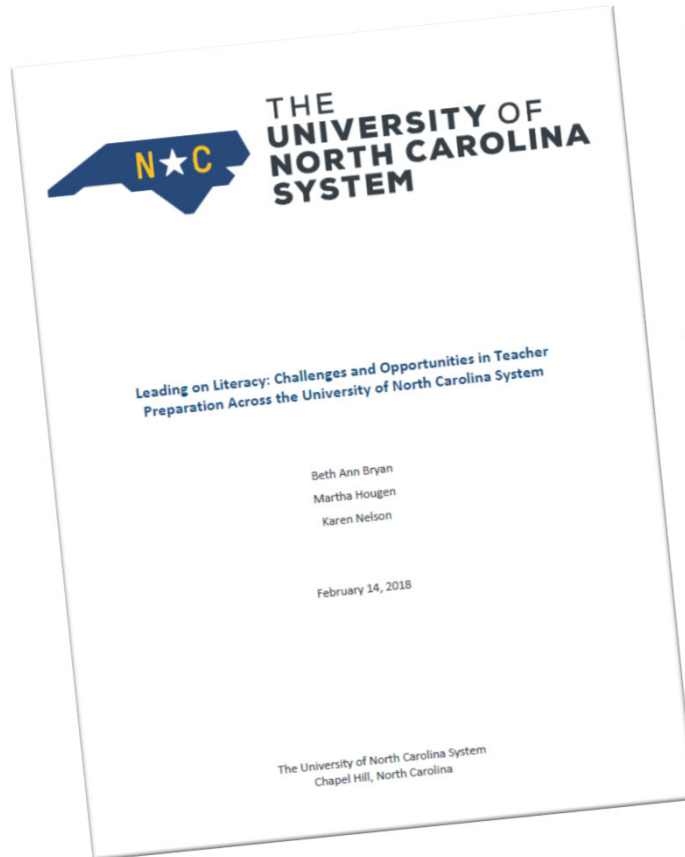
Action: This item is for information only.



EDUCATOR PREPARATION ADVISORY GROUP

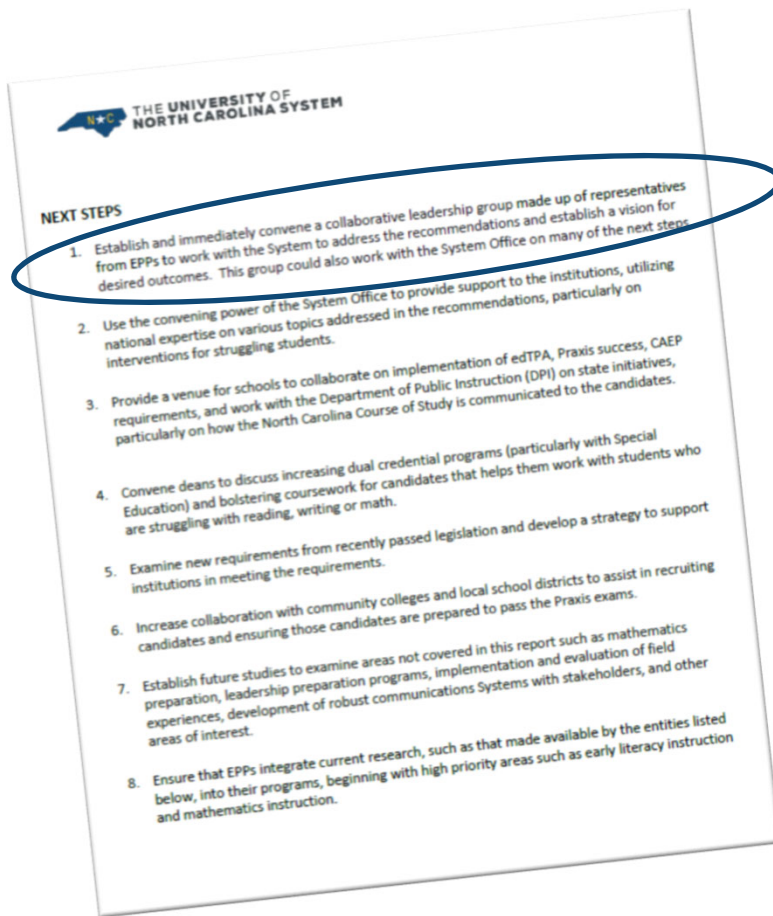
Update to the UNC Board of Governors
Committee on Educational Planning, Policies, and Programs
November 8, 2018

Leading on Literacy Report



- In 2017, the UNC System Office commissioned a report, with support from the Belk Foundation, to **examine challenges and opportunities in teacher preparation** across the UNC System.
- Conducted by independent experts in teacher preparation and early literacy, *Leading on Literacy* identified several opportunities for **improvement in teacher preparation** across the System, such as:
 - **Ensuring more consistent use of evidence-based practices** in program coursework, particularly for the teaching of reading;
 - **Strengthening partnerships** between teacher preparation programs and the districts they serve; and
 - **Providing earlier, more frequent field experiences** for candidates in P12 classrooms.

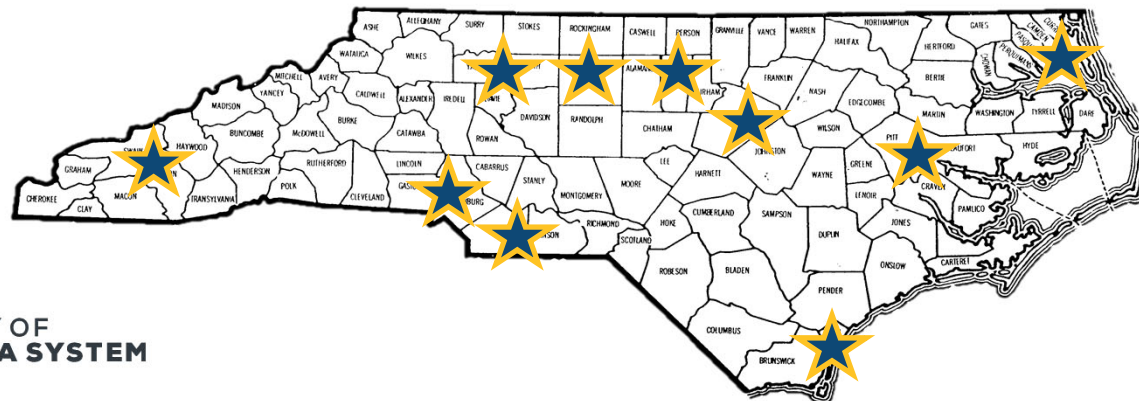
Leading on Literacy Report



- The *Leading on Literacy* report also identified several ways for the **UNC System Office to better support** teacher preparation programs.
- One of the System Office's first actions, recommended in the report, was to **convene an Educator Preparation Advisory Group**.

Educator Preparation Advisory Group

- The advisory group's mission is to **support and accelerate improvement of teacher preparation** in North Carolina.
- The group is co-chaired by:
 - **Ann Clark**, former superintendent of Charlotte-Mecklenburg Schools;
 - **Dr. Anthony Graham**, provost at Winston-Salem State University; and
 - **Dr. Marilyn Sheerer**, provost at UNC Wilmington.
- Membership includes:
 - **6 deans and faculty** from UNC System educator preparation programs;
 - **6 public school representatives** including state leaders, superintendents, Board members, teachers, and principals; and
 - **5 local and national partners** from philanthropic and policy organizations.



Educator Preparation Advisory Group

The advisory group's charge includes:

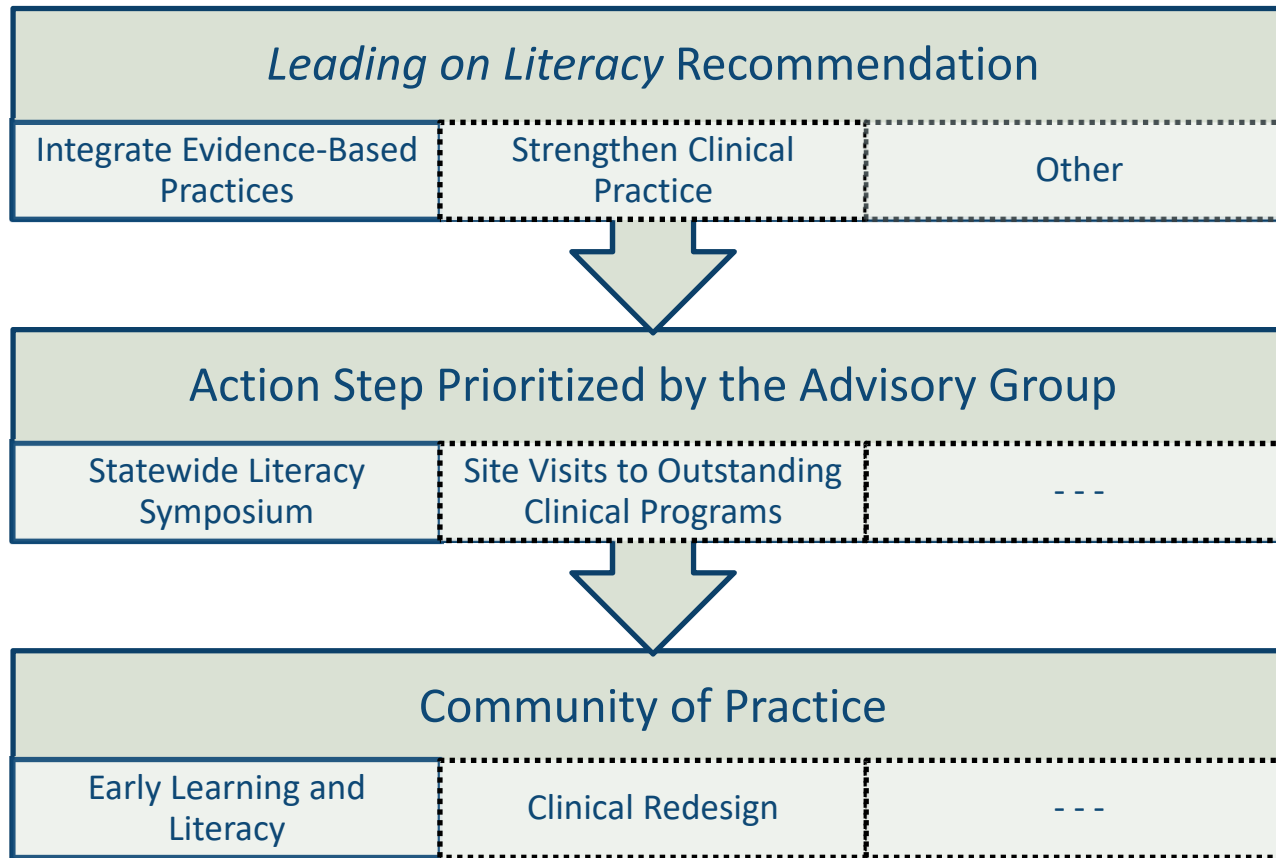
- **Prioritizing action steps to improve teacher preparation** across the UNC System, beginning with those recommended in the *Leading on Literacy* report;
- **Developing concrete, measurable goals** for teacher preparation across the UNC System; and
- **Defining oversight and dissemination roles** for the advisory group and the System Office to monitor and share information about programs' progress toward those goals.

Educator Preparation Advisory Group



- Each action step that the advisory group prioritizes will generate a **community of practice**, comprised of teacher educators who identify one or more area that they most need – or are best positioned – to work on to meet their goals.
- Communities of practice may include:
 - Aligning coursework with **evidence-based practices**;
 - Strengthening **district partnerships**; and
 - Redesigning programs' **clinical experiences**.

Educator Preparation Advisory Group



Statewide Literacy Symposium



- One of the advisory group's first action steps, recommended in the *Literacy* report, was to convene a **statewide Literacy Symposium** in October.
- Featured speakers included:
 - **National experts** on the teaching of reading
 - **State leaders** who have seen dramatic student literacy gains
 - **Outstanding faculty** from the UNC System
- More than **100 attendees** included:
 - UNC System deans & faculty
 - P12 representatives
 - Advisory Group members
 - Policy & philanthropic partners
 - System Office staff

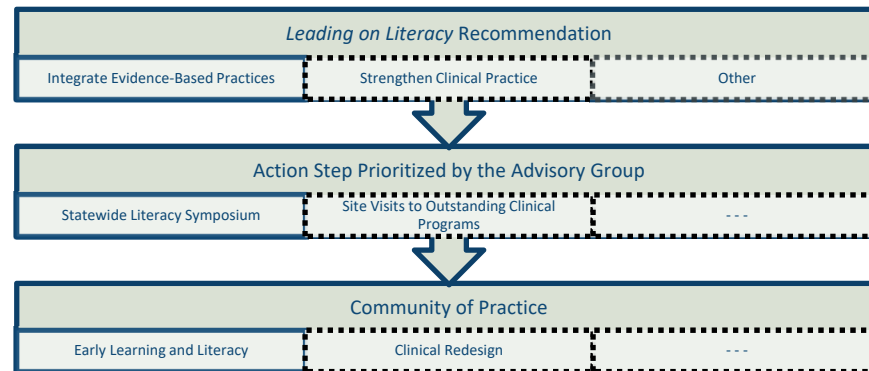
Community of Practice on Early Learning & Literacy



- Following the symposium, the advisory group will convene a Community of Practice on **Early Learning and Literacy**.
 - Grounded in a forthcoming report on the *Science of Early Learning*
 - Engaging 3-4 teacher preparation programs across the UNC System in a deep dive on evidence-based literacy instruction for teacher candidates

Educator Preparation Advisory Group

- The advisory group will continue meeting monthly to prioritize similar action steps and convene 1-2 additional communities of practice in 2019.
- The System Office will use these communities of practice to organize its support to deans, faculty, and P-12 educators to improve teacher preparation across the UNC System.



QUESTIONS?

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