



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

September 21, 2022 at 2:00 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of July 20, 2022 Temple Sloan
- A-2. Academic Affairs Update David English
- A-3. 2021-22 Annual Report of the
Committee on Educational Planning, Policies, and Programs David English
- A-4. Update on the UNC System Educational Career Alignment (ROI) David English
- A-5. UNC System Academic Degree Program Actions David English
- A-6. Early College High School Graduates Report Bethany Meighen
- A-7. Licensure Program Approvals Daniel Harrison
- A-8. Adjourn



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

DRAFT MINUTES OPEN SESSION

July 20, 2022 at 11:00 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members joined, constituting a quorum: Kirk Bradley, Thomas C. Goolsby, Wendy Murphy, Anna Nelson, Raymond Palma, and Art Pope.

Chancellors participating were Franklin Gilliam, Todd Roberts, Elwood Robinson, and Chair of the UNC Faculty Assembly Wade Maki.

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

OPEN SESSION

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

Chair Sloan called the meeting to order at 11:03 a.m. on July 20, 2022.

Chair Sloan 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. He 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 Sloan called for a motion to approve the open minutes of May 25, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of May 25, 2022, as distributed.

Motion: Kirk Bradley

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort gave a report about activity across the 17 UNC System institutions.

3. Faculty Teaching Workload Report (Item A-3)

The Board of Governors of the University of North Carolina System annually reviews the report on faculty instructional workload, in compliance with the UNC Policy Manual. There was much discussion regarding the report, the methods of compilation, cost, timing, and general focus. Board Chair Randy Ramsey was present and both he and Dr. van Noort agreed that a similar dialogue arises each year and going forward there needs to be alternatives studied and discussed.

Chair Sloan called for a motion to approve the Faculty Teaching Workload Report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Faculty Teaching Workload Report and submit through the consent agenda to the full Board.

Motion: Kirk Bradley

Motion carried

4. A-4. Update on the UNC System Educational Career Alignment (ROI) (Item A-4)

Consistent with the provisions of *The Code* and the UNC Policy Manual, University of North Carolina System institutions were instructed to review their established mission statements and notify the University of North Carolina System Office President of any recommended revisions. Ten of the 17 constituent institutions submitted requested revisions. Requires a vote by the committee through the consent agenda.

Chair Sloan called for a motion to approve the approve the revisions to the 10 UNC System institutional mission statements as requested and submit to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revisions to the 10 UNC System institutional mission statements as requested and submit to the full Board through the consent agenda.

Motion: Thomas C. Goolsby

Motion carried

5. UNC System Common Numbering System (UNC CNS) (Item A-5)

Presented was a progress account on the “Return on Investment (ROI) Study” conducted by the UNC System Office and Deloitte Consulting. The legislature and the Board directed the System Office to conduct an evaluation of programs at each institution within the UNC System in relation to operational costs, student outcomes, and the ROI of each program. After consultation with the committee, the System Office agreed to give monthly updates on the study.

6. UNC System Academic Degree Program Actions (Item A-6)

The following requests for academic degree program establishments were put forth:

- Fayetteville State University — Bachelor of Science in Cybersecurity (BS, CIP 11.1003) and Bachelor of Science in Sports and Fitness Management (BS, CIP 31.0504)
- North Carolina Agricultural and Technical State University — Master of Science in Cybersecurity (MS, CIP 11.1003) and Master of Science in Data Analytics (MS, CIP 30.7101)
- University of North Carolina at Chapel Hill — Bachelor of Science in Neurodiagnostics and Sleep Science (BS, CIP 51.099) and Master of Professional Science in Regulatory Science (MPS, CIP 51.0720)

Chair Sloan called for a motion to approve the requests for six academic degree program establishments.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the six academic degree program establishments as discussed and submit to the full Board through the consent agenda.

Motion: Anna Nelson

Motion carried

The following requests for academic degree program discontinuation and consolidations were put forth:

- North Carolina State University — in Youth, Family, and Community Sciences (M, CIP 19.0701) and Master of Science in Youth, Family, and Community Sciences (MS, CIP 19.0701).

Chair Sloan called for a motion to approve the requests for the two academic degree program discontinuations and consolidations.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the two academic degree program discontinuations and consolidations as discussed and submit to the full Board through the consent agenda.

Motion: Kirk Bradley

Motion carried

There being no further business and without objection, the meeting adjourned 12:03 p.m.

Anna Nelson, Secretary



AGENDA ITEM

A-2. Academic Affairs Update..... David English

Situation:	The committee will hear an update on recent activities involving Academic Affairs.
Background:	The University of North Carolina System's Division of Academic Affairs complements the System's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.
Assessment:	Information will be provided to the committee on recent updates in academic affairs at the UNC System Office and across the 17 institutions.
Action:	This item is for information only.



AGENDA ITEM

A-3. 2021-22 Committee on Educational Planning, Policies, and Programs Annual Report..... David English

Situation:	Each standing committee submits an annual report of its activities to the Board of Governors of the University of North Carolina System.
Background:	Under the UNC Policy Manual, Section 302 E of <i>The Code</i> , "Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year."
Assessment:	The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2021-22 is ready for review and submission.
Action:	This item requires a vote by the committee to accept the report for submission to the Board of Governors.

DUTIES AND MEMBERSHIP

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the Board of Governors of the University of North Carolina System on September 15, 1973. There are now six standing committees. The committee consists of no fewer than five voting members as designated for one-year terms by the chair of the Board, starting at the first meeting after July 1 of the year and continuing until their successors are appointed. As a matter of practice, the chair may also appoint additional members, and chancellors staff the committee as ex-officio members. It is the duty of the committee to receive the advice and recommendations of the president and, in turn, make recommendations to the Board in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

- (a) the definition of mission and assignment of functions of each constituent institution;
- (b) the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs; and
- (c) the provision of supportive services, facilities, and other resources for the instructional, research, and public service programs of the constituent institutions.

The committee shall also advise and assist the president and the Board by maintaining close liaison with the State Board of Education, the State Board of Community Colleges, and private colleges and universities. It shall further recommend to the Board procedures and guidelines for the licensing of non-public educational institutions. [Section 301 C, *The Code*]

The committee was composed of the following Board members: Mr. Kirk Bradley, Mr. Joel D. Ford, Mr. Thomas C. Goolsby, Mrs. Anna Nelson, Ms. Sonja Nichols, and Mr. Temple Sloan. Mr. Sloan served as chair, Ms. Nelson served as vice chair, and Mr. Bradley served as secretary. Chancellor Franklin Gilliam (The University of North Carolina at Greensboro), Chancellor Todd Roberts (North Carolina School of Science and Mathematics), Chancellor Elwood Robinson (Winston-Salem State University), and Mr. Raymond Palma (UNC Association of Student Governments) also served on the committee.

The committee met seven times between July 1, 2021, and June 30, 2022. The major actions of the committee are summarized as follows:

Academic Program Development

The committee recommended and the Board subsequently approved the establishment of the following new baccalaureate and master and doctorate degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	UNC-CH	M	Applied Professional Studies	30.0000	07/21/21	07/22/21
2.	UNC-CH	MPP	Public Policy	44.0501	07/21/21	07/22/21
3.	UNC-CH	MS	Medical Science	51.1201	07/21/21	07/22/21
4.	UNCW	BSE	Engineering in Intelligent Systems	14.0999	07/21/21	07/22/21
5.	UNCW	BS	Cyber Security	11.1003	07/21/21	07/22/21
6.	UNCC	BS	Professional Studies	30.0000	11/17/21	11/18/21
7.	UNCA/UN C-CH Joint	MPH	Public Health	51.2201	11/17/21	11/18/21
8.	UNC-CH	MA	Africana Studies	05.0201	11/17/21	11/18/21
9.	UNC-CH	PhD	Africana Studies	05.0201	11/17/21	11/18/21
10.	UNCW	PhD	Applied Coastal and Ocean Studies	30.3201	11/17/21	11/18/21
11.	ASU	BS	Veterinary Technology	51.0808	01/19/22	01/20/22
12.	NC A&T	BS	Business Analytics	11.0104	01/19/22	01/20/22
13.	NCCU	BS	Nutrition and Dietetics	51.3101	01/19/22	01/20/22
14.	UNCW	BS	Workforce Learning and Development	13.1201	01/19/22	01/20/22
15.	NCCU	MS	Nutritional Sciences	51.3101	01/19/22	01/20/22
16.	NCSU	MS	Foundations of Data Sciences	30.3001	02/23/22	02/24/22
17.	UNC-CH	MS	Clinical Mental Health Counseling	51.1508	02/23/22	02/24/22
18.	FSU	BS	Public Health	51.2207	04/06/22	04/07/22
19.	UNCC	BA	Interdisciplinary Studies	30.0000	04/06/22	04/07/22
20.	WCU	BS	Economic Analysis	45.0602	04/06/22	04/07/22
21.	ECU	OTD	Occupational Therapy	51.2306	04/06/22	04/07/22
22.	ASU	MSOT	Occupational Therapy	51.2306	04/06/22	04/07/22
23.	UNCW	PhD	Pharmaceutical Chemistry	51.2004	04/06/22	04/07/22
24.	UNCP	BS	Cybersecurity	11.1003	05/25/22	05/26/22
25.	UNCP	MSOT	Occupational Therapy	51.2306	05/25/22	05/26/22

The committee recommended and the Board subsequently approved the discontinuation/consolidations of the following baccalaureate and master degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	UNCP	MA	Art Education	13.1302	09/15/21	09/16/21
2.	UNCG	BA	Psychology, Secondary Education	13.1317	11/17/21	11/18/21
3.	UNCG	BA	Sociology, Secondary Education	13.1317	11/17/21	11/18/21
4.	NCCU	BS	Computer Science and Business	11.0199	11/17/21	11/18/21
5.	UNCC	MED	Child and Family Studies: Early Education	13.1209	01/19/22	01/20/22
6.	UNCW	BA	Political Science, Secondary Education	13.1317	01/19/22	01/20/22
7.	UNC-CH	MPT	Physical Therapy	51.2308	02/23/22	02/24/22
8.	UNCC	BS	Neurodiagnostics and Sleep Science	51.0999	05/25/22	05/26/22

Reports and Recommendations, Received and Adopted

The committee and the Board of Governors approved the following reports and recommendations:

	Reports	Committee Approved	Board Approved
1.	Update Uniform Articulation Agreement AAS in Early Childhood Education and BA Birth-Kindergarten Programs	07/21/21	07/22/21
2.	Uniform Articulation Agreement: AA/AS Teacher Preparation and Education Preparation Programs	07/21/21	07/22/21
3.	2020-2021 Annual Report of the Committee on Educational Planning, Policies, and Programs	09/15/21	09/26/21
4.	Comprehensive Articulation Agreement Annual Report	09/15/21	09/16/21
5.	Early College High School Graduates Report	09/15/21	09/16/21
6.	Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, Policy on Out-of-State Undergraduate Enrollment	11/17/21	11/18/21
7.	Extension of the Minimum Eligibility Requirements Pilot through fall of 2025, under Section 700.1. of the UNC Policy Manual	01/19/22	02/24/22
8.	Rescission of an Action Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, Policy on Out-of-State Undergraduate Enrollment	02/23/22	02/24/22
9.	North Carolina Area Health Care Centers' (NC AHEC) Annual Report on Primary Care Physicians	05/25/22	05/26/22
10.	Waiver to Section 700.1.1 of the UNC Policy Manual, Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System	05/25/22	05/26/22

The committee also received and discussed the following reports/topics:

	Reports/Topics	Presented to Committee
1.	Annual Educator Preparation Reports	07/21/21
2.	Intercollegiate Athletics and Athletic Financial Transparency Report	07/21/21
3.	Excellence in Teaching Awards Use of Funds Report	09/15/21
4.	North Carolina Area Health Education Centers (AHEC) Update	09/15/21
5.	2021 Fall Enrollment Report	11/17/21
6.	Future Teachers of North Carolina Program Annual Report to the Joint Legislative Education Oversight Committee as required by G.S. 116-41.32	11/17/21
7.	UNC System Common Numbering System (UNC CNS) Update	05/25/22

Policy Revision Approvals

	Subject	Committee Approved	Board Approved
1.	Revisions to Section 700.1.1 of the UNC Policy Manual	09/15/21	11/18/21

	Subject	Committee Approved	Board Approved
2.	Revisions to Section 600.2.3 of the UNC Policy Manual, Distinguished Professors Endowment Trust	11/17/21	01/20/22
3.	Revisions to Section 700.1.3 of the UNC Policy Manual	02/23/22	04/07/22

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2021 Governor James E. Holshouser, Jr. Award for Excellence in Public Service Nominees, Recommendations, and Selections	11/17/21	11/18/21
2.	2022 Board of Governors Awards for Excellence in Teaching Selections	02/23/22	02/24/22
3.	2022 O. Max Gardner Award Nominees, Recommendation, and Selection	02/23/22	02/24/22

Licensure of Nonpublic Educational Institutions

The committee recommended and the Board subsequently approved the licensure of the following degree programs on the dates indicated:

	Institution and Degree	Committee Approved	Board Approved
1.	Johnson and Wales University – Charlotte: Bachelor’s of Science in Sustainable Food Systems, Master of Science in Sports Leadership	09/15/21	9/16/21
2.	The University of Southern California: Master’s of Science in Gerontology	09/15/21	9/16/21
3.	South University – High Point, limited licenses	09/15/21	9/16/21
4.	Johnson and Wales University: Master of Science in International Beverage Management	01/19/22	01/20/22
5.	Syracuse University: postsecondary credit bearing courses to certain high school students in North Carolina	01/19/22	01/20/22
6.	Thales College: Bachelor of Arts in Classical Education and Leadership	01/19/22	01/20/22
7.	Universal Technical Institute: Associate of Automotive Technology	01/19/22	01/20/22
8.	Saybrook University: limited license	01/19/22	01/20/22
9.	Galen College of Nursing: Bachelor of Science in Nursing: Prelicensure Option, Associate Degree in Nursing: LPN/LVN to RN Bridge Option, Associate Degree in Nursing: Two-Year Option	05/25/22	05/26/22
10.	Southeastern College – Charlotte: Associate Degree in Nursing, Associate of Applied Science in Radiologic Technology, Associate of Applied Science in Medical Assisting, Associate of Applied Science in Diagnostic Medical Sonography, Associate of Applied Science in Surgical Technology	05/25/22	05/26/22
11.	Alliant International University - San Diego and National University: limited licenses	05/25/22	05/26/22

AGENDA ITEM

- A-4. Update on the UNC System Educational Career Alignment
Return on Investment (ROI) Study David English

Situation: Recurring progress accounts on the “Return on Investment (ROI) Study” conducted by the University of North Carolina System Office and Deloitte Consulting, LLP will be presented to the committee as requested.

Background: S.L. 2021-180, Appropriations Act 2021 (S.B 105) directs the Board of Governors of the University of North Carolina System to "contract with an independent research organization to conduct an evaluation of its current programs at each constituent institution of the University of North Carolina System related to its operational costs, student outcomes, and return on investment (ROI) of each program" (p. 138, section 8.17.(a)). A final report is due to the General Assembly by September 1, 2023.

Assessment: The project is a collaborative effort between the UNC System Office, constituent institutions, and Deloitte. The study is calculated to meet the distinct needs of university leadership and to be constructive for both the legislature and UNC System institutions.

Action: This item is for information only.



EDUCATIONAL CAREER ALIGNMENT STUDY (AKA “ROI STUDY”)

David English, Ph.D.

Senior Vice President for Academic Affairs and
Chief Academic Officer

Engagement Objectives

The University of North Carolina System is seeking to assess return on investment of degree programs, to the student, institutions, and state.

The Project

To understand the impact of the State's investments, the **North Carolina Legislature funded** a report to **analyze & evaluate post-secondary degree academic programs** offered at each of UNC's 16 constituent institutions, including:

Mandate
1. The number of students in each program
2. The number of faculty and other staff employed for each program
3. The related costs to operate each program
4. A detailed correlation between degree of study and career roles and associated expected starting compensation, as well as expected career earnings
5. A detailed ROI for each program
6. ROI for State funding expenditures
7. ROI for student funding expenditures

Guiding Principles

- 1 Legislative Mandate
- 2 Replicability and data availability
- 3 Allow for meaningful comparisons

Desired Outcomes

- A meaningful report for both the legislature and the institutions
- New insights about the cost structure of the university
- Development of a tool to enable students to make informed choices
- Enable the program approval process to anticipate the future via understanding labor market demand
- Enable institutions see and understand their programs from another perspective and with actionable data



System



Individual Universities



Distinct Needs of...

Presidents

Provosts

CFOs


Enrollment Managers

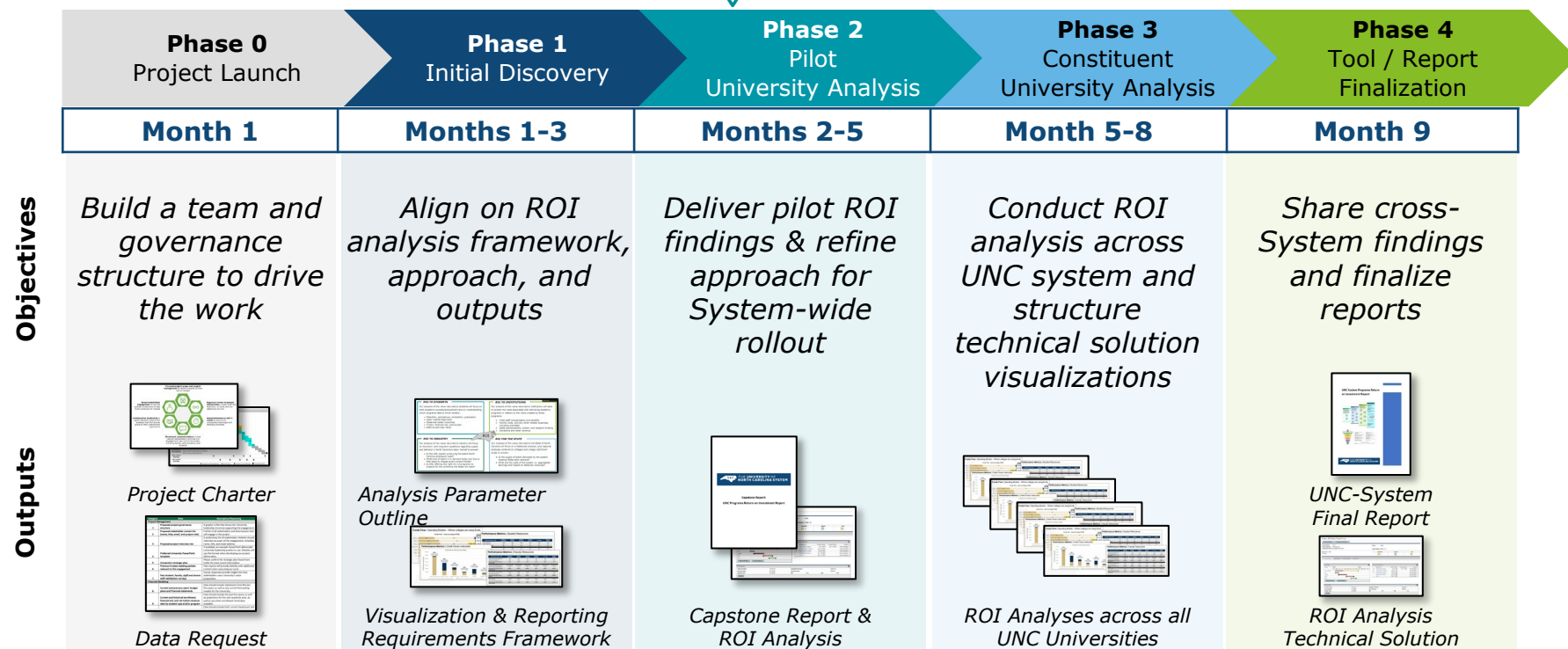


Legislature

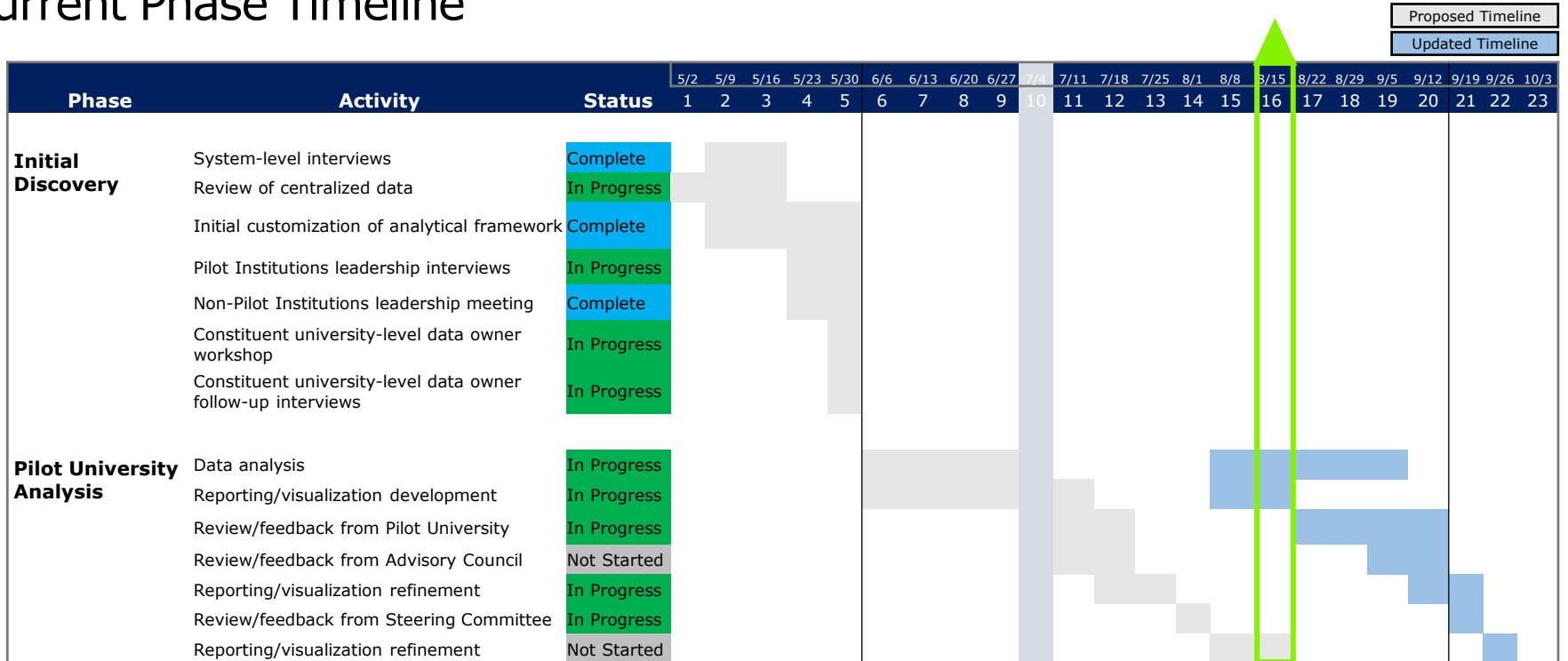
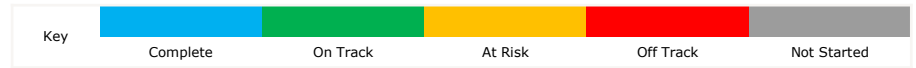
Project Approach and Timeline

Our approach to program evaluation across the System will take place over 32 weeks, concluding with a final report of cross-System ROI findings and the development of a technical tool for reporting.

 Current Phase



Current Phase Timeline



Project Timeline and Risks:

- Due to delays in receiving the NC Tower Data (6 weeks+), the Pilot University Analysis is no longer tracking to the original timeline.

Gathered Data to Inform Analysis

The team **has received** the following data from the UNC System and **North Carolina** Department of Commerce to inform the ROI Analysis:

Data Terrains



STUDENT ENROLLMENT

Source: *UNC System*

Datasets span AY 2018 – AY 2022 YTD:

- **Student data** by institution and term including academic level, credits completed, demographic information, major(s)
- **Completers** data for undergraduate and graduate levels, including total credits earned, debt
- **Section Enrollment** data with headcount audits by department
- **Program data** with home department

Source: *Deloitte PeoplePrism*

Datasets use open-source marketing data to aggregate 1500+ variables including:

- **Residency data** of UNC system graduates to determine retention of in-state and out-of-state students



HUMAN RESOURCES

Source: *UNC System*

Datasets span FY 2018 – 2022 YTD):

- **HR / Personnel** point in time data from the Human Resources Data Mart including home department and role, salary, and funding sources
- **Instructor** data including appointment period and type, salary



FINANCE & FINANCIAL AID

Source: *UNC System*

Datasets span FY 2019 – 2021:

- **General Ledger Financials** from the Finance Data Mart
- **Chart of Accounts** mapping across institutions
- **Audited Financial Statements** to conduct data validations
- **Tuition and Fee Rates** and annual increases
- **Financial Aid** data with cost of attendance, financial aid granted, and family income
- **Funding Formula** documentation and state allocations
- **All Funds Budget** documentation



CAREER OUTCOMES

Source: *Department of Commerce / NC Tower*

Datasets from earliest (1995) to most recent year available:

- **Individual Employment** data for UNC graduates including academic program, degree level, annual earnings, and industry and location of employment
- **State Employment Projections** data by industry and occupation, including supply/demand calculations

Source: *BurningGlass Institute*

Datasets include:

- **Real-time job posting data**
- **Social Profile data** on UNC alumni occupational outcomes



Appendix



Why and What, Exactly?

Senate Bill 105, Session Law 2021-180

UNC SYSTEM EDUCATIONAL CAREER ALIGNMENT

SECTION 8.17.(a) The Board of Governors of The University of North Carolina shall **contract with an independent research organization to conduct an evaluation of its current programs at each constituent institution of The University of North Carolina related to its operational costs, student outcomes, and return on investment (ROI) of each program.** The evaluation conducted by the independent research organization shall include an **analysis of at least the following information by constituent institution and undergraduate and graduate degree programs:**

- (1) The number of students in each program.
- (2) The number of faculty and other staff employed for each program.
- (3) The related costs to operate each program, inclusive of total staff compensation and benefits, facility costs, and any other related expenses, including overhead.
- (4) A detailed correlation between degree of study and directly related career roles and associated expected starting compensation, as well as expected career earnings for students upon completion of those programs.
- (5) A detailed ROI for each program.
- (6) ROI for State funding expenditures.
- (7) ROI for student funding expenditures.

SECTION 8.17.(b) **Two years from the date this act becomes law, the Board of Governors shall report** to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division of the General Assembly on the results of the evaluation conducted by the independent research organization pursuant to subsection (a) of this section.

ROI Study

- Will not include a study of professional programs:
 - Dentistry
 - Medical
 - Veterinary
 - Pharmacy
 - Law
- Will not include certificate programs
- Selected Contractor: **Deloitte.**

rpk GROUP



Project Governance

1

STEERING COMMITTEE

Composition

System-level leadership

Purpose

- Champions the project across System
- Supports the Deloitte team in communicating the project to relevant stakeholders
- Provides periodic guidance on project approach, scope, timeline, and Charter
- Support refinement of the ROI framework
- Signs off on deliverables/project milestones

Convenings

Monthly

2

ADVISORY COUNCIL

Campus-level academic leaders

- Serve as institution's main point of contact for project-related inquiries
- Review and provide feedback on work products at key points of analysis
- Provide input about institutional characteristics or nuances to account for in analysis
- Clarify questions or direct team to appropriate campus team member

Monthly

3

DATA OWNERS GROUP

Campus-level data owners

- Help explain and/or clarify questions about each campuses' data
- Provide supplemental data or documentation if requested

As needed

Defining “ROI”

Our refined multidimensional analysis explores ROI and its effects on three different sets of North Carolina stakeholders including students, institutions, and the State economy/industry.



ROI TO STUDENTS

Our analysis of the value returned to students will seek to understand the costs to students of completing an academic program in relation to the value obtained from that program:

- Rates of program completion and attainment of advanced degrees
- Initial and lifetime earnings
- Observed career outcomes
- Tuition, financial aid, cost burden
- Debt-to-earnings ratios



ROI TO INSTITUTIONS

Our analysis of the value returned to institutions will seek to understand the operational costs associated with delivering academic programs in relation to the value created by those programs:

- Total faculty and staff
- Total staff compensation and benefits
- Other related expenses, including overhead
- State appropriations and tuition
- Other revenue



ROI FOR THE STATE

Our analysis of the value returned to the State of North Carolina will focus on a Statewide analysis, plus regional analyses centered on colleges and college catchment areas to answer:

- What are the costs of the System vs. aggregated earnings and impact on State tax revenues?
- Is the supply of talent delivered by the System meeting State labor demand?
- Is UNC offering the right mix of programs to prepare the workforce the State will need?

AGENDA ITEM

A-5. UNC System Academic Degree Program Actions David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require Board approval and those actions that are delegated to staff at the UNC System Office. This report presents those program actions that require Board approval.

Program Establishments (Vote Required)

North Carolina State University requests establishment of the Bachelor of Science in Music Technology (BS, CIP 50.0913)

The University of North Carolina at Greensboro requests establishment of the Bachelor of Science in Human Health Sciences (BS, CIP 51.0000)

Program Discontinuations and Consolidations (Vote Required)

North Carolina State University requests discontinuation of the Master's in Agricultural and Resource Economics (M, CIP 01.0103)

North Carolina State University requests discontinuation of the Master's in Mechanical Engineering (M, CIP 14.1901)

North Carolina State University requests the discontinuation of the Master of Education in Educational Administration and Supervision (MED, CIP 13.0499)

North Carolina State University requests the discontinuation of the Master of Science in Educational Administration and Supervision (MS, CIP 13.0499)

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of specialty codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program actions 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
Bachelor of Science (BS) in Music Technology
CIP 50.0913
North Carolina State University**

I. Program Highlights

- North Carolina State University proposes the establishment of a Bachelor of Science in Music Technology.
- This interdisciplinary program, offered by the Department of Music and with contributions from the Department of Electrical and Computer Engineering, will offer students a foundation of theoretical and practical skills in music, electrical or computer engineering, industrial design, and entrepreneurship.
- Students in this 120-credit hour program will complete a musicianship core, plus applied and ensemble study in music. The curriculum also includes an electrical and computer engineering core and a music technology core. Students can concentrate in one of two areas: electronics and circuits, or software and digital hardware. All students will complete a capstone project.
- Program graduates will be able to compete in this growing employment area in the music industry and apply skills gained in performance, computer music, sound synthesis, music production, software development, digital signal processing, music information retrieval, human-computer interaction, interactivity, robotic musicianship, multimedia, audio systems, and sound design.
- The B.S. in Music Technology at Georgia Institute of Technology (Georgia Tech) has the closest comparable curriculum to this planned program and prepares graduates to work in fields such as music and audio hardware design and manufacturing, music software and application development, music streaming services, consumer electronics, automotive audio, and immersive and multidimensional audio.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed program aligns with NC State's strategic goals to advance interdisciplinary education and builds upon historic strengths in engineering and entrepreneurship. The program also contributes to the UNC System's economic impact goals by filling a vital gap in the state's growing technology industry and strong arts economy.
2. **Student Demand.** According to recent Higher Education Arts Data Summary (HEADS) reports in Music, music technology programs continue to show a growth trajectory. A 28 percent increase in total student enrollments were observed by member institutions reporting to the National Association of Schools of Music (NASM) from 2017-18 to 2020-21. In 2020-21, a total of 37 institutions enrolled 1,300 undergraduate music technology students.
3. **Employment Opportunities for Graduates.** Numerous sources have consistently pointed to growing demand for graduates with skill sets similar to those in the proposed major.
 - A 2019 Burning Glass analysis of online job postings projected "explosive growth" (102 percent) within the next five years for graduates with music technology skills.
 - Georgia Tech's School of Music, which relied on Burning Glass data when planning their

music technology degree, cited that job postings requiring a bachelor's degree with core skills in music technology grew nationally by 225 percent at the time of their proposal. Georgia Tech currently average 75 enrolled majors each year.

- Industry leaders continue to cite a critical need for these skills, including:
 - Marcus Cremer, vice president of applied research at Gracenote, who seeks employees and interns with “strong technical background coupled with a deep understanding of music. Identifying, hiring, and retaining genuinely multi-talented individuals with this unique skill set has been both difficult and time-consuming for us.”
 - Tristan Jehan, director of research at Spotify and co-founder of The Echo Nest, who said, “It is terribly important to the future of Spotify...that we keep hiring and hosting the finest and brightest students in the field of music and technology. The growing and shifting music tech industry needs new talented developers that are well versed both in music and technology.”
- Georgia Tech reports a 94 percent employment rate for its music technology graduates within four months of graduation. The University of Miami reports that 90 percent of graduates secure post-graduate employment or graduate education plans within six months of degree completion.

- 4. Impact on Access and Affordability.** The proposed area represents a new area of study at NC State and is expected to attract a previously untapped applicant pool to the university. NC State is not requesting any program-specific fees or tuition differential for this program. Tuition and fees at 2022-23 full-time (12+ credit hour) rates would be as follows:

Full-Time Academic Year Degree Level Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	6,535.00	28,276.00
Tuition Differential	NA	NA
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,593.26	2,593.26
Special Fees	NA	NA

- 5. Expected Quality.** With its historic strengths in engineering, technology, and entrepreneurship, NC State is well positioned to lead the nation in producing highly skilled music technology graduates.
- 6. Faculty Quality and Number.** This program will be supported by 13 existing faculty within the Department of Music, plus eight in the Department of Electrical and Computer Engineering, and one in the Department of Graphic and Industrial Design. Two additional music technology faculty will be hired by year two of the proposed program. Faculty from these large and nationally recognized departments will introduce students to the latest developments in this fast-developing field through classroom and research interactions. Of special note, NC State has ranked in the top 10 for electrical engineering in the global Shanghai Ranking for each of the last four years.
- 7. Relevant Lower-level and Cognate Programs.** In addition to the general education core, students in this program will complete a musicianship core, plus applied and ensemble study in music. The

curriculum also includes physics for engineers and scientists, an electrical and computer engineering core, and a music technology core. Students can concentrate in one of two areas: electronics and circuits, or software and digital hardware. All students will complete a capstone project.

- 8. Availability of Campus Resources (library, space, etc.)** In support of existing offerings, the university, college, and department have invested significantly in technology resources that will support the onset of the proposed program. Some investment in specialized equipment and technology will be required as the program develops. The proposed program is projected to have minimal impact on existing information technology and services for a decade or more.

The Department of Music is currently housed in two facilities on NC State's main campus. The Price Music Center provides three large ensemble rehearsal rooms (including one which doubles as a small recital space), 12 student practice rooms, two small ensemble rehearsal rooms, two applied teaching studios, instrument and library storage, and several faculty and administrative offices/teaching studios. The department also currently occupies the south wing of Broughton Hall which includes three fully equipped classrooms (including one 80-seat lecture hall), a digital piano lab, a 24-station computer lab/classroom, three digital audio workstation (DAW) studios, a piano teaching studio, and several faculty and administrative offices. The unit shares larger performance spaces, appropriate for ensembles, with the University Theatre and other programs through Arts NC State.

The NC State University libraries' current holdings are adequate for both the music and electrical and computer engineering cores of courses. In addition, the libraries are adequately resourced to provide reasonable and/or foreseeable materials that may become necessary over time with assistance from the Ellen Black Winston Endowment, which provides funds to enhance the Sanford R. Winston Music Collection. This endowment is broad enough in its intent to be used in support of the new degree, as well as continuing to support the existing courses offered in the department.

In addition, the Department of Music has a collaborative relationship with the libraries. The digital audio workstations (DAWs) have the same software and hardware as the 11 reservable DAWs available to students in the libraries. The department has also partnered with the libraries in support of its State of Sound program of collecting, sharing, and hosting events focused on music and other audio works and in offering our music technology summer camps. The libraries have made significant investments in music-related technologies that students can borrow through its extensive Technology Lending Service, a valuable resource for students in this new program.

- 9. Existing Programs (Number, Location, Mode of Delivery).** Currently, only one institution in the UNC System, the University of North Carolina at Asheville, offers a major in the most relevant CIP code (50.0913- Music Technology). The UNC Asheville program is campus-based.
- 10. Potential for Unnecessary Duplication.** The proposed program, while employing the same CIP code as the UNC Asheville program, differs in design and does not duplicate or compete. The major at UNC Asheville is focused on audio mixing, recording, and requires interdisciplinary study, predominantly in physics, with the intent of producing students who "learn how to professionally mix and record music." In contrast, NC State's proposed program focus is to integrate a broad range of musical styles, performance practices, and creative projects with the design,

development, and implementation of advanced music technologies, in close partnership with an engineering discipline.

- 11. Feasibility of Collaborative Program.** The curriculum of the proposed program is substantively different from the UNC Asheville program as to prohibit significant opportunities for collaboration.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.**

The proposal was reviewed by NC State faculty (department and college committees), Undergraduate Courses and Curriculum Committee (UCCC), Council of Deans, CFO, Provost, and Chancellor. Approval and support were provided at all levels.

- 2. UNC System Office Review Process and Feedback.** Throughout the review process, NC State provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve NC State's request to establish the Bachelor of Science (BS) in Music Technology (CIP 50.0913).

**Request for Authorization to Establish
Bachelor of Science (BS) in Human Health Sciences
CIP 51.0000
The University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro proposes the establishment of a Bachelor of Science degree in Human Health Sciences (CIP 51.000).
- The degree will endow students with the knowledge and skills to join a rapidly growing allied health workforce and meet North Carolina’s projected healthcare workforce needs. The curriculum, with an emphasis in interprofessional practice, qualifies graduates to work in allied health-related industries, health care, and entry level clinical and hospital positions. High-achieving graduates with a preprofessional focus will be prepared to be competitive applicants for professional programs in the allied health sciences such as physical therapy, occupational therapy, and speech pathology among others.
- UNC Greensboro (UNCG) as a public research university strives to make a difference in the lives of the students and communities for which it serves. One of the central foci of the UNCG Strategic Plan is health and wellness. A new undergraduate degree in human health sciences will contribute to student and community transformation by offering students the knowledge and skills to enter a rapidly expanding health-related workforce.
- Feedback notes that UNCG’s entering students often seek a degree that expands opportunities to be competitive for employment in the health care field. The proposed degree program will prepare and retain students interested in health professions at UNCG.
- This degree is designed to prepare graduates 1) for success in entry-level allied health-related jobs, or 2) to be competitive applicants to allied health-related professional programs such as physician assistant, physical therapy, and occupational therapy. Examples of employment opportunities that students are trained and competitive for if they do not obtain additional degrees in allied health professions are: clinical research assistant, mobility specialist, clinical administrative assistant, orthopedic technician, health education/wellness specialist, patient financial counselor, health information technician, surgical technician, health and wellness coach, and work site wellness advocate.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** A unique area of distinction of the proposed program is the inclusion of coursework in interprofessional education (IPE). IPE has a goal of helping health care professionals come together collaboratively to improve patient care and outcomes. Graduates with a background in this practice have a distinct advantage when it comes to being hired and integrated into the healthcare environment.

The proposed program will impact the increasing diversity in health professions. Diversity in allied health fields i.e., “the lack of diversity in allied health fields” is proportionally low. Less than five percent of physical therapists, occupational therapists, speech-language pathologists, and audiologists are non-white. The UNCG School of Health and Human Sciences (HHS) student body consists of 56 percent students of color (2021) offering a significantly more diverse cohort of graduates to enter the allied health fields.

2. **Student Demand.** Students' commitment to health professions is evident by the number who express interest in pursuing careers in allied health immediately after graduation, and students who identify as "pre-professional" viewing undergraduate study as preparation for graduate/professional school in a range of disciplines. As previously noted, we have identified that many of our entering and existing students pursue a degree that expands opportunities to be competitive for employment in health care. There is a cohort of students who are interested in the health professions and/or are not successful being admitted to nursing that leave UNCG each year. Conversations with these students reveal a broad interest in allied health and helping professions and the proposed program will provide expanded opportunities for graduates to remain in health care professions.
3. **Employment Opportunities for Graduates.** Health care and social assistance is the largest service industry projecting to add the most jobs (+80,800) by 2028. Its projected annualized growth rate of 1.29 percent is over twice as much as the overall industry total. Furthermore, the expected public benefits for this program include preparing students to fill important workforce needs in the Triad area, across the state, and beyond. Graduates of this program will be prepared to enter this growing workforce and high achieving graduates can compete for graduate programs leading to advanced professional degrees. Locally, the HHS Dean and faculty have worked with Cone Health, the Triad's regional hospital system, to ensure that the curriculum meets the needs of the local healthcare workforce.
4. **Impact on Access and Affordability.** UNC Greensboro is not requesting any program-specific fees or tuition differential for this program. UNCG tuition and fees are some of the lowest for UNC System institutions and significantly less than peer institutions out-of-state, and private colleges/universities in-state.

Tuition and fees for the 2022-2023 AY full-time (12+ credit hour) rates are as follows:

Full-Time 2022-2023 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	4,422.00	19,581.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,076.00	3,076.00
Special Fees	--	--

5. **Expected Quality.** The proposed curriculum has a unique emphasis on interdisciplinary exploration and inter-professional engagement (IPE), which together offer specialized courses for both skill-building and knowledge acquisition. It is an increasingly important element of accredited programs in allied health fields like athletic training, dietetics, nursing, and others. Courses in IPE will help students practice these important skills communicating and collaborating with colleagues across a spectrum of health-related careers.

Part of the curriculum is built with flexibility that enables students to identify their area of focus and deepen their knowledge and understanding through minor areas or by completing required prerequisites for advanced degrees. Students who plan post-baccalaureate study will select the

health professions concentration that includes advanced science courses tailored to specific professional goals, i.e., competitive for professional programs such as physician assistant, physical therapy, occupational therapy among others. Students with an interest in broader health careers upon graduation will select the allied health studies concentration.

6. **Faculty Quality and Number.** A program director/tenure track faculty member, would be hired for the 2023-24 AY to prepare for admission of the first class in the 2024-25 AY. Based on our enrollment estimates, an additional non-tenured faculty member would be hired for the 2024-25 AY to teach core courses and advise students. Additional enrollment growth in years three to five would require additional faculty hires. A dedicated internship coordinator/academic advisor position would be requested by spring 2025, if enrollment supports.
7. **Relevant Lower-level and Cognate Programs.** The HHS curriculum is designed to help students explore a range of potential allied health careers as first and second year students. Second- and third-year students will be introduced to and learn to apply principles of interprofessional practice, which encompass skills critical to a collaborative health care environment. Students will also complete at least one course in each of the undergraduate departments in the School of Health and Human Sciences. By the time students reach 60 credits, they will select a concentration area.
8. **Availability of Campus Resources (library, space, etc.)** Faculty and administrative staff are likely to be housed in newly renovated offices in space allocated to the School of Health and Human Sciences in the Moore Building. Therefore, no additional funds are required for repair and renovation or new construction.
9. **Existing Programs (Number, Location, Mode of Delivery).** There is one similar program within the UNC System at Western Carolina University, Cullowhee, NC, main campus program.
10. **Potential for Unnecessary Duplication.** UNCG's tradition of strength in health and wellness and our relationships with health and wellness industries and organizations within our region positions our students to gain workforce and community experiences, which will prepare them for work and/or further study in the health professions. Additionally, the catchment areas of the two institutions are non-overlapping, suggesting they will each largely draw primarily from different groups of students.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** A committee was created to develop a preliminary curriculum and to review and seek input from faculty in the school. The chairs of this committee held multiple open school meetings and individual department meetings. The curriculum was reviewed by the HHS Curriculum Committee, which was approved and forwarded to the University Curriculum Committee for final approval. The proposal was also reviewed by the dean, provost, chief financial officer, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish the Bachelor of Science in Health and Human Sciences (CIP 51.000) effective fall 2024.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**North Carolina State University – Master's in Agricultural and Resource Economics (M)
(CIP 01.0103)**

Overview: The Master's in Agricultural and Resource Economics (01.0103) at the North Carolina State University will be discontinued effective fall 2022. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The UNC Academic Program Inventory lists the Master's in Agricultural and Resource Economics as active. However, no record of the program exists in the North Carolina State University Student Information System. This discontinuation action will reconcile the discrepancy. No students, faculty, or staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve NC State's request to discontinue the delivery of the Master's in Agricultural and Resource Economics (01.0103) effective fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**North Carolina State University – Master’s in Mechanical Engineering (M)
(CIP 14.1901)**

Overview: The Master’s in Mechanical Engineering (14.1901) at the North Carolina State University will be discontinued effective fall 2022. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Master’s in Mechanical Engineering has been effectively inactive in the North Carolina State University Student Information System since 2009. However, the UNC System Academic Program Inventory lists the program as active. This discontinuation action will reconcile the discrepancy. No students, faculty, or staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve NC State’s request to discontinue the delivery of the Master’s in Mechanical Engineering (14.1901) effective fall 2022.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

North Carolina State University – Master of Education in Educational Administration
and Supervision (MED)
(CIP 13.0499)

Overview: The Master of Education in Educational Administration and Supervision (13.0499) at the North Carolina State University will be discontinued effective fall 2022. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Master of Education in Educational Administration and Supervision has been effectively inactive in the North Carolina State University Student Information System since 1996. The UNC System Academic Program Inventory lists the program as active. This discontinuation action will reconcile the discrepancy. No students, faculty, or staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve NC State's request to discontinue the delivery of the Master of Education in Educational Administration and Supervision (13.0499) effective fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**North Carolina State University – Master of Science in Educational Administration
and Supervision (MS)
(CIP 13.0499)**

Overview: The Master of Science in Educational Administration and Supervision (13.0499) at North Carolina State University will be discontinued effective fall 2022. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Master of Science in Educational Administration and Supervision has been inactive in the North Carolina State University Student Information System since 1996. The UNC System Academic Program Inventory lists the program as active. This discontinuation action will reconcile the discrepancy. No students, faculty, or staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve NC State's request to discontinue the delivery of the Master of Science in Educational Administration and Supervision (13.0499) effective fall 2022.

AGENDA ITEM

A-6. Early College High School Graduates Report..... Bethany Meighen

- Situation:** Section 11.16 of S.L. 2015-241 directs the Board of Governors of The University of North Carolina System to adopt a policy that requires each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide to the student relevant information regarding each option and report annually to the Joint Legislative Education Oversight Committee the number of students in this cohort and which option was chosen by those students when applying to a constituent institution.
- Background:** The final version of this report must be submitted to the Joint Legislative Education Oversight Committee no later than September 30, 2022, as required in Section 11.16. (b) of S.L. 2015-241.
- Assessment:** The “Early College Graduates Report” provides an overview of the implementation process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual (Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements) to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative innovative high school program with an associate degree. The report also provides detail about how many of those students chose to enter the UNC System as freshmen and how many entered as transfer students.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.



**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 1, 2022

As Required by
Session Law 2015- 241 (HB 97)

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2022**

HOUSE BILL 97: 2015 Appropriations Act, Section 11.16: Early College Graduates/The University of North Carolina Admission Policy

Section 11.16 of S.L. 2015-241 directs the Board of Governors of The University of North Carolina System to adopt a policy to require each constituent institution to offer any student who graduated with an associate degree from a cooperative innovative high school program and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Beginning September 30, 2017, the Board must report annually to the Joint Legislative Education Oversight Committee regarding the number of students who graduated with an associate degree from a cooperative innovative high school program and which option was chosen by those students when applying to a constituent institution.

This section became effective July 1, 2015, and applied to the 2016-17 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

On April 1, 2016, the Early College/UNC Admissions Policy working group was convened at the UNC System Office to review House Bill 97 Section 11.16 and develop regulations for implementation and assessment. The following institutions were represented on the working group: Appalachian State University, East Carolina University, Fayetteville State University, North Carolina Central University, North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina Wilmington, and Western Carolina University. Additionally, representatives from the North Carolina Department of Public Instruction and the North Carolina Community College System served on the working group.

From this working group, Section 700.1.1 of the UNC Policy Manual, *Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*, was revised to include the following requirements, which were approved by the UNC Board of Governors on July 29, 2016:

700.1.1. Section IV. Graduates of Cooperative Innovative High Schools (Early College)

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-18 academic year, each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student.

The constituent institution shall also provide written information to the student regarding the consequences that accompany each option and any other relevant information that may be helpful to the student when considering which option to select.

Beginning March 1, 2017, the Board of Governors shall report annually regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to a constituent institution.

Following the approval of these revisions, all constituent institutions posted relevant information outlining the policy update to institution websites by November 22, 2016, and have continued to update these links (see Appendix A).

The table in Appendix B reports the number of students who self-identified as candidates for graduation from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC System constituent institutions. Each institution submitted this information to the UNC System Office and collected this information either from the student's application or through follow-up communications with the student. Constituent institutions received 7011 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Institution	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply/first-year-students
ECU	https://admissions.ecu.edu/apply/freshmen/
ECSU	http://www.ecsu.edu/admissions/admission_requirements/admission_requirements_freshman.html
FSU	https://www.uncfsu.edu/fsu-admissions/undergraduate-admissions/early-college
N.C. A&T	https://www.ncat.edu/admissions/undergraduate/freshman/nc-cooperative-innovative-high-school-students.php
NCCU	https://www.nccu.edu/admissions/early-college-students
NC State	https://admissions.ncsu.edu/apply/early-college/
UNCA	https://www.unca.edu/admission/apply/other-students/
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools
UNCG	https://admissions.uncg.edu/apply/freshmen/early-college-students/
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/freshman
UNCSA	https://www.uncsa.edu/admissions/dance/undergraduate/index.aspx
UNCW	http://uncw.edu/admissions/EarlyCollege.html
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	https://www.wssu.edu/admissions/apply/early-college.html

Appendix B: Fall 2022 ECHS Application Information

UNC System Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University	250	219	31
East Carolina University	560	487	73
Elizabeth City State University	148	148	0
Fayetteville State University	108	98	10
North Carolina A&T State University	857	778	79
North Carolina Central University	503	503	0
North Carolina State University	958	938	20
University of North Carolina at Asheville	273	263	10
University of North Carolina at Chapel Hill	818	791	27
University of North Carolina at Charlotte	1059	1049	10
The University of North Carolina at Greensboro	42	42	0
The University of North Carolina at Pembroke	212	212	0
University of North Carolina School of the Arts	14	4	10
University of North Carolina Wilmington	633	609	24
Western Carolina University	569	569	0
Winston-Salem State University	7	1	6
TOTAL	7011	6711	300

AGENDA ITEM

A-7. Licensure Program Approvals.....Daniel Harrison

Situation: The Board of Governors of the University of North Carolina System is charged under North Carolina General Statutes Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina.

Background: Johnson and Wales University, an existing licensee, seeks to offer a Bachelor's in Exercise and Sports Science and a Bachelor's in Healthcare Administration.

Northeastern University, an existing licensee, seeks to offer a Doctor of Law and Policy, Master of Science Applied Behavior Analysis, Bachelor of Science Speech-Language Pathology & Audiology, Master of Public Health, Master of Science Speech-Language Pathology.

Thales College, an existing licensee, seeks to offer a Bachelor's in Mechanical Engineering.

University of Southern California, an existing licensee, seeks to offer a Master of Arts in Foodservice Management and Dietetics, a Master of Science in Lifespan, Nutrition, and Dietetics, and a Master of Science in Applied Technology and Aging.

Two institutions seek to offer a limited license for students to conduct field experiences in North Carolina: Mount Saint Mary's University and California State University.

Assessment: After appropriate review of the license applications, the University of North Carolina System Office recommends approval of these applications.

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

Staff Report and Recommendation
Johnson and Wales University

Background

Johnson and Wales University – Charlotte, OPEID 000340410, (Johnson and Wales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Providence, Rhode Island, and a large residential campus located in Charlotte. Johnson and Wales is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include a Bachelor's in Exercise and Sports Science and a Bachelor's in Healthcare Administration. Staff most recently conducted a site visit in May 2018.

This program is already offered at Johnson and Wales main campus and are similar in CIP code and faculty composition to successful existing programs at the Charlotte campus. Staff and external examiners conducted a review of the Johnson and Wales application and believe that the proposed programs will operate in compliance with the rules and standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	58%	
	Transferred Out	21%	
	Withdrew	20%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor.	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2020	2019	2018
	2.2	2.4	2.9
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	6.5	9.4	7.0

UNC System Office staff received one complaint from a Johnson and Wales student in the 2021-2022 academic year. The institution quickly resolved the issue.

Recommendation

Issue Johnson and Wales a license to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's

standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
Northeastern University

Background

Northeastern University, OPEID 00219900, (Northeastern), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Boston, Massachusetts, and a campus in Charlotte. Northeastern is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include Doctor of Law and Policy, Master of Science in Applied Behavior Analysis, Bachelor of Science in Speech-Language Pathology & Audiology, Master of Public Health, and Master of Science Speech-Language Pathology degrees. The Doctor of Law and Policy is not a Juris Doctor (J.D.) program degree and graduates are not eligible to sit for the bar examination. Staff most recently visited Northeastern in May 2018.

Each of these programs have been offered successfully at Northeastern's main campus. Staff and external examiners conducted a review of Northeastern's application and believe that the proposed programs will operate in compliance with the rules and standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	88%	
	Transferred Out	8%	
	Withdrew	4%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor.	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2020	2019	2018
	3.0	3.0	3.0
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	1.5	2.2	2.0

UNC System Office staff did not receive any complaints regarding Northeastern in the preceding year.

Recommendation

Issue Northeastern a license to conduct the postsecondary degree activity as described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's

standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
Thales College

Background

Thales College (Thales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Wake Forest. Staff and an outside subject matter expert conducted a site visit in July 2022. Thales seeks to expand its program offerings to offer a Bachelor's of Mechanical Engineering, which will be accredited by the Engineering Accreditation Commission of ABET. No student will enter the program core this year, and state authorization staff will monitor Thales progress towards ABET accreditation and conduct a follow up site visit to the institution before a student enrolls in the program core.

Institutional Metrics and Consumer Protection Information

Thales has not enrolled students and has no institutional metrics to report. Thales anticipates enrolling students in the fall of 2022.

Recommendation

Issue a license to Thales to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
University of Southern California

Background

The University of Southern California, OPEID 00132800, (USC), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Los Angeles, California. The university does not have a permanent physical location in North Carolina and seeks to be allowed to conduct clinical rotations in the state. USC is regionally accredited by the Western Association of Schools and Colleges and seeks licensure to expand its program offerings to include a Master of Arts in Foodservice Management and Dietetics, a Master of Science in Lifespan, Nutrition, and Dietetics, and a Master of Science in Applied Technology and Aging. Staff most recently visited USC in May 2019.

Staff and external examiners conducted a review of USC's application and believe that the proposed programs will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	93%	
	Transferred Out	5%	
	Withdrew	2%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor.	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2020	2019	2018
	2.7	2.5	2.9
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	1.3	1.2	1.6

System Office staff did not receive any complaints regarding USC in the preceding year.

Recommendation

Issue USC a license to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's

standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation for Limited Licenses

Mount Saint Mary's University (OPEID 00124300), a regionally accredited nonprofit institution, seeks a limited license to allow a single student who has relocated to North Carolina to complete a Master of Fine Arts in North Carolina, with an expiration date of August 31, 2024.

California State University - Sacramento (OPEID 00115000), a regionally accredited, public institution seeks a limited license to allow a single student who lives in North Carolina to complete the experiential learning portion of its Doctor of Physical Therapy program in North Carolina, with an expiration date of August 31, 2023.