



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

November 14, 2019 at 10:30am
Elizabeth City State University
K.E. White Graduate Center, Room 124
Elizabeth City, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of September 19, 2019.....Anna Nelson
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. Update on Minimum Admissions Requirements (MAR) Working Group.....David English
- A-4. AHEC Annual Report on Primary Care Physicians.....David English
- A-5. Louisburg College Comprehensive Articulation Agreement..... Kimberly van Noort
- A-6. Other Business.....Anna Nelson
 - a. Future Teachers of NC Report

CLOSED SESSION

- A-7. 2019 Governor James E. Holshouser Award Nominees and Recommendation.....Anna Nelson

OPEN SESSION

- A-8. Adjourn

DRAFT MINUTES

September 19, 2019 at 3:30pm
University of North Carolina System Office
Center for School Leadership, 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 were in attendance: Steven B. Long, N. Leo Daughtry, and Mark Holton.

Chancellors participating were Johnson Akinleye, Nancy Cable, and Todd Roberts. Chair of the UNC Faculty Assembly David Green was also in attendance.

Staff members participating included Kimberly van Noort and David English from the UNC System Office.

OPEN SESSION

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

Chair Nelson called the meeting to order at 3:30 p.m. on Thursday, September 19, 2019. She introduced two of the three new committee members, Governors N. Leo Daughtry and Mark Holton.

Chair Nelson reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. She asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Nelson called for a motion to approve the open and closed minutes of May 21, 2019.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open minutes of May 21, 2019 as distributed.

Motion: N. Leo Daughtry

Motion carried

Chair Nelson noted that minutes previously adopted included an error regarding the name of the degree discontinued at the University of North Carolina at Charlotte. The materials included a typographical error referring to the “Bachelor of Arts in Architecture” degree instead of the correct “Bachelor of Architecture” degree. To correct this, she called for a motion to amend the previously adopted motion relating to the discontinuation of degree programs, replacing the Bachelor of Arts in Architecture with the Bachelor of Architecture at the University of North Carolina at Charlotte. A notation will be made in the minutes to reflect this change.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve a motion to amend the previously adopted motion.

Motion: Steven B. Long

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. van Noort gave an update on the Academic Affairs Division, including staffing changes.

3. Committee on Educational Planning, Policies, and Programs Annual Report (Item A-3)

Dr. van Noort submitted the Committee on Educational Planning, Policies, and Programs annual report of its activities for the prior year.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs adopt the Annual Report for submission to the full Board of Governors.

Motion: N. Leo Daughtry

Motion carried

4. Annual Reporting (Item A-4)

Each year the UNC System Office prepares reports that are required by policy or requested by the President's Office and/or the chair of the Committee on Educational Planning, Policies, and Programs. Dr. van Noort presented four reports to the committee: 2019 Excellence in Teaching Awards Use of Funds Report, Early College Graduates Report, Comprehensive Articulation Agreement Annual Report, and Comprehensive Articulation Agreement Technical Revisions.

5. UNC System Degree Program Establishment (Item A-5)

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

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

— Bachelor of Science in Clinical Research (CIP 51.0719)

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

Motion: Steven B. Long

Motion carried

University of North Carolina at Charlotte

— Bachelor of Arts in Writing, Rhetoric, and Digital Studies (CIP 23.1301)

Motion: Mark Holton

Motion carried

The University of North Carolina at Greensboro

- Bachelor of Arts in Environment and Sustainability (CIP 03.0103)
- Bachelor of Science in Geography (CIP 45.0701)

Motion: N. Leo Daughtry

Motion carried

The University of North Carolina Wilmington

- Bachelor of Science in Respiratory Therapy (CIP 51.0908)

Motion: Steven B. Long

Motion carried

6. UNC System Degree Program Consolidation and Discontinuations (Item A-6)

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

North Carolina State University

- Bachelor of Arts in Extension Education (CIP 01.0801)
- Bachelor of Science in Soil and Land Development (CIP 01.1299)

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

East Carolina University

- Bachelor of Arts in Geography (CIP 45.0701)

Winston-Salem State University

- Bachelor of Science in Finance (CIP 52.0801)
- Bachelor of Science in Management (CIP 52.0201)
- Bachelor of Science in Management Information Systems (CIP 11.0401)
- Bachelor of Science in Marketing (CIP 52.1401)

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

Motion: Steven B. Long

Motion carried

7. Proposed Revisions to Section 700.10.1 of the UNC Policy Manual (Item A-7)

Section 700.10.1, Policy on Awarding Undergraduate Credit on the Basis of Advanced Placement Exam Scores, standardizes the process by which students receive course credit at a UNC System constituent institution for successfully passing an Advanced Placement (AP) exam. The proposed expand the provisions to include International Baccalaureate and Cambridge AS Level and A Level examinations.

Chair Nelson called for a motion to approve the revisions and for submission to the full board through the consent agenda at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revisions to Section 700.10.1 of the UNC Policy Manual and for submission to the full board through the consent agenda at the next meeting.

Motion: Steven B. Long

Motion carried

8. Proposed Revisions to Section 700.10.1 of the UNC Policy Manual (Item A-8)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approval for the following:

- The University of Southern California (OPEID 132800), a current licensee, has applied to offer a Doctorate of Physical Therapy.
- Northcentral University (OPEID 03813300), a current licensee, has applied to offer a Master of Science in Child and Adolescent Developmental Psychology, Master of Science in Educational Psychology, Master of Science in Forensic Psychology, Master of Science in Health Psychology, Master of Science in Industrial and Organizational Psychology, Master of Social Work, and a Doctor of Marriage and Family Therapy.
- United States University (OPEID 04005300), a current licensee, has applied to offer a Master of Science in Nursing – Nurse Educator and a Master of Science in Nursing – Health Care Leadership.
- The Chicago School of Professional Psychology (OPEID 02155300), a first-time applicant for licensure, has applied to offer a Master of Science in Applied Behavioral Analysis, a Master of Arts in Clinical Mental Health Counseling, a Master of Arts in Forensic Psychology, a Ph.D. in Applied Behavioral Analysis, and a post-graduate certificate in Applied Behavioral Analysis.
- One institution, which does not operate in a SARA-eligible jurisdiction, seeks a limited license to conduct clinical rotations for a single student in North Carolina.
- The University of Montreal, which does not operate in a SARA-eligible jurisdiction, seeks a limited license to conduct clinical rotations for a single student in North Carolina.

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: N. Leo Daughtry

Motion carried

9. Online Program Strategy and Digital Learning Initiatives (Item A-9)

Susan Cates, CEO of the Association of College and University Educators and former executive director of MBA@UNC, and Carol Lewis, executive director of the UNC Center for Health Innovation presented. They summarized their review of current online program offerings across the UNC System, the opportunities for expansion of online programs, and recommendations. In addition, an update on continuing activity in digital learning and the work of the System Office Faculty Fellows was provided by Jim Ptaszynski.

There being no further business, the meeting adjourned 4:54 p.m.

N. Leo Daughtry, Secretary



AGENDA ITEM

A-2. Academic Affairs Update..... Kimberly van Noort

Situation: The committee will hear an update on recent activities involving academic affairs.

Background: Updated data on fall enrollment and prior year student completions is now available and will be provided to the Committee. An overview of the North Carolina Research Campus, located in Kannapolis, will also be provided.

Assessment: Fall headcount enrollment data for each of the constituent institutions will be reviewed, along with information on total degrees produced by discipline and by institution in the previous year.

Information will be provided on the North Carolina Research Campus (NCRC). Located in Kannapolis, the NCRC is a public-private partnership that began operations in 2008. Appalachian State University, North Carolina A&T State University, North Carolina Central University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and The University of North Carolina at Greensboro currently operate research initiatives at NCRC, in addition to Duke University and a variety of private companies.

Action: This item is for information only.

AGENDA ITEM

A-3. Update on Minimum Admissions Requirements (MAR) Working Group David English

Situation: A working group was convened to review and discuss possible revisions to the Minimum Admissions Requirements (MAR) policy 700.1.1. In the fall of 2008, policy 700.1.1 was gradually implemented over a five-year period, with incremental increases in standards each year. The policy was fully established in 2013 and required that students have a minimum weighted high school grade point average of 2.5 and minimum test scores (SAT = 800; ACT = 17) to be eligible for admission to a UNC System institution.

Background: During the summer of 2018, a working group was established to address changes in the ACT/SAT score concordance table and to revisit the current minimum admissions requirements. The working group included UNC System staff, Board of Governors members, faculty, administrators, the UNC ASG president, and enrollment managers from the UNC System. This group collected and analyzed data, reviewed the current literature, developed and deployed surveys, and liaised with admissions directors and enrollment managers at each university. Findings from this group were provided to the Committee on Educational Planning, Policies, and Programs at the March 21, 2019 meeting.

Assessment: Findings from the working group will be provided for discussion of next steps.

Action: This item is for discussion only.

MAR Working Group White Paper
Minimum Admissions Requirement Policy Recommendations
March 21, 2019

Executive Summary

In the fall of 2018, the Committee on Education Planning, Policies, and Programs established a working group to review the 2018 changes to the SAT/ACT concordance tables and examine the current Minimum Admissions Requirements (MAR) policy 700.1.1. Aligning the current standards based on these concordance changes would require either raising the minimum SAT score or lowering the minimum ACT score. The SAT score increase could result in decreased enrollment at several UNC System universities.

How Does North Carolina's Policy Compare to Other States and Systems?

North Carolina is one of 21 states that has a uniform statewide or system-wide cut score policy that applies to every high school graduate in the state who is seeking admission to a public university. Five states (Colorado, Georgia, Iowa, Missouri, and Utah) currently use an index or sliding scale for admissions to any public university in the state.

Analysis of NC Data and Review of National Studies

A review of national studies, College Board research, ACT research, and UNC System data analysis consistently reveals two major findings about predictors of college success:

1. High school grades are the best predictor of college success
2. Admissions test scores have almost no predictive power when used in isolation as a cut-off score

Working Group Policy Options Considered

Policy 1: Delegate admissions policy to universities

Policy 2: Establish System-wide minimum high school grade point average (GPA)

Policy 3: Establish System-wide minimum admissions sliding scale

Table 1

Policy Option	Strengths	Weaknesses
1: Delegate admissions policy to universities	<p>Recognizes holistic nature of admissions process</p> <p>Enables universities to better serve individual mission and needs of region</p> <p>Accountable for outcomes, not inputs</p>	<p>Risk of lowering standards to increase enrollment</p> <p>Requires additional university resources and expertise</p> <p>No unified message</p>
2: Set System-wide minimum high school GPA	<p>Encourages achievement</p> <p>Easily understood</p> <p>Not subject to test or concordance changes</p> <p>Emphasis on the best predictor of success; evidence-based</p>	<p>Does not account for differences in high school quality, which are often impacted by financial resources</p> <p>Potential for inflation in high school GPAs</p>
3: Set System-wide minimum admissions sliding scale	<p>Variation on current “pilot” is more familiar and has been tested</p> <p>Variations could be simpler</p> <p>Aligns with NCAA admission policy</p>	<p>Maintains some flaws of the current policy (limits access)</p>

MAR Working Group White Paper

Background and Significance

In 2018, the College Board and the ACT released new concordance tables to establish equivalencies between the SAT and the ACT. In order to align the UNC System MAR policy with the new concordance tables, the minimum SAT score would have to increase from 880 to 920, or the minimum ACT score would have to decrease from 17 to 16. The Committee on Educational Planning, Policies, and Programs established a working group to address this issue. Preliminary findings showed that maintaining a 17 on the ACT and raising the minimum SAT score would have resulted in denying admission to approximately 2,800 students in the fall of 2018. Over eighty-five percent of these 2,800 students were accepted at historically minority-serving institutions.

In 2008, the Board of Governors approved the current Minimum Admissions Requirements (MAR) policy 700.1.1. Beginning in the fall of 2008, the policy was gradually implemented over five years with incremental increases in standards each year. The policy was fully established in 2013 and required that students have at least a weighted high school grade point average (HSGPA) of 2.5 and minimum test scores (SAT = 800; ACT = 17) to be eligible for admission to a UNC System institution. In 2016, the College Board updated the SAT, so the UNC System minimum was increased from 800 to 880 based on the new scoring guidelines. The current policy considers students' test scores (SAT or ACT) in isolation from students' HSGPA.

The current MAR standards were established in order to improve retention and graduation rates at UNC System institutions based on data on UNC System students from 1998-2000. The analysis was limited to looking at increasing MAR. However, there is little evidence to suggest that the change in minimum admissions requirements led to an increase in graduation or retention rates as it was originally intended. Since implementation, there have not been significant increases in retention rates at the UNC System's historically minority-serving institutions (HMSIs).

North Carolina Public High School ACT Scores

For the past five years, the ACT has been administered to all public high school juniors in North Carolina. The test is taken during the school day, and the cost of the testing is covered by the North Carolina Department of Public Instruction. The test results are used by North Carolina to measure student achievement, but the scores can also be used to apply for college admission.

Analysis of the most recent North Carolina ACT test scores revealed high school students' eligibility to apply to a UNC System university. Tier 1 and tier 2 counties have lower average test scores than tier 3 counties. In many rural counties, the average test score is below or at the minimum test score requirement for the UNC System (Appendix 1). Forty-five percent of all students in NC score at or below a 17. Thirty-seven percent of all students in NC score at or below a 16.¹

¹ The ACT. ACT Profile Report – State. 2017.

Overview of Working Group

During the summer of 2018, under the guidance of then Interim Senior Vice President for Academic Affairs Kimberly van Noort, a working group was established to address changes in the ACT/SAT score concordance and to revisit the current minimum admissions requirements. The working group included UNC System staff, Board of Governors members, faculty, administrators, the President of the Association of Student Governments (ASG), and enrollment managers (Appendix 2). This group collected and analyzed data, reviewed the current literature, developed and deployed surveys, and liaised with admission directors and enrollment managers at each university. The working group has met three times to discuss findings and guide the research being conducted at the UNC System Office. The working group focused on recommending an updated policy that:

1. Is consistent with the UNC System Strategic Plan
2. Lowers barriers to access without lowering standards
3. Is evidence-informed
4. Is flexible to accommodate the diverse populations served, and
5. Is easy to understand for students, parents, and high school counselors

National Admission Policies

The working group first analyzed policies from across the country. According to Board records from 2007, Georgia and Louisiana state policies were used as models to establish the current UNC System policy. An analysis completed by the Education Commission of the States noted that 29 states currently have a statewide or system-wide admissions policy for four-year public institutions. North Carolina is one of 21 states that has a uniform statewide or system-wide cut score policy that applies to every high school graduate in that state who is seeking admission to a public university. Five states (Colorado, Georgia, Iowa, Missouri, and Utah) currently use an index or sliding scale for admissions to any public university in the state.²

Overview of Literature Review

The next task of the working group was to complete a comprehensive review of the published research on college admissions. The UNC System staff on the working group reviewed over 60 peer-reviewed articles from within the last 20 years covering best practices in admissions, statistical analysis of retention and graduation rates, and qualitative analysis of college success.

College admission policies are a critical aspect optimizing access to higher education in North Carolina and across the country. The goal of admissions offices at each of our System institutions is to recruit and admit the most qualified students who can be successful at the college level. To achieve this goal, we must continue to assess and evaluate our admission policies to ensure we are implementing a research-based process for students of all backgrounds.

² Whinnery, E. and Pompelia, S. 2018. 50-States Comparison: Developmental Education Policies. Education Commission of the States: <https://www.ecs.org/50-state-comparison-developmental-education-policies/>

A substantial portion of the research on college admission standards incorporates the use of a regression analysis to determine the correlation between students' high school input factors (HSGPA and test scores) and college success factors (college GPA, first-year retention, and graduation rates). The correlation between admissions factors and graduation rates is typically less than 0.30, suggesting that admissions criteria does not have a direct correlation to graduation rates.³ Furthermore, researchers cannot always determine the reasons beyond academics that an individual student may not graduate or if a student transfers to another institution. A major, consistent finding suggests HSGPA is the single best pre-enrollment predictor of -college success.⁴ A 2008 study of more than 150,000 high school students demonstrated that the ability to predict first-year college GPA is significantly higher when using the HSGPA in isolation compared to using the SAT score in isolation.⁵ Further, several studies from The College Board (SAT) suggest using a test score with a HSGPA to make enrollment decisions, as combining these two factors increase the predictability of academic success.⁶

Research also shows a strong positive correlation between test scores and socioeconomic status, suggesting that students from lower socioeconomic backgrounds are disproportionately affected by policies that set a test score cut-off.⁷ Regression analyses can control for socioeconomic factors to determine disparities across socioeconomic classes. A 2009 study of more than 155,000 high school students found that a strong positive correlation exists between SAT score and socioeconomic status and that statistically controlling for socioeconomic status reduces the predicted correlation between test score and college GPA.⁸ These studies suggest that students from low-income backgrounds score lower on the SAT and ACT regardless of their high school performance or academic ability. Scholars and practitioners suggest holistic review of applicants if an institution is seeking to increase diversity of admitted students.

Research conducted by the NCAA found that "use of a single cut-score on standardized tests is not advisable."⁹ The NCAA has developed a sliding scale between test scores and HSGPA to determine athletes' eligibility to compete (Appendix 3).

³ Schmitt, N., Keeney, J., Oswald, F. L., Pleskac, T. J., Billington, A. Q., Sinha, R., and Zorzie, M. 2009. Prediction of 4-Year College Student Performance Using Cognitive and Noncognitive Predictors and the Impact on Demographic Status of Admitted Students. *Journal of Applied Psychology*, 94(6), 1479-1497.

⁴ Burton, N. W. and Ramist, L. 2001. Predicting Success in College: SAT studies of classes graduating since 1980. Research Report No. 2001-2, *The College Board*.

⁵ Kobrin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K. D., and Barbuti, S. M. 2008. Validity of the SAT for Predicting First-Year College Grade Point Average. Research Report No. 2008-5, *The College Board*.

⁶ Shaw, E. J., Marini, J. P., Beard, J., Shmueli, D., Young, L., and Ng, H. 2006. The Redesigned SAT Pilot Predictive Validity Study: A First Look. Research Report 2016-1, *The College Board*.

⁷ Zwick, R. and Sklar, J. C. 2005. Predicting College Grades and Degree Completion Using High School Grades and SAT scores: The Role of Student Ethnicity and First Language. *Am Ed Research Journal*, 42(3), 439-464.

⁸ Sackett, P. R., Kuncel, N. R., Arneson, J. J., Cooper, S. R., and Waters, S. D. 2009. Does Socioeconomic Status Explain the Relationship Between Admissions Tests and Post-Secondary Academic Performance? *American Psychological Association*, 135(1), 1-22.

⁹ Petr, T. A. and McArdle, J. J. 2012. Academic Research and Reform: A History of Empirical Basis for NCAA Academic Policy. *Journal of Intercollegiate Sport*, 5, 27-40.

Overview of UNC System Research

2014 Policy Brief

The UNC System Office has conducted a significant amount of internal research since 2007 to inform a policy change. The UNC System Data and Analytics unit completed a policy brief in 2014 that analyzed 78,000 UNC System students. The following are four major findings from the analysis:

1. SAT scores do not reliably predict graduation rates
2. High school GPA is a consistent predictor of graduation
3. In fall 2013, over 800 students with a high chance of graduating were not admitted
4. The current policy disproportionately affects historically minority-serving institutions for which enrollment declines are negatively affecting tuition revenue and appropriations

MAR Pilot Evaluation

The MAR Pilot Evaluation Report assessed the outcomes of a pilot admissions scale implemented at three UNC System HMSIs (ECSU, FSU, and NCCU) for three academic years beginning in the fall of 2015 and ending in the fall of 2017. The program was extended by three years in the spring of 2018 by the Board of Governors. The pilot program allowed admissions offices at the three universities to enroll up to 100 students each year based on a sliding scale admissions criteria. The scale approved by the Board of Governors allowed for 0.1-point increments in HSGPA to offset reductions in the minimum required SAT score by 10 points. The cohorts of students admitted under the pilot standards, combined across the three participating institutions, totaled 544 students in the fall of 2015 through the fall of 2017. The evaluation performed in the spring of 2018 found no statistical difference in retention or cumulative GPA between the students admitted under the pilot standards and those admitted under the MAR standards for the 2015 and 2016 cohorts. Further, 86% of those admitted under the pilot standards were Pell recipients and 67% were from rural counties.

The evaluation was repeated in February 2019 to assess the most recent data for the working group. Again, no statistical difference was found between students admitted under the pilot study and the MAR standards (Appendix 4).

2018-2019 Working Group Data Analysis

For the current working group, UNC System Data & Analytics completed the analysis on 2017 North Carolina public high school graduates and cohort analysis on UNC System graduates from the most recent data available. The main finding from the analyses was that admissions test scores do not predict student success, thus a test score cutoff excludes students who have a similar likelihood of success as admitted students. The analysis of NC public high school graduates found that Policy Option number two could yield at least 1,900 additional yearly graduates from the UNC System (Appendix 5). The following are data points based on projected outcomes of changing the MAR policy:

- By changing the policy, there will be a projected net increase of approximately 6,000-8,000 students attending a UNC institution, and
- Approximately 4,750 students who would otherwise not have attended any higher education institution would now be able to attend a higher education institution.

Policy Options

Based on findings from the literature review and the UNC System Office data analysis, the UNC System staff developed three policy options as alternatives to the current MAR policy. The three options were analyzed by the working group to determine the best option for the UNC System.

Policy 1: Delegate admissions policy to universities

This policy allows each university to establish its own admissions policy with input from the faculty and with approval from the Board of Trustees. This policy recognizes the complexity of the admissions process and allows for the holistic review of applicants. It is the current practice for 27 states.

Policy 2: Establish System-wide minimum high school grade point average (HSGPA)

Both UNC System research and published literature show that HSGPA is the best predictor of success in college. This policy also maintains a meaningful System-wide standard.

Policy 3: Establish System-wide minimum admissions sliding scale

This policy would establish a “sliding scale” where a student’s HSGPA determines that student’s test score requirement similar to the MAR Pilot study. This policy allows greater flexibility to the campuses to admit students who have a high likelihood of college success.

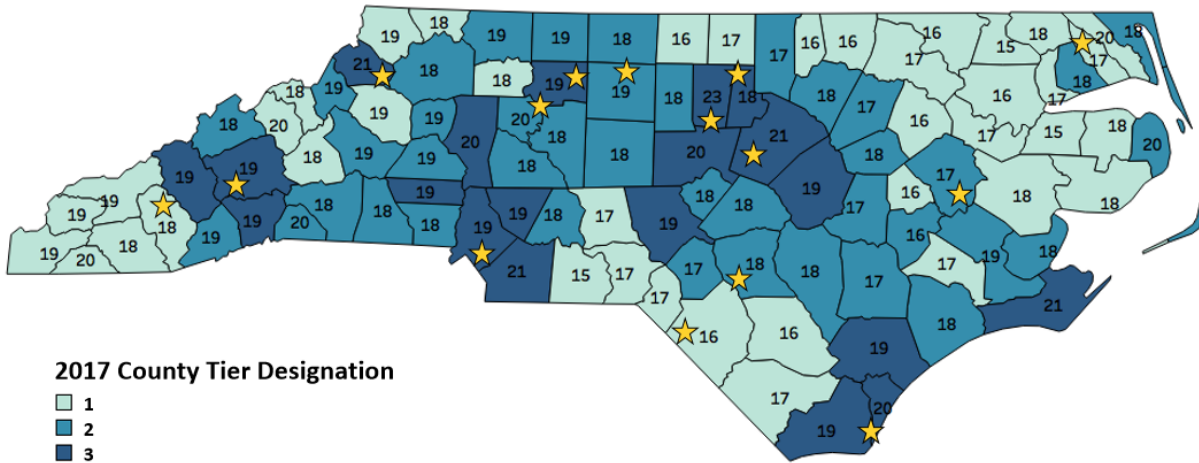
Table 1

Policy Option	Strengths	Weaknesses
1: Delegate admissions policy to universities	Recognizes holistic nature of admissions process Enables universities to better serve individual mission and needs of region Accountable for outcomes, not inputs	Risk of lowering standards to increase enrollment Requires additional university resources and expertise No unified message
2: Set System-wide minimum high school GPA	Encourages achievement Easily understood Not subject to test or concordance changes Emphasis on the best predictor of success; evidence-based	Does not account for differences in high school quality which are often impacted by financial resources Potential for inflation in high school GPAs
3: Set System-wide minimum admissions sliding scale	Variation on current “pilot” is more familiar and has been tested Variations could be simpler Aligns with NCAA admission policy	Maintains some flaws of the current policy (limits access)

References

1. The ACT. ACT Profile Report – State. 2017
2. Whinnery, E. and Pompelia, S. 2018. 50-States Comparison: Developmental Education Policies. Education Commission of the States: <https://www.ecs.org/50-state-comparison-developmental-education-policies/>
3. Schmitt, N., Keeney, J., Oswald, F. L., Pleskac, T. J., Billington, A. Q., Sinha, R., and Zorzie, M. 2009. Prediction of 4-Year College Student Performance Using Cognitive and Noncognitive Predictors and the Impact on Demographic Status of Admitted Students. *Journal of Applied Psychology*, 94(6), 1479-1497.
4. Burton, N. W. and Ramist, L. 2001. Predicting Success in College: SAT studies of classes graduating since 1980. Research Report No. 2001-2, The College Board.
5. Kobrin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K. D., and Barbuti, S. M. 2008. Validity of the SAT for Predicting First-Year College Grade Point Average. Research Report No. 2008-5, The College Board.
6. Shaw, E. J., Marini, J. P., Beard, J., Shmueli, D., Young, L., and Ng, H. 2006. The Redesigned SAT Pilot Predictive Validity Study: A First Look. Research Report 2016-1, The College Board.
7. Zwick, R. and Sklar, J. C. 2005. Predicting College Grades and Degree Completion Using High School Grades and SAT scores: The Role of Student Ethnicity and First Language. *Am Ed Research Journal*, 42(3), 439-464.
8. Sackett, P. R., Kuncel, N. R., Arneson, J. J., Cooper, S. R., and Waters, S. D. 2009. Does Socioeconomic Status Explain the Relationship Between Admissions Tests and Post-Secondary Academic Performance? *American Psychological Association*, 135(1), 1-22.
9. Petr, T. A. and McArdle, J. J. 2012. Academic Research and Reform: A History of Empirical Basis for NCAA Academic Policy. *Journal of Intercollegiate Sport*, 5, 27-40.

Appendix 1: Average ACT Composite Scores by County (2017)



1. The North Carolina Department of Commerce annually ranks the state's 100 counties based on economic well-being and assigns each a Tier designation. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2 and the 20 least distressed as Tier 3.

County Tiers are calculated using four factors:

- a. Average unemployment rate
- b. Median household income
- c. Percentage growth in population
- d. Adjusted property tax base per capita

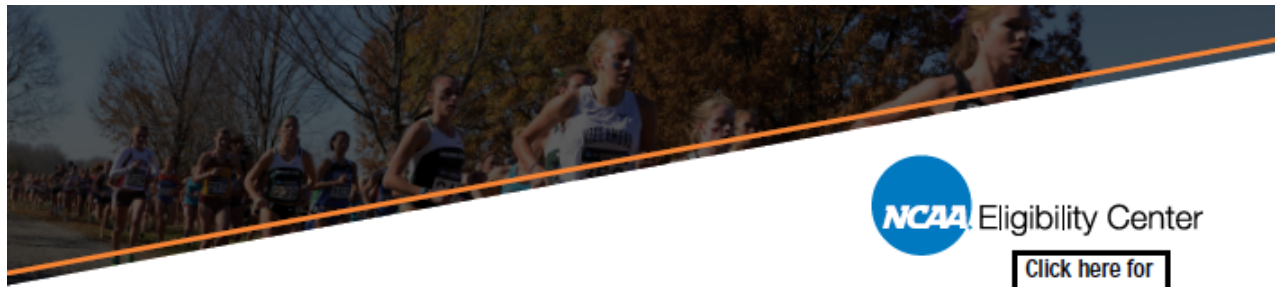
2. The ACT Composite Score represents the average of the four ACT sections (math, reading, English, and science) for all high school juniors who took the ACT through their public high school.

County Tier	Median ACT Scores (2016)	Median ACT Scores (2017)
1	16	16
2	17	17
3	19	19

Appendix 2: MAR Working Group Members

Dan Cohen-Vogel	Vice President for Data and Analytics, UNC System
Walter Davenport	UNC System Board of Governors
Karrie Dixon	Chancellor, ECSU
David English	Provost, UNCSA
Steve Farmer	Vice Provost for Enrollment, UNC-CH
David Green	Chair of the Faculty Assembly
Barbara Howard	Associate Professor of School Administration, App State
Monica Leach	Vice Chancellor for Enrollment Management, NCCU
Steven Long	UNC System Board of Governors
Bethany Meighen	Interim Vice President Academic and Student Affairs, UNC System
Bettylenah Njaramba	UNC System Board of Governors and UNC ASG President
Anna Spangler Nelson	UNC System Board of Governors
Mesia Steed	Assistant Professor of Cell and Molecular Biology, WSSU
Kim van Noort	Senior Vice President for Academic and Student Affairs, UNC System
Joe Watts	Admissions/Enrollment Consultant, UNC System
Thalia Wilson	Assistant Vice Chancellor for Enrollment Management, FSU
Will Zahran	Presidential Scholar, UNC System

Appendix 3: NCAA Test Score and Core GPA Requirements



Click here for
DII Academic
Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

Appendix 4: UNC System Minimum Admission Requirement (MAR) Pilot Analysis Update given on February 21, 2019

Background

The Board of Governors voted to approve the Minimum Admissions Requirements (MAR) Pilot at its October 24, 2014 meeting. They also voted to extend the pilot after an evaluation report was presented at the May 24, 2018 meeting. This report showed promising performance for students in the pilot group. The pilot is essentially a sliding admissions scale that allows for students with high school grade point averages (GPA) above UNC System minimums to be subject to reduced standardized test score minimums relative to those set in Board Policy 700.1.1.

Exhibit 1: Incoming High School Performance Summary of Pilot Students

Institution	Entering Freshmen Cohort Year	Number Entering in Pilot Range	Average High School GPA	Average "old" SAT Score	Average ACT Score
ECSU	2015-16	62	3.1	738	15.6
	2016-17	38	3.3	745	15.4
	2017-18	34	3.2		15.7
	2018-19	20	3.0		15.8
FSU	2015-16	99	3.1	758	15.1
	2016-17	92	3.2	742	15.4
	2017-18	45	3.1	755	15.9
	2018-19	15	3.3		15.5
NCCU	2015-16	62	3.3	766	14.9
	2016-17	87	3.4	750	15.1
	2017-18	43	3.3	790	15.6
	2018-19	16	3.4		15.6

Demographic Summary

When compared to students meeting MARs, pilot students are more likely to be rural and/or African American and similarly, likely to be low-income populations targeted by the UNC System Strategic Plan.

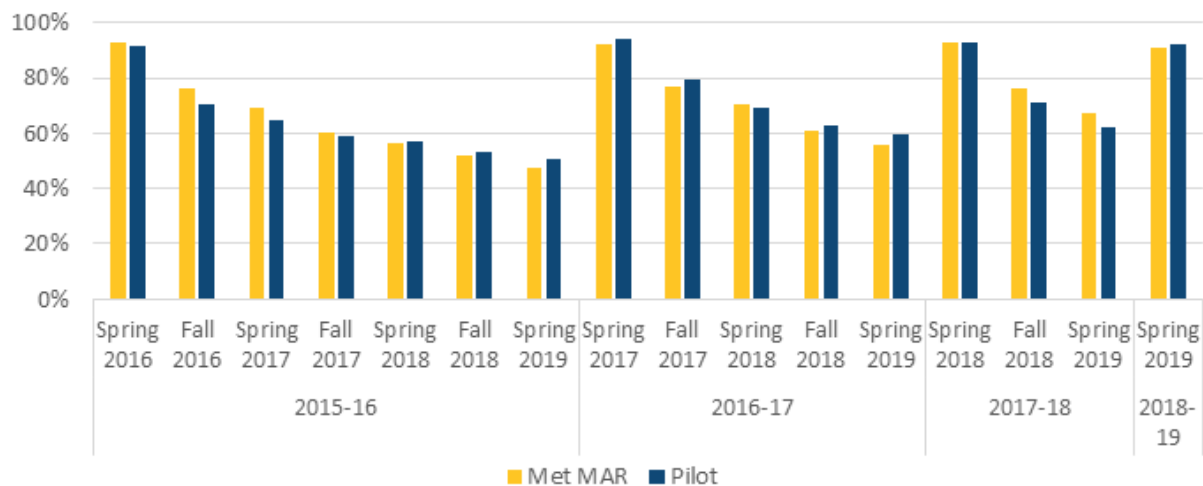
Exhibit 2: Comparison of Demographic Characteristics Across all 4 Cohorts, at the Three Participating Universities

	Pell Recipients	Rural County of Residence	Black or African American	Male
Met MAR	72%	49%	80%	35%
Pilot	72%	65%	89%	29%

University Performance Summary

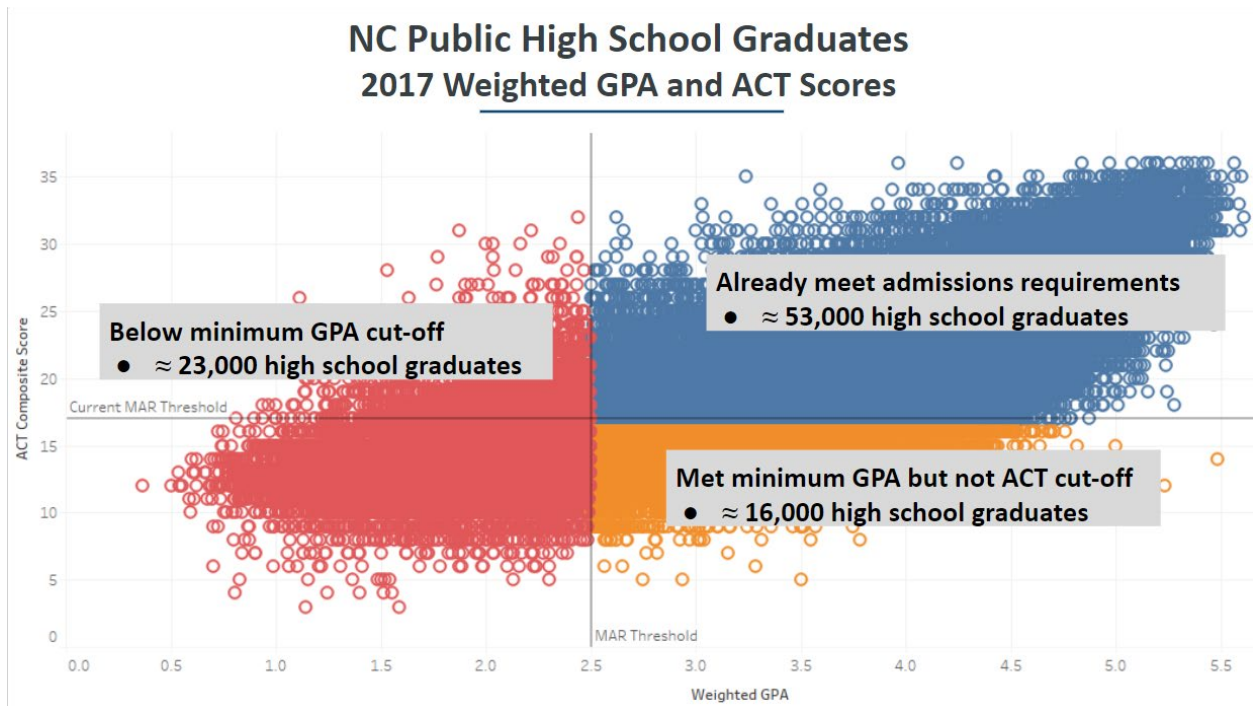
Pilot students performed similarly to students at the three participating universities who met MARs in terms of persistence from term-to-term.

Exhibit 3: Term-to-Term Persistence Comparisons of Pilot Students and Students who Met Minimum Admissions Requirements



Pilot students also performed similarly to students at the three participating universities who met MARs in terms of college grade point average.

Appendix 5: 2018-2019 Minimum Admissions Requirements Data Analysis



Policy Options	Projected Additions to Applicant Pool	Projected Additional Enrollments	Projected Additional Graduates
1: Delegate admissions policy to universities	17,000-25,000	7,000-10,000	2,000-3,000
2: Set System-wide minimum high school GPA	16,000-18,000	6,000-8,000	1,900-2,500
3: Set System-wide minimum admissions sliding scale	5,500-12,000	1,700-4,000	700-1,700

AGENDA ITEM

A-4. AHEC Annual Report on Primary Care Physicians David English

Situation: Presentation of the legislatively required annual report “Medical Students Entering Primary Care: Are NC Medical School Graduates Staying in NC to Practice?”

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: North Carolina is a national model for tracking annual workforce outcomes of its medical school graduates. The report summarizes the primary care outcomes at five years post-graduation for Brody School of Medicine at East Carolina University, Duke University School of Medicine, the University of North Carolina at Chapel Hill School of Medicine, and Wake Forest University School of Medicine. Campbell University School of Osteopathic Medicine graduated its first class in 2017, and thus is not mandated to provide data, but AHEC continues to track their initial matches. Graduates of the two public medical schools remained in primary care in higher numbers and percentages compared to the private schools. As in previous years, the highest level of retention is for family medicine physicians, 61% of 2013 graduates still practicing in NC five years later.

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: Are NC Medical School Graduates Staying in NC to Practice?

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 449 NC medical school graduates from the class of 2013, 61 (14%) were in practice in primary care in NC in 2018, 6 (1%) of whom practice in a rural NC county.
- Five-year outcome data have been consistent for the cohorts from 2008-2013, with ECU retaining the most graduates in practice in NC, followed by UNC, Wake Forest, and Duke.
- For the class of 2013, a greater percentage of public medical school graduates were practicing in primary care in-state five years after graduating (ECU: 35%, n=24; UNC: 17%, n=25), compared to private medical school graduates (Wake Forest: 6%, n=8; Duke: 4%, n=4).
- For the graduating cohorts of 2008-2013, in-state primary care retention was highest for family medicine physicians, with 61% (n=154/252) of family medicine graduates practicing in state five years later. Family medicine physicians are less likely than other physicians to subspecialize.
- In response to questions from UNC Board of Governors Education Subcommittee members, we examined the extent to which physicians with a primary practice location in an urban county practice in a secondary location in a rural county. For the 2013 cohort, the impact of these situations was minimal overall, as it only applied to three physicians: two emergency medicine physicians who practiced roughly one day per week in a rural county, and one family medicine physician who practiced roughly one day per month in a rural county.

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. The Sheps Center and the NC AHEC Program are collaborating to revise the methodology of this annual study to make the results more useful for workforce planning.

AGENDA ITEM

A-5. Louisburg College Comprehensive Articulation Agreement Kimberly van Noort

Situation:	Louisburg College requests to adopt the regulations within the Comprehensive Articulation Agreement (CAA) through proposing a parallel CAA
Background:	Louisburg College, a private two-year institution, offers the same curriculum as included within the North Carolina Community College System common course catalog. To expand student opportunities for transfer to UNC System institutions, Louisburg College has proposed a parallel CAA and agrees to honor the regulations enclosed within that policy/legislation (North Carolina General Statute 116-11(10c)).
Assessment:	Because Louisburg College is a small, two-year institution, its students traditionally transfer to other institutions to complete four-year degrees. The parallel CAA for this institution would permit students with completed associate's degrees to transfer seamlessly to UNC System institutions under the protections outlined within the CAA. UNC System institutions are amenable to the proposal.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.