April 9, 2025 at 12:45 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room
Raleigh, North Carolina

AGENDA

OPEN SESSION

DRAFT MINUTES

February 26, 2025 at 2:15 p.m.
Via Videoconference and PBS North Carolina Livestream
223 S. West Street, Board Room
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present: Kellie Hunt Blue, Cameron Brown, Gene Davis, Kathryn Greeley, Mark Holton, and Sonja Phillips Nichols.

Chancellors participating were James R. Martin and Kimberly van Noort. Wade Maki, chair of the UNC Faculty Assembly, also participated.

Staff members present included David English and others from the UNC System Office.

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1. **Approval of the Open Minutes of January 27, and January 29, 2025, and the Joint Meeting of November 13, 2024 (Item A-1)**

The chair of the Committee on Educational Planning, Policies, and Programs called the meeting to order at 2:16 p.m. on Wednesday, February 26, 2025. A technical correction for the minutes of the January 29, 2025, meeting has been made and was reflected in the minutes. The open session minutes from the meetings on January 27 and January 29, 2025, and the joint meeting with the Committee on Strategic Initiatives on November 13, 2024, were approved by unanimous consent.

2. **Academic Affairs Update (Item A-2)**

Dr. David English began the meeting with an update on Academic Affairs across the UNC System, including continued efforts to support our institutions and their communities post-Hurricane Helene. The General Assembly generously allocated $5 million to the University of North Carolina Board of Governors to provide financial assistance to students affected by Hurricane Helene. Approximately half of the funds were allocated to the three western North Carolina universities with the remaining funds divided among the other UNC System institutions. Over 4,100 scholarships were awarded, providing grants of up to $2,500 per eligible student, with the majority being used to cover living expenses and tuition assistance.

The third annual financial literacy symposium was recently held at the University of North Carolina at Charlotte, focusing on students' financial wellness and understanding. Earlier in the month, UNC Charlotte also hosted the UNC System Transfer Convening, which brought together more than 100 transfer professionals to develop ideas, share best practices, and discuss actions needed to ensure more successful transfer experiences for North Carolina students.

3. **Financial Aid Updates: FAFSA and Next NC Scholarship (Item A-3)**

The committee heard an update on the Free Application for Federal Student Aid (FAFSA) process and the Next NC Scholarship. The Next NC Scholarship is helping improve access to UNC System institutions and North Carolina community colleges for most students from households with incomes below $80,000. Following Hurricane Helene, Next NC was able to offer additional awards to impacted recipients. For next year, the funding formula and guarantee will remain the same. FAFSA completion numbers remain below typical years, but the North Carolina State Education Assistance Authority (NCSEAA) and partners continue efforts to increase awareness about and assistance with FAFSA and the Next NC Scholarship.

4. NCInnovation (Item A-4)

Michelle Bolas, executive vice president and chief innovation officer from NCInnovation (NCI), presented to discuss the aims and successes of NCI. NCI was created with a $500 million endowment from the General Assembly to provide grant funding and support services to public university applied researchers working on discoveries that have commercial promise, and to establish innovation hubs at regional institutions for the purpose of building strong regional ecosystems. NCI is looking at projects that encourage the growth of research development and impact the local community and economy. Advancing research with commercial potential in partnership with our universities enhances recruitment and retention of faculty researchers and students, along with having an effect on economic development in North Carolina.

5. UNC System Academic Degree Program Actions (Item A-5)

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

East Carolina University
- Bachelor of Science (BS) in Environmental Studies
- Bachelor of Science (BS) in Neuroscience
- Bachelor of Science (BS) in Security Studies

North Carolina State University
- Master of Science (MS) in Cybersecurity

University of North Carolina Asheville
- Bachelor of Science (BS) in Astronomy
- Master of Science (MS) in Environmental Resilience

University of North Carolina at Chapel Hill
- Master of Science (MSM) in Management.

Chair Hutchens called for a motion to approve the request for the seven academic degree program establishments discussed and for submission to the full Board through the consent agenda.

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

Motion: Gene Davis

Motion carried

The following requests for academic degree program discontinuations/consolidations were put forth:

University of North Carolina at Greensboro
- Doctor of Philosophy (Ph.D.) in Consumer, Apparel, and Retail Studies
- Doctor of Philosophy (Ph.D.) in Economics
- Doctor of Philosophy (Ph.D.) in Information Systems

Chair Hutchens called for a motion to approve the requests for the three academic degree program discontinuations/consolidations as discussed and for submission to the full Board through the consent agenda.

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

Motion: Gene Davis
Motion carried

Governor Blue called for a motion to move into closed session to prevent the premature disclosure of an honorary award or scholarship pursuant to General Statue 143-318.11(a)(2).

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session to prevent the premature disclosure of an honorary award or scholarship pursuant to General Statue 143-318.11(a)(2).

Motion: Kellie Hunt Blue
Motion Carried

THE MEETING MOVED INTO CLOSED SESSION at 3:29 p.m.

THE MEETING RESUMED IN OPEN SESSION at 3:43 p.m.

There being no further business and without objection, the meeting was adjourned at 3:45 p.m.

_____
Sonja Phillips Nichols, 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 Office Division of Academic Affairs complements the University of North Carolina System's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also aids with 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.

COMPREHENSIVE TRANSITION POSTSECONDARY (CTP) PROGRAMS 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

March 15, 2025

As Required by
H259 (Budget bill), Section 8.12.(a)

COMPREHENSIVE TRANSITION POSTSECONDARY (CTP) PROGRAMS REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
March 15, 2025

REQUIRE COMPREHENSIVE TRANSITION POSTSECONDARY PROGRAMS REPORT AND ESTABLISH CTP PROGRAM AT UNC-W

SECTION 8.12.(a) Article 35A of Chapter 116 of the General Statutes is amended by adding a new section to read: "§ 116-298. Report: The University of North Carolina System Office shall report to the Joint Legislative Education Oversight Committee by March 15 of each year on the impact on participants of Comprehensive Transition Postsecondary Programs at constituent institutions of The University of North Carolina. At a minimum, the report shall include the following information for each CTP Program at a constituent institution: (1) Admissions requirements. (2) Number of participants. (3) Participant outcomes, including credits earned toward a degree, diploma, or certificate and job placements for participants and graduates."

This section became effective January 1, 2024 and applied to the 2022-2023 and 2023-2024 academic years and each subsequent academic year.

Appalachian State University, the University of North Carolina at Greensboro, and Western Carolina University each submitted this information to the UNC System Office. In the 2024-2025 academic year, enrollment across all three programs totaled 55 students (see Appendix A). Since this report is due before the conclusion of the Spring 2025 semester, job placement data reflects the 2023-2024 academic year.

Appalachian State University's Scholars with Diverse Abilities Program (SDAP)

Admissions Requirements:
In order to be eligible to apply to SDAP, applicants must meet the following criteria:

- Are between 18 and 25 years of age at the time of admission.
- Have documentation that indicates an intellectual disability.
- Are enrolled in or have completed an occupational course of study (OCS) or similar program during high school.
- Are interested in having defined career, personal growth, social engagement, and health and wellness goals.
- Have the ability to effectively communicate with staff, supports, and peers.
- Have a base level of skills in areas of self-care, money management, and navigation.
- Are able to be unsupervised in a variety of settings.
- Are able to manage their own medication needs.
- Are not otherwise eligible to attend Appalachian State University as a degree-seeking student.

Number of Participants:
- 2023-24 18 students
- 2024-2025 16 students

Participant Outcomes:
Credits Earned
Each student earns a minimum of 12 credits per semester or 24 credits per year
- 2024-2025 16 students x 24 credits= Total 384 student credit hours
- All credits for SDAP students are audited credits

Job Placements
Minimum work requirements by year in the program, most students work more than this.
First year - 5 hours per week
Second year - 7 hours per week
Third year - 10 hours per week
Fourth year - 15 hours per week
- 2024-2025 16 students in paid employment on campus (Grandview Catering and Events, APP Elite, Appalachian State Information Technology (IT) department, University Recreation Department, and Appalachian State Campus Dining

For more information about the program, visit sdap.appstate.edu

University of North Carolina at Greensboro's Integrative Community Studies

Admissions Requirements:
- Have a documented diagnosis of an intellectual disability. Refer to the American Association on IDD for a definition of intellectual disability.
- Be their own legal guardian.
- Be at least 18 years old by the Fall semester for which they are applying.
- Have concluded secondary education with a diploma, certificate of completion, or equivalent before Fall enrollment.
- Not meet admissions requirements for Undergraduate Admissions.
- Have basic safety skills in unsupervised settings during non-service hours.

Number of Participants:
2023-24 Academic year – 29 students across 4 cohorts (4-year program)
- 1st year cohort – 8
- 2nd year cohort – 5
- 3rd year cohort – 11
- 4th year cohort – 5

2024-25 Academic year – 27 students across 4 cohorts (4-year program)
- 1st year cohort – 6
- 2nd year cohort – 6
- 3rd year cohort – 3
- 4th year cohort – 12

Participant Outcomes:
For students completing the program during 2023-24:
- 100% of students earned credit toward their Integrative Community Studies (ICS) Certificate. ICS Courses have gone through curriculum review and are listed in the course catalog, students do earn credit for these courses. These credits are only earned toward the ICS Certificate (not toward an undergraduate degree).
- Most students take a minimum of one additional course in another department for credit which counts toward their ICS Certificate as well. Very few students take coursework for audit. Therefore, the majority of students are earning ICS Credit as well as some "undergraduate" credits.

Paid or Unpaid Internships:
- The Integrative Community Studies program does not require an internship every year.
- An internship is required (130 hours) in the 3rd year of the program. Some are paid by the site, some are paid through Vocational Rehabilitation (depending on student eligibility and connection), some are unpaid.
- 1st and 2nd year students are required to earn 25 "campus involvement hours" and 50 "volunteer hours".
- Volunteer/Involvement Site examples:
  - Farmer's Market
  - Children's Museum
  - Backpack Beginnings

- o Brothers Being Positive
- o Spartan Open Pantry
- o Various Community Churches
- o Animal Hospital
- o PIKE – Fraternity
- o UNCG Theater
- o Community Garden
- o SPCA
- o UNCG Catalyst Events
- o Esports Events
- o Aquatic Center
- o Reading Connections
- o Salvation Army
- o UNCG Office of Leadership and Civic Engagement
- o ASL Network
- Internship Opportunities for Fall 2024
  - o The 3rd year cohort is small (only 3 students) - Students are currently required to complete their internship in their 3rd year. Other years, there are volunteer requirements, and some students are job searching once they finish their required volunteer and internship requirements.
  - o Sites:
    - ▪ Chatham Trades Inc. (IDD Peer Mentor)
    - ▪ One Step Further - Greensboro (https://www.onestepfurther.com/)
    - ▪ ICS @ UNCG (IDD Peer Mentor)
    - ▪ Kellin Foundation (https://www.kellinfoundation.org/)
    - ▪ Texas Roadhouse

Job Placements for 2023-2024 Participants:
- ICS does not "place" students in "Job Placements" – the goal is that an internship site may lead to a paid job or offer the experience for their resume to lead to paid employment in the same/or similar field.
- Students enrolled in the ICS program are not required to work while they are enrolled. Students must maintain a minimum of 12 credit hours of coursework; many enroll in 15 credit hours per semester. Therefore, working a job isn't always feasible. Some students work part time in jobs while they enrolled to help pay the bills, but that may not always be related to their "career" goals.
- Examples of student jobs in Academic Year 23-24:
  - o 5 Graduates
    - ▪ 6-Tech (customer service) (paid during senior year, moving to hometown post grad to look for another job)
    - ▪ A Special Blend (Coffee Shop) (paid during senior year, continuing post grad)
    - ▪ Harris Teeter (paid during senior year and continuing post grad with increasing hours)
    - ▪ Bojangles (paid during senior year) (Post grad plans for restaurant in hometown.
    - ▪ Student moving back to hometown (had applied) looking for work in childcare or elementary school (not lined up yet at graduation in May, planning for Fall 2024).

For more information about the program, visit: https://ics.uncg.edu/

Western Carolina University's University Participant Program

Admissions Requirements:

Consideration for admission to the UP program is given to those who meet the following admission requirements:

- Age 18-25 at the time of admission with a documented intellectual disability (IQ ~ 70 or lower)
- Have been enrolled in a high school special education program (such as the Occupational Course of Study or Certificate of Completion) that does not allow students to complete requirements necessary for standard admission to WCU
- Demonstrates communication skills adequate to interact with others on the WCU campus
- Demonstrates socially acceptable behavior that will allow a favorable experience on the WCU campus
- Demonstrates ability to be unsupervised overnight and manage own medications
- Adequately motivated to learn and benefit from participation in the UP Program
- Expresses interest in living and working as independently as possible in their community with paid employment at or above minimum wage working 20 or more hours per week after completing the UP Program and supported by parents and families to do so

All applicants to the UP Program are reviewed by the UP Program Steering Committee. This committee comprises the following individuals:

- A WCU undergraduate or graduate student
- Former parents of UP Program graduates
- WCU Director of Financial Aid
- UP Program Director
- UP Program Career Development Coordinator/Administrator
- Administration Representative from the College of Education and Allied Professions
- Representatives of Undergraduate Admission
- Representatives of Educational Outreach
- Representatives of Residential Living
- Director of Accessibility Resources
- WCU Faculty that have taught UP students
- WCU Employers who have worked with UP students
- Representatives from Tutoring and Student Success Centers

Number of Participants:

2023-24 10 students
2024-25 12 students

Participant Outcomes:

For students completing the program during 2023-24, 100% of students received University Participant (UP) Program Certificates of Accomplishment. WCU does not offer a degree or diploma, but a certificate with specific requirements with total hours and goals. UP students at WCU do audit 7-12 credit hours (taking courses offered to all other WCU students) each semester within the WCU course catalog. WCU doesn't have specialized coursework only for UP students to take as they are taking courses with and/or courses are facilitated with peer supports.

The UP Certificate of Accomplishment is awarded after a two-year period based on satisfactory completion of at least 80% of their goals each semester and continued growth in each of five program components. These components include the following:

- Personal development skills (e.g., communication skills, personal care skills, self-determination, etc.)
- Community participation skills (e.g., using public transportation, budgeting, grocery shopping, etc.)
- Vocational preparation skills (e.g., learning specific job skills on or off campus)
- Social participation and learning (e.g., participating in university functions such as athletic events, belonging to university clubs or organizations)
- Course auditing (e.g., auditing three to four courses per semester)

Paid or Unpaid Internships:

For 2024-2025, twelve students completed internships, ten of which were paid internships. Students worked an average of 10 hours per week.

Accreditation:

In 2023 UP Program became the first ever accredited inclusive Postsecondary Program in the nation after a year-long accreditation process. Accreditation was awarded by the Inclusive Higher Education Accreditation Council.

For more information about the program, visit: https://www.wcu.edu/learn/departments-schools-colleges/ceap/stl/special-education-programs/university-participant-up-program/index.aspx and https://www.dropbox.com/scl/fi/3oijdhac0eoimyb047hdu/UP-to-Date-24.pdf?rlkey=7ajjfko2ebqbeatanqnhdl3tu&e=1&st=gt46vsba&dl=0.

Appendix A

Student Enrollment

	Appalachian State University	UNC Greensboro	Western Carolina University	Total
2022-2023	12	33	12	57
2023-2024	18	29	10	57
2024-2025	16	27	12	55

AGENDA ITEM

A-3. University of North Carolina at Chapel Hill Enrollment .... Lee Roberts, Chancellor

Situation: The University of North Carolina at Chapel Hill employs a comprehensive admissions process, assessing applicants based on academic achievements, extracurricular involvement, personal essays, and letters of recommendation. Emphasis is placed on course rigor and GPA, along with a student's leadership, individual context, experience, and potential contributions to the campus community.

First-year applicants have two opportunities to apply for admission: Early Action and Regular Decision. The Early Action deadline allows students to receive an admissions decision earlier, typically by late January, while Regular Decision applicants are notified by late March. This rolling release of decisions ensures that students have ample time to plan for their college experience.

Background: In fall 2024, UNC Chapel Hill enrolled 4,641 first-year students and 983 transfer students. These students were selected from a record-breaking pool of 73,192 applications, reflecting a 15.85 percent increase from the 63,217 applications received in 2023. For fall 2025, UNC Chapel Hill has received 83,851 undergraduate admissions applications — 78,100 from first-year students and 5,751 from transfers.

Assessment: UNC Chapel Hill's comprehensive admissions process, including academic performance, character traits, extracurricular activities, personal statements, and recommendations, will be explained during the discussion. Additionally, enrollment projections will be provided, factoring in application trends, acceptance rates, demographics, and institutional capacity, along with an update on our Systemwide partnership Choose NC.

Action: This item is for discussion only.
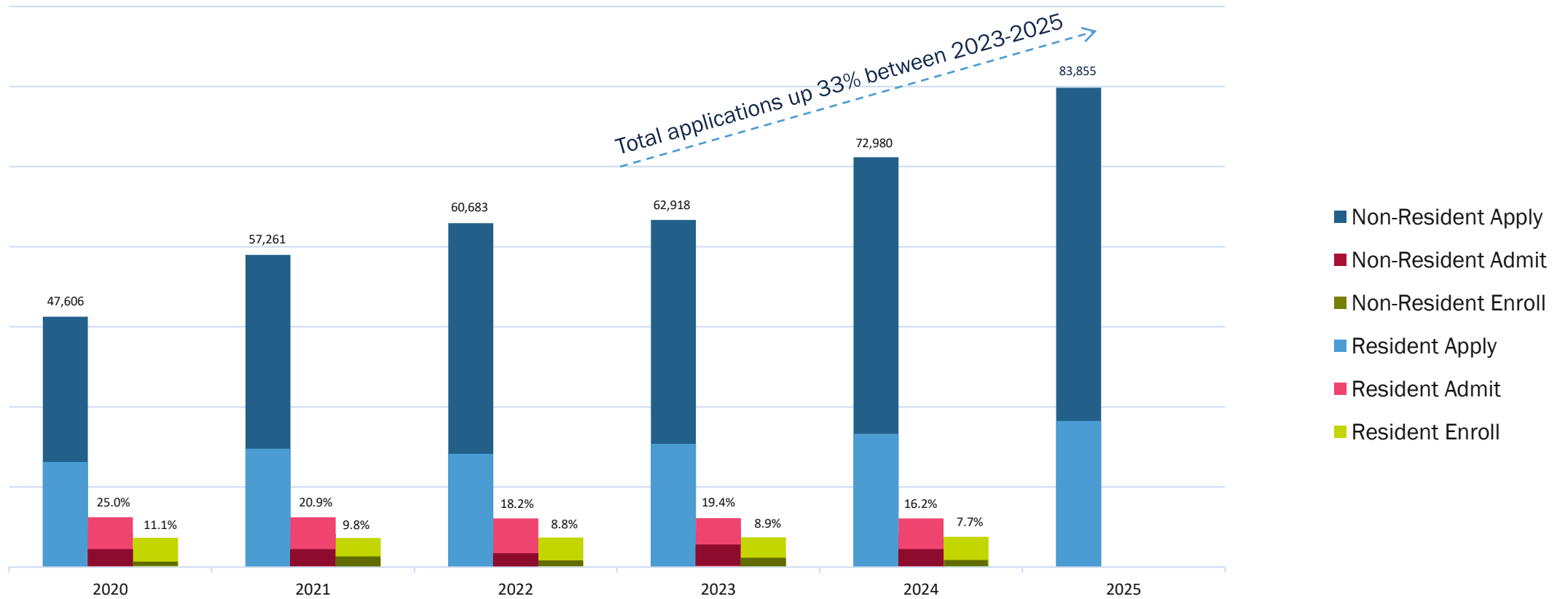
FALL 2024 ADMISSIONS

First year students: inside the classroom

14%
Valedictorian or Salutatorian

77%
Top 10 percent of class

92%
Took 5+ college-level courses

79%
Straight As or All As and one B
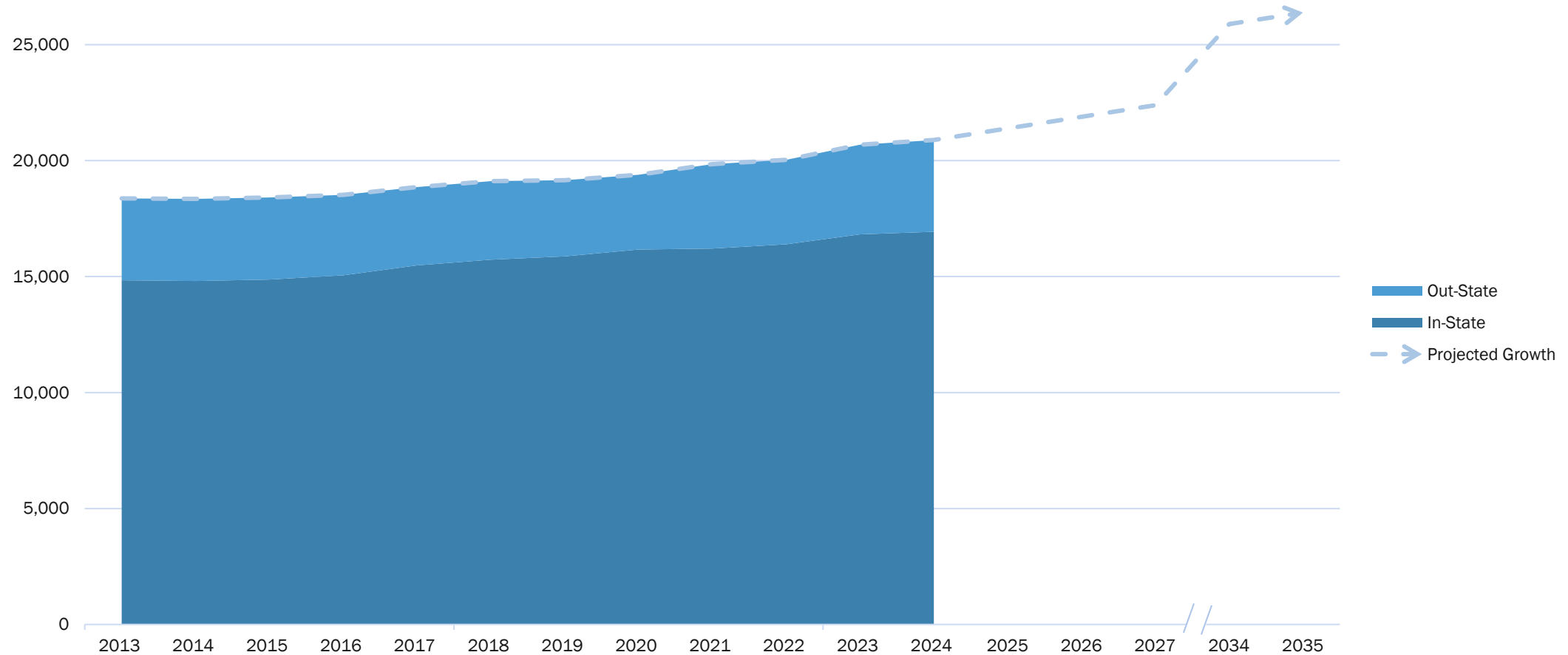
NC Residents are admitted at significantly higher rates than Non-Residents

North Carolina	2019	2020	2021	2022	2023	2024	2025
Apply	13,497	13,121	14,790	14,155	15,398	16,665	18,239
Admit Rate	**42%**	**47%**	**42%**	**43%**	**40%**	**37%**	
Enrolled	3,362	3,658	3,649	3,703	3,735	3,795	
Yield	59.5%	58.7%	58.5%	60.8%	61.1%	62.3%	
Non-Resident	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Apply	31,362	31,258	38,985	42,925	43,353	51,181	59,861
Admit Rate	**12.6%**	**13.5%**	**10.5%**	**7.9%**	**10.3%**	**8.1%**	
Enrolled	820	786	1,039	737	964	846	
Yield	20.7%	18.6%	25.3%	21.6%	21.5%	20.5%	

Applying to Carolina as a first-year student

Early Action deadline		Regular Decision deadline	Early Action decision available		Regular Decision available	Enrollment confirmation deadline
OCT. 15		JAN. 15	JAN. 31		MARCH 31	MAY 1

- After a reading period, there is a 3-week review for recommended applications.
- Try to enroll students from all 100 counties and balance from all three county tiers.
- Similar reviews done to move students from waitlist if the waitlist is needed.

Common application

- Extracurricular activities
- Essay and short answer questions
- College and university courses
- Global opportunities
- Honors Carolina and other special programs
- Application fee or fee waiver

Supporting materials

- Letter(s) of recommendation
- Official transcript or school report
- SAT or ACT scores (optional for 2025 application cycle)

Pathway for spring admissions

- Laying the groundwork for spring admissions
- Students begin with a semester abroad in Costa Rica, Ireland, Scotland, South Korea, or Spain
- Started in 2021
- Build credits then come in as transfer students
- Adding two new sites in fall 2026

Keeping talent in NC: applications sent to partners

6,191
Elizabeth City State University

11,141
UNC Greensboro

9,861
UNC Asheville

7,955
Western Carolina University

8,296
UNC Pembroke
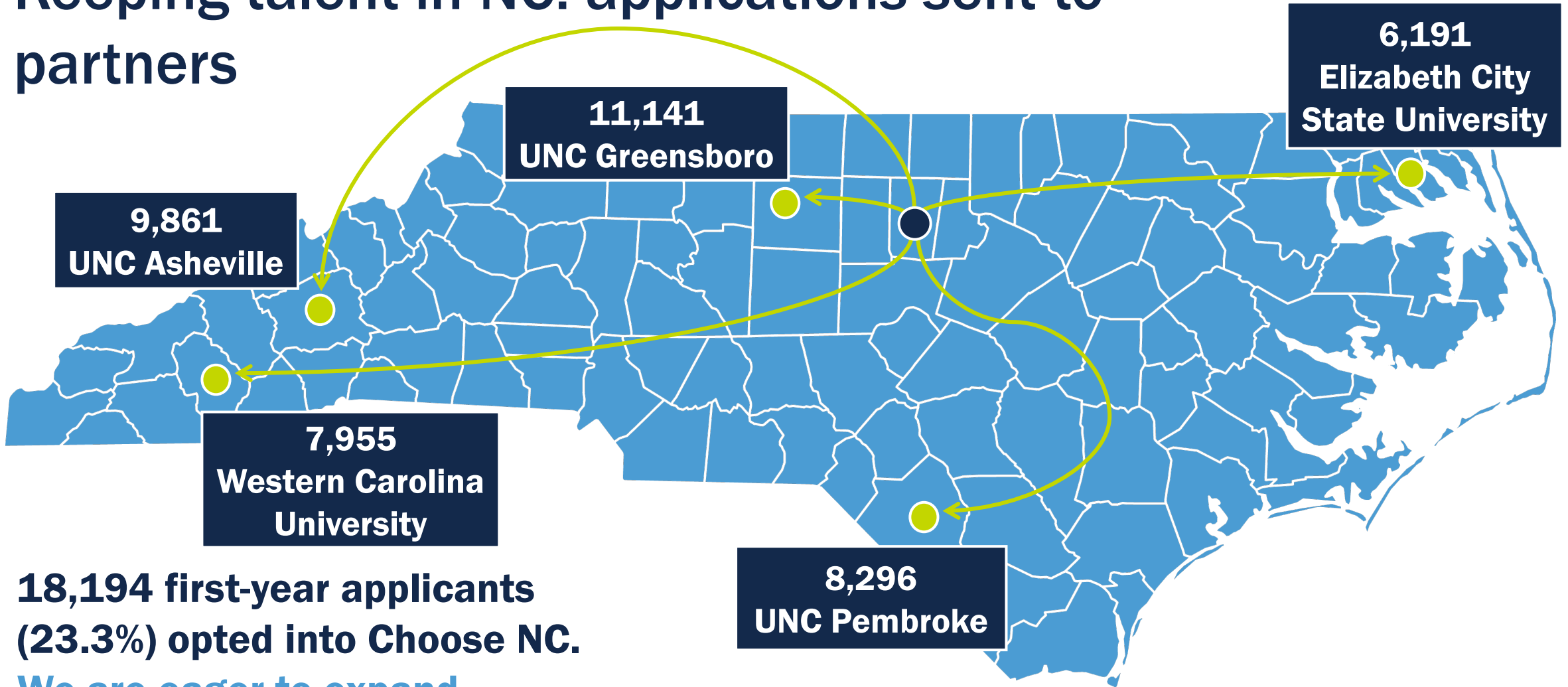
18,194 first-year applicants (23.3%) opted into Choose NC.
We are eager to expand.

APPENDIX

Applications, admissions, and enrolled undergraduates

	2019	2020	2021	2022	2023	2024	2025
Apply							
North Carolina	15,092	14,778	16,409	15,691	17,281	18,816	20,746
Non-Resident	32,847	32,828	40,852	44,992	45,637	54,164	63,109
Total Apply	47,939	47,606	57,261	60,683	62,918	72,980	83,855
Admit							
North Carolina	6,433	7,010	7,034	6,909	6,854	6,893	
Non-Resident	4,526	4,894	4,955	4,117	5,363	4,905	
Total Admit	10,959	11,904	11,989	11,026	12,217	11,798	
Admit Rate	22.9%	25.0%	20.9%	18.2%	19.4%	16.2%	
Enroll							
North Carolina	3,989	4,317	4,270	4,325	4,314	4,485	
Non-Resident	1,012	986	1,360	1,011	1,284	1,129	
Total Enroll	5,001	5,303	5,630	5,336	5,598	5,614	
Yield	45.6%	44.5%	47.0%	48.4%	45.8%	47.6%	
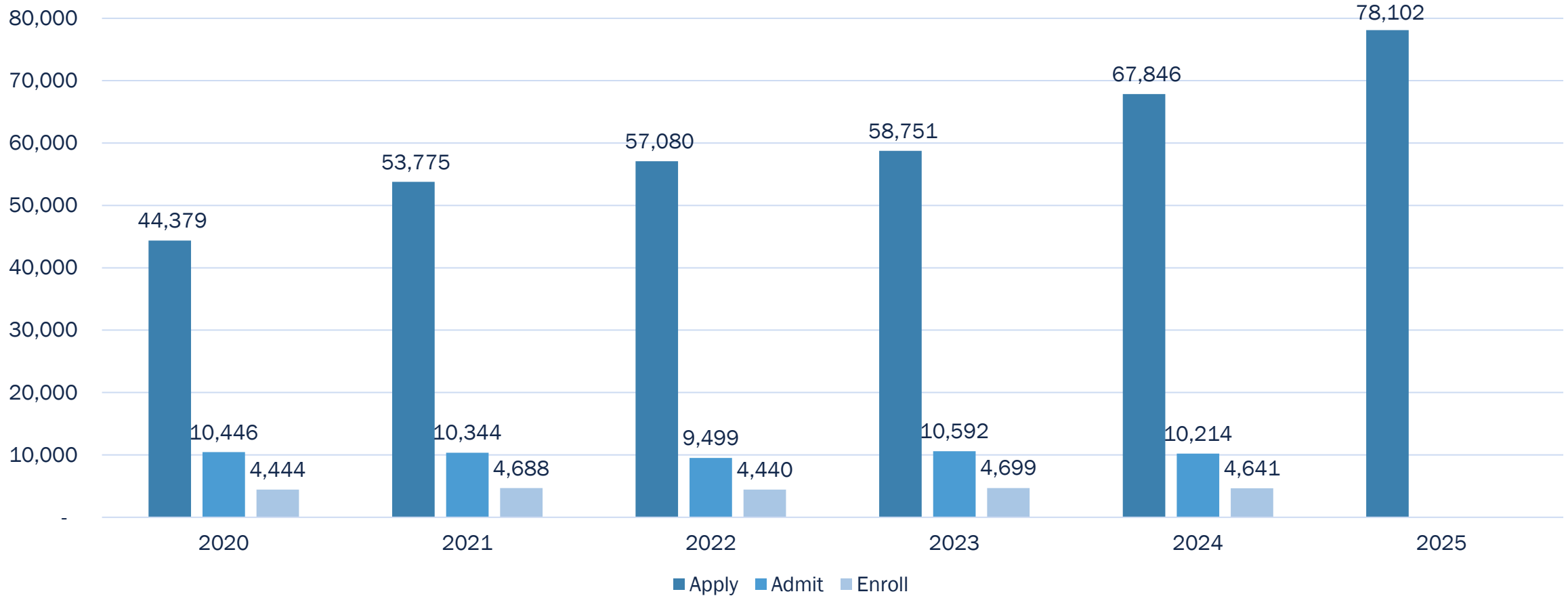
An Impressive Group – Fall 2024 UNC-Chapel Hill

First-Year Students

14%
Valedictorian
or Salutatorian

77%
Top 10 percent
of class

92%
Took 5+ college-
level courses

79%
Straight As or
All As and one B

Test Scores

Average Highest Reported Continues to Increase

	Fall 2022	Fall 2023	Fall 2024*
North Carolina	1415	1416	1429
Out of State	1468	1472	1500
All	1424	1429	1443

60.5% of enrolling first-year students reported scores.

Enrollment of NC Undergraduates has grown steadily

Year	Undergraduate		
	In-State	Out-State	Total
2013	14,838	3,532	18,370
2014	14,808	3,542	18,350
2015	14,871	3,544	18,415
2016	15,052	3,471	18,523
2017	15,487	3,375	18,862
2018	15,732	3,385	19,117
2019	15,876	3,278	19,154
2020	16,167	3,228	19,395
2021	16,210	3,635	19,845
2022	16,394	3,635	20,029
2023	16,818	3,863	20,681
2024	16,932	3,953	20,885

Enrollment of Graduate and Professional Students has held

Year	Graduate			Professional		
	In-State	Out-State	Sub-Total	In-State	Out-State	Sub-Total
2013	4,291	3,906	8,197	2,214	346	2,560
2014	4,203	4,008	8,211	2,205	369	2,574
2015	4,114	3,995	8,109	2,169	391	2,560
2016	4,003	4,424	8,427	2,177	342	2,519
2017	4,059	4,472	8,531	2,139	379	2,518
2018	4,032	4,385	8,417	2,107	370	2,477
2019	4,095	4,150	8,245	2,132	346	2,478
2020	4,055	4,159	8,214	2,142	341	2,483
2021	4,465	4,848	9,313	2,102	381	2,483
2022	4,307	4,875	9,182	2,125	369	2,494
2023	4,159	4,914	9,073	2,134	346	2,480
2024	4,242	4,820	9,062	2,084	407	2,491

Partnering to Enhance Enrollment Across UNC System

By Partner School*	Opt into Choose NC	Sent to Partner School		
		Early Action	Regular Decision	Total
Elizabeth City State University	9,154	3,117	3,074	6,191
UNC Asheville	14,348	5,301	4,560	9,861
UNC Greensboro	16,031	5,971	5170	11,141
UNC Pembroke	11,956	4,217	4,079	8,296
Western Carolina University	11,879	4,238	3,717	7,955

Comprehensive Decision Review

- After months of review, we spend three weeks reviewing our recommended applications by school and state before they are released.

- We use this review to update decisions to ensure our total admits are in line with our projections and enrollment goals and support our mission.

- We try to enroll students from all 100 counties if we can and ensure we have a balance of admitted students from all three county tiers.

- We also use this review to re-evaluate a few thousand decisions on the margins to ensure checks and balances.

- More than 20 experienced readers take part in the review.

- More than 15 different specific reviews take place.

- Similar reviews done to move students from waitlist if the waitlist is needed.

The 2025 Applicant Pool is very talented: NC Applicants by Academic Program

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

19
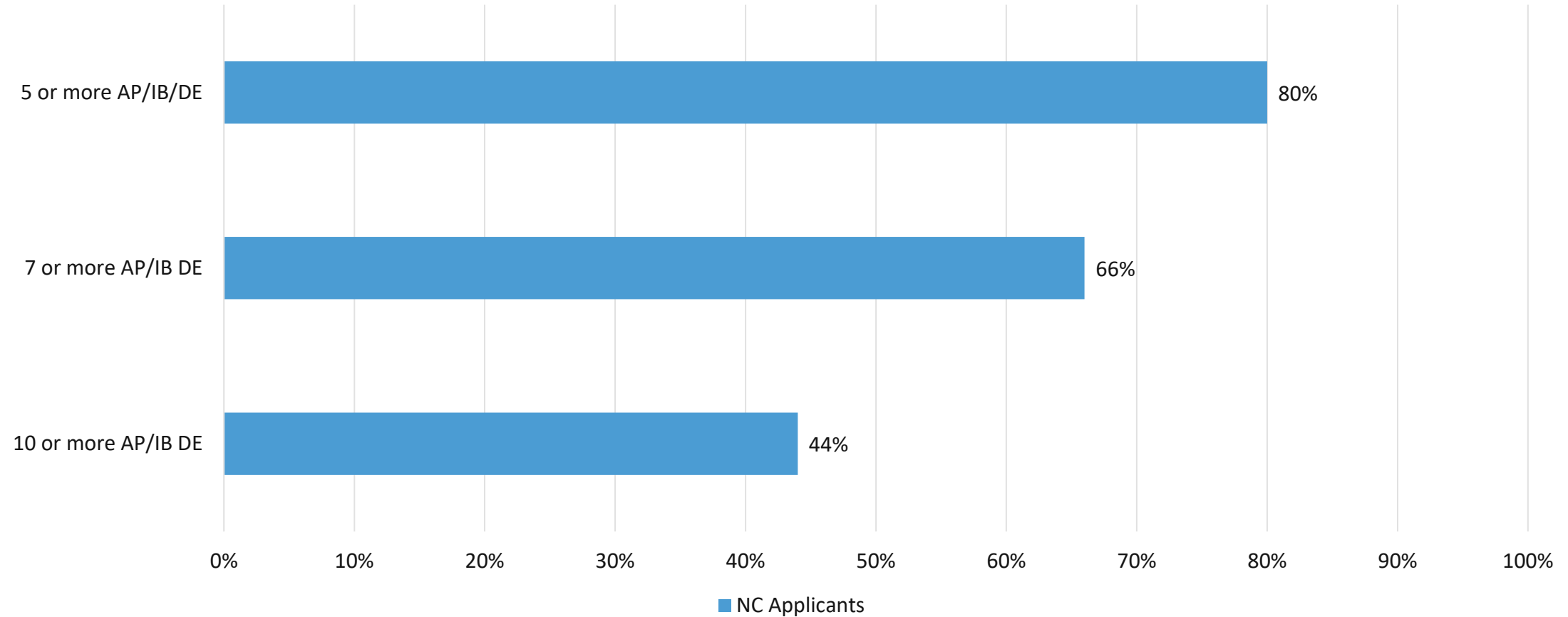
NC Applicants by Academic Performance
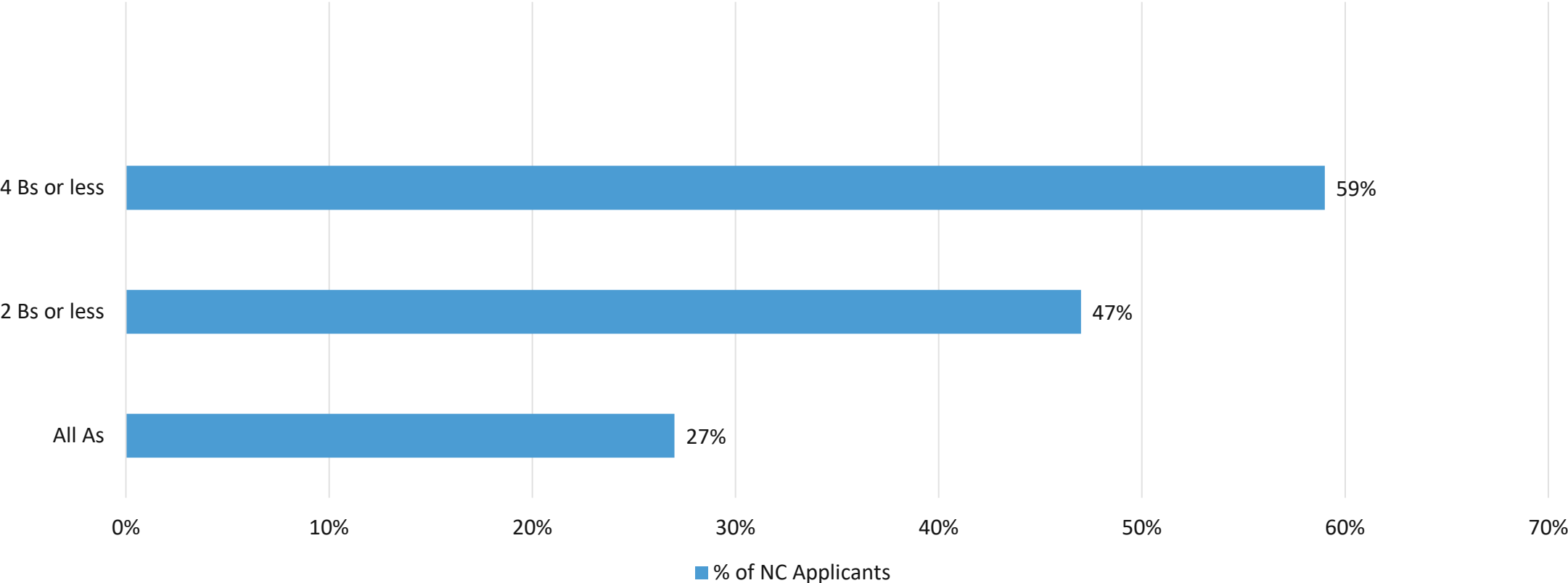
Out-of-state Applications by Academic Program

% of OOS Applicants

	% of OOS Applicants
5+ AP/IB/DE	80%
7+ AP/IB/DE	64%
10+ AP/IB/DE	38%

Applications by Academic Performance

% of OOS Applicants

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
April 9, 2025
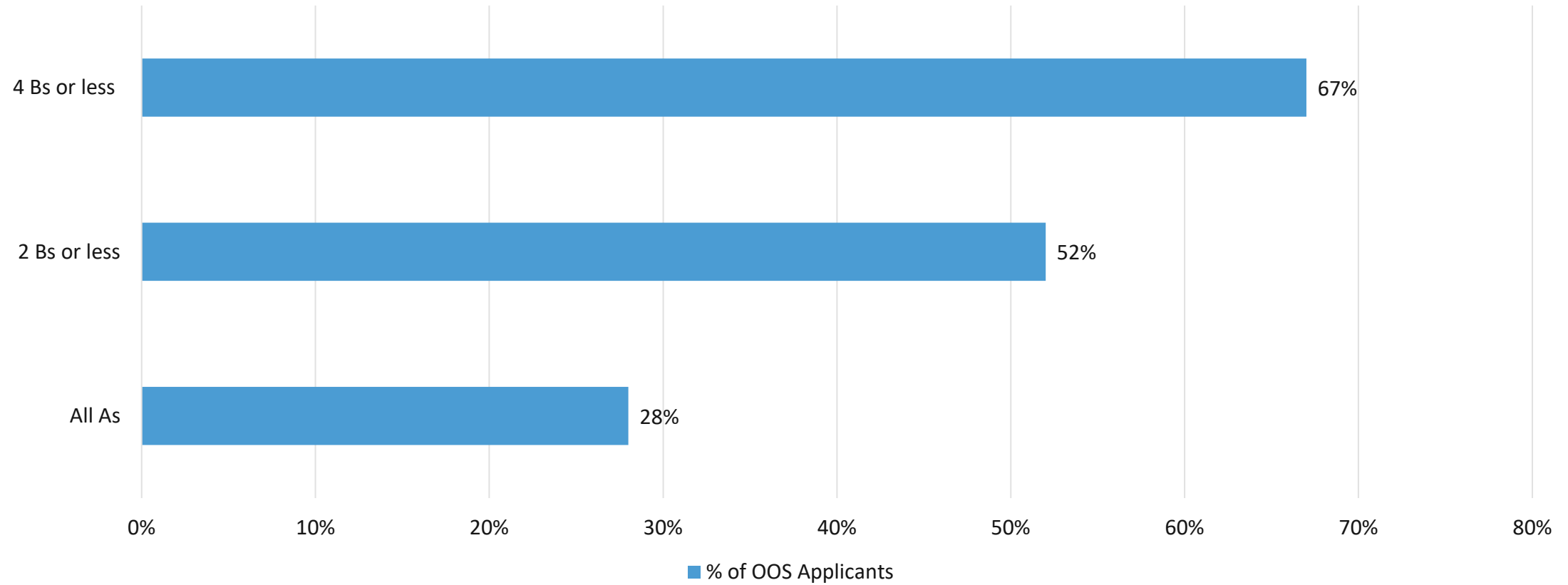
AGENDA ITEM

A-4.   NC College Connect .... Bethany Meighen and Shun Robertson

Situation: The traditional college application process can be overwhelming for many students. Complex requirements, numerous forms, essay submissions, recommendation letters, and costly application fee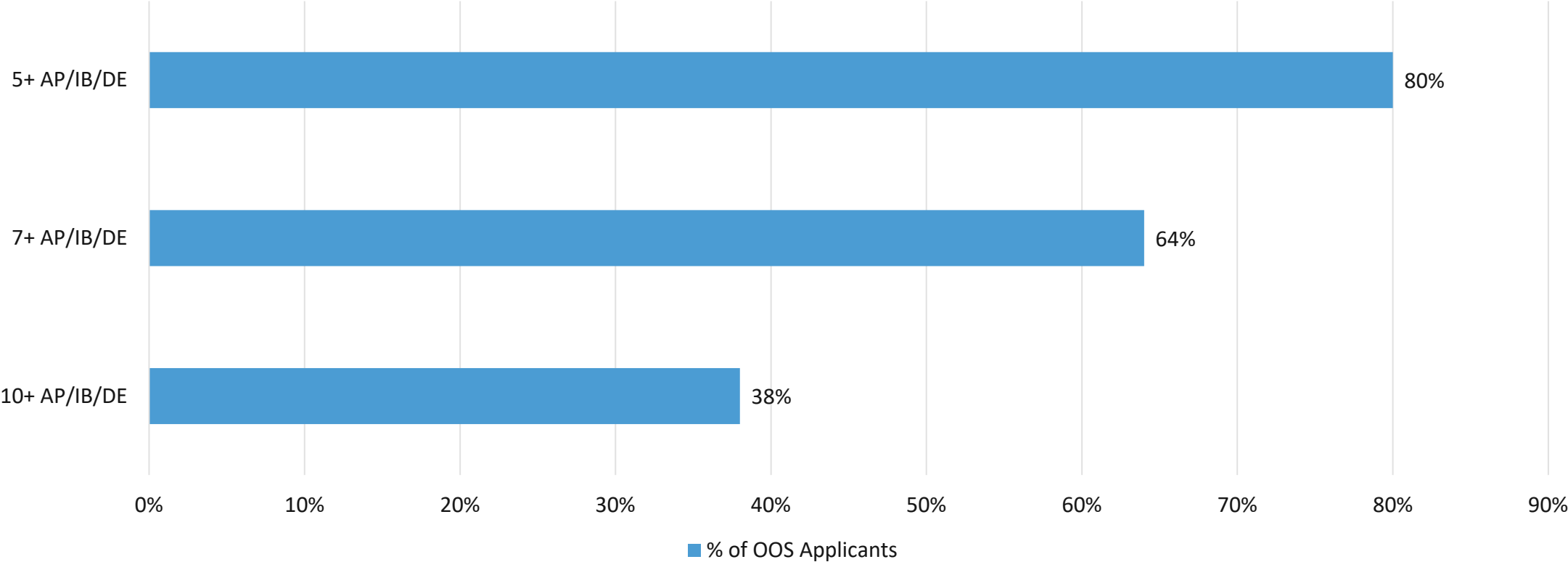s often pose significant hurdles for high school seniors. In partnership with the North Carolina Department of Public Instruction (NC DPI), North Carolina Community College System (NCCCS), North Carolina Independent Colleges and Universities (NCICU), North Carolina State Education Assistance Authority (NCSEAA), College Foundation Inc. (CFI), Gaining Early Awareness and Readiness for Undergraduate Programs North Carolina (GEAR UP NC), and College Foundation of North Carolina (CFNC), the UNC System is launching Phase II of NC College Connect. This next phase will enable qualifying students to bypass the traditional application process and receive direct admission offers to participating universities and colleges. The pilot program's goal is to reduce barriers to higher education, expand access to college, and simplify the application process for students across North Carolina.

Background: In September 2024, the UNC System introduced NC College Connect, a streamlined college application process specifically designed for North Carolina public high school seniors who meet the UNC System's minimum eligibility requirements. This innovative pilot aims to simplify the admissions process for academically qualified students by providing access to participating colleges and universities, allowing them to bypass the traditional application process and make enrollment decisions sooner.

The program is open to North Carolina public high school seniors who finish their junior year with a weighted GPA of 2.8 or above. In Phase II, students must also meet the minimum course requirements designated in Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*. To remain eligible, students must maintain this GPA throughout their senior year, meet North Carolina's high school graduation requirements, and continue to satisfy the UNC System's minimum eligibility and course requirements.

In Phase I of the pilot, participating universities included Elizabeth City State University, Fayetteville State University, University of North Carolina Asheville, University of North Carolina at Greensboro, University of North Carolina at Pembroke, Winston-Salem State University, and NCCCS institutions. Phase II of the pilot will expand to include additional UNC System institutions and select NCICU institutions.

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MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
April 9, 2025

Assessment: In October 2024, 70,000 eligible seniors were notified via an official first-class letter, including a QR code and a link to NCCollegeConnect.org. In November 2024, students received a reminder postcard with the same QR code and link. Through the NC College Connect portal, students viewed a list of participating colleges and completed the simplified application process.

Action: This item is for information only.

NC COLLEGE CONNECT: PHASE II

Committee on Educational Planning, Policies, and Programs
April 9, 2025

Phase I Pilot

NC College Connect was created with the goal of **increasing access** to higher education by **simplifying the application process** for qualifying North Carolina students to participating UNC System universities and their local North Carolina community college.

Participating institutions included:

- Elizabeth City State University

- Fayetteville State University

- University of North Carolina Asheville

- University of North Carolina at Greensboro

- University of North Carolina at Pembroke

- Winston-Salem State University

- North Carolina community colleges (all 58 colleges)

Phase I Requirements

- All North Carolina public high school students with a **weighted GPA of 2.8 and above.**

- A student's eligibility was determined by their GPA at the **close of their junior year** and their progress toward **meeting the UNC System minimum eligibility requirements (MER).**

- Students must maintain their 2.8 or above weighted GPA throughout their senior year.

Phase I Marketing

- NCCollegeConnect.org
  - Toolkit

- Paid media

- Informational Webinars

- Acceptance Letter
  - October 2024
  - Approximately 70,000 students

- Postcard Reminder
  - November 2024
  - Approximately 70,000 students

The News&Observer

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EDUCATION

UNC system rolls out simplified college application process

NC College Connect

This is your moment. It's monumental.

→ Apply to college in minutes at **NCCollegeConnect.org**

Phase I Applications

(as of March 28, 2025)

Total applications: 5,954

UNC System applications: 4,873

   ECSU: 648

   FSU: 730

   UNCA: 812

   UNCG: 869

   UNCP: 894

   WSSU: 920

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Phase II:
Simplified Application to Direct Admissions

- **Requirements**
  - Students must meet UNC System Minimum Eligibility Requirements and Minimum Course Requirements

- **Tiered Structure by GPA**
  - Based on UNC Campus Academic Profiles

- **Marketing**
  - Updated social media assets, paid media, and video
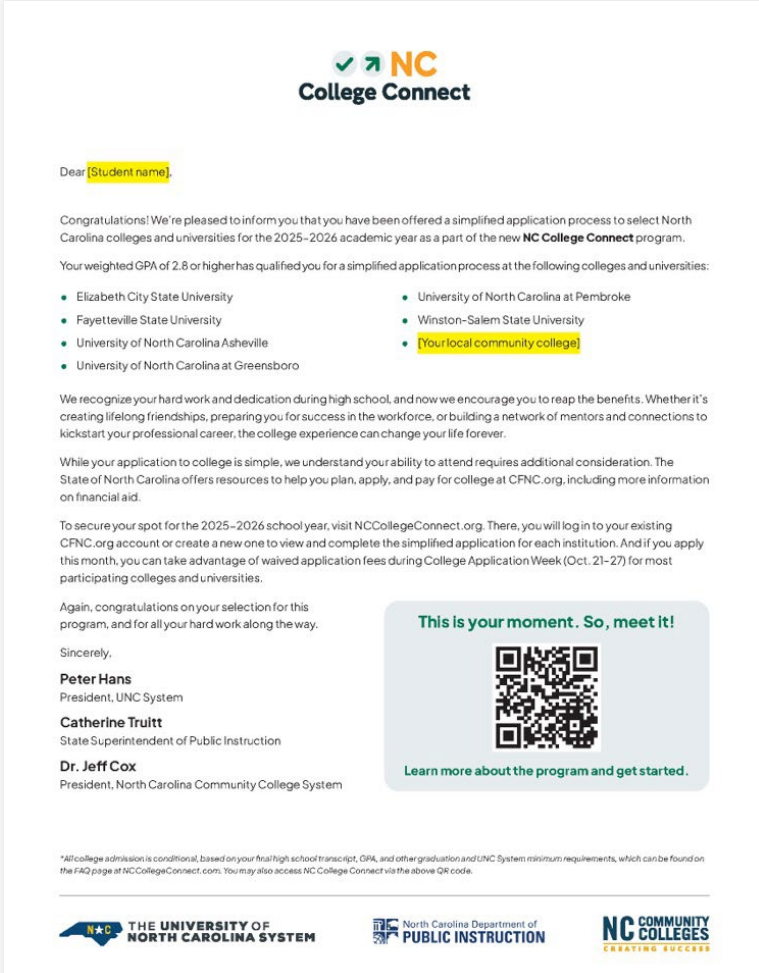
- **Expansion**
  - Additional UNC System institutions
  - North Carolina Independent Colleges & Universities

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Phase II Participating UNC System Institutions

- **East Carolina University**
- Elizabeth City State University
- Fayetteville State University
- **North Carolina Central University**
- University of North Carolina at Asheville
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- **Western Carolina University**
- Winston-Salem State University

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AGENDA ITEM

A-5. UNC System Biennial Program Productivity Review ....Daniel Harrison

Situation:	In May 2024, as part of its revisions of the academic program planning review and approval process, the University of North Carolina Board of Governors adopted new requirements for the Biennial Program Productivity Review. Those requirements include analysis of student demand, credentials produced, and student return on investment (ROI). This is the first report to include the new requirements.
Background:	The report presents data regarding student demand Systemwide, program-level student demand data cross-referenced against the results of the Deloitte ROI study, and updates on the program improvement plans that the Board of Governors required institutions to undertake for low-ROI programs identified in the ROI study. This report and the new statewide workforce needs survey to be presented next academic year serve as indicators of how well the UNC System is implementing the directives found in the Board's revised academic program review and approval policy.
Assessment:	The Board's focus on student demand, student ROI, and workforce alignment has yielded dividends across the UNC System. UNC System Office staff will continue to recommend for approval new academic degree program proposals that meet the Board's objectives in these areas and work with institutions to improve those proposals that do not.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

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2025 Biennial Program Productivity Review Report

April 9, 2025

University of North Carolina System Office

Raleigh, North Carolina

Introduction

The Board of Governors (the Board) of the University of North Carolina (UNC) is responsible for "determin[ing] the functions, educational activities, and academic programs of the constituent institutions" [G.S. 116-11(3)] and reviewing the "quality, efficiency, and productivity of academic degree offerings" (UNC Policy Manual § 400.1). In 2024, the Board revised § 400.1 to (1) provide clear guidance on the metrics to be reported in the Biennial Program Productivity Report (the Report); (2) mandate an institution-based program review process with prescribed metrics around cost, student return-on-investment (ROI), student demand, workforce alignment, and similar matters; (3) foreground student ROI, student demand, and workforce alignment in the review process for new academic program proposals, and (4) create a state workforce alignment report, which will be delivered to the Board next academic year and every second year thereafter.

This Report seeks to (1) provide a holistic view of areas of student demand growth and decline across the UNC System, (2) couple the student demand data with the student ROI data obtained through the Deloitte study commissioned by the General Assembly in 2021 to create a matrix for evaluation of individual academic programs, and (3) provide an update on institutional efforts to improve students' outcomes in low ROI programs.

Overall, the news is positive. Areas of growing student demand are numerous and well-positioned in student ROI and workforce alignment metrics. On an individual program level, there is evidence that students are sorting into high ROI programs and out of low ROI programs, which dovetails with the Deloitte study's findings that only three percent of undergraduates and five percent of graduate students were enrolled in a low-ROI program. The Board's emphasis on student ROI and workforce alignment, combined with market forces, is shaping the UNC System's academic program inventory, and we expect that percentage will decline even further.

Nevertheless, significant ongoing work remains in the near term. First, the UNC System, the United States Census Bureau, and the North Carolina Department of Commerce have entered an agreement for the UNC System to participate in the Postsecondary Education Outcomes initiative, which will enable the UNC System to measure the earnings of graduates who live and work outside of North Carolina. This eliminates a major limitation of the Deloitte study and will provide a clearer baseline for identifying programs in need of interventions. Moreover, the first set of institutional program reviews required by the Board's 2024 revisions are in progress and will be reported to the UNC System by the end of the calendar year. Finally, in the next academic year, the Board will receive the state workforce alignment report, which will complement this Program Productivity Report by analyzing how well the UNC System's program portfolio matches the state's projected workforce needs.

Systemwide Undergraduate Trends

Six broad undergraduate subject areas have seen significant enrollment growth across the UNC System between academic year 2018-2019 and academic year 2023-2024. In that same timeframe, overall UNC System undergraduate enrollment growth was 3.1 percent.

2-digit CIP	CIP Code Name	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
**Undergraduate Disciplines with significant, positive Enrollment Trend** **Systemwide Headcount of Enrollment by Major per Academic Year, duplicated count for multiple majors**							
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	9,319	9,595	10,265	10,709	11,322	12,216
14	ENGINEERING	13,313	13,204	13,416	13,461	13,593	14,158
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	13,400	13,748	14,825	15,174	15,104	15,117
42	PSYCHOLOGY	10,174	10,815	11,510	10,576	10,711	10,803
49	TRANSPORTATION AND MATERIALS MOVING	78	116	148	169	210	299
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	26,892	25,256	26,563	26,844	27,643	28,298

Four of those fields have seen significant completion growth over the same period.

2-digit CIP	CIP Code Name	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
**Undergraduate Disciplines with significant, positive Degree Completion Trend** **Systemwide Degrees Awarded by Major per Academic Year, duplicated count for multiple majors**							
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	1,918	2,017	2,295	2,255	2,475	2,501
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	2,817	2,898	3,189	3,315	3,446	3,473
49	TRANSPORTATION AND MATERIALS MOVING	9	18	15	21	34	30
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	7,081	7,290	7,522	7,461	7,679	7,794

Conversely, the following areas have shown significantly decreased student enrollment over the past six academic years.

	Undergraduate Disciplines with significant, negative Enrollment Trend Systemwide Headcount of Enrollment by Major per Academic Year, duplicated count for multiple majors						
2-digit CIP	**CIP Name**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	1,162	1,085	996	844	777	817
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	9,035	9,031	8,573	7,773	7,566	7,805
13	EDUCATION	10,037	9,633	9,702	9,483	8,710	8,103
15	ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS	4,075	4,039	3,951	3,726	3,633	3,632
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	2,246	2,132	1,876	1,675	1,525	1,630
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	2,301	2,160	2,073	1,949	1,821	1,694
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	4,189	4,103	3,518	3,580	3,799	3,680
38	PHILOSOPHY AND RELIGIOUS STUDIES	1,004	1,013	919	808	808	807
40	PHYSICAL SCIENCES	4,841	4,632	4,586	4,287	4,250	4,404
54	HISTORY	2,528	2,514	2,425	2,317	2,186	2,167

Areas of declining enrollment largely overlap with areas of declining completions.

	Undergraduate Disciplines with significant, negative Degree Completion Trend Systemwide Degrees Awarded by Major per Academic Year, duplicated count for multiple majors						
2-digit CIP	**CIP Name**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	410	379	347	273	240	246
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	2,639	2,692	2,685	2,488	2,206	2,330
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	626	592	509	452	424	399
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	634	611	520	515	489	458
31	PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY	2,024	2,169	2,141	1,946	1,792	1,764
38	PHILOSOPHY AND RELIGIOUS STUDIES	259	264	268	243	205	217
40	PHYSICAL SCIENCES	964	955	947	900	821	830
41	SCIENCE TECHNOLOGIES/TECHNICIANS	16	19	17	18	10	9

Over the last several years, the UNC System has launched significantly more programs in these high-growth fields than in fields with declining demand. Since 2021, the Board has approved 44 new bachelor's programs. Fourteen of these were in areas of significantly increasing student demand, and four were in fields with significantly declining Systemwide demand as measured by completions.

<div align="center"><u>**Systemwide Graduate Trends**</u></div>

Six graduate fields as measured by enrollments and five graduate fields as measured by completions experienced high demand growth between the academic year 2018-2019 and academic year 2023-2024. Overall, UNC System graduate student enrollment increased 10.4 percent in that period.

Graduate Disciplines with significant, positive Enrollment Trend Systemwide Headcount of Enrollment by Program and Degree Level per Academic Year								
Degree Level	**2-digit CIP**	**CIP Name**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Doctoral, Professional Practice	04	ARCHITECTURE AND RELATED SERVICES			20	28	28	32
Master's	09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	223	283	390	460	471	491
Master's	11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	2,542	2,737	2,381	2,765	2,961	3,224
Doctoral, Professional Practice	42	PSYCHOLOGY				32	46	53
Master's	44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	2,931	3,016	3,200	3,212	3,213	3,365
Master's	51	HEALTH PROFESSIONS AND RELATED PROGRAMS	4,667	5,036	5,502	6,168	6,216	6,602

Graduate Disciplines with significant, positive Degree Completion Trend Systemwide Degrees Awarded by Program and Degree Level per Academic Year								
Degree Level	**2-digit CIP**	**CIP Name**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Master's	09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	103	97	113	145	180	163
Master's	15	ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS	144	126	113	113	156	202
Master's	25	LIBRARY SCIENCE	295	337	422	432	444	408

Degree Level	2-digit CIP	CIP Name						
Master's	44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	1,040	1,077	1,108	1,135	1,134	1,222
Master's	51	HEALTH PROFESSIONS AND RELATED PROGRAMS	1,621	1,715	1,779	1,976	2,180	2,134

Five graduate fields as measured by enrollments and two graduate fields as measured by completions experienced significantly declining demand.

Graduate Disciplines with significant, negative Enrollment Trend Systemwide Headcount of Enrollment by Program and Degree Level per Academic Year								
Degree Level	2-digit CIP	CIP Name	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Doctoral, Research/Scholarship	04	ARCHITECTURE AND RELATED SERVICES	73	79	81	58	46	43
Master's	19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	232	238	231	225	161	131
Master's	24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	237	208	189	168	118	105
Master's	27	MATHEMATICS AND STATISTICS	631	643	668	563	505	492
Master's	30	MULTI/INTERDISCIPLINARY STUDIES	588	536	437	460	414	492

Graduate Disciplines with significant, negative Degree Completion Trend Systemwide Degrees Awarded by Program and Degree Level per Academic Year								
Degree Level	2-digit CIP	CIP Name	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Master's	24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	78	64	69	59	35	58
Master's	27	MATHEMATICS AND STATISTICS	280	237	269	225	208	175

Since 2021, the UNC System has launched 31 new master's degrees. Fifteen have been in areas of high growth, and none were in areas of significant declining demand as measured by completions. Two were in areas of declining demand as measured by enrollments. In that time, no doctoral programs were launched in areas of either significant growth or significant decline.

Student Return-on-Investment and Student Demand

In the UNC System, student demand often tracks student return-on-investment. There were 21 undergraduate programs that showed significant student demand growth in enrollments, completions, or both and a lifetime student ROI of greater than one million dollars as measured in the Deloitte study.

Institution	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Undergraduate Programs with significant, positive Enrollment Trend and very high ROI **University Programs Headcount of Enrollment by Major per Academic Year**						
ASU	Computer Science	527	520	568	591	632	655
ASU	Logistics, Materials, and Supply Chain Management	214	253	230	246	305	311
ASU	Construction Management, General	482	533	590	660	712	830
ECU	Engineering/Engineering-Related Technologies	598	596	665	636	678	736
NC State	Computer Science	890	910	1,013	1,153	1,278	1,388
NC State	Elementary Education and Teaching	236	257	279	312	315	318
NC State	Engineering, General	2,047	2,073	1,990	2,135	2,436	2,610
NC State	Bioengineering and Biomedical Engineering	311	338	369	357	402	460
NC State	Computer Engineering, General	531	507	514	518	526	592
NC State	Mechanical Engineering	988	1,016	1,012	1,004	1,037	1,116
NC State	Biology/Biological Sciences, General	1,961	1,992	2,033	2,055	2,139	2,178
NC State	Business Administration and Management, General	2,232	2,462	2,705	2,767	2,793	2,844
NCA&T	Computer Science	251	271	295	384	406	487
NCA&T	Civil Engineering, General	157	171	192	191	201	282
NCA&T	Registered Nursing/Registered Nurse	325	322	420	574	662	641
UNC-CH	Information Science/Studies	143	148	140	135	180	265
UNC-CH	Bioengineering and Biomedical Engineering	239	221	257	269	313	341
UNC-CH	Neuroscience	157	339	590	638	717	824
UNC-CH	Physics, General	128	143	155	147	174	203
UNC-CH	Business Administration and Management, General	954	999	1,030	1,053	1,122	1,208

	Undergraduate Programs with significant, positive Degree Completion Trend and very high ROI University Programs Degrees Awarded by Major per Academic Year						
Institution	**Program**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
NC State	Computer Science	239	232	244	281	287	373
NC State	Biology/Biological Sciences, General	305	336	397	415	436	435
NC State	Business Administration and Management, General	675	665	803	841	918	916
NCA&T	Civil Engineering, General	21	28	33	28	37	45
UNC-CH	Computer Science	297	379	416	432	427	404
UNC-CH	Bioengineering and Biomedical Engineering	77	63	76	127	149	148
UNC-CH	Neuroscience	6	48	93	152	155	190

In addition, there were seven graduate programs that showed significant student demand growth in enrollments, completions, or both, and a lifetime student ROI of greater than one and a half million dollars.

		Graduate Programs with significant, positive Enrollment Trend and very high ROI University Programs Headcount of Enrollment by Program per Academic Year						
Degree Level	**Institution**	**Program**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Master's	NC State	Computer Science	519	551	400	535	651	712
Master's	NC State	Computer Engineering, General	225	244	204	258	420	389
Doctoral, Research	NC State	Electrical and Electronics Engineering	233	243	236	254	262	266
Master's	UNC-CH	Medical Informatics	34	45	66	100	108	97
Master's	UNCC	Computer Science	506	579	470	618	717	837
Master's	UNCC[1]	Computer and Information Systems Security	62	84	89	113	99	122

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[1] Also high growth for completions.

		Management Sciences and Quantitative						
Master's	UNCC	Methods, Other	166	189	217	241	269	300

A smaller number of undergraduate programs were identified as low-ROI in the Deloitte study and show significantly decreasing student demand measured by enrollments.

Undergraduate Programs with significant, negative Enrollment Trend and significant, negative ROI University Programs Headcount of Enrollment by Major per Academic Year							
Institution	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ASU	Parks, Recreation, and Leisure Facilities Management, General	401	364	323	311	273	294
ECU	Music, General	151	152	135	137	125	120
UNCW	Cinematography and Film/Video Production	318	325	338	319	280	274
WCU	Entrepreneurship/Entrepreneurial Studies	100	74	54	40	37	43

One graduate program in the UNC System showed low-ROI in the Deloitte study and significantly decreasing student demand by enrollment and completions.

Graduate Programs with significant, negative Enrollment Trend and significant, negative ROI University Programs Headcount of Enrollment by Program per Academic Year								
Degree Level	Institution	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Master's	UNC-CH	Nutrition Sciences	83	60	9	6	7	7

Student demand trends in a few programs are not as intuitive. Four undergraduate programs and one graduate program display significant growth in enrollments but were low-ROI in the Deloitte study.

Undergraduate Programs with significant, positive Enrollment Trend and Negative ROI University Programs Headcount of Enrollment by Major per Academic Year							
Institution	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ASU	History, General	185	192	195	239	227	224
ECU	Drama and Dramatics/Theatre Arts, General	120	121	119	117	132	141
UNCA	Art/Art Studies, General	101	109	98	121	145	161
UNCG	Art/Art Studies, General	312	349	316	351	366	419

Graduate Programs with significant, positive Enrollment Trend and Negative ROI University Programs Headcount of Enrollment by Program per Academic Year								
Degree Level	**Institution**	**Program**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Doctoral, Research	ECU	Biological and Biomedical Sciences, Other	55	63	76	82	86	87

Likewise, student demand is significantly decreasing in some undergraduate programs with Deloitte-measured ROI of over one million dollars, including in several nursing programs. There were no very high ROI graduate programs with significantly decreasing demand.

Undergraduate Programs with significant, negative Enrollment Trend and very high ROI University Programs Headcount of Enrollment by Major per Academic Year							
Institution	**Program**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
ASU	Registered Nursing/Registered Nurse	690	633	701	675	585	594
NC State	Poultry Science	99	92	84	84	71	58
NC State	Wood Science and Wood Products/Pulp and Paper Technology/Technician	267	267	266	233	209	190
NC State	Mathematics, General	248	225	219	211	195	189
NC State	Accounting	544	557	585	532	452	466
UNCC	Electrical and Electronics Engineering	433	439	425	383	327	320
UNCC	Registered Nursing/Registered Nurse	434	401	366	330	338	349
WCU	Electrical and Electronics Engineering	128	121	126	119	96	96
WSSU	Registered Nursing/Registered Nurse	704	679	519	372	281	227

Undergraduate Programs with significant, negative Completion Trend and very high ROI University Programs Headcount of Completions by Major per Academic Year							
Institution	**Program**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
ASU	Registered Nursing/Registered Nurse	177	183	143	123	100	90
ECU	Chemistry, General	87	65	75	65	52	35
UNC-CH	Economics, General	386	409	362	384	330	345
UNCC	Registered Nursing/Registered Nurse	218	191	197	140	135	150
WSSU	Registered Nursing/Registered Nurse	342	268	262	213	158	139

Update on Institutional Efforts to improve Low-ROI Programs

In April 2024, at the Board's direction, UNC System Office staff required institutions to propose improvement plans for each program the Board identified as low-ROI based on the Deloitte study's results. Institutions planned and implemented numerous initiatives. Broadly, the interventions can be grouped into six categories:

1. **Student Outcomes Tracking**: Investment in personnel or tools used to track graduate job placement and/or earnings, particularly for groups of graduates not captured in the ROI survey such as 1099 earners and graduates who are outside of North Carolina.

2. **Time-to-Degree Improvements:** Substantial curricular or other changes designed to decrease the amount of time it takes students to complete the program. Examples include creating alternatives to theses in master's programs, decreasing the number of credit hours required to graduate, mandating counseling/degree audit each semester, and similar measures.

3. **Improved Industry Alignment/Career Services:** This category includes the creation of industry advisory groups, curricular reforms to add industry-recognized credentials and/or concentrations within degree programs, substantial new investment in career services and/or advising, substantial new investment in preparing students for professional licensure examinations, substantial new investment in student professional development/networking, and substantial new investment in facilities and equipment necessary for industry-specific education.

4. **Program Discontinuation/Consolidation/Reboot:** Program discontinuation and consolidation means that, at the institution's request, the Board has formally taken action to discontinue or consolidate one or more programs that was at the degree level and six-digit CIP code indicated. Program reboot means that the institution has ceased enrollments in the program while it overhauls its subject matter, degree title, etc.

5. **Institutional Aid Increases:** Increasing the amount of institutional aid provided to students through assistantships, grants, or scholarships, or directly decreasing the cost to students, such as by allowing undergraduate students to begin work on graduate programs prior to graduating while paying the undergraduate tuition rate.

6. **Other Curricular Reforms**: Curricular reforms not explicitly captured in the "improved industry alignment" category which nevertheless may have a substantial positive effect on student ROI. Examples include modality changes if designed to improve student ROI, integrating job search skills into the curriculum, creating new experiential learning opportunities or requirements, and similar measures.

The chart found at Appendix A presents, in aggregate form, progress made on implementing each institution's improvement plan since the plans were submitted last April. The interventions include both efforts to lower student costs, such as improving student time-to-degree, and efforts to improve student earnings post completion. In addition, six low-ROI programs have been discontinued or consolidated. In many cases, a shaded box indicated multiple new interventions being carried out in the same broad category. Boxes shaded as "green" indicate that the institution has implemented the intervention. Boxes shaded "yellow" mean that the institution has an actionable plan to implement the intervention in the near term.

Appendix A

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Elizabeth City State University – BS in Birth – Kindergarten Education			GREEN			GREEN
East Carolina University	BLACK	BLACK	BLACK	BLACK	BLACK	BLACK
MA in Anthropology (45.0201)		YELLOW	GREEN		GREEN	YELLOW
BFA (50.0702)		GREEN	YELLOW		GREEN	YELLOW
Ph. D. in Biomedical Sciences (26.9999)			YELLOW		GREEN	
BFA – Dance (50.0301)			YELLOW		GREEN	YELLOW
MA in History (54.0101)	GREEN	GREEN			GREEN	
Interdisciplinary Doctorate in Biology, Biomedicine, and Chemistry (26.9999)					GREEN	YELLOW
Bachelor of Music (50.0901)			YELLOW			YELLOW
MS in Physics (40.0801)			YELLOW		GREEN	

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
BFA and BA in Theater Arts (50.0501)			🟩		🟩	🟨
Fayetteville State University	⬛	⬛	⬛	⬛	⬛	⬛
BA in History			🟩			🟩
BA in Intelligence Studies			🟩			
BA in Visual Arts	🟨		🟩			🟨
BA in Spanish Language and Literature		🟨				🟨
BA in Health and Physical Education			🟩			🟩
MA in Sociology			🟩			
NC State University	⬛	⬛	⬛	⬛	⬛	⬛
MS/Ph. D. in Aerospace Engineering (14.0201)	🟩		🟨		🟨	🟩
MS/Ph. D. in Fisheries, Wildlife, and Conservation Biology (03.0101)	🟩		🟩			🟩

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Masters in Industrial Design (11.0105)	Green		Green			Green
Masters/Ph. D. in Material Science and Engineering (14.1801)	Yellow		Green			Green
Masters/Ph. D. in Mathematics (27.0101)	Green		Yellow			Green
Masters/Ph. D. in Operations Research (14.3701)	Green		Green		Green	Green
Masters/Ph. D. in Physics (40.0801)	Green				Green	
Graduate – Art and Design (50.0401)	Green		Yellow			Green
Graduate – Creative Writing (23.1302)	Green				Yellow	Green
Graduate – Entomology (26.0702)	Green					Green
Graduate – Forestry (03.0501)	Green	Yellow	Green			
Graduate – History (54.0101)	Green		Green			Green
Graduate – Natural Resources (03.0201)	Green		Green			

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
UNC Asheville	⬛	⬛	⬛	⬛	⬛	⬛
BA in Art/BFA (50.0701)						
BS in Atmospheric Science (40.0401)		🟩			🟨	🟩
BA in Drama (50.0501)				🟩		
BA in History (54.0101)		🟩	🟩			
BS in Music Technology (50.0913)			🟨			
BA in Philosophy (38.0101)				🟩		
BS in Physics (40.0801)		🟨				🟩
Master of Liberal Arts and Sciences (24.0101)				🟩		
UNC Charlotte	⬛	⬛	⬛	⬛	⬛	⬛
BA in Music (50.0901)		🟩	🟨			🟨
BA in Art History (50.0703)		🟩	🟩			🟨

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
MA in Anthropology (45.0201)		Yellow	Green			Green
MA in Applied Ethics (38.0103)		Green				Green
MA in English (23.0101)	Yellow		Green		Green	
MA in History (54.0101)		Green	Yellow		Green	
MA in Sociology (45.1101)		Green				Green
MA in Spanish (16.0905)		Green	Yellow		Green	Green
UNC Chapel Hill	Black	Black	Black	Black	Black	Black
MFA in Dramatic Art (50.0501)		Green	Green		Green	Yellow
MS and Ph. D. in Physics (40.0801)	Green	Green	Green			
MA and Ph. D. Psychology (30.1701)		Green				Green
Graduate - Maternal and Child Health (51.2209)	Green		Green	Green	Green	Green
MA and Ph. D. in Political Science (45.1001)		Green	Green			

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
MS and Ph. D. in Nutrition (30.1901)			🟩		🟩	
MA and Ph. D. in Romance Languages and Literatures (16.0999)	🟩	🟩	🟩			🟩
MA and Ph. D. in Communication Studies (09.0101)		🟩	🟩			🟩
MFA in Studio Art (50.0702)	🟩		🟩			
MA and Ph. D. in Art History (50.0703)	🟨	🟨	🟩			
MA in Linguistics (16.0102)		🟩	🟩		🟩	
MA and Ph. D. in English and Comparative Literature (23.0101)		🟨	🟩			🟨
MA, MS, and Ph. D. in Mathematics (27.0101)			🟩			🟩
UNC Greensboro	⬛	⬛	⬛	⬛	⬛	⬛
Graduate – Educational Research, Measurement, and Evaluation (13.0604)		🟩				🟩

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Graduate – Human Development and Family Studies (19.0901)				🟩		
Undergraduate – Art (50.0701)		🟩				
Undergraduate – Music Performance (50.0903)			🟩			
Graduate – MFA in Drama (50.0501)			🟩			🟩
Graduate – Master's Music in Performance (50.0903)			🟩			🟩
Graduate – MA in Creative Writing (23.1304)	🟩					
Graduate – History (54.0101)		🟨				🟩
Undergraduate – Philosophy (38.0101)		🟩				
Graduate – Psychology (42.0101)	🟩	🟩				
Undergraduate – Drama (50.0501)						🟩
UNC Pembroke	⬛	⬛	⬛	⬛	⬛	⬛

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Undergraduate – Music (50.0901)	🟩	🟩	🟩		🟨	🟨
Undergraduate – Theater (50.0501)	🟩	🟩	🟩		🟩	🟩
Undergraduate – Philosophy and Religious Studies (38.9999)	🟩	🟩				
Western Carolina University	⬛	⬛	⬛	⬛	⬛	⬛
Undergraduate – Art (50.0701)	🟨					🟨
Undergraduate – Entrepreneurship (52.0701)		🟩	🟨			
Undergraduate – BFA in Film and Television (9.0799)			🟩			🟨
Undergraduate – Theater Arts (50.0501)			🟩			🟩
Undergraduate – Parks and Rec Management (31.0301)			🟩			🟩
Graduate – Biology (26.0101)	🟩	🟨			🟩	

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Graduate – English (23.0101)			🟩			
Graduate – Higher Education Student Affairs (13.1102)			🟩			🟩
Graduate – History (54.0101)	🟩	🟩	🟩			
Graduate – MFA in Studio Art (50.0702)			🟩			🟩
Appalachian State University	⬛	⬛	⬛	⬛	⬛	⬛
BA – Music Therapy (51.2305)			🟩			
BA – Religion (38.0201)						
BA – Music Industry (50.1003)			🟩			
BFA (50.0702)			🟩			🟨
Bachelor – Interdisciplinary Studies (24.0101)		🟩	🟩			
BA – Recreation Mgmt (31.0301)			🟨			

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
BA – Philosophy (38.0101)						🟩
BA – History (54.0101)			🟩			🟩
Bachelor of Music (50.0903)	🟩					🟩
MA - Appalachian Studies (05.0199)			🟩			🟩
MA - History (54.0101)			🟩			
Masters of Music – Performance (50.0903)			🟩			🟩
Master of Music Therapy (51.2305)						🟩
MA – English (23.0101)					🟩	🟩
NC A&T State University	⬛	⬛	⬛	⬛	⬛	⬛
MS in Agriculture and Environmental Systems (01.0000)	🟩				🟩	
Ph. D. in Energy and Environmental Systems (03.0104)	🟩		🟨			🟩

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
MS in Chemical Engineering (14.0701)	Green		Yellow		Green	
Graduate – Computational Science and Engineering (14.9999)	Green					
Graduate – Nanoengineering (14.9999)	Green					
MS in Food and Nutritional Science (19.0501)	Green				Green	Green
BFA in Theatre (50.0501)/BA in Music (50.0901)	Green					Yellow
NCCU	Black	Black	Black	Black	Black	Black
Graduate – Chemistry (40.0501)	Yellow		Yellow		Yellow	Yellow
Graduate -Jazz Studies (50.0910)						Yellow
Bachelor – Hospitality Admin (52.0901)			Green			Yellow
Bachelor – Music (50.0901)			Yellow			Yellow

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
Bachelor – Theatre and Dance (50.0101)			Green			Yellow
UNC School of the Arts	Black	Black	Black	Black	Black	Black
BFA – Dance (50.0301)			Green			Green
BFA – Drama (50.0501)			Green			Yellow
BFA/MFA – Theatre Design and Tech (50.0502)	Yellow		Green			
BFA/MFA – Film (50.0602)			Yellow		Green	Green
Bachelor of Music (50.0903)			Green			Green
Masters of Music (50.0903)			Green			Green
UNC Wilmington	Black	Black	Black	Black	Black	Black
BA – Studio Art (50.0702)	Yellow	Green	Green			Green
Bachelor – Music (50.0901)	Yellow		Green			Yellow

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
BA – Anthropology (45.0201)	Green		Green			Green
BA – Art History (50.0703)	Yellow	Yellow	Green			Yellow
BA – Theatre (50.0501)	Yellow		Green		Green	Green
BA – Film Studies (50.0501)	Yellow		Green			
MFA – Creative Writing (23.1302)	Yellow		Green			Green
MA – History (54.0101)	Green	Yellow	Green		Green	Green
MA – Liberal Studies (24.0101)				Green		
MA – Spanish (16.0905)		Green	Green			Green
MA – English (23.0101)			Yellow		Yellow	
BA – Geography (45.0701)	Green		Green			
MS – Geoscience (40.0601)	Green		Green			
MS - Gerontology	Yellow		Green		Yellow	Yellow

	Student Outcomes Tracking	Time-to-Degree Improvements	Improved Industry Alignment/Career Services	Program Consolidation/ Discontinuation/ Reboot	Institutional Aid Increases	Other Curricular Reforms
MS – Mathematics (27.0101)	🟩		🟩			
WSSU- BA – History (54.0101)		🟩	🟩			🟩

Program Productivity Review

April 9, 2025

Committee on Educational Planning,
Policies, and Programs

Where we are

- In May 2024, the Board adopted a new program review and planning policy:

  - Emphasizing return-on-investment and state workforce alignment for new program applications

  - Creating a state workforce alignment review and report

  - Mandating institutional reviews of the program portfolio with prescribed metrics

  - Overhauling the Program Productivity Review to show trends in student demand and to focus on ROI

System Trends

- Undergraduate fields with significantly increasing enrollment or completions:

  - Computer and information sciences

  - Engineering

  - Biological/Biomedical Science

  - Psychology

  - Transportation and Materials

  - Business

System Trends

- Undergraduate fields with significantly decreasing enrollment or completions:

  - Area, Ethnic, and Group Studies
  - Communication, Journalism, and Related Programs
  - Education
  - Engineering Technology/Technicians
  - Foreign Languages, Literatures, and Linguistics
  - Family and Consumer Sciences
  - Parks, Recreation, and Leisure studies
  - Liberal Arts and Sciences/General Studies
  - Philosophy and Religious Studies
  - Physical Sciences
  - History
  - Science Technologies/Technicians

System Trends

- Graduate fields with significantly increasing enrollment or completions:

  - Professional Doctoral – Architecture

  - Professional Doctoral – Psychology

  - Master's – Communications, Journalism, and Related Programs

  - Master's – Public Administration and Social Service Professions

  - Master's – Health Professions

  - Master's – Engineering Technologies/Technicians

  - Master's – Library Science

System Trends

- Graduate fields with significantly decreasing enrollment or completions:

    - Research Doctoral – Architecture

    - Master's – Family and Consumer Sciences

    - Master's – Liberal Arts and Sciences

    - Master's – Mathematics and Statistics

    - Master's – Interdisciplinary Studies

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System Trends – What's actionable?

- The Board's program review and approval policy requires us to determine:
  - "student demand for the program in the locality, region, or state as a whole" and,
  - "whether the program would create unnecessary duplication."

- On a more detailed scale, trends in student demand in the System and at peer institutions provide a view into what sorts of programs are likely to have the demand needed to be sustainable.

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Individual Programs

- Combination of Return-on-Investment study and student demand analysis to think about programs in quadrants:

    - High ROI/high demand

    - Low ROI/low demand

    - Low ROI/high demand

    - High ROI/low demand

Low ROI Program Improvement

- In April 2024, the System Office required institutions to develop improvement plans for *all* programs identified as low ROI in the Deloitte study.

- This February, institutions updated the System Office on progress made or alterations to those plans.

Low ROI Program Improvement

- The interventions can be thought of in broad categories:
  - Shortening time-to-degree

  - Increasing institutional aid/lowering cost

  - Better student-outcomes tracking

  - Improved industry alignment in curriculum and co-curricular services

  - Program consolidation/wind-down

  - Other substantial curricular reforms (integrating internships, offering new modalities, etc).

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What's next

- Over the next several months, we will gain the ability to measure the earnings of our graduates who are out-of-state.

- Continued focus on low-ROI program improvement and on ensuring student demand, workforce alignment, degree premium, and student ROI in new program applications.

- Next fall, the first reports from the institutional program review processes are due to the System Office.

- Next academic year, the Board will receive the first state workforce alignment review and report.

QUESTIONS?

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MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
April 9, 2025

AGENDA ITEM

Situation: The University of North Carolina Board of Governors is responsible for making final determination on the list of peer institutions for each of the 16 constituent universities. These lists are updated periodically, with the two most recent revisions being made in 2011 and 2020. Revised peer lists are being developed, which would be in force from July 1, 2025, through June 30, 2030.

Background: Each peer institution list provides a single collection of universities to be used for benchmarking and comparison. This list provides an objective point of review and departure for strategic planning. The peer institution lists are consulted for analyses of performance benchmarks, including but not limited to: tuition and fees, retention and graduation rates, degree production, staff salaries, space utilization, private fundraising and endowments, student financial aid, institutional revenues, and distribution of institutional expenses.

An internal working group at the UNC System Office, including staff from academic affairs, enterprise data, human resources, finance, and strategy and policy, has been working since the fall of 2024 on developing a new list of institutional peers. This work is being done in close partnership with the individual constituent institutions, each of which identified a primary point of contact and an internal working group.

Similar to the most recent update to the peer lists, completed in 2020, a multistage collaborative process is being used to identify and evaluate potential peers for each institution. First, the UNC System Office constructed a dataset derived from the federal Integrated Postsecondary Education Data System (IPEDS). Next, at least one cluster analysis was run for each institution, using six common variables and four elective variables. A final review and identification of peers is being conducted by institutional and UNC System Office leadership, and an accompanying regulation is being developed to outline the general process and parameters for the peer study and peer lists.

Assessment: The quantitative approach taken for this update is robust and consistent with the most recent 2020 peer study update. A proposed peer list is being identified for each of the 16 universities in the UNC System, and that information will be provided and proposed for discussion and vote at the May 2025 Board of Governors meeting.

Action: This item is for discussion only.

UNC System Peer Study

Overview and Background

April 9, 2025

Committee on Educational Planning, Policies,
and Programs

Agenda

- What are Institutional Peers?

- Previous Peer Studies in the UNC System

- Overview of 2025 Peer Study

- Current Status and Next Steps

Framing the Work

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Who Does Your College Think Its Peers Are?

By Jacquelyn Elias

Updated May 16, 2024

News Room > Press Releases

CARNEGIE CLASSIFICATIONS RELEASE 2025 RESEARCH ACTIVITY DESIGNATIONS, DEBUT UPDATED METHODOLOGY

FEBRUARY 13, 2025

Washington, D.C. — The American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation) published today the 2025 Research Activity Designations, unveiling an updated methodology intended to better account for and reflect the multifaceted, wide-ranging research landscape of higher education institutions in America.

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3

Use of Peer Studies Nationally

- The breadth of institutional types and missions represented in American higher education is massive

- There is continued and increased public scrutiny and accountability of American higher education

- Peer institution lists are a commonly used way to evaluate university performance against a set of similar institutions

- Variety of different peer types exist: benchmark, aspirational, jurisdictional

Peer Studies in the UNC System

- The Board of Governors makes final determinations of peer institutions for the constituent universities in the UNC System

- Peer listings were most recently updated in 2011 and 2020

- The 2020 review was conducted internally and established an updated, collaborative, analytical process

- Key goal of the study is to develop a data-driven set of peers for use in outcomes benchmarking

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Some Uses of the Peer Lists

- Retention Rates

- Graduation Rates

- Faculty-student ratios

- Research productivity

- Space utilization

- Tuition and Fee Comparisons

- Cost of Attendance and Student Debt Comparisons

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Approach for the Study

- **Purpose**: Primary use will be current benchmarking and comparisons. Public peers will be the base of the analysis. A small number of private peers may be included.

- **Time of Use**: Peer sets will be established for a finite period of time – five-year window (July 1, 2025 - June 30, 2030)

- **Approach**: UNC System Office Academic Planning & Analysis will conduct cluster analyses for all institutions

- **Number of Peers**: A single peer list will be developed for each UNC university, between 10 and 12 institutions

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Prior Actions

- **September 2024**: UNC System Office Steering Team Created; reviewed 2020 process and outcomes, finalized current process and approach

- **September 2024**: Update announced to institutions; Chancellors asked to identify POC and teams

- **November – December 2024:** Initial round of meetings with each institution; reviewed past 5 years performance data against current peer list; reviewed & finalized list of variables with each institution

- **January – April 2025:** Iterative Peer List Update/Revision Process; drafted & reviewed proposed regulation

Variables for analysis

- The cluster analysis is conducted using 10 variables

- Six variables are consistent across all institutions

- The final four variables are selected jointly by the individual institution and UNC System Office staff

- Variables are used to identify institutions with similar missions and resources

Variables for analysis

Common variables for all institutions

- FTE fall enrollment

- Percent of undergraduate students receiving a Pell Grant

- Undergraduate enrollment as a percent of total enrollment

- Academic program mix (Campus choice by CIP code as a percent of degrees awarded)

- Percent of faculty that are full-time

- Instructional expenditures per FTE

Variables for analysis

Elective variables for institutional use (four from list negotiated)

- Percent underrepresented minority student enrollment
- Percent five-year change in fall FTE enrollment
- Percent of undergraduate students that are transfers
- Percent of undergraduate students that are part-time
- Percent of undergraduate students that are 25 and older
- Percent of faculty that are tenured or tenure-track
- Average full professor salary
- Research expenditures per FTE
- Public service expenditures per FTE
- Core operational revenue per FTE (Tuition & Fees – Discounts & Allowances, + State Appropriations)
- Endowment Per FTE
- …

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Next Steps

- **May 2025:** Peer Study, Proposed Regulation, Proposed Peer Institution Lists presented to EPPP; EPPP and BOG votes on Peer Study and Peer Lists

- **July 2025:** New Peer Lists take effect

Thank You

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Questions?

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